



EUROSLA 21

21st Annual Conference of the
European Second Language Association
Stockholm University, 8-10 September 2011

<http://eurosla.org/eurosla21.html>

BOOK OF ABSTRACTS



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1 Welcome to Eurosla 21!

The EuroSLA 21 Organising Committee warmly welcomes you to Stockholm for this year's annual conference of the European Second Language Association, 8-10 September 2011. We hope that the fruits of our labour, especially during the last six months, will meet with everyone's expectations of a rewarding and enjoyable conference. Over 340 proposals were submitted by 15 February and we are happy to announce that approximately 50% have been accepted, of which 147 are papers, 18 poster presentations and 18 papers for the doctoral workshop.

Although the official start of the conference is on Thursday 8 September, important activities will be taking place already on Wednesday. In the morning Language Learning is sponsoring a Round Table which will address the topic 'Is there a future for the native speaker in SLA research?' with Mike Sharwood Smith (Heriot-Watt University Edinburgh), Antonella Sorace (University of Edinburgh) and Kenneth Hyltenstam (Stockholm University) as invited speakers and with Michael Long (University of Maryland) and Silvina Montrul (University of Illinois at Urbana-Champaign) as discussants. In the afternoon there will be a doctoral workshop with presentations from 18 ongoing doctoral dissertation projects.

Because no specific theme has been designated for the conference itself, the papers to be presented represent the full range of current SLA concerns. This year's plenary speakers are Michael Long (University of Maryland), Silvina Montrul (University of Illinois at Urbana-Champaign), Florence Myles (University of Essex) and our own Inge Bartning (Stockholm University). There will be up to six parallel sessions during the three conference days. There will also be three special colloquia which address the topics 'Complexity in L2 performance', 'Challenges facing non-native university teachers', and 'Second language interaction in diverse educational contexts'.

No conference of this magnitude can be without a social programme. For those of you who arrive on Wednesday to attend the Language Learning Round table and the doctoral workshop, there is a 'vinito' reception at the Latin American Library offered by the Department of Spanish, Portuguese and Latin American Studies. On Thursday a Welcome Reception will take place at Stockholm City Hall. On Friday the Conference Dinner will be offered at the Atrium restaurant in the National Museum building. We hope you will enjoy these conference activities.

We, the 12 members of the Organising Committee, would finally like to give our special thanks to all 108 members of the Scientific Committee who have given of their time and expertise to reviewing the proposals. We would also like to express our greatest gratitude to our main sponsor, Riksbankens Jubileumsfond (The Tercentenary Foundation of the Swedish Central Bank).

We hope that the conference events and activities will offer you opportunities to meet colleagues, share perspectives and be inspired by new developments, and we wish you a fruitful and enjoyable conference and a very pleasant stay in Stockholm!

The Eurosla 21 Organising Committee

2 Committees

The Eurosla 21 Organising Committee

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3 Plenary presentations

Age differences, aptitudes, and ultimate L2 attainment

Michael H. Long
University of Maryland

Claims for a biologically based schedule for language learning were first advanced 50 years ago. 100+ studies later, debates continue as to the existence, scope and timing of one or more sensitive periods for SLA. I will begin by summarizing the current state of play.

In a recent development, a number of researchers have suggested that the very few learners who achieve near-native L2 abilities do so because of superior language learning aptitude(s). I will review the somewhat conflicting results on relationships between aptitudes for implicit and explicit language learning and levels of ultimate L2 attainment by child and adult learners, and report on some recent findings from a study (Granena & Long, 2010) of 65 naturalistic Chinese learners of Spanish, long-term residents of Spain.

Finally, I will discuss some implications of research findings on these issues for (S)LA theory and for educational policy.

Are heritage languages like second languages?

Silvina Montrul
University of Illinois at Urbana-Champaign

In recent years there has been increasing interest in the linguistic knowledge and language learning abilities of heritage speakers. In the context of the United States, heritage speakers are bilinguals who were exposed to a minority language at home (typically an immigrant language), either as the only language or together with the language of the wider speech community. It is common for heritage speakers to experience language shift during childhood, and, as a result, by early adulthood their first language ends up as their secondary and weaker language, while their second language becomes their dominant primary language. Because under these circumstances the heritage language is often incompletely acquired and/or undergoes attrition, it shows many of the structural characteristics typical of second language grammars acquired after the critical period. The differential degrees of

linguistic proficiency attained by adult heritage speakers raise several fundamental questions about the stability of early childhood bilingual acquisition and the role of input and use in the development and maintenance of a native language. They also raise key questions about the role of age and experience in the ultimate attainment of early and late adult bilinguals.

Because many college-age heritage speakers turn to the foreign or second language classroom to learn, relearn, or expand their knowledge of the home language, critical questions also arise as to how heritage speakers are similar to, or different from, postpuberty second language learners.

In this talk, I will present recent experimental research addressing the following questions: 1) Which areas of linguistic knowledge are robust and which are fragile under incomplete acquisition in both second language learners and heritage speakers? 2) Does age of acquisition bring an advantage to heritage speakers in terms of native-like linguistic knowledge as compared to late second language learners? 3) Do differences in the language learning experiences of heritage speakers and second language learners play a role in the behavioral manifestations of their linguistic knowledge? And finally, Can a heritage language be successfully reacquired in the classroom after the critical period? While extending research questions and methodologies from second language acquisition has significantly enlightened our current understanding of heritage language acquisition, I will advocate for the fruitful integration of other fields to advance this inquiry and point to potential directions in need of further research.

Exploring high level proficiency in SLA – the case of French L2

Inge Bartning
Stockholm University

The talk will take as a starting point a short presentation of the InterFra corpus at Stockholm university (www.fraita.su.se/interfra) and of earlier results of developmental stages in French L2. This presentation also includes an ongoing joint research programme that explores features of non-/nativelikeness, called *High level proficiency in second language use* at five departments at the same university (www.biling.su.se/AAA~).

In order to contribute to the debate on native-likeness and to explain recent results in the oral production of high level proficiency in French L2 we try to identify domains where there still are interesting differences between L2 users and native speakers, namely formulaic language, organisation of information structure, morpho-syntactic deviances and fluency. The data come from three groups of advanced to near-native speakers (so called ‘late learners’) and a native control group. Our hypothesis is that there may be interesting interdependencies between the four domains that illustrate both

resources and fragile zones in the NNS production (Bartning, Forsberg & Hancock 2009 and Bartning, Forsberg Lundell & Hancock, submitted). Furthermore results from a native listener test of 'passing as a native' will be presented (cf. Abrahamsson & Hyltenstam 2009). Based on these results as well as on the listener test, a proposition of a new developmental stage just prior to the 'near-native, will be made. The discussion will also be linked to the ongoing debate of the performance model of CAF (complexity, accuracy and fluency) concerning the interdependence between the three phenomena (Housen & Kuiken 2009). The results will be discussed in the light of other theoretical perspectives such as implicit/explicit knowledge, effects of bilingualism/L1 transfer and 'optionality'.

Abrahamsson, N. & Hyltenstam, K. (2009). Age of L2 acquisition and degree of nativelikeness – listener perception vs linguistic scrutiny. *Language Learning* 58 (3), 249-306.

Bartning, I., Forsberg, F. & Hancock, V. (2009). Resources and obstacles in very advanced L2 French. Formulaic language, information structure and morphosyntax. *EUROSLA Yearbook*, 9, 185-211.

Bartning, I., Forsberg Lundell, F. & Hancock, V. submitted. On the role of linguistic contextual factors for morpho-syntactic stabilization in high-level L2 French. *Studies in second language acquisition*, 2012.

Housen, A. & Kuiken, F. (2009). Complexity, Accuracy and Fluency in Second Language Acquisition. *Applied Linguistics* 30/4, 461-473.

L2 corpora and second language acquisition research

Florence Myles

University of Essex

Learner corpora are becoming a significant asset for second language acquisition research, and are becoming more varied and sophisticated (Pravec 2002, Granger 2004, Barlow 2005, Myles 2005). In the early stages, most learner corpora consisted of written rather than spoken language, and were built at least partly from available material (e.g. examination performances) rather than designed explicitly to facilitate SLA research. Their exploitation also tended to concentrate on error analysis rather than more focussed and theory driven inquiry; finally there was a strong ESL bias in available corpora.

More recently learner corpora have started to appear which encompass a wider range of languages, and which include specially collected oral data using a range of elicitation techniques (e.g. interaction, narrative, tasks focusing on specific linguistic structures, role plays etc.) as well as specially collected written data. The best known corpus to-date probably remains the International Corpus of Learner English (ICLE) based at the University of Louvain: <http://cecl.fltr.ucl.ac.be> (Granger, Dagneaux, Meunier & Paquot 2009), which mainly comprises written argumentative essays in L2 English

by learners from a wide range of language backgrounds. Examples of L2 oral corpora include the French L2 projects InterFra (<http://www.fraitas.se/interfra/>), based at the University of Stockholm, FLLOC (<http://www.flloc.soton.ac.uk>) at the Universities of Southampton and Newcastle/Essex, and a similar corpus for L2 learner Spanish (www.splloc.soton.ac.uk), based at the universities of Southampton, Newcastle/Essex and York. Further publicly accessible examples of oral corpora for both L2 English and L2 French are available on the Talkbank project website at <http://talkbank.org/data/SLA>. Researchers associated with Talkbank, FLLOC and SPLLOC are making use of CHILDES conventions and analysis software developed initially for L1 acquisition research to support their research programmes (<http://childes.psy.cmu.edu>); others are developing dedicated tools to analyse morphosyntactic and/ or lexical characteristics of L2 corpora (Granfeldt et al 2006; Malvern & Richards 2002). The first part of the talk will briefly review these corpora and their design features.

In spite of this increase in the range of corpora available, however, second language researchers have been rather slow in taking advantage of them and their associated computerised methodologies. The second part of the talk will argue the theoretical and empirical case for the need for SLA research methodologies to move into the digital age. It will then outline the possibilities offered by such tools for addressing varied research agendas, illustrating from the web-based databases of French and Spanish Learner Language Oral Corpora (FLLOC and SPLLOC; Mitchell et al. 2008; Myles 2007a, 2007b), containing over 3 million words (transcripts, soundfiles, tagged transcripts) from learners at different levels (www.flloc.soton.ac.uk; www.splloc.soton.ac.uk). The CHILDES suite of software tools used in these database for storing, transcribing and analysing the data will be presented, as well as some of the adaptations made to it for SLA-specific research purposes. The automatic morphosyntactic tagger will then be demonstrated, as well as searches carried out directly on the morphosyntactic output on large batches of files, in order to address specific research questions.

The last part of the talk will outline how substantive programmes of research on L2 oral and written corpora are contributing to a range of SLA issues, from the overall modelling of stages in learner development (e.g. Bartning & Schlyter 2004) to learner profiling (Granfeldt et al 2006) as well as to research on L2 morphosyntactic development (e.g. Arche & Dominguez 2011; Dominguez et al 2011; Myles 2005; Rule & Marsden 2006), on formulaic language (e.g. Meunier & Granger 2008; Myles 2004), and on L2 pragmatic development (e.g. Belz & Kinginger 2003; Granget 2003; Guillot 2009). The talk will conclude with a discussion of a possible agenda for the further development of corpus-based research in SLA, paying particular attention to issues of design principles, software availability and

suitability, bottom up and top down analyses of L2 corpora, ethical and copyright issues in building L2 corpora, and storage and access principles for users of L2 corpora.

4 Papers

A longitudinal study of L2 oral fluency and lexical development in an instructional setting

Imma Miralpeix and Natalia Fullana
Universitat de Barcelona

For a number of years, researchers have advocated implementing longitudinal studies as the ultimate way to assess the impact of various factors on second language (L2) acquisition (Muñoz & Singleton, 2011; Ortega & Iberri-Shea, 2005; Singleton & Ryan, 2004). While the existing longitudinal research has mostly focused on age of onset (AO), current work has evidenced a new (or renewed) interest in the factor of input in L2 speech acquisition (e.g., Piske & Young-Scholten, 2009). Additionally, the dimension of oral fluency in an L2 has received considerable attention in recent longitudinal investigations (e.g., Derwing, Munro, Thomson, & Rossiter, 2009).

The present study aimed to contribute to the growing body of longitudinal investigations by looking at the development of L2 oral fluency and vocabulary in an instructional setting. The sample of the study comprised 15 Catalan/Spanish learners of English, with an AO held constant at 8 years old. Participants were assessed at four data collection points over a period of 8 years of foreign language instruction. Temporal measures of oral fluency as well as lexical richness measures were obtained from the learners' oral retelling of a picture narrative. Results showed that L2 learners generally became more fluent over time, as indicated by faster speech rates and shorter pauses. A higher degree of fluency was also related to greater lexical richness, similarly to de Jong & Perfetti (2011). Despite this, learners' degree of oral fluency was lower than that of a control group of English native speakers. Moreover, learners exhibited different learning trajectories, corroborating observations from available longitudinal research (e.g., Abrahamsson, 2003; Larsen-Freeman, 2006). Findings of this small-scale longitudinal investigation highlight the need to further typify the quality and quantity of input in instructional settings where exposure to L2 input is often limited and nonnative-like (e.g., García-Lecumberri & Gallardo, 2003).

- Abrahamsson, N. (2003). Development and recoverability of L2 codas. A longitudinal study of Chinese-Swedish interphonology. *Studies in Second Language Acquisition*, 25, 313-349.
- De Jong, N., & Perfetti, C. A. (2011). Fluency training in the ESL classroom: An experimental study of fluency development and proceduralization. *Language Learning*. Available online DOI: 10.1111/j.1467-9922.2010.00620.x.
- Derwing, T. M., Munro, M.J., Thomson, R. I., Rossiter, M. J. 2009. The relationship between L1 fluency and L2 fluency development. *Studies in Second Language Acquisition* 31. 533-557.
- García-Lecumberri, M. L., & Gallardo, F. (2003). English FL sounds in school learners of different ages. In M. P. García-Mayo & M. L. García-Lecumberri (Eds.), *Age and the acquisition of English as a foreign language* (pp. 115-135). Clevedon, England: Multilingual Matters.
- Larsen-Freeman, D. (2006). The emergence of complexity, fluency, and accuracy in the oral and written production of five Chinese learners of English. *Applied Linguistics*, 27, 590-619.
- Muñoz, C., & Singleton, D. (2011). A critical review of age-related research on L2 ultimate attainment. *Language Teaching*, 44, 1-35.
- Ortega, L., & Ibarra-Shea, G. (2005). Longitudinal research in second language acquisition: Recent trends and future directions. *Annual Review of Applied Linguistics*, 25, 26-45.
- Piske, T., & Young-Scholten, M. (Eds.). (2009). *Input matters in SLA*. Clevedon: Multilingual Matters.
- Singleton, D., & Ryan, L. (2004). *Language acquisition: The age factor* (2nd edition). Clevedon: Multilingual Matters.

A new look at the Interpretability Hypothesis

Roumyana Slabakova and Tania Leal Méndez

University of Iowa

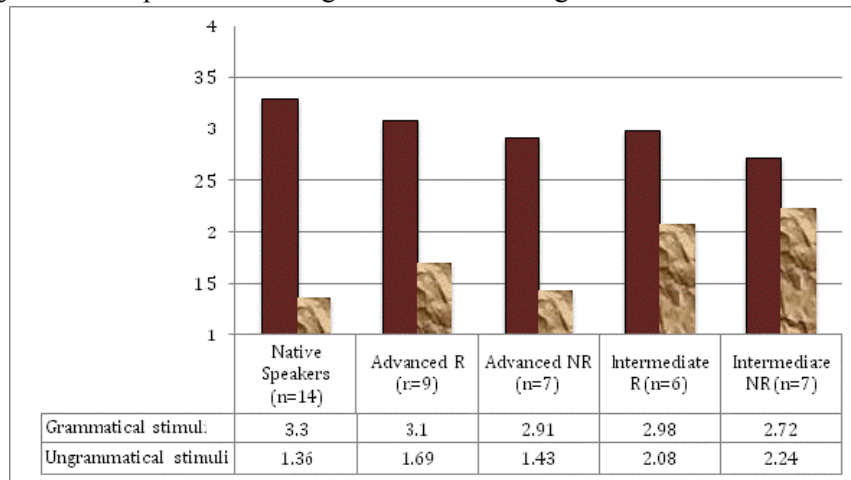
Tsimplici and Dimitrakopoulou (T&D) (2007) propose the Interpretability Hypothesis (IH), according to which uninterpretable features present an insurmountable difficulty in adult second language acquisition. The experimental study supporting the IH examines Greek native speakers' knowledge of gaps versus resumptive pronouns in English *wh*-movement. The study finds that learners never get close to native speaker performance. A crucial assumption of T&D's study is that Greek allows resumptives optionally. However, Alexopoulou & Keller's (2002) findings question that assumption.

In this presentation, we ask whether properties captured by uninterpretable formal features are indeed impossible to acquire. We replicated T&D's (2007) experiment with two important enhancements: we embedded the test sentences under context, and we presented them aurally and visually. We looked at the L2 acquisition of resumptive pronouns in English by Spanish native speakers. Since Spanish, unlike English but like Greek, optionally allows resumptive pronouns subject to individual and dialectal differences, we made one crucial extension to the T&D design:

using a separate acceptability judgment test, we divided our learners into those who allow and those who do not allow resumptive pronouns in their native Spanish. Next, we looked at their acceptance of grammatical and ungrammatical long-distance English *wh*-movement sentences without and with resumptives (examples below).

Our results indicate that both groups of advanced learners, those that do and those that don't have resumptives in their individual grammars, have acquired the ungrammaticality of resumptives in English (Figure 1) and are indistinguishable from native speakers. Thus our findings do not support T&D's conclusion that uninterpretable features remain a problem in L2A even at advanced levels of proficiency. Furthermore, all of the factors that T&D propose would play a role in the acquisition of *wh*-movement, namely animacy, d-linking, subject/object *wh*, *that* versus *that*-less embedded clause, had no effect on our advanced learners' performance.

Figure 1: Acceptance rates of grammatical and ungrammatical stimuli



Alexopoulou, T. & F. Keller, 2002. Resumption and locality: A crosslinguistic experimental study. In *Papers from the 38th Meeting of the Chicago Linguistic Society*, volume 1: The Main Session (pp. 1-14). Chicago.

Tsimpli, I. M. & Dimitrakopoulou, M. (2007). The Interpretability Hypothesis: Evidence from *wh*-interrogatives in second language acquisition. *Second Language Research*, 23, 215-242.

A short longitudinal study of foreign language vocabulary size – the case of advanced Swedish learners of English

**Henrik Gyllstad
Lund University**

Acquiring a sizeable vocabulary in a second language is essential for proficient and autonomous language use. Recently, estimates of how many words are needed to perform in different broad situations have been proposed, for example 8,000-9,000 word families for reading authentic texts like novels and newspapers, and 6,000-7,000 word families for oral discourse (see Schmitt, 2008; Nation 2006). In this paper, a study investigating whether 1st year Swedish university students of English master these levels is presented. Their vocabulary size development is traced longitudinally over a period of 5 months, from the beginning of their first term to the end of term. A test called Vocabulary Size Test (VST) (Nation 2008) was used. The test has been validated with native speakers of English (Beglar, 2010), but so far, no reports are available for how advanced non-native speakers perform and how well the test functions for this group of language users. Questions of test validity will be discussed in the light of the performance of the advanced Swedish learners.

- Beglar, D. (2010). A Rasch-based validation of the Vocabulary Size Test. *Language Testing* 27(1), 101-118.
- Nation, I.S.P. (2006) How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review* 63(1), 59–82.
- Nation, I.S.P. (2008). *Teaching Vocabulary: Strategies and Techniques*. Boston: Heinle.
- Schmitt, N. (2008). Instructed Second Language Vocabulary Learning. *Language Teaching Research* 12(3), 329-363.

Accent change and convergence in an English-medium class in Sweden

**Una Cunningham
Stockholm University**

This paper reports some results from a longitudinal study of the English pronunciation of a group of female Swedish-speaking students in an English-medium International Baccalaureate class at a Swedish upper secondary school from their first semester in pre-IB (age 15-16) to their final semester, three years later (age 18-19). This report focuses on vowel quality and changes in the English vowel quality produced by these students at the beginning and end of their time in their class.

Acoustic speech analysis is used to enable measurement of vowel formant frequencies (which can be related to vowel quality). Preliminary results indicate that the students' vowel qualities exhibit greater between-speaker variability at the beginning of the 3-year programme than at the end. The

quality of some of their vowels converges – they become more like each other - suggesting that they have developed an accent which is, at least as far as vowel quality is concerned, a characteristic of the group. The phonetic features shared by the group members are considered in relation to the phonetic features of their own pronunciation of their L1, Swedish, and to those of GA and RP, two varieties to which the students have been extensively exposed. However, most of the English the students are exposed to is produced by their peers. It has been documented that learners who share an L1 are likely to influence each other in their pronunciation (e.g. Jenkins 2002) and the notion of the importance of pronunciation for group identity lies behind much classic and current sociolinguistic research. This study is a description of some of the changes that these speakers make in their pronunciation as they become a speech community in their second language, English.

Jenkins, Jennifer, (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an International Language. *Applied Linguistics* (2002) 23 (1): 83-103.

Accuracy and complexity in second language speech: Do specific measures make the difference?

Nel de Jong¹ and Petra Poelmans²

¹Free University Amsterdam, ²Fontys University of Applied Sciences

This talk reports on a new analysis of data from a previous study (De Jong & Vercellotti, 2011). In that study we examined the fluency, accuracy, and complexity of second language speech elicited by five picture story prompts with similar narrative structure and storyline complexity in order to obtain normative data for future studies. Participants were 23 high-intermediate ESL speakers with various language backgrounds (n=25; age M = 25.8 years). Unexpectedly, we observed differences between the prompts in terms of fluency but not accuracy and complexity. The fluency differences might be explained by the greater inference required to understand some of the transitions between the pictures. Therefore, it is likely that there should be differences between the stories in terms of accuracy and especially complexity as well. The fact that no differences were found may have been due to the global nature of the measures: error-free clauses, error-free AS units, clauses per AS unit, and words per AS unit (cf. Robinson et al., 2009).

The present study addresses two questions. First, do more specific measures of accuracy and complexity reveal differences between stories? Second, do the group data overshadow individual differences: although there might not be significant overall differences between prompts, there could be differences at the level of the individual speaker. To answer these questions, we analyzed more specific measures of accuracy and complexity that were

specifically relevant to the story prompts, such as the number and variety of coordinating and subordinating conjunctions (cf. Michel, 2011). Preliminary findings show that the story that required the least inference elicited a greater ratio of subordinating to coordinating conjunctions than the other stories. Therefore, it seems that these measures of complexity were able to capture subtle differences between stories. Analysis of accuracy and individual data is ongoing.

Acquiring Motion events in L2 Spanish by Italian, French and German speakers

Alberto Hijazo-Gascón
University of Zaragoza

The classification of Verb-framed and Satellite-Framed languages relies on the different way languages lexicalize the semantic components involved in motion events (Talmy, 2000). Closely tied to this typology, Slobin's (1996) *Thinking for speaking* considers that the linguistic resources available in one's language direct our attention to some aspects of motion. The consequences are that the S-language speakers tend to describe both Path and Manner in detail, while V-language speakers give more static descriptions and leave these components to be inferred. Although studies such as Brown & Gullberg (2008, 2010), Cadierno & Ruiz (2006) and Filipović & Vidaković (2010) have demonstrated that L2 speakers transfer patterns of their L1 into their L2, they mainly focus on the intertypological differences. However, recent studies in this field have also shown that there are also intratypological differences either with respect to Manner (Ibarretxe-Antuñano, 2009a, Sujiyama, 2005) or Path (Ibarretxe-Antuñano, 2009b).

This study discusses how L2 Spanish students (B2 level of the *European Framework*) whose L1s are S-framed (German) or V-framed (French and Italian) express motion events in their L2 V-language. There were 12 students per group and the data were elicited with the *Frog story* (Berman & Slobin, 1994) in both their L1 and L2. The results show evidence of crosslinguistic influence (Jarvis & Pavlenko, 2008) in the domain of motion. Especially interesting is the finding of intratypological differences, mainly with regard to Italian. While French and German results turn out to be prototypical for their respective typological groups, Italian speakers did not behave as "Romance-like" as expected. They do follow French and Spanish tendencies with respect to Manner but they express Path in a much more detailed fashion, just like Germans do.

Berman, Ruth & Dan SLOBIN. 1994. Relating events in narrative: A crosslinguistic study of children's narratives. Berkeley Cognitive Science Report, 46, Institute of Cognitive Studies, University of California, Berkeley.

- Brown, Amanda and Marianne GULLBERG 2008. Bidirectional crosslinguistic influence in L1-L2 encoding of Manner in Speech and Gesture. A study of Japanese students of English. *Studies in Second Language Acquisition*, 30, 225-251.
- Brown, Amanda and Marianne GULLBERG 2010. Changes in encoding of path of motion in a first language during acquisition of a second language. *Cognitive Linguistics*, 21-2, 263-268.
- Cadierno, Teresa and Lucas RUIZ, 2006. Motion events in Spanish L2 acquisition, *Annual Review of Cognitive Linguistics* 4: 183-216.
- Filipovic, Luna & VIDA KOVIĆ, Ivana, 2010. Typology in the L2 classroom: acquisition from a typological perspective.
- Ibarretxe-Antuñano, Iraide, 2009a. Path salience in motion events. In J. Guo et al. (eds.) *Crosslinguistic Approaches to the Psychology of Language: Research in the Tradition of Dan Isaac Slobin*, Nueva York: Psychology Press, 403-414.
- Ibarretxe-Antuñano, Iraide, 2009b. Lexicalization patterns and sound symbolism in Basque. In Valenzuela, J., A. Rojo and C. Soriano (eds.) *Trends in Cognitive Linguistics: Theoretical and Applied Models*. Hamburg. Peter Lang. 239-254.
- Jarvis, Scott & Aneta PAVLENKO. 2008. *Crosslinguistic Influence in Language and Cognition*. New York: Routledge.
- Slobin, Dan I., 1996. Two ways to travel: Verbs of motion in English and Spanish, in Mashayoshi Shibatani y Sandra A. Thompson (eds.), *Grammatical Constructions. Their Form and Meaning*. Oxford: Clarendon Press, 195-317.
- Sujiyama, Y. 2005. Not all verb-framed languages are created equal: The case of Japanese. *Proceedings of the Seventeenth Annual Meeting of the Berkeley Linguistics Society*, 17: 480-519.
- Talmy, Leonard, 2000. *Toward a cognitive semantics*. Cambridge, MA: The MIT Press.

Acquisition at the interfaces in L1 Spanish: L2 English – From corpus data to experimental data

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We show how corpus and experimental data can be combined to better understand L2 acquisition at the interfaces by examining L2 inversion (SV/VS orders).

Previous corpus data reveal that the three interface constraints operating in native English guide the production of SV/VS in L1 Spa/Ital-L2 Eng (Lozano & Mendikoetxea 2008, 2010). Subjects are produced postverbally only with unaccusative verbs [syntax-discourse interface] provided they are focus [syntax-discourse] and heavy [syntax-phonology]. Crucially, learners show syntactic deficits with the preverbal constituent (XP) by inserting a null expletive (\emptyset -V-S) [1] or overusing *it* as the generic expletive (*it*-V-S) [2], while the production of grammatical *there* is low (*there*-V-S) [3].

In this paper, we seek to experimentally (dis)confirm the corpus data. L1 Spanish-L2 English learners at all proficiency levels (N=322) participated in an online experiment. They judged, on a five-point Likert scale, the

acceptability of the preverbal XP in 32 XP-V-S contextualised sentences, modelled after those produced in the corpus studies: the postverbal subject was focus & heavy and the preverbal XP was realised as \emptyset , *it*, *there* or *PP* [1-3]. The verbs were also taken from the corpus data: the top inversion unaccusatives (*exist*, *appear*, *begin* and *come*) and the most frequent (non-inverted) unergatives (*talk*, *work*, *play* and *speak*).

The experimental results support the corpus results but shed new light: Learners significantly prefer VS with unaccusatives to unergatives at all proficiency levels [Figure 1], yet acceptance of unaccusatives unexpectedly decreases with proficiency. While they discriminate grammatical (*there*, PP) vs ungrammatical (\emptyset , *it*) preverbal XP with unaccusative VS, they show early sensitivity to grammatical XP, but ungrammatical XP decreases with proficiency. By contrast, they show sensitivity to ungrammaticality of unergative XPs only with increasing proficiency. We will discuss how these and other findings have significant implications for a theory of SLA at the interfaces.

[1] ... * some experts say that *exist* some students who support it.

[\emptyset -V-S]

[2] ... * **it** *appeared* a new medicine that was effective against malaria.

[*it*-V-S]

[3] ... **there** *exist* unlucky people who are extremely poor.

[*there*-V-S]

Figure 1: Proficiency x Verb (unaccusative/unergative)

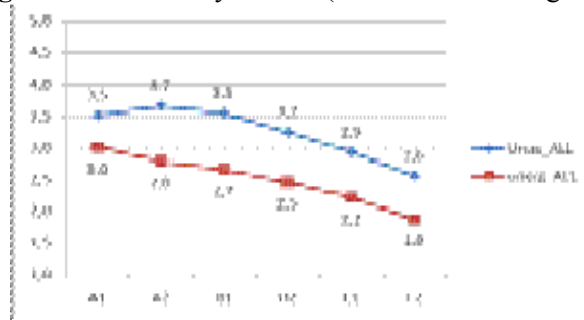


Figure 2: Proficiency x Syntax (unaccusatives)

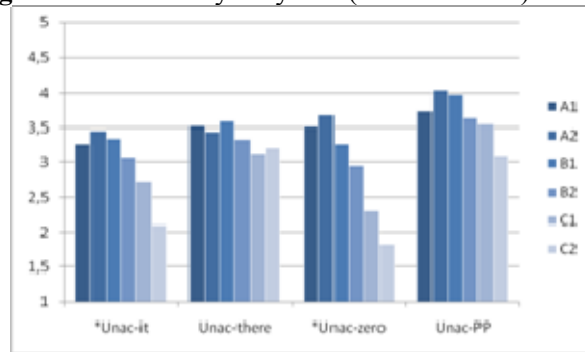
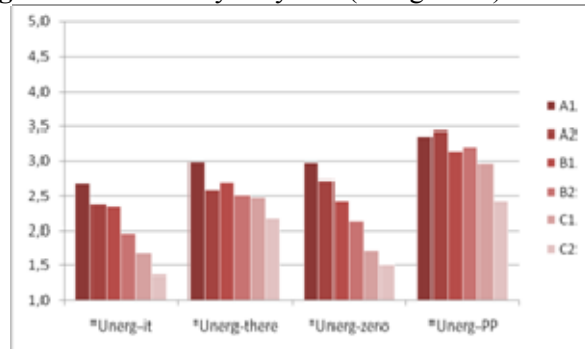


Figure 3: Proficiency x Syntax (unergatives)



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Acquisition of variation in adult second language learners – the variable effects of a diglossic learning situation

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The acquisition of variation has increasingly attracted attention in second language studies (cf. e.g. Bebee 1980, Dewaele/Mougeon 2004; Li 2010; Drummond 2010). Even though adult learners are able to reproduce variation present in the input (cf. Hudson Kam/Newport 2005, 2009), the acquisition of sociolinguistic variation in a target language and the development of the capacity to alternate between speech styles seem intricate (cf. Rehner, Mougeon and Nadasdi 2003; Romaine 2004). In a diglossic language situation like the German-speaking part of Switzerland, language variation and the coexistence of two varieties in spoken and written communication are evident components of everyday life for language learners. How learners handle the two varieties can improve our understanding of the acquisition of variation in general, of the role of the input as well as the social context in second language acquisition.

This paper examines how learners in the diglossic German-speaking part of Switzerland deal with a number of structural differences between the two involved varieties of German (standard and/or dialect) and which constructions and features of the respective varieties are more likely to be integrated in their interlanguage. The analyzes are based on speech, prompted linguistic data and metalinguistic statements from adult immigrants. The data was gathered through interviews with both a speaker of standard German and a speaker of an alemannic dialect. The analyzes focus on the occurrence of dialectal and standard-like features and the knowledge about differences between the two varieties. The results are interpreted considering factors like length of residence, amount of instruction, composition of the personal and professional network, attitudes towards the varieties etc. and can provide important insights into the dynamics of linguistic and sociolinguistic factors that might influence the acquisition of one (or both) of the two varieties in a diglossic environment.

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Against the Threshold Hypothesis in the Study Abroad Context: Evidence from Two Different Proficiency Levels

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Study abroad experience has been reported to exert little influence on students' grammatical accuracy, which may improve less than in the foreign language classroom (Collentine, 2004). This general conclusion has been challenged by different studies (e.g. Howard 2001, 2005 on French past tenses or Isabelli and Nishida, 2005 on Spanish subjunctive) with advanced learners (two years of L2 study). On this basis, Lafford (2006) posits the Threshold Hypothesis, suggesting that it is not until the third year of the L2 study that learners can start paying attention to form. More recent studies also have shown evidence of the advantage of advanced study abroad students over their home counterparts on the accurate use of verbal morphology and subjunctive mood in French (Howard 2006, 2008 respectively) and on the acquisition of the imperfect tense in Spanish (Martínez-Arbelaiz and Pereira, 2008). Collentine (2009) states that there is a consensus in research literature that the students may begin a study abroad program too early in their language development without having reached enough metalinguistic knowledge.

In order to test the Threshold Hypothesis, we compared the use of the imperfect tense in semi-spontaneous narrations. Twenty-eight study abroad and 33 at home students at the intermediate level completed two compositions, following identical instructions at the beginning and at the end of the semester; as well as 37 study abroad and 21 at home students at the advanced level. The comparisons of the results showed that students from both intermediate and advanced levels outperform the foreign language learners in their use of the imperfect tense for descriptions. The results stated that the use of the imperfect can significantly improve as a consequence of the study abroad experience which leads us to conclude that the Threshold Hypothesis needs to be tempered with more empirical research.

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Alignment in native versus non-native task-based interaction

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This paper investigates effects of alignment in non-native and native oral task-based interaction. According to the Alignment Hypothesis (Pickering & Garrod 2004) interactants mirror each others speech on all linguistic levels. That is, speakers tend to re-use for example the syntactic structures and lexical items of their speaking partner. The Alignment Hypothesis therefore assumes dialogues to be cognitively less effortful than monologues. Costa, Pickering, & Sorace (2008) state that second language (L2) learner's may not be able to equally benefit from alignment processes as native (L1) speakers because L2 learners sometimes lack the linguistic means to follow the language choices of their speaking partner.

The present study presents a quantitative comparison of task-based oral interactions of L2 learners (N = 32) and L1 speakers (N = 20) upon

argumentative tasks. The data are interpreted in light of monologic productions of L2 learners (N = 32) and L1 speakers (N = 24). All speech samples are coded for measures of lexical and syntactic alignment and are compared to earlier analyses by means of global measures of lexical complexity, accuracy, and fluency.

Results give a first insight into effects of alignment in learner-learner versus native-native task-based interactions. Moreover, they shed a light on processes of routinization and mirroring of speech in native and non-native oral performance and their effects on traditional measures of performance. As a whole, this paper gives a new cognitive perspective on the oral performance of L2 learners and L1 speakers in task-based dialogic production.

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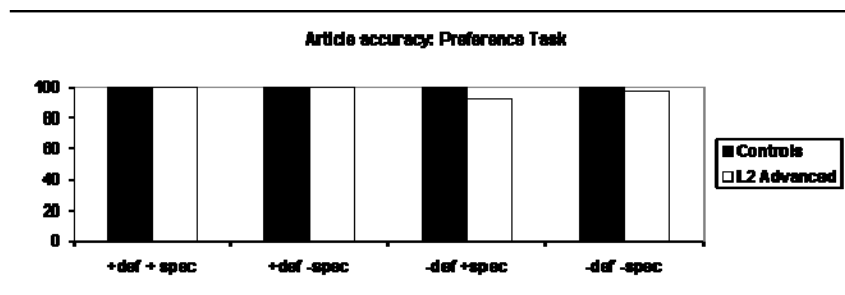
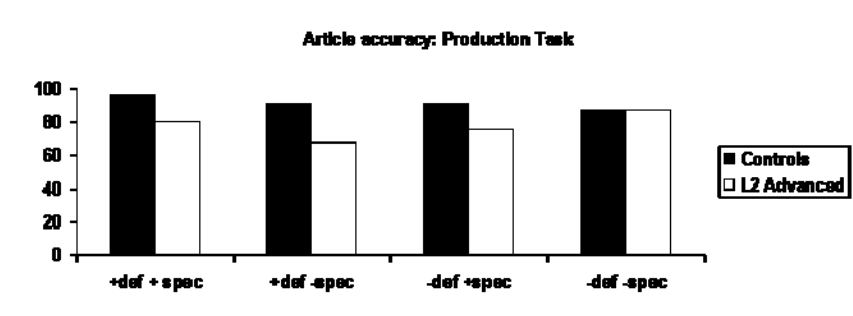
Article use in very advanced L2 speakers – novel evidence from Italian

Lena Dal Pozzo and Simona Matteini

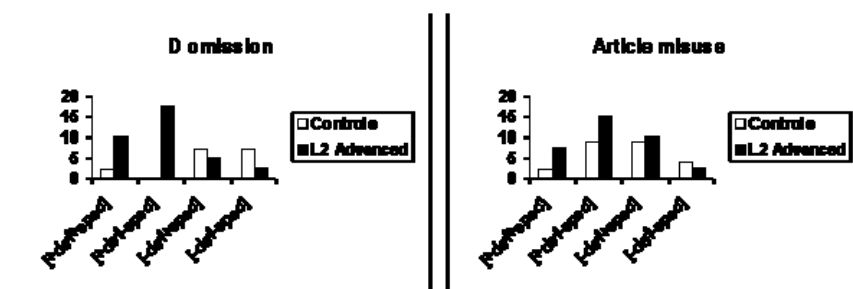
University of Siena

Introduction – Following recent influential studies on the L2 acquisition of semantic properties of the English article system (Ionin, Ko and Wexler 2004; Ionin, Zubizarreta & Bautista Maldonado 2008 a.o.), we test the Article Choice Parameter in article-less language speakers with a very advanced level in the L2. Specifically, we aim at investigating whether speakers of a language which does not encode *definiteness* and *specificity* in an article system (Finnish), are able to re-assembly these features in the L2 (Italian).

Data- An oral production task and a written preference task were administrated to 10 controls and 8 L2 subjects living in Italy since min. 10 years. Four different conditions for both tasks were identified on the basis of *definiteness* and *specificity*. The data analysis shows no effect for definiteness or specificity on article accuracy at this level of L2 proficiency, rather a highly significant effect for tasks (production vs preference; $F(1,15)=35,336$; $p<0.001$). Furthermore an interaction between tasks and experimental subjects (Controls vs L2 speakers; $F(1,15)=4,101$; $p \leq 0.06$) is found.



Interestingly, an analysis on non-target patterns in the production task reveals a significant interaction between definiteness and groups (L2 subjects vs Controls) for determiner omission only ($F(1,15)=8,943$; $p<0.001$):



Discussion- Overall, the preliminary results suggest that very advanced L2 learners are quite accurate in article choice, although the experimental design affects significantly their performance. Our discussion of the main findings will take into account: (i) the role of the aural production task in pinning down the article choice compared to the written preference task; (ii) the absence of fluctuation in article choice at an advanced level of L2 proficiency (i.e. Trizna 2009 for similar findings); (iii) the residual transfer effects from the article-less L1 as a possible explanation for the non-target L2 patterns, especially in [+def][-spec] contexts.

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Attitude and motivation facilitate foreign language retention: myth or reality?

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In research on language attrition it has been generally accepted that attitude and motivation are two of the most important factors to contribute to the retention of a language, the same way they facilitate language acquisition (Gardner, 1982). Nevertheless, there is very little empirical evidence supporting this claim (Moorcroft & Gardner, 1987; Gardner, Lalonde, Moorcroft, and Evers, 1987; and Waas, 1996) and it comes mainly from studies measuring language proficiency on the basis of self-evaluation reports.

This presentation gives a report on a project which explores the relationship between these two factors and the processes of foreign language attrition.

Shorter version of Gardner's AMBT (1985) is used to evaluate attitude and motivation and language proficiency is explored with three different tasks: 1) free speech, 2) psycholinguistic data elicited with a Picture Naming task, and 3) a C-test.

The participants, Dutch and German university students who had completed a study abroad period in Spain, were divided into 4 groups, depending on the time elapsed since completion of the SA, and assigned to a one of 4 proficiency levels according to their onset proficiency. Measures of disfluency such as filled pauses, repetitions and false starts, as well as vocabulary diversity were analyzed in the oral data. The PN task provided two measures: number of lexically correct responses and reaction times (RT) in milliseconds for the correct responses.

Language attrition across groups was manifested by an increase in disfluency markers and RTs as well as a decrease in the number of lexically correct responses but contradictory results were obtained with respect to the role of attitude and motivation. Although several correlations were found between attitude and integrative orientation and several of the proficiency variables, they did not come out as significant predictors of language retention when entered into a regression model.

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Attitudes and perceived variation in non-native speaker accents of English

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Due to the ever increasing global spread of English (as an L2 or lingua franca) non-native speakers (NNS) of English need to establish their identity through the medium of their second language. Additionally, most NNS speak English with a 'foreign' accent which causes certain attitudes in speakers as well as listeners and can have profound social consequences. This paper presents the results of three experiments which – taken together –

give a detailed description of how specific accent features influence attitudes towards NNS accents of English.

The first study presented in this paper looks at NNS' and native English speakers' (NS) attitudes towards their own (ingroup) and other (outgroup) accents of English. Participants rated English NNS and NS speech samples on traits representing the solidarity dimension (i.e. how much a person identifies with an accent) and the status dimension (i.e. how much prestige is assigned to an accent). Apart from finding that the perceived prestige and status of an accent was more important than issues of identity, we also found that some of the NNS speech samples were rated fairly negatively across all traits – this did not happen for the NS speech samples.

In a follow-up study participants were asked to point out 'foreign' or 'strange' features of these negatively rated speech samples. The result is a list of specific consonants which includes some sounds that do not impede intelligibility but which might provoke negative attitudes towards the speaker. We tested this assumption in our final experiment which shows that variation in specific sounds – especially consonants such as /r/ and sibilants – directly influences the perception of NNS accents of English. The results reveal direct connections between certain attitudes and specific phonetic detail and thus, help to understand the impact of the phonetics/phonology and sociolinguistics interface in English L2 communications.

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Bilingual development in school-aged deaf children: A processability approach

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This talk presents results from a study (Schönström, 2010) that concerns the bilingual development of Swedish school-aged deaf children in Swedish Sign Language (SSL) and written Swedish. More precisely, the development of Swedish as an L2 in school-aged deaf children is investigated as well as the interdependence between Swedish (L2) and SSL (L1) proficiencies.

The study is cross-sectional and contains data from up to 38 informants. All informants are from a school for the deaf and hearing-impaired (grades 5 and 10). Data is based on 1) retellings in written Swedish, and 2) videotaped free stories in SSL.

For the analysis of the written Swedish data, Processability Theory (PT) (Pienemann, 1998) was applied as theory and method. As PT has never before been applied to deaf L2 learners, this presents us with the important issue of whether it is possible to apply this theory to deaf L2 learners. For the analysis of the interdependence between Swedish and SSL, narrative skills of SSL texts were compared with the PT skills of Swedish texts.

The results from the Swedish part of the study show that there is an implicational order in the informants' development of Swedish following the predicted grammatical learning order as described by PT. It therefore suggests that PT is applicable also to deaf L2 learners of Swedish. Regarding the analysis of interdependence between the two languages, among other things, it shows that analyzing SSL skills is not always unproblematic. Despite this, the results show that there is a correlation between the proficiency in SSL and Swedish in the deaf learners, supporting earlier findings in the area (Strong & Prinz, 2000, Chamberlain & Mayberry, 2008).

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Can speed and automatization of lexical access be used as measures of proficiency?

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Lexical decision tasks have often been used to examine second language learners' speed (reaction time, RT) and automatization (coefficient of variation, CV) of lexical access in a second language (L2). Additionally, lexical access has been considered a measure of proficiency (Segalowitz & Frenkiel-Fishman, 2005) as well as an indicator of fluency (Segalowitz & Freed, 2004). Segalowitz and his colleagues suggest that participants' RT and CV should be computed for their L2 but also for their L1 (first language) in order to determine a "specific L2 index", which controls for individual differences in lexical access. The purpose of the present study is to examine L2 and L2-specific indexes and analyze how they correlate with other measures of proficiency (standardized placement test, vocabulary test, and oral fluency). Another goal of this study is to examine the effect of L1 cognates in L2 lexical access, which is especially relevant since the bilingual cognition literature has shown that cognates are accessed faster than non-cognates (Dijkstra et al., 2010).

A total of 237 Spanish/Catalan bilinguals performed an animacy judgment task (based on the task used by Segalowitz & Freed, 2004), which included 200 words that the learners had to classify as 'living' or 'non living'. Half of these words were in English (L2) and half in the participants' dominant language. The list of English words included 28 words that were cognates in Catalan and 24 in Spanish. A subgroup of these participants performed the other proficiency tests.

The results of the analyses indicate that L2 and L2-specific RT and CV correlate with some measures of proficiency. Moreover, while cognates were accessed significantly faster than non-cognates, the mean RT and CV correlated equally with other proficiency measures in both cases. In conclusion, it can be claimed that the lexical access of cognates and non-cognates is equally informative concerning L2 proficiency.

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“Can’t we use Google Translate?” A multimodal analysis of language choices at the interface with Swedish Google

**Nigel Musk
Linköping University**

Searching for information on the Internet is one way in which the use of computers is regularly integrated into the activities of the English as a second language (ESL) classroom. At the same time, students are adapting to the affordances of interactive search engine features, such as Google translate. What this paper examines is how students navigate their way in Swedish Google in respect of their language choices, given that this software offers new language options on the basis of their previous choices.

Although there has been a burgeoning interest in interactionist studies of the second language classroom using conversation analysis (e.g. Mondada & Pekarek Doehler 2004, Seedhouse 2004, Markee 2008, Hellermann 2008), to date few such studies have dealt with the interactional interface between computers and second language learners (but see Čekaitė’s 2009 study on the affordances of spell-checkers). Here close attention is paid to the students’ use of their multimodal resources to show how they respond to the emergent contingencies of doing Internet searches. One significant finding is that the translation features of Google contribute to the incremental replacement of English by Swedish over the trajectory of the activity. The obvious effect is that the students’ contact with the target language is drastically reduced.

The empirical data of this study comprise about 5-6 hours of video-recorded Internet searches involving 10 pairs of pupils in years 8 and 9 of two Swedish secondary schools. The video-recorded searches are ones that have arisen from tasks set by their ordinary English teachers as part of their regular ESL classes.

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Child Second Language (L2) Acquisition and Cognitive Development: Is earlier always better?

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Is there such a thing as “too early” for child L2 acquisition in non-naturalistic contexts? Highlighting the fact that children below the age of 6-7 are not fully developed cognitively, Paradis (2010) suggests that older children might have an advantage for speed of efficient L2 development. In other words, until cognition is fully developed children might not be ripe for L2 acquisition, resulting in asymmetric comparative developmental sequences depending on age of exposure. This is an important empirical question beyond child L2 studies, because it presents a unique angle to reveal links between linguistic and cognitive development more generally.

This study compares two sets of child English L2ers in a dual immersion setting in Cali, Colombia, ages 6-7 and 10-11 at the time of testing, who have had the same amounts and types of exposure to English (3 years in the same instructed setting). We report the finding from the first stage of this larger research project in which the children (n=25 per group) performed a standardized elicited production picture-story task, a question-answer comprehension task based on the story and an oral interview. The data show that the older child L2 group who was 7-8 from the onset of L2 exposure is much more advanced after 3 years as a group (using MLU measures, stylistics in story-telling, error rates and overall fluency) compared to the younger group. We discuss the follow-up empirical experiments currently underway, examining the acquisition of passive constructions. Paradis’ hypothesis predicts a lag in the younger group for such properties precisely because they depend on the (cognitively costly) formation of A-chains. The children will be followed for 5 years moving forward to test whether Paradis’ contention that the older child advantage fades in time as cognitive abilities of both groups catch up. We discuss how this second phase will be accomplished and what it is likely to reveal.

Paradis (2010). The interface between bilingual development and specific language impairment. Plenary address at Generative Approaches to Language Acquisition North America. University of Toronto

**Cognitive aptitudes for L2 learning and the LLAMA aptitude test:
What aptitude does LLAMA measure?**

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Aptitude for L2 learning was originally understood as a unidimensional construct (e.g., Carroll, 1973) and scored accordingly as a composite. Several studies have followed this conceptualization of across-the-board haves and have-nots (e.g., Abrahamsson & Hyltenstam, 2008; Bylund et al., 2010; Granena & Long, 2010; Granena, forthcoming). More recent theorizing called for a multifaceted view of the construct that can result in individually unique aptitude profiles (e.g., Skehan, 1998, 2002; Robinson, 2002). L2 learners may have high ability in one aptitude component, but low ability in others.

The LLAMA aptitude tests (Meara, 2005) are a set of exploratory tests designed to assess aptitude for L2 learning. The battery includes four computer-based subtests, independent of test takers' L1, that measure different aspects of aptitude (vocabulary learning, sound recognition, sound-symbol association, and grammatical inferencing). The present study conducted an exploratory factor analysis using two factor-analytic techniques, Principal Components Analysis and Principal-Axis Factoring, in order to determine the underlying structure of the LLAMA. The main research question was whether LLAMA measured a single or multiple aptitude component(s).

A total of 117 participants (native speakers of Chinese, English, and Spanish) completed the test battery. Results converged on two factors that were interpreted as "language-analytical ability" and "phonological-sequence-learning ability". While vocabulary learning, sound-symbol association, and grammatical inferencing, the three subtests where participants are given time to work out the existing relations in a dataset, loaded on one factor, sound recognition loaded on a separate factor. The correlations between the three subtests that loaded on the first factor and the subtest that loaded on the second factor were close to zero, indicating that learners with good phonological-sequence-learning abilities do not necessarily have good analytical skills, and vice-versa. The study concludes that LLAMA is mostly a test of analytical-language ability and, therefore, of aptitude for explicit language learning.

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Cognitive bases of reading and writing in a second/foreign language

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Language testing researchers have recently shown interest in diagnostic testing, which is an area that intersects both language testing and second language acquisition research. Diagnostic testing, however, requires a better and more detailed understanding of language abilities than is currently the case, and this has posed challenges to testers to define their diagnostic constructs both theoretically and operationally. Tests claimed to be diagnostic are very rarely based on a theory of language learning, or a theory of diagnosis.

This paper reports on the first study in a 4-year (2010-2013) research project into the diagnosis of reading and writing, which is studying two types of learners: Finnish learners of English as a foreign language in three different age groups (10 to 18-year-olds), and Russian learners of Finnish as a second language in two age groups (10 to 15-year-olds). Close to 600 learners of English and about 200 learners of Finnish were studied. We will report on the findings of the first study and focus on the ability of the cognitive and psycholinguistic measures (e.g., working memory, phonological processing, ability to process non-words) to predict informants' reading and writing in L1 and L2.

This first study explores the diagnostic potential of a range of cognitive and psycholinguistic measures as used for detecting L1 dyslexia. These were

delivered in informants' first and second languages, in order to examine their applicability for L2 diagnosis. We also included measures of L2 vocabulary, motivation and background information on the informants, and we examine the relationship of all variables to measures of first and foreign language reading and writing abilities. The results have major implications for the methodology of the second and third studies, which are longitudinal and interventionist in nature, as well as for the development of a theory of second language reading and writing development and diagnosis.

Collaborative writing and language-related episodes (LREs) in EFL and CLIL settings: The facilitative role of oral interaction

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Research investigating collaborative writing tasks has operationalized focus on form during peer interaction as language-related episodes (LREs), those segments in learners' discourse in which participants talk about the language they are producing, question their language use, or other- or self-correct (Swain, 1998). LREs have been argued to be beneficial to learning, as they indicate attention to form by the learner and represent language learning in progress (Swain and Lapkin, 2000).

Recent research (Adams and Ross-Feldman, 2008; Alegría de la Colina and García Mayo, 2007; Fortune, 2005) has examined the amount and nature of LREs produced by learners in different settings, but there is hardly any research on Content-and-language-integrated-learning (CLIL) programs, which have been argued to raise learners' overall proficiency and language awareness (Mehisto et al., 2008).

The present study investigates the effect of collaborative work in noticing and producing an English morphosyntactic feature: the *-s* marker of the third person singular present tense. Forty EFL ($n=16$) and CLIL ($n=24$) adolescent learners were engaged in a dictogloss task (Wajnryb, 1990). They followed the standard procedure, that is, they listened to a text with samples of the target feature; subsequently they reconstructed the passage collaboratively. The learners' oral interaction was recorded and transcribed for subsequent analysis of LREs and the production of the target item in the dictogloss was tallied and analysed.

Results provided evidence that (a) a large amount (46%) of the grammatical LREs referred to the target feature; (b) there was a statistical correlation between the amount of correctly solved grammatical LREs about the target feature and its written production in obligatory contexts, and (c) collaborative work in the dictogloss yielded more positive results for CLIL than for EFL learners. These results will be considered in light of recent research on LREs in foreign language classrooms (Philp et al., 2010).

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Collocational processing in an L2: The role of L1 knowledge and frequency of input

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In the L1 mental lexicon, lexical items of different types and sizes are believed to be linked to each other in a systematic and efficient lexical network. In usage-based models of language acquisition, in terms of network growth, an essential factor is assumed to be frequency of input (Ellis 2002). However, when acquiring an L2, input may not always lead to acquisition, and the already existing L1 network is expected to have an influence on acquisition and processing (Ellis 2006; Wolter 2006; Wolter & Gyllstad, in press). In this study, we investigated the role that L2 frequency of input may play for the processing of collocations, and also in what way structures in the L1 may interfere with this processing. Based on frequencies in COCA (the Corpus of Contemporary American English), we compiled a list of L1-congruent and L1-non-congruent English adjective + noun items, and subjected Swedish L1 learners of English to a timed acceptability judgment task. Results indicated that although the learners' reaction time to non-congruent items was significantly slower than for congruent items, collocation frequency was significantly linked to processing speed for both item types. The implications of these results will be discussed.

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Comparing foreign accent in L1 attrition and L2 acquisition: Range and rater effects

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Global ratings of perceived foreign accents have frequently been used in studies on ultimate attainment in L2 pronunciation. However, range effects, i.e. variation within the samples, may impact strongly on the ratings (Flege & Fletcher 1992; Long 2005), and monolingual native speakers may not be a suitable baseline due to general bilingualism effects, e.g., in L1 attriters who have become non-native-like in their L1 (Hopp & Schmid, forthc.)

In this talk, we explore whether and how variation among raters and variation in the speech samples affect nativeness ratings. We report on three comparisons of global foreign accent in late L2 learners, L1 attriters and predominantly monolingual natives. In Experiments 1&2, speech samples from highly advanced English-German and Dutch-German L2ers as well as German-English and German-Dutch attriters were rated against monolingual controls by German natives. In Experiment 3, lower-proficient Turkish-Dutch and Arabic-Dutch L2ers were compared to Dutch-English attriters and Dutch controls.

Experiment 1 reveals L2 speakers as different from both monolinguals and attriters at the group level. Yet, 80% of all L2 learners patterned within the range defined by early native speakers of German. When raters were grouped according to how successful raters were in identifying monolingual natives as natives, the relative proportions of L2 learners and L1 attriters rated as (non-)native do not change.

In Experiment 2, the 30 highest-scoring L2 learners, L1 attriters and controls from Experiment 1 were directly compared. No group differences could be found. These findings suggest that the (relative) foreign accent ratings are comparatively robust against inter-rater differences and variation in the speech samples of highly advanced L2 learners and L1 attriters.

However, Experiment 3 shows that including more strongly accented samples from lower-proficiency L2ers impacts on the ratings for native speakers and highly-proficient L2ers, but less on the intermediate population represented by the attriters.

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Conditions for vocabulary acquisition in multi-modal and multilingual environments

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The success of vocabulary acquisition has been shown to depend on the frequency of and conditions for exposure, for example the way in which teachers draw students' attention to items. There is no reason to believe that this does not apply to terminology as well as more general words.

Many students in Europe and elsewhere receive multi-modal and multi-lingual exposure to disciplinary terminology when they read course materials in English but are taught in the local language and many teachers believe this parallel-language environment is beneficial for learning disciplinary English terminology.

This paper reports on an experiment which addresses the general question of whether English terminology learning actually happens in the parallel-language environment provided by Swedish university courses. More specifically, the paper tests the extent to which various attention-drawing strategies used by teachers are beneficial for vocabulary enhancement.

The experiment was designed to mirror the parallel-language environment. Students were asked to read a short textbook-like text in English which explained some technical terms. They were then given a short lecture in Swedish where some of the terms from the reading were mentioned. In the lecture, various strategies were used to draw students' attention to the terms, e.g. writing the term on the board, saying the term in English, or both in English and Swedish. A pretest/posttest/delayed posttest procedure was in place to measure whether any terms were learnt and which attention drawing strategies were more or less beneficial.

The findings confirm that both frequency and depth of exposure are associated with greater word learning, all other things being equal. We have also been able to identify specific attention-drawing strategies which influence uptake and retention of terminology. This indicates that under the right circumstances content classroom teaching can play a role in promoting the acquisition of terminology in the parallel-language environment.

Conventionalized ways of saying things (CWOSTs) in L2 development

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This paper reports on a study of L2 English development from a usage-based, cognitive-constructionist perspective in a group of 40 Dutch high school learners in high-input (semi-immersion education) and low-input conditions (regular education); the main focus is on differences in L2 development between the two groups.

Our previous longitudinal study followed part of this subject population (N=22) for 2.5 years, tracking the development of formulaic sequences in written samples of their language (Smiskova & Verspoor, forthcoming). A combination of phraseological and frequency-distributional approaches revealed significant differences between the high- and low-input groups, mainly in conventionalized sequences which do not easily fit traditional phraseological and structural categories (eg. *The only thing I know for sure is that ...*). Such sequences do not frequently appear in standardized reference corpora (BNC, COCA; Davies 2004, 2008) and may not be defined as strictly formulaic (N. Schmitt, personal communication); still, they represent the preferred ways of expressing certain notions (Langacker 2008). Such findings are in line with usage-based approaches, where language is a continuum of constructions with no rigid separation between lexicon and grammar, and language development is determined by input and usage in particular contexts (Ellis & Cadierno 2009).

Building on the significant findings and methodological challenges from our previous study, this paper argues for a shift away from formulaic sequences or phraseologisms (Wray 2002, Granger & Paquot 2008) to conventionalized ways of saying things, CWOSTs, as a more relevant phenomenon in the study of L2 development from a usage-based perspective. We will present the results of our first study in this direction, where we use native speaker judgement and web-based reference corpora (WebCorp, Renouf et al 2007) to single out CWOSTs among our 40 learners' attempts at expressing similar notions. Our aim is to explore whether this new approach may capture more reliably the differences in L2 development in high- and low-input conditions.

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Crosslinguistic awareness and motivation: An interview study on differing processes of comparison

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Drawing on previous research on future self-guides (Markus & Nurius, 1986) Dörnyei (2005) has offered a radical reconceptualization of L2 motivation. New avenues of enquiry, such as the study of motivational process involved in L3 acquisition/learning, have been opened up. In multilingual acquisition/learning crosslinguistic awareness is believed to be highly important. As Jessner (2006) has demonstrated, when learners search for similarities between the TL and supporter languages, an *enhanced multilingual monitor* functions as a separator and cross-checker. Interestingly, Jessner's multilingual monitor bears a striking resemblance to Markus and Nurius' (1986) theory of the *working self-concept*, where different situationally-salient self-conceptions are cognitively compared and appraised. Taking the enhanced multilingual monitor and the working self-concept as theoretical points of departure, the purpose of this explorative study is to consider whether, in the context of crosslinguistic comparisons with the supporting L2, students might also make comparisons of a more holistic nature. A group of twenty-one 8th grade students learning L3 German and Spanish and L2 English were interviewed on two separate occasions. In addition to linguistic cross-checks with supporter L2 English, our results suggest that these students may also make broader comparisons.

In these forms of cross-referencing L2 English seems to function as a yardstick against which L3 selves and L3 competence are appraised. Since such comparisons can be negative, many of the students we interviewed seemed to have developed compensatory strategies such as the activation of positive self-knowledge and reaffirmations of the L3 self. We discuss the possible implications of the results and make proposals for future research.

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Cross-linguistic influence from a Romance L1 in L2-German: use and interpretation of generic noun phrases

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Plural generic noun phrases differ across languages in the use and interpretation of the definite article (Longobardi, 2001; Vergnaud & Zubizarreta, 1992). A general statement like “Tigers have stripes” in French and Italian must be realized by using a Determiner in the plural subject (see examples 1a,b). Depending on the context, the same structure is used to express specific reference. Bare plurals are ungrammatical in this position, although within Romance languages, bare noun use in other positions is less restricted in Italian than in French. In Standard German, a bare plural is appropriate for a generic noun phrase and the definite article yields a specific interpretation of the noun phrase (see examples 2a,b).

Article semantics have been described to be prone to crosslinguistic influence in Germanic-Romance bilinguals (e.g. Kupisch & Pierantozzi, 2010; Montrul & Ionin, 2010). To investigate the role of age of acquisition in the appropriate use and interpretation of generic noun phrases, we compared early and late adult bilinguals by using an acceptability judgment task and a truth value judgment task.

French (n=15) and Italian (n=19) advanced L2-speakers of German, who had acquired German not before the age of 11 were compared to early simultaneous bilingual speakers of the same German-Romance language pairs and dominant speakers of German. In the interpretation of definite noun phrases, early and late bilinguals do not differ markedly from late bilinguals, in having clear preferences for the specific interpretation. However, L1-speakers of both French and Italian show comparable optionality with the interpretation of plural bare nouns (56% and 49% of generic interpretations) and are outperformed by their early bilingual

counterparts. An advantage of early over late bilingualism is most evident in the acceptability judgment of definite article use in generic noun phrases. Here, both French and Italian L2-speakers perform below 20%.

Examples

- | | | | |
|-----|----|---|-----------------------|
| 1a) | Fr | <u>Les tigres</u> ont des zébrures. | (√generic, √specific) |
| 1b) | It | <u>Le tigre</u> hanno la striatura.
“(The) tigers have stripes.” | (√generic, √specific) |
| 2a) | Ge | <u>Tiger</u> haben Streifen.
“Tigers have stripes.” | (√generic, *specific) |
| 2b) | Ge | <u>Die Tiger</u> haben Streifen.
“The tigers have stripes.” | (*generic, √specific) |

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Crucial cross-language mappings in the categorization of L2 diphthongs

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It is well-known that the L1 system affects the categorization of L2 sounds. In order to ascertain the extent of that interference, an examination of the complete set of L1 and L2 sounds is necessary. Studies involving Spanish learners of English typically focus on the L1 monophthongal vowels (e.g., /a e i o u/), but exclude diphthongs like /ei ai au/ in their cross-language comparisons (e.g., Imai et al., 2002; Flege et al., 1994; Iverson & Evans, 2007). This is likely the result of the interpretation of Spanish diphthongs as two-vowel sequences (e.g., /e+/i/) on account of their greater formant movement. It can be argued, however, that such sequences do play a role in the categorization of L2 sounds. Catalan has a large number of diphthongs, comparable in amount of formant movement to those of Spanish. The Catalan diphthongs were then used in this study as a test case to evaluate the role of such sequences in L2 categorization. First, the perception of English and Catalan vowels by both English and Catalan speakers was tested by means of an interlingual identification task and a rated dissimilarity task.

Second, the production of the English vowels by Catalan learners of English was analyzed by means of native speaker judgements. The results of the perceptual tasks consistently indicated that the English diphthongal vowels (e.g., English /ei/ /ou/) were closer to the Catalan diphthongs (e.g. /ei/ /ou/) than to the Catalan monophthongs (e.g. /e/ /o/). Similarly, English speakers perceived the Catalan diphthongs to be better matches to English diphthongs than the Catalan monophthongs. Finally, Catalan learners of English were found to produce Catalan-like diphthongs in their production of the acoustically closest English diphthongs. These results underscore the importance of including sequences like Spanish and Catalan diphthongs in cross-language similarity and L2 perception and production studies.

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Czech aspectual pairs splitting up: Aspect-tense violations in an L2 Czech film retelling experiment

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The talk is concerned with the acquisition of Czech verbal aspect by a group of 15 Intermediate Italian learners of Czech and therefore falls within the vast literature on aspect acquisition.

As known, Czech distinguishes two morphological aspects: perfective and imperfective. Most verbs in Czech are said to form so called aspectual pairs, that is verb pairs synonymous in all respects other than their morphological/grammatical aspect, which is mostly marked by morphological devices on the verb root or stem.

The study presents the results of a film retelling experiment: two groups, one of 15 Italian Intermediate learners of Czech and one of 15 Czech native speakers, provided narrations of several short movie clips.

The results of the study are the following:

- Italian Intermediate learners of Czech do not seem to be sensitive to the relevant aspectual distinction, t.j. they tend to use invariably just one aspect for each verb, either the perfective or the imperfective, regardless of the situation;

- in accordance with Pereltsvaig's study on American Russian (Pereltsvaig 2005), lexical aspect (or Aktionsart) seems to play an important

role in this process: while states and activities tend to be marked by imperfective morphology, accomplishments and achievements tend to be marked by perfective morphology.

Moreover, an interesting tense violation has been noticed: when needing to describe two simultaneous events, one occurring in the background and one in the foreground, instead of using the aspectual devices (like in one of the strategies used by Czech native speakers, the so called strong aspectual style, Schmiedtová 2004), Italian Intermediate learners tend to use present tense for background utterances and past tense for foreground ones. It appears therefore that tense (instead of aspect) plays a central role in information organization in the interlanguage of Italian Intermediate learners of Czech.

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Developing Inflectional-properties from Romance to English

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In this talk I present new data on and account of a longstanding debate in L2 grammatical development: L2 learner access to functional I(nflection) (null subjects, feature strength) via the L1 and UG. Two notable theories at the centre of this debate, namely Full Transfer/Full Access (FT/FA) (Schwartz & Sprouse, 2007) and Organic Grammar (OG) (Vainikka & Young-Scholten, 2007) were empirically tested.

Monolingual French (n=14) and Spanish (n=16) adult instructed learners of English, ranging from pre-intermediate to advanced, completed three production tests and a GJT on two I-properties: weak feature strength (copula/V-adverb order), and obligatory overt preverbal finite subjects. Both L1s, like English, require copula-adverb order, and unlike English, require lexical V-adverb order (English weak features license V in-situ). However, only French, like English, requires obligatory overt subjects (Spanish also allows *pro*). Under FT/FA, syntactic properties transfer *in toto*, predicting the L1 groups to show similar patterns of development for feature strength but not overt subjects (only Spanish differs from English). OG, instead, predicts no transfer of the L1's I-properties and development to proceed from an FP stage (underspecified I), in which both properties are optional, to one in which I properties are categorically acquired, regardless of native language.

The distribution of subjects was found to differ by L1, whereby null subjects were rarely used by the French (6% maximum), consistent with

FT/FA. Paths of copula merge/move and the V in-situ property differed by L1, contra both theories. The study thus showed that while subject properties transfer, feature strength does not. Assuming rich T features license verb-raising but rich agreement (ϕ) features license *pro* (Biberauer & Roberts, 2010), I argue that, in early ILs, the L1's ϕ transfer and copulas merge/move to the highest UG-defined projection available (vP), but that advanced ILs comprise L2 T features and are transfer-free.

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Developing interactional competence in a study abroad context: a longitudinal investigation of storytelling practices by a French L2 learner

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It is generally assumed that study abroad contributes to second language learning. Research in this field has shown development in terms of linguistic and sociolinguistic competences, and positive effects on attitudes (see e.g. Regan & al., 2009 for an overview); however, little is known about whether and how the development of interactional skills is affected. Moreover, while existing research typically proceeds by pre- and post-tests and/or personal reports, actual discourse during the stay abroad has not been much documented (Wilkinson, 2002). This paper presents a longitudinal study of an au-pair girl's communicative practices during a linguistic stay in Switzerland. We analyze one recurrent activity in this context: storytellings. Storytellings have been shown to be highly interactive practices insofar as speakers' tellings are finely coordinated with co-participants conducts (see Jefferson, 1978; Sacks, 1992).

Based on a corpus of audio-recorded homestay interactions and drawing on Conversation Analysis, this paper investigates how L2 learners deal with stories in second language talk and how their ways of doing this change across time. Earlier research has shown for example that beginner level L2

learners introduce a story *in medias res*, while more advanced learners do prefatory work before launching the story (see Hellermann, 2008).

This paper presents a qualitative single-case study of one German-speaking French L2 learner, au-pair girl during 9 months in a French-speaking family. 7hrs of dinnertime conversations were recorded on a regular basis throughout her stay and transcribed. This study focuses on the linguistic and prosodic (e.g. hesitations) means mobilized when opening or closing a story. With our results we hope to show that changes are visible in terms of an increasing linguistic repertoire, but also in the way story openings and endings are interactionally managed. These changes, we argue, can then be interpreted as indicators of a developing L2 interactional competence.

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Diaspora Greek: Grammars in Contact or Incompletely Acquired Grammars?

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Grammatical changes have been found in Greek spoken by bilingual adults in Argentina: (1) PP generalisation over genitive case, (2) accusative generalisation over nominative case in subject position, (3) misform in nominal plural inflection, (4) omission of the obligatory article in demonstratives, (5) clitic omission in clitic doubling, and (6) perfective generalisation over imperfective aspect.

Investigating language contact in Diaspora provides evidence for unveiling the mechanisms of 'externally' versus 'internally' motivated changes in progress, and the 'internally' motivated changes may occur in the original language as well. Accordingly, the question arises: Do languages in Diaspora change under the influence of the hosting languages or because they follow patterns of internal development, in the sense of incomplete acquisition?

Bilinguals acquire two or more languages in childhood, and despite having been exposed to their family language early in life, many of these speakers acquire only incompletely, or later lose, aspects of their language. The question thus is if and to what extent the imperfect language competence in Diaspora is similar to the also imperfect language competence of monolingual L1 children acquiring the language in the country of origin.

From this point of view, Argentina-Greek data have been compared to (a) Spanish to examine any potential influence from the dominant language, as well as (b) L1 monolingual children data from Greece. On the one hand, (a) showed that different structures would be expected than are indeed produced. On the other hand, (b) revealed similar performance for the two populations, suggesting that changes in (1)-(6) are due to incomplete acquisition. In this context, the present paper supports the view that incomplete learners display simplification of rules and forms in morphosyntax.

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Difference of mental representations between inflectional and derivational relationships in the mental lexicons of Japanese EFL learners

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There are two kinds of morphological relationships: inflectional ones and derivational ones. In this study, employing lexical decision tasks using frequency as a criterion, the difference between the representations of

inflectional and derivational relationships of Japanese EFL learners whose vocabulary sizes were between 1,000 and 3,000 word families were investigated (Their proficiency was considered to be low-intermediate). Reaction time differences between stems whose inflectional and derivational sizes were different were compared respectively. The results show that stems whose inflectional family frequency is higher are not recognized more quickly, but stems whose derivational family frequency is higher are. These were unexpected results because inflectional relationships had been considered to be stronger than derivational relationships. The results can be interpreted in the following two ways. First, Japanese EFL learners whose vocabulary size is between 1,000 and 3,000 word families do not decompose words into constituents. If they decomposed words, words such as *plays* or *apples* would be decomposed into stems and suffixes. Therefore, every time inflections were processed, mental representations of their stems such as *play* or *apple* would be strengthened so it would cause frequency effects on lexical decision tasks of the stems. But, it is not the case. Second, as Schreuder and Baayen (1997) have shown, the effect of derivational frequency may have been caused by derivational family size effect and semantic representations. They suggested that each derivative has its own representation at the semantic level, arguing that the fact that derivational family size (not derivational frequency) affects the reaction times of stems is evidence of such structures in the mental lexicons of L1 speakers. Activation of one derivational family spreads into the other families, so activated representations of all other family members affect the reaction times.

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Differences in Strategy Use among Students of English or German as a Foreign Language

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Introduction

Learning strategies have presented a crucial concept in the theory of second language acquisition since the 1960s. They capture a wide range of linguistic behaviours and most often are defined as sets of “conscious thoughts and actions that a learner takes to achieve a learning goal” (Chamot 2004), or as “operations to acquire, retain, retrieve or perform” (Rigney 1978). The concept is connected with self-regulation, metacognition, learning style, and cognitive style. Strategies are most often classified according to psychological functions – cognitive, metacognitive, and socio-affective (O’Malley, Chamot 1990), or 4 language skills (Cohen, Weaver 2006). In

our research, Oxford's (1990) classification is used. Strategies are divided into direct (memory, cognitive, compensatory) and indirect (metacognitive, affective, social) ones. Strategy choice and use is influenced by different variables like gender, experience, motivation, or proficiency. Our research question was: Does the use of learner strategies differ according to the acquired foreign language (English or German)?

Methods

The research is based on Oxford's strategy classification (1990) and adapted, enlarged inventory SILL (Oxford 1990). Research sample comprised 1482 pupils at the end of primary education, 2384 pupils at the end of lower secondary comprehensive education, and 1038 students at the end of upper secondary comprehensive education.

The strategy inventory for the primary pupils consisted of 28 items with a 3-point frequency scale ($\alpha = 0.74$). The inventory for lower ($\alpha = 0.90$) and upper ($\alpha = 0.80$) secondary students used a 5-point scale for 67 items. Students were asked to report their strategy use in a preferred foreign language which was mostly English.

Results

Differences in overall strategy use were found only among pupils at primary level. Pupils learning English used strategies more than pupils learning German. Nevertheless, lower secondary pupils learning German reported using memory, affective, and social strategies more than pupils learning English. Relations were significant but extremely weak ($R > 0.05$). The upper secondary students preferring English tended to use more cognitive strategies, and students who preferred German used more memory and affective strategies. Students at all levels also differed in the use of some single strategies. The influence of English as the first foreign language on strategy use in German as the second foreign language will also be analysed.

Acknowledgement

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Discourse particles in very advanced use of L2 Spanish: the case of *entonces* and *igual*

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The use of discourse particles in L2 speech is to date a fairly unexplored area, plausibly because the sophisticated patterns of native usage is usually not exhaustively described in traditional grammars and (partly as a consequence of this) the use of discourse particles is seldom systematically taught in the foreign language classroom. Also, recent cross-linguistic and contrastive studies (e.g. Aijmer/ Simon-Vandenberg 2006, or Lauwers et al. 2010), have shown that functional equivalence between discourse particles in two contrasted languages is seldom at hand, which makes the acquisition of the particles in an L2 even more problematic.

Hansen (1998) has shown that the polysemic patterns of discourse particles mirror their historic development in terms of a pragmaticalization process that starts with truth-conditional meaning and evolves via illocutionary meaning into purely meta-discursive functions. The aim of the present study is to find out to what extent L2 acquisition follows an analogous development path. The production of 10 highly proficient Swedish users of L2 (Chilean) Spanish and a control group of 10 native speakers were compared in three different tasks, taken from a corpus of transcribed recordings with high-proficient speakers of L2 English, French and Spanish which has supplied data for recent studies such as Forsberg/Fant (2010), Fant/Forsberg/Olave (2011 in press), Forsberg/Erman (2012, in press) and Fant/Hancock (submitted).

Two frequently used particles were studied: *entonces* ('then') and *igual* ('still'/ 'after all'/ 'anyway'). The analysis showed that Hansen's (1998) pragmaticalization path is reflected in L2 speech, in the sense that more elaborate uses are underrepresented; in particular, non-coreferential use tends to be avoided by the L2 speakers, whereas other uses which have functional equivalences in the L1 are overused.

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Disentangling L2 comprehensibility from accentedness: A mixed-methods study

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Comprehensibility, or listeners' perceptions of how easily they understand second language (L2) speech, is a major concept in L2 pronunciation research. Comprehensibility is congruent with the goal of helping learners achieve intelligible pronunciation and is central to interlocutors' communicative success in real-world contexts. Comprehensibility has also been featured in oral proficiency scales for several high-stakes tests (e.g., TOEFL, IELTS). However, these scales often contain vague descriptions of comprehensible pronunciation or conflate comprehensibility with accentedness. These shortcomings reflect the lack of empirical evidence about which linguistic variables influence listeners' judgments of comprehensibility and how these variables differ from those that contribute to accentedness. Our goal was to address this issue.

We first analyzed picture story narratives from 40 adult native French learners of English using 19 quantitative speech measures, which included segmental, suprasegmental, temporal, grammatical, lexical, and discourse-level variables. We then related these measures to 60 native listeners' scalar judgments of the learners' comprehensibility and accentedness. Multiple regression analyses revealed that measures of word stress placement, grammar accuracy, and vocabulary richness accounted for 81% of variance in comprehensibility while measures of segmental accuracy, word stress placement, and narrative richness accounted for 82% of variance in accentedness.

Next, we examined three experienced ESL teachers' introspective reports of the linguistic variables that they attended to when rating the comprehensibility and accentedness of the same 40 learners. For

comprehensibility, all teachers commented on grammar and vocabulary, and some also on fluency and word stress. For accentedness, all reported on grammar, segmental accuracy, and word stress.

Taken together, our findings show that a wide range of measures feed into comprehensibility and accentedness, which are partially independent dimensions with considerable overlapping variance but some unique linguistic components. We discuss implications of these findings for models of L2 communicative competence, L2 oral proficiency scales, and syllabus design.

Diversity in conditions for instructed FL learning in Europe: the role of out-of-school factors

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European language policies promote the learning of two additional languages as well as an early start for learning the first foreign language (FL) across all member states. However, although the importance of learning context in instructed SLA has been frequently highlighted, the effects of out-of-school factors in FL learning has not been a concern of European policy makers, despite the fact that large surveys have consistently shown high variability in the competences in foreign languages achieved by citizens of the different European countries (e.g. Eurobarometer, 2006).

This paper reports on the results of a study conducted within a larger transnational study in which over 1200 young learners in 7 European countries were followed longitudinally since the first year of FL instruction (age 6 or 7). This specific study is concerned with exploring the inter- and intra-country variability that may be accounted for by out-of-school factors. The instruments used to gather information about out-of-school exposure to the FL included parents', teachers' and children's questionnaires, as well as interviews with a sample of young learners. Scores on a listening comprehension test and a reading test in the fourth year of FL instruction were used as measures of learners' FL achievement.

A series of GLM analyses show that a number of factors had a significant effect on language outcomes. Extramural contact through interaction with speakers of the FL, though of different nature in the different contexts, had the strongest effect across the different country samples, followed by parents' education, and (passive) exposure. The analyses also show the relative importance of digital media and in particular of computer games. The study provides an updated description of the conditions under which young learners in different European contexts are learning a FL and hence contributes to explaining the diversity observed despite common policies.

Do pictures facilitate vocabulary learning?

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It is commonly assumed that vocabulary learning is facilitated by associations with pictures, and this assumption is reflected in the abundance of pictorials in modern textbooks, learner dictionaries and self-study materials. And yet, evidence from the domains of experimental psychology harking back at least to the 1960s suggests that a facilitative role for pictures in vocabulary learning cannot be taken for granted. Samuels (1970), for example, in a review of studies on the use of pictures intended to help children develop sight vocabulary for reading, concluded that pictures exert a negative influence by distracting children from the written words. Nelson et al. (1976) describe how adults, too, when presented with pictures alongside verbal input tend to remember the former at the expense of the latter. It is therefore not unreasonable to hypothesize that a similar distracting power may be exerted by pictorials in the context of second language vocabulary learning (Boers et al. 2009). In this paper we report an experiment with the participation of three groups of adult learners who were given the task to learn a set of unfamiliar words in one of the following conditions: (a) target word accompanied by an L1 translation, (b) target word accompanied by a meaning-elucidating picture, and (c) target word accompanied by both an L1 translation and a picture. The participants were subsequently tested on their recollection of the form and the meaning of the words. Those who were presented with pictures were also tested on their recollection of details of these pictures. This allowed us not only to compare the efficacy of the three treatments for vocabulary retention as such, but also to gauge whether attention given to a picture negatively affects uptake of the (form of the) word whose meaning it elucidates. Implications for the design of pedagogic materials are discussed.

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Does one need a native-like productive lexical knowledge to pass for a native writer?

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Research on L2 vocabulary suggests that progress in lexical knowledge is not necessarily reflected in progress in vocabulary use (Laufer, 1998; Laufer & Paribakht, 1998; Laufer & Waldman, 2011; Levitzky-Aviad & Laufer, 2010). Yet most research has been conducted with non native-like learners. We are not aware of any studies that examined whether near native-like L2 users will perform like native speakers on both vocabulary knowledge tests and on measures of vocabulary use in free writing.

This paper investigates whether L2 users with native-like vocabulary use as measured by three criteria – lexical richness, variation and phraseological profiling, are also native-like on productive vocabulary size and on collocation knowledge. The participants in the study were 74 highly advanced L2 users, who rated their L2 English as nearly native, and 39 native speakers. We analyzed their written samples by Lextutor (for richness and variation) and ConcGram (for collocations). Vocabulary knowledge was measured by Productive Vocabulary Size Test and Productive Collocation Knowledge Test (Mizrahi & Laufer, 2010).

Of the 74 learners, 51 scored within the native speaker range (mean minus 1 SD) on lexical richness and variation. However, when compared on the number of collocations used in writing, 34 of L2 users scored like native speakers. On tests of productive vocabulary knowledge, 16 scored within the native speaker range on single words and only 14 on single words and collocations. Thus, contrary to earlier results with L2 learners, it appears that lexis in free expressions of near native speakers is more likely to become native like than productive knowledge.

We relate our results to the issues of ultimate attainment and the nature of lexical development.

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Dynamism of a multilingual competence: an autobiographical sketch

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Perspectives and theoretical approaches to the nature of multilingual multicompetence, crosslinguistic interaction and multilingual mental lexicon are continuously evolving (Cook 2002, 2003, Herdina and Jessner 2002, De Bot et al. 2007, Pavlenko 2007, 2009, Jarvis and Pavlenko 2008, Auer and Wei 2009, Schmid 2010).

This paper presents the process of initial learning of a 7th foreign language (L8) by a multilingual individual and discusses possible theoretical insights into the dynamism of the mentioned process. The data have been collected through the subject's language learning diary and audio recordings of private foreign language lessons.

During the first 30 hours of learning Hungarian as L8, the following processes were triggered:

- revival of lexical elements from a childhood idiom, unused for over 20 years;
- revival of German, the subject's chronologically second foreign language (i.e. L3), unused for over 15 years and considered attrited;
- establishment of lexico-semantic connections between the target language (Hungarian), the subject's L1 (Croatian) and English as L5, the foreign language the subject is most proficient in;
- establishment of syntactic connections between the subjects L7 (Japanese) and L8, both typologically unrelated languages to the subject's L1;
- interference of the subject's L2 (Italian) at the reading level;
- complete exclusion of L4 (Latin) and L6 (French) from the whole process.

The majority of these processes occurred non-intentionally at first instance, and in trying to explain them the author will primarily relate to the poststructuralist approaches to SLA and Dynamic Systems Theory. The author believes that her findings can lend some additional insights into the intricate nature of multicompetence, language attrition, as well as into the role of psychotypology and emotions in third language learning and use. They also can have pedagogical implications.

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Ecological validity in L2 eye-tracking research: Is it always necessary?

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The use of eye-trackers is becoming increasingly popular in second language research. Current trends in research design, influenced to a large extent by research in L2 reading, emphasize the importance of “ecological validity,” that is, the simulation of natural reading conditions. Ecological validity in these experiments generally indicates small font size (12-18 pt.), long lines of text (as in a book), and one space between words. Researchers are strongly encouraged to take these factors into account (Frenck-Mestre, 2005; Dussias, 2010).

These guidelines for ecological validity may, however, impede new directions of eye-tracking research. In particular, using a small font and only one space between words makes it difficult to be precise about the exact location of the eye gaze. This means that the temporal and spatial resolution of the eye-tracker (its primary strengths) are weakened, which may be a significant problem for researchers who use the eye-tracker to examine learners’ performance on smaller items, as is often necessary in morphosyntactic research.

In this paper, we provide evidence that to effectively employ eye-trackers in morphosyntax research, techniques must be used that do not follow strict guidelines regarding ecological validity. Specifically, we compare results from (Authors, 2010), where large fonts and text broken over several lines were used, to findings from a new study which uses a more “ecologically valid” design.

Learners completed a forced-choice task in which they selected the appropriate form of predicate adjectives. English-speaking learners of Italian completed this experiment in a format with large text size and broken lines. A second comparable group of learners will complete the experiment with a traditional design.

We examine patterns of fixations and regressions under different conditions as we consider more thoroughly issues of ecological validity. These findings are intended to guide future morphosyntactic research involving eye-tracking.

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Effects of syntactic context on the production of English articles and plural -s

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This paper investigates whether structural complexity influences the production of indefinite articles and plural -s in English among Japanese-speaking learners (JLEs). L2 learners generally tend to omit English articles more often when an adjective modifies a noun than when there is no adjective. Goad and White (2004) suggest a prosodic account for this behaviour whereas Trenkic (2007, 2009) proposes that such omissions result from syntactic misanalysis of articles as adjectives, but neither of these accounts expects similar effects on the use of plural -s. In addition, structural complexity is also known to play a role in L2 production of English 3rd person singular (3sg) -s (e.g., Hawkins & Casillas, 2008). Wakabayashi & Yamazaki (2006) found that JLEs omitted 3sg -s more frequently when an adverb intervenes between the subject and the verb, and propose that structural contexts influence L2 production of 3sg -s. By examining the production of both plural -s and articles, we investigate whether the concomitant use of an adjective might influence the realization of these morphemes in a similar way.

We elicited 4 sentence types from 15 JLEs using a sentence completion task to obtain indefinite singular noun phrases with and without an adjective (e.g., *a popular book* vs. *a fork*) as well as indefinite plural noun phrases with a quantifier and with or without an adjective (e.g., *two intelligent dogs* vs. *two bags*). The results showed that JLEs omitted the indefinite article and the plural marker -s at similar rates, and more often when a noun phrase included an adjective.

These findings confirm that syntactic context plays an important role in the production of these morphemes and of grammatical morphemes in general. We discuss why L2 learners' use of morphemes exhibits such syntactic effects in the framework of Distributed Morphology (Halle and Marantz, 1993).

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Empirical Results on the Implementation of a CLIL program in primary education

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Content and Language Integrated Learning as an approach where content subjects are taught in a foreign language, has become increasingly popular in Catalonia. This has encouraged the emergence of CLIL programs in many schools. However, despite the general enthusiasm that these programs have generated, very little research has been so far undertaken in our context (Naves and Victori, 2010) demonstrating their efficiency in improving learners' overall language proficiency (Victori and Vallbona 2008; Vallbona 2009; Coral 2009; Roquet 2009). This presentation attempts to partly fill in this gap by presenting empirical data elicited in a primary and secondary school before and after implementing a CLIL program.

The study was initiated 3 years ago in a school, which started to teach Science through English from 3rd to 6th grades. Serving as both, external counsellor and researcher allowed me to see the whole implementation process as well as gather data throughout the different stages of the program. The aim of the research was to find out the effect of CLIL on the learners' overall proficiency and motivation, gather the views of the participants involved as well as analyze possible problems or challenges that emerged during this time.

A combination of both qualitative methods (language proficiency tests) and quantitative methods (opinion questionnaires, interviews and class observations) were used.

Data was gathered in three different time periods: at Time 1, before the CLIL program was implemented, data was collected from students who had only received regular ELT hours of instruction. This baseline data was used to compare it with the data collected in subsequent years from students of the

same grade after having received 35, 70 and 105 hours of CLIL instruction. The final analysis suggested an improvement of CLIL learners in several of the aspects analyzed.

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English pronunciation and the individual learner: An investigation of EFL learners' pronunciation motivation

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One of the most widely-discussed topics in recent English pronunciation research has been the debate surrounding the appropriateness of the native-speaker model for English language learners. Proposals for an alternative model, particularly for those learners of English in a lingua franca context, have formed the basis of frequent and occasionally controversial discussion. In spite of these developments, however, little research has been carried out to establish what motivates individual learners in their pursuit of certain types of English pronunciation. Significantly, the majority of research has focused on the opinions of teachers and researchers, rather than learners themselves.

This contribution aims to address this comparative dearth of empirical investigation and presents the results of an exploration into the pronunciation goals and motivations of a group of learners of English as a foreign language in Dublin. The responses to a questionnaire on English pronunciation, which was distributed to 159 EFL learners, are discussed along with deeper analysis of interviews conducted with a selection of the learners. The occasionally conflicting results of the two separate research approaches underscore the complexity of L2 pronunciation motivation, and its highly

individual nature. The results are interpreted as a case for addressing individual learner identity in English pronunciation instruction.

English word reading development through second and tertiary education in East Asian countries

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The development of rapid word recognition ability is recognized as essential in second language reading. (e.g. Koda, 2005) According to Grabe (2009, p.118), developing the ability to rapidly read the most frequent words of English as sight words is very important early on, since it allows the formation of skill at reading other words through analogy. Moreover, basic words cover a high proportion of English texts, so facility in reading these words underlies developing comprehension skills. Consequently, a test of this skill may have significant diagnostic value. In this presentation, I will present the results of my research on basic word recognition skill of students across 8 years of Japanese education, starting from first year Junior High School through to the 2nd year of university (n.=608). For comparison, the data includes results from equivalent students in a Korean senior high school. To my knowledge, no comprehensive tracking of word decoding development has been carried out before. First, I will briefly discuss the history of vocabulary skill testing, and the challenges in devising reliable test. Next, the presentation will focus on the practical elicitation (paper-based) method for gathering data from students. Issues of reliability and validity will be discussed. The results will show some rather surprising trends. Whilst the ability to recognize basic words develops rapidly early in junior high school, it quickly reaches asymptote. Through senior high school, the level of decoding remains equivalent to that expected of English L1 children in Grade 5 or 6 (age 11 to 12), according to Carver (1992). It is not until the level of advanced English class in university that significant progress in decoding skill is seen. In contrast, it will be seen the Korean students make much more rapid progress. Causes, effects and implications for reading and vocabulary instruction will be explained.

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Ergative case marking in Basque L2 and Spanish/Basque bilingual children

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This presentation analyses the production of ergative case marking by Basque L2 and Spanish/Basque bilingual subjects in two different sociolinguistic environments.

In ergative languages, such as Basque, intransitive subjects are zero-marked, whereas transitive subjects are assigned ergative case marking (Dixon, 1994), differently from Spanish, where transitive and intransitive subjects are not distinguished. Basque verbal inflection also marks intransitivity and transitivity, but studies on acquisition have shown that case marking causes more problems to L2 speakers than verbal inflection does (Ezeizabarrena, Manterola & Beloki, 2009; Barreña & Almgren, 2009).

Data for the present study have been extracted from corpora of oral storytelling produced by Basque L1, Basque L2 and Basque/Spanish bilingual subjects at ages 5 and 8 in environments where either Basque or Spanish are predominant. The Basque L2 subjects were exposed to Basque from ages 2/3.

Our analysis show that subjects from the Basque L1 reference group only occasionally omit ergative case marking, independently of sociolinguistic context.

Basque L2 subjects in the Spanish-speaking environment omit ergative case marking massively at age 5 (79.5%) and continue to do so at age 8, although to a lesser extent (60%). Basque L2 subjects in the Basque-speaking environment show an almost equally high rate of omissions at age 5. At age 8, however, omissions have diminished substantially (28%), being closer to Basque L1 (1.95%) than to Basque L2 in the Spanish-speaking environment.

Bilingual subjects from the Basque-speaking environment show a higher rate of omissions than their counterparts from the Spanish-speaking context at age 5, but a considerably lower rate at age 8 (25% versus 39%). These findings seem to indicate that it is not given that low age of onset automatically leads to native-like competence (Abrahamsson & Hyltenstam, 2004). Sociolinguistic environment may well be as important as age of onset and time of exposure.

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Event cognition in a nativized second language variety of English

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Previous research has shown that speakers of aspect languages have a predilection to focus on the unfolding phase of a motion event, whereas speakers of non-aspect languages are more prone to direct their attention to event endpoints. In this study we explore how speakers of a "nativized" second language variety of South African English encode motion events verbally and non-verbally. The group studied consists of individuals who learnt English as a L1 from caregivers who themselves were L1 speakers of Afrikaans, with English as their L2. Whereas English is an aspect language, Afrikaans is considered a non-aspect language (though with certain lexical constructions to express ongoingness). The specific question asked in the current study was whether the event cognition patterns found among the speakers of this L2 English variety resemble patterns found in native speakers of Standard English (S.E.), patterns found in native Afrikaans speakers, or neither. Verbal data were collected through online descriptions of goal-oriented motion events, and non-verbal data through a triads matching task, where participants had to match clips based on the degree of goal-orientation shown in the clip. Results showed that event cognition in the speakers of this nativized L2 English variety differed significantly from S.E. speakers' behaviour, but not from Afrikaans speakers' behaviour. More specifically, L2 English variety speakers exhibited the same preference for goal-orientation as did the Afrikaans speakers. Questions concerning the relationship between bilingual cognition and context of language acquisition and use will be discussed in the light of these findings.

Exploring pedagogical applications of the cognitive linguistic analysis of English conditional constructions

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Due to their high internal complexity, English conditional constructions represent a challenge for L2 learners. Despite a great number of existing analyses and categorizations of conditionals, researchers cannot agree on the unified conditional meaning or comprehensive classification. Also, most ESL grammar books lack precise explanations of conditional constructions

as a category, relying largely on explanation of form rather than meaning, and ignoring conditional usage patterns in different contexts.

Cognitive linguistic research on conditionals (Dancygier, 1998; Dancygier and Sweetser, 2005) addresses the intrinsic complexity of conditional constructions and provides an analysis that highlights the essence of the phenomenon of conditionality. Applications of cognitive linguistic insights to classroom practices have the potential of providing L2 learners with a deep and simultaneously succinct account of the conditional meaning and its functions in multiple usage contexts.

In this study, elements of cognitive linguistic analysis of English hypothetical (e.g., “*If prices went up, I would sell my car.*” (Werth, 1997) conditional constructions from Dancygier and Sweetser (2005) were incorporated into L2 learning materials. The design of the study was quasi-experimental, with three groups (total N=60) participating: two treatment groups (with or without inclusion of cognitive linguistic insights into instruction of hypothetical conditionals) and one control group that did not receive any instruction on conditionals. The design included a pretest, followed by instructional interventions spread over the course of five weeks for two out of the three groups, and immediate and delayed posttests. Introspective data were collected using stimulated recall. Preliminary findings from pilot data indicate that participants from the group with cognitive linguistic treatment outperformed the participants from the non-cognitive and control groups and demonstrated a higher degree of metalinguistic understanding of the target construction. Preliminary analysis provides support for the benefits of using cognitive linguistic analysis of English hypothetical constructions in L2 learning contexts.

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Exploring the effect of corrective feedback on the pronunciation of lexical items

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Recent years have witnessed an abundance of research on the effectiveness of different forms of corrective feedback (e.g. Lyster 2004; Sheen 2006; Russell and Spada 2006; Ellis 2007; Lyster and Saito 2010), which was mainly motivated by a revival of interest in form-focused instruction in

which error correction is an important option. Such research demonstrated that the treatment of errors during communicative activities results in increased control over the targeted structures, both in terms of explicit and implicit knowledge, provided that the intervention is focused, intensive and consistent. Unfortunately, there is little research that specifically addresses the impact of corrective feedback on the acquisition of pronunciation.

The paper represents an attempt to remedy the situation by reporting the findings of a study which compared the effect of explicit and implicit feedback on the pronunciation of lexical items that are challenging to learners. The study involved 36 English Department students and took the form of a quasi-experiment with two experimental groups (N = 14, N = 12) and one control group (N = 10). The students in the experimental groups participated in four treatment sessions involving communicative tasks during which their mispronunciations were corrected explicitly (i.e. directly drawing their attention to the error) and implicitly (i.e. using recasts and clarification requests) while the control group focused on other tasks. The participants' ability to pronounce the targeted words was measured on a pretest, immediate and delayed posttests which included a reading passage and a free production task. A repeated measures ANOVA showed that the experimental groups did better than the controls and that explicit feedback was superior to implicit, although the impact of individual factors and error type was evident. The results serve as a basis for guidelines on dealing with pronunciation errors and some suggestions for further research.

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Features of *-er* and *-ing* in compounds in Japanese learners' grammar of English

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Spanish learners of English appear to lack sensitivity to distinctions between the affixes *-er* and *-ing* in compounds because they share grammatical features, according to Lardiere & Schwartz (1997). Whether Japanese learners of English (JLE) show such insensitivity is the question addressed in this study.

We conducted a grammaticality judgment task with 22 JLE and 4 English native speakers. We constructed five types of deverbal compounds according to constituent order (O+V or V+O) and affix / noun (*-er*, *-ing*, *-φ*, and *person*). Results showed that: i) JLE rejected *V-φ+O PERSON (e.g., *protect baby person*); ii) JLE accepted O+V-*er* (e.g., *baby protector*) but rejected *V-*er*+O (e.g., **protector baby*); iii) JLE judgment on O+V-*ing* PERSON (e.g., *baby protecting person*) is inconclusive (i.e., around zero on a 5 point scale from -2 to +2) at all levels; and iv) JLE acceptance rates for *V-*ing*+O PERSON (e.g., **protecting baby person*) become lower when learner proficiency gets higher. Analysis of individual participants shows that 14 out of 22 (64%) allowed *V-*ing*+O PERSON at least once. These data are compatible with findings based on a production task (Wakabayashi & Hokari, 2010).

In short, JLE distinguish *-er* and *-ing*, which indicates that the two morphemes have distinct sets of features. We argue that *-er* has the feature [3sg, nominal] and hence V-*er* does not Case-check its complement to the right; V-*ing* does Case-check its complement and hence *V-*ing*+O PERSON is judged acceptable. However, JLE have difficulty making word order judgments with V-*ing*. We suggest that this is due to inconsistency in the input: V-*ing* takes its complement to the right in some cases but to the left in others, depending on the syntactic context. Learners naturally have difficulty in sorting out a number of factors to learn target-like use of V-*ing*.

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Fluency before accuracy?

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The Common European Framework of Reference for Languages (CEFR 2001) refers to the dimensions of second language acquisition commonly known as the CAF Triad (Complexity, Accuracy, Fluency) but it is not systematic in this: at some levels and in some descriptors fluency pops up, sometimes complexity, or accuracy. Nor is a more disciplined approach possible at this stage, as the CAF constructs are currently under much discussion, e.g. in the thematic issue of *Applied linguistics* 2009 and at the 2010 EUROSOLA conference. A better theoretical definition and well-grounded operationalization of each of the constructs is necessary, followed by sufficient empirical research, before the CAF constructs can be embedded in the descriptions of proficiency levels of the CEFR type in a systematic way. Such a development, however, would be welcomed by teachers and language testers as it would make the different profiles of language learners (e.g. fluent but non-accurate vs. non-fluent but accurate) more visible.

In the paper I will present one way of systematically comparing the development of fluency and accuracy across the levels. In the project Cefling a large set of writing samples of Finnish as a second language, assessed to represent the CEFR levels A1 – C2, have been examined for the frequency and accuracy of several grammatical structures. Frequency of appearance of a specific structure is here taken as a measure of fluency, as the tasks were performed within a time limit, and it has been calculated per 1000 words. Accuracy is the percentage of norm-like occurrences of the structure. The results from many structures show that there tends to be a leap in frequency one CEFR level before a leap to and a consequent settling on a fairly high accuracy level. In my paper I will explore the implications of this finding for the CEFR scales.

Applied Linguistics

Cefling Project: <https://www.jyu.fi/cefling>

CEFR 2001: http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp

Foreign accent in adult simultaneous bilinguals?

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This study investigates global foreign accent in the speech of German-Italian and German-French bilinguals, who grew up as simultaneous bilinguals in bi-national families. We focus on the two Romance languages. The goal of our study is to determine whether these subjects differ from monolingual subjects and second language learners (L2ers) and whether it plays a role whether the language at focus represented the dominant language of the society (e.g. French in France) or the heritage language (e.g. French in Germany) during childhood.

For the purpose of our study we designed two experiments. The first was based on spontaneous speech samples extracted from naturalistic interviews. Judgments were invited for each speech sample from 40 monolingual speakers of French and Italian. Following De Leeuw et al. (2010), we asked the raters to judge speech samples of 15 seconds duration ($\pm 10\%$). They first had to decide whether the speaker was perceived as native or non-native. They were then asked how confident they were about their decision (certain, semi-certain, uncertain). This resulted in a 6-point Likert-scale. In addition to De Leeuw et al., we incorporated an additional step: After making the two judgments, the raters continued to listen to the same speaker for 30 seconds, and they were given the possibility to revise their previous judgment. To control whether the coincidental selection of passages influenced the results, we created an additional experiment with samples from the same speakers, which were based on a repetition-task and contained the same stimuli for all subjects.

Results show that bilingual speakers are perceived as native if French/Italian was the majority language of the country in which they grew up, but not necessarily if Italian/French was the heritage language. The raters need more time and are less confident when rating bilinguals in their heritage language than when ratings L2ers.

Gender assignment and gender agreement in child L2 Greek

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INTRODUCTION: The aim of the study is to investigate gender assignment and gender agreement in Turkish learners of Greek. Turkish is a language without gender, whereas Greek has grammatical gender with three gender values.

Gender assignment is problematic for L2 speakers (Oliphant 1998), although they perform better on gender assignment than gender agreement (Sabourin et al. 2006). Studies in L2 Greek have shown that in cases of errors the neuter gender is often overgeneralised as the default (Agathopoulou et al. 2009, Tsimpli 2003).

METHOD: 45 Turkish learners of Greek (NNS), aged from 12 to 14 years with different proficiency levels, and 14 Native Speakers of Greek (NS), at the same age, were examined. Two off-line tasks were employed. In the first one the ability of participants to produce attributive adjectives that agree on gender with the nouns to which they refer was tested, whereas in the second task the ability of participants to assign correct gender to the same nouns was examined. 64 high-frequency nouns with 8 different endings ($8 \times 8 = 64$), 3 typically masculine, 2 typically feminine and 3 typically neuter, were used in both tasks.

RESULTS & DISCUSSION: NS had high accuracy. NNS performed better on gender assignment than gender agreement, in line with previous studies (Sabourin et al. 2006), thus indicating that some of the errors on gender agreement may be due to accessibility problems (Tsimpli 2003). Moreover, the pattern of errors is different in the two tasks, providing evidence that different strategies are being exploited. In experiment 1 NNS overgeneralised the neuter form of the adjectives, which is considered to be the default and the most easily accessible in Greek, whereas in experiment 2 they overgeneralised the female article, which can be explained if we assume that they relied mostly on phonological strategies.

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Gender processing in heritage speakers and L2 learners of Spanish: the role of language experience

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Do heritage speakers (HS) have advantages over L2 learners in morphosyntax? Au et al. claim they don't, but other studies suggest they do depending on the tasks used. Montrul, Foote and Perpiñán (2008) showed

that Spanish L2 learners and HS made more errors with gender agreement in untimed, off-line written production and comprehension tasks and in an oral production task than native speakers. However, L2 learners were more target-like than the HS in written tasks, while the HS were more target-like than the L2 learners in the oral production task. Because L2 learners have more experience with written language than HS, the untimed written tasks may have overestimated their implicit knowledge of gender.

We conducted three spoken word recognition experiments to re-examine this question. 23 Spanish native speakers (NS), 29 HS, and 33 proficiency-matched L2ers completed an aural grammaticality judgment task (GJT), an aural gender-monitoring task (GMT), and an oral repetition task (RT), following Bates et al. (1996), and Guillelmon and Grosjean (2001). All tasks used the same stimuli but with different distribution of fillers and targets in 3 conditions (Table 1).

The results of the GJT and the GMT revealed significant grammaticality effects for all groups, suggesting that they all use gender cues in the noun phrase for noun recognition. In the RT, however, NS and HS showed a grammaticality effect while L2ers did not, suggesting that L2ers may not have the same type of implicit knowledge of gender tested by this task. These results confirm that HS have an advantage over L2ers in less metalinguistic and explicit tasks and in oral production. Although this advantage could be due to age of onset of bilingualism (early vs. late) (Guillelmon & Grosjean, 2001), it may also be related to context of acquisition (naturalistic vs. instructed) and experience with oral production.

Table 1: Conditions used in the three tasks

<i>Conditions</i>	<i>Gender</i>	<i>Noun ending</i>	
		<u>canonical</u>	<u>noncanonical</u>
grammatical	feminine	la gran casa	la gran calle
	masculine	el peor texto	el peor viaje
ungrammatical	feminine	*el gran casa	*el gran calle
	masculine	*la peor texto	*la peor viaje
neutral (control)	feminine	su gran casa	su gran calle
	masculine	su peor texto	su peor viaje

NOTE: Only the GMT and the RT had a neutral condition. The GJT did not.

Table 2: Speed of gender cue recognition in the three experiments (in ms)

Tasks	Conditions	Groups					
		Native speakers (n = 23)		Heritage speakers (n = 29)		L2 learners (n = 33)	
		cano n.	non- cano n	cano n.	non- cano n	cano n.	non- cano n
Aural GJT	grammatical	1010	1037	1394	1463	1532	1822
	ungrammatical	1103	1252	1439	1778	1667	1971
Aural GMT	grammatical	1085	1290	1286	1538	1123	1441
	ungrammatical	1238	1418	1479	1631	1265	1561
Aural/Or al RT	grammatical	726	749	838	832	775	825
	ungrammatical	792	757	876	838	804	795

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How adequately can CEFR scales capture features of learner language produced in oral proficiency tests? An attempt at empirical validation of three CEFR scales

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Even if the CEFR is widely spread, there is still much work to do when it comes to the empirical validation of its scale system. It is unclear if it actually reflects characteristics of learner language, and it has not been shown that the scales – being neither derived from a model of communicative language ability nor based on analyses of empirical test language - describe features of test language well enough to justify their use in language testing (North 2000; Fulcher 2004; Hulstijn 2007).

In my PhD project, I developed an approach for the empirical validation of the CEFR fluency and vocabulary (range/control) scales. The aim was to find out (1) how well and exhaustively descriptors reflect oral performance in 2 languages (Italian/ German, N=20), (2) whether the scales are able to discriminate between reference levels A2, B1, and B2, and (3) it remained to be seen if the scales work in a comparable way for Italian and German.

The methodology used here involved an in-depth analysis of the concepts of fluency and lexical competence in SLA theories and language testing. Secondly, common measures of these concepts were reviewed. Then the descriptors of the CEFR scales were operationalized. Tests were transcribed and coded in a multi-layer standoff annotation. CEFR-based and research-based indicators are being used for the analysis of the transcripts (work in progress, to be completed in spring 2011).

In my paper I would like to underline the need for empirical validation of the CEFR scale system. Another focus will be on research methodology. Furthermore, project results will be presented with regard to their meaning for the validity of CEFR scales.

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How do adult learners of French and English include space and time reference in narratives?

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This crosslinguistic study focuses on the way French learners of English and English learners of French package temporal and spatial reference in their discourse. We used two picture sequences displaying spatial information to elicit narratives from adult learners of French and English (intermediary and advanced levels).

Our choice of languages was determined by the fact that French and English differ in the way they code spatial information, as well as aspectual marking (Hendricks 1998, Hickmann 2003, Leclercq 2009, Slobin 2004).

We were interested in whether the typological differences between French and English, the two source languages in our study, have an impact on the productions of learners.

We also wanted to see whether there is a common developmental path for the acquisition of spatio-temporal reference in L2 French and English, or whether the influence of source language is predominant.

Our study clearly indicates that intermediary learners are still powerfully influenced by the linguistic means available in their L1 and that typological differences have a stronger impact at the earlier stages of acquisition:

- French learners of English rely mainly on Aktionsart to mark event boundaries in the present tense; the use of grammatical aspect (perfect) to mark boundaries as well as the use of satellites only appears in the productions of advanced learners of English.

- English learners of French use many non-finite forms at intermediary level; the use of present tense with intrinsically bounded verbs, as in the target language, appears mainly in the productions of advanced learners of French.

To sum up, adult learners have to acquire a new way of packaging spatial and temporal information to match their target language. Our study provides evidence that the required conceptual change may only take place at an advanced stage of acquisition.

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Incidental vocabulary acquisition from reading: Evidence from eye-tracking

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In vocabulary acquisition research, studies have been conducted around the two main approaches to teaching: incidental learning and explicit teaching. Most research into incidental second language (SL) vocabulary learning has focused on the effectiveness of reading for increasing the size of students' vocabularies, in terms of knowledge of words' form and meaning (e.g., Horst, Cobb, & Meara, 1998), with a few studies addressing other components of vocabulary knowledge (e.g. Pellicer-Sánchez & Schmitt, 2010). Overall, the studies show that lexical learning can accrue incidentally from reading, but that the amounts are generally modest (Schmitt, 2008). A main concern of these and other studies has been the effect of number of repetitions on the learning of new words' form and meaning, with the majority of studies suggesting that students need to encounter a new word around 8-10 times before considerable learning starts to occur.

However, these studies have always used off-line measures in the form of multiple-choice tests, translation tasks, etc. Although still informative of the increases in students' vocabulary knowledge, these off-line measures do not tell us much about what is happening when students encounter unknown words while reading.

This presentation will report ongoing research into the use of eye-tracking to investigate the process of SL reading. Advanced learners of English read a series of texts containing unknown words while their eye-movements were recorded (on-line measure). The number of repetitions of the unknown words in the reading materials was controlled. Post-tests were also administered to check the potential acquisition of the unknown words (off-line measures). Results of the on-line eye-movement measurement will provide a precise description of the increasing familiarity with new words as they are met over a number of exposures, and a more rigorous measure of the number of exposures necessary to learn new words from reading. The on-line measures will also be compared to the off-line measures so as to investigate the relationship between learners' eye-movement characteristics

and vocabulary acquisition, as assessed by the vocabulary post-tests. The use of eye-tracking methodology will also provide information about learners' strategies when encountering new words while reading.

- Horst, M., Cobb, T., & Meara, P. (1998). Beyond a clockwork orange: Acquiring second language vocabulary through reading. *Reading in a Foreign Language, 11*(2), 207-223.
- Pellicer-Sánchez, A. & Schmitt, N. (2010). Incidental Vocabulary Acquisition from an Authentic Novel: Do things fall apart? *Reading in a Foreign Language, 22*(1), 31-55.
- Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research, 12*(3), 329-363.

Individual differences in implicit learning: The role of prior learning experience, personality traits and learning styles

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This paper describes an experiment that investigated the role of individual differences in the implicit learning of L3 morphosyntax. Specifically, we were interested in determining how the learning of word order and morphological case marking is affected by prior learning experience (here, L2 Spanish), personality traits and learning styles.

Thirty-six learners of Spanish as an L2, either at the beginner (n=15) or advanced (n=21) levels (English L1) took part in this experiment. Subjects first performed a semantic plausibility judgment task on 128 sentences of an artificial language, Japlish. The language combined Japanese word order and case markers with English lexis (Williams & Kuribara, 2008). Subjects did not know they were going to be tested afterwards. Following exposure, learning was assessed by means of acceptability judgment and picture-matching tasks. In addition, subjects completed personality and learning style questionnaires.

Results showed a significant learning effect on the acceptability judgment task but no significant effect for the picture-matching task. Subjects knew what word order patterns were licensed in Japlish and what type of morphological markers could occur (e.g., *-ga*). However, they had not associated the specific markers with their respective functions (e.g., *-o* for direct objects). There were no differences between the two groups on either task, indicating that learning was unaffected by prior experience. For personality traits, results indicate a significant negative correlation between accuracy on the acceptability judgment task and extraversion. Finally, significant correlations were found between acceptability judgment accuracy and several factors indexing learning style. Positive correlations were found for *introversion*, *concrete-sequential*, *deductive*, and *reflective* learning

styles; negative correlations were found for *inductive*, *impulsive*, and *literal* learning styles. These correlations indicate an important role for learning style and L3 learning under incidental learning conditions. The results will be discussed in terms of their relevance for future research and classroom practice.

Williams, J. N., & Kuribara, C. (2008). Comparing a nativist and emergentist approach to the initial stage of SLA: An investigation of Japanese scrambling. *Lingua*, 118(4), 522-553.

Instructional treatment types and their effects on the processing of nominal morphology by beginning learners of Polish

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Extensive studies on the early stages of natural language acquisition show that L2 learners begin to use morphology fairly late in the acquisition process (cf. Perdue 1993, Klein & Perdue 1997, Starren 2003), while in instructed SLA, large quantities of empirical data speak to the important role of ‘focus on form’ (e.g. Doughty & Williams 1998). Doughty (2003: 265) probes further and points to the importance of analyzing ‘input-processing enhancements’ that help learners map forms to meaning and function.

With regard to the very initial stages of instructed SLA, Rast (2008) showed that after 1h30 of exposure to L2 Polish, some learners were able to correct errors of verbal morphology in a grammaticality judgment test, but production was not tested. When investigating the early stages, the true challenge is to find a way to observe learners’ ability to make these form-meaning/function connections.

The present study attempts to do this. Our database comes from an L2 Polish course for absolute beginners. After 11 hours of instruction, learners were divided into two groups for a 45-minute lesson: one received explicit focus on form instruction; the other received communicative input with no explicit focus on form. The theme of the lesson was giving/receiving directions; the form investigated was case inflection. Following the lesson, learners were administered two tests: a grammaticality judgment test and a route direction production task.

Results confirm findings from more advanced learners: those in the ‘focus on form’ group performed better on the grammaticality judgment test than those in the other group. In production, the former group also showed more variation in the inflections produced. However, certain learners who obtained high scores on the grammaticality judgment test, regardless of their

group, made little use of case inflection. A qualitative analysis of learners' productions and methodology for investigating learners' mapping forms to meaning/function at the initial stages will be discussed.

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Interactional patterns of lexical scaffolding during read-aloud activities in immersion classes

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An increasing number of second language studies relate classroom discourse to target language development by focusing on the effects of patterns of instructional interaction on the interplay between language use and metalinguistic reflection (Lyster & Saito 2010 ; Griggs 2010). These studies draw on the principle that constructs such as noticing and attention (Robinson 2001) are not exclusively cognitive and individual in nature, because their variability derives also from the communicative orientation of the instructional setting.

Building on this research within a sociocognitive perspective, the present paper analyses interactional sequences of lexical scaffolding during read-aloud activities in a French immersion primary school in Montreal. In a class composed of a mixture of French dominant, English dominant and bilingual eight-year-olds, French and English versions of the same storybook were read aloud and discussed in alternate lessons by the French teacher and English teacher of the same group of students (Lyster, Collins & Ballinger 2009).

We postulate that in this instructional setting cognitive processing is enhanced not only by the interplay between language use and metalinguistic reflection during classroom interaction but also by the activation and articulation of different sources of knowledge : (meta)linguistic, encyclopaedic and experiential.

Drawing on transcribed video recordings of this classroom corpus, the study adopts both qualitative and quantitative research methodology. Using criteria adapted from the fields of discourse and conversational analysis, it attempts first of all to describe and classify interactional patterns during the lexical sequences. Comparisons of the different types of lexical scaffolding identified in this bilingual corpus lead to conclusions concerning potential cognitive processing on the basis of the various forms of interplay that emerge during the interaction.

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Interpretation of inverse scope readings by Japanese learners of English

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The aim of this study is to investigate Japanese learners' interpretation of inverse scope in English. English existential/group-denoting quantifiers (e.g., *a*) and universal/distributive quantifiers (e.g., *every*) appearing in the object position at Syntax can take scope over other quantifiers in subject position. Thus, both *a dart hit every target* and *every ball hit a target* allow inverse scope readings (i.e., *every* > *a* and *a* > *every*, respectively). In Japanese, by contrast, inverse scope readings are limited to existential/group-denoting quantifiers (e.g., *hitotu* 'a') and are unavailable to universal/distributive quantifiers (e.g., *dono...mo* 'every'). This cross-linguistic difference can be attributed to feature specifications of quantifiers that are responsible for quantifier-raising at LF (Beghelli, 1997). Existential/group-denoting quantifiers in both languages share the features responsible for quantifier-raising over another quantifier and hence both languages allow inverse scope readings. However, Japanese universal/distributive quantifiers, unlike English quantifiers, lack the [+singular] feature required for quantifier-raising, and consequently, inverse scope readings are impossible (Marsden, 2009). Therefore, Japanese learners of English (JLEs) have to associate a [+singular] feature with English universal/distributive quantifiers to achieve target-like interpretation.

To investigate whether JLEs can acquire inverse scope readings unavailable in their L1, we collected data from 52 JLEs with different proficiencies in English as measured by a cloze test (11 elementary, 28

intermediate, and 13 advanced learners) and from 9 English native speakers. We asked participants to judge whether an English sentence with two quantifiers correctly matches an event depicted in a picture presented with the sentence using a 5-point scale. The results showed that JLEs had no difficulty accepting inverse scope for existential/group-denoting quantifiers, but even advanced learners failed to accept it for universal/distributive quantifiers. We discuss these results in terms of number properties in Japanese and the difficulty in re-assembling features in L2 acquisition (Lardiere, 2009).

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Investigating L1 influence on the L2 Acquisition of Discourse Markers

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Although discourse markers have been recognised as language devices which play an important role in creating coherent discourse, and although the skilful use of these devices is considered to be an indispensable component of both discourse and pragmatic competence, discourse markers have been rather neglected in SLA research (Müller, 2004; Liao, 2008). The findings of a relatively small number of studies conducted to date, mostly based on data obtained from small-size spoken EFL samples, report on EFL learners' poor command of discourse markers (Romero Trillo, 2002; Yang, 2005). Some authors point to L1 influence as one of the factors affecting the use of L2 discourse markers (Müller, 2005; Jalilifar, 2008; Liu, 2009). EFL learners seem to be inclined to most frequently use those English discourse markers whose equivalents are also most frequently used in L1. Furthermore, earlier research shows the use of L2 discourse markers to be the result of translating them from L1 to L2 (Demirci and Kleiner, 1997). In an attempt to shed additional light on the role of L1 influence on the L2 acquisition of discourse markers, particularly with respect to Croatian as L1, which has barely been studied in this area of SLA research, the present paper focuses on a study aimed at investigating the relationship between the Croatian primary and secondary school students' use of discourse markers in L1 and in L2 (English) written production. This study, carried out on a sample of 200 participants, is based mostly on Fraser's taxonomy of discourse markers (1999) and employs both quantitative and qualitative

analysis. The results seem to support the earlier findings pointing to L1 transfer effects in the range and frequency of discourse markers used as well as in the functions of discourse markers deployed in the students' writing at the two proficiency levels.

Is there an aptitude complex for native-like selection ability?

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Studies investigating grammatical competence have found that nearly all advanced level, post critical period learners possess high degrees of language learning aptitude, especially language analytic ability (DeKeyser, 2000; Abrahamsson & Hyltenstam, 2008). Though it is now acknowledged that second language proficiency consists of more than grammatical competence, far fewer studies have sought to explain the variability in high level learners' knowledge of the formulaic patterning of language. Might there be a parallel aptitude, or aptitude complex, mediating the acquisition of those restricted lexical selections which allow a speaker to sound native-like?

The study reported here is informed by two observations: firstly, since formulaic expressions, or native-like selections, are retrieved whole from memory (Wray & Perkins, 2000), it is likely that memory-based cognitive traits are involved in their acquisition. Secondly, the pervasive nature, and resultant large number (Altenberg, 1990), of native-like selections discounts the possibility of their being learnt deliberately. In the present study, 80 Polish, advanced learners of English (40 resident in the UK for more than 12 years, and 40 resident in Poland with 12 or more years exposure) completed measures of native-like selection ability, phonological short term memory, and phonological pattern learning ability. Findings are discussed with respect to the limits of associational accounts of implicit learning, and measures included in a follow-up study investigating complex working memory and incidental learning of native-like selections are also presented.

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It is neither *un ladder* nor *un echelle*: Mixed DPs and gender agreement in the production data of L3 Spanish learners

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It has been suggested that the assignment of grammatical gender in mixed Determiner Phrases (DPs) can shed light on how formal features are represented in the mind of bilinguals and L2 learners. Previous studies (Cantone & Müller, 2008; Liceras *et al.*, 2008) have shown that, for language pairs in which only the nouns in one of the languages bear a gender feature, early bilinguals and adult learners behave differently when judging /producing mixed DPs, as in 1 and 2:

1. La house (la [the/feminine]) (house= “casa”, feminine in Spanish)
2. El house (el [the/masculine])

Early bilinguals and L1 Spanish speakers prefer mixings where the determiner bears the gender of the translation equivalent of the English noun (1), known as the analogical criterion. Conversely, L1 English speakers prefer mixings where the masculine determiner is used as the default form (2).

In this study, we extend the research on gender assignment in code-mixed DPs to the analysis of semi-spontaneous data produced by two groups of L3 Spanish learners. We ask the following research questions: i) Will L1 English/L2 French speakers underspecify gender (masculine by default) in their mixed DPs in L3 Spanish? and ii) Will L1 French/L2 English speakers follow the analogical criterion in their mixed DPs in L3 Spanish? Two groups were tested: Group A consisted of L1 English/ L2 French speakers ($n=11$) and Group B consisted of L1 French/L2 English speakers ($n=11$). The results show that the Anglophones used the masculine determiner 100% of the time (despite the fact that 69% of the nouns were feminine in their L2 French) whereas the Francophones abided by the analogical criterion 91% of the time. We argue that these results are indicative of how the gender feature is activated by these two groups of learners.

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Italian accusative clitic placement in adult L2 and bilingual L1 acquisition

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The strong version of the Interface Hypothesis predicts that purely syntactic properties are fully acquirable in L2 acquisition, and are acquired early in bilingual L1 acquisition (Sorace & Filiaci 2006). The reported study tests whether this prediction holds for the acquisition of accusative clitic placement in Italian, regarded as a purely syntactic phenomenon.

Italian object clitics occupy different verb-adjacent positions, depending on the type of the clause. In finite clauses they appear to the left of the highest finite verb, whereas in non-finite clauses they occur to the right of the infinitive. The exception to this are two types of non-finite clauses: in restructuring constructions clitics can either precede the finite verb, giving rise to clitic climbing, or follow the infinitive; in causative constructions they must climb to the finite verb.

In two parallel studies subjects were asked to judge the acceptability of Italian accusative object clitics placed before, within and after the predicate in finite, restructuring and causative clauses using Magnitude Estimation. In addition to Italian monolinguals, one study included highly proficient (possibly near-native) Croatian-speaking adult L2 learners, and the other Croatian-Italian simultaneous bilinguals, aged 13-14. The two non-monolingual groups showed target-like behaviour in all contexts except for the causative construction, where the L2 learners accepted clitics both before the finite verb and after the infinitive, and the bilinguals had problems distinguishing between licit and illicit positions of the clitic in the present tense. Straightforward cross-linguistic influence is excluded, as Croatian object clitics consistently occupy the second position in the clause. The results suggest that some aspects of accusative clitic placement in Italian may not be acquired even at very high (possibly the highest) proficiency levels in L2 acquisition and late stages of bilingual L1 acquisition, which is not in line with the version of the Interface Hypothesis tested.

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Knowledge of definiteness and specificity in English: The case of simultaneous bilingual children

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Studies on English articles mostly look at child first language (L1) (Brown 1973; Cziko 1986; Maratsos 1976; Warden 1976) and adult second language (L2) learners (e.g. Butler 2002; Huebner 1983; Ionin et al. 2008; Robertson 2000; Trenkic 2007; White 2003). *The*-overuse in [+specific; –definite] contexts has been found in both groups. While children’s overgeneralization of *the* is linked to egocentricity (e.g. Maratsos 1976) or the lack of the concept of Non-Shared Assumptions (Schaeffer & Matthewson 2005), adults’ overuse is tied to a tendency to associate *the* with specificity (e.g. Thomas 1989). Despite this similarity, child and adult learners perform differently in other contexts. Unlike children, adult L2 learners (particularly those with an [–article] L1), do not display an early acquisition of *a* in [–specific; –definite] contexts and omit definite and indefinite articles due to L1 influence (Thomas 1989). Only a few studies have examined these issues in sequential (Ionin et al. 2009; Zdorenko & Paradis 2008) and simultaneous child bilingualism (e.g. Mede & Gürel 2010). These studies reveal *the*-overuse in indefinite contexts but no consistent L1 influence in the acquisition of definiteness/specificity in English.

Within this background, this study compares morphological realization of definiteness and specificity in simultaneous bilingual children with (German) and without (Turkish) an [+article] L1. Data from a German-English bilingual child (aged 5;1), two Turkish-English bilingual children (aged 5;2 and 6;5) and a monolingual English child (aged 4;7) were compared in [+specific; +definite], [+specific; –definite] and [–specific; –definite] contexts.

Results of three oral tasks (i.e., picture description, story-telling, puppet game) reveal high accuracy with the use of *the* in [+definite; +specific] and *a* in [–definite;–specific] contexts in four children. Nevertheless, all children display *the*-overuse in [+specific; –definite] contexts. Findings have some implications for cross-linguistic influence and maturational/pragmatic factors playing a role in article acquisition in early bilingualism.

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L1 and L2 lexical development in primary school bilingual and monolingual children: morphological awareness in focus

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Morphological awareness (MA) is an essential component of vocabulary knowledge, positively correlated with vocabulary size (VS) (Anglin, 1993; Carlisle, 2000) and other literacy-related skills (e.g., Green, McCutchen, Schwiebert, Quinlan, Eva-wood & Juellis, 2003, Ramirez, Chen & Geva, 2010). The purpose of the study was to expand on past research in two ways. Firstly, we investigated in detail, using a Word Segmentation (WS) Task and Word Analogy (WA) Task, the extent to which the development of different aspects of MA (specifically inflections and derivations) differs between L1 and L2, when they are typologically distant languages. Secondly, we examined whether MA in one language predicts MA in the other language, i.e., morphological transfer. We report on part of a larger-scale study which involves two bilingual groups, tested in both languages (21 Japanese L2 learners (JSL) and 25 English L2 learners (ESL) in England), and a group of

25 English (EL1) monolinguals in England. English VS uniquely predicted MA for the ESL group, whereas, contrary to the existing evidence, no vocabulary predictors were associated with MA in the JSL and EL1 groups. Evidence on morphological transfer was observed only in the ESL group. When predicting English MA with WS and WA scores respectively, Japanese MA uniquely explained variance above and beyond the control variables (age and IQ) and within- and between-language predictors. In another model predicting Japanese MA with WS scores, English MA made an independent contribution. The language- and group-specific nature of the developing MA found is discussed in terms of potential script effects and orthographic/semantic transparency effects in Japanese and English morphology respectively. Our discussion on this bidirectional morphological transfer is informed by Ramirez *et al.*'s (2010) view on effects of morphological complexities in each language on the direction of transfer.

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L2 development in immersion elementary schools

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In recent years, content-based foreign language learning has been fostered in a variety of different school programs. Immersion schooling, where 50-100% of the curriculum is taught in the L2, represents the most intensive form of such programs. Immersion has long been identified as the most effective program of foreign language teaching. As previous studies have shown, children in partial immersion are able to reach a developmental level comparable to naturalistic EAL-learners (Kersten 2009, Pienemann & Mackey 1993). However, different types of immersion programs were found to yield different results in SLA (e.g. Wesche 2002). Factors responsible for such differences include, among others, AOL, L2 contact duration, L2 contact intensity, and L2 input quality (e.g. Kersten et al. 2010, Piske et al. 2001). The data presented in this paper are part of a large-scale study which focuses on several elementary school setups which differ with regard to factors mentioned above. The study intends to profile the children's L2 development over the course of four years, and to identify the factors which

are most important for their L2 attainment at the end of elementary school. The study focuses on L2 comprehension and production, using standardized and non-standardized elicitation procedures, notably the BPVS II (British Picture Vocabulary Scale, Dunn et al. 1997) for lexical comprehension, and Rapid Profile (Pienemann 2006) for developmental sequences in morpho-syntax. Elicitation tasks include, among others, picture difference tasks, picture naming tasks, and L2 narratives. The project data to be presented here has been elicited in three L2 English immersion elementary schools in Germany. It includes longitudinal and cross-sectional data from more than 150 subjects in grades 1-4, covering an age-range of 6-11 years. Preliminary results show that children in different immersion setups match the L2 attainment of naturalistic L2 learners. However, their level of attainment is expected to differ with respect to factors such as L2 contact duration and intensity.

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L2 German clause structure and the concept of Projective Economy. A syntactic reconsideration

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Generative studies on the acquisition of German clause structure usually assume an underlying CP-IP-VP structure in the target system (e.g. Schwartz & Sprouse 1996, Vainikka & Young-Scholten 1996). In recent years, however, it has been put forward substantial arguments against the

assumption of a German IP (Sternefeld 2006, Haider 2010), and Haider (1997) has introduced the notion of Projective Economy, i.e. the assumption of just one functional projection per single German clause.

Taking learner data from native speakers of Italian as our starting point, we will show that the L2 development of German clause structure as reported in the literature can more adequately be accounted for within the framework of Projective Economy. Our basic assumption is that learners whose L1 exhibits an IP initially transfer the IP projection to their German interlanguage system. The IP is assigned a head-initial value, and the [+finite] verb is raised to I°, instead of being moved on to the so-called V2 position, i.e. the head position of the highest functional projection. This analysis explains why at a certain stage in development, learner languages feature post-verbal negation (1a) – suggesting the activation of verb raising – on the one hand (1a), but lack V2 phenomena, such as inversion (1b), as well as subordination (1c), on the other hand:

- (1) a. [YP[IP Antonio_j [I°[I°studiert_i] [XP[Neg nicht] [XP e_j[X°Pharmazie[X°e_i]]]]]]]] Ilaria, 40h
 Antonio studies not pharmaceutics
- b. [YP Am Abend [Y°[Y°] [IP wir_j[I°[I°haben_i] [XP e_j[X°[X°studiert e_i]]]]]]]] Ilaria, 48h
 in the evening we have studied
- c. [YP[Y°[Y°weil] [IP er_j[I°[I°ist_i] [XP e_j[X°traurig [X°e_i]]]]]]]] Ilaria, 48h
 because he is sad

It is only when learners have realized that German is, in fact, a V2 language exhibiting only one functional projection, that they will be able to produce target-like inversion and subordination (2).

- (2) a. [YP Im Juni_k [Y°[Y°habe_i] [XP ich[X°e_k[X°viele Prüfungen [X°e_i]]]]]]]] Alessia, 170h
 In June have I many exams
- b. [YP[Y°[Y°dass] [XP ich [X°die Prüfung [X°schaffe]]]]]] Alessia, 170h
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L2 proficiency and markedness as factors in bilingual borrowing

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In bilingual borrowing, the adoption of L2 structures in L1 is a possible alternative to their adaptation to L1. However, the issue of when phonological adoption is preferred to adaptation has not been given sufficient consideration in the literature. This paper investigates markedness of L2 phonological structures and borrowers' proficiency levels in L2 as relevant factors in bilingual borrowing. Historical Arabic borrowings in Turkish are analysed as an instance of heavy lexical borrowing involving a plethora of different L2 phonological structures. The focus of the investigation is on Arabic (L2) phonemes that are either altogether missing in the native inventory of Turkish (L1) or display a different distributional pattern than in Turkish. Different dictionaries of Turkish are surveyed for Arabic loanwords and the original Arabic forms of the loanwords are compared with their established integrated forms in Turkish. The results show that adoption is preferred to adaptation only in cases where there is some *phonological infrastructure* in Turkish that can *mitigate* the accommodation of novel L2 structures. This can be viewed as an instance of L2 structures being relatively unmarked in L1. One such case is the mapping of Arabic phonemes onto Turkish allophones whereby some allophones acquire phonemic status in Turkish (*status adoption*). Another case is the extension of the distributional pattern for certain phonemes to new contexts (*distributional adoption*). In contrast, such typologically marked (i.e. rare) phonemes as the pharyngealised coronals of Arabic are adapted as their non-pharyngealised counterparts rather than being adopted as new phonemes. The conclusion is that a high degree of advanced bilingualism (i.e. high L2 proficiency) is needed in the speech community in order for *unmitigated adoption* (i.e. adoption of relatively marked structures) to take place. Furthermore, the degree and type of community bilingualism is dependent on the *social context* of borrowing.

L2 speaker knowledge of syntactic and discourse constraints on English verb phrase ellipsis

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Two influential claims about the acquisition/use of grammatical and discourse knowledge by post-childhood L2 learners are: (a) the ‘Interface Hypothesis’ which proposes that proficient L2 speakers can acquire syntax fully, but may diverge from native speakers in integrating syntactic knowledge with discourse information during processing (e.g. Belletti et al 2007); (b) the ‘Shallow Structure Hypothesis’ which proposes that non-syntactic sources of information (such as discourse information) predominate in adult L2-speaker language processing (Clahsen and Felser 2006: 32).

We test these claims on knowledge of English **verb-phrase ellipsis** (VPE) of L1-Arabic, L1-Chinese and native speakers, using an acceptability judgement task.

English VPE is subject both to syntactic and discourse-based constraints. Assuming clauses are projections of V, T and C, one syntactic constraint is that VPE must be licensed by a T with V-features (Cyrino and Matos 2005). Thus (1a) is grammatical, but (1b) (where T has lowered to V) is not:

- 1a. Jack sent Jill a postcard. Mary did ___ too.
b. Jack sent Jill a postcard. *Mary sent ___ too.

In Arabic neither type of VPE is allowed. Chinese not only licenses (1a), but also allows cases like (1b) through ‘object drop’.

A discourse constraint on VPE is that elided material must be identical with a discourse antecedent. (2a) is felicitous because there is identity between an appropriate antecedent and the elided VP. (2b) is not because there is an *-ing* affix in the elided VP that has no counterpart in the antecedent.

- 2a. Jack wrote Jill a letter. Mary will _____ too.
-ed [write Jill a letter] ~~write Jill a letter~~
- b. Jack wrote Jill a letter. #Mary was _____ too.
-ed [write Jill a letter] ~~ing write Jill a letter~~

Results show that L2 and native speakers alike are sensitive to most of the syntactic constraints on VPE (a potential problem for the Shallow Structure Hypothesis). However, there is no evidence that the L2 speakers differ from the NS controls in ability to identify appropriate discourse antecedents (a potential problem for the Interface Hypothesis). The implications of these

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Language Learning in the 21st Century: Foreign Language acquisition through Informal Language Contact at Home

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In 2008 the Education Council of the Netherlands (*de Onderwijsraad*) published its advice to start teaching foreign languages to younger children. Currently nearly 500 Dutch primary schools teach English to children before the age of ten, often from the age of four on. It is uncertain however, to what extent these pupils' language acquisition is influenced by informal language contact at home.

It has been shown that language exposure through English television programs can aid children's first language acquisition from as early as two years of age, even after only brief exposure (Rice, 1983; Rice & Woodsmall, 1988). For Dutch-speaking 8- to 12-year-old EFL learners similar results have been reported after exposure to subtitled foreign language television programs (Koolstra & Beentjes, 1999; d'Ydewalle & Van de Poel, 1999). It remains unclear however, to what extent preliterate children are capable of increasing their foreign language skills through subtitled television programs.

This paper therefore aims to address two questions: (1) To what extent does foreign language exposure at home aid foreign language acquisition in preliterate children? and (2) Do different types of input at home yield different results?

To shed light on these issues the English proficiency of 220 four-year-olds were tested twice: prior to the start of English classes and after one year of English education. In order to discover what the effect is of the foreign language input quantity and quality, a receptive English vocabulary task (the Peabody Picture Vocabulary Test) and grammar task (Test for Reception Of Grammar) was conducted. The amount of language contact at home was determined using parental questionnaires.

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**Language learning opportunities in different academic subjects –
evidence for “conventional wisdom”**

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Immersion programmes (IM) have become one of the most prominent forms of bilingual education programme available throughout the world. Its main characteristic is the use of a second language (L2) as the medium of instruction (MoI) for some or all academic subjects, so that learners can learn L2 “incidentally” (Swain & Johnson, 1997).

Under the general principle of using L2 as the MoI in academic subjects, however, there seem to be no uniform policies concerning which academic subjects should be taught in L2, in case “partial” IM are practised. It has been proposed that ‘conventional wisdom favours subjects such as history, geography, and social studies for second language instruction since it is thought that they are more verbal and thus lend themselves to discussion and second language learning better’ (Genesee, 1987:16). However, there has been no empirical evidence supporting such claim so far. The present study therefore attempted to fill such a literature gap by comparing the language learning opportunities for students in lessons of different academic subjects.

22 lessons across grades and subjects were observed in two English-medium secondary schools in Hong Kong (where IM were practised). By estimating the proportion of student talk and the mean length of student turns, the language learning opportunities in lessons of different subjects were compared. It was found that in lessons of Humanities subjects (e.g. Geography, History), students occupied a significantly higher proportion of talk and they could hold the floor for significantly longer than in lessons of Science subjects (e.g. Physics, Mathematics). Lesson transcripts suggested that such differences may be due to language registers of the subjects and the associated instructional activities. The implications of such differences in language learning opportunities in different subjects will be discussed in the wider context of bilingual education programmes, particularly the IM in Hong Kong.

Learner Age and Learning Success. Is there a Correlation? – results of an Empirical Investigation of Adult Learners of Chinese-Mandarin

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Today's world with its global infrastructure, its rapidly developing information technology and the vast demographic transformation has witnessed a shift in a variety of contexts. The resulting massive and fast-paced socio-economic challenges must be met with flexibility and determination also on the educational-political scale. Learner dimensions with special focus on professional life and labor force participation must become an integral part of future L2/L3 research, and the interdependence of age and learning success of the post-secondary and post-tertiary adult language learner deserves extensive investigation.

The present paper addresses this issue by focusing on the question whether and to what extent age and foreign language learning success correlate. Building on the results of an empirical study conducted with 30 adults from age 29 to 69, who were fully integrated in working life and learnt Chinese-Mandarin on a monitored self-study basis, a range of relevant parameters was investigated and evaluated. Data analysis focused on retentiveness and cross-linguistic components, including individual differences, psycholinguistic, neurolinguistic and multilingual aspects. In the interest of a comprehensive discussion of the age effect on ultimate attainment, the aspect of sensitive/critical periods was investigated and its explanatory power probed.

Results of the study indicate that there is evidence of a correlation between age and learning success. As it was diagnosed that current theoretical concepts do not sufficiently incorporate the very specifics of the adult foreign language learner beyond his/her school and student years, new explanatory perspectives were developed. In search of a proper evaluation of this particular learner type, the *3-Power-Model* was formulated as a descriptive theoretical framework. The three-level construct with *willpower*, *brainpower* and *instrumental power* at its core, is conceived as a new taxonomic model for the investigation of the intricate and volatile cause-effect relationship between age and psychological, genetic, biological as well as cognitive learner variables.

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Learner varieties and language teaching curricula: the test case of German (S)OV word order

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In L2 acquisition research, it is a well-established finding that learner languages have their own developmental dynamics. This applies to both untutored and tutored language development. However, as shown by Haberzettl (2006) and Winkler (in press), implications of this insight have not yet found their way into the L2 classroom. For example, [+finite] structures with lexical verbs in V2 position are presented from the very beginning on in classroom contexts, regardless of their late occurrence in naturalistic acquisition (e.g. Klein & Perdue 1992, Vainikka & Young-Scholten 1996).

Against the background of this situation, it has been conducted an intervention study, aiming to orientate grammar progression in the L2 classroom on sequences and way-paving strategies found in successful

untutored learners of German. In particular, classroom input featured the following: simple [-finite] OV structures and [+finite] V2 patterns with the copula as starting point, early introduction of auxiliaries and modal verbs as stepping stones into the functional category system (Dimroth et al. 2003, Becker 2005), and the late presentation of [+finite] V2 structures with lexical verbs in second position.

In the course of the study, a test group (n=20) of absolute beginning learners with L1 Italian followed the naturalistically oriented progression, while a control group (n=20, L1 Italian) was instructed according to the commonly used curriculum.

Data were elicited regularly (written word order test, Elicited Imitation task) and results show a more successful acquisition of German (S)OV word order regularities in the test group learners as compared to control group learners. These outcomes do not only suggest that instruction in SLA should work *with* mechanisms inherent to language acquisition processes, rather than – as often done – *against* them, but it moreover shows that it might indeed be possible to fruitfully use findings of theoretically oriented language acquisition research for the praxis of language teaching.

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Learning a second-language speech sound: Links between vowel production, perception and the Mismatch Response (MMNm)

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Perception and production abilities in a second language (L2) are believed to be linked with each other. However, recent work indicates that the abilities

of producing and perceiving speech-sounds are in fact only poorly related to each other. Our questions were, firstly, how do French native speakers with varying levels of English language proficiency perceive and produce the English vowels /i-ɪ/? Secondly, are L2 perception and production linked? Thirdly, how are automatic brain responses related to L2 vowel perception and production? Finally, are individual differences between subjects reflected in automatic brain responses as measured by MEG? This experiment investigated how 14 French speakers of English as an L2 (and 10 English L1 controls) perceive, produce and auditorily process the English vowels /i-ɪ/ by looking at the relationships between measures from behavioural and brain-imaging methods (MEG). The behavioural tasks consisted of word identification, category discrimination, auditory discrimination and vowel production. The MEG experiment consisted of an oddball paradigm in which subjects were presented with a standard /bit/, a within-category deviant (acoustically deviant /bit/) and two between-category deviants (/bɪt/ and /bu:t/). Results for the behavioural tests showed a wide variation in L2 vowel production abilities between subjects. Results also indicated that the separate behavioural tasks were not significantly linked with each other, indicating that separate underlying abilities are necessary in order to learn an L2 category. Results for the MEG experiment showed a left-hemispheric mismatch response which differed according to stimulus type.

Learning Context and Grammatical Development: Longitudinal Findings in a Study Abroad Context

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Situated within a Study Abroad paradigm, the focus of this paper is on the role of learning context in L2 acquisition with particular reference to the learner's L2 grammatical development. The study is based on a longitudinal data-base over two years of spoken L2 French by anglophone advanced learners, which allows for a two-way comparison of the impact of naturalistic exposure on grammatical development, and of the long-term impact of such exposure when the L2 learner returns to the foreign language classroom. The novel aspect of this study firstly relates to the focus on the long-term impact of naturalistic exposure which is an area which has not received extensive attention in the Study Abroad literature, but which can be highly informative of the relative impact of learning context on L2 acquisition. Secondly, the scope and depth of analysis applied to the spoken data collected for the study allow for more wide-ranging insights than existing studies which generally capture development in the form of a single test score, thereby revealing little of the dynamic of grammatical

development in terms of the detail of how learners' use of grammatical forms evolves over time.

Through a number of quantitative analyses of past time morphology, the study applies a longitudinal lens to the learners' grammatical development from a formal, lexical and functional perspective. In particular, the results will focus on the question of whether development is more evident in certain areas than others, as well as the long-term maintenance and further consolidation of those developmental gains. Findings evidence considerable variation between the learners, as well as between results of the various analyses carried out, pointing to the complexity of the question of the long-term maintenance post-study abroad of the grammatical gains made during study abroad. The findings will be discussed with regard to their theoretical implications within the broader context of 'learning context' as a factor at play in L2 acquisition.

Learning novel inflectional suffixes: the role of meaning and orientation of attention

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To date, research into the processing and representation of morphology has focussed on mature natives. This study investigated whether representations of suffixes can be formed after brief initial exposure to a small, regular system in an artificial language, and whether attention to meaning has a role.

We report a series of three experiments, each with 36 adult native English speakers. Each experiment consisted of an exposure phase immediately followed by a cross-modal priming test (Marsden-Wilson et al., 1994).

During exposure, participants were presented auditorily and visually with 45 nonce words, each repeated 3 times, constructed from 15 nonce stems and 3 suffixes. Each experiment employed a different exposure task. In Experiment 1, participants' attention was directed to the *meanings of the suffixes* (inflectional in nature) via a picture-matching task (VanPatten, 2004). In Experiment 2, attention was directed to the *meaning of the stems* via a similar picture-matching task. In Experiment 3, participants counted syllables, and the words were given no meaning.

In the priming test, trials with 'heard' targets tested whether reactions were faster and accuracy greater when prime and target shared the same suffix compared to unrelated pairs. Results showed no such priming effects, in any of the three experiments. The other trials had unheard stems, half with a heard suffix, and half with a novel suffix. Results showed that the heard suffix slowed decision times and increased false positives relative to targets with unheard suffixes. Critically, the different orientations of attention during exposure *did not* affect the results.

A generalisation test measured learning of the suffix and stem meanings in Experiments 1 and 2. Results showed learning as expected (suffixes in Experiment 1, and stems in Experiment 2). In addition, stems were learnt when attention at exposure was in fact on the suffix. However, inflections were *not* learnt when attention was on the stem.

Discussion will focus on the contrast between the evidence from the off-line test and the evidence from the priming test, and also on the nature of the representations and learning that was observed.

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Lexical aspects of very advanced L2 French

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Recently, a number of studies have tried to investigate whether different vocabulary aspects develop simultaneously or whether there are no obvious correlations between their rates of development. More specifically, there has been an interest in finding out whether collocational knowledge, presumably one of the last thresholds in L2 acquisition, develops as general proficiency develops or whether it depends on other factors. In previous research on English L2, Gyllstad (2007) found strong positive correlations between the Vocabulary Levels Test and a receptive collocation test, suggesting that vocabulary size and collocational knowledge go hand in hand. Lemmouh (2010) found only moderate correlations between the Vocabulary Levels Test and depth of vocabulary knowledge, of which collocations was one component. Mizrahi & Laufer (2010), on the other hand, found that, whereas very advanced L2 speakers of English attained nativelike levels for productive vocabulary they did not as regards collocations. This latter result concurs with Bartning, Forsberg & Hancock's (2009) results, although not correlating different vocabulary measures, they found that morphosyntax did not develop at the same rate as lexical collocations.

In view of the mixed results accounted for above, we set out to test four different aspects of vocabulary knowledge in very advanced L2 French. The tests are as follows: a C-test, a word association test, a productive collocation test and a social routine test. In order to contribute to a more general debate on the development of different vocabulary aspects, and more specifically to a proposal of characteristic lexical traits for advanced learner French, we investigate whether the results from these test correlate or not. The informants are Swedish L2 French speakers, who have resided for at

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Modality Alternations at the Syntax-Discourse Interface: examining the Interface Hypothesis' application to Heritage Bilingualism

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Like Montrul & Polinsky (2011), we maintain that the Interface Hypothesis (IH) (see Sorace 2011 for discussion) makes testable predictions for heritage speaker (HS) acquisition. Domains of acquisition that require integration of linguistic information with external domains of cognition, e.g. discourse, might also be a primary locus of incomplete acquisition among HSs for the same processing-based reasons—even if they manifest and apply somewhat differently—hypothesized for near-natives speakers of an L2 and the emerging optionality in the case of L1 attrition.

Combining insights from Montrul (2009) and Iverson, Kempchinsky and Rothman (2008), we examine and contrast subjunctive modality in HS Spanish when it is strictly syntactically subcategorized (i.e. volitional predicates) juxtaposed against the choice of indicative vs. subjunctive as complements of epistemic verbs where use of subjunctive is optional (particularly with polarity subjunctive, see Iverson et al (2008)). In the case of the latter as opposed to the former, the choice of the subjunctive is strictly regulated by felicitousness considerations from discourse information related to truth value propositions relevant to both the speaker and hearer. Focusing on advanced HSs in Spanish (n=20), we present data from two tasks: (a) a fill in the blank close task eliciting use of subjunctive/indicative where use is strictly subcategorized and (b) a truth value context judgment task where the felicitous use of the subjunctive/indicative is dependent on the discourse. The data show difficulty with many, but not all, HSs regarding the discourse related distribution of indicative/subjunctive favoring the use of the indicative as a default. There is, however, negligible variation with

subjunctive use when the subjunctive is strictly subcategorized, especially when saliency of the morphological form (*pone* (ind.) vs. *ponga* (sub.) as opposed to *come* (ind.) vs. *coma* (sub.)) is controlled. Implications of our results for the IH and HS acquisition and beyond will be discussed.

Multilingual learners' lexical competence in French L3

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The aim of the present study is to explore the influence of multilingualism on the lexical competence in French L3, more precisely on the recognition of isolated spoken words and on the lexical strategies used in construction of meanings. The study is based on an interdisciplinary theoretical framework consisting of studies on cognitive processes and on second langue learning (Dijkstra, 2003; House & Rehbein, 2004; Kroll & Scholl, 1992; Matthey, 2005; Nilsson, 2007). The following questions are asked: What kind of interference from the earlier learned languages can be observed in spoken word recognition? What kind of interlingual influences appear in oral meaning construction? What kind of metalinguistic knowledge do students rely on during verbal protocols of meaning construction?

The corpus consists of 38 productions. They are collected from first year students majoring in French language at the University of Turku, Finland. These students speak at least two other foreign languages when starting their university studies in French. We collected three kinds of data: first, the students' French language proficiency was evaluated with the DIALANG test using the six point scale of Common European Framework of Reference; second, the possible interference of the students' other languages was tested in a spoken word recognition task where they had to give Finnish (L1) meanings for French (L3) words; and third, the process of meaning construction was recorded in a verbal protocol task (cf. Gufoni 1996). A subset of participants representing different proficiency levels was chosen for the third test on the basis of the DIALANG test results.

We will analyze the possible interlingual influences in the spoken word recognition test and in the meaning construction task taking into account the students' proficiency levels. Furthermore, we will explore the students' use of metalinguistic knowledge with special emphasis on their lexical strategies.

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Nativelike selection in the speech of non-native and native speakers of English

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Learning a language takes time and requires a great deal of experience and input (Ellis 1996, Hoey 2005). The main aim of this paper is to show similarities and differences in the speech of two Swedish groups (ten in each group) using L2 English in two different tasks; the results are compared to ten native speakers for control. Ten of the L2 speakers are resident in London, and the other ten are university students of English at a Swedish university. The focus is on conventionalized 'multiword structures' (MWS) in a retelling of a film clip (*Modern Times*) and a role play. The presentation will include results from measures of two main MWS categories, i.e. phrasal and clausal MWSs, and cross-linguistic influence on English MWSs having functional and formal equivalents in Swedish (here referred to as 'Cognates'). Variation across tasks, groups, and individuals will be dealt with briefly. The results show that the London Swedes performed similarly to the native speakers in terms of quantity of MWSs in the role play, whereas the native speakers produced significantly higher quantities of MWSs in the retelling task. In contrast, the Swedish university students produced considerably fewer MWSs in both tasks. Furthermore, the native speakers used the same proportion of Cognates, whereas the two non-native groups used a higher proportion of Cognates, across the two tasks. Comparisons of the two L2 groups showed that they used the same proportion of Cognates in the role play, but the university students used a higher proportion than the London Swedes in the retelling task. These results suggest that living in the L2 community favours the acquisition and use of clause-length MWSs, the predominant MWS in the role play, and that Cognates are a natural resource for L2 users.

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Non-native over-reliance on duration: an interference account of phonetic cue-weighting in vowel perception

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The development of accurate phonetic representations for L2 speech sounds is largely dependent on the degree of cross-linguistic similarity between L1 and L2 sounds (Flege, 1995) and the interaction of the L1 and L2 phonetic systems through L1-L2 sound assimilation and dissimilation (Flege, 2009). Spanish/Catalan (S-C) speakers over-rely on duration in the categorization of the English contrast /i:/ and /ɪ/ (Escudero & Boersma, 2004; Morrison 2008; Cebrian, 2006). However, because spectral and durational information must be processed simultaneously in vowel perception and cues may be given different weightings, it is also possible that perceptual re-weighting occurs in the absence of duration differences, thus allocating enhanced perceptual salience to spectral cues.

The present study examined the use of temporal cues by 80 S-C speakers of English through a forced-choice minimal-pair identification task containing natural and duration-manipulated /i:/ and /ɪ/ words as well as an AXB discrimination task with natural and duration-neutralized /i:/ and /ɪ/ in minimal-pair words that prevented listeners from using duration cues in categorization. The vowel stimuli presented were acoustically highly variable in phonetic context and talker (3 male + 3 female speakers). Individual differences in phonological memory (PM) and vocabulary size were also assessed as possible control variables.

The results revealed that S-C speakers who perceived /i:/ and /ɪ/ more categorically relied less on duration and obtained significantly higher identification scores for manipulated stimuli and for natural and neutralized trials in the discrimination task. S-C speakers also obtained lower discrimination scores in neutralized stimuli, where listeners were forced to rely on spectral information, than in natural stimuli where duration was available for use as a cue to spectral differences. Neutralizing duration did not improve listener's performance, suggesting that they were not able to use spectral information in discrimination in the absence of durational differences.

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On the Feature Re-assembly Hypothesis: remapping of the feature [definite] in L2 Russian (by L1 English)

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Challenging the parameter-resetting approach to L2 acquisition, Lardiere (2009) proposes the Feature Re-assembly Hypothesis (FRH) according to which the biggest L2 learning task is not to reset parameters but to reconfigure features from the way they are represented in the L1 into the way they are in the L2. Building on the FRH, Slabakova (2009) predicts that re-assembling overtly realized features in the L1 into contextually expressed features in the L2 will carry a greater difficulty than re-assembling features in the opposite direction (covert→overt features realizations). Based on these two proposals, the present study examines the degrees of difficulty in remapping of the feature [definite] when it is linguistically realized and when it is contextually fixed in Russian by English-speaking learners.

Adjectivally modified NPs in Russian express indefiniteness (e.g., *žen'skij' (adj.) golos* (woman-adj. voice) 'a woman's voice'), whereas NPs with possessive genitive modifiers can express either definiteness or indefiniteness (e.g., *golos ženšiny* (voice woman-noun-GEN) 'a/the woman's voice). That is, the indefiniteness of adjectivally modified NPs is encoded linguistically, while the [±definite] value of NPs with genitive modifiers needs to be established by context; thus, the former should be acquired earlier than the latter, since it is predicted to be easier.

Methodology: Participants include 25 English-speaking learners of Russian (16 intermediate- and 9 superior-level students) and 21 Russian native controls. An acceptability judgment task was used.

Findings: (1) Both intermediate- and superior-level learners performed at ceiling in recognizing the indefiniteness of adjectivally modified NPs; and

(2) Only the superior-level learners demonstrated target-like knowledge on (in)definite reading of NPs with genitive modifiers.

Conclusions: The feature whose value is linguistically marked is acquired earlier than the feature whose value is contextually encoded. These findings support Slabakova's proposal on degrees of difficulty in L2 feature acquisition and Lardiere's approach to feature re-assembly in L2 acquisition.

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On the relationship between cross-linguistic influence and learner universals in learner English

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Features of learner language that deviate from the norms of the target language are often ascribed to either cross-linguistic influence (CLI) from the learners' native language or to universal processes of second language acquisition. However, such dichotomous distinction fails to acknowledge that CLI often interacts with universal processes of SLA (e.g., Jarvis & Pavlenko 2008). Consequently, it is often difficult to determine the exact cause for deviant features in learner language.

The relationship between universals and CLI has also recently become the focus of interest in the study of different L2 varieties of English. Many similar nonstandard features have been found to occur in Englishes across the globe, and it has been proposed that such features represent vernacular universals or learner universals (e.g., Filppula *et al.* 2009a, Ranta 2009, Kortmann 2010). However, these alleged universal features have not been extensively studied in learner English data and subjected to rigorous examination by comparing different learner groups.

This paper focuses on two nonstandard syntactic features, the extended use of the progressive form and embedded inversion, which have been found to commonly occur in L2 Englishes worldwide (e.g., Platt *et al.* 1984, Römer 2005, Ranta 2006, 2009, Hilbert 2008, Filppula *et al.* 2009b, Sand & Kolbe 2010). The data for this study consists of Finnish-speaking and Swedish-speaking ESL learners' essays within the International Corpus of Learner English (Granger *et al.* 2009). The results show that despite apparent similarities, the examined features exhibit variation in their types, frequencies and distribution which can be explained with the presence or the absence of a congruent feature in the learners' L1. This indicates that features that appear universal are not invariable from one learner group to another, but may also manifest CLI effects. These findings demonstrate that

the interaction between CLI and learner universals needs to be better understood before making claims about universal aspects of learner language.

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Openminded, Extravert, Agreeable, Emotionally Intelligent and Empathic individuals are more likely to be successful L2 users

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Researchers working on the effects of study abroad on the development of a target language are always baffled by the huge individual differences in linguistic progress (Kinging 2008; Regan, Howard & Lemée 2009). The authors suggest that the most likely cause of these differences lies in the willingness of L2 users to engage in authentic interactions in the L2. What is usually lacking in these research designs are the underlying reasons why some L2 users are more likely to go out and use their L2.

The present study investigates this question by looking at the effect of personality traits on self-reported use of English L2 and self-perceived proficiency in English L2 by 102 Polish immigrants living in an English-

speaking country (67 females, 34 males; age range: 17-58). Half of the participants had settled down less than a year before the data collection, the other half had spent between 1 and 27 years in Ireland and the UK. Participants filled out a Polish version of the OCEAN questionnaire, the Trait Emotional Intelligence Questionnaire and a sociobiographical questionnaire.

Statistical analyses revealed that L2 users who scored high on Extraversion and Openness used the L2 significantly more. A positive correlation was also found between Self-esteem, Well-being, Stress management, Adaptability, trait Emotional Intelligence and frequency of L2 use.

No relationship emerged between length of stay in Ireland and the UK and proficiency in English. However, self-perceived L2 proficiency was positively correlated with Agreeableness, Openness and Empathy.

In sum, our results suggest that Openness is strongly linked to both L2 use and self-perceived L2 proficiency, with other personality traits contributing to a lesser degree. Progress in the L2 thus depends less on the user being “immersed” but more on the person’s basic inclination to seek out social interactions without sticking to ethnocentric views.

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Performance of an L2 learner after the critical period: focusing on the acquisition of Japanese particles

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One of the central questions in adult second language (L2) acquisition theory is whether and to what extent adult L2 learners can attain native-like proficiency in their L2 target language (Lardiere, 1998; Sorace, 2003, White, 2009). This paper deals with the case study of the acquisition of target Japanese (L2) by a native Mandarin Chinese speaker (CK). Although the subject was initially exposed to Japanese after the ‘critical period’ (Lenneberg, 1967), those around the subject consider that he manipulates Japanese just as equally well as native Japanese speakers.

The purpose of this study is to examine whether CK's performance in Japanese is the same as that of native Japanese speakers. We focus on his proficiency of Japanese particles. We collected two hour-long oral performance data from CK. He was born and raised in Mainland China, and he came to Japan to study when he was 20 years old. Eventually, he graduated from a university majoring in engineering. After graduation he found employment at a company in Japan, and since then has been working there. He had lived in Japan for 12 years when the interview test was conducted.

The results show that CK has almost perfect proficiency of Japanese particles: It seems that he has acquired native-like proficiency in terms of Japanese particles. This data could lend support to the anti- 'critical period' camp. Before rushing to this conclusion, however, we must consider CK's percentage of the correct use of the *wa* particle (86.4%). We found a subtle difference in the usage of *wa* between CK and L1 speakers. By comparing syntactic properties of both Chinese and Japanese: Chinese is said to be a topic-prominent language while Japanese is said to be a topic/subject-prominent language (Li & Thompson, 1989), we will discuss some reasons why CK erroneously produced *wa* particle.(300words)

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Pragmatic consequences of P-movement and Focus Fronting in L2 Spanish: Towards a more detailed analysis of the syntax-discourse interface

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At ultimate L2 attainment, Sorace's (2006) *Interface Hypothesis* predicts narrow syntactic properties can be fully acquired whereas properties at the external interfaces will inevitably result in non-native optionality. Presently, related research has been inconclusive (c.f. Belletti, et al, 2007; Ivanov, 2009; Rothman, 2009). The present study tests the IH as pertaining to the acquisition of Focus Fronting (FF) and P-movement with their ensuing

pragmatic consequences by English natives learning Spanish (n=87, plus controls n=47). Zubizarreta (1998) argues P-movement is prosodically motivated but López (2009) argues that prosody is a consequence of syntactic structures. López proposes that Discourse Representation Structures are parallel to the syntactic computation, adding that while the terms “topic” and “focus” are merely descriptive, the most apposite descriptors are the binary features [$\pm a(\text{naphor})$] and [$\pm c(\text{ontrastive})$]. P-movement is [-c, +a] while FF is [+c, -a].

We used a bi-modal (text-audio) **contextualized acceptability task**, containing these context-test sentence combinations (all in Spanish): 12 P-movement (VOS and SVPPO), 6—Rheme, 6—FF, 6 SV(locative)O, plus 6 fillers. SVO was excluded as an option because it is a ‘default’ (biased) order in Spanish. We included a set with a locative adverb instead of a PP to test phonological weight effects. Using a scale (1-4 or “I don’t know”), participants judged (in)felicity in context. Participants also completed a proficiency test (two multiple-choice sections of a standardized test). **Group and individual results** indicate these properties can be successfully acquired, although not all to the same extent (see Figures for partial results). Additionally, the results of the native speakers indicate that P-movement might be motivated by discourse rather than prosodic requirements. When the PP is replaced by the locative adverb *ahí* ‘there’, the natives accept P-movement; when the PP is heavy, they do not. Findings are discussed in light of their implications for the IH.

Figure 1: Focus Fronting and Rheme Felicity Judgments

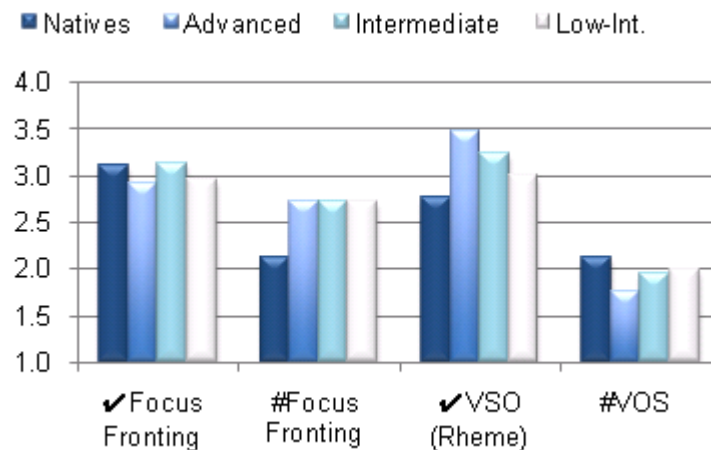
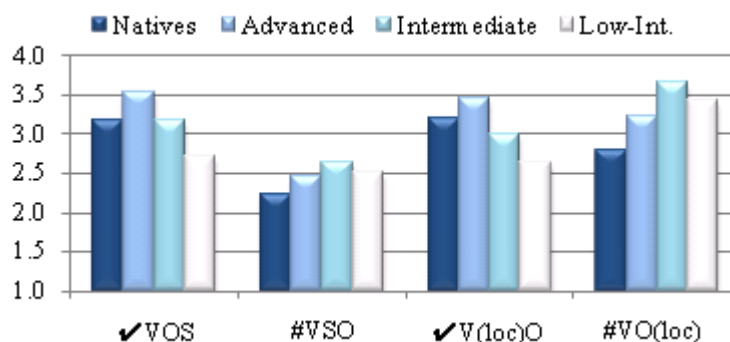


Figure 2: P-movement type1 (VOS) and type 2 (V(loc)O) Felicity Judgments



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Processing advantages for conventional expressions

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In recent literature, the most commonly encountered definition of formulaic language comes from Wray (2002), who defines a formula as

a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at time of use, rather than being subject to generation or analysis by the language grammar. (p. 9)

This purely psycholinguistic definition requires that authors interested in phraseology be able to identify those strings that enjoy holistic lexical representation. Although the vast majority of such researchers simply trust identification criteria presumed to be sensitive to holistic storage (e.g., *higher frequency, fluent pronunciation, invariable form*), a growing number of projects has attempted to empirically confirm the supposed storage/processing difference between formulas and nonformulas. These studies have generally examined the processing of noncompositional strings,

commonly known as idioms. Thus, it has been shown that various populations of NSs respond to idioms more quickly than to matched, nonidiomatic conditions: Cronk & Schweigert, 1992; Nenonen et al., 2002; Qualls et al., 2003; Swinney & Cutler, 1979. Similar studies into idiom processing among NNSs are less numerous, but nonetheless show a tendency for faster processing of such sequences (Conklin & Schmitt, 2008; Schmitt & Underwood, 2004; Underwood et al., 2004).

Phraseological phenomena, however, are not restricted to idioms, and in the project proposed, the processing of a set of entirely compositional, situationally bound phraseological strings will be investigated for NSs and NNSs of French. In the first phase of the project, a set of *conventional expressions* (Bardovi-Harlig, 2009) were identified. In the second phase, a moving window task targeting 13 of these expressions was developed and administered to 20 NSs and 40 Anglophone NNSs of French. Results show that such strings do enjoy processing advantages for both groups of participants. Implications of these results for psycholinguistic approaches to phraseology will be discussed.

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Processing Instruction and interpretation discourse-level effects

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A growing body of research on the effects of processing instruction has given this approach to grammar instruction significant support. However, only few studies have measured the effects of processing instruction on discourse-level tasks and the effects of processing instruction has not been tested yet on discourse-level interpretation tasks.

In this paper, we present and review the results of two studies investigating the effects of processing instruction on discourse-level interpretation tasks (Benati and Lee, 2010). The first study, measured the effects of processing instruction on discourse-level interpretation tasks with the Japanese passive construction (processing instruction aimed at altering the First Noun Principle). The second study explored the effects of processing instruction on discourse-level interpretation tasks with English past tense (processing instruction aimed at altering the Lexical Preference Principle).

A pre and post-testing procedure was adopted in both experimental studies. In the case of the first experimental study, participants were adult English native speakers. In the case of the second experiment, subjects were Chinese primary school-aged children.

Overall, the findings from the two studies showed that L2 Learners who received PI on Japanese passive forms and on English simple past improved significantly on the two discourse-level interpretation tasks. The improvement after instruction ranged from 53% to 70%.

Receiving processing instruction causes learners to interpret discourse better. The main findings of the two studies clearly indicated that learners who received processing instruction on Japanese passive forms and on English simple past improved significantly on these discourse-level interpretation tasks. In addition to that, the results from both studies indicated that processing instruction is just as effective as an intervention with younger learners as it is with older learners, and it is able to instil target-language specific strategies, no matter the native language of the learners.

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Examples:

Chinese

- (1) (a) Zhe shi wo gei ni shuo de nei-ge **kelian-de** lao ren ✓**intersective** ✓
non-intersective/appositive
this be I to you talk- NOM that-CL poor-NOM old person
'He is the poor/pathetic old man I told you about'

- (b)*Zhe shi wo gei ni shuo-de nei-ge lao ren ke-lian-de *intersective *non-intersective/appositive
 this be I to you talk-NOM that-CL old person poor-NOM
 'He is the poor/pathetic old man I told you about'

Spanish

- (2) (a) Él es el **pobre** hombre de quien te habló. * intersective √ non-intersective/appositive
 'He is the pathetic man I told you about'.
 (b) Él es el hombre **pobre** de quien te habló. √ intersective * non-intersective/appositive
 'He is the poor man I told you about'.

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Producción fónica en L2: Estudio sobre la adquisición del acento léxico español por parte de francófonos

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Situated within the framework of Second Language Acquisition, our research deals with the acquisition of the pronunciation of foreign languages, particularly with the prosody. We have conducted an experiment in order to study the production of Spanish lexical stress by French native speakers. Spanish and French are languages with two different types of stress. Spanish is a language with contrastive whereas French is a non contrastive stressed language (Quilis, 1993; Cortés 2002; Schwab&Llisterra 2010; Wioland 1991, di Cristo, 1981). The aim of this research is to answer the question of whether or not French learners are influenced by their mother tongue (Rasier, 2007; Archibald, 1997; Wieden, 1993).

Six factors are being considered in our experiment:

- 1) The level in Foreign Language according to the CEFR
- 2) The context: if the word appears isolated or in a short sentence
- 3) The type of stress: the word with the stressed on the ultimate, penultimate or antepenultimate syllable (i.e. 'pú-bli-co; za-'pa-to; me-'lón)
- 4) The phonetic transparency: we compare the production of phonetically transparent and non transparent words of both languages (i.e. Spanish: 'mú-sica; French: mu-'si-que)
- 5) The number of syllables
- 6) The type of intonation: affirmative or interrogative sentences

We have examined the production of the syllables of 24 French speakers according to the aforementioned factors (approximately 2900 observations). The results show that the learners' interlanguage develops at several levels according to different stages of L2 stress acquisition. It appears that the subjects' performance is improving during the acquisition in production tasks. In oral production tasks, the type of stress plays a very important role when identifying the Spanish stress or its correct pronunciation. This study demonstrates that there are some contexts that facilitate the acquisition of the stress' pronunciation (for example intonation) as well as some other contexts that make it more difficult (type of stress).

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Production and comprehension discrepancies in French: Evidence from subject-verb agreement in 2L1 and L2 children

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It has often been claimed that tapping children's abstract knowledge in terms of their spontaneous production systematically under-represents their actual knowledge of grammar (Hendriks & Koster 2010). This paper takes its stance in previous findings from the acquisition of French where both bilingual children and L2 learners have difficulties expressing subject-verb (SV) agreement in number (Prévost 2009). Language learners tend to generalize the dominating pattern of the first conjugation (-er verbs), in which the singular/plural alternation in third person is not phonologically distinguishable. This phenomenon results in omissions of the marked form of third person plural in many irregular verbs. This study was designed to investigate the relationship between production and comprehension of French subject-verb agreement in child learners.

In this paper, elicited production data are compared to results from a comprehension test where the number distinction of the subject was masked so that the learners had to rely on verb-endings only. Swedish/French simultaneous bilinguals (n=20) and Swedish child L2 learners of French (n=10) are compared to age-matched French monolinguals (n=15) in a control group. The children were tested in the oral and the written modes respectively. The results indicate that comprehension of SV-agreement clearly precedes its production in all groups of children and in both spoken and written French. In addition, this study confirms previous findings from English and Spanish speaking children (Johnson et al. 2005; Pérez-Leroux 2005), showing that it is the unmarked form (in French: singular) that causes problems of comprehension rather than the marked form (in French: plural).

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Questions in natural ELF monologue and dialogue in academic discourse

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This paper investigates the comprehension of questions in a higher education setting where English is used as a lingua franca (ELF). The study originates from a larger piece of work which investigated the communicative effectiveness of spoken ELF among the teachers and students at a technical university in authentic situations (Björkman, 2010). The focus in the present paper is placed primarily on student-student interaction from group-work sessions, but lectures have been included for comparison where appropriate.

The questions in the study were first categorized syntactically. Syntactic analyses were followed by phonological analyses of question intonation. The results of the pilot study point to three cues the listener can rely on to be able to register an utterance as a question: syntax with specific reference to word order, utterance-final rising question intonation and the interrogative adverb/pronoun (in Wh-questions only).

The results of the analyses in the present study, drawing on qualitative and quantitative data, maintain that a question is more likely to be registered when all available cues are provided for the listener. It seems reasonable to suggest then, that the speakers in lingua franca settings, with the added complexities at the syntactic level, make use of all available cues to ensure communicative effectiveness. Most importantly, the speakers in this setting appeared to achieve communicative effectiveness by using utterance-final rising question intonation when other cues were not present, and not by following unmarked native speaker intonation. This suggests that we cannot assume native speaker usage as the ideal target in similar settings.

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Recognition memory for spoken words in proficient L2 users

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The question we address is whether second language experience leads to a cognitive advantage in phonological processing. Previous research in the field has produced inconclusive results. For example, Enomoto (1994) demonstrates that bilinguals perceive Japanese durational contrasts better than monolinguals, while Gallardo del Puerto (2007) shows no effect of L2 proficiency on perception of L3 sounds. Previous studies on the effect of second language experience on speech perception rely on the abstractionist model of speech perception, i.e. they test the participants' ability to perceive phonemic distinctions. Palmeri et al. (1993) tested recognition memory for spoken words in native speakers of English, concluding that detailed information about a talker's voice is included in long-term memory representations of spoken words. Building on these results, Port (2010) and others postulate that speech perception is non-categorical and memory for speech sounds is exemplar-based. More recent research (Senkfor & Van Petten 1998, Gonzalez et al. 2010) suggests that these two types of processing, i.e. abstractionist-categorical and exemplar-based, might be coexistent.

We replicated the study conducted by Palmeri et al. (1993) with two groups of highly-proficient L2 users differing in the length of intensive exposure to the second language (English) in order to see whether the L2 experience affects their recognition memory for spoken words in their L1 (Polish). The two groups did not differ in the number of correctly recognized words, which suggests little difference, if any, in categorical memory performance, but the long-term exposure group had shorter response times on correct identifications. We did not replicate the same-voice advantage reported by Palmeri et al. (1993) but found an interaction between group, talker's voice and lag (number of intervening words between first and second presentation of a word), which shows that L2 experience alters the way in which participants process rich phonetic detail.

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Repair trajectories and second language learning
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The relation between social interaction and the learning of a second language has attracted much attention in SLA research. Quantitatively oriented studies on so-called ‘focus on form’ in classroom interaction suggest that drawing students’ attention to forms favors, under certain conditions, their learning of these forms. However, some of these studies also point out the need for more qualitatively oriented research on the issue (Lyster and Saito, 2010).

Drawing on conversation analysis (Firth & Wagner, 2007), this paper presents a qualitative investigation of how attention to form is occasioned and negotiated between participants in social interaction. Based on a corpus of 10h of video-recorded naturally occurring classroom interactions (French L2 – German L1, lower-advanced level), we established a collection of 173 repair-sequences relating to linguistic forms across the database, 25% of which involve a form that is later re-used by the same or a different student. In a first step, we analyze these re-uses as (positive or negative) indicators of short-term learning and check for the effects of three parameters: the object of repair, the initiation of repair (self- vs. other initiation) and the third-turn in repair sequences (students’ ‘uptake’). In a second step, we track how students deal with extended repair sequences in which they progressively recalibrate their linguistic resources.

Overall, the data suggest that positive learning effects are most clearly observable after extended negotiations of forms, where the repaired item typically re-occurs in same or similar linguistic environments. This indicates that the learning of linguistic forms may particularly be favored by multiple confrontations with a form *within same or similar constructional patterns*. The findings call for analysis that goes beyond local mechanisms of repair or negotiation and account for how participants progressively, repeatedly and collectively configure their linguistic resources within joint courses of activities.

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Second Language Effects on Ambiguity Resolution in the First Language

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Second Language Effects on Ambiguity Resolution in the First Language

Lexical processing relies on the properties of words. The processing of homonyms, however, may require more processing cues than mere lexical properties since homonyms have many properties. For instance, *train* contains semantic (*a locomotive/to instruct*) and syntactic (*noun/verb*) properties, each affecting sentence interpretation. Previous studies have found evidence of contextual information aiding homonym processing, with syntactic context influencing noun-verb homonyms (*train*) (Folk & Morris, 2003) and semantic influencing noun-noun homonyms (*bug:spy device/insect*) (Swinney, 1979).

The acquisition of a second language (L2) complicates matters. Research suggests the earlier a speaker acquires an L2 the more closely he/she resembles native speakers (Meisel, 1991) since lexical items may be organized together and processed similarly, whereas later L2 learners have exhibited slower reaction times (RT) and differing patterns of neurological activation (e.g., Hernandez et al, 2000).

The current study investigates the effect of acquiring L2 French on the disambiguation of homonyms in English as the first language (L1). Using a cross-modal lexical-decision task, noun-verb and noun-noun homonym processing was compared. Participants were monolingual English speakers and Canadian English/French bilinguals who acquired L2 French at distinct periods of development.

Our results show that acquiring both languages before the age of 6 results in no significant processing differences compared to monolinguals. These groups showed no syntactic priming ($p=.219$). However, bilinguals who acquired the L2 after 6 revealed effects of syntactic priming for noun-verb homonyms ($p<.001$) and lexical frequency for noun-noun homonyms ($p<.001$). For the late L2ers, the L2 appears to influence homonym processing in the L1 (e.g., Cook, 2003) evidenced as longer RTs and sensitivity to surface cues. This leads us to suggest that any speaker proficient in an L2 should not be considered as a control subject in the L1. The exact nature and extent of L2 influence on the L1 will be discussed.

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Semantic Categories in Danish as a Second Language: The Case of Motion

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Studies on the expression of motion events in a second language have so far tended to focus on the lexicalization patterns exhibited by learners with typological different / similar L1s and L2s (see Cadierno 2008, and Han & Cadierno, 2010 for recent reviews). Talmy's (2000) typology classifies languages into two main groups, verb-framed languages and satellite-framed languages based on the differences in the characteristic lexicalization patterns of the semantic components of motion.

The present study takes a step further, and examines the semantic categories in the motion domain by adult learners of Danish from two typologically different L1s - Turkish and German, and compares their categorization to that of the native speakers of the three languages involved. In contrast to previous L2 studies which have tended to use retellings, narratives or picture description tasks, this study uses as stimuli a series of 39 videos depicting human and animal locomotion of various kinds (Dimitrova et al. in press). Following the line of investigation employed by Majid et al. (2007) on the study of L1 semantic categorization in closely related languages, we use the statistical technique of cluster analysis in order to group scenes together based on their similarity (determined by shared verbs per scene).

The analysis of the data examines the nature of semantic categories in the learner language, i.e. their boundaries, and their relationship to one another, and compares the learners' categorization to that of the native speakers of all the L1s involved. The study thus investigates the possible effects of cross-linguistic influence at the level of semantic categorization by examining both intra-L1 group homogeneity and inter-L1 heterogeneity in learners' L2 performance (Jarvis, 2000).

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Sharpening listening skills: What metacognitive strategic procedures do autonomous L2 Spanish learners employ?

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Comprehending aural input lies at the core of meaning negotiation in human interaction. Yet, learning to listen is acknowledged as a challenging skill in first and second language (Vandergrift, 2007; White, 2009). In instructed L2 Spanish, teachers use listening materials in communicative activities. Students, however, face problems that make teachers wonder about the best methodology to make learners effective listeners.

Anderson (2009) and Rubin (2005) suggested that learners should become more autonomous and exert more control over their own learning process. Empirical evidence shows that effective learners are careful at deploying *metacognitive procedures* (i.e., planning, monitoring, evaluating, problem-solving, and implementing) for solving tasks. They are also mindful of the strategies (i.e., the activities) chosen for regulating their own learning (Griffiths, 2009).

The present study explored the metacognitive procedures and strategies students deployed for completing listening tasks in L2 Spanish. The aim was to investigate how procedures and strategies were employed for comprehending aural input, and determining correlations between higher levels of comprehension and metacognitive procedures. The participants were forty first-year learners of Spanish at a Canadian post-secondary institution and ten Spanish speakers from Mexico. All participants completed three listening tasks, the *Metacognitive Awareness Listening Questionnaire* (to assess awareness of using metacognitive procedures and

strategies), and think-aloud protocols (to determine the mental processes performed while undertaking the listening tasks).

Results showed differential levels of listening comprehension with the more proficient L2 listeners deploying metacognitive procedures similar to those of the Mexican speakers (e.g., used questioning elaboration, successfully orchestrated several strategies) hence, demonstrating more control over the activities. In this sense, this evidence corroborates previous studies that targeted L2 English and French learners (Vandergrift, 2004). Results are discussed in terms of the benefits of using the procedures and strategies of autonomous learners to improve listening comprehension in mainstream L2 Spanish classrooms.

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Sources of variance in oral fluency measures

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In SLA research and second language testing, measures of oral fluency are often used as diagnostics for (oral) proficiency. However, both research on individual differences in native as well as in second language speech has found that measures of fluency in speech are also related to individual characteristics (e.g., extraversion). In this study, we gauged the amount of variance that can be explained by individual characteristics and the amount of variance that can be explained by second language proficiency for a range of measures of oral fluency. In addition, we evaluated this for two different L1's.

Twenty-five native Turkish and twenty-five native English speakers performed eight speaking tasks in their L1 and eight very similar tasks in their L2 (Dutch). Measures for pausing, speed of speech, and measures for repair were calculated from precise transcriptions. Using generalizability

theory, we gauged the amount of variance in the data that could be attributed to Participant, Language (L1 versus L2), and Task. For each of the fluency measures, Task turned out to deliver a negligible source of variance. The results furthermore showed that for some measures of fluency a large proportion of the variance was attributed to individual differences (Participant). For other variables, however, there was a large proportion of variance attributed to Language, and, more importantly, to the interaction between Language and Participant. We will explain that this interaction between Participant and Language reflects differences in L2 proficiency, and we will argue that for language testing practice in which measures of fluency are considered, only those aspects of fluency that are mainly related to proficiency should be taken into account. In addition to indicating the importance of these results for L2 language testing, implications for SLA research in which variables of oral fluency play a role, will be discussed.

Struggling at the Interface – why L2 oral proficiency is hard to master

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Current research reveals a debate over the effect on linguistic proficiency for L2 learners in immersion settings, e.g. study abroad. Research using oral data suggests that immersion primarily affects improvement in fluency rather than accuracy (e.g. Freed et al 2004; Isabelli 2004). Reasons for this remain unclear, whether from formal or processing perspectives (Rothman and Iverson 2007; Lardiere 2008; Skehan 2009), with implications for how best to measure L2 fluency and accuracy (Pallotti 2009).

The present study adds to this debate by investigating changes in verbal morphosyntax across a group of 25 instructed Chinese speakers of English during a year's postgraduate study at UK universities. Participants were matched for proficiency level (IELTS 5.5 or above), for L2 exposure in their home countries before arrival, and for amount of exposure during their study in the UK. Using a question elicitation task and a story retelling task, oral production data were collected on arrival (Time 1), after 11 months (Time 2) and transcribed according to CHILDES conventions. Accuracy was measured by target-like inflection for tense and agreement; fluency was measured using type-token ratio, and number of hesitation phenomena (filled pauses, repairs). Accuracy and fluency scores from Time 1 and Time 2 were compared using statistical analysis.

No significant differences were found on mean accuracy scores on either task between Time 1 and Time 2, although there was wide individual variation, and evidence of systematic patterns in non-target production (e.g. omitted inflection, overgeneralisation of "be"). Significant improvements were only found on mean fluency scores: on the question task, type-token

ratio increased ($p < .001$) and hesitation phenomena decreased ($p < .05$). These findings suggest that immersion favours fluency over accuracy, but that certain non-target forms seem to be resistant to restructuring, perhaps due to issues at the interface between underlying formal features and online processing constraints.

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Task repetition, learner-learner interaction, and the development of L2 oral performance

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Task repetition is one task implementation variable found to affect L2 learners' language production as it allows the learner to place increased attention on making more fluent, accurate, and complex form-meaning connections (Ahmadian & Tavakoli, 2011; Bygate, 2001). However, specific characteristics of task repetition (i.e., repeating the same task type versus the same task content) have not been thoroughly explored, particularly with collaborative tasks, and how they might influence specific aspects of learners' performance remains unknown. Therefore, the current study compared the impact of content and task repetition on EFL learners' development of fluency, accuracy and complexity during collaborative oral tasks.

The study employed a pretest-posttest design with 60 Korean junior high school students from two intact English classes. Each class was randomly assigned to two groups: content repetition and task repetition. These groups participated in a pretest, three collaborative tasks, and two posttests over a three-week period. The content repetition group carried out the same information exchange task three times, using the same procedure to

accomplish the communicative goal and requiring the same content knowledge (American friend's visit). The task repetition group repeated the same procedure to accomplish the communicative goal, but a different topic was provided each time (American friend's visit, Class trip, Election). Each group's language production during the collaborative tasks, and pre and posttests was analyzed in terms of complexity, accuracy, and fluency. Language complexity was assessed by two measures: syntactic complexity and lexical diversity. Accuracy was measured by the percentage of error free AS-units, and fluency was assessed by the number of syllables per minute. Results indicated that task repetition played an important role in development of L2 oral performance over time. Implications for research on the role of content and task repetition and task-based interaction in EFL classroom contexts are discussed.

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Teaching Idioms through Pictorial Elucidation

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Cognitive semantic studies have shown that the dual coding of input (both verbal and visual), promotes the formation of memory traces and consequently, the retention of information. These findings have prompted the use of mental imagery in language teaching, where pictorial elucidation has been found to improve comprehension. There are, however, some grounds for caution when it comes to the application of image-based pedagogy. Experimental research that has examined the effects of pictorial elucidation on idiom learning suggests that pictures are likely to facilitate comprehension, but may interfere with the retention of form of multiword units. The present study looked into possible ways of integrating images and verbal descriptions so that both the comprehension and the production of idiomatic language are facilitated. The experiment compared the recall of meaning and form of the target idioms when pictures were provided by the teacher and when the learners had to draw their own images after reading verbal explanations. The results of the study will be discussed in the light of the Levels of Processing theory, the Dual Coding theory and the cognitive styles of the learners.

Testing Two-Component Models for L2 Reading Comprehension: L2 Knowledge, L2 Listening Ability, or L1 Reading Ability?

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There are influential two-component models for reading comprehension (RC). In L1 research, a model called the Simple View of Reading (SVR) proposed decoding and listening comprehension (LC) as major determinants of RC (e.g., Gough & Tunmer, 1986; Hoover & Gough, 1990). One popular model in L2 research postulated L2 knowledge (L2K) and L1RC as possible components of L2RC (e.g., Alderson, 1984; Bernhardt & Kamil, 1995). The present study aims to compare these models for L2RC. However, modification was applied to the SVR to make the model better suited for L2 readers. L1 readers usually acquire the basic vocabulary and syntactic knowledge in oral language before learning to read. Therefore, decoding could be a sufficient condition to enable them to draw on the acquired oral language skills. Many L2 readers contrarily acquire oral language skills after they have learned some L2 vocabulary and syntactic knowledge. For them, L2 knowledge should be a necessary condition for utilising oral language skills. With this consideration, two components of the SVR were modified here as L2K and L2LC. Test scores on L2K, L2LC, L1RC and L2RC of 325 EFL learners were first submitted to Rasch-analyses to obtain ability estimates that were controlled for misfits. The resulting data were then analysed with Structural Equation Modelling to compare the relative significance between L2K and L2L in one model and between L2K and L1R in another. Models with reasonably good fit emerged, and L2K was the best predictor of L2RC in both models. L2LC and L1RC made smaller but significant contributions. Finally, for an exploratory purpose, the three predictor variables were tested in a model. L2K was invariably the strongest predictor followed by L2LC, but L1RC lost its significance. Implications of the findings for the L2 reading theory and future research are discussed as part of the presentation.

The development of L2 proficiency and L2 writing ability in instructed SLA

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Ortega and Carson (2010:49) suggest that L2 writing-SLA interfaces partly “revolve around the question of how linguistic expertise in the L2 may constrain the development of L2 composing abilities”. This is the focus of this presentation and, on account of previous research findings (cf. Cumming, 1989; Sasaki & Hirose, 1996; Roca de Larios et al., 2006, 2008;

Schoonen et al., 2003), we explore the relationship between L2 proficiency and writing ability from a developmental perspective. Two research questions guided the study:

1. How do writing ability and L2 proficiency develop after completing an EAP course that included learning-to-write and writing-to-learn language goals?
2. Do writing ability and L2 proficiency develop in parallel?

18 university Spanish EFL students took part in the study. Data were collected at two points in time 9 months apart (T1 and T2) and consisted of the participants score on the OPT and their performance on a writing task written under time-constrained conditions at T1 and T2, which was measured holistically and analytically (CAF measures).

The results of the Wilcoxon matched pairs signed-rank test for repeated measures showed a statistical significant increase in proficiency from Time 1 ($M= 154.50$, $SD=9.91$) to Time 2 [$M= 159.61$, $SD=10.65$; $Z(15) =-2.87$, $p=0.004$]. A statistically significant increase in the students' writing ability - as measured holistically and in terms of some dimensions of CAF- was also observed (especially regarding fluency, lexical complexity, and accuracy). The Pearson correlation showed that proficiency at T1 and at T2 were highly correlated ($r=.803$, $p=.000$). However, there were no statistically significant correlations between overall proficiency and writing ability at either time. Nor were there any correlations between writing ability at T1 and T2. These findings will be reported and briefly discussed. The presentation will finish with some conclusions and implications for theory and research.

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The Development of Receptive Grammar Knowledge in English as a Second Language

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The paper reports on a research project designed to gain insight into receptive L2 grammar acquisition, an as yet relatively unexplored field in SLA (Berthele et al. forthcoming). Receptive grammar knowledge here refers to the ability to process L2 constructions morphosyntactically, through a structural analysis, rather than to the ability to merely semantically comprehend L2 utterances (Van Gompel & Pickering 2007). We investigate whether receptive L2 grammar acquisition, like its productive counterpart (Ellis 2008), proceeds in a relatively fixed and predictable manner and, if so, to what extent the development patterns observed resemble the ones found in productive grammar acquisition. To this end, the results of a receptive grammar test, administered to francophone children in an English immersion school in Belgium, are analysed. Both a cross-sectional (Study 1) and a longitudinal design (Study 2) are used. In Study 1, seventy-two children (age 6-10) were subdivided into three groups based on the amount of L2 exposure they had received and tested once. In Study 2, ten children (age 4/5 at the first test moment) were tested three times at one-year intervals. The grammar test used contains nine grammatical categories including canonical word order (SVO), personal pronoun, genitive -'s, plural -s and verbal 3rd person singular -s. The participants heard a prompt (an English word, phrase or clause) containing the target structure and had to choose from three possible pictures (correct answer, incorrect answer, distractor) the one that matched the prompt. Their answers were scored and analysed by means of implicational scaling. Results indicate that developmental regularities exist in receptive grammar development, but that these do not entirely match the patterns observed in productive grammar development. We will discuss possible explanations for the developmental regularities found in this study and formulate suggestions for future research on receptive grammar development.

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The Development of Receptive Size in Swedish Learners of English

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We know relatively little about what milestones in L2 English vocabulary learning Swedish learners pass through at different stages of education. This paper examines the development of the L2 lexicon among Swedish university learners of English from the beginning of the first term of study to the end of the second. The investigation was conducted as part of a larger study, which examined the development and interrelationship between different dimensions of vocabulary knowledge among advanced Swedish learners of English in the university setting (Lemmouh, 2010). The focus of the present paper is placed primarily on the development of learners' receptive size of vocabulary knowledge.

The Vocabulary Levels Test was administered at the beginning and end of the students' first term (n = 34), and at the end of the second term of study (n = 16). There is no statistically significant increase in the informants' size of vocabulary knowledge after one term of study. An already quite large receptive size of vocabulary knowledge does not seem to increase over such a short period of time. However, after two terms a slight increase in the informants' receptive vocabulary size can be observed.

The main theoretical implication of the results pertaining to the development of receptive size is that we should not examine learners' vocabulary acquisition divorced from (i) their initial level of vocabulary knowledge, since the onset level affects the course of development and (ii) the learning context, because learning contexts provide different kinds of exposure to lexis, which might affect what kind of lexical knowledge develops. Accordingly, the slow growth of receptive vocabulary among the students examined here is not particularly alarming in view of these two factors, i.e. onset level and context.

Lemmouh, Z. (2010). 'The Relationship among Vocabulary Knowledge, Academic Achievement and the Lexical Richness in Writing in Swedish University Students of English'. Unpublished doctoral dissertation, University of Stockholm.

The development of social and strategic use of person reference terms in L2 Japanese by English-speaking learners

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As Enfield (2007, 2009) argues, referring expressions do more than simply refer to entities. It is particularly clear that terms referring to persons (PRTs), as well as a discourse-pragmatic role, have a profoundly social function.

They might be direct social markers (Brown and Levinson 1987), or strategic responses to specific interactional demands, as Cook (2006) and Iwasaki (2010) have shown for other features of Japanese honorific language.

The L1 English-L2 Japanese combination is of particular interest as an example of an L2 system of person reference that is socially indexical in quite different ways from learners' L1. In Japanese, overt PRTs are highly varied (i.e. no strict equivalent of 'default' forms like *I* or *you*) and readily encode levels of respect and/or formality in reference to self, addressee and others. Furthermore, frequent omission of overt reference forms means that avoidance is more often a legitimate option in Japanese than in English.

Study participants are a longitudinal group of six learners of Japanese tested before and after a year's study abroad in Japan, and a control group of six native speakers of Japanese. I consider

1. how far the honorific level of PRTs used is sensitive to
 - a. social relationships between speaker and hearer and referent (namely Power and Distance), and
 - b. interactional goals, namely PRTs' role in face-threatening speech acts (FTAs); and
2. how this changes after an extended stay abroad.

The data is taken from discourse completion tasks and role plays involving performance of FTAs with high- and equal-status interlocutors, and reference to high- and equal-status third persons, and is analysed using a mixture of qualitative and quantitative approaches. The results will show how far learners as they develop come to understand the social meanings of PRTs, and what factors most influence their choice of reference terms.

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Cook, Haruko Minegishi (2006) 'Japanese politeness as an interactional achievement: academic consultation sessions in Japanese universities' *Multilingua* 25: 269–291

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Enfield, N J (2009) 'Relationship thinking and human pragmatics' *Journal of Pragmatics* 41: 60–78

Iwasaki, Noriko (2010) 'Style-shifts among Japanese learners before and after study abroad in Japan: becoming active social agents in Japanese' *Applied Linguistics* 31(1): 45–71.

**The Effect of Age and Context of L2 Acquisition on Perceptual Abilities:
Evidence from Behavioural and Neurophysiological Discrimination of a
Foreign Contrast**

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Monolinguals, bilinguals and multilinguals differ with respect to their perceptual abilities (Enomoto, 1994; Tremblay, 2010). Behavioural and the neurophysiological tests indicate that both initial discrimination levels and the ability to learn to discriminate a non-native contrast increase from one to two languages known and from two to three languages known (Tremblay, 2010). While perceptual abilities and learning rates are enhanced after only one additional language is learned, the question that arises is whether the age at which the L2 is learned has an impact. Combining an AX discrimination task and an event-related potential (ERP) experiment using an oddball paradigm, early bilinguals and late bilinguals were compared in their ability to discriminate a non-native contrast (experimental contrast: voiceless aspirated dental/retroflex stop) before and after receiving training (identification task with feedback) as well as in their ability to transfer this training to a new but similar contrast (transfer contrast: voiceless unaspirated dental/retroflex stop). Discrimination abilities were measured using a “pre-test – training – post-test” design. At the behavioural level, late bilinguals demonstrated a greater improvement than early bilinguals in terms of discriminating the non-native contrast after training. At the level of electrophysiological discrimination, on the other hand, early bilinguals showed greater sensitivity to the non-native contrast both initially and after training compared to late bilinguals. The results are interpreted as evidence that the age at which an L2 is learned plays a role in speech perception. While having learned two languages from birth contributes to greater perceptual sensitivity at the neurophysiological level (i.e. pre-attentive level), having had the experience of learning an L2 at a later age contributes to an increased ability to learn to discriminate a non-native contrast behaviourally (i.e. conscious level). An explanation is offered as to why this difference is observed based on context of acquisition.

Enomoto, K. (1994). L2 perceptual acquisition: The effect of multilingual linguistic experience on the perception of a ‘less novel’ contrast. *Edinburgh Working Papers in Applied Linguistics* 5, 15-29.

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The effect of explicit instruction on comprehension of English present perfect by Japanese EFL learners

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The English present perfect is one of the most difficult grammatical items for the Japanese EFL learners to comprehend due to the complexity of form-meaning associations. The current study examined whether an explicit grammar explanation would work for this grammatical item with multiple meanings. Thirty two university level EFL learners were divided into two treatment groups. Group 1 (n = 17) practiced the target structure through oral reading and synchronized reading, following explicit grammar explanation and Group 2 (n = 15) practiced the target structure in the same manner without explicit explanation. The effect of treatments was measured by performance on pretask and two posttasks in which 23 sentences were judged against a control group (n = 21).

The statistical analysis revealed that although both groups comprehended the target grammatical item better after practice, the significant difference between the pretask and immediate posttask was found in those who had explicit explanation prior to practice. However, the results of delayed posttask suggested that their comprehension is temporary. Furthermore, the analysis of individual task sentences indicated that multiple functions of present perfect (i.e., perfective, continuous, and experience) may be comprehended at different degrees: Japanese EFL learners in the present study comprehended experience meaning (e.g., *I have been to France.*) most easily among the three, whereas they showed difficulty in continuous (e.g., *I have known him since 1990.*) and perfective (e.g., *I have finished my work.*) meanings. Their confusion was reflected in the overuse of present progressive for the former case and past tense for the latter, which a similar tendency was reported in Bardovi-Harlig (2001). The verb types (e.g., activity and achievement verbs) also appeared to influence their judgment. Finally, the researcher will claim that different instructions should be designed to instruct discrete functions of a single grammar, followed by pedagogical implication.

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The effects of individual differences and task characteristics on second language listening performance

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This paper reports on a study investigating the effects of a group of task factors on second language (L2) listening performance, and whether any task effects are mediated by individual differences among L2 users. Although a number of studies exist that have examined the impact of task characteristics on listening difficulty, the novelty of our research lies in that we have explored these links in relation to individual difference factors. In particular, we investigated how 1) the linguistic complexity, speech rate, and explicitness of the listening texts, and 2) the linguistic complexity and comprehension of response options affect task difficulty for participants at different proficiency levels. Additionally, the study explored how phonological short-term memory, verbal working memory capacity, and foreign language listening anxiety may modulate these relationships.

The participants were 100 English for Academic Purposes students at a UK university at proficiency levels ranging from B1-C2. They completed thirty versions of a task, which involved listening to a short passage and selecting an appropriate ending for the passage from multiple-choice options. The passages and response options were analysed by means of Praat v5.0.25, Cohmetrix v2.0, and Web VocabProfiler v3. Participants' comprehension of response options was assessed through a translation task. We used a digit span test to assess participants' phonological short-term memory, and a backward digit span test to gauge their verbal working memory capacity (Gathercole, 1999). The Foreign Language Listening Anxiety Scale (Elkhafaifi, 2005) was administered to obtain a measure of participants' listening anxiety. We estimated the difficulty of the various task versions by the means of Rasch analysis, and regression analyses were used to examine the links between the task and individual difference factors.

After presenting and discussing the results of the study, the implications for second language listening task design are considered.

The effects of interlinguistic transfer on school progress: a comparative study of Italians and Generations 1.5

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Recent studies in psycholinguistics assert that second generation of immigrants face the same difficulties as the natives while studying at school (Casacchia *et al.* 2008). But if the students are immigrants with prior educational experience in their home language (Generation 1.5 -

Rumbaut 1997) do they meet the same problem as their Italian classmates or can prior competences facilitate their performances in L2?

According to the theory of linguistic interdependence by Cummins (1980) the cognitive academic abilities developed in L1 can be easily transferred to L2 due to the Common Underlying Proficiency (Cummins 1996). As a consequence, the bilingual learners who have already attained a threshold level of linguistic competence in L1 should be more successful at school than the native monolinguals (Baker & Hornberger 2001).

In order to verify the actual effects of the interlinguistic transfer on bilinguals we carried out a descriptive comparative research on 44 immigrants belonging to the Generation 1.5 and on 40 Italians, both aged between 11 and 15 years. They were administered a sociolinguistic questionnaire and reading tests on Italian, Science and Geography. The last test intended on the one hand to elicit our subjects' cognitive-linguistic abilities and on the other one to verify if there were detectable differences among natives and immigrants in the number of right answers.

Data from our survey indicate that the bilingual subjects, with prior educational experience in their home language and with a high level of mother tongue's vitality in their daily communication, perform either as accurately as Italians or even better than them.

To conclude, our data seem to confirm Cummins' theory of linguistic interdependence. Interlinguistic transfer, indeed, seem to be a very influential variable for immigrants to be successful at school.

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The impact of learning context and age on L2 gains

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Study abroad (SA) research has mainly focused on documenting the L2 gains that participants in two different learning contexts experience (usually at an at home [AH] institution and in an SA program). Participants in these studies have usually been undergraduates and in only a few exceptional

cases they have been school children (Foster, 2009; Freed et al., 2004; Howard, 2001; Sax, 2003). However, to my knowledge, only one study has examined the relationship between learning context and age (Llanes, 2010), in which the gains experienced by children and adults were compared. Regarding the literature on age, mainly the naturalistic setting and the FL setting have been investigated (Muñoz, 2006; 2008). Thus, the present study seeks to fill this gap both in the area of SA research and in the area of age-related studies, by providing answers to the following questions:

1. To what extent do age (children vs. adolescents vs. adults) and learning context (AH vs. SA) have an effect in the oral development of English as an L2, measured in terms of fluency, lexical richness, complexity and accuracy? And what age group benefits the most of each learning context?

156 Catalan/Spanish bilingual learners of EFL were distributed into groups according to their age (10-11 vs. 12-15 vs. +19) and their learning context (AH vs. SA). The participants were administered a series of tests on two occasions: an oral interview and an oral picture description task.

Within-groups comparisons showed that SA participants experienced greater gains than AH participants in all the significant measures, and that in terms of relative gains, the group of SA children experienced the greatest gains. Between-groups comparisons confirmed the superiority of the group of SA children and further revealed that: a) in general SA children and adolescents experience greater gains than adults, and b) AH children is the group that experiences the fewest gains.

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The impact of temporal and spatial categories in the representation of motion events: a cross-linguistic comparison of advanced French adult learners of English L2 with native English French L1 speakers

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A growing body of cross-linguistic research has shown systematic differences across speakers of different languages in the selection and organization of information that could be traced to specific properties of their respective systems (Slobin 2000, Hickmann 2008 for L1s, Stutterheim & Carroll 2006, Lambert & al. 2008 for L2s). In this perspective research carried out in L2 has investigated the extent to which very advanced learners have uncovered the impact of the encoding systems of their L2s in language production.

The present cross-linguistic study examines the verbalization of single events presented on film clips by French learners of English as compared to L1 speakers of English and French (20 subjects per group). The motion situations are systematically manipulated in type (person, vehicles) and in the prominence of an end point (objects at goal-area such as a bench or a building at the end of a road).

From a typological viewpoint English and French differ in the range and distribution of linguistic means to express motion events (manner and path expressed in verb roots or verbal satellites Talmy 1985, Slobin 2006). Our findings on adult L1s show cross-linguistic preferences in encoding either path/goal information or manner of motion information in descriptions of motion events. Another crucial contrast in the temporal domain (+/- grammatical expression of the progressive aspect in English results in a phasal decomposition of the event (inchoative, intermediate or final) that fits the event phase actually shown on the clips. In French when speakers are restricted to the present tense, they tend to mention endpoints.

Analysis of the L2 speaker data aims at showing whether (a) they have acquired the implications of the typological properties of their target language, (b) remain influenced by the preferred pattern in their L1 or (c) differ from native speakers of both languages, indicating learner-specific patterns.

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The influence of gender and environmental variables on motivation

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Motivation is one of the most widely researched concepts in the area of second language learning and acquisition. Nevertheless, little is known about how motivation is influenced by environmental variables such as socioeconomic background, geographical location and gender.

This project aims to investigate the motivation to learn English as a foreign language of Polish pupils aged 15-16 attending compulsory education in their own country. 240 pupils (122 female, 112 male, 4 participants missing gender data) coming from different socioeconomic backgrounds and living in urban and rural areas completed the motivational questionnaire. The questionnaire contained 12 scales, some of which assessed constructs that have been frequently used in language learning motivation research such instrumentality, parental encouragement and Dörnyei's (2005) concept of the Ideal L2 Self. The questionnaire also contained new scales measuring constructs adapted from general educational psychology such as self-concept, self-efficacy, and intrinsic motivation. The questionnaire contained two criterion measures, namely motivated behaviour and self-regulation. The regression analysis of the above factors showed that the best predictors of the participants' self regulation were intrinsic motivation, motivated behaviour and the Ideal L2 Self, whereas motivated behaviour was predicted solely by self-regulation. The t-tests and ANOVA univariate tests revealed that pupils' motivation was heavily influenced by non-linguistics factors. Female pupils were found to score significantly higher on most of the variables involved. The analysis also showed the

advantage of pupils coming from middle-class families over the ones coming from lower class families. Similarly, pupils from urban areas scored higher on some scales than students from rural areas.

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The influence of the related and unrelated first language on the production of Finnish and Estonian inflectional morphology

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It is widely accepted that learners exhibit systematic differences according to different L1 and L2 configurations. The scope and occurrence of the different transfer types does not only vary by the area of linguistic knowledge or skills but also from one language pair to another. Production or reception processes can be transferred between any languages, linguistic patterns and rules between languages which share a potential area for their application. Between closely related languages, product transfer is possible in many areas of language, including inflectional morphology.

This paper discusses some results of the research project *Cross-linguistic influence and second language acquisition: corpus-based research* of Tallinn University. One of the aims of the project is to investigate the morphological L1 influence on the bases of *the Estonian Interlanguage Corpus* (EILC) in Tallinn University (<http://evkk.tlu.ee>) and *the International Corpus of Learner Finnish* (ICLFI) in Oulu University (<http://www.oppijankieli.fi>) and to find out differences between the influence of closely related and unrelated L1 on the acquisition of Estonian and Finnish.

The paper considers L1 influence from two points of view. Firstly, morphological constructions chosen according to convergence and divergence between Estonian and Finnish from texts by Estonian learners of Finnish and Finnish learners of Estonian were explored. Secondly, the same constructions by Russian learners of Estonian and Finnish were examined as control-data.

The starting points of the discussion are the following hypotheses:

1. when symmetrical objective similarity occurs between the systems of Estonian and Finnish, the L1 influence is also symmetrical;
2. the influence of unrelated Russian on the acquisition of the related Estonian and Finnish is similar.

The results of the study suggest that both Estonian learners of Finnish and Finnish learners of Estonian prefer to use inflectional forms with maximum similarity in L1 and L2.

The lexicon and extramural English among 5th graders: What a vocabulary test tells us about young learners' lexicon and its correlation with out-of-school activities in English

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This paper is based on a pilot study focusing on young learners (N=244, 4-6th grade, aged 10-12) and their use of English outside of school, i.e. extramural English (Sundqvist 2009). The overall aim of the study is to examine whether there is a relationship between extramural English and achieved learning outcomes in school. Since it is a pilot study, several measuring tools were tried out: (a) a questionnaire to measure extramural English, motivation, and background variables, (b) a language diary to measure involvement in various extramural English activities as well as extramural activities in other languages, and (c) a written vocabulary test to measure the size of English vocabulary. In our paper, we focus on the results of the evaluation of the vocabulary test and on the analysis of learners' scores on that particular test. The test was taken by 49 learners in 5th grade and included test items from the levels tests (Nation 2001; Laufer and Nation 1999) available at <http://www.lexutor.ca/>. The test we designed includes three parts: (A) Recognition (1,000 word level; receptive vocabulary), (B) Recognition (2,000 level; receptive vocabulary), and (C) Production (2,000 level; productive vocabulary). The mean was close to 19 points out of 37. A comparison of the mean scores on the separate parts of the test indicates that Part A was the easiest one and Part C the most difficult. Moreover, the boys had a significantly higher mean score (21) than the girls (17; $p < .05$). In our analysis, we examine in detail which words cause learners problems and which do not. Furthermore, we discuss the gender difference in light of the fact that previous research has shown that boys to a larger extent than girls benefit from their engagement in extramural English in terms of incidental vocabulary acquisition (Sylvén 2004/2010, Sundqvist 2009).

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The link between formulaic sequences and oral FL proficiency: The impact of language typology

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In this paper, we present a comparative study into formulaic language in two typologically different languages, i.e. English and Spanish.

Many researchers, including Ellis (1996, 2002), Schmitt (2004) and Wray (2002), assign a central role to formulaic sequences or lexical chunks in language acquisition and use. Previous research (e.g. Boers et al. 2006) has shown that appropriate use of lexical chunks helps learners of English come across as fluent and idiomatic speakers.

We investigate the extent to which productive use of formulaic sequences by Dutch-speaking intermediate students of English and Spanish is associated with their oral proficiency in these languages. Since English is a more analytic language than Spanish, the contribution of chunk knowledge to students' proficiency, and especially the fluency-facilitating effect of chunk-use, may be hypothesised to be less straightforward in the learning of Spanish as a FL. Depending on the model of chunk representation or automatisisation one adheres to, learners will either need to store more morphological variants of 'single' chunks as separate units, or their knowledge of grammar will need to be sufficiently proceduralised to instantly generate correctly formed derivations from 'canonical' or 'lemmatic' chunks stored as single lemmas in the mental lexicon. In other words, the 'prefabricatedness' of lexical chunks in a synthetic language such as Spanish may be less outspoken than in analytic languages.

The evidence from this study confirms that our participants' oral proficiency assessments based on a re-tell task correlate positively with the number of formulaic sequences the students used in the task. The correlations were strongest in the English language samples, however.

In accordance with our hypothesis, a qualitative analysis of the oral output in both languages shows a greater incidence of morphological-inflectional errors in our participants' spoken Spanish, which may dampen the effect that chunk use tends to make to their oral proficiency. The findings are discussed with reference to typological differences between L1 and FL.

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The perception of inflectional endings in L2 Dutch

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Inflectional morphology is acquired smoothly and completely in L1 (e.g., Blom 2003), but remains a persistent problem in L2 acquisition (e.g., Haznedar & Schwartz 1997). The relevant inflectional morphemes in Dutch are /ə/ and /t/. Applying these morphemes lead to phonological complications: adding a /t/ produces a consonant cluster: *lo:pt* 'she walks'; adding a /ə/ produces a new syllable: *zə lo:pə* 'they walk'-PLUR'.

Our central question is whether L2 learners have difficulties in perceiving and interpreting these inflectional morphemes correctly. In a picture selection task, the participants had to listen to a sentence and to select the corresponding picture. Some items tested whether participants perceived the difference between third person singular (*zə lo:pt* 'she walks') and third person plural (*zə lo:pə* 'they walk'), other items tested whether participants perceived the difference between nominal singulars (*də bo:m* 'the tree') and nominal plurals (*də bo:mə* 'the trees'). The participants had to perceive the inflectional ending correctly in order to select the corresponding picture, as no other information was available. 132 lower educated Turkish, Moroccan and Chinese L2 learners participated in the experiment. Their L2 proficiency level varied from A1 to B1 (CEF). The prediction was that more advanced learners had less difficulties in perceiving /ə/ and /t/. Moreover, a L1 effect was predicted: Chinese learners will have most difficulties in perceiving the morphemes due to the phonotactic restrictions in Chinese and its lack of inflectional morphology.

We found three effects which we will discuss. The /ə/ was more difficult to perceive in verbs than in nouns. Both L2 proficiency level and L1 were significant. The less advanced the learners were, the more difficulties they had in perceiving the inflectional endings correctly. The Chinese learners experienced most difficulties, followed by the Turkish and Moroccan participants who did not differ.

The potential of composition writing for L2 development: The mediating effect of L2 proficiency

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During the last two decades, a growing body of theoretical and empirical research has begun to explore the role that written output tasks may play in instructed SLA (cf. Ferris, 2010; Harklau, 2002; Manchón & Roca de Larios 2007; Ortega 2009; Williams, 2008, for reviews). The argument is that writing and the processing of feedback can foster important learning processes, such as noticing, hypothesis testing, and metalinguistic thinking. However, while most of the empirical studies conducted to date have explored how these processes occur during collaborative writing, the linguistic processing L2 learners engage in during the individual completion of L2 writing tasks, particularly composition writing tasks, has remained largely unexplored. In an attempt to expand this line of research, the present study aimed to explore the influence exerted by the learners' L2 proficiency level on (a) the nature of the linguistic gaps students noticed during the completion of writing tasks and (b) the metalinguistic activity they engaged in when dealing with these problems. For this purpose, the participants (21 EFL students comprising three L2 proficiency groups) were asked to write an argumentative L2 text under think aloud conditions. Language related episodes were identified in the resulting protocols, and these were further analyzed in terms of (i) linguistic areas attended to, (ii) metalinguistic activity and (iii) outcome of each episode. Our data indicate that learners' linguistic processing systematically varies as a function of their proficiency level, thus confirming previous research on the topic. More precisely, with increased proficiency, L2 learners were more likely to notice gaps of an ideational and textual nature related to concerns about register, distribution of information and marked word order. Our findings will be discussed from the perspective of the light they shed on the role of written output practice in instructed SLA.

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The role of age and continuity in L1 attrition and L2 acquisition

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This paper will address the question of the long-term effects of exposure to a language for a limited period of time early in life. Some previous findings suggest that early exposure in childhood learners or overhearers can lead to benefits, such as a re-learning advantage, at a later age, provided there is some (albeit minimal) continuation of exposure (1, 2). For speakers who experience a complete break in linguistic tradition, e.g. international adoptees, some studies have found complete L1 loss (3). Others claim that adoptees do retain knowledge which makes it easier to re-learn the L1 later on (4).

Similarly controversial results have been obtained with respect to the L2 skills of international adoptees: some studies classify them as fully native speakers of the adoptive language (3) while others argue for a persisting deficit (4). This debate has important implications for the question of whether the learning of an L2 is impeded by the pre-existing knowledge of the L1 or by maturational constraints. The main difficulty in testing these two hypotheses is the fact that adoption very rarely takes place above age 10.

The present study will provide a different perspective through an investigation of German Jews who escaped from Nazi Germany. Between 1938 and 1939, 10,000 children between the ages of 2 and 17 were brought to England by charity organisations and placed with English-speaking foster families (*Kindertransporte*). In the same period of time, an unreported number of children of the same age range escaped to English-speaking countries in the company of family members.

This presentation will compare the skills in both L1 and L2 of survivors who fled from Germany as either family migrants or *Kindertransport* migrants by means of an analysis of complexity, fluency and accuracy in a corpus of autobiographical narrative interviews in both languages.

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The role of diminutives in the oral production of gender agreement in Spanish: a comparison between heritage speakers and L2 learners

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Does early language experience bring advantages to Spanish heritage speakers (HS) in morphosyntax compared to late L2 learners of Spanish? Results of recent studies are mixed: some finding advantages (Montrul, 2010; Montrul, Foote & Perpiñán, 2008) and others none (Au et al., 2002). Our study revisits this question by investigating knowledge of gender agreement and its interaction with diminutive formation. Diminutives are a hallmark of child directed speech (CDS) and a highly productive morphological mechanism, argued to facilitate the acquisition of declensional noun ending in many languages (Savickiene & Dressler, 2007; Seva et al., 2007). In Spanish, diminutives regularize gender marking in nouns with a non-canonical ending (Table 1). We hypothesized that HS (who were exposed to Spanish since birth and CDS) should be more accurate at producing gender agreement with diminutives than L2 learners who were not exposed to Spanish diminutives in early childhood.

23 Spanish native speakers, 29 HS, and 33 L2 learners of intermediate and advanced proficiency in Spanish completed an oral production task, and two picture-naming tasks (one in English, one in Spanish) to check their knowledge of the items used in the production task. The oral production task elicited noun phrases in the simplex or diminutive form. Participants saw a display on a computer monitor (as in 1) and were asked to produce utterances containing an indefinite determiner, a noun in the simplex or the diminutive, and a color adjective.

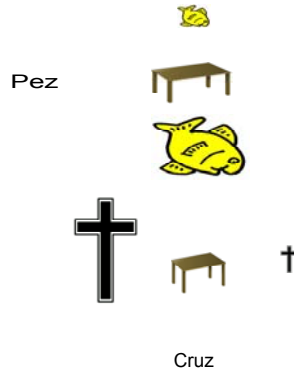
The results showed that native speakers made no gender agreement errors. Both HS and L2 learners made errors, especially with non-canonical ending nouns, but the HS were more accurate than the L2 learners (Table 2). This study confirms that early language experience and the type of input confer some advantages to HS over L2 learners with early acquired aspects of language, especially in oral production.

Table 1: Diminutive formation in Spanish.

	<u>canonical-ending nouns</u>		<u>non-canonical-ending nouns</u>	
	<i>simplex</i>	<i>diminutive</i>	<i>simplex</i>	<i>diminutive</i>
feminine	la casa	la casita	la nariz	la naricita
masculine	el auto	el autito	el coche	el cochecito

(1) Sample computer displays

PROMPTS: *¿Qué hay encima de la mesa?* *¿Qué hay a la derecha de la mesa?*



EXPECTED RESPONSES: un pececito amarillo una crucecita negra

Table 2: Percentage accuracy on gender agreement in determiners and adjectives by group

	canonical ending nouns (caballo, tortuga)			
	<i>simplex</i>		<i>diminutive</i>	
	determiner	adjective	determiner	adjective
native speakers (n=23)	100	100	100	100
heritage speakers (n =29)	99.52	99.21	99.52	99.37
L2 learners (n =32)	99.38	96.3	98.27	95.93

	non-canonical ending nouns (torre, corazón)			
	<i>simplex</i>		<i>diminutive</i>	
	determiner	adjective	determiner	adjective
native speakers (n=23)	99.82	100	99.82	100
heritage speakers (n =29)	89.04	96.1	88.16	95.73
L2 learners (n =32)	73.51	83.47	72.67	83.03

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The role of L1 transfer and the Explicit/Implicit interface in the acquisition of the English definite article

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The present study concerns the acquisition of the English definite article by L1 Spanish and L1 Russian speakers and tests the Hierarchy of Difficulty hypothesis (Liu & Gleason, 2002) with the goal to investigate whether different nongeneric uses of the definite article present different levels of difficulty for L2 learners, and whether speakers' L1 is accountable for such difficulties. Moreover, unlike previous studies exploring learners' explicit knowledge about articles, the present study examines whether late L2 learners of English are able to make this knowledge part of their implicit system.

To this end, audio-pictorial elicited imitation (EI) task was administered. Participants were presented with a picture and an introductory sentence on the computer screen, followed by a critical sentence presented auditorily. The instrument consisted of 50 critical sentences (10 per each type of use: cultural, unique, situational, structural, textual) and 20 distractor sentences. Half of the critical sentences contained deleted obligatory uses of 'the'. The participants were instructed to match the picture with the sentence and reproduce the sentence while agreeing or disagreeing with the statement. Their production was recorded. The results are in line with the Hierarchy of Difficulty hypothesis and demonstrate that different uses of the article 'the' pose varying difficulty for L2 learners. Importantly, Spanish speakers, whose L1 has articles, seem to transfer the semantics of Spanish articles onto English and repair ungrammatical sentences more frequently than Russian

speakers, whose L1 lacks articles. Finally, comparison of the participants' performance on the on-line EI task and the off-line Grammar Correction test (50 critical sentences plus 20 fillers) indicates that L2 learners fail to fully integrate the knowledge of English articles into their automatic system despite having substantial explicit knowledge. Pedagogical implications of these findings for the SLA theory and practice are discussed.

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The role of metaphonological awareness in third language acquisition

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Metaphonological awareness is acknowledged as a significant component of language proficiency and ascribed a facilitative role in the foreign language acquisition (e.g. Gombert 1992, Herdina & Jessner 2002). The paper aims at exploring its role in third language phonological acquisition, a relatively young area with limited scope of research (e.g. Hammarberg and Hammarberg 2005, Gut 2010, Llana et al. 2010, Wrembel 2010).

The study investigates the nature of metaphonological awareness in L3 oral performance with the application of Think Aloud Protocols (TAPs). The participants involved 50 Polish native speakers with a very good command of English as their L2 (C1, CEFR), who were less proficient in their L3 French or German (A2-B2). L3 speech samples were collected by means of (1) verbalised reports employing a picture story technique, (2) retrospective protocols asking the participants to improve and comment on their L3 pronunciation after listening to 30s excerpts of their previous recordings.

The results provide evidence for different types of metaphonological awareness, including epilinguistic awareness manifested by the observed instances of self-repair of L3 pronunciation; and metalinguistic phonological awareness, i.e. reflective phonetic analysis and intentional focus on articulatory gestures during speech performance.

The study was intended to verify whether multilingual speakers of typologically related (L2 English and L3 German) and unrelated languages (L2 English and L3 French) tend to resort to L2 rather than L1-accented speech in L3 performance (cf. Hammarberg & Hammarberg 2005) and, particularly, to what extent they were aware of this phenomenon. Moreover, it aimed to investigate whether this is a conscious strategy to avoid L1 phonological interference or an unconscious switch to the L2, the so-called 'foreign language mode'. Additionally, an auditory analysis of the recordings was performed to further identify the sources of phonological cross-linguistic influence in the L3 phonological performance and to investigate articulatory colouring characteristic for the participants' L3.

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The type of discourse and the use of determination system in French L2

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In this cross-sectional study, we examine the impact of the structure of two types of discourse, a narrative and a spatial description, on the way the system of determiners is used by Polish learners of French to mark the reference to entities.

We will focus more particularly on the linguistic means which are typically implemented to mark the information status in the domain of entities, namely the noun phrase and the system of determiners. The analyzed productions result from two communicative tasks, i.e. a film-retelling task and the description of a poster, realized by Polish learners of French (beginners, intermediates and advanced). The choice of the languages involved is justified by a clear typological difference as regards the marking of the information status in the referential domain of entities (local marking in French vs global marking in Polish).

Our results show that in a general way, whatever the type of speech, the adult learners systematically mark the information status (introduction, maintenance, reference shift), even with idiosyncratic or very rudimentary means, in the absence of appropriate means in L2 (cf. Hendriks, 2003). However, we also observe that crosslinguistic differences show up at the local level of information marking in the productions of Polish learners (their L1 does not have the category of article (cf. Lenart, 2006).

Our study on two types of discourse allows as well to examine, as in previous studies (cf. Hendriks, Watorek & Giuliano, 2004 ; Trévisiol, Watorek & Lenart, 2010), the influence of the discursive schemes proper to each type of discourse on the use of the linguistic means to refer to entities.

We show then that there is a clear interaction between the structure of the noun phrase (in French and in Polish) and the schemes related to two discursive genres, which constitutes a full acquisitional task for the learners.

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The use and non-use of semantic information, word order and case markings during L2 production of German L2 learners

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This paper will present the final findings of a longitudinal study of two years that examined the development of the German case system by 11 Dutch-speaking learners. The study is embedded in Pienemann's Processability Theory. Within this framework, a large body of research already exists on the development of German word order rules (Pienemann 1998, Haberzettl 2000, Klein Gunnewiek 2000, Meerholz-Härle & Tschirner 2001, Jansen 2008). German case acquisition, by contrast, has not yet been interpreted into L2 developmental stages. Relying on the extended version of PT, most notably the unmarked alignment hypothesis, it can be hypothesized that learners will proceed from using canonical word order structures to non-canonical word order structures, as well as from marking the position to marking the function (by means of case). In the early stages of development, the learner will rely on the canonical position of the arguments to express their grammatical functions. The markers that the learners use are not 'case' markers then, since they are used without functional assignment. The 'case' markers in fact coincide with the (canonical) position of the argument in the sentence. It is only when the learner is able to use case markers irrespective of the position of the argument in the sentence, that case exists as such. This is only possible at the later stages in development, when the processing resources allow for deviations from the canonical direct mapping of position and function. The results of the longitudinal study to be presented show that learners indeed follow the course of development as it is spelled out by PT,

yet non-canonical word order and functional case marking do not emerge simultaneously. At the point in time when learners start using non-canonical word order structures, functional assignment is first achieved through semantic information, and only secondarily through case information.

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The use of native speaker norms in SLA research

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SLA research often includes native speaker groups to serve as a norm for non-native speaker linguistic behaviour. A notable example is research into the critical period hypothesis (CPH) and ultimate attainment. Many studies have tried to falsify the hypothesis that second language learners can become native-like. Virtually absent in the discussion are attempts to define the concept of ‘native-like levels of mastery’. Many studies make use of native norms, but whether these norms are a fair reflection of the true variation within native speakers is a question that is largely ignored. Our review of CPH studies showed that native speaker control groups tend to be small and highly educated. This is unfortunate, because the outcome of any CPH study depends on the norms provided by these groups. The goal of this paper was to investigate how native speaker norms change if the underlying sample is truly representative of the native speaker population. We constructed a native speaker sample of 120 persons from both higher and lower education; we also included 34 highly proficient non-native speakers. They completed both discourse comprehension and utterance comprehension tasks (testing segmentation ability or access speed); the stimuli of some tasks varied in

Frequency, Complexity, and Length. We used response means and standard deviations to construct native speaker norms based on the entire sample as well as on subsamples of native speakers. Also, we constructed norms on the basis of high frequent & simple versus low frequent & complex utterances. The results showed that the means and standard deviations shifted depending on the native speaker sample used, which had consequences for the incidence rates of nativelikeness. Incidence rates were hardly affected by whether the norms were based on simple or complex utterances. We will discuss the implications of these results for past and future SLA research.

To CLIL or not to CLIL? The case of Greece

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As interest in the significance of early language learning continues to grow, so too does interest in primary-level CLIL (Content and Language Integrated Learning). Researchers who believe that ‘earlier is better’ and that the introduction of an additional language should be as ‘naturalistic as possible’ following the framework of ‘incidental learning’, support the introduction of CLIL at an early age (see Garcia Mayo and Garcia Lecumberri, 2003).

This presentation aims to report on the implementation of CLIL at the 6th grade of the Experimental primary school of the School of English, Aristotle University of Thessaloniki, Greece. CLIL has been chosen for the teaching of one subject, Geography, by an English language instructor. As this is a first-ever implementation of CLIL at the primary level education in Greece, our aim is to explore its linguistic, cognitive, and affective effects on learners’ progress. We have carried out a research that compares two 6th grade classes in the same school. The experimental class follows the CLIL method, while the control class attends the Geography class as this is taught by the regular class teacher. For the purpose of this study, we have carried out a triangulated research that includes (a) Likert-type questionnaires which allowed us to identify learners’ views and feelings about CLIL at the beginning of the school year and trace possible changes during its implementation, (b) class observations through videotaped lessons to evaluate cognitive aspects during learning (c) language and geography tests which allowed us to assess learners’ progress in both the foreign language and the particular subject. Students’ progress in both classes is being recorded throughout the school year and their test results will be analysed and compared.

The comparison of the two language tests provides evidence for the variety and richness of linguistic input provided in CLIL classroom. Cognitive advantages are likewise noted along with the enhanced motivation and the impressive increase in learners’ self esteem in the CLIL classroom.

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Translation in language teaching: two arguments for reassessment

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Since the end of the 19th century until a few years ago, translation as a learning activity was either condemned or ignored by most second language teaching specialists. It evoked associations with the discredited Grammar-Translation method and it went against the principle of monolingualism in the classroom.

Recently, however, we have witnessed a revival of interest in translation as a language teaching tool (e.g. Witte et al. 2009, Cook 2010). The present paper presents two empirical arguments for a reassessment of the role of translation in language teaching. First, it reports a survey study in which 50 secondary school Polish learners of English were asked to evaluate a translation activity they had performed. The semantic differential scales that were used in the questionnaire revealed that the learners rated the activity highly in terms of its usefulness and the interest that it aroused in them.

The second report is a quasi-experimental study which examined the usefulness of translation exercises as a tool for L2 consciousness raising. In the study, which was a pretest/posttest control group design, the performance of secondary school Polish learners of English was examined. L2 consciousness was operationalized as the ability to identify and explain L2 errors. Consequently, in the pretest and in the posttest the learners were asked to identify and explain grammatical errors in the area of tense and aspect. The treatment administered to the translation group was a 'corrected close translation' activity (Cook 2010: 136). The analysis of the results showed that the translation group exhibited significant gains in the posttest, which testifies to the usefulness of translation as a consciousness raising activity.

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Using Targeted Vocabulary Lists to Develop Bilingual Literacy in Prospective Swedish University Students: The AWL/SAWL Project

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English and Swedish are cognate languages whose academic vocabularies share a considerable component of Latin and Greek etymons, and English today permeates the daily life of most young Swedes. Thus, it is not surprising that for Swedish university students, there exists a strong correlation between English reading comprehension and Swedish reading comprehension of academic texts (Shaw & McMillion 2011). At present, there is no policy for exploiting the potential links between vocabulary acquisition in these key languages. University beginners are relatively unused to academic written genres in either language, so that a major transfer effect can be expected from acquisition in either language, particularly if the parallel is explicitly worked with.

Recent vocabulary studies in English have begun exploring the implications of the *Academic Word List* for learning academic English [Coxhead 2000]. No such list exists for Swedish and Swedish as a Second Language as yet (Lindberg & Kokkinakis 2008). This paper describes the dual-language parallel project that will both develop the future SAWL and test the hypothesis that these lists can improve student reading and writing proficiency in both languages. Focusing on these lists is expected to provide immediate benefits for improved reading of academic texts, whereas simply studying vocabulary is far more random in its benefits (Nation 1990).

For Swedish as a Second Language pupils, SAWL will indicate the additional academic Swedish they need to master; this is particularly important for those whose mother tongues are not cognates of English or Swedish.

Cooperation with related projects in other languages is invited.

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What properties of input influence word learning on first exposure?

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Second language acquisition (SLA) entails creating new knowledge from target language input using existing processing mechanisms. In order to study the biases that L2 learners bring to the analysis of L2 input, a number of researchers have focused on acquisition at the very initial stage. Previous research has shown that adults can rapidly segment new word forms from continuous speech on the basis of minimal exposure (Rast & Dommergues 2003; Gullberg, Dimroth & Roberts, 2007; Rast 2008, 2010; Gullberg, Roberts, Dimroth, Veroude, & Indefrey 2010). Some of this research (author 2008, 2009, 2010; Gullberg, Roberts, Dimroth, Veroude, & Indefrey 2010) has also shown that first exposure learners can make rapid form-reference associations using visual stimuli. To date, stimuli have been analyzed in a limited fashion, focusing mostly on frequency and length of stimuli, or phonemic similarity to L1 words. My paper will add to the types of analyses done.

Several first exposure studies were conducted in which English-speakers were presented with German auditory stimuli while looking at pictures of people. Participants were required to learn the “names” of the people depicted. Learning was measured in terms of the number of exposures to learn all names, accuracy on a receptive and production task, and response latencies on the receptive task. Results will be assessed in terms of a variety of analyses conducted on the stimuli. These included phonetic analyses (focal accent cues), prosodic analyses (rhythmic and intonational analyses), several computations of length and position, similarity to L1 words, transitional probabilities and frequency. The analyses will demonstrate how naturally elicited input provides a variety of cues to learners that they may deploy and show that learners are processing the input both in terms of acoustic exemplars and in terms of abstract units and categories.

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Willingness to Communicate in English in the Japanese University Context

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This study investigates learners' Willingness to Communicate in EFL classrooms. The purpose of this study is to examine the structural relationships among variables such as confidence in L2 communication, anxiety, motivation, international posture, Ought-to L2 Self, and *Ideal L2 Self*, that affect Willingness to Communicate (WTC) and frequency of communication in the L2 in Japanese university EFL classrooms and to test the hypothesis (Dörnyei, 2005) that 'L2 WTC is the resultant of the interplay of linguistic self-confidence and the Ideal L2 Self. Based on the concept of *possible selves* (Markus & Nurius, 1986), Dörnyei (2005) proposed the conceptualization of Ideal L2 Self, which is the idealized L2-speaking self, belonging to global 'imagined community' (Norton, 2001), with personal agreeableness and professional success. The model was designed based on Yashima et al. (2004) and the concept of Motivational Self System (Dörnyei, 2005) and was tested with structural equation modeling. The structural relationship presented the new perspectives on learners' WTC and it was found that Ideal L2 Self and self-perceived communicative confidence predicted L2 WTC at statistically significant level.

Based on this finding, it was hypothesized that through setting goals to eventually become Ideal L2 self, students' WTC would be increased. The study was designed longitudinally to explore the developmental nature of L2 WTC. Some quantitative longitudinal studies in both EFL and ESL settings have been conducted to examine whether learners' WTC can be enhanced in the classroom, however, no solid results have been found in EFL settings so far (Sick, 2001; Okayama et al., 2006; Yashima et al., 2008) and research has shown few concrete methods how to enhance L2 WTC. The results of his study suggested that goal-setting activities were effective in enhancing WTC and frequency of communication in the classroom at statistically significant level. Quantitative and qualitative measures were combined.

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Vocabulary growth and improvement in reading: the effects of form focused instruction and intentional learning

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Vocabulary has been shown to play a major role in reading comprehension (Bernhard & Kamil, 1995; Laufer, 1992; Nation 2001, 2006; Qian, 1999, 2002; Ulijn & Strotter, 1990). Hence, research of vocabulary growth, including the optimal learning conditions which lead to it, is beneficial to reading instruction. Previous studies of instructed vocabulary learning focus on a relatively small number of words, assess their retention after a relatively short period since first exposure and do not necessarily link vocabulary development with reading improvement (Qian 1996; Paribakht & Wesche, 1997; Groot, 2000; Laufer, 2003; Kim, 2008; Folse, 2006; Webb, 2007).

The present study was carried out with 117 intermediate EFL learners over 39 weeks and targeted 900 new words. It investigated the effect of three learning conditions on vocabulary gain and reading comprehension improvement. In all three conditions, learners performed reading and comprehension activities. In condition one, they received additional vocabulary focused instruction, and periodic tests which were announced in advance. The condition had the components: + FFI (form-focused instruction) + intentional learning. In condition two, learners were asked to memorize the target words independently, out-of-class for periodic tests (- FFI + intention). In condition three learners received neither FFI, nor periodic tests (- FFI - intention). All learners received the Vocabulary Levels Tests and a standardized reading comprehension test at the beginning and the end of the study. We compared the three conditions on progress scores on the two tests and examined the relative contribution of intentionality, FFI and both factors to long term vocabulary improvement and reading progress. We relate our results to the nature of instructed language learning.

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Word boundary recognition in a second language

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The online segmentation of running speech requires that the listener employ perceptual strategies to identify where word boundaries lie. One such strategy is the exploitation of non-contrastive acoustic differentiation that occurs at various prosodic boundaries. Nakatani and Dukes (1977) showed for example that listeners can use the presence of word-initial aspirated voiceless plosives to differentiate between potentially ambiguous phonemic content such as *loose pills* and *Lou spills* in English. Complicating the processes of speech perception, however, for learners of a second language (L2) is the fact that segmentation strategies vary from language to language. As a consequence, adult learners are thought to be constrained by first language (L1) processing routines in the perception and segmentation of the L2.

The present study explores the segmentation of L2 English by examining the exploitation of word-initial aspiration and pre-vocalic glottal stops in English by native speakers of French. Twenty-five first-year and 25 third-year French-speaking students of English were tested. Participants showed greater sensitivity to the presence of glottal stops than aspiration, replicating the results of Altenberg (2005) and Ito and Strange (2009) who found similar results for speakers of Spanish and Japanese, respectively. This cross-linguistic finding suggests that glottal stops represent a more perceptually salient segmentation cue for learners than aspiration, regardless of linguistic background. In addition, third-year students showed significantly higher sensitivity than first-year students, showing that sensitivity to non-contrastive acoustic variation in adult learners improves with increased exposure to the L2.

This study addresses an aspect of L2 phonological acquisition that has received little attention to date, namely the acquisition of within-category allophonic variation. In the acquisition of artificial language, Peperkamp et al. (2006) suggest that statistical learning is involved in the acquisition of non-contrastive variation. Implications for this theory as it applies to the acquisition of L2 phonology will be discussed in relation to the current data.

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Working-memory and short-term memory abilities in accomplished multilinguals

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Memory is probably the most significant factor in the theory of foreign language aptitude, often called ‘memory ability’ in the contemporary literature (Sawyer & Ranta, 2001; Dörnyei, 2005; Robinson & Ellis, 2008). The term ‘short-term memory’ is used to describe a sort of static memory that is held for a short period of time (less than 20 seconds). In contrast, working memory comprises a number of components that perform several cognitive functions that encompass mechanisms for the storage of information and mechanisms for executive control of information (Baddeley, 2003; Conway et al., 2008).

The role of short-term memory and working memory in accomplished multilinguals was investigated. Twenty-seven accomplished multilinguals were compared to 36 mainstream philology students. The following instruments were used in the study: three memory subtests of the *Wechsler Intelligence Scale* (Digit Span, Digit-Symbol Coding, and Arithmetic, which constitute a memory and resistance to distraction index); two short-term memory tests of the *Modern Language Aptitude Test* (part I (Number learning) and part V (Paired associates)), and a working memory test, the *Polish Reading Span* (PRSPAN) designed by the author of the study. The results of the accomplished multilinguals were compared to the results of first-year English philology students (mainstream). The analysis revealed that short-term memory and working-memory abilities in the accomplished multilinguals were higher than in the mainstream philology students. The accomplished multilinguals obtained higher scores than the mainstream philology students on memory tests that are based on linguistic material than on tests based on numerical material. Results might contribute to the understanding of the controversial role of working-memory and short-term memory abilities in accomplished multilinguals. A suggestion that the two components of working memory (the phonological loop and the central executive) are significant factors in determining the outcome of learning a foreign language is discussed.

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Your participation is *greatly/highly appreciated*: Amplifier collocations in L2 English

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Within target language phraseology, collocations — which have been defined as “a preferential lexical co-occurrence of two linguistic elements between which there exists a syntactic relationship” (Tutin & Grossmann, 2002, p. 8, our translation) — are generally seen to represent a transitional zone between idioms and free combinations. However, the nature of this preferential co-occurrence is debated, with Siepmann (2005) identifying three different approaches that are used in the study of such strings: (a) semantically based, (b) frequency oriented, and (c) pragmatic approaches. Regardless of the type of approach adopted, researchers agree that such word combinations pose particular difficulties for learners, and past studies have shown that L1 collocational patterns strongly influence those used in one’s L2 (Bahns, 1993; Nesselhauf, 2005), that we may do well to integrate a contrastive approach to the teaching of such sequences in L2 classrooms (Laufer & Girsai, 2008), and that learners tend to be conservative in their collocation choices, generally underestimating the collocational breadth of L2 lexical items (Granger, 1998).

In the proposed talk, we build on the work of Granger (1998) by reporting on an ongoing research project in which we investigate collocational properties of a set of 13 English adverbs (*amplifiers*: see Kennedy, 2003; Paradis, 1997). Thirty English NSs and 90 Francophone learners of English (first year university students, third year university students, and graduate students) completed a collocation judgment questionnaire and a contextualized gap fill exercise targeting amplifier-adjective collocations. The quantitative analysis revealed a gradual expansion in the type and number of accepted collocations on the part of the learners, although even the most advanced group proved to be more conservative than the native baseline. The qualitative analysis focused on three particular amplifiers — *absolutely*, *utterly*, and *highly* — and demonstrated a restructuring of the semantic features associated with each as the learners increased in proficiency.

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5 Posters

Acquisition of genitive relative clauses by Japanese learners of English

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In this poster, I will report on some data from an on-going study on the effects of instruction on the acquisition of relative clauses (RCs) by Japanese learners of English (JLEs). Three groups (Experimental Groups A (n=25) and B (n=33), and Control Group (n=30)) of lower intermediate JLEs were tested on their knowledge of four types of RCs, (1a-d) below, using a contextualized Japanese-English translation task.

- (1) a. John saw a girl **who** had a big shopping bag.
b. Taro called a girl **who(m)** Ken likes.
c. Ken met a doctor *whose daughter* married a famous actor.
d. Mike called the friend *whose bicycle* he broke.

Although written production data indicated JLEs' accuracy in forming types (1a) and (1b) was quite high (over 68% correct), it was as low as 39% for type (1c), and only 3 % for type (1d). The significant difference in apparent difficulty between types (1c) and (1d) conforms to a prediction based on the Noun Phrase Accessibility Hierarchy (Keenan & Comrie 1977) in that the relative difficulty of relativization is a reflection of the processing burden of the relativization in question (Hawkins 2007). It was also found that output-focused instruction was most effective for Experimental Group A, which had practiced producing type (1d), in that they successfully generalized the knowledge gained from the instruction to their production of type (1c). On the other hand, Experimental Group B, which had practiced producing type (1c), did not generalize their knowledge to type (1d), despite their high accuracy in types (1a) and (1b). The relativized position within the RC in English and the semantic/pragmatic principle which governs the formation of noun-modifying clauses in Japanese (Matsumoto 1997) will be discussed as an underlying factor behind the JLEs' performance.

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An Acoustic Study of Svarabhakti Vowels in the L1 and L2 Production of Spanish Onset Clusters

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In Spanish onset clusters composed of a plosive and /r/ (as in ‘*brisa*’ *wind*), a vocalic element of variable duration known as a svarabhakti vowel (SV) often emerges between the plosive and /r/ (Blecua, 2001; Bradley & Schmeiser, 2003; Schmeiser, 2006; Colantoni & Steele, 2005). This study examines the potential impact of the place of articulation (bilabial, dental, velar) and voicing (voiced, voiceless) of the plosive preceding /r/ and the nuclear vowel (/a/, /i/, /o/ or /u/) following it on SV occurrence and SV duration for both L1 and L2 Spanish speakers.

The participants (i.e., 4 L1 Spanish speakers and 4 intermediate L2 Spanish speakers with L1 English) were recorded as they read 18 sentences (each one containing one of the token words from Table 1) a total of 3 times each. As a group they produced a total of 432 tokens (54 tokens per participant). Acoustic analysis is performed using Praat and three-way ANOVAs and Chi Square tests are performed in SPSS to determine the significance of the influence of the independent variables (i.e., plosive place or articulation, plosive voicing and nuclear vowel) on SV occurrence and SV duration.

Analysis of the L1 data reveals that SVs, which occur 85% of the time, are more common after dentals, after voiced consonants and before the nuclear vowel /a/. Additionally, they are longer after velars, after voiced consonants and before the nuclear vowel /a/. The main objective of the present study is to determine if L2 Spanish speakers (L1 English) exhibit the same trends as L1 Spanish speakers and to consider some theoretical implications of the findings.

Table 1

	Bilabial			Dental			Velar		
	/a/	/i/	/o/	/a/	/i/	/u/	/a/	/i/	/u/
Voiced	Braga	brisa	broza	drama	drizas	druidas	grasa	grises	gruta
Voiceless	Praga	prisa	prosa	trama	trizas	trueno	crasa	crisis	cruda

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Classroom silence as an interactional space and the role of teacher talk

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This study explores the relationship between the role of classroom silence and teacher talk in Japanese EFL context. Classroom silence, particularly among Asian EFL learners, continues to attract discussion, which emphasises its situational and socio-cultural influence such as educational objectives, preferred learning and teaching styles, and task design on active learner participation in class. Among them, the significant role of teacher talk warrants investigation as it has an inevitable influence on classroom interaction and second language learning.

Adopting a conversational approach, this study investigates classroom silence as an interactional space and the extent to which teacher talk can use these silent moments to facilitate second language learning. Its focus is the analysis of the way teacher talk, and specifically the use of waiting time, questioning techniques, topic initiation and development, and communicative style including the use of turn-taking system can affect the process of interaction and its outcome. Using a detailed analysis of 12 hours' video-recorded data of naturally-occurring classroom interactions between a native English teacher and 4 individual students in a large class and follow-up interviews with participants, the data was quantitatively and qualitatively examined in order to find possible causes of communication breakdown or strategies to facilitate second language learning.

The study found that the way teacher responds to learners' silence can greatly affect interaction and also indicated both that teachers' and learners' interactional style in their native languages was evident and that their perception of it was one of an important consideration.

Its findings have pedagogical implications, involving teachers' and learners' interaction that need to be born in mind. They also provide insights into the significant role of classroom silence as social and interactional space in second language learning.

Clausal pied-piping in long distance wh-chains by Japanese learners of English

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An Elicit Production Task/EPT targeting long wh-questions was given to 36 elementary and lower intermediate Japanese learners of English (JLEs) and 10 native controls of English. An interesting type of structure found in this study involves clausal pied-piping (cf. Ortiz de Urbina 1989) as in (1),

though this is a somewhat marginal type of structure constituting only 9.72% (21/216) of the responses by the JLEs.

- (1) a. Who will play baseball that she thinks?
- b. Who will play baseball does she thinks?
- c. What Tom will play that she thinks?
- d. What will Tom play does she think?

I argue that based on *Minimalist* (e.g. Chomsky 2008) and *Cartographic* (e.g. Rizzi 2004) approaches, this results where T or F is (wrongly) taken to be an embedded wh-probe – e.g. where a wh-constituent moves to the edge of the embedded FP and is thereby frozen in place, then the embedded FP moves to the edge of the embedded CP (resulting in a structure containing a clause-final complementiser), and finally the whole embedded CP is moved to a peripheral position in the main clause (thereby making a long-distance question into a local question in which a CP which is the complement of the matrix clause is moved into the periphery of the matrix clause).

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Convergence of L1 and L2 Word Memory in Sentential Context

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The present study addressed three research questions: (a) How do the memories of words that were presented in sentential contexts differ between immediate and delayed recognitions; (b) Is the false recognition of the target words which were not presented in sentential contexts, dependent on insufficient encoding processing or retrieval errors; and (c) How do the memories of words differ between L1 and L2 conditions?

A total of 63 Japanese EFL learners participated in Experiment 1 which examined convergence of L2 word memory presented in L2 sentential contexts (e.g., I don't like that animal because it barked at me and bit me when I was a child). Three types of target words were used: superordinates (e.g., animal), basic-level words (e.g., dog), and subordinates (e.g., poodle). In the encoding phase, participants were asked to judge whether the 18 sentences were appropriate as materials for junior high schools, senior high

schools, and universities. They were instructed to mark the grade (junior high, senior high, university) with a circle if they thought the difficulty of the underlined words and the meanings of the sentences were appropriate. An immediate recognition task followed the encoding phase. The participants were asked to judge whether the words on the list were embedded in the sentences that they saw in the encoding phase or not. One week later, they completed the delayed recognition task. After completing all the items, they were given a multiple-choice recognition task. The results suggested that learners who were presented with superordinates falsely perceived basic-level words as “presented” significantly more than subordinate words, and that such false memory was generated in the encoding phase. In Experiment 2, 29 Japanese students took the same tasks in Japanese. This paper discusses the differences between convergence of L2 word memory and that of L1 presented in sentential contexts.

Developing productivity with a new construction: A closer look at input enhancement and frequency effects in instructed second language acquisition (SLA)

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Usage-based models of language have shown that for first languages, implicit learning - via mostly unconscious domain-general processes like entrenchment and schematization - from the input is crucial for processing and acquisition (Behrens 2009, Tomasello 2003). This predicts significant effects for frequency distributions in the input (Diessel 2007, Ellis 2002).

The development of productivity in first language acquisition and artificial language learning seems to be specifically dependent on type variability and skewed input (Goldberg/Casenhiser 2008, Suttle/Goldberg to appear).

However, the question whether the development of productivity¹ in instructed SLA is bound to the same mechanisms and frequency effects is only beginning to be seriously investigated empirically (Ellis 2009, McDonough/Kim 2009, Year/Gordon 2009).

The research project contributes to clarifying this issue by investigating the following main research questions: (i) Which effects do different input features (frequency distributions) have on the development of (over-) productivity with new constructions in instructed SLA? (ii) How can developing productivity be detected and quantified over time in a learner data set?

¹ defined here as the increasingly accurate command of an increasing number of different types of the new construction in an increasing number of adequate contexts, be it through generalization/abstraction of higher-level schemas or through analogy to low-level patterns

Training studies are conducted in adult second language classes (academic learners of German), focusing on the acquisition of a specific participle construction. The daily training sessions feature differently enhanced audio input without explicit grammar instruction over two weeks during regular class time.

Qualitative data as a potential window on learning processes are gathered through daily tasks and learner diaries. Quantitatively exploitable data on learning outcomes are gathered through a pretest and (delayed) posttests.

Specific types of frequency effects for developing productivity in different conditions of input enhancement are expected, namely effects of (i) overall type frequency¹ and (ii) type-token ratios². Potentially negative side effects in the domain of overproductivity are expected for certain conditions. The proposed poster presents first results from a pilot study (3 groups, n=27).

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1 here: the number of different verb lemmas instantiating the construction in the input

2 here: the number of instantiations/tokens per type

Differences in Cognitive Control among Monolinguals, Bilinguals, and Trilinguals: Evidence from Slips of the Tongue in Mandarin

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This paper attempts to explore (1) how differently monolinguals, bilinguals, and trilinguals process their speech production in terms of cognitive mechanisms and (2) how the cognitive control and L1 phonological system interact to shape bilinguals' and trilinguals' production. My focus is put on the syllable-final nasals and their substitution (i.e., /ŋ/-to-[n] or /n/-to-[ŋ]) errors. This study carried out a Mandarin production experiment. Sixty participants were divided into four language groups: monolingual (L1 Mandarin), SM-bilingual (L1 Southern Min-L2 Mandarin), HM-bilingual (L1 Hakka-L2 Mandarin), and trilingual (L1 Hakka-L2 Mandarin-L3 Southern Min). Each group contained eight participants. Each participant read a list of 445 words with target coda nasals, for example, /fanⁿ-yi/ 'translation'. Hakka phonological system is more similar to Mandarin, as compared with Southern Min. There are three major findings in this study: (1) trilinguals made the fewest performance errors in the production experiment (trilingual: 51 < monolingual: 84), suggesting that trilinguals outperformed bilinguals and monolinguals in phonological awareness and attentional control; (2) trilinguals had the lowest speech rate, followed by bilinguals, and monolinguals had the fastest (trilinguals: 414 ms/per syllable > monolingual: 340 ms), implying that trilinguals and bilinguals allocated their attentional resources to forms differently than monolinguals; and (3) SM-bilinguals and HM-bilinguals have similar speech rates (SM-bilingual: 396 ms/per syllable > HM-bilingual: 389 ms), whereas SM-bilinguals made significantly more slips than HM-bilinguals did (SM-bilingual: 147 > HM-bilingual: 94), revealing that the two groups had similar cognitive control ability, but their L1 system played an important role in determining their production. These results reveal that monolingual, bilingual, and trilingual competences in attentional control are distinct from one another. They are consistent with the results of previous studies (e.g., Andreou, 2007, Hoffman, 2000) showing that trilinguals have heightened sensitivity to the phonological units of words, whereas they are incompatible with previous research on bilingual (e.g., Bialystok, 1999; Costa, Santesteban, & Ivanova, 2006) reporting that bilingualism helps attentional control.

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Focus on Form in Group-to-Group Videoconferencing

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Many studies in instructional SLA have shown the crucial role of Focus on Form (FoF) in communicative classrooms. The core in one of its first definitions was in its spontaneous and reactive character: Student's attention is drawn "[...] to linguistic features as they arise in lessons in which the overriding focus is on meaning or communication." (Long 1991: 45f.) Other scholars have broadened the concept to integrate planned activities, thus considering FoF as "[...] any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic forms." (Ellis 2001: 1-2)

Studies have, so far, considered primarily the feasibility and effectiveness of different FoF techniques in face-to-face classrooms (cf. Doughty/Williams (eds.) 1998, Ellis (ed.) 2001, Fotos/Nassaji (eds.) 2007). As for distance learning, there have been studies investigating FoF in desktop videoconferencing (cf. Wang 2006). In our project, we discuss the role of FoF in group-to-group videoconferencing and investigate the feasibility of different techniques – mostly feedback forms – within this setting.

Our data were elicited within the project "Videokonferenz Waseda-Humboldt" (cf. Hoshii/Schumacher 2010). They consist of recordings and transcriptions of videoconferences between Japanese learners of German and students of German as a foreign language, as well as essays of all participants, including descriptions and evaluations of feedback forms, and recordings and transcriptions of stimulated retrospective interviews with the Japanese students, also including descriptions and evaluations of feedback forms.

The conferences were communicative, meaning-based and aimed at intercultural learning through authentic interaction. Within this framework, the German students used several FoF techniques, mostly implicit feedback forms like recasts, but other, more explicit techniques were also used. In our poster we would like to describe and classify the FoF techniques in our videoconferences and discuss the question of whether they can complement the goal of intercultural learning by providing opportunities for L2 acquisition.

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Intelligibility and Comprehensibility and Study Abroad: a Longitudinal Study among Bilingual Catalan-Spanish Learners of English

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The intelligibility and comprehensibility of learner production has become the focus of an increasing body of research in recent years. Interest in these communicative abilities adds to the study of the nuances of L2 production (e.g. accuracy, accentedness), yet focusing on how the learner's message is transmitted to the hearer (See Derwing et. al. 1998; Munro & Derwing, 1999; Kennedy & Trofimovich, 2008; Derwing & Munro, 2005; 2009). Research into gains in intelligibility and comprehensibility has yet to be applied in a study abroad (SA) context. Thus, the present study examines these aspects of communicative ability drawing from the corpus of L2 production elaborated within the project Study Abroad and Language Acquisition (SALA – *Universitat Pompeu Fabra, Barcelona*)¹ with the aim of assessing the effects of a three-month SA experience on the degree of intelligibility and comprehensibility in the oral production of Spanish/Catalan bilingual learners of English. The investigation of intelligibility and comprehensibility as perceptual dimensions will be approached in this work by way of an objective *intelligibility* measure that is, “the extent to which the speaker's message is accurately understood by the listener (Munro & Derwing 1999),” and a subjective *comprehensibility* measure, or how listeners rate the ease of understanding of a given utterance (Kennedy and Trofimovich 2008). This will be done by asking listener judges to evaluate samples of learner speech recorded before (T1), and upon arrival from SA (T2). Raters will be asked to perform a transcription task to assess intelligibility, as well as rate L2 utterances for ease of understanding

¹ See Pérez-Vidal et. al. (2006) for information on the methodology and objectives of the SALA Project.

on a 9-point scale producing a comprehensibility score (See: Derwing & Munro 1997). Results will also be correlated with information gathered by questionnaire regarding individual variables that may be predictors of post SA linguistic gains as suggested by Juan-Garau & Pérez Vidal (2007), Isabelli-Garcia (2006) Segalowitz & Freed (2004). These variables include the individuals' initial level of proficiency before SA, degree of motivation to learn and quality/quantity of contact with other speakers of English.

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Micro-development of individuals' multilingual systems in interaction

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This poster will outline a project to retrospectively retrace the small-scale development of speakers' multilingual systems (Herdina/Jessner 2002) in use and to build up an L3 natural interaction corpus for future research.

The aim is to collect a „dense“ corpus of natural third language interactions of Austrian secondary school students with each other, with native speakers of the target language and/or other multilingual speakers. Together with a detailed transcription in the CA tradition and an ethnographic description of the speakers' linguistic and cultural background and environment the corpus will enable the study of microdevelopment in third language acquisition (including interlanguage pragmatics) and investigate specifically

- how learning is locally achieved in social interaction
- how parts of the multilingual system interact with each other (e.g. crosslinguistic effects) and with multilingual systems of other individuals
- how co-adaptation (e.g. between individuals) is managed
- how metalinguistic awareness manifests itself in L3 interaction
- how lexical/structural/pragmatic/conversational patterns emerge and/or change

This should also contribute to a better understanding of (third) language acquisition processes on a larger scale (cf. Larsen-Freeman/Cameron 2008: 208).

As multilingual language use is best studied in an environment where a large amount of language resources are called for, the study will focus on the period around (before, after and during) the first (or one of the first) natural contact(s) of teenage L3 learners with the target language culture outside the classroom and in the target language environment, i.e. a school exchange trip with accommodation in host families.

The research idea is based on a view of multilingual development as a complex adaptive system (cf. position paper by Beckner et al. 2009) and combines CA and SLA in order to respond to the requirements of studying language development from a complex dynamic system (DST) perspective („mixed methods research“, Dörnyei 2009: 242).

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New Media in Foreign Language Teaching: Podcasts and Lexicon Acquisition in the Elementary Instruction of Italian

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The poster illustrates the research design of a work-in-progress study aimed at examining the potential of bi- and trilingual podcasts for the vocabulary acquisition in Italian as an L3 in the Austrian school context for beginning learners. The longitudinal study tries to link findings of the Lexical Approach (Lewis/Gough 2002) and the Mental Lexicon (Aitchison 2008) by taking into account lexical learning and the importance of spoken language for acquisition and connecting them to the opportunities offered by New Media.

In order to investigate the effects of podcasts on the lexical acquisition of Italian as an L3 three groups of participants will be analysed:

- Experimental group 1: students use trilingual podcasts (German – English – Italian) to learn the lexical items
- Experimental group 2: students use bilingual podcasts (German – Italian) to learn the lexical items

- Control group: students are presented with lexical input without using podcasts

During the study classroom teaching of the three groups will be observed in order to conduct a third-party-observation (cf. Bortz/Döring 2009, 267) of the participants and to compare and contrast their lexical input. A pre- and a post-test of lexical acquisition will be carried out at the beginning and the end of the observation period. As the use of podcasts as a new media tool might considerably raise the motivation of the participants in experimental group 1 and 2, a questionnaire on integrative, instrumental and process-oriented motivational factors will be applied in addition (Dörnyei/Ushioda 2011).

It is assumed that, due to the Lexical Approach and the Mental Lexicon and enhanced by the multilingual nature of the podcasts used in experimental group 1 (Hufeisen/Jessner 2009), experimental group 1 will achieve the highest increase of Italian lexicon, followed by experimental group 2 and the control group.

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Processing English nominal and verbal inflections by Persian learners

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Processing impairment has been considered as one of the main factors accounting for the lack of native-like attainment by L2 learners. The current study investigates the processing problems second language learners encounter whenever they want to produce the regular and irregular past tense forms of verbs as well as the plurality marking on nouns. One reason for the lack of congruence in such a processing is psycholinguistic processes they go through in perceiving and producing inflectional forms.

To determine whether L2 learner can acquire a native-like processing ability, 60 adult foreign language learners of English with advanced and intermediate levels of language ability were selected via Oxford Quick

Placement Test (Allan, 1992). The variables pursued in the present study were the frequency of the lexical words, proficiency and L1 transfer. The subjects were exposed to two different tasks namely lexical decision and speeded production tasks. In the lexical decision task, 80 verbs and 80 nouns in both languages were given to the students in order to measure their reaction time whereas in speeded production task, the subjects were given 100 words and were asked to produce the past tense and plural inflectional morphology as they were displayed on the computer screen. The subjects' reaction times were measured using the professional E-prime software.

The initial results obtained in the pilot study revealed that high- frequency irregular past tense forms and plural nouns were produced faster than low-frequency ones, while regular past tense forms of verbs produce a reverse frequency effect that is longer production latencies for high-frequency forms than for low frequency ones in both intermediate and advanced groups. The results of the study can lend support to dual-mechanism models of morphological processing (Prasada, Pinker & Snyder, 1990)) implying that the L2 learners can attain a native-like processing in the area of morphological processing.

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The Efficacy of Web-based (WiZiQ) Collaborative Strategic Reading on ESL Students' Reading Comprehension

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Since the advent of computers, research on Computer Mediated Communication (CMC) has revealed various advantages of CMC over face-to-face interaction. Learner autonomy, equal opportunities for participation, and less restrictive environments in terms of place, time and input can generate more meaning negotiation.

This study reports on the implementation of a virtual learning environment (WiZiQ) for CMC, and more specifically for computer-

mediated reading instruction. WiZiQ is an online platform that allows users to use audio-conferencing, or audio- and video-conferencing as well as other features such as virtual whiteboard. Students could run different tasks on WiZiQ; they can communicate remotely with one another or receive assistance from experts in a shared and less-restricted student-centred online environment. Teachers can always have full control of whiteboard, audio, video, and text-based chat. They can transfer/share control with students at anytime during the session. For other types of controls, whiteboard, audio, and video, the teacher can choose whom to transfer control to, and what type of control to offer.

The study aims at answering the following research questions: (1) which one is more effective in improving the EFL students' reading comprehension, the WiZiQ-based CSR or the traditional CSR?, (2) how do ESL students construct meaning during collaborative work in WiZiQ-based CSR?, (3) what strategies ESL students used to help one another for text comprehension in the WiZiQ-based CSR?, and (4) how do ESL students perceive WiZiQ-based CSR?

To answer these research questions, both qualitative and quantitative methods are employed for data collection. The study adopts a pre- and post-test of students' reading comprehension by using a standardized test. Teaching sessions recorded by WiZiQ provide in-depth insights of the nature of WiZiQ-based CSR. Online questionnaire and semi-structured group interviews are conducted to investigate students' perceptions of WiZiQ-based CSR.

Transfer at the level of syntax: *that*-trace violation in L2 English

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Previous second language (L2) research has demonstrated that comprehending long-distance *wh*-movement with *that*-trace violation constitutes a problem for adult L2 learners (e.g. White & Juffs, 1998; Juffs & Harrington, 1995).

This study examines online processing of *that*-trace in L2 English by native (n=30) and two L2 groups (L1 Turkish; n=30; L1 Spanish; n=25) to explore the effect of the first language (L1) on the comprehension of *that*-trace effect in L2 English. Spanish and English obey the Subjacency Principle and have overt movement in questions (and relative clauses), but unlike English, Spanish allows subject extraction from an embedded clause in the presence of a complementizer as in (1a, b). Turkish, on the other hand, is a *wh*-in-situ language, where the *that*-trace effect is not observed. Participants were tested on an online grammaticality judgment task, involving grammatical (2a-d) and ungrammatical *wh*-extractions (3a-e)

presented in the full-sentence and the moving window conditions (Just, Carpenter, & Woolley, 1982).

Results from the full sentence show that the two L2 groups, particularly the Spanish group, are significantly less accurate ($F(2, 82) = 30.22$; $p < .01$), ($F(4, 328) = 122.27$; $p < .01$) and slower ($F(2, 76) = 14.80$; $p < .01$); ($F(4, 304) = 35.03$; $p < .01$) than the native speakers on *that*-trace violations. This might be due to the fact that both Spanish and Turkish are pro-drop languages, in which null-subject languages are grammatically possible. Word-by-word RTs for *that*-trace violation reveal that the embedded verb (attacked as in 3e) following the complementizer is the locus of the difficulty for all participants. However, the Spanish group's RTs were longer, suggesting that the Spanish group had more difficulty in judging this type due to their L1. Furthermore, analysis of RTs from error data reveal that the Spanish participants who failed to reject sentences with *that*-trace violation were faster on the embedded verb than the Spanish speakers who correctly rejected them, suggesting that they were not surprised once they met a finite verb after the complementizer due to their L1 Spanish.

1. a. ¿Qué dijo Ana que rompió la puerta?
who said Ana that broke the door
- b. *Who did Ana say that broke the door?

Examples for wh-dependencies:

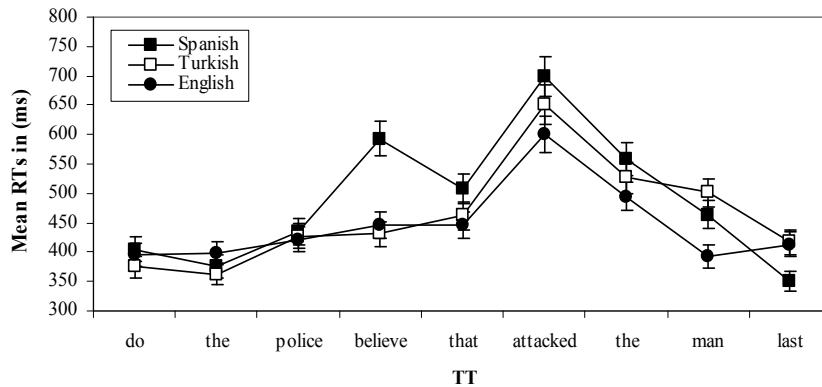
Grammatical wh-extractions

2. a. What does the woman think the plumber stole from the garage? (Object extraction/finite clause)
- b. Who does the manager expect to meet at work this morning? (Object extraction/nonfinite clause)
- c. Who does the woman think stole the bicycle in the garage? (Subject extraction/finite clause)
- d. Who does the manager expect to meet the job applicants today? (Subject extraction/nonfinite clause)

Ungrammatical long-distance wh-extractions

3. a. *Who did Alison go to work after she took to school? (Adjunct Island)
- b. *What does James believe the fact that Alison saw at work? (Complex noun phrase Island)
- c. *What does Jane visit the architect who designed for her friend? (Relative Clause Island)
- d. *Who does the teacher believe a story by amuses the children? (Subject Island)
- e. *Who do the police believe that attacked the man last night? (*That*-trace)

Figure 1. Self-paced word-by-word RTs for that-trace violation
 “Who do the police believe that attacked the man last night?”



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Using indications of cross-linguistic influence to automatically correct learners’ errors: the case of *also* in the productions of French learners of English

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The aim of the CorrecTools project is to design strategies for the automatic correction of syntactic errors in the productions of French users of English at an intermediate to advanced level, focusing on errors that are not corrected by existing grammar checkers. Our corpus includes scientific papers, learner productions, professional reports, and personal and professional emails. Adverb placement errors are the fourth most frequent error type, and account for 4.2% of all errors detected, following NØN constructions, article and

preposition errors (Garnier, to be published). The placement of additive adverb *also* accounts for 22% of all adverb placement errors.

The present study investigates the types of errors in the use of *also* by French learners of English, as well as the possibility of cross-linguistic influence. The analysis of the French section of the *International Corpus of Learner English* (Granger et al., 2009) shows that 5.53% of all uses of *also* are ungrammatical, and that 88% of errors are of the type Verb-*also*-Object. In the Dutch section of the ICLE, we find that 1.98% of uses of *also* are ungrammatical, 67% of errors being due to unnatural fronting. These results seem to confirm previous studies showing the persistence of Verb-Adverb-Object structures at the post-intermediate level in learners whose L1 has obligatory verb-raising, like French (Osborne, 2008). The analysis of left and right context keywords in the *Corpus Français* for the French counterpart *aussi* shows the high frequency of the Verb-*aussi*-Object structure.

The knowledge of main error types and indications concerning the possible existence of cross-linguistic influence in the use of *also* are used to design efficient automatic corrections of such errors, using error patterns and correction rules. The analysis of possible error sources also enables the inclusion of explanations relevant to French users of English.

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What do oral-fluency raters listen to? The effect of instructions on fluency ratings

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The degree of oral fluency of a non-native (L2) speaker is an important measure in assessing language proficiency. Previous studies have analysed listeners' subjective ratings and have attempted to relate these ratings to objective acoustic measurements of the stimuli. Across these studies, however, there is much diversity in the instructions given to raters, even though it is unknown what role these instructions play. For example, instructions to rate fluency by listening for pauses may influence raters to such an extent, that they only attend to the pauses in the speech while disregarding other cues of oral fluency. In this manner, research aiming to relate perceived fluency to measurable speech phenomena runs the risk of circularity. In our experiment, we explicitly manipulated the instructions provided to raters in order to answer three research questions:

a) To what extent are listeners capable of rating breakdown fluency, speed fluency, and repair fluency separately?

b) Which acoustic correlates contribute to each type of fluency rating?

c) Which acoustic correlates contribute to ratings of overall fluency?

Four groups of non-expert raters ($n = 20$ in each group) assessed the same set of L2 Dutch speech materials. One group received instructions to rate overall fluency as the sum of silent and filled pauses (the acoustic correlates of breakdown fluency), speech rate (the acoustic correlates of speed fluency), and corrections and hesitations (the acoustic correlates of repair fluency). Each of the other groups was instructed to attend to only one type of these acoustic correlates (i.e. to pauses, to speech rate, or to corrections and hesitations). The various fluency ratings are related to each other and to the objective acoustic measurements of the speech stimuli. The findings of this correlation study will be relevant for fluency perception studies, and for (second) language testing in general.

What is my native language? Incomplete L1 acquisition in L2 environment

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Incomplete acquisition is usually represented by heritage speakers or incomplete learners, who exposed to their first language at home. It is important to note that heritage speakers rarely, if ever, have access to their L1 norms through formal schooling [4, 6]. The present research attempts to

investigate the phenomenon of incomplete L1 acquisition in the context of uninterrupted contact with L1. The research aims to find out which L1 area (vocabulary or syntax) will be most affected by incomplete acquisition and influenced by the long-term exposure to L2 which becomes the subject's dominant language, and to what extent the uninterrupted contact with L1 within one's family may support the L1 vocabulary and syntax maintenance and development.

In order to answer the research questions the L1 vocabulary and syntax knowledge of a Russian heritage speaker will be assessed. The subject of the current research is a 13 years old boy who has lived outside his home country and has been exposed to L2 since the early childhood, and has had a contact with his L1 only within his family.

The findings of the present research show that, despite uninterrupted contact with L1, syntax is most affected by incomplete L1 acquisition as well as by the L2 that becomes a dominant language. This is considered it to be a result of lack of formal schooling through which the L1 learners get the explicit instruction on language norms [4, 5] and consolidate their knowledge. The instruments for assessing subject's vocabulary knowledge also demonstrated the strong L2 position (Words per minute task) but the L1 vocabulary did not seem to be strongly affected by incomplete acquisition. These research findings may provide the evidence that family input may positively influence learner's vocabulary knowledge maintenance and even development.

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6 Thematic Colloquia

Challenges facing non-native university teachers in English medium instruction in academic settings

Convenors

**Birgit Henriksen¹, Dennis Day², Christian Jensen¹, Susanne Kjærbeck³,
Joyce Kling¹ and Pete Westbrook¹**

**¹University of Copenhagen, ²University of Southern Denmark,
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As has now been widely documented, increasing internationalisation of universities in Europe has led to English becoming more and more dominant as a lingua franca academia with a great number of university programmes now being offered in English to both international and local students (see the conflated reference list). Many university professors who are non-native speakers of English find themselves in the position of having to teach, supervise and examine their students in English - for some of them for the very first time in their academic career. While many of the surveys recently conducted report that lecturers are generally very positive about using English as a teaching medium, there is a growing body of research that indicates that quite a number of challenges, pitfalls and problems may arise when non-native English speaking lecturers must teach through the medium of English, often to a multilingual population of students who come with a range of cultural and academic expectations. While some lecturers experience problems in relation to expressing themselves clearly and precisely, others find it difficult to establish a confident teaching identity in a foreign language. Moreover, many teachers worry about how they are perceived by their students and if the English medium situation will have a negative effect on their students' learning. As regards language training, some teachers feel that their institutions have provided only limited support to help in the shift to English medium teaching, and some are sceptical as to how much an English language training course would ultimately help.

Traditionally, university teachers have functioned as well-respected experts in their fields, mentors for generations of students and powerful gate-keepers in relation to evaluating and promoting students' and colleagues' academic careers. In this thematic colloquium, we will address some of the challenges teachers suddenly face in the 'globalised' European university as they try to

find their feet as reflective practitioners in English medium, multicultural classrooms.

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Bridging the linguistic and affective gaps: SLA outcomes of a short language course for a university lecturer's ability to lecture confidently in English

**Pete Westbrook and Birgit Henriksen
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The internationalisation of universities has led to an increasing need for non-native speakers to lecture through the medium of English. This talk will report on a small-scale case study which follows an experienced Danish university lecturer during a tailor-made, one-to-one language course to improve her English language skills for lecturing, consisting of a five-week cycle of observed English-medium lectures and subsequent language feedback sessions. The lectures provide input for the feedback sessions, and language work done in a feedback session serves as input to the subsequent lecture. The course was designed to provide explicit instruction in order to raise the informant's 'conscious awareness', corresponding to what Gass calls 'apperception' (Gass & Torr s, 2005) of various linguistic features to enable her to 'focus on form' and 'notice the gap' between her utterances and a more native-like structure, as a prerequisite for learner uptake (Doughty and Williams, 1998; Schmidt & Frota, 1986; Schmidt 1990; Schmidt 2001). The informant then chose three or four of the items covered to be particularly aware of during the next lecture as a form of self-imposed 'pushed language output' (Swain, 1995). The study also includes a structured, in-depth interview with the informant, which yields very specific and rich data about how one lecturer feels about teaching in English and the informant's own learning focus. The talk will bring together the themes of

motivation, perceived and objective linguistic needs, language focus areas and subjective and objective gains by identifying three different types of outcomes of a short language course: formal language development, meta-cognitive awareness and the significance of affective factors. The conclusions suggest that while the immediate observable linguistic gains on such a short course are relatively modest, what should not be overlooked are the significant 'knock-on effect' benefits relating to the informant's affective needs.

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Group Comprehension Displays in a Tutorial Setting

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The analyses this paper reports come from ongoing research into the interactive establishment of local social order in an international university setting where English is the medium of instruction and participants have a diverse range of cultural backgrounds. (Day & Kjærbeck 2008, Day & Kjærbeck, 2011). In focus for this paper are a collection of video recordings of a particular sort of activity in the setting, 'group supervision', whereby students working in 'project groups' are to meet with their 'supervisor' to discuss the group's ongoing project, and a particular set of interactive phenomena, namely students' displays of comprehension directed toward the supervisor following his or her evaluation of their work. We are particularly keen to demonstrate the analytic relevance of the talk's embeddedness within

a particular sort of collective institutional activity in order to illuminate how an intuitively 'private' act, comprehension, can be seen as social practice. The study presented adheres methodologically to and is in line with previous work in Ethnomethodology and Conversation Analysis. With regard to the former, it addresses issues which have arisen in recent discussion on the possible relations between cognition and conversation (for example, te Molder & Potter 2005; Lynch 2006; Levinson 2006). With regard to empirical analysis it is deeply indebted to the seminal work on acknowledgement tokens (see for example Jefferson 1981; Schegloff 1982; Heritage 1989 & 2005).

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Three forms of assessment of university lecturers' English competences in English-medium instruction

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The now well-documented increase in English-medium courses and degree programmes has inevitably also led to an increased focus on non-native

English speaking university lecturers' English competences – specifically whether lecturers possess sufficient skills to teach courses in English. This issue has been addressed in various ways, through the collection of at least three different types of measure of lecturers' English skills: (1) self-assessments from the lecturers, often administered using questionnaire surveys where the lecturers also responded to questions about any problems they have encountered while teaching in English (e.g. Jensen et al. (in press), Vinke et al. 1998); (2) student ratings of the lecturers English, often as part of the regular course evaluations but also as part of an empirical study (e.g. Orth 1982); and (3) assessments by qualified second language examiners. The latter type of assessment is sometimes handled in a more informal or ad-hoc manner by the universities' language centres, but more formal tests have also been developed for this specific purpose (e.g. Klaassen & Bos, 2010; Kling & Stæhr, in press)

In this paper we present the results of an investigation in which all three methods of assessment were applied to 31 lecturers at a Danish university. The students' ratings show good correlation with those of the qualified examiners and moderate correlation with the lecturers' self-assessments. However, no significant correlation was found between the ratings of the qualified examiners and the self-assessments. We present examples of differences in ranking across the three types of assessment, and possible explanations for the observed pattern of agreement and disagreement are discussed in relation to the overall purpose of assessing the English competences of non-native English speaking lecturers in English-medium instruction.

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TOEPAS: Certification Feedback as Linguistic Pedagogical Tool

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The rapid increase of English-medium instruction programs across Europe has raised concerns regarding the oral linguistic competencies of non-native English speaking lecturers and the implications for the quality of the teaching (e.g. Vinke, 1995; Klaassen, 2001; Wilkinson, 2005; Tange, 2010). Consequently, lecturers' proficiency in English is under scrutiny and universities are developing internal language assessment procedures for quality assurance (e.g. Klaassen & Bos, 2010). This talk will report on a new performance-based EAP certification test, the Test of Oral English Proficiency for Academic Staff (TOEPAS), used for assessing whether university lecturers have sufficient oral proficiency for coping with the communicative demands of English-medium instruction. Unlike other certification tests, the TOEPAS provides teachers with extensive written and oral feedback on their language skills and participants get access to a video recording of their performances. This paper will discuss how the test integrates these two different assessment purposes: a high-stakes certification purpose and a low-stakes formative purpose. More specifically, this study focuses on the latter, through examples of the diagnostic feedback that lecturers receive as part of their assessment and a discussion as to how this type of feedback can help lecturers develop their language skills. This will be illustrated through a case in which a lecturer did not pass the TOEPAS. Analysis of this case demonstrates how the feedback from the test provided the basis for individualized language training and development. Lastly, drawing from this case, the interplay between language skills, specific purpose content knowledge and teaching skills will be addressed and discussed in regard to its role in the TOEPAS and in language training for teaching in the English-medium classroom.

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Complexity in L2 performance. Definition, measurement and research

Convenors

Alex Housen¹, Folkert Kuiken² and Ineke Vedder²

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Complexity figures prominently in current science (Mitchell 2009), including the language sciences where it has received much attention from linguists working within functional and typological frameworks (Miestamo et al 2008). Also in SLA research the notion of complexity has played an important role ever since the 1970s. In current SLA research, two strands of complexity research can be distinguished (Housen & Kuiken 2009). In the first strand, complexity figures as an independent variable, i.e., as a factor whose influence on some aspects of L2 performance or proficiency is investigated. Examples include studies of how the complexity of tasks affects L2 performance and development (Robinson, to appear), or how the complexity of the target structure affects the effectiveness of instruction (e.g. Spada & Tomita 2010). In the second strand, complexity is investigated as a dependent variable, typically alongside fluency and accuracy, as a basic descriptor of L2 performance and proficiency. Here, the complexity of L2 learners' performance is measured to demonstrate the effect of other variables, such as the effects of learner factors (e.g. age, aptitude) or of different types of instruction or of learning contexts (e.g. Kormos & Trebits in press; Norris & Ortega 2000). However, a review of the L2 literature shows that there is no consistency in terms of how complexity is defined, operationalised and measured in L2 research, which at least partly explains the inconsistency of complexity findings both across and within studies (Housen & Kuiken 2009).

The five papers and the discussion in this panel aim to: (a) illustrate the various strands of L2 research on complexity, (b) critically approach the definition and operationalisation of the complexity construct and (c) investigate the link between L2 complexity and other constructs in SLA (e.g. developmental stages, learnability, ultimate attainment).

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An evolutionary perspective on language complexity

Östen Dahl
Stockholm University

Recently, a number of scholars have argued against the idea that all languages are inherently equally complex. It has been suggested that high-contact languages tend to be less complex than low-contact languages, in particular with respect to morphological complexity, and that this has to do with the difficulties that second-language learners meet in trying to acquire the kind of complexity that is characteristic of low-contact languages. High-contact languages are then supposed to have been influenced by learner varieties which has led to simplification of their systems. Another possibility that has attracted less attention is for more complex languages to have a disadvantage when competing with less complex ones, which would mean that they are less prone to be transmitted to new generations. The evidence for this is rather anecdotal, although in a recent FUNKNET discussion, Victor Golla said "it is an empirical fact that non-native speakers past puberty experience great difficulty in acquiring anything resembling fluency in an Athabaskan language", Athabaskan languages (such as Navajo) being prime examples of languages with extreme complexity in their morphology. One may also wonder why the largest aboriginal language in Australia is an English-based creole. In a situation where a more complex language competes with a less complex one, the less complex one would have a selectional advantage e.g. in mixed marriages. Even if this advantage is relatively small, this could over time lead to the disappearance of the more complex language – just like even a minuscule difference in fitness may lead to the total take-over of one genetic variant over another.

Complexity in L2 research – Approaches, Definitions and Measurement

Bram Bulté and Alex Housen
Vrije Universiteit Brussel

This presentation aims to provide a general introduction and background to the thematic colloquium on complexity in L2 research. After sketching the history of the notion of complexity in L2 research, we will, on the basis of a literature survey, demonstrate the discrepancy, both within and across L2 studies, between the complexity metrics used, the definitions of the complexity constructs that these measure attempt to capture, and the theoretical claims about the SLA process that are made on the basis of these measures.

Following suggestions made in contributions to Housen & Kuiken (2009), we will argue that L2 complexity is a complex, multicomponential construct consisting of several sub-constructs and sub-dimensions, each of which can,

in principle, be independently described or measured. We will present a taxonomic framework that identifies major types, dimensions and components of L2 complexity. This taxonomy, we hope, may serve as an analytic framework for future analyses of L2 complexity.

Then, on the basis of this taxonomic framework, we inventory the complexity metrics that have been used in a sample of some 50 recent studies on task-based L2 learning to illustrate both the redundancy as well as the reductionism that characterizes current L2 complexity measurement practices. Next, we look at some concrete measures of grammatical and lexical L2 complexity and discuss their often problematic validity and (linguistic and mathematical) logic, as well as the methodological and practical challenges that their computations present. We conclude by formulating suggestions for improving complexity measurement in L2 research.

L2 Complexity, developmental stages and linguistic profiling

Jonas Granfeldt
Lund University

This paper aims to contribute to the discussion on L2 grammatical complexity and possible correlations with grammatical developmental features and stages. In the paper I draw on data from the acquisition of L2 French. The paper is divided into two parts.

The first part of the paper discusses possible correlations between on the one hand specific grammatical features (f ex tense, verb morphology, gender etc) that shape the developmental stages in Bartning & Schlyter (2004) and on the other hand the growth of general measures of grammatical complexity. The corpus consists of cross-sectional written L2 data from the CEFLE corpus (Ågren, 2008). The results will be discussed.

The second part of the paper discusses the two types of complexity measures that were used in the first part. In answering calls in the literature (Housen & Kuiken, 2009) for including specific linguistic measures to complement the generic measures of complexity, there are many challenges. First, we need to empirically study the developmental interaction between the two sets of measures in L2 corpora (cf. first part). Second, we need to theoretically understand the differences underlying the two sets of measures. Third, we need to practically find a way of implementing the two sets of measures in the study of L2 development.

Focusing on the last point I will end by pointing to profile analysis (Crystal, Fletcher & Garman, 1976) of the automated type used in Direkt Profil (Granfeldt & Nugues, 2007). In particular I will argue that the computational models that underlie the evaluation procedure in Direkt Profil are well suited because they allow for dealing with both nominal and

continuous data and the integrated ranking methods contribute to enhancing the discriminative power of individual features. A (semi)automated approach to the analysis also allows for developing a set of models in order to meet different needs at different times.

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Task complexity and aptitude

Judit Kormos

University of Lancaster

The effect of language learning aptitude on global achievement in language learning has been investigated in a large number of studies. Little is known, however, about how different components of language aptitude facilitate performance in written and spoken tasks of different cognitive complexity.

This presentation discusses the differential role of aptitude on written and spoken modes of narrative task performance. The participants of the study reported in this talk were 40 upper-intermediate level secondary school students in Hungary. Language aptitude was assessed using a standardized language aptitude test. The students were asked to perform two oral and two written narrative tasks of different degrees of cognitive complexity: one with a given story line and another one where the content of the narrative had to be invented. The measures of task performance included global linguistic variables such as fluency, lexical complexity and accuracy as well as task-specific linguistic features. A correlational design was used to investigate the relationship between language aptitude and the different linguistic aspects of narrative task performance in speech and in writing.

The results indicated that aptitude components were differently related to linguistic measures of oral performance than to those of written production, and that the strongest positive link between aptitude and linguistic measures manifested itself in the cartoon description task, where students did not have

to conceptualize the storyline. The results of this study might provide support for Robinson's Aptitude Complexes Hypothesis as they reveal that aptitude components play various roles in influencing performance under different task conditions. The findings also highlight the importance of examining task-specific measures of linguistic performance because most of the significant aptitude effects were found on variables which have not been used in task-based research before.

The multidimensionality of syntactic complexity

Folkert Kuiken and Ineke Vedder
University of Amsterdam

In a critical analysis of current practices in assessing the syntactic complexity of L2 performance, Norris & Ortega (2009) point out several pitfalls and challenges in the operationalization and measurement of syntactic complexity. In a review of 16 studies in recent task based language teaching research they found that subordination measures were employed in all 16 studies, but complexification at the global or at the phrasal level was only investigated in a few studies. The authors stress that it may be important to distinguish between various dimensions of syntactic complexity, as these may be reflected by learners of different proficiency levels: beginners might prefer complexity by coordination, complexity by subordination might be favorite with learners at intermediate levels, while at advanced levels complex phrase structures may be used.

With this perspective in mind the argumentative essays written by three groups of L2 writers (32 learners of Dutch, 39 learners of Italian, 23 learners of Spanish) and three groups of native speakers (17 native speakers of Dutch, 18 for Italian and 10 for Spanish) were analysed along different measures of complexity: a) overall complexity (using ratio measures); b) complexity by subordination (number of clauses per T-unit and type of subordinate clauses); c) phrasal complexity (mean length of clause); and d) complexity by coordination (coordination index). The proficiency level of the participants was assessed by means of a C-test.

In the presentation the following questions will be answered and discussed:

1. What is the relationship in L2 writing between syntactic complexity, as assessed by four types of complexity measures (i.e. complexity by subordination and coordination, overall complexity and phrasal complexity) and language proficiency, as measured by a C-test?
2. Which differences can be detected between L2 writers and L1 writers with respect to the syntactic complexity of their texts?

Norris, J.M. & Ortega, L. (2009) Towards an organic approach to investigating CAF in instructed SLA: The case of complexity. *Applied Linguistics* 30, 4, 555-578.

Second language interaction in diverse educational contexts

Convenors

Kim McDonough¹ and Alison Mackey²
²Concordia University, ²Georgetown University

Despite the prevalence of interaction research, many of the prior studies have been situated in laboratory settings, with comparatively fewer studies representing instructional contexts. In this colloquium, we bring together empirical research which explores interaction in a wide range of educational settings, including interactions among learners and teachers in classrooms, interactions facilitated by technology, interactive testing environments, and interaction during conversation groups. These studies explore how interaction creates opportunities for L2 learners to acquire linguistic forms (phonology, morphosyntax, pragmatics) and improve aspects of their L2 use (fluency, accuracy, complexity).

Studies in the colloquium investigate interaction in educational contexts that will appeal to researchers and teachers interested in pedagogical aspects of L2 acquisition and the role of interaction in promoting L2 learning in diverse settings. Each study was carried out in a unique educational setting and reports the findings of ecologically valid research in which (a) the research materials and activities are representative of the instructional context and stakeholders or (b) the learning potential and or outcomes of naturally occurring interactions are documented.

The colloquium will begin with a 10-minute introduction by the conveners to (a) summarize the major findings of interaction research, (b) illustrate its primarily lab-based orientation, and (c) highlight the need for ecologically-valid research in educational settings. The introduction will be followed by five 30-minute presentations that present the findings of studies that involve interactions among L2 learners and teachers in classroom, computer-mediated, conversation group, and testing contexts. The conveners present an overview, as opposed to their own empirical research, in order to broaden the scope of the colloquium and represent research being carried out at universities in Europe, New Zealand, and North America. The colloquium will close with a 20-minute general discussion facilitated by the conveners in which avenues for future research and methodological innovations are highlighted.

Classroom interaction across multiple tasks

Rob Batstone and Jen Philp
University of Auckland

The vast majority of classroom-based interaction studies focus on interaction within the parameters of a single task, or a pre-task/task/post-task

constellation. However, recent emphasis on the social nature of interaction (Firth & Wagner, 1997) and socio-cognitive understandings of SLA (Batstone, 2010) prompt us to go beyond this. Through a qualitative analysis of interactions over interrelated tasks, this study seeks to trace the cumulative nature of learning, and the links between interactions that occur across time and context, involving different sets of participants in different types of discourses. The data comprise ten recordings and observations of weekly two-hour lessons from two classes involving adult learners (n=12) of English for academic purposes (EAP). Typically, lessons involve a series of peer group discussion tasks, interspersed with phases of teacher-fronted work designed for explanation, clarification and subsequent task-setting. Findings suggest effectiveness depends on a degree of convergence among learners and teachers, which fluctuates quite dramatically as the lesson proceeds. At times alignment creates positive outcomes for learning, for example, learners' production may be initially scaffolded by pre-emptive focus on form or modelling by teacher or learner, and further developed through peer collaboration over multiple interactions. However the focus of teacher talk and peer interaction may also bear little relationship. In sum, this study seeks to provide a holistic picture of the successes and shortcomings of classroom interaction across multiple tasks.

**Communication breakdowns and strategies in dyadic interactions
between nonnative engineering graduate students**

**Talia Isaacs
Bristol University**

Although there is a growing trend in second language (L2) assessment research to examine the paired speaking test format (Taylor & Wigglesworth, 2009), little research has examined learner performance on dialogic tasks in the area of L2 pronunciation specifically. The present study brings together assessment and pronunciation perspectives to examine instances of communication breakdowns and strategies during two reciprocal L2 speaking tasks. The first task was a picture narrative commonly used in L2 pronunciation research (e.g., Derwing, Munro, Thomson, & Rossiter, 2009), while the second task was a collaborative task drawn from Cambridge ESOL's *Business English Certificates* (UCLES, 2008). The participants (N = 80) were English L2 speakers, who moved to Canada to pursue post-secondary education in engineering and seek employment in Canada after graduating. Their interaction was analyzed in terms of communication breakdowns, floor holding strategies, and overall interactional patterns using conversation analysis (Galaczi, 2008), with particular attention to communication difficulties arising as a result of pronunciation (Wennerstrom, 2001). The results raise several methodological issues,

including fairness in peer pairing practices and individual versus joint scoring. Implications for the construct of interactional competence and the ecological validity of tasks used in L2 pronunciation research are discussed.

Eye tracking as a measure of noticing implicit negative feedback in interaction

Bryan Smith
Arizona State University

This project explores the efficacy of implicit corrective feedback in a synchronous computer-mediated communicative environment (SCMC). Since noticing is at the core of current work in the cognitive interactionist theoretical approach, the current study uses eye tracking data as an “online” measure of noticing. L2 learners of English, German, French, and Spanish participated in a 20-minute online conference with their instructor and a remote eye-tracking system was used to assess levels of attention. Instructors were trained to provide implicit corrective feedback for specific grammatical features of the target languages, such as grammatical gender for German, French, and Spanish learners, as well as the content-related feedback that typically occurs during such conferences. The feedback moves of interest were correlated with the eye tracking record to illustrate one or more possible “levels” of attention based on the duration of the learners’ eye gaze. Such instances of noticing were then correlated with gains on the targeted grammatical forms as measured by tailor-made posttests. The implications will be discussed in terms of the interactionist approach to L2 learning, L2 pedagogy and new directions in research methods.

The developmental outcomes associated with interaction during conversation clubs

**Nicole Ziegler, Steffi Ammons, Julie B. Lake, Phillip Hamrick and
Patrick Rebuschat**
Georgetown University

Although numerous meta-analyses have shown positive relationships between interaction and L2 learning (Mackey & Goo, 2007; Russell & Spada, 2006; Lyster & Saito, 2010), research to date has largely focused on lab-based or classroom interaction. Despite the extensive use of conversation groups in educational contexts, prior studies have not examined whether L2 learners benefit from such naturalistic interactions. The present study investigated the effects of peer feedback during conversation groups on L2 learners’ fluency, accuracy, and complexity (Robinson, 2005; Skehan & Foster, 1999). Intermediate-level learners of German ($N = 24$) were randomly assigned to participate in six conversation group sessions led by a

native speaker of German, or to carry out pretest and posttest activities only. Conversation group interactions were analyzed in terms of the occurrence of peer feedback, while the oral tests were coded for lexical and syntactic complexity and fluency, including C-units and clauses, percentage of error-free clauses, and reformulations and pauses (Derwing, Munro, Thomson, & Rossiter, 2009; Robinson, 2005; Rossiter, Derwing, Manimtim, & Thomson, 2010; Skehan & Foster, 1999). Implications of the findings will be discussed in terms of the learning outcomes provided through naturalistic interaction and suggestions for the design and implementation of conversation groups.

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The impact of increasing task complexity on L2 pragmatic moves

Roger Gilabert and Júlia Barón
University of Barcelona

Most task complexity studies have focused on the impact of increasing task demands on L2 learners' fluency, accuracy, complexity (see Robinson & Gilabert, 2007 for a summary), while studies in the interaction paradigm have focused on the relationships between interactional moves and the acquisition of L2 vocabulary and grammar. However, studies to date have not looked at the effects of increasing complexity on L2 learners' use of pragmatic moves during task interaction. Therefore, the current study assesses the quantity and variety of suggestions and request sequences produced by EFL learners while carrying out both a simple and a complex interactive task. The learners ($N = 40$) formed dyads to carry out two

different task types in a classroom context: a problem-solving task (fire chief task) and a role-play (organizing a party task). Task complexity was measured by means of a timed judgement task and a questionnaire. The learners' interaction was coded in terms of suggestions (direct, conventionalized forms, indirect) and request sequences (types of request, type of request modification, and responses). Results are discussed in light of task performance theories (Robinson, 2001, 2003, 2005, 2007; Skehan, 2009) and L2 theories for the acquisition of pragmatics.

7 Language Learning Roundtable

Is there a Future for the Native Speaker in SLA Research?

Convenors

Niclas Abrahamsson¹ and Emanuel Bylund^{1,2}

¹Stockholm University, ² University of Western Cape

Is the native speaker a psycholinguistic impossibility?

Michael Sharwood Smith

University of Edinburgh, Heriot-Watt University and The Academy of Management, Warsaw

The notion of native speaker is relatively easy to anchor in a sociolinguistic or socio-psychological sense as an identity that people with a defined background attribute to themselves and to certain other people. In strictly psycholinguistic terms, that is without having recourse to external social circumstances, it seems to make little sense when more than a vague definition is called for. This has to be an embarrassment for those who wish to use the native speaker standard as a reliable criterion against which to judge various stages of L2 development. We can indeed compare 2 speakers who have, on non-psycholinguistic grounds, already been separated out into a category of 'native' and another category 'other', e.g. late-learned L2 user, and we can come up with psycholinguistic differences and similarities. Perhaps, there is some sense in trying not to define the term too precisely. However, this option is of course open to criticism on the grounds of being unscientific. Sharwood Smith (1992) attempted to save the notion by applying various tests to it in order to distinguish very advanced, non-native speakers with those who, everyone would agree, were fully native, including slightly attrited ones, and signally failed; he accordingly ended up by declaring the native speaker, as a psycholinguistic concept, 'dead'. In addition, a different notion was proposed, one which still required reference to a group predefined in terms of their background but which allowed a different perspective on the imprecise notion of 'near-native'. This term was

‘virtual’ native: a virtual native speaker’s performance in a wide variety of situations is consistently perceived to be fully native. This leaves open the possibility of difference that emerge only as a result of sophisticated linguistic and psycholinguistic tests that are not dependent on other people’s perceptions.

Escudero and Sharwood Smith (2001) attempted to resurrect the native speaker as a psycholinguistically respectable notion by refining it using prototype theory. Ultimately we have to face the possibility that the interaction between any language learner and their external environment may depend more upon essentially the *same* mechanisms that are processing qualitatively *different* input. The relevant place to look is at research that explores possible differences between very young simultaneous bilinguals and older sequential ones: here, in principle, the crucial input for working out the basic system should be the same. But a new problem arises: since the *internal* cognitive environment has changed the younger bilingual has not got a fully fledged language system in place already. This throws the spotlight back on the nature of the internal mechanisms that process language and for that we need more explicit accounts or how development actually occurs. The discussion will end with a theoretical account that tries to address just this kind of problem from a processing perspective.

The bilingual native speaker

Antonella Sorace

University of Edinburgh and University of Tromsø

The traditional point of reference in studies on adult second language (L2) acquisition has been the monolingual native speaker. In recent research, however, the scope of research has broadened from the exclusive use of first language (L1) monolingual users as the reference point for L2 speakers to a comparison between adult L2 speakers and other bilingual groups (i.e. child bilingual L1 acquirers, early and late consecutive child L2 learners, L1 speakers undergoing attrition). The interdisciplinarity of research on bilingual language development and the increasing attention to non-linguistic aspects of language competence requires the integration of theoretical insights and methodological tools from different fields - not just linguistics but also neuroscience, cognitive psychology, evolutionary biology.

This ‘big tent’ approach to the study of bilingualism puts the concept of the native speaker in a new light. While I maintain an operational definition of ‘native speaker’ as someone exposed to a language since infancy, I will discuss the native speaker from the following perspectives:

(a) L1 attrition. The L1 of individual speakers undergoing attrition from exposure to an L2 selectively changes (Tsimpli, Sorace, Heycock and Filiaci

2004; Sorace 2011): how do these speakers compare to monolinguals? Are attrited speakers ‘ex-native speakers’?

(b) the “bilingual paradox” (Bialystok 2009). Early bilingualism brings cognitive advantages in terms of mental flexibility and executive control, but bilinguals on average tend to have smaller vocabularies and slower lexical access in each of their languages than monolinguals, and also less efficient integration of syntactic and contextual information (Sorace and Serratrice 2009). How does this affect the definition of early bilinguals as native speakers of two languages?

(c) child L2 learners: While exposure to an L2 in childhood has traditionally been seen as resulting in native competence, recent comparisons of early and late successive bilingualism *within childhood* indicate that the acquisition of some aspects of language in terms of grammatical development and attainment depends on whether exposure to the other language happens before or after age 4 (Meisel 2009; Unsworth et al 2011). Are there two different kinds of native speakers, or only one?

(d) L2 near-nativeness. If we compare native monolinguals and very advanced L2 speakers (improperly called ‘near-native’), we see that they *both* show more variation with respect to linguistic structures that require the coordination of multiple types of information (Sorace 2011), although to different degrees. What are the implications for the traditional view of native speakers as a homogenous community?

The native speaker as a methodological instrument – are there alternatives?

**Kenneth Hyltenstam
Stockholm University**

The talk will take as a starting point that the notion of “native speaker”, in spite of severe and in many cases justified challenges over the last couple of decades, is central and indispensable in much (SLA) research. The meaning of notions such as “second language” or “second language speaker”, irrespective of whether studied in early, intermediate, advanced or near-native developmental phases, or, indeed, SLA as a discipline in much of its current execution, are dependent on the relationship to or comparison with native language norms or native speaker norms.

Leaving the sociolinguistic issue of native speaker identity and related value judgments aside – not because that issue is less important to deal with seriously in research and in society at large, but because it is beyond the scope of this presentation – there are two different notions of native speaker that play a salient role in psycholinguistic second language research methodology. The first of these two notions is *abstract* and has nothing to do with real speakers in observable time and space. In Chomsky’s well-known

formulation, this native speaker is “an ideal speaker-hearer, in a completely homogeneous speech community, who knows its language perfectly...” etc. (Chomsky, 1965:3), the idea of monolingualism as a defining characteristics being congruent with the formulation “homogeneous speech community”. This theoretical construct is relevant for the analysis of language as a formal system beyond the disparities of practical language use, and is basic not only to generative linguistics in all its conceptions, but to all structuralist approaches to the study of language from Saussure onwards, and also in varying degrees to historic linguistic paradigms before the 20th century. The structure of a certain language is defined by the native speaker’s perception/intuition and is thus neutral to such distinctions as language, dialect, sociolect etc., including inherent structural variation within any variety. It clearly has nothing to do with the sociolinguistic notion of standard language, a common confusion. Any type of *general* reference or comparison to native speaker behavior in second language research is rooted in this abstract notion of native speaker. As such it is widely used as a methodological tool, often implicitly, in SLA research.

The second notion concerns a *real* native speaker, i.e. an observable language user. In second language research this notion is relevant especially in relation to the selection of native controls. Although in everyday language people tend to understand what is meant by a native speaker, it has not been possible to arrive at a sustainable scientific definition. The issue of nativeness is complicated by a number of well-known factors, for example: Is exposure from birth necessary or not? Is the linguistic behavior of monolingual speakers different from that of bilingual speakers of the same language? Do originally monolingual speakers change their linguistic behavior in their first language after they have started to learn a foreign/second language? Can a speaker cease to be a native speaker after decreased contact with other speakers of his/her first or native language? Considering complexities of this kind, researchers have opted for different solutions. In our own research (Abrahamsson & Hyltenstam, 2009), for example, we have chosen to operationalize the native speaker of Swedish using several basic criteria (Swedish being the birth language, the language for primary socialization, the only language used as means of instruction at school, the majority language in the wider society). Others, at a more general level, similarly have attempted definitions based on a characterization of the most central members of the category native speaker within a prototype theory approach (Turner, 1997; Escudero & Sharwood Smith, 2001).

In this paper I will note that both the abstract and the real notion of native speaker, with their inherent vagueness, continue to be indispensable as research tools in many of the issues that are investigated in second language research. However, it will also be suggested that the current challenges to the notion of the native speaker, and new ongoing research on this notion is giving rise to different novel understandings and methodologies. The next

step may involve a phenomenological refinement of new categories that would be based in empirical research on the outcomes of different conditions for language acquisition, and could provide alternatives to the categories native and non-native speakers.

8 Doctoral Workshop

An Ideal L2 Self Intervention: Implications for Self-Concept, Motivation and Engagement with the Target Language

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This ongoing research analyses the application and implications of the ‘L2 Motivational Self System’ (Dörnyei 2005) as a motivational tool in a classroom context. The research seeks to measure changes in learners’ self-concept and motivated behaviour. An intervention was designed employing visualisation and imagery enhancement techniques, aimed at “developing an ideal language self”, an area which Dörnyei has identified as in need of research (2009: 34).

The L2 Motivational Self System (Dörnyei, 2005) draws on established research in motivational psychology into ‘possible selves’ and ‘future self-guides’ (Higgins et al, 1985, Markus & Nurius, 1986) in order to address growing concern among motivation researchers in SLA that the construct of ‘Integrativeness’ (Gardner & Lambert, 1959) was losing relevance in a globalized context or was becoming “untenable for World Englishes learners” (Coetzee Van-Roy, 2006).

The participants in this study are enrolled in intact groups in the School of Modern Languages at the University of Barcelona. In the academic year 2010-11 two different teachers taught and gathered data from two groups each at the same level (CEF B2:1); one Ideal L2 Self intervention group and a control group.

A mixed-methods approach was adopted for the purposes of data collection and analysis. Quantitative data from motivation questionnaires were analysed to ascertain changes in constructs such as self-concept, motivational factors such as WTC and International Posture. Data pertaining to motivated behaviour, operationalised as time spent engaged with the target language outside class, were collected via foreign language contact profiles. Qualitative data were gathered via semi-structured interviews, written work and feedback produced by the participants and learner/teacher diaries. Preliminary results from a selection of data will be presented.

Developmentally Moderated Language Teaching in multilingual classes: Chinese native speakers in Italian primary schools

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My research focuses on the teaching of Italian L2 in the institutional context of Italian primary schools, where often up to a third of native speakers of different languages share with Italian native speakers circa 40 hours per week of class activities mainly based on Italian L1 pedagogy. The novelty of my teaching experiment is that the treatment is proposed to the whole class (native and non-native speakers). I am motivated by the fact that school policy makes it unrealistic to propose separate programmes.

My teaching experiment proposes activities involving two whole 2nd grade primary school classes, in which there are altogether 11 Chinese speaking children. However, the experiment targets specifically the Chinese learners who, despite being born in Italy and having already attended at least 2 years of full time school, still have problems with basic grammar. The experiment addresses grammar features selected according to pre-test results analysed within the framework of Processability Theory (Pienemann 1998; Bettoni, Di Biase, in press), namely the 6 persons of Italian present indicative verbal inflection. During SLA activities (TBLT and TPR), the two classes receive two different types of treatments: a) form-focused instruction; b) form-focused instruction + corrective feedback. A third control class is not needed because we know that with 'normal' teaching activities the targeted children have not improved in two years (and will not improve in a few lessons) beyond the category stage of Processability Theory. Data is gathered on a pre-test, an immediate post-test, and a delayed post-test based on an oral skill elicitation protocol.

The following research questions guide my research: can a Developmentally Moderated Language Teaching syllabus apply to institutional multilingual classes? Does Focus on form feedback (recasts and prompts) increase language acquisition of young immigrant learners (Spada 1997, Lyster 2004)?

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Exploring the interaction among conceptions of EFL writing quality, perceptions of learning and goals

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Educational psychologists argue that goals function as learning targets to achieve as well as principles to assess one's own performance (Bandura, 1986; Locke & Latham, 1994). The exploration of the evolution of learners' goals, which in turn could be conditioned by beliefs, could provide insights into their cognitive significance and their impact on students' development (Dörnyei, 2003). Few studies have systematically examined the relationship between learners' beliefs about academic writing and their composing goals. However, there is research on second language writing that has incidentally demonstrated that students may have different goals for task performance on account of their beliefs about the value or purpose of the writing task (Cumming, 1995; Leki, 1995). There are also some studies that have explored students' and teachers' beliefs on academic writing (Fox, 1994; Leki, 1995) to disentangle individual perceptions for the assessment of writing quality. Nevertheless, there is dearth of research on how conceptions of quality affect writers' cognition, engagement and perceptions of learning.

This paper presents a longitudinal study which attempted to examine the evolution of EFL university students' beliefs about good academic writing as well as their goals and perceptions of learning during a nine month year English for Academic Purposes Writing Course. Data collection procedures involved the use of students' journals within a naturalistic classroom setting. The analysis was based on the identification and coding of thematic units in the journals. These were defined as "a set of statements conveying one identifiable coherent idea" (Luk, 2008) and they were coded following the procedures suggested by proponents of the grounded theory (Strauss, 1987) and the constant comparative method (Miles & Huberman, 1994). Then they were analyzed using logit transformations. The results offer empirical evidence of the changes of beliefs on writing quality and their relation to perceived learning and motivation.

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Exploring the role of audiovisual translation on L2 vocabulary acquisition: a quasi-experimental study

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To date, the elements of translation and audiovisual technologies have been separately accepted as assets to language learning. From the seventies, there was an effort to move away from the grammar translation method preferring more functional and communicative approaches instead. Nowadays, this

attitude is changing, language learning and teaching is moving towards the integration of media-based translation with a communicative approach to Second Language Acquisition (SLA).

In particular, we refer to subtitling practice i.e. active translation from Italian (L2) into English (L1) using the dialogue transcript of the video clip, then subtitling of the video clip using a subtitling software; and how this task may facilitate L2 vocabulary retention. This active procedure makes the students responsible for their learning and their motivation is enhanced as a result of a challenging exercise. In addition, researchers found that retention of L2 vocabulary is fostered in a task-induced involvement condition in which learners are required to dedicate greater time and effort (Laufer & Hulstijn, 2001).

This longitudinal study analyses the influence of subtitling task on incidental vocabulary acquisition. The participants (n=17) were second language (L2) students of Italian enrolled in the second year of the Bachelor Degree of Arts at the National University of Ireland, Galway and their level ranged from A2-B1 according to the CEFR. Students were randomly assigned to one of the two treatments: subtitling task (Experimental group) or oral comprehension and written tasks (Control Group) in the first four weeks (I experiment); and the groups were reversed in the following four weeks (II Experiment) in order to cover same programme and type of exercises. In both experiments all participants completed a pre-test two weeks before treatment and immediate and delayed post-tests. The tests were based on the Vocabulary Scale Knowledge Test (Paribakht & Wesche, 1996). Preliminary results will be presented.

Form-focused activities and the acquisition of compound nouns in Italian learners of L2 English. An experimental research

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This paper summarizes the results of quantitative experimental research about the acquisition of subordinate and attributive/appositive compound nouns in Italian learners of L2 English, and of the possible role of form-focused activities to enhance their acquisition. The experiment – carried out in laboratory settings – started in October 2010 and will be concluded in May 2011 with the administration of a delayed post-test.

The experimental research follows an extensive pilot study with about 140 students, carried out in 2009/2010. It draws on the studies on the nature and classification of compounds (eg: Bisetto&Scalise, 2009; Lieber 1992, 2009), of instructed SLA and focus on form (eg: N. Ellis 1994, R. Ellis 1994, 2008, Housen&Pierrard 2005, Long 1988, Long&Doughty 2009), and of

vocabulary development (eg: Nation 1990, 2001, 2005, Singleton 1999, Boogaards&Laufer, 2004).

The experiment has been carried out by collecting and analysing data on a final sample of about 60 secondary school students divided in 3 different groups (Experimental, Reading, and Control), with a competence level of English ranging between B1 and B1+ of the Common European Framework of Reference for Modern Languages. Relevant data have been drawn from picture-naming and interpretation tasks about attested and non-attested English compound nouns belonging to the two types identified above. They have been collected both before (pre-test) and after (post-test and delayed post-test) the administration of specific language sessions, aiming at focusing the experimental group students' attention on the way the construct in question is used in English and at making them notice its possible applications as compared to what happens in Italian. The data drawn from the interpretation tasks have also been analysed to verify whether there are differences in the responses towards non-attested N-N compounds between the learners and a group of native speakers, especially in the case of attributive/appositive compounds.

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Multilingual syntactic influences: behind and beyond the grammaticality judgements

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Second Language Acquisition research in the domain of syntactic transfer has traditionally been conducted within a generativist framework, analysing the extent of access to Universal Grammar, with the principal focus on learners' recognition, acceptance and rejection of grammaticality judgements. Following Zobl's (1993) early study among multilingual subjects, the last few years have seen a significant development and growth of interest in Third Language Acquisition and Multilingualism, addressing non-native syntactic influences (e.g. Leung, 2005, 2009; Bayona, 2009; Foote, 2009). Current hypotheses are – to a greater or lesser extent – influenced by the 'Cumulative Enhancement Model' as forwarded by Flynn *et al.* (2004) and the 'L2 Status Factor' (e.g. Rothman & Cabrelli, 2010; Bardel & Falk, 2007, 2011), after Williams and Hammarberg (1998).

This present paper – part of a wider investigation into 'lateral syntactic transfer' (Jarvis & Pavlenko, 2008) – discusses these models with reference to instructed L1 English learners of L3 Spanish with L2 French and investigates two syntactic properties specific to the L2, namely preceding direct object and certain past participle agreements. Subjects completed three exercises via an online questionnaire: a Spanish Grammaticality Judgement Task (GJT); English to Spanish translation exercises (based directly on sentences presented in the GJTs) and a free composition in Spanish. It was found that data from the GJTs did not uniformly correspond to those of the translation exercises: subjects would readily accept ungrammatical sentences presented to them in the GJTs, but reproduce grammatically correct versions in the translation exercises, which replicated those of the GJTs; this in part serves to question the validity of GJTs, already noted in the literature (see e.g. Tremblay (2005) for a detailed discussion). As such, this paper also identifies the need to look beyond learners' grammaticality judgements in an attempt to gain a more comprehensive understanding of multilingual syntactic influences.

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Needs analysis of specific Danish Language competences among the international researchers at the University of Copenhagen

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In the situation of increased internationalization, the University of Copenhagen (CU) has formulated a language policy, based on the principle of parallel language use between English and Danish. In 2008 the Centre for Internationalisation and Parallel Language Use (CIP) was established at CU. In addition to the aim of being the university's resource centre for parallel language use, CIP also carries out target group specific needs analysis with the purpose of offering research-based language courses in Danish and English. It is in this context that my PhD project aims to identify the specific and differentiated needs of Danish language skills in the frames of university and outside among the academic staff with other L1 than Danish. I am also interested in, how and by means of which languages the various linguistic practices are realized; and also, what direct and/or indirect

linguistic and other requirements does the university's language policy set for international researchers.

The research is designed as a series of case studies where I use qualitative methods as interview, observation, field notes, audio and video recordings and informants' (audio) diary, and a comprehensive qualitative and quantitative survey to cover a larger target group. The case study informants vary, among other factors, in terms of L1 and number of language resources available for them, ranging from one to eight; dominant working language environment (English/Danish), current and expected LOR in Denmark and academic position.

In the PhD workshop I would like to discuss the methodological issues concerning needs analysis, e.g. the relationship between the 'objective', noted linguistic and thereto related needs and the self-experienced and self-reported needs for Danish language competences. I would also like to discuss the international academics expectations to the tailor-made Danish courses as supplement or in contrast to the public Danish courses available.

Peer assessment in a communicative classroom – what pupils learn from giving feedback

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Feedback is an important part of assessment for learning, and involving pupils in this activity entails loosening the teachers' grip on assessment and inviting the pupils into the assessment practice. Peer assessment also implies that the aims, goals and criteria of a specific task should be a joint property of both the teacher and the students. My study concerns assessment *as* learning and my research question is: What do pupils learn from giving feedback?

This study will take place in a secondary school in Stockholm, Sweden (autumn 2011) and is a case study exploring two ESL-classrooms in which pupils work on a writing task, collaboratively setting up criteria and giving each other feedback. Previous studies have stated that training is a vital part of successful peer review (Berg, 1999; Dragemark Oscarson, 2009; Min, 2005; Stanley, 1992) and that the reviewers improve their own written proficiency more compared to students who only receive feedback, especially on a global level (Diab, 2010; Lundstrom & Baker, 2009; Tsui & Ng, 2000; Yang, Badger & Yu, 2006).

The writing task to be used in the study adopts a genre approach in order to emphasize the global aspects of writing, and the feedback is based on an adapted version of Min's four steps, each step indicating a higher degree of specificity (2005). The aims of my study are twofold: 1) to explore the

processes that take place in a communicative classroom when pupils are introduced to peer assessment and 2) to define what and how the pupils learn from giving feedback. The results of this study will contribute to a better understanding of collaborative learning and the use of peer assessment in instruction. Further insights into the factors involved in the process of peer response will help teachers to improve their practices and the pupils' results. My study also endeavours to make a contribution to the theory of assessment.

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Perceptual Learning in Second Language Learners

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“Perceptual learning” refers to a systematic adaptation process in speech perception that occurs when listeners hear a different dialect or accent (e.g. Norris et al. 2003, Eisner & McQueen 2005, Kraljic & Samuel 2005, 2006, 2007). This study tests whether second language learners with different L2 proficiency levels are susceptible to perceptual learning effects in their L2. The participants for this study include L1 English – L2 German and L1 German – L2 English learners of diverse L2 proficiency levels. This dissertation further tests the hypothesis that speech sound categories that are common to both a listener's native and non-native language, here /s/ and /f/ in English and German, have shared or interacting linguistic representations for speech perception, as would be expected under Cook's (1995) “multicompetence” view and the “Dynamic Systems Theory” for SLA (de Bot et al. 2005). Only little research (e.g., Flege 1995, 2002, 2003, 2007;

Best & Tyler 2007) has been devoted to the perception of phonemes that are common to a listener's first and second language, and thus far, all published research on perceptual learning has been conducted on monolingual speakers.

As typically done in perceptual learning studies, participants in this dissertation research first complete a "training" task, during which they are systematically exposed to words containing one particular phoneme (/f/ or /s/) with an unusual pronunciation. As a result, listeners show a change in the category boundary of the relevant phoneme to include a wider range of variants. The listeners' learning outcomes are assessed with a categorization task in which they categorize a continuum of non-words with ambiguous phonemes, including phonemes ranging from /f/ to /s/. Most importantly, the listeners complete a separate categorization task in each of their languages to determine whether they show modified speech categories, "perceptual learning effects", in both their L1 and L2.

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Perspectivation in narratives in Persian L2 English

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The present study aims to extend understanding of L1 influence on information organization in L2 English, focusing on temporal perspectivation in discourse production. It is hypothesized that this perspectivation is due to the grammaticalized temporal structure of the speaker's first language, which provides the specific means of temporal perspectivation in event/time representations which is different from English. This results in subtle pragmatic, though not grammatical, temporal structure differences in ultimate attainment. Such L1 interference has been objectively established in cross-linguistic analyses of verbalisation of perceptual input in Germanic, Romance, Semitic, and Slavic languages.

The current investigation replicates an analysis of retellings of film clips by von Stutterheim and Lambert (2005), using a new language, Persian, as L1. Progressivity is an outstanding feature of the temporal frame in English narratives but for Persian learners of English there is a difference between the grammaticalized means available as Persian does not grammaticalize the simple/progressive distinction in the present.

A qualitative analysis of the L2 data searches for features of L1 Persian dependence in temporal perspectivation in L2 English. The relative distances of the information organization in retellings of L1 Persian speakers and L1 English speakers from those of Persian advanced learners of L2 English establish to what extent the L2 learners have acquired the L2 principles at this level.

The study illustrates to what extent the learners have restructured their L1 knowledge, giving insights into the role of L1 text norms in L2 ultimate attainment and to what extent the differences in information organization in their performance correlate with grammatical differences.

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Testing the Applicability of Processability Theory to Receptive Grammar Acquisition

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My doctoral study examines mechanisms and stages in receptive grammar knowledge development and particularly whether Processability Theory (PT; Pienemann 1998) is applicable to the acquisition of receptive grammar knowledge in English L2. By receptive grammar knowledge we refer to the ability to process L2 constructions through a structural rather than a semantic analysis (Van Gompel & Pickering 2007). PT has received extensive support from L2 production studies (Ellis 2009). Investigations into the applicability of PT to receptive grammar acquisition, by contrast, are scarce (e.g. Keatinge & Keßler 2009). I will investigate both cross-sectionally and longitudinally the receptive grammar development of L2 learners of English (N=240; age 7-12) in European Schools in Belgium. The grammar test will be adapted from existing English grammar comprehension tests (e.g. Steinlen et al. 2010), and will focus on five grammatical categories, each corresponding to one of the developmental stages distinguished by PT (e.g. plural -s: stage 2; Pienemann 1998). Each category is represented by six test items (total: 30 items), consisting of an oral prompt by the researcher. Learners must choose from three possible pictures the one that corresponds to the prompt. Rank-order analysis and implicational scaling (Rickford 2004) will be used as the main methods of analysis. I would like to receive feedback on the appropriateness of the proposed test for assessing the applicability of PT to receptive grammar acquisition. Major questions revolve around (a) whether the test allows insight into the influence of semantic (as opposed to syntactic) comprehension on the test results, (b) whether it will be possible to include syntactic structures belonging to later developmental stages, (c) whether the test allows a valid use of implicational scaling, and (d) whether a comparison of the results with the outcome from a production test (administered to the same participants) will be relevant.

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The Acquisition of Dative Alternation in English by Japanese Learners of English

Hiroataka Kimura
Chuo University

This study focuses on the acquisition of the English dative alternation by Japanese learners. English permits both prepositional dative (PD: *Mary taught Spanish to the student.*) and double object dative (DOD: *Mary taught the student Spanish.*) constructions. However, not all verbs allow DOD. Pinker (1989) proposed a set of narrow-range rules (NRRs) for dative alternation and identified nine classes of verbs that allow DOD and five classes that do not. Inagaki (1997) studied the acquisition of NRRs by Japanese and Chinese learners using novel verbs and real verbs in four classes (Tell, Whisper, Throw and Push classes). Tell class and Throw class verbs allow DOD, while Whisper class and Push class verbs do not.

This study replicated the grammaticality judgment task of Inagaki (1997). However, where learners in that study did not accept DODs for either real or novel verbs in the Throw class, learners in this study accepted DODs with novel verbs but not with the real verbs. The difference in results is attributed to the lower proficiency level of the participants in the present study. We conclude that lower level learners judge the acceptability of these constructions based on their L1. Then, as the learners' proficiency level rises, their grammars undergo reconstruction based on indirect negative evidence. Thus, although indirect negative evidence is generally believed not to play a role in L1 acquisition, the result of this study suggest that indirect negative evidence may have fundamentally different effects in L1 and L2.

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The initial development of Voice Onset Time in early L2 French

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Research on Voice Onset Time (VOT) in L2 has largely focused on end-state learners. VOT has been used as a dependent variable for examining effects of age of onset of acquisition (AoA) on L2 pronunciation. Many of the studies find such effects (Abrahamsson & Hyltenstam, 2009; Birdsong,

2004). At the same time little is known about the initial development of VOT in early L2 and if AoA effects can be observed already at this stage of learning.

The present study therefore focuses on the production of voiceless stops in early L2 learners of French. More precisely, it examines the initial development of VOT in two Swedish-speaking children. Indeed, whereas Swedish voiceless stops are associated with a long lag VOT, French /p, t, k/ are produced with short lag. The Swedish children thus have to learn to shorten VOT when producing voiceless stops in French. Both learners studied have AoA at three years but their Swedish, L1, phonologies are not equally developed when they start acquiring the L2, French. This raises the question of how this initial difference affects the children's development of VOT in French (cf. the unfolding hypothesis, Flege, 1999). A picture denomination task, in the form of a memory game, was used to target the production of voiceless stops. Two age-matched L1 children and two simultaneous bilinguals served as controls. Data collection is ongoing but initial results indicate a difference between the two early learners.

Two methodological issues are raised. The first one concerns the use of reference speakers when studying L2 learners aged 3-5 – matching by age or time of exposure. The second one deals with different ways of measuring VOT: in milliseconds and as percentage of a syllable. Indeed, the latter requires clear measurements of syllable duration, which can be difficult to obtain in child data.

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The Role of Conceptual Non-Equivalence in Oral Speech Production of Russian-English Bilinguals

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This research is focused on the presence of conceptual non-equivalence in lexis between the languages, specifically, between Russian and English. The study investigates the strategies a speaker uses to overcome the non-equivalence during oral speech production. The study also explores the speakers' feelings connected with instances of inability to express themselves fully in one of the languages. It will also analyze the

consequences that the non-equivalence has on the process of second language acquisition and the role it plays in L2 fossilization, whereby the L2 competence falls short of the native-like level.

The interaction between both languages is viewed as bidirectional (Cook 1992; Jarvis 2009; Laufer 2003; Pavlenko & Jarvis 2002), i.e., the process that works both ways from L1 to L2 and from L2 to L1, and which is a by-product of the formation of the compound state of mind with two linguistic systems called multicompetence (Cook 1991, 2003, 2008).

Situations often occur where a certain concept, known to a bilingual, is missing its linguistic form in one of the languages used by the speaker. As a result, a bilingual is often faced with a trivial situation of choice when speaking in either of their languages: either to adapt their message to fit the available target linguistic repertoire, whereby intended meaning can be compromised or simplified, or to use **calquing** or **circumlocution**. These are the two strategies of overcoming conceptual non-equivalence examined in this study. Furthermore, non-equivalence can also cause **inability to produce a translational equivalent** to express the message fully in the target language, resulting in frustration and a bilingual's 'split personality' feeling.

Furthermore, I also propose that conceptual non-equivalence affects and complicates L2 language acquisition and the achievement of full L2 native like mastery. It provokes L2 fossilization before the target top level has been achieved. This is due to the fact that the 'social-cultural-historical background' (Kecskes & Papp 2000:7) of a target language is often neglected and prevalence is given to the acquisition of grammar and lexis.

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The structure and acquisition of Vietnamese complex causatives and verb-particle constructions

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University of Sheffield

The first part of the paper is to argue that Inner Aspect is projected VP-internally and independently of the projection of Outer Aspect in Vietnamese- a structural proposal originally advanced by Travis (Travis, in press; Ramchand, 2003) on the basis of evidence from Western Malayo-Polynesian languages. Two pieces of evidence are brought into picture: Vietnamese telic particles are shown to scope over the Event Measuring DP even when the language lacks articles: the event must be completed when the perfect accomplishment sentence includes a numeral object, but not when the object is a demonstrative noun phrase, as illustrated in (1). On the other hand, complex causative constructions exhibit a structural distinction between the base position of two kinds of Cause argument: Agents/Intentional Causers and ‘Inadvertent’ Causes, as in (2), given that the ‘lâm’ causative constructions are mono-clausal (Kwon 2004, Duffield in press). The author argues that the realization of Inner Aspect in Vietnamese helps to bring verb – particle constructions and complex causatives pattern together.

Therefore, the second half of the paper focuses on the question of whether the syntactic relationship between of the two constructions can be addressed acquisitionally. If L2 learners still have access to the abstract principles and parameters of UG, it is predicted that once acquired by the learner, a parameter value has consequences for a number of superficially-unrelated constructions (Chomsky 1981). In other words, the acquisition of one construction should facilitate the acquisition of other constructions of the same cluster. Previous studies, which mostly use traditional tasks such as grammaticality judgment task, preference task, (White 1990-1991, Slabakova 1999) are not sufficient to support the predictions of clustering effect in SLA. Thus, a different experimental design, which contains both off-line task (a modified version of truth value judgment task) and on-line task (sentence matching task using DMDX display software) was carried out in our study. 26 advanced and 28 intermediate Chinese learners of Vietnamese were recruited in Vietnam National University, where they are learning Vietnamese in formal classroom settings. Also, 20 native speakers of Vietnamese were chosen as the control group. The results of these tests help to shed some lights on the discussion of the accessibility of UG in SLA.

Examples:

- (1) a. Nó **đã** cái bánh đó nhưng chưa **xong** Demonstrative Atelic
PRN ANT CLS cake DEM but NEG FINISH
'He ate that cake, but he did not finish it'
- b. *Nó **đã** ăn ba cái bánh nhưng chưa **xong** Numeral Atelic
PRN ANT three CLS cake but NEG FINISH
'He ate three cakes, but he did not finish them'.
- (2) a. *Tôi làm thằng bé nhảy
Intentional Causes
PRN make the boy dance
'I made the boy dance'
- b. Tôi làm thằng bé ngã
Non-intentional Causers
PRN make the boy fall
'I made the boy fall'

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Typological constraints in foreign language acquisition: the expression of motion by advanced Russian learners of English

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Languages show striking typological variations in how they represent motion events. This diversity influences how speakers select different types of information (Path, Manner), as well as how learners construct target systems during language acquisition (Cenoz 2001; Hendriks & Hickmann 2010, Slobin 2006). The present study examines whether the typological properties

of Russian and English influence acquisition, focusing on the expression of motion by advanced Russian learners of English.

In Talmy's typology (2000) both English and Russian are classified as *satellite-framed* languages which express Manner in verb roots and Path in satellites. However, Russian also differs from English in important ways, particularly because of its complex system of verbal prefixes. The study compares how three groups of speakers (Russian natives, English natives, advanced Russian learners of English, N=12 per group) described clips showing voluntary motion events (UP, DOWN, ACROSS in various manners).

Results show that English native speakers frequently use Manner verbs together with Path satellites with all three types of events. Although Russian speakers also use such structures with crossing events, their productions show more varied patterns with vertical motion. As for Russian learners of English, they produce target-like structures that contain Manner verbs and Path satellites, but also display patterns rarely observed among English natives: Path verbs for vertical motion and no satellites for crossing events.

In conclusion, whereas English clearly exhibits features of S-languages, Russian shows more varied structures, raising questions about its typological status. Russian learners of English are partially influenced by the typological properties of L1 and L2, but also display patterns that do not resemble either language, and that vary with event types. The discussion highlights several factors that may account for these variations, including discourse factors and underlying cognitive processes linked to the fact that Russian presents a less transparent system than English.

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Using mixed-effects models to investigate the bilingual mental lexicon

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As in many other places throughout the world, children from ethnic minorities in the Netherlands are immersed in a second language reading curriculum with minimal attention to their native language skills. Their first language is built up in preschool years thanks to the input in largely L1-

speaking homes, while L2 only really comes into play when children start going to school. These children are consequently confronted with the task of learning to read in a language that they have yet to master. In my PhD-project, I examine morphological processes in the visual word recognition of Dutch words by young Turkish heritage speakers and Dutch monolingual speakers. When two groups of language learners are compared, the researcher is confronted with the issue of matching the participant groups, while faced with individual variation between participants within these groups. In my project, I chose to tackle this issue by using mixed-effects models (Baayen, Davidson, & Bates, 2008). Mixed-effect models are regression models that are becoming increasingly popular in the field of psycholinguistics as an alternative to traditional ANOVA. The main feature of such models is that the sample of participants and the sample of tested words can both be entered as random variables, in addition to specific participant and word characteristics (e.g., participants' language background or word frequency), which are entered as fixed variables, as in a traditional ANOVA design. This way, variation caused by the specific sample of participants and words as well as variation caused by participant and word characteristics are properly controlled for. In my talk, I will discuss how I have used mixed-effects models to analyze my data and will also present other possible uses of this kind of statistical technique.

Baayen, R. H., Davidson, D. J., & Bates, D. M. (2008). Mixed-effects modeling with crossed random effects for subjects and items. *Journal of Memory and Language*, 59, 390-412.

What's your perspective? Examining task complexity sequencing, through perspective taking speaking tasks; Part 1-The Pilot study

**Kerry Brennan
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The goal of this pilot study is twofold: first, to test the operational definition of *cognitive perspective taking*, which is the idea that speakers adjust their language according to what is perceived about their communication partner's background (based on operationalization from studies by Kraus & Fussell, 1991; 1991b; 1992), by seeing whether native speakers of both Spanish and English actually do alter their language, and whether this is a measurable and useful variable. The idea is first to analyze the language samples of native speakers, before applying the variable to non-native learners of Spanish and English in the projected experimental study. Secondly, the focus will be on how the independent variable of sequencing tasks, based on increased complexity, affects language production. This study will apply a simple to complex sequencing of speaking tasks, using the research agenda set forth by Robinson's Cognition Hypothesis (1995) and the Triadic Componential

Framework (TCF)(Robinson, 2001; 2003; 2005; 2007; Robinson & Gilabert, 2007).

The participants of the pilot study will consist of 20 volunteers: 10 native speakers of English and 10 of Spanish. They will each complete a brief questionnaire of their prior language experience and education, as a reference. Next, the participants will be paired up with a research assistant to perform a simple *cognitive perspective taking* speaking task, which will be a one-way information gap, followed by a brief break. Then, they will perform a similar task, yet it will be more complex. When the two tasks are completed, the participants will complete another brief questionnaire about whether they thought there was any difference between the two tasks, to see if this correlates with the projected task sequence design. In sum, results generated from this pilot study aim to lay the groundwork for the main experimental study which is intended to support or refute the aforementioned theoretical construct TCF.

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9 The IRIS Project

Establishing a digital repository of research instruments

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¹University of York, ²Georgetown University

In this short presentation, we will describe the IRIS project (Instruments for Research Into Second-languages) which will establish a digital repository of instruments used to collect data for research into second language learning and teaching. We will (a) briefly outline the purpose and nature of IRIS, (b) describe the current support network for IRIS, and (c) outline our plans for seeking contributions to IRIS.

IRIS will be a freely accessible repository that will facilitate international collaboration, enhance the scrutiny of data elicitation tools, increase the quantity and quality of replication studies, and, in the longer term, improve the scope and quality of systematic reviews and meta-analyses. IRIS will contain multi-media resources for a wide range of L2 research areas, and from all theoretical and methodological perspectives, including investigating how learning develops at different stages and why, evaluating the effectiveness of instruction, and documenting the contexts in which second languages are used and learned. Our presentation will also provide examples of some of the kinds of instruments that the repository will hold (e.g. visual, audio and written stimuli, questionnaires, and observation and interview protocols) as well as describing the searchable and interactive functions IRIS will offer.

IRIS is funded by the Economic and Social Research Council (U.K.) and will be housed at the University of York. It is supported by an international advisory board of experts in L2 research, repository building, and ethics.

IRIS advisory board:

Michael Day (Research and development team leader, UKOLN Centre of Excellence in Digital Information Management, University of Bath, UK);

Professor Rod Ellis (Department of Applied Language Studies and Linguistics, University of Auckland, New Zealand; and Cheung Kong Scholar Professor, Shanghai International Studies University, China);

Professor Susan Gass (University Distinguished Professor, Department of Linguistics and Germanic, Slavic, Asian and African Languages, Michigan State University, U.S.);

Professor Jan Hulstijn (Professor of Second Language Acquisition, University of Amsterdam, Netherlands);
Dr. Judith Klavans (Director for Technology Use, Center for Advanced Study of Language, affiliated to the University of Maryland, U.S.);
Professor Dave Martin (Co-Director of ESRC's National Centre for Research Methods and Director of the Sustainable Web Resources Repository project, University of Southampton, UK);
Dr. Lourdes Ortega (Professor of Second Language Studies, Department of Second Language Studies, University of Hawai'i at Manoa, U.S.);
Dr. Leah Roberts (Max Planck Institute, Netherlands);
Professor Norman Segalowitz (Professor of Psychology, Concordia University, Montréal, Canada);
Professor Peter Skehan (Emeritus, Chinese University of Hong Kong, China).

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