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The ecology of explaining

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Thinking, doing and learning do not occur in a vacuum; they are part and parcel of a complex ecology of interaction that includes both the embodied talk of others and the potential incorporation of objects and text from the surrounding environment. Language learners often require scaffolded explanations, so relative experts can call on a diverse array of such resources to explain unknown vocabulary and therefore occasion teachable moments within otherwise mundane talk.

Adopting a Conversation Analytic approach to language learning "in the wild", this presentation will explore some of the interactional practices that non-professionals employ to socially accomplish understanding through drawing on gestures, print and other environmentally accessible objects to teach the meaning of words to relative novice speakers of the target language. By timing the deployment of gestures and objects to the precise trajectories of the interaction, the explainer and the explainee inhabit each other’s actions (Goodwin, 2018), making cognition and learning observable to each other through the sequential unfurling of the talk.
"Material actions" in ESL classroom interactions: How students use materials and spaces for negotiating interactional power with teachers

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This study examines interactional moments when students in English as a second language classrooms employ learning materials (e.g., teacher-prepared worksheets) and other objects (e.g., smartphones) for their own purposes. Recently, a theoretical orientation to materiality and spatiality provided by post-humanism, new materialism, and actor-network theory (ANT) has been gaining prominence in applied linguistics. This theoretical orientation enables us to illustrate complex relationships between humans, linguistic resources, and material ecologies in second language (L2) classroom interactions. Empirical studies informed by new materialism and ANT (e.g., Toohey et al., 2015; Canagarajah, 2018a, 2018b) have demonstrated that materials and/or space(s) seem to limit or facilitate human agency in communicative practice.

Yet there have been few explorations regarding the possible interrelationship between materiality and spatiality how students can use materials as folds (Deleuze, 1993) to create ‘private’ spaces wherein they can gain and exert power against their teachers’ (epistemic) authority. This study argues that students can create interactional spaces, or folds, afforded by those materials, for negotiating and even temporarily taking power from teachers in classroom interactions. Folds is defined and explicated in relation to spatiality; a classroom as a fold (a single space) engenders multiple folds within it that emerge in relation to various actors (including students and materials) and their actions in the classroom. Using sequential, multimodal analysis along with ethnography (i.e., linguistic ethnography, see Creese, 2008), this study illustrates that students incorporate and manipulate materials to (a) maintain long turns, (b) gain epistemic authority and make a unique contribution, or (c) temporarily take over power from their teachers by escaping into private material folds. This study suggests that L2 teachers should better understand the functions of students’ use of materials in classroom interactions and consider how teachers can manage students’ material actions for effectively negotiating power and classroom dynamics with students.

Keywords: embodied actions, materials, fold of folds, space(s)
A development of teaching modules to enhance students’ interactional competence in Thai university EFL classroom

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This study illustrates the outcomes of the design and implementation of interactional competence-based teaching modules that resulted from the use of conversation analysis (CA) in an English as a foreign language classroom as part of an English university course entitled ‘English for Communication’ in Thailand. In order to raise students’ awareness and enhance their interactional competence, the teaching modules development included the different phrases; design, instruction, assessment and self-reflection. The authentic video-recorded interactions in different scenarios occurring at the international airport in Bangkok were collected, transcribed and analysed using the methods of conversation analysis developed by Gail Jefferson, focusing on the observation of interactional phenomena such as turn taking, repair and sequence organization. The analysed data was then designed as 10-week teaching modules and integrated into speaking and listening class activities. During the implementation of the teaching modules, the pre-task and post-task activities were recorded and analysed using conversation analytic system for assessment and evaluation purposes. Students also evaluated themselves at the end of the course. As a result, it can be seen that not only integrating these developed teaching modules raised students’ awareness in their interaction, but they also had opportunities to enhance their international competence during the implementation of these teaching modules.

Keywords: conversation analysis, teaching modules, interactional competence
Complex system phenomena in dyadic communication: A case study

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Complex Dynamic Systems Theory (CDST) views language development as embodying both cognitive and social aspects, whose dynamic interaction over time gives rise to emergent patterns. This paper puts that conception to an empirical test by examining the English language production of an EFL learner as she engaged in email exchanges with her native-speaker interlocutor for a class project. Over a period of two months, the learner produced a total of 20 email messages, which were analyzed, quantitatively, for morphosyntactic accuracy and syntactic complexity. Morphosyntactic accuracy was operationalized as the ratio of error-free T-units (TUs) to the total number of TUs, and syntactic complexity was measured as mean length of clause (MLC) (i.e., the ratio of the total number of words to the total number of clauses) and amount of subordination (i.e., the ratio of subordinate clauses to the total number of TUs). A supplemental dataset—the learner’s journal entries reflecting on the communication process, together with the 20 email texts, were examined qualitatively in order to capture additional complex system phenomena.

The results showed that the state space of the learner’s system was characterized by abundant variability, which seemed greater in the domain of syntactic complexity than in morphosyntactic accuracy. Morphosyntactic accuracy and syntactic complexity were found to change and interact in a dynamic, unpredictable manner, with accuracy appearing to be in greater competition with MLC than with subordination. Increased clause length was achieved seemingly at the expense of accuracy. The study has also uncovered several emergent phenomena: soft-assembly, adaptive imitation, and affordance. Overall, the findings support the CDST claim that changes in learner language occur through interaction with the environment—the interlocutor in this study—and through internal self-organization.

Keywords: Complex Dynamic Systems, change, interaction, emergence
Complexity, accuracy, fluency: empirical attempts of definition

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Second language development is often described by three dimensions: Complexity, Accuracy and Fluency (CAF). This has improved the comparability of studies conducted in different languages and learning contexts. There are, however, many problems and discrepancies in defining and measuring the three dimensions.

At the start of the Cefling/Topling research project (2007-2013) a model called DEMfad, designed for studying written learner data, was developed (Martin et al. 2010). Each Domain (usually a construction) is described from Emergence to Mastery along three trajectories: frequency, accuracy and distribution. Instead of fluency, the frequency of occurrences of the target construction per 1000 words was chosen to be an indicator of development. The traditional measures of complexity seemed too limiting for our RQ’s so the third dimension was named distribution. This has allowed researchers using the model to concentrate on different aspects of fluency and complexity. To date the DEMfad model has been used in numerous studies of three corpora of learner Finnish and one of learner Estonian (Kitsnik 2018). It has also been applied to the study of cross-linguistic influence.

In our presentation we will discuss some findings which might help in further refining the three constructs and illuminate the advantages of using construction as the unit of analysis. An example is the overall result that frequency precedes accuracy in development. L1 effects have been found for Estonian learners, and young learners’ development differs from that of adults. The growth of complexity has been approached not only by traditional statistical measures but by tracing the number and variety of lexical items in the given constructions. This has raised questions about the nature of complexity, and some suggestions for a more inclusive definition will be made.

*Keywords: accuracy, complexity, fluency*
Creating dialogic conversations via Author’s Chair for EFL learners

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Author’s Chair (AC) is designed as the ultimate step for students to receive positive responses from their peers. Previous research indicates that such responses can enhance the ability of students to build communication and collaboration skills, better understand their writing strengths and weaknesses, and even apply what they have learned to their own writing. Align with this previous view, this presentation viewed AC as a space and time for students to navigate their final written texts with their peers. This presentation reports on how Taiwanese EFL (English as a Foreign Language) university students created dialogic conversations via AC over their final written texts, and how such students gauged AC as a medium to enhance their learning. 20 Taiwanese freshman students took part in this study, and two types of data were collected, including transcripts of 10 AC sessions and 20 responses to an open-ended questionnaire. Three approaches (open, detailed and selective) were used to ascertain the meaning of the data. Three aspects on dialogic conversations, savoring, reviewing, and challenging, were generated for further discussion. Two aspects, the author’s and reader’s stances, were used to illustrate how these students perceived AC as a medium to enhance their EFL learning. The findings indicate that by engaging in dialogic conversations with peers via AC, students were transformed into active feedback seekers and critical assessors; students’ ownership and reader awareness were also promoted, while their fear and reluctance to write and talk about their writings were ameliorated. Some pedagogical implications generated from the study are also addressed.

Keywords: dialogic conversation, author chair, EFL learning
Developing language aware pedagogy in the transition phase between kindergarten and school education: insights from the research of metalanguage

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In various contexts, children regularly participate in interaction that describes and evaluates language use. Through participation, children learn how such interactions work. In this presentation, I compare some of the interactive routines of kindergarten children and 1–4th grade pupils in conversations on language use to contribute to the curriculum development of LAMP – Language Aware Multilingual Pedagogy, a new study program for Bachelor’s students at the University of Jyväskylä (cf. Moate & Szabó 2018). LAMP, such as the present paper, emphasizes the role of metalanguage across study subjects and different phases of education.

Data come from the Hungarian Kindergarten Language Corpus (Mátyus 2013) and the Corpus of Hungarian School Metalanguage (Szabó 2013) which include semi-structured interviews that present language practices in and outside the kindergarten/school and focus on differences and similarities in children’s interaction with various agents (peers, parents, teachers, other adults, etc.).

I call for cross-country comparative studies on metalanguage in the transition phase of kindergarten and school to build a wider pedagogical perspective which would serve, among others, LAMP students who do their studies in early childhood education, class teacher and subject teacher education, and work in mixed groups.

I analyse data with an applied Conversation Analytical approach. Based on the interview analysis, I highlight three aspects that support usage-based pedagogical development and experimentation in LAMP: children’s (1) negotiation of terminology; (2) discursive routines of argumentation; and (3) agency relations as reconstructed in metatalk.

Results show that children in both age groups were able to construct elaborate narratives of their own language practices, and described situated practices of their lexical and grammatical choices. Further, they explained and legitimized their practices, applying different strategies of presentation and argumentation such as linguistic examples, micro-narratives portraying themselves vis-à-vis authority persons (both age groups), and reciting linguistic definitions (school children).

Keywords: conversation analysis, metalanguage, language awareness, pedagogical development
Developing plurilingual competence in CLIL settings: a case study in Latvian secondary education

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In the last decades, due to mobilities and immigration, numerous European schools play host to a broad range of students with different plurilingual and pluricultural backgrounds (Council of Europe, 2007). The European linguistic policies—such as the recommendation to implement the CLIL approach in schools (Eurydice, 2006)—have also helped create a heterogeneous linguistic panorama in the educational centers of all levels. In the framework of the Erasmus+ KA2 2016-1-ES01-KA201-025491 project, we have explored the conditions provided in the plurilingual learning environment of the History class in year 8 of a secondary school in Riga (Latvia). In this setting, teacher and students (n= 116) use Latvian, Russian and English interchangeably, and this fact promotes the development of an effective plurilingual competence. After completing a written task (Facebook profile of famous discoverers) where different genres are required, the use of the three languages is analysed through Qualitative Content Analysis to identify the relation between language chosen and genre. Results from these data are compared with the answers from a questionnaire which identifies the students’ linguistic backgrounds (Gullberg & Indefrey, 2003) in order to provide a comprehensive picture of the potential relationship between choice of languages and students’ linguistic competence.

References


Keywords: CLIL – Plurilingualism – Plurilingual Teaching
Digital decade and teaching L2 Finnish literacy skills to non-literate immigrants

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There are over 750 million adults worldwide with low or no literacy skills in any language (UNESCO Institute for Statistics 2017). In recent decades, many of these adults have migrated to highly literate countries to e.g., flee from wars or natural disasters. For these immigrants, it is especially challenging to integrate into societies, which take adults’ reading and writing skills for granted and prerequisite for the management of everyday life. Literacy skills are always strongly connected to social practices, and certain time and place. They develop and change with technological, societal, and social changes, and each society defines e.g., the sufficient level of literacy skills for certain purposes. (Kupiainen & Sintonen 2009; Grabe & Stoller 2011.) In recent decades, Finland with other Western countries has changed into a digital information society where reading and writing skills are not anymore just for reading and producing texts – various devices and media used for reading and writing have got a strong socio-cultural role in all the actions of both the individuals and the societies (Kupiainen & Sintonen 2009).

In this presentation, I will discuss the teachers’ views on digital literacy skills in L2 Finnish literacy classes. The data includes so far the interviews of two teachers working with non-literate learners in basic education for adults, and written texts (e.g., posts on a discussion forum) of app. 50 teachers participating an on-line in-service teacher training. The discussion will focus on the main reasons for using teaching methods and materials of traditional more than digital nature, and the pedagogical practices used for scaffolding the development of digital literacy skills during the lessons. The preliminary findings of this on-going study suggest e.g., that one reason for the exclusion of digital devices/materials is the teachers’ insufficient digital skills either in general or for pedagogical purposes.

Keywords: adult L2 literacy learners, digital literacy, teaching
Emergence of utterance schemas in young learners’ foreign language development: a longitudinal study of Japanese learners of English

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This study examined linguistic constructions of young second language learners of English to explore how their holistic utterances became productive by usage. Typical constructions were extracted from a 50,000 word corpus which was collected over a 1.5 year instruction in the foreign language context to identify the developmental path of schematic patterns.

Theoretical framework:

Usage-based linguistic approach maintains that language structure emerges from language use (Tomasello, 2003). They view language acquisition as experiential and item-based, and directed towards increased cognitive schematicity, going from formulas via low-scope patterns to fully abstract constructions. Although children’s initial productions are limited at the initial stages, productive patterns emerge from units with identifiable frames and slots. Then, schematic patterns emerge, which enable the learners’ linguistic manipulations and free linguistic constructions.

Methodology:

The participants of this study are seven and eight-year-old Japanese learners of English. Language learning took place at a language school in Tokyo, and the research was conducted through video recordings of 54 lessons, and utterances of five children were transcribed. CHILDES (MacWhinney, 2000) format was used for transcription, and CLAN software was used for retrieval of the target units. The learners’ utterances were categorized into single words, holistic words, analyzed words (whole to parts) and constructions (parts to whole). The study extracted typical constructions and traced the whole to parts and parts to whole process of unit development.

Findings:

The study identified 30 units which eventually became productive by usage. Utterance schemas emerged through the learners’ analysis of the language input. Construction patterns which appeared for all participants were analyzed: [* please ], [do you *], [* go], [I’m *], [it’s *], [this is *], and [can I *], and the process of schematization came to light. The result shows young foreign language learners’ potentiality of usage based language productions and analysis.

Keywords: Young foreign language learners, Constructions, Utterance schemas
Empowering EFL learners with "Issue Discussion": A case study

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Oral communication has been considered as a challenge to EFL learners. With the light of Vygotsky’s socio-cultural theory (1986) and the view of interaction as a form of mediation proposed by Lantolf (2002) and Ellis (2008), both teachers and researchers have implemented different approaches to elicit oral expressions from learners (Al-Jamal & Al-Jamal, 2014; Chen & Goh, 2011; Gan, 2013). However, little attention has been made to the empowerment of EFL learners in social interaction.

This study aimed to investigate how EFL learners would be empowered in the intensive dialogical interaction, what difficulties and challenges encountered by the learners, and what made the breakthrough possible. Sixteen university students participated in this study. Four sessions of issue discussion were conducted with four current issues respectively. Students got familiar with each current issue with pre-reading/watching news articles/films, in-class ideas exchanges, and in-depth mini research before holding the panel discussion. The onsite panel discussion consisted of two sessions: presentation of each panelist, and Q-and-A session with the audience. The interaction, including question raising, answer giving, turn taking, was recorded, and the semi-structured interview along with learners’ self-evaluation were kept for data analysis and triangulations.

The results showed that the top two challenges were initiation of relevant questions and maintaining the turn-taking to deepen the discussion. Also, the relevant current issues played an important role to help reach the sense-saturated co-ordination, which in turn enhances the learner agency. With the awareness and activation of learner agency, the EFL learners were consequently empowered. The findings would bring insights to speaking educators and learners.

Keywords: Issue Discussion, Empowerment, EFL learners, Oral Communication
Exploring the use of explicit grammatical rules with keystroke logging

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In this case study, we discuss the possibility of detecting the use of explicit grammatical rules in written L2 Swedish, L2 English and L2 Finnish with the help of keystroke logging data and retrospective interviews. The role of the explicit form-focused instruction (FFI) on formal second language learners’ explicit and implicit knowledge has been widely studied (e.g. Ellis, R. 2015, Ellis, R. & Shintani N. 2014) but the usefulness of explicit knowledge of the second language is a matter of controversy in the field. In our study, we focus on how accurate and, on the other hand, consistent the participants are in producing different sentence structures and whether they consider explicit grammar rules when writing in the target language.

In the present study, we used keystroke logging which is a method for recording keyboard activities during computer writing (Strömqvist & al. 2006). The writing can be replayed in real time, and pausing and revisions studied in detail. In this study, Scriptlog programme was used to record the data. Our hypothesis is that revisions and pauses (e.g. Chenoweth & Hayes 2001) can reveal when a learner stops to ponder on various linguistic aspects, for instance, explicit grammatical rules. The use of retrospective interviews gives additional information whether rules actually are considered by the learners and how they take advantage or decide to apply the rules.

The texts were written by twelve learners of Swedish, English, and Finnish in Finland. The preliminary results show that there are differences between learners and between languages in the use of explicit grammar rules. We discuss how these findings help us to better understand the role of explicit knowledge in writing and FFI and what kind of implications this might have on teaching.

Keywords: keystroke logging, sentence structures, L2 writing
Integrating the visual arts into Spanish as a foreign language education: class discussion of artworks using a Visual Thinking Approach.

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Students who are exposed to the arts are given a valuable opportunity not only to learn new content but also to develop new ways of thinking and communicating. The visual arts are also a form of expressing cultural viewpoints and discussion of them can offer ways in which to integrate language learning. One of the main constraints for introducing artworks in the Second Language Classroom can be a lack of linguistic resources on the part of the learners. A lack of knowledge of the target culture and a lack of visual literacy skills to engage with art can also limit the use for artworks. The present study adopts a Visual Thinking Approach (VTS) to expand learner engagement with the visual text. During facilitated classroom discussions of artworks, students of language analyse and co-construct the meaning of the artworks collaboratively.

This paper explores the role of interaction in the development of students’ lexicon when using a Visual Thinking Approach in the particular case of Spanish Foreign Language Learners. It adopts a hybrid theoretical approach to the study of interaction. From Sociocultural Theory, the constructs of “assisted performance” (Tharp and Gallimore 1988; Ohta 2001; Ellis and Shintani 2014) and “scaffolding” (Wood, Bruner and Ross 1976, Donato 1994, Knouzi, Swain et al 2010, Ellis and Shintani 2014), are adopted, focusing on how the mediated performance of the teacher using the VTS protocol while facilitating the discussion of the artworks, allows students to overcome their linguistic difficulties, and to construct utterances beyond their unassisted capabilities. Using Conversational Analysis, the self-evaluation of teacher talk (SETT) (Walsh 2011) is implemented using a critical reflective practice and linking the findings of conversational analysis with the pedagogy promoted using this approach.

Keywords: Art-based pedagogy, Self Evaluation of Teacher Talk, Mediated Performance, Visual Thinking Strategies
Interaction and code switching in a map task game between L1 and L2 users of Swedish

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Spoken interaction was studied in a map task game. Second language (L2) learners of Swedish were asked to guide speakers of Swedish as their first language (L1) all the way through the map. The map consists of pictures selected as target words with quantity contrast, vowel quality contrast and other language features known as pitfalls for L2 learners of Swedish (Zetterholm & Tronnier 2017). The maps were partly different in order to induce discussion between the participants.

The aim is to learn more about communication and interaction between L1 and L2 speakers. How does the L2 speaker manage to guide the L1 speaker through the map? Does he/she only speak Swedish or are other languages used? As the maps are not identical there will be instances were misunderstandings can occur. The misunderstandings were analyzed in regard to whether they depend on phonetic or lexical problems on part of the L2 speaker. Five conversations were recorded and analysed.

Research questions

How do L1 and L2 speakers (mis-)understand each other in relation to differences in maps?

How do L1 and L2 speakers (mis-)understand each other in relation to pronunciation errors and/or lexical problems?

It is obvious that pronunciation errors did not cause problems where the interactants had the same pictures in their maps. Furthermore, all L2 learners at some point spoke English to explain the directions and name the pictures. All speakers know English and used it as a lingua franca (Jenkins 2007), and code switching was observed in all conversations to overcome difficulties. Both speakers tried to solve the problems in order to be able to continue the game.


**Keywords:** code switching, pronunciation, map task, interaction
Learner agency of immigrant pupils in a Finnish preparatory language classroom

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Today growing diversity in the primary educational sector is evident due to the radical increase of global travel and migration. Accordingly, more and more children in language classrooms are becoming multilingual and multicultural. A language classroom becomes a meaningful place not only for the target language improvement but also for their entire life where their moment-to-moment language use stays tuned with the complexity of meanings, identities and their unique language repertoires (Dufva, Suni, Aro, & O-P, 2011). This perspective claims the etic experimental results projected by the previously pervasive SLA theory, regarding learners as passive input receivers (Dewaele, 2005). Rather, it supports language learners’ socioculturally interacting properties with an emic perspective (Kalaja et al., 2015). The goal of this study is therefore to provide a micro-scope perspective on individual young language learners and their learning acts in a classroom by answering an overall research question: "How is the pupils’ agency manifested in a language classroom?" This study was designed to explore some deepened meanings of self-directed learning acts (agency) exercised by two immigrant pupils who learn Finnish as a target language in a preparatory language classroom for a whole semester in a Finnish primary school. The data were gathered and analyzed by classroom observations, the interviews of the pupils, teachers and parents and the pupils’ linguistic tasks according to qualitative methods such as interpretative phenomenological and dialogical approach. This empirical case study shows how the pupils’ agency is presented dramatically in spite of the discrepancy between their own views on language learning and the adults’ and how they as active agents use affordances for their identity development (Ruohotie-Lyhty & Moate, 2016). Some pedagogical implication on the ontological meaning of young learners in a language classroom can be unveiled through this exploration to the deep layers of pupil agency.

Keywords: dialogical approach, Finnish preparatory language classroom, learner agency, interpretative phenomenological approach
Learning grammar in English as a foreign language speaking activities

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Speaking activities in which students interact in pairs to discuss some issues or solve a problem occur frequently in foreign language classes. Although such activities are designed communicatively, the students may identify some gaps in their knowledge of the target language (here English as a foreign language, EFL). This paper focuses on the ways students collaboratively turn such gaps in their knowledge of grammar into objects of learning, or learnables (Majlesi & Broth, 2012). It is assumed that the description of the practices that students use to identify the gaps in their knowledge and to interact in such situations may enrich the understanding of how students learn and use the target language in peer interaction, as shown in previous studies (e.g. Jakonen & Morton, 2015; Kunitz, 2018; Mori & Hasegawa, 2009).

Using audio- and video-recordings of pairwork in intermediate and upper-intermediate EFL classes in Czechia (22 teaching hours in higher education and 15 teaching hours in upper-secondary education; multiple cameras and voice-recorders were used), this conversation-analytic paper explores the verbal, embodied and material resources (Streeck, Goodwin, & LeBaron, 2011) that the students employed to identify and act upon the emerging gaps in their knowledge of grammar.

The findings suggest that the students identify learnables by employing a range of resources, such as repetition of the candidate form, pauses, manipulating the printed materials and eye-gaze. Such behavior typically initiates a side-sequence in which the students collaboratively attempt to overcome the difficulty, sometimes by switching into the L1 (Czech). In some sequences the students overtly correct each other (e.g. "I think you should eh say when I wanted to buy eh") or visibly take notes. In this paper I will present detailed analyses of sequences in which the students focus on learnables of grammatical nature during a speaking activity.

*Keywords: learning, conversation analysis, foreign language classroom, pairwork*
Shaping learner contributions in Thai EFL classrooms: A Conversation Analytic study on L2 classroom interactional competence

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By adopting a conversation analysis (CA) perspective, this data-driven study investigated Walsh’s (2006) classroom interactional competence (CIC) in EFL classrooms at a university in Thailand. The research focus was to uncover the machinery of how learner contributions are shaped from a teacher’s perspective. In pursuit of this, eighteen hours of classroom talk-in-interaction between a native English teacher and Thai learners were video recorded, transcribed and inductively analysed using CA. The empirical findings demonstrated that the teacher employed various interactional features in order to shape learners’ contributions in post-expansion sequences including clarification requests, confirmation checks, scaffolding (reformulations, paraphrasing, recasting and extending learners’ input), providing content feedback and summarizing. In addition, the teacher’s claim of insufficient knowledge (Beach & Metzger, 1997) producing the utterance ‘I don’t know’ also played a significant role as a type of clarification request in the shaping process. Through shaping learner contributions, space for interaction was facilitated and learners’ participation was enhanced. This study provides implications for awareness-raising of pedagogical insights into how organization of classroom discourse affects learning opportunities. There are also pedagogical implications and guidelines for teachers to improve their teaching strategies that could help passive learners to develop their classroom interaction and participation as proposed by Seedhouse and Walsh (2010): "CIC focuses on the online decisions made by teachers and learners, and considers the extent to which these actions enhance learning and learning opportunity” (p. 139). The present study makes noteworthy suggestion to the field of English language teaching that research into classroom interaction should probe more closely the role of teachers in relation to other features of CIC.

Keywords: Learning Opportunities, Classroom Interactional Competence, Shaping Learner Contributions, Conversation Analysis
Syntactic complexity is typically analysed using quantitative measures, such as mean length of T-unit or mean number of clauses per T-unit. However, the results obtained by these measures are mixed (Lu 2010), and there are concerns whether these measures are able to catch the development of grammatical complexity (Bulté & Housen 2012) or language skills (Ortega 2003).

According to preliminary results of the present study, the traditional quantitative measures of syntactic complexity are unable to catch the development between most CEFR levels in learner Finnish. Although improving the current measures may provide a solution (Pallotti 2015), there is also a need for a more qualitative approach (Reiman 2011).

In this study, changes in syntactic complexity are studied in relation to growing communicative competence. The data of the present study consists of 1,078 L2 texts and 453 L1 texts from the University of Jyväskylä CEFLING project corpus. The texts have been elicited with communicative writing tasks and they have been assessed on CEFR (2003) proficiency levels during the CEFLING project. The L2 texts cover all CEFR proficiency levels from A1 to C2.

To explore the qualitative facets of complexity, some new measures are tested to tease out linguistic features reflecting growing communicative competence and to identify constructions reflecting the development of grammatical complexity in learner Finnish.

*Keywords: L2 writing, Complexity, Learner Finnish*
Deciding on word meaning in Swedish and English as L2

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This paper looks at (i) on what basis L2 learners decide on word meaning, (ii) to what extent the features of L1 and L2 affect their decisions, and (iii) if the strategies of meaning deciding are different in different types of words. The analysed words are unfamiliar or words which meaning learners are uncertain of. Research on vocabulary learning has for decades recognised the multiplicity of word knowledge (Carter 1986). Thus, we know that language users have various morphologic, syntactic and semantic resources at their disposal when encountering an unfamiliar word (e.g. Schmitt & Meara 1997). However, the studies on at what basis learners draw conclusions on word meaning in different types of words are scarce, especially if there are differences between different target languages (e.g. Laufer & Yano 2001). A new perspective in our study is further how learners with Finnish as their L1 and knowledge of both Swedish and English utilize their entire linguistic repertoire in meaning deciding.

The data of this ongoing study is gathered through a think-aloud in which advanced learners of English and Swedish (N=10) are presented with unfamiliar words or formulaic sequences. The words are given in a sentence-long context in writing. The learners are asked to explain the meaning of the word and also their reasoning. The responses are taped, transcribed and analysed using content analysis. The words are chosen in such a way that some are sources of loanwords into Finnish and some are not. The words also include various word formation methods in both English and in Swedish.

The results will shed light on strategies the participants use when encountering an unfamiliar word and on the effect of lexical relations between L1 and the target language. The results offer also implications for teaching vocabulary and usage-based research on vocabulary learning.

Keywords: word meaning, vocabulary, second language, meaning deciding
Developing learners’ academic competencies in Second Language Acquisition

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Due to lack of appropriate language and social skills, second language learners are facing tremendous difficulties in a new learning environment. The demands for attention to second language acquisition are coming at a time when research provides growing evidence that learning is about making connections. Therefore, effective teaching is to concentrate on helping students make the connections that constitute learning and prepare second language learners for academic competencies. It is essential that L2 students acquire competencies in communication effectively and efficiently in a second language classroom. The goal is not merely to create a rich learning environment but to empower students and optimize their learning experiences. The presentation will discuss the communicative learning process that is proved to be effective in a language classroom in order to help students become competent personally, socially, and methodologically in the process of learning. The presentation will then analyze classroom application through cognitive and social perspectives. Finally, the presenter will demonstrate effective communicative strategies that enhance instruction in second language education and eventually help second language learners develop intercultural communication competence as well as academic competence.

Keywords: intercultural communication, Academic Competency, second language acquisition, communicative learning process
Dialectal differences in a Vietnamese heritage language classroom

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The growth of heritage language studies has been developed along with the social context of globalization and immigration over several decades (Carreira & Kagan 2018). Despite its increasing population in the US, Vietnamese language education for heritage language speakers only has a small number of studies. And among a few competent applied-linguists of Vietnamese, dialectal diversity and the question of which dialect to prioritize for instructional purposes are socially and politically sensitive topics (Pham, 2018). This study investigates how dialectal discrepancies emerge and are managed in a Vietnamese language classroom at a university in the Western US, and how this understanding might have pedagogical implications to similar language programs around the globe. In this setting, students with a Southern dialect background attend a Vietnamese language program where the instructors and the instructional materials have a Northern dialect emphasis. From video recordings of full-class conversations conducted throughout two consecutive semesters, it appears that problems in the interaction between students and instructors are commonly related to lexical and phonological dialect variation. Using conversation analysis (Stivers & Sidnell, 2013), this collection-based study examines the sequential sense-making and meaning negotiation moments in which participants’ trouble in understanding and producing turns is dialect-driven; and how the participants address the problems through talks and embodied actions.

*Keywords: conversation analysis, Vietnamese heritage language, classroom interaction, dialectal differences*
Negative transfer and the structure of bilingual mental lexicons

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« Negative transfer » refers to the undue use of elements or features of some language known to a speaker while expressing himself in another one. The emergence of literal translations of Mandarin classifiers in French discourse produced by sinophone early learners, qualifies as such. An example drawn from pictogram-stimulated production tests involving the representation of the action of walking, shows, for example, that 50% of the subjects included a translated classifier of « 走, zǒ » in the French rendering (次, cì « Marcher une fois », 步, bù « Marcher un pas », etc.).

The « Revised Hierarchical Model » (Kroll [1994], Pavlenko [2009]) of second language learning can be enhanced by a formal Mental Lexicon structure so as to clarify why access to L2 verb and noun meaning via Mandarin L1 encompasses classifiers (thus providing an explanation of the mistakes at issue). The proposed model depicts classifiers as an inherent component of the semantic (linguistic) and conceptual (language-independent) knowledge structure attached to nouns and verbs.

The distinction between « semantic » and « conceptual » structure (Evans [2009]) is interpreted as a dependency relation in the model: the concept « #to eat# », worded « 吃 » in Mandarin, « manger » in French, is attached to the « Action » category type, which yields features such as « duration »; « frequency », « affected quantity », etc. Each one of these conceptual features has possible values, such as #mouthful#, #spoonful#, #much#, etc. for « affected quantity ». As these values are language dependent, they are considered as belonging to the semantic level of meaning. In turn, values have idiosyncratic wordings. The model represents an ontology as, following Poldrack and Yarkony [2015], ontologies are currently the best solution to perform knowledge representation, from a formal-, computational-, and cognition-centred perspective.

A possible strategy aimed at preventing negative transfer of classifiers is to convey language-specific values of conceptual type features alongside with vocabulary teaching.

Keywords: Mental Lexicon, Cognitive Linguistics, Cognitive Grammar, Cognitive Semantics
Valuing chaos in language instruction: An analysis using the chaos-complexity theory

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Language exists as a means of communication and of the many theories surrounding effective pedagogy, one topic often overlooked and more often not discussed in second language acquisition, is the complexity and chaos of life in which one communicates. Structure and order are valued and necessary in the classroom, yet when teaching, interruptions, unexpected topics, and life circumstances can be used to reinforce material and acknowledge the process of learning rather than the outcome. As stated by Kramsch, (2002) the chaos-complexity theory (C/CT) considers the synthesis of emerging wholes from studying the interactions of their individual components (p.38). Applying these ideas to language learning, significance is allotted to the dynamic component of the C/CT and of language, highlighting growth and change. This poster first presents three activities in the Spanish language classroom, examining their constituents under the lens of the C/CT. Secondly, after two different student groups in a college level Spanish class participated in these same activities, observational data rating growth and change in student attitude and ability as well as a pre and post writing sample are analyzed. The activities were developed prioritizing interactions and instances when students have a platform equal to that of the instructor, thus creating a more unpredictable classroom setting, yet increasing learning and engagement. Conclusions can be drawn in relating the C/CT to second language learning that value should be placed on facilitating experiences inside the classroom that mirror those in daily life.


Keywords: Language Pedagogy, Second Language Acquisition, Chaos-Complexity Theory, Teaching
Between productivity and fluency: The fundamental similarity of L1 and L2 learning

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It is often asserted that first language acquisition and adult second language learning are "fundamentally different". In contrast to L2 learning, first language acquisition is believed to rely almost entirely on implicit learning. Children, it is often asserted, are unable to focus on form, and because of this, explicit learning and aptitude (as measured by foreign language aptitude tests such as the MLAT and PLAB) are irrelevant. There are also important differences in motivation: adult learners typically have the explicit goal of learning a new language, while children's motivation is simply to communicate, and learning occurs as a by-product of engaging in communicative interaction.

While acknowledging that there are important differences between first and second language learning, I argue that they tend to be overstated. I argue that language aptitude plays a significant role in both L1 and L2 language learning, that children are not only able, but also highly motivated to pay attention to form, and that in both populations, acquisition depends on cooperative interaction between implicit and explicit processes. Thus, the same cognitive mechanisms are involved in both types of learning, albeit not necessarily to the same extent.
Interactivity, time and space: Distributed perspectives on language learning

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The social and cognitive approaches to the study of language learning in applied linguistics have sometimes been seen as incommensurable. Still, several attempts have been made to bridge the alleged gap (e.g. Hulstijn et al. 2014) and also, holistic perspectives, loosely labelled as ‘ecological’, have been proposed to point out the need to cover both social and cognitive aspects (e.g. Douglas Fir Group 2016).

Drawing on dialogical and sociocultural thinking and ecological and distributed viewpoints on language and cognition, I will discuss language learning as distributed in time and space. While the social vs. cognitive antinomy itself has always been questioned within the Russian tradition (e.g. Lantolf 2014), also recent ecological and distributed perspectives regard learning more holistically, as emergent in an agent-environment system. The focus of analysis is neither on cognition, “in the head” of the learner nor in the events of the different social arenas. Duly, learning can be approached by focusing on interactivity, or “sense-saturated co-ordination” in which agents are involved in (Steffensen & Pedersen 2014).

First, the processes of language learning are distributed in space, that is, they do not have a narrow location but are spread across the learner(s), the other human actors and the symbolic and material artefacts present in the environment. Second, the processes of learning are distributed in time. Learners need to be able to draw upon various reservoirs of the past but at the same time co-coordinate their on-line activity and consider future and its fields of possible action. The meshworks of time and space that are at work when human agents ‘learn language’ are highly complex and resist mechanistic explanations. Thus the perspective also suggests seeking such research avenues and methodologies that would offer a rich, in-depth analysis of this complexity.

References


Comparing a traditional and a Dynamic Usage-Based inspired teaching method for L2 French on general oral and written proficiency.

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A dynamic-usage based (DUB) approach entails that language is not seen as a set of rules that have to be learned, but as a conventionalized semiotic system in which conventions at many different levels exist and interact with each other (Langacker, 2000). To become familiar with such a system, exposure to good exemplars and repetition is the key (Ellis, 2009). The amount of meaningful exposure in terms of frequency, saliency and contingency are seen as the strongest predictor for language development (Langacker, 2000; Ellis, 2009).

The current paper compares two teaching methods: a traditional one with explicit focus on form and one in line with DUB principles, called AIM. AIM is meaning-focused method that involves gesture, repetition, L2 use, lots of meaningful input and inductive focus on form. The current project aims to discover which aspects of the AIM method are effective in the successful development of oral and written proficiency, the method as a whole or only the high amount of exposure it provides?

Six schools with 229 students and 9 teachers participated in a three year longitudinal research where the oral and written skills of the students have been tested with free-response tasks.

Using mixed-effect analyses, we showed that the amount of L2 exposure was a significant factor in explaining the success of the DUB method but that L2 exposure accounted for less of the variance than the method as a whole. This suggests that L2 exposure, even though being a prerequisite for successful language learning, did not directly lead to better proficiency. We will argue that the success of the DUB inspired method relies on how it made L2 exposure meaningful.

*Keywords: L2 teaching, Dynamic Usage Based approach, L2 exposure*
Early adolescent learners’ noticing of language structures by accumulating formulaic sequences: Focusing on increasing the procedural knowledge

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Linguistic features do not constitute language rules but rather language patterns found by L2 learners when they are exposed to exemplars. The learners establish form-meaning connections by imitating and repeating the exemplars. For example, they may encounter linguistic features within a frame such as “X cook-ed by Y”, noticing type frequency along with token frequency. These procedures are defined as formulaic sequences (FS) based on usage-based model (UBM). Ellis (2012) suggested that FS serve as a basis for creative constructions in which the learners are implicitly sensitive to the frequent occurrences of constructions. However, FS that EFL learners obtain from sound input are largely overlooked. Therefore, this study aims to identify EFL learners’ pattern recognition of FS, seeking to determine the role of FS. We investigated the extent to which 134 participants (aged 14, Japanese junior high school students) noticed morphological patterns (-ed) and the word order of passive voice. We used pre-test-post-test control group designs (FS group: “instance to rule”, N=63; non-FS group: “rule to instance”, N=71). The FS group was exposed to structured input and retold a story in collaborative dictogloss tasks during eight hours of lessons. An auditory grammar judgement test was used, and a significant difference was detected between the two groups (t = -2.18, *p = .03, d = .36, medium-small) in the post-test. The range of scores showed a double-peaked distribution in the pre-test, which shifted upward with the left-skewed normal one in the post-test. FS had a positive effect on sensitivity to the awkwardness of a word order and omission of morphemes (-ed). The findings suggest that FS (instance to rule) raises students’ procedural knowledge in language use.

References


Keywords: Form-Focused Instructions, Formulaic Sequences, Morphological Patterns, Procedural Knowledge
Effectiveness of a usage-based, high input approach for developing L2 French productive skills in a 6-year, pre-university program.

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In the Netherlands, teaching methods for L2 French in highschool are usually low in input with an explicit focus on grammar, frequent use of L1, use of translation, and an emphasis on written language. These approaches provide little exposure to the target language. Usage-based research and cognitive psychology provide good evidence that meaningful input is crucial for successful L2 development and that input repetition based on spaced sequences might be more effective in long-term instructional settings because this so-called spacing effect might need more time to contribute effectively to the development of language skills (Serrano, 2012). The goal of this study was to see whether a Usage-Based inspired teaching method for L2 French with high input, focus on oral skills and repetition based on spaced sequences was equally effective in developing productive skills in a 6-year pre-university program compared to a traditional low input, structure-based method.

In this classroom study, 56 students were taught with the UB inspired method AIM (Rousse-Malpat and Verspoor, 2018) for three years and with the extended version (AIMe) for another three years. High amounts of L2 exposure were provided in school by meaningful target language use and at home by the use of online learning systems for homework assignments. Another group of 54 students was taught with a low input, structure-based method focusing mainly on writing skills using traditional coursebooks.

All students were tested on their oral and written skills, using free response tasks. The results show that after six years of instruction, the usage-based inspired method with high input and a large focus on oral skills is more effective in developing oral skills and is equally effective in developing writing skills.

Keywords: effectiveness, French, proficiency, high-input
How do constructional repertoires and constructional complexity develop in adult L2 learning? And how can constructionist language teaching foster L2 development? This paper will illustrate selected aspects of a constructionist focus on form approach targeting L2 constructional repertoires and constructional complexity in the spatial language domain (primarily, motion events). It explores cross-linguistic influences at the level of conceptualization (Slobin 1997) or learned attention (Ellis 2006) while based on a usage-based approach to the development of constructional repertoires and varying degrees of constructional complexity (Author et al. 2017).

Oral L2 data from elicited retellings of 20 wordless animated cartoons and two picture books by 36 adult (intermediate/advanced) speakers of L2 German (6 with L1 English, 6 with L1 French), L2 English (6 with L1 German, 6 with L1 French), and L2 French (6 with L1 German, 6 with L1 English) will be compared to the respective adult L1 productions (n = 36) and to relevant L1 child data (cf. Author et al. 2017). In addition to analyzing learners’ constructional repertoires and constructional preferences, I will focus on constructional complexity and variability at the (local) phrase level and at the (global) utterance level.

I will argue that in order to foster L2 development in the spatial language domain – both in terms of helping L2 users to overcome L1-induced attentional biases impacting their constructional repertoire/preferences and in terms of allowing them to use L2-specific means of expression in increasingly complex and variable ways – explicit teaching approaches capitalizing on L2 users’ awareness and comprehension of L1-L2 contrasts need to be complemented by ample meaningfully contextualized exposure to interactionally scaffolded, structured input to allow for (implicit) incidental learning, i.e., gradual induction of the target language’s constructional repertoire and preferences (Author 2015).

Keywords: usage-based models, second language teaching, learned attention, second language acquisition
Teaching the existential construction: four Finnish L2 case studies

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This study explores whether explicit instruction is timely or not, i.e. whether it takes place at the time the learner is the most responsive for learning the targeted construction, in classroom of L2 learners of Finnish. To operationalize the correct timing of instruction, we follow Larsen-Freeman & Cameron (2013) who suggest that a pedagogical intervention is more effective when learner language constructions exhibit a lot of variability. Therefore we focus on intra-individual variability of learner language constructions, i.e. the changes in a construction within an individual over several measure points (van Geert & van Dijk, 2002). We investigate the variability of the existential construction of four Finnish L2 learners, and relate the periods of increased variability to the timing the construction was explicitly taught in class. Intra-individual variability is seen as crucial for development because it provides the learner the opportunities to choose the most effective strategies to accomplish the task at hand (Verspoor, de Bot & Lowie, 2011). It has repeatedly been shown that in periods of rapid development, a variable exhibits more variability than in periods of slower progress (Verspoor, Lowie & van Dijk, 2008; Spoelman & Verspoor, 2010; Lesonen, Suni, Steinkrauss & Verspoor, 2018).

The data were collected weekly over a 9 months period from university students with different L1s to minimize L1 influence. The data consist of 28–35 texts from each learner. The preliminary results show phases of increased variability on the way to settling on the target-like construction. These phases, however, did not coincide with the periods where this construction was taught in the classroom. In our presentation we discuss how a different timing of explicit instruction might have affected the variability patterns and the development of the use of the construction found.

Keywords: L2 teaching, complex dynamic systems theory, intra-individual variability, constructions
A construction-based approach in L2 acquisition: A case study of acquiring the bei passive in Chinese

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In Construction Grammar, constructions are defined as pairs of forms and meanings. When applied to language acquisition, the theory predicts that learners will acquire the form of a construction together with its core meaning at the same time. This view has received empirical support in recent studies (Rah & Kim, 2018; Sethuraman & Goodman, 2004; Römer et al., 2014; Gries & Wulff, 2009). In this study we apply the construction approach to L2 acquisition of the bei passive in Chinese.

The bei passive construction is associated with adversity as it is usually used in a negative context. (Li & Thompson, 1981; Chappell, 1986; Xiao et al., 2006). Examples in textbooks also illustrate this feature. The question therefore arises whether L2 learners, especially non-advanced learners, make this association. Following the construction approach, we hypothesize that learners will use bei passives more often in negative contexts and less often in non-negative contexts.

130 L1 and 86 L2 Chinese speakers with one to six years of Chinese learning were recruited. The subjects were presented with four contexts: a negative context with a negative verb, a negative context with a non-negative verb, a neutral context with a non-negative verb and a positive context with a non-negative verb. Subjects performed a sentence choice task in each context they were asked to select either a bei passive construction or its active counterpart. Both L2 learners and native speakers chose significantly more bei passives in negative contexts than in non-negative contexts, regardless of the connotation of verbs. However, compared with native speakers, L2 learners chose more bei passives in non-negative contexts, and less bei passives in negative contexts. These findings suggest that learners do associate bei with an adversary meaning although the association is not as strong as it is for native speakers. The construction approach is supported.

Keywords: construction grammar; bei passive; L2 acquisition
A role for analogy in L2 syntactic learning: Analogy-based corrective feedback in the EFL classroom

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In this presentation, a case will be made for providing analogy-based exemplars in response to learner errors to foster structural L2 learning. Analogy-based corrective feedback involves the provision of a structurally similar but correct form with synonymous content in response to learners’ structural errors, where learners are encouraged to align their erroneous form with the analogy-based exemplar in order to discover the error and inductively correct their original utterance. This novel form of corrective feedback is motivated by usage-based views of SLA (e.g., Bybee, 2010), interactive alignment (Pickering & Garrod, 2004) and syntactic priming in dialogue (Pickering & Branigan, 1998) and evidence linking learning to syntactic rather than lexical alignment in learner production (McDonough & Mackey, 2006). Motivation for analogy-based feedback also comes from mutual analogical alignment research in the psychology of learning (Kurtz et al, 2001; Gentner et al, 2003) and depth of processing arguments (Craik & Lockhart, 1972).

A quasi-experimental classroom-based study varying mode of corrective feedback (inductive exemplar-based or deductive rule-based) is presented which compares exemplar-based oral direct corrections and analogy-based corrective feedback, rule-based metalinguistic corrective feedback and a no feedback control group with upper-secondary Swedish EFL learners (n = 49) on English subject-verb agreement in a pretest, posttest, delayed posttest design with receptive and productive assessment measures. Results indicate significant delayed gains for all corrective feedback on some receptive measures, where all feedback types resulted in explicit knowledge gains. However there were different trends over testing times for the various types of feedback, where analogy-based feedback resulted in worst performance immediately after treatment, rising for the delayed posttest unlike the other two feedback types which tended to have the highest means immediately after treatment, dropping somewhat after a delay.

Keywords: analogy, inductive learning, L2 instruction, corrective feedback
All in good time: Estonian B1- and B2-level verbal constructions as indicators of the development of language proficiency

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When a person acquires a language, his language proficiency develops both communicatively and lexicogrammatically. In my presentation I take a look at the development of Estonian B1- and B2-level verbal constructions as an indicator of the development of lexicogrammatical proficiency.

The research material comes from the Estonian Interlanguage Corpus, which includes writing tasks from the state exam in Estonian as a second language at the B1 and B2 levels. The theoretical framework relies on the one hand on construction grammar (Goldberg 1995, Croft 2001). I see constructions as linguistic units in which words and grammar are inextricably intertwined and whose form and meaning form a whole. On the other hand, the sociocognitive approach to second language acquisition is used (Larsen-Freeman 1997, Ellis 2002, MacWhinney 2004, Eskildsen 2008, etc.). Based on this approach, constructions develop on the basis of authentic input and usage. At the beginning of development, constructions emerge in the learner’s language in limited form and lower frequency. The constructions’ frequency increases and expands in the development process. Second-language learners’ constructions are unstable and there are many deviations from the target language.

In studying the development paths of the constructions, I used the DEMfad model created by researchers at Jyväskylä University (Franceschina et al. 2006, Martin et al. 2010). I analysed the frequency, accuracy and distribution of the morphological, syntactical, lexical and functional types of the constructions both quantitatively and qualitatively.

In the presentation I will concentrate on conditional mood constructions and constructions with the modal verb võima (can, may, be allowed) which has shown rapid development between the B1 and B2 levels. The results indicate that constructions are developing along their own path of development, which does not always follow the order of teaching. The results support the understanding of the usage-based acquisition of a second language.

Keywords: Estonian as a second language, language constructions, DEMfad model
Chinese learners’ use of concessive markers in English argumentative writing

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Most corpus-based research on learners’ use of conjunctive expressions as cohesive devices has focused on errors and overuse/underuse, and few studies have adequately described how learners employ them to encode semantic relations and fulfill communicative needs in a particular text type. Therefore, this study aims to further contribute by probing into Chinese learners’ use of concessive markers (CMs) in English argumentative writing. We created a learner corpus of Taiwanese college freshmen’s English argumentative writing, with four proficiency levels and 67,967 words. We consulted teaching materials and collected three categories of CMs: within the clause (e.g., despite), between clauses (e.g., although), and between clause complexes or sentences (e.g., however). In total, eighty-three tokens were analyzed.

We identified intriguing developmental paths in Chinese learners’ use of CMs, and key factors include frequency, length, structural complexities, and semantic prototypicality and polysemy. Common errors, such as isolating the concessive adverbial/dependent clause from the main clause, may be ascribed to L1 transfer: less clear-cut clause/sentence boundaries and more fluid word classes in Chinese.

In argumentative writing, CMs are typically used to display a favorable orientation to the opponent’s argument and exhibit objectivity while strengthening one’s real argument (Musi 2018; cf. Taboada & Gómez-González, 2012). This was observed in all the four levels, often in the rebuttal, and a common pattern is ‘[CM] + [indefinite agent] + [saying/thinking verb] + [noun clause]’. Chinese learners also used CMs to introduce a stance-hedging clause. This reflects that modesty is a core value in Chinese culture. Learners at higher levels were better at producing details, and they often used CMs to provide counter-expectation background information.

Based on the findings, we offer implications and suggestions for instruction in the use of CMs in English argumentative writing.

*Keywords: learner corpus, concessive markers, English argumentative writing*
Disciplinary literacy perspective on L2 learning

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Content and Language Integrated Learning, CLIL (Dalton-Puffer 2011; Nikula et al. 2016; Llinares & Morton 2017), is an educational approach where L2 is used as the medium of instruction. The recent research advances in CLIL have focused on disciplinary literacies and awareness of subject-specific forms of knowledge construction as ways to promote deeper learning (e.g. Meyer et al. 2015; Dalton-Puffer 2013). Such conceptualisations have offered fruitful opportunities to examine language learning through meaningful engagement with content and in ways that acknowledge the interconnectedness between language, learning, and cognition.

The move towards disciplinary literacies has helped reveal the important role that language and other semiotic resources have in building understanding, in demonstrating knowledge, and in gaining expertise in subject-specific forms of reasoning across the curriculum (e.g. Nikula 2017; Moje 2008). Such discipline specific ways of (co-)constructing and communicating knowledge require both practitioners and researchers to embrace a functional view of language in order to help learners increase their meaning making potential.

In this paper, we will draw on the Revised Pluriliteracies Framework for Deeper Learning (Meyer et al. 2018) to discuss how a focus on meaning making and deeper learning will affect the way we conceptualise the role of language in learning across different disciplines. Such reconceptualization can in important ways support subject teachers’ awareness about the role of language in knowledge construction and contribute to a "turn toward literacy as an essential aspect of disciplinary learning" (Moje 2008: 99). Ultimately, such reorientation to learning will also have implications for assessment practices.

Keywords: deeper learning, pluriliteracies, disciplinary literacy
Languages differ typologically in how the semantic domain of motion is indicated lexically and syntactically. In motion events, researchers differentiate between verb-framed languages (V-languages), where directionality or path is encoded on the verb and satellite-framed languages (S-languages), where it is encoded on a satellite and manner is encoded on the verb (Talmy, 2000). To date, the research literature provides scant evidence that L2 speakers are able to fully shift from their L1 thinking for speaking (TFS) pattern about motion to that of an L2. For example, speakers of L1 V-languages learning L2 S-languages still exhibit some V-language patterns in thinking for speaking in the L2 not just verbally but also gesturally (e.g., Kellerman and van Hoof, 2003; Choi and Lantolf, 2008; Stam 2006). This is true even for learners with extensive (14 years) immersion exposure to an L2 (Stam, 2017). Given that exposure alone does not promote a complete shift in TFS patterns, the research question addressed in this talk is whether well-organized systematic explicit instruction can facilitate a shift from a Verb-framed L1 TFS to a Satellite-framed L2 TFS that encompasses the appropriate linguistic and gestural expression of path and manner in the L2.

Seven L1 Spanish learners of L2 English were videotaped narrating cartoon episodes before and after explicit instruction in English motion verbs and satellite constructions but without any mention of gesture. Prior to instruction learners’ thinking for speaking patterns in English showed no evidence of L2 TFS patterns. Following instruction, several learners showed evidence of L2 patterns both linguistically and crucially gesturally, including the accumulation of path components within a single clause along with boundary crossing gestures. Findings indicate that explicit instruction is able to produce changes in TFS patterns that were not possible even with extensive immersion.

Keywords: Thinking for Speaking, Sociocultural Theory, Gesture
Gauging the value of different forms of bilingual support for additional language learning

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A combination of assistance and challenge (Piaget, 1951; Vygotsky, 1978) conditions second or additional language acquisition where the learners’ primary languages are used to support language learning (Thomas & Collier, 1997). This is one of the issues highlighted by a current research project launched by a Swedish for immigrants (SFI) teacher team who has introduced bilingual language assistants (BLAs) in order to increase student achievement rates. To make comparison possible, a second teacher team has been added composed mostly of bi- or multilingual SFI teachers. The aim of this project is to investigate and gauge the qualitative and quantitative value of these different bilingually-supported learning environments for newly arrived students’ language performance and course achievements. In terms of primary and target language use, what are optimal combinations of assistance and challenge for student learning? The study takes a dialogical stance assuming that cognition and communication are enmeshed inextricably (Bakhtin, 1981, 1986).

With regard to the different kinds of instructors – ”native” Swedish teachers, multilingual teachers and BLAs – results point to a complex matrix of pedagogical advantages and disadvantages. For example, while mother tongue use contributes significantly to making instruction intelligible, interviews and observations show that BLA and multilingual teacher practice can restrict valuable opportunities for students to cope independently with communication in the classroom. Concurrently, teacher strategies to maintain target language use occur routinely and encourage student target language production.

Findings suggest the need to gradually increase target language use in proportion to mother tongue support across courses and, within lessons, to attune language choice to the purpose of the instructional activity. Both primary and target language support in strategic proportions can enable students to accomplish responsive counteraction to instruction which ”creates the ground for understanding” (Bakhtin, 1981, 282).

*Keywords: additional language learning, learning challenge, bilingual support, Bakhtin*
French as a Second Language has been offered across schools in Canada since The Language Act establishment in 1969. Bilingualism rates though, remain low outside the province of Quebec. According to the 2016 census, English-French knowledge reached an average of 17.9% in Canada and only 9.8% without counting Quebec province. Research findings among official language communities are showing the involvement of several complex components, including language interactions within the social context of English majority versus French minority, second language identity; integrativeness or the desire to join other speakers of the second language; willingness to communicate in the second language (see for example Landry & Allard, 1990; Landry, Allard & Deveau, 2005; 2010; 2013; Saindon, Landry & Boutouchent, 2011; Boutouchent, 2012; 2016; Gardner, 1983; 2000; Clément, Backer & McIntyre, 2013). Data was gathered via an electronic survey from 625 participants among English majority learners all over Canada. The data analysis was performed with Structural Equational Modelling software EQS. Findings show how French language learning, usage and cognition are correlated to three potential behavioral outcomes, whether as an intention or a commitment for language learning and development for socialization. Our results also show how social interactions and believes contribute to one’s feelings, attitudes and actions towards the second language learning. The model highlights the key roles played by variables such as social norms, self-determined motivation and willingness to communicate in FL2. The implications for FL2 teaching are consequently discussed (see for example, Boutouchent, 2015, 2016; Boutouchent & Benimmas, 2017).

Keywords: usage and maintenance; Social interactions; Willingness to communicate in a second language.
I can’t understand why summer and spling is higher. What do you think about it?

Co-constructing understanding

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Education steadily moves from the idea of teaching as transmitting knowledge to a more distributed, dialogical, and participatory view of teaching and learning. In the present paper, we discuss how learners co-constructed their understanding of a complex physical phenomenon in asynchronous learner-learner interaction in an online forum. The task for the learners was to conduct a presentation on the concept of 'Earth breathing' based on an excerpt from an unadapted video on this topic. Other than setting the task, the teacher did not interfere in the learners’ online interaction. The participants were undergraduate L1 Japanese students (n = 6) of L2 English at a proficiency level of A2 on the Common European Framework of Reference scale. We will mainly discuss the forum interaction data. However, we will also refer to (a) the preceding classroom interaction and (b) the video excerpt. Using Wertsch’s mediated action as the unit in a multimodal interaction analysis of the data, we will trace what shaped the learners’ emerging understanding of the phenomenon of 'Earth breathing' and how content and language were intertwined in their interaction. We will discuss what teachers can learn about students and how they can modify their subsequent instruction based on this knowledge.

Keywords: heteroglossia, technology-mediated interaction, Sociocultural theory, co-construction
Language learning and language usage outside of the classroom: The connection between extramural activities and proficiency

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It is common that language learners say they became better at a language by engaging in target language activities, such as watching TV, listening to music, or playing games outside of the classroom. However, even though there has been some research which show that extramural activities, i.e. language usage outside of the walls of education, can enhance language learning (see e.g. Sundqvist & Sylvén, 2016), earlier research has focused on younger learners with intermediate to advanced proficiency levels. What adult language learners do outside of the classroom, how this affects language learning, and what differences there are depending on the proficiency level of the language learner is largely unknown.

This talk will present part of an on-going investigation of the extramural activities of adult learners of Japanese as a foreign language, studying at university in Sweden. Self-reported quantitative data about extramural activities and three measures of Japanese language proficiency (self-evaluations, a cloze test, and grades) were gathered from three groups of learners at beginner, intermediate, and advanced level and analyzed using statistical methods. The participants’ engagement in extramural activities was high considering Japanese is not commonly encountered in Sweden, with a large degree of individual variation regarding time spent on activities as well as types of activities engaged in. The preliminary results indicate that some, but not all, extramural activities correlate with target language proficiency, and that the effects of engaging in specific types of activities seem to be different depending on the proficiency level of the language learner.


Keywords: Informal Second Language Learning, Extramural activities, Out-of-class, Second Language Acquisition
Evidence suggests that incidental foreign language contact in unstructured, virtual environments can enhance second language (L2) learning, and that the use of online informal learning of language activities with students learning English as an L2 results in higher fluency, lower error rates, and greater engagement compared to learning that occurs in a traditional classroom setting. Online Informal Learning of English (OILE) aligns with the usage-based linguistic theory asserting that language is learned through exposure to real usage-events. However, research lacks on whether OILE may be transferable to a language other than English.

This presentation introduces a study investigating such a transfer with the example of German. Learning a foreign language in informal virtual environments (the "virtual wild") has been compared with more traditional, textbook-based learning practices. Two groups of learners engaged in either online informal learning of a language (OILL) activities in German (e.g., watching German movies, shows, programs, or videos; listening to the music; reading the Web; etc.) or in traditional, textbook-based activities mirroring traditional classroom practices.

The results revealed that while there seem to be no differences in the overall language gain between the groups, only 25% of learners completed the full study in the traditional learning environment, and three times more, 75%, were the OILL learners. These data suggest that traditional practices are able to reach only a fraction of highly interested students, while OILL appears to attract and keep triple the number. While more research on OILL is needed, this study presents strong implications for changing the way how languages are being taught in schools.

_Keywords:_ informal online learning, incidental learning, virtual wild
Lexical topicalisation between peers in digital collaborative writing in English as a foreign language

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Although no one would doubt the importance of vocabulary for L2 language teaching and learning, it is mainly in the last decade that interactional studies have been addressing how teachers of English as a foreign/second language topicalise impromptu lexical items as "teachables", i.e. "interactionally emergent objects of explicit teaching" (Stoewer & Musk, 2018: 1; see also Eskildsen & Majlesi 2018). Most of these studies come from foreign/second language classes (e.g. Majlesi 2014; Markee 1995, 2000; Waring, Box, and Creider 2016; Waring, Creider, and Box 2013). Despite the increased recent attention, there is still a dearth of interactional studies that focus on how students themselves topicalise lexis in classroom contexts without the teacher’s intervention (but see Markee 2000). The current study aims to make a contribution by not only showing how students solve lexical gaps and substitute faulty lexical items but also how they weigh up and jointly select the "best" word from a number of suggestions, sometimes with recourse to digital lexical resources. In doing so, students explicitly and implicitly deal with various aspects of form, meaning and use (cf. Nation 2013) that provide local solutions to local needs and contingencies of writing collaboratively.

The study applies multimodal conversation analysis to address the following questions: how do lexical topicals arise, how are the lexical issues resolved and to what extent does collaboration and access to other epistemic resources afford epistemic progression (i.e. knowledge gains; cf. Balaman & Sert 2017; Gardner 2007), potential learning and affect the final product? The collection of lexical topicals comes from 13 hours of video-recorded data from a collaborative computer-assisted writing project in the English as a foreign language classroom of a Swedish upper secondary school.

Keywords: conversation analysis, epistemics, digital collaborative writing, vocabulary topicalisation
Mr. Bean drives out of the garage or exits the garage driving: Bidirectional crosslinguistic influence in the expression of Path

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While research on the L2 expression of motion events has tended to examine the influence of learners’ L1 on their L2 (e.g., see Cadierno, 2017), a few studies have investigated bidirectional crosslinguistic influence, i.e., the reciprocal influence between learners’ L1 and L2 (e.g., Brown & Gullberg, 2008, 2011, 2013).

The present study is the first one to examine the phenomenon of bidirectional crosslinguistic influence in adult learners of L2 Spanish. The study addressed the following research questions: 1) Will there be differences in the expression of Path by English and Spanish native speaker groups and three learner groups with different levels of L2 proficiency?; 2) Will there be evidence of bidirectional crosslinguistic influence?; and 3) Will learners’ level of L2 proficiency play a role in the degree of bidirectional crosslinguistic influence?

Five groups of informants participated in the study: an English monolingual group, a Spanish monolingual group and three groups of L1 English learners of L2 Spanish. Data were elicited via short videos of the TV series Mr. Bean, depicting boundary- and non-boundary-crossing events. The monolingual groups described the videos in their respective languages whereas the learner groups described them in their L1 and L2.

The results of the study showed that learners exhibited L1 typological patterns in their L2 motion descriptions in relation to (a) the amount of path verbs used; (b) the use of Path satellites; and (c) the production of event conflation with one main verb. In addition, the L2 influenced the L1, although this influence was restricted to learners with higher levels of L2 proficiency. The expression of Path by the more advanced learner group was very similar in their L1 and L2, providing evidence for the process of convergence between the learners’ L1-L2 linguistic patterns (e.g., Jarvis & Pavlenko, 2008; Pavlenko, 2005).

Keywords: Motion events, Bidirectional crosslinguistic influence, Path of motion
Multilingualism of university language students

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In the current study, the focus is on the multilingualism of Finnish university students of languages other than English (LOTEs), and the whole language repertoire of these students. Our research questions are the following:

1. How many foreign languages do students know and use in their everyday life?
2. In which contexts do they use their various languages?
3. How do they reflect on their multilingualism?

The data were collected by means of an anonymous electronic questionnaire. Advanced students of LOTEs (third study year or more) were invited to answer open questions about their present use of their L2s. We got a total of 51 answers from students of German, French and Swedish. In all, students mentioned knowing between three and thirteen languages. They described their language use, their skills in various languages, emotional aspects, and identity issues.

The results of this qualitative study are presented from a holistic perspective, focusing on the dynamic nature of individual multilingualism (Jessner, 2008). The paper also discusses how the various languages in the students’ language repertoire could be interpreted as being a part of (or outside of) their dominant language constellation (Aronin & Singleton, 2012).

The analysis of the data shows that students were well aware of their language competence in their various L2s, although they did not call themselves multilingual explicitly. Some students were strongly focused on one specific L2, but in some cases, it could be possible to talk about a multilingual identity (Henry, 2017) beyond the individual language-specific identifications.

References


Keywords: language repertoire, university language students, dynamic systems, multilingualism
Student note-taking in college settings and its impact on learning academic content has been a longstanding topic of research and debate in higher education (e.g., Crawford, 1925; Gravett, 2018). In second language research, studies have focused predominantly on the impact of note-taking on listening comprehension (Chaudron et al., 1988) and its relation to such variables as L2 proficiency, cognitive effort, and working memory (Clark et al., 2014). A topic that has largely remained under the radar is how students actually employ note-taking during ongoing classroom activities and how the note-taking is embedded in and shapes the activity.

Using multimodal Conversation Analysis and Membership Categorization Analysis, our study seeks to respecify note-taking in L2 classroom learning as a social practice. For this project we draw on two corpora of small group activities in an EAP (English for Academic Purposes) program at a university in South Korea: small group discussions led by peers, and roundtable discussions in preparation of an academic presentation. In these activities, the notes produced by the discussion leader and presenter respectively figure as textual objects in the making. Building on several emic distinctions that previous research on interaction with textual objects has brought to the fore, we will examine how the notes figure as emerging (in contrast to pre-existing) textual objects (Kunitz, 2015), how the participants’ incumbencies in the membership categories of discussion leader and member (Discussion), and of presenter and feedback provider (Roundtable), are associated with their differential treatment of the notes as more or less essential for the activity (Weilenmann & Lymer 2014), and how the participants orient to the textual or material character of the notes and their production at different moments in the unfolding activity (Mondada & Svinhufvud, 2016).

Keywords: note-taking, small group activities, CA, EAP
Teaching constructions could ”drills” be useful?

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This presentation reports on a study exploring an instructional approach in which the aim is to enhance automatization of L2 skills. In other words, the point of departure is the well-known gap between declarative and procedural knowledge in the L2 learner. Insights from usage-based theory on second language learning (e.g. Bybee 2008, Ellis 2008, 2009, Ellis & Wulff 2015) suggest that grammar teaching with emphasis on methods facilitating implicit learning could be useful as a supplement to more explicit learning conditions. L2 teaching grounded within a usage-based approach may take different directions (cf. Cadierno 2014); the present study draws on cognitive linguistics and construction grammar together with psycholinguistic insights into phonological short term memory and sequence learning (Ellis 1996, 2002, Goldberg & Casenhiser 2008, Martin & Ellis 2012).

The study is set up as a pre-test–post-test–delayed-post-test design with one treatment group and one control group (the participants were international university students and faculty attending a beginners’ class in Norwegian). The treatment includes high frequency input of a construction in Norwegian (XVS word order) in accordance with a certain type-token pattern (skewed input) (inspired by Goldberg & Casenhiser 2008) followed by output in the form of a repetition task. The focus is thus on the effect of both manipulated input and output.

Two parallel data collections have been carried out. Preliminary results from one of the data sets reveal a statistically significant difference in the oral production task between the treatment group and the control group when it comes to improvement from pre-test to post-test, and this difference is sustained in the delayed post-test.

Keywords: Norwegian L2, intervention study, skewed input, XVS-word order pattern
Text-based CMC interaction and collaboration in L2 writing

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Second language (L2) learning through collaboration has had many proponents (e.g. Swain & Lapkin, 1998) mainly because of its interactive nature and the effects on students’ anxiety levels. However, most of this collaboration has taken place in oral activities and in the pre- and post- writing phases of the L2 composition process, such as brainstorming and peer reviewing (Pae, 2011). With the advance of Web 2.0 tools (e.g. Wikis, Google docs), more studies on computer-mediated collaborative writing have been published (e.g. Abrams, 2016; Li & Kim, 2016; Mimi Li, 2018) but there is a shortage of research that explores the L2 written outcome and compares the patterns of interaction in the L1 and the L2.

The present study, therefore, adds to the scarce literature that investigates the quality of the L2 written outcome and the interaction produced collaboratively in a computer-mediated communication (CMC) context. On the one hand, we look at the written product and analyze fluency, accuracy, and complexity measures in order to compare participants’ performance in this task-based writing assignment. On the other hand, we explore text-based peer interaction using Skype within three different interaction groups and. Sixty college students of intermediate Spanish were randomly assigned to four writing groups: Individual writing, collaborative writing (Skype chat in L1), collaborative writing (Skype chat in L2), and collaborative writing (no chat). In addition, a questionnaire was administered in order to tap into students’ attitudes towards collaborative writing and this type of activity. Preliminary results regarding interactional patterns and text quality will be discussed. Special attention will be paid to focus on form instances in the interactions as well as differences in interactional patterns among the groups. Pedagogical implications of the results will be discussed.

*Keywords: L2 writing, interaction, focus on form, computer-mediated communication*
Attitude performance and institutional talk in criminal interrogation

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This study examines police attitudes and membership categorization through the lens of discursive psychology (Potter, 1998, Potter & Edwards, 1999), as they are manifested in the context of an interrogation (Benneworth, 2009; Stokoe, 2009, 2010). The data for this study consists of one, two-hour long interrogation between two sex crimes investigators (I1 and I2) and a fellow police officer and suspect of sexual assault (S). The audio of this interaction is in the process of being transcribed using basic GAT 2 transcription (Setling et al., 2011) and analysed using conversation analysis.

The study will look at I1 and I2’s attitudes as they are performed through language, (Wiggins & Potter, 2003) and at what this attitude performance seeks to achieve within the interrogation. Furthermore, it will examine the way in which attitude performance utilizes membership categorization: this refers specifically to the standardised relational pairs (Housley & Fitzgerald, 2017) “officer” and ”suspect” and, subordinately, ”man” and ”woman”. Finally, the study will demonstrate how I1 and I2’s attitude performance, executed through a shared institutional register, aligns with elements of the Reid technique, an interrogative process used widely by police in North America (Komter, 2003; King & Snook, 2018).

References

Keywords: conversation analysis, interrogation, membership categorization analysis, discursive psychology
The use of evaluative expressions in advanced Japanese learners’ narratives

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It is difficult for second language learners to use evaluative expressions that indicate the point of narrative properly (Kang, 2003). Recently, most research has focused on the quantity and diversity of evaluative expressions in second language learners’ narratives. However, how the quantity and diversity of evaluative expressions vary in goal processes of narratives (Trabasso &Willey, 2005) has received little attention. This study analyzed the use of evaluative expressions in goal processes of oral “frog story” narratives told by 20 advanced adult Chinese learners of Japanese (JFL), compared with those by 20 adult native Japanese speakers (JNS), with special attention to evaluative expressions of mental state that are most commonly used in narratives (Bamberg & Damrad-frye, 1991). The coding scheme was based on Peterson and McCabe’s classification (Peterson & McCabe, 1983), and inter-rater reliability rating for 20% of the narratives between two independent coders was 94%. Results revealed that there were differences in the use of evaluative expressions of mental state between Chinese JFL and JNS significantly. Specifically, in the phase of goal generation and goal success, Chinese JFL provided less reported speech than that of JNS that showed internal emotional states and judgements of the character; in the phase of attempt and goal failure, Chinese JFL provided less reported speech than that of JNS that showed intentions and hypotheses of the character. Instead, Chinese JFL provided more words that described the emotion of the character. These results suggest that in various phases of goal processes of narratives, there is a limitation for Chinese JFL to use reported speech as evaluative expressions and they tend to use words of emotion directly.

Keywords: reported speech, evaluative expression, narrative, goal process
Building a semiotic repertoire for social action: Towards an interactional usage-based approach to L2 research

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In this talk I address second language (L2) learning in terms of how certain linguistic expressions are coupled with certain social actions in situ and over time. I draw on usage-based linguistics (UBL) and conversation analysis (CA) to capture development along two dimensions of L2 learning: (1) interactional competence (the deployment of specific methods, including specific linguistic expressions, to accomplish specific actions) and (2) L2 constructional development seen through the lens of UBL (the diversification and expansion of linguistic patterns toward an increasingly varied and productive constructional repertoire).

The confluence of UBL and CA implies a division of the analytical labour between local and generic aspects of language and learning: Through CA I investigate L2 learning, on the one hand, as social behaviour, i.e. something that people do and demonstrably orient to in and through talk, and, on the other hand, as the occasioned emergence of interactional competence as an inherently social resource put to use in the here and now and always in flux and in need of calibration as environments and coparticipants change. I invoke UBL to account for precisely how generic linguistic capacities grow out of recurring exemplars in experience. This translates into the following, sometimes overlapping, L2 learning phenomena: (1) learning as social action; i.e., socially visible behaviors in interaction; 2) change in accomplishment of social actions; (3) routinisation of a particular expression for social action; (4) change in the deployment of a particular expression; (5) change in the composition of an expression through pattern expansion (e.g. verb variation); and (6) change in function through increased structural variation (e.g. emergence of interrogative, inversion etc.) (Eskildsen, 2018a; in press).

Through this, I demonstrate how language emerges as a socially grounded repertoire of semiotic resources-for-action. I will argue for a modification of UBL’s inventory of form-meaning pairings used for communicative purposes based on insights from CA: the notion of communicative purposes can be elaborated and clarified by the notion that these communicative purposes are actions occasioned by local circumstances of social interaction, such as responses to and continuations of prior turns-at-talk (Schegloff 2007; Eskildsen 2018a, b). I will, therefore, argue that people’s ways of carrying out social actions are the driving force for the learning of the inventory of semiotic resources as it is conceived in UBL and argue for a movement towards an interactional usage-based approach to L2 research.

My empirical evidence comes from datasets in classrooms and beyond and includes English, Danish and Icelandic L2 learning.
A longitudinal investigation of an L2 learner’s interactional competence: The case of requesting in L2 Icelandic

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Usage-based L2 research has shown how linguistic constructions emerge from language use, from general frequency-biased tendencies across populations (Ellis & Ferreira-Junior, 2009; Bybee, 2010) to individual biographical L2 development (Eskildsen, 2012, 2015). However, we are yet to understand the mechanisms of how L2 speakers ascribe function to linguistic expressions in-situ – that is, how they build relations between linguistic expressions and the social actions they can be used to accomplish (Eskildsen & Kasper, in press). The present study gives a conversation analytic, interactional usage-based account (Eskildsen, 2018; Pekarek Doehler, 2018) of this process.

Drawing on a database of everyday interactions of L2 Icelandic, recorded over 2 years, the study investigates the development of the linguistic resources used by an L2 speaker, Anna, to accomplish the task of requesting in various service encounters. Preliminary analyses indicate that Anna uses different linguistic material for different requests, depending on 1) the nature of the request (i.e., whether she is buying, picking up, renting etc.), and 2) her entitlement to the requested action. Moreover, the data reveal that Anna readjusts and expands her linguistic resources on the basis of recurring expressions, resulting in an emergent, constantly recalibrated linguistic repertorie for accomplishing the social action of making requests in service encounters. One central linguistic expression from which the repertoire seems to originate is the pragmatically specialized and lexically specific “ég ætla að fá [X]” whose pragmatic equivalent in English is, roughly, ”I’ll have [X], please”. This is the conventionalized expression to place an order, e.g., in bakeries, restaurants or at hot dog stands.

The study illuminates 1) Anna’s usage- and exemplar-based learning of expressions for making requests in service encounters; 2) how L2 interactional competence emerges in and through L2 use; and 3) the development of ascribing function to linguistic expressions in an L2.

Keywords: Service encounters, CA-SLA, L2 Icelandic, interaction competence
A longitudinal study of some interactional practices for connected discourse

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Although it is acknowledged to be a sign of advanced proficiency in a language, (McNamara et al., 2002) the discourse level processes of language learners is an under-explored area. The attention given to discourse in previous SLA studies has addressed it in a peripheral way as a function for the development of linguistic products such as articles (Huebner, 1979; Young, 1996) or lexical markers of tense/aspect (Bardovi-Harlig, 1998).

In process-oriented research, studies in the area of ethnomethodological conversation analysis have investigated how participants make their discourse coherent during story tellings both in classrooms (author & author, 2013) and in the wild (Pekarek Doehler & Berger, 2016). These longitudinal studies has shown evidence that language learners develop a wider range of interactional practices for making larger projects of talk recognizable.

More recently, author (author & another 2015) have begun investigations of ‘connected discourse’ more generally – longer stretches of talk for purposes of telling stories, (dis)agreeing, making an argument, joking, and reproaching. Our study builds on that research and examines interaction of two groups of three intermediate learners of English who participated in a longitudinal study for more than one year to better understand the changes in micro-level practices for producing connected discourse. Participants met weekly and each spoke uninterrupted for 10 minutes and then had a 15 minute conversation. The data for our analysis comes from the conversations at three points in time over the course of a year (90 minutes total for the two groups). Using methods from multimodal conversation analysis, we will show ways that learners negotiate the tension of progressivity and intersubjectivity as they get into and out of momentary delays in talk (word searches, repair, topic change) and show evidence for how these practices change over the course of one year of mundane conversations.

Keywords: change, progressivity, intersubjectivity, projects
Change over time in multimodal word explanations by beginning second language users

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Word explanations are ubiquitous in second language classrooms. This study analyses how low-literate second language users utilize multimodal resources to explain words at different points in time. Based on longitudinal data, the analysis focuses on how the use of verbal and embodied resources in the explanations change over time. The focal word explanations take place after a dictation activity in classroom interaction. A dictation is an ordinary pedagogical activity in the adult literacy training, and certain words are repeated over time. The focus of this study is on the change of the use of multimodal resources in the explanations of the repeated words, usually nouns or verbs.

The longitudinal data were collected ethnographically both from classroom interactions and everyday life encounters during eight months with a group of adult second language and literacy learners in Finland. The data comprise approx. 123 hours video recordings. Since the large number of asylum seekers came to Europe in 2015, the number of migrants has increased in Finland and the groups of Adult Literacy Training have become larger and more heterogeneous.

In this paper, multimodal conversation analysis (Mondada 2014) is used to investigate the development of use of different multimodal resources in word explanations in Finnish. According to the preliminary observations, the explanations often comprise iconic gestures or embodied demonstrations to enact the action related to the explainable words. For instance, a learner might demonstrate the action of drinking to explain what the word ‘water bottle’ refers to. The number of translations into other languages increases over time and there seems to be change in the verbal resources used in the explanations over time.

References:


Keywords: the development of interactional competence, multimodal conversation analysis, adult literacy training
Deeply understood vocabulary to foster academic writing

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Solving written tasks in school requires mastery of academic vocabulary used in many different school learning settings (tier 2 vocabulary, Beck, McKeown, & Omanson 1987). In order to support the writing process and to enhance vocabulary learning, students are offered various kinds of vocabulary such as labeled images (Tajmel 2017), chunked sentence beginnings as well as formulaic expressions (Schmöller-Eibinger/Fanta 2014). This type of vocabulary scaffolding (Gibbons 2002) should serve to foster the language acquisition of young learners of German as a second language and is widely used in literature on the integrated language and subject teaching (Abshagen 2018). However, subject teachers state that weak language performers do not use these linguistic aids within the texts for the intended purpose. Rather, their use seems to have the reverse effect. Recent research reports similar results. Rüßmann et al. (2016) demonstrate that these aids are only useful for text construction once a certain threshold of writing competence is exceeded.

In our paper we will investigate why these specific words and phrases do not have positive effects on vocabulary acquisition or on written texts and therefore lead to learning results different from the linguistic norm. We assume that the incomplete knowledge of these words or expressions is one of the reasons. To measure the degree of mastery of the academic vocabulary, we will introduce a usage-based model of vocabulary development for discussion (Vasylyeva/Kurtz 2015) that maps the step-by-step acquisition of words and phrases as an interplay of grammatical and semantical differentiation. The model conceptualizes words and lexical units as constructions (Dabrowska 2009) Based on that, we will draw some implications for teaching vocabulary for written assignments in school subjects.

Our goal is to develop new possibilities for language support through writing that are grounded in deeply understood vocabulary.

Keywords: writing, academic language, vocabulary learning
Embodied completions as hybrid turns in second language interactions

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This paper uses multimodal conversation analysis (Mondada 2014, 2016) to analyse 'embodied completions' in second language interactions. Embodied completions are hybrid turns that begin with talk and are completed with gesture(s) or other kinds of embodied display(s) (Olsher 2004, Mori & Hayashi 2006). In such turns, the grammatical resources of language and embodied displays work together to accomplish meaningful social actions. The data comes from corpus of interactions in which the participants are engaged in different kinds of physical or manual activities (cooking classes, social circus workshops, gardening, and construction site interactions).

The analysis focuses on the timing of verbal and embodied resources in relation to each other, and on the role of the material environment and interactionally relevant objects in the construction of the hybrid turns. In addition, the analysis offers an overview of the sequential and activity contexts in which such turns are produced. On the basis of this, the analysis aims to provide understanding of the interactional functions of such hybrid turns. As the data comes from second language interactions, it would be easy to say that the embodied completions are produced to overcome lexical deficiencies. However, the analysis will show that such turns are not produced anywhere where lexical trouble is present but instead used in contexts in which they both facilitate the continuation of ongoing talk and accomplish other interactional functions, as well. They are carefully designed to fit the ongoing activity context and only performed in contexts in which the co-participants are paying attention to the embodied behavior of the speaker of the hybrid turn.

The analysis aims to contribute to the CA research on L2 learning and bring new understanding on the role of gestural and material resources in the process of learning how to accomplish meaningful social actions in second language contexts.

Keywords: gestures, multimodality, embodiment, turns
Embodied simulation and the Russian verbs of motion: an N400 MEG study

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Does the human brain discriminate features typical of the Russian verbs of motion, such as directionality/frequency? In this context, does proficiency matter? In order to answer our research questions, we are implementing an N400 paradigm employing a magneto encephalogram (MEG) on three groups of speakers of Russian.

fMRI studies have indicated the involvement of the motor areas of the human brain and the mirror system during action-related words processing. The mirror system is intended as a neural network including fronto-parietal structures (Rizzolatti and Fabbri-Destro, 2009). Hauk et al. (2004) have shown that passive reading of action words activates the motor areas of the human brain in somatotopic way, i.e.: in the areas related to the effectors involved in the given actions (Hauk et al. 2004). A research conducted by Tettamanni et al. (2005) has shown that the mirror system activates when participants listen to action related sentences (Rizzolatti and Fabbri-Destro, 2009). Kemmerer et al. (2007) localized action words’ processing in the primary motor and premotor cortices.

The data collection of this study is ongoing. Employing MEG, we are measuring induced and evoked responses to investigate, for the first time, how both, the language and motor areas, contribute to directionality and/or frequency processing, proper of the Russian verbs of motion. The N400 component, known to reflect processing of semantic information (Kutas & Hillyard, 1980) will be studied by focusing on modulation of rhythmic activation in the language and motor areas of the brain. For this study, a stimulus set of 400 sentences in Russian has been created. The study will involve 60 participants: Russian native speakers, early bilinguals Russian/Finnish, and Finnish students of Russian. We hypothesize that increased demands to process motion (directionality) will be reflected in amplitude of N400 response, accompanied by increased involvement of motor network.

Keywords: Magneto encephalogram, Embodied language, Mirror neurons, Russian motion verbs
In the globalizing world, where demand and supply of workforce causes increasing mobility of people, notions such as "language learning at work" are offered as an answer to questions related to immigrants and language learning. However, it is rarely discussed how and in which situations this kind of learning actually takes place (see e.g. Sandwall 2010). In this paper, we aim to investigate language learning in a specific professional environment, namely in meetings. We approach language learning from the point of view of L2 interactional competence, as the speakers’ increased ability to tailor their talk to the current co-participants and to the local circumstantial details of the interaction (Pekarek Doehler & Pochon-Berger 2015: 234). Our data are being collected in a cultural organisation where the employees have diverse linguistic backgrounds. We focus on one educated professional who originates from Russia. Her work is highly verbal, consisting, for example, of planning and organising different events, and discussing with collaborators and stakeholders. Drawing from longitudinal video-recorded data from workplace meetings, we will offer a detailed CA analysis of the ways in which the employee’s participation practices evolve in her L2, Finnish.

The most notable change is the employee’s development from receptive to productive skills in Finnish. In the beginning, she responds to stakeholders’ Finnish turns in English. During the data-gathering period, she starts producing turns in Finnish. Her first contributions consist mainly of completing her co-participants’ turns in Finnish with numbers, names, and other formulaic expressions. Also, she starts producing repair initiations on Finnish terms and other work-related key words. In this presentation, we show examples of these trajectories and discuss the relevance of the change to the employee and the workplace.

Keywords: participation practices, conversation analysis, workplace interaction, language learning at work
Estonian interlanguage corpus and automated assessment of proficiency in learner texts

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Estonian Interlanguage Corpus (EIC) is a collection of writings produced by learners of Estonian as a second and foreign language (L2). Since a number of its texts have been evaluated according to the CEFR scales (A1–C2), the corpus forms a valuable resource for studying the relation between communicative development of L2 proficiency, and the stages of grammatical and lexical development. Although our researchers have attempted to define the actual linguistic content of the CEFR levels (see e.g. Alp et al. 2013; Allkivi 2016; Kitsnik 2018; Voolaid 2018), there is no extensive overview of how the written L2 Estonian skills develop from one level to the next.

The presented research project intends to fill this gap. The purpose is to a) describe the written performance of different communicative proficiency levels of Estonian as L2 from a morphosyntactic, lexical-semantic, discourse and error-based perspective; b) determine the most significant distinguishing features; c) develop a statistical model that can be used for automated assessment of learner texts.

In our presentation, we
- give an overview of the EIC resources and linguistic feature sets used for proficiency modeling in the project;
- introduce the EIC tools applied in the analysis (with an emphasis on the linguistic clustering application Klastrileidja, which can extract n-grams from texts based on parts-of-speech, inflectional forms and/or syntactic functions, allowing to observe the common form-function combinations);
- illustrate the analysis with some examples;
- explain how our approach differs from previous EIC-based endeavours to automatically predict the CEFR level of L2 Estonian texts (see Vajjala & Lõo 2014; Hallik 2016; Kossinski 2018);
- bring out the expected benefits of the study results for improving the quality of language testing and teaching materials, and outline ways of using an online automated (self)assessment tool in L2 learning and teaching.

Keywords: usage-based linguistics, statistical modeling, CEFR, technology-enhanced language learning
Exploring the development of multimodal awareness in analyses of learners’ own L2 interaction

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Recent research in the field of Interactional Linguistics (ILs) (Couper-Kuhlen & Selting, 2018) has solidified the importance of considering multiple modalities (i.e., vocal, nonvocal, and material) in descriptions of the complex nature of human intersubjectivity. Second language educators are now tasked with building learner awareness of not only vocal and nonvocal modes, but also with exploring new ways to promote learners’ awareness of the material aspect and how all three modes interrelate in multimodal L2 communication. This paper reports the preliminary results of an investigation into the application of materials and pedagogy based on peer modeling (Kindt, 2017; Murphey, 1998) and recursive practice (Kindt & Bowyer, 2018), which were designed to support the development of university-level EFL students’ awareness of and analytical skills in each of the three modes, leading to a final multimodal analysis. After briefly summarizing the course under study and basic procedures for developing learners’ awareness, the presenter follows a CA-informed approach (e.g., Eskildsen, 2015; Greer, 2016) supported by sociocultural theory (SCT) (e.g., Lantolf, 2000; van Compernolle, 2016) to provide a detailed examination of the development of learner awareness based on a collection of their own analyses of excerpts from video recordings of L2 interaction with peers. The longitudinal collection shows how a selection of learners is able to recognize and describe the contribution of aspects of each of the modes and their interrelation in establishing and maintaining understanding with their peers. This presentation will provide participants with a basic understanding of how select learners in this study displayed their awareness of and ability to analyze the multiple modes of their own L2 interaction.

Keywords: learner development, peer modeling, multimodal awareness, recursive practice
Finnish in and for work life: international staff members in the academic work environment

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The number of international staff members in Finnish universities is increasing. Even though English is progressively the language of science and academia, being able to contribute in local languages helps in participating fully in the work community. When it comes to highly educated migrants and their belonging and participation in Finnish work community, gaining access to local languages and their use play a crucial role. The whole work community has responsibility for offering language learning opportunities but the micro and macro level strategies for this still do not necessarily exist.

Drawing on the ecological perspective (van Lier 2004), this paper examines the highly educated migrant’s access to linguistic resources in their workplace. The data consists of in-depth interviews with international university staff members. Content analysis is applied to explore how the work community helps or hinders learning the language needed at work.

This paper is a part of the project Becoming a part of the work community: developing international staff members’ professional language skills. The project provides new information on highly educated immigrants’ belonging and participation within the Finnish university context.

References:


Keywords: universities, ecological perspective, highly educated migrants, professional language skills
From classroom to coffee-hour and back: L2 Estonian/Finnish learners recycling and reusing resources

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In Conversation-for-learning (Kasper & Kim, 2015) settings, foreign language learners engage in social interaction for the purpose of developing language skills. The interactants will have to maintain intersubjectivity with limited linguistic resources. The setting potentially contributes to interactional competence as learners perform a range of conversational actions. It also serves as an intermediate setting between language classrooms and learning "in the wild" as it provides a scaffolded environment to recycle and creatively re-use available language resources as well as dynamically attend to learning goals emerging in the social interaction.

We analyze multimodal data from multi-party interactions between classroom learners of L2 Estonian and Finnish (and their L1 speaker instructors) in a North American university conversation table setting. We combine interaction analysis with ethnographic data from the language classes in order to track the connections between the linguistic resources employed for social actions in the conversation setting, and the teaching and learning practices in the classrooms. The analysis enables us to demonstrate the "two-way traffic" of forms and actions between the class sessions and the conversation hours, as well as observe the learning orientations of L1 English learners of the two related target languages in comparable settings.

We discuss how the detailed analysis of learner interaction informs pedagogical applications such as designing tasks for developing interactional competence in both traditional and online classes, organizing and managing conversation practice, and methods for assessment of interactional competence. The study contributes to usage-based language learning research in a variety of instructional contexts.

Keywords: Estonian, Finnish, second language interaction, conversation practice
My idea in your head vs Your idea in my head

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The objective of this discussion is to delve into a cross-cultural communicative context. There is something uniquely human about the evolution of knowledge though communication. While this is seemingly a universal concept, our focus will move from what is universal about communication to what is distinctly unique about the way two languages differ in similar contexts. What happens when there is a discursive clash between the languages?

The underlying theories will uncover some of the main ingredients to proper discourse. Grice’s cooperative principle will play a role as will the more cognitive relation between discourse and phonological memory. In order to use illustrative examples, the discussion will move from micro analytical examples to macro analysis. So ultimately, this model will frame the relationship between discourse and interaction in bilingual settings, such as international business and bilingual classrooms, to name a few.

The presentation aims to move beyond description, to be clearly grounded in practice and to be informed by theory. Our findings show that substitution seems to be the most common cause of misperformances and this occurs at both micro as well as macro-linguistic levels. By presenting examples cross linguistically from several different contexts about how language is created in our imperfect, but highly functional bilingual brains, the discussion will challenge listeners to think not only about their message, but how that message is encoded and decoded.

In the case of this demonstration, we hope to illustrate how many things we take for granted when communicating in a second language, in order to shed some light on how language shapes the way we communicate. Effective communication is putting an idea into someone else’s head, or conversely, it is each individual’s ability to capture an idea.

Example available at https://www.youtube.com/watch?v=gp0qnPy22LY&list=PLe_qfE-6hWHRe4sy1DCnzbzDeGiZeWxCpk&index=6.

*Keywords: Cross cultural comparison English/Spanish, Linguistic relativity, Bilingualism, Metacognition*
Perceiving and detecting a foreign accent seems to be an easy task

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In the research fields multilingualism, foreign language teaching, phonetics or applied linguistics, foreign accent is being studied from different angles. Speakers are able to detect an accent – "a dynamic aspect of linguistic fluency" (Moyer 2015: 11) – as foreign or differing straight away by just listening. Foreign and regional accents function as markers of identity and thus show the speaker’s belonging to a group. A person’s communicative and linguistic experience will help to identify a speaker’s accent. But, how can we measure and determine the phonetic cues responsible for a specific accent? These cues guiding the listener include segmental (e.g. palatalization, aspiration) as well as prosodic features (such as stress, pitch variation or pitch range) and may also involve other linguistic markers. Our usage based perspective on second language learning includes perception tests and interviews with individual foreign language learners (level B1/B2 as compared to C1/C2) pointing at language awareness and at detailed phonetic knowledge. This can help to explain why it seems to be an easy task to detect an accent. This paper shall especially address the following conference question: what is learning – social action or long-term portability? In the perception tests as well as in the interviews we will focus on German, on slavonic languages and English (cf. Beinhoff 2013, Moyer 2015, Gut 2009, Derwing/Munro 2015).

References:

Keywords: foreign accent, perception, phonetic cues
Pre-service English language teachers’ motion descriptions: Task-relevant usage and responses to trouble

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The current goal of this project was to understand how pre-service English as a foreign language teachers utilize their communicative repertoires in ways that may inform their future classroom practice. Following an interactional usage-based approach, the integration of pedagogic tasks within language teacher education created opportunities for: (1) the usage of relevant linguistic constructions, such as motion verbs (MVs), and (2) the development of classroom interactional competence, which includes managing trouble in second language discourse. The coupling of these opportunities is at the heart of understanding language teaching and learning. Specifically, this research built upon experimental (Cadierno & Robinson, 2009) and classroom (Eskildsen, Cadierno, & Li, 2015) studies by investigating the effects of task design on pre-service teachers’ MV usage and repair behavior. Thirty-two participants, who were enrolled in an undergraduate teacher education program in Japan, performed simple and complex direction-giving map gap tasks in either a teacher or student role. Teacher production was analyzed to answer three research questions: (1) Does task complexity influence MV production (including types and tokens)? (2) Does it influence the amount of repair by the teacher (including student-initiated and teacher-initiated)? and (3) How do repairs shape the language usage and subsequent actions within which motion, path, and location are expressed in the L2? Results showed that complex tasks elicited significantly more MV tokens (but not types). Also, complex tasks resulted in significantly more teacher-initiated teacher-repair (but not student-initiated teacher-repair). Furthermore, teacher-initiated self-repairs were found to foster student performance by assisting comprehension of motion (you can take...you can go up the stairs), path (don’t go through...between the tree and building), and location (go...across the corner uh across the road). This paper thus aims to show the implications of usage-based approaches in understanding and supporting the development of pre-service English teachers’ language and professional skills.

Keywords: motion verb constructions, interactional competence, task-based teacher education
Using notes for task report in a book club: Changing practices

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The current study extends upon recent Conversation Analysis research on literacy events in second language (L2) educational settings (Hellermann, 2018; Kunitz, 2018, Ro, 2017). It investigates the use of written notes in book club members’ task report practices, including how they look for things to say, how they choose to read aloud, and how their practices change over time. The data for this study is approximately 16 hours of audio and video recorded book club meetings designed for language learning with six students and a facilitator. These weekly meetings were conducted informally as an extracurricular activity at a North American university. The task reports were a recurrent central activity in the book club. In their task reports, the participants report to the group on what they wrote in response to the day’s task distributed by the facilitator, which often involves reflective and/or interpretative reading of their books. While they are reporting their responses to the other members in the setting, the participants occasionally rely on their written notes as “distributed memory” (Hutchins, 2006) and as relevant foci of attention in relation to the ongoing course of action.

This study presents an analysis that focuses on how a student’s use of his notes changes during his task reporting practices over time. Specifically, the study shows how Rayin develops his monitoring competence during read-aloud practice. The analysis also illustrates how Rayin expands his methods in doing reading aloud by learning to add conditionally relevant information beyond what he had pre-planned to say in his script. In this paper, I argue that these changes demonstrate the developmental trajectory of his interaction with his notes. This study offers insights into the way Rayin uses his notes as an affordance for managing an L2 task and how his changing practices better meet the institutional agenda.

Keywords: Interactional Competence, Literacy practice, Book Club, Conversation Analysis
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