



LUDWIG-
MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN

PROGRAM & ABSTRACTS



TDL 3

19. – 21. APRIL 2017

LMU MÜNCHEN

Team

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München April 2017

<http://www.tdl2017.daf.uni-muenchen.de>

Ludwig-Maximilians-Universität

Geschwister-Scholl-Platz 1

80539 München

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WELCOME ADDRESS

Herzlich Willkommen, a warm welcome to all scholars, students, guests and dignitaries attending TDL 3 at LMU in München.

On behalf of the whole organizing team we would like to express our gratitude to all of you who painstakingly followed the guidelines for submissions of papers and poster contributions and, subsequently, worked on bringing their papers and posters to the utmost perfection. We are, therefore, all looking forward to another rich, productive and stimulating TDL 3.

In addition, we made every effort to offer you an interesting and memorable München-experience, including free city tours, a culture-rich environment surrounding the main LMU campus - including some of the finest art museums, concert halls and theatres of Europe, the lovable Englischer Garten, and some live insights into the savoir-vivre of München. These include some tastes of the authentic food and (of course) beer culture, beer gardens (weather permitting), Bayern München and other world-class sports events and the fine transcultural music band of one of our Ph.D. students *Express Brücke* who will entertain us at the opening reception. There is a lot to see and experience right at your doorstep.

We would like to thank all the participants for their interest in the TDL 3 conference, having submitted such exciting proposals; the plenary speakers, for having accepted to come to Munich, some from very far away; also our colleagues in the Scientific Committee for your crucial assistance, time and efforts dedicated to the review process. We are grateful for the trust the TDL umbrella board put in us when they asked us to organize TDL 3, two years ago in Groningen. Furthermore, we gratefully acknowledge the generous support of the Deutsche Forschungsgemeinschaft (DFG) which helps us to keep conference fees at a minimum level. We would also like to thank publishers for their book exhibitions, in particular one of Germany's top publishing house in linguistic and language acquisition matters, Gunter Narr, for their generous support

Finally, we thank the VP Academic and our Dean for joining and supporting us continuously, the LMU Munich Conference Organisation Team at Ref. IV.4 and of course all our gorgeous volunteers who, by the way, come from different countries of Europe, Africa and Asia.

Let this be a memorable event and – possibly – another milestone in bringing cognitive linguistic research, language acquisition research as well as teaching and educational research together, and, of course, those dedicated people who make it possible.

Jörg Roche, Conference Convenor

Claudia Riehl, Chair of the Institute of Deutsch als Fremdsprache

April 2017

LMU München

Keynote Speakers

Ellen Bialystok, York University, Toronto, Canada

Marianne Gullberg, Lunds Universitet, Sweden

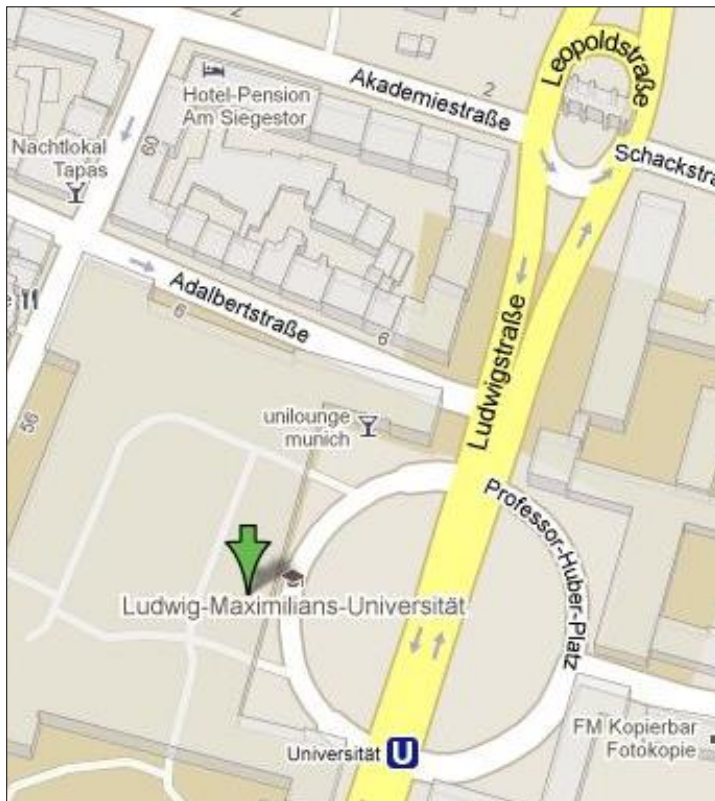
Gabriele Kasper, University of Hawaii, USA

Hans Jörg Schmid, LMU München, Germany

Marjolijn Verspoor, Rijksuniversiteit Groningen, The Netherlands

GENERAL INFORMATION

Venue



Address

The TDL 3 takes place in the central area of Maxvorstadt, on the central downtown LMU campus (Ludwig-Maximilians-Universität).

LMU München
Geschwister-Scholl-Platz 1
80539 München

Public Transport

LMU München is directly located at the bus and metro station "Universität". You can reach the station easily by

- Underground (U-Bahn) U3/U6 or Bus line 153/154
- Connections from the airport (ca. 35-40 minutes) / central station (ca. 10 minutes) to the conference location
- Train (S-Bahn) S1-S8 first to Marienplatz and then by Metro (U-Bahn) U3/U6 to Universität

Tickets

- Single ticket - 2,70 € (**1 trip** / 1 zone)
- 1 day ticket - 6,40 € (**Inner District** / white zone)
- 3 day ticket - 16,00 € (**Inner District** / white zone)
- 1 day ticket - 12,40 € (**Entire Network** / all zones / At the **airport** please buy this ticket)

Further information on ticket options: <https://www.mvg.de/>

WI-FI

SSID ("WIFI-name"): mwn-events

Username: TDL2017

Password: mgzpmetp

Emergency Contact

Mobile: +49177 4541674

Email: tdl2017@lmu.de

Registration

The registration desk is located in A020 and will be open
April 19th-April 21th, 10:00-13:00 hrs

Refreshment

Coffee, tea and juice will be served during breaks in the Lichthof, main building.

Information for presenters of papers

All rooms are equipped with Windows laptops and data projectors (VGA connection). Each session consists of two to four talks. Each talk will be 30 minutes, with 20 minutes for presentations and 10 minutes for discussion. Chairs should ensure that speakers strictly observe the time allocated to them and follow the order of presentations listed in the programme. Speakers should bring a copy of their talk on USB flash memory drive compatible with MS PowerPoint and use the PC in situ. Please locate your session room at least 30 minutes prior to the start of the session.

Information for presenters of posters

Posters are set up on Wednesday, April 19th at 13:00 hrs and are to be removed at 17:30 hrs on Friday April 21th. Posters will be located in the Lichthof, main building. Posters are on display throughout the entire conference. The main poster session with presenters on site takes place at 11:30 - 12:30 hrs on Thursday, April 20th.

Special Programme

Conference Reception

Wednesday April 19th, Senatssaal, LMU München (E110), 18.00 hrs

Live appearance: Express Brücke

Guided City Tours

Thursday April 20th, Start: Marienplatz, 18.00-19.30 hrs

Directions to Marienplatz:

1. Head south on Geschwister-Scholl-Platz toward Ludwigstraße
2. After 700 meters walk straight on and continue on to Odeonsplatz
3. After Odeonsplatz choose the street going right (Theatinerstraße)
4. After 450 meters continue on to Weinstraße until you reach Marienplatz

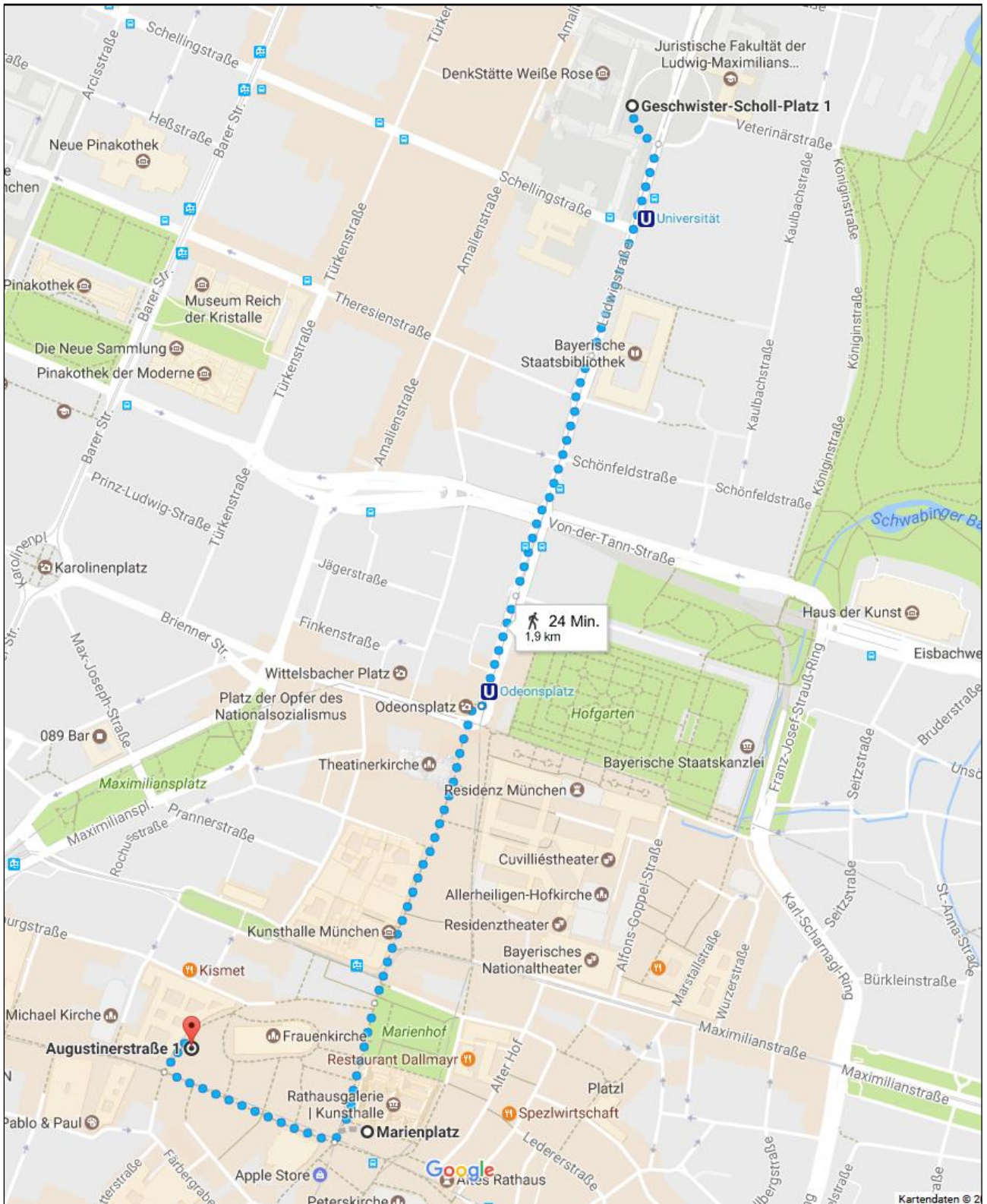
Conference Dinner

(prebooked and prepaid; late registration might be possible at the registration desk – without surcharges)

Thursday April 20th, Augustiner Klosterwirt, 19.30 hrs

Directions to Augustiner Klosterwirt (from Marienplatz):

1. Head south on Weinstraße and turn right onto Kaufingerstraße
2. After 50 meters turn right onto Augustinerstraße. The building will be to your right



The Convenor's choice of Restaurants

Atzinger

Schellingstraße 9
80799 München
Bavarian – International

Café an der Uni CADU

Ludwigstraße 24
80539 München
International

Cafe Puck

Türkenstr. 33
80799 München
Bavarian - International

Cafe Zeitgeist

Türkenstraße 74
80799 München
International

Gratitude

Türkenstrasse 55
80799 München
International

Kun Tuk

Amalienstraße 81
80799 München
Thai

LeDu | Happy Dumplings

Theresienstraße 18
80333 München
Chinese

Lo Studente

Schellingstraße 30
80799 Münche
Italian

Maex 41

Amalienstr. 41
80799 München
International

55 Eleven

Amalienstraße 55
80799 München
Bavarian, International

Sarovar

Fürstenstraße 12
80333 München
Indian

Sausalitos

Türkenstraße 50
80799 München
Mexican + Burger

Schall & Rauch

Schellingsstraße 22
80799 München
International

The crazy ice maker

- Der verrückte Eismacher -
Amalienstraße 77
80799 München
Ice Cream

Tokami

Theresienstraße 54
80333 München
Japanese

Türkenhof

Türkenstraße 78
80799 München
Bavarian, International

Viet-Thai Bistro

Amalienstraße 21
80333 München
Thai, Vietnamese

Zum Koreaner

Amalienstraße 51
80799 München
Korean

There are numerous other bars and cafés on Amalienstraße, Türkenstraße and Schellingstraße

PROGRAMME

Online Programme: <https://www.conftool.net/tdl2017/sessions.php>

Wednesday April 19th			
10.00 - 13.00	REGISTRATION		
13.00 - 14.00	WELCOME		
	Prof. Dr. Jörg Roche (Convenor), Prof. Dr. Barbara Conradt (Vice President), Prof. Dr. Florian Mehlretter (Dean), Prof. Dr. Claudia Maria Riehl (Chair of the DaF Institute) Room M018		
14.00 - 15.00	<i>PLENARY 1: BIALYSTOK: Bilingualism as Thinking: The Cognitive Challenges of Dual Language Use Room M 018</i>		
Room	M 018	A 022	A 017
15.00-16:30	Invited Panel 1 Frank Fischer: Students' acquisition of scientific reasoning: How to test and foster a 21st century skill	LEARNING (bilingualism, language acquisition, construction learning)	THINKING (influence of language on cognition, Thinking for Speaking, linguistic relativity)
16.30 - 17.00	COFFEE BREAK		
17.00-18:00	Invited Panel 1 Frank Fischer: Students' acquisition of scientific reasoning: How to test and foster a 21st century skill	LEARNING (bilingualism, language acquisition, construction learning)	THINKING (influence of language on cognition, Thinking for Speaking, linguistic relativity)
18.00	CONFERENCE RECEPTION		

Thursday April 20th				
9.15 - 10.15	PLENARY 2: KASPER: "Emotion: From individual difference variable to interactional competence" Room M 018			
10.15 - 10.30	COFFEE BREAK			
Room	A 022	A 017	A 014	A 016
10:30 - 11:30	LEARNING (bilingualism, language acquisition, construction learning)	DOING (social cognition, co-construction of meaning)	THINKING (influence of language on cognition, Thinking for Speaking, linguistic relativity)	TEACHING (pedagogical implications of usage-based linguistics and second language acquisition)
11.30 - 12.00	POSTER SESSION			
12.00 - 12.30				
12.30 - 14.00	LUNCH BREAK			
10:30 - 11:30	LEARNING (bilingualism, language acquisition, construction learning)	DOING (social cognition, co-construction of meaning)	THINKING (influence of language on cognition, Thinking for Speaking, linguistic relativity)	TEACHING (pedagogical implications of usage-based linguistics and second language acquisition)
16.00- 16.30	COFFEE BREAK			
16.30 - 17.30	PLENARY 3: GULLBERG: "Discourse is heard and seen. The bimodal challenge in studies of L2 users' discourse" Room M018			
18:00-19:30	Guided City Tours: Start: Marienplatz, Munich			
19:30	Conference Dinner: Augustiner Klosterwirt			

Friday April 21st				
9.15 - 10.15	PLENARY 4: SCHMID "Towards an integration of usage-based, sociocognitive, and dynamic-systems approaches in one unified model of linguistic knowledge and learning" M 018			
10.15 - 10.30	COFFEE BREAK			
Room	M 018	A 022	A 014	A 016
10.30 - 12.30	Invited Panel 2: Søren Eskildsen	LEARNING (bilingualism, language acquisition, construction learning)	THINKING (influence of language on cognition, Thinking for Speaking, linguistic relativity)	TEACHING (pedagogical implications of usage-based linguistics and second language acquisition)
12.30 - 14.00	LUNCH BREAK			
14.00 - 15.00	Invited Panel 2: Søren Eskildsen	LEARNING (bilingualism, language acquisition, construction learning)	THINKING (influence of language on cognition, Thinking for Speaking, linguistic relativity)	TEACHING (pedagogical implications of usage-based linguistics and second language acquisition)
15.00 - 16.00	PLENARY 5: VERSPOOR "Thinking, Doing and Learning in L2 Development: A dynamic usage based perspective" Room M 018			
16.00 - 16.30	Closing remarks			
16.30 - 17.30	FAREWELL COFFEE TOGETHER			

ABSTRACTS

Keynote Speakers

Bilingualism as thinking: The cognitive challenges of dual language use

Ellen Bialystok

York University

All our experiences contribute to the way our minds and brains develop, but intense experiences have a special role in shaping our cognitive systems. As humans, no experience is more intense or pervasive than our use of language, so a lifetime of learning and using (at least) two languages has the potential to leave a profound mark on human cognition. A large body of research conducted with people at all stages in the lifespan, from infancy to old age, shows that the experience of being actively bilingual reshapes the mind and brain. The underlying reason for these extensive changes can be traced to the need for bilinguals to select between two jointly activated languages, changing the way in which language is processed and cognition is carried out. This talk will review evidence describing cognitive differences between monolinguals and bilinguals and propose an explanation for how exposure to and use of two languages leads to these cognitive and brain consequences.

Discourse is heard and seen. The bimodal challenge in studies of L2 users' discourse

Marianne Gullberg

Lund University

We all gesture when we speak, coordinating speech and gestures in sophisticated, culture-, and language-specific ways. Although communication and language behaviour is bimodal, studies of language acquisition and bilingualism still generally ignore gestures, or see them merely as compensatory devices of little theoretical interest. Yet, gestures offer new ways of looking at old theoretical questions. In this talk I will focus on discourse cohesion, a challenging area for L2 users at several levels. For example, at early stages L2 users have difficulties formally linking information about entities and events, forming chains of lexical nouns (the woman–the woman) rather than alternating nouns and pronouns (the woman–she). At later stages, the organisation of discourse may instead reflect subtle effects of crosslinguistic influence. I first briefly exemplify how native speakers deploy speech and gesture to achieve discourse cohesion, and then move on to show how bimodal analyses can shed new light on old theoretical questions concerning communicative and psycholinguistic constraints on L2 users' discourse. I discuss some of the challenges of considering bimodal language use, and outline why I nevertheless think we should do so.

Emotion in SLA and in multilingual talk

Gabriele Kasper

University of Hawaii

In the view of some prominent researchers, the role of affect and emotion as a research topic in SLA has recently changed in two ways. The field is said to have taken an ‘affective turn’, and the treatment of emotions as affective factors under the individual difference paradigm is seen to have run its course.

Rather than advocating a name change for TDL to Thinking, Feeling, Learning, this talk will treat emotion as a matter of Doing in social interaction. Emotions are considered as stance, sequentially generated through multisemiotic practices and interactionally consequential – in other words, as an integral part of interactional competence. This perspective raises the question of Learning: how do multilingual speakers develop their displays and understandings of emotion in talk?

Towards an integration of usage-based, sociocognitive, and dynamic-systems approaches in one unified model of linguistic knowledge and learning

Hans-Jörg Schmid

LMU München

It is a truism that language is extremely complex. Linguistic knowledge, structure and activity are subject to the interplay of a massive number of factors, among them cognitive and affective processes and dispositions in the minds of speakers (or learners), communicative goals and demands in concrete situations, as well as social characteristics of speakers and usage events.

There are different ways of responding to this complexity. One extreme is to focus on language structure in the description and teaching of languages and to neglect everything else. The danger of this approach of course is that one loses sight of the bigger picture and misses out on key variables that motivate linguistic structure and should therefore play a role in teaching, e.g. the communicative motivation behind structure. The other extreme is represented by complex-adaptive/dynamic-systems approaches which take on board whatever they can in terms of predictors of structure, knowledge and usage. Realistic as this seems to be, these approaches run the risk of being over-predictive: they end up explaining nothing because they explain everything. And they present a more or less insurmountable methodological challenge, because so many factors interact with each other that it becomes impossible to tease their effects apart.

In my talk I will present a sketch of a unified model of linguistic knowledge, learning and action which strives to strike a balance between these two extremes. The model consists of a limited number of cognitive and social processes that operate over usage activities under the influence of a number of forces. I will try to show that a solid description of the interaction between these processes, activities and forces explains the nature of linguistic structure, knowledge and learning.

Thinking, doing and learning in L2 development: A dynamic usage based perspective

Marjolijn Verspoor

University of Groningen

In my talk, thinking stands for conceptualizing, doing for using language meaningfully, and learning for changing over time, all part and parcel of a complex dynamic systems perspective combined with a usage based approach. I will take a usage based view on language and second language development as a starting point and illustrate how commonly known dynamic principles such as the importance of initial conditions, iteration, emergence, variability, phase shifts, variation, coordination, self-organization and attractor states can apply to various aspects of L2 development, including thinking, doing and learning.

ABSTRACTS

Invited Panels

Invited Panel 1: Students' acquisition of scientific reasoning: How to test and foster a 21st century skill

Frank Fischer

LMU München:

Reasoning and arguing scientifically, for instance in the process of generating hypotheses or analyzing evidence, is a skill set that gets more and more attention in recent educational guidelines around the world. After a general introduction into the topic, the researchers from the learning sciences on this panel will mostly focus on aspects regarding the assessment and training of these skills. Specific topics of the panel include an overview of test instruments, the generality of the skills for different subject areas, the connection to verbal reasoning, the automated assessment of scientific reasoning and argumentation in verbal data, and the extent to which these skills can be improved in educational settings. Regarding target populations, the main – but not exclusive – focus will be on university students.

(Automated) assessment of scientific reasoning processes in verbal data

Andras Csanadi¹, Johannes Daxenberger², Christian Ghanem¹, Ingo Kollar³, Frank Fischer¹

¹LMU München; ²TU Darmstadt; ³University of Augsburg

Thinking and learning as a scientist (i.e., engaging in scientific discourse) encompasses different skills (Osborne, 2010). There are several existing conceptualizations on scientific reasoning (Engelmann, Neuhaus & Fischer, 2016; Zimmerman, 2000) from which our work follows a process-oriented approach (Fischer et al., 2014) viewing scientific reasoning as a systematic engagement in reasoning processes. Specifically, our empirical work based on the framework of Fischer et al. (2014) recognizes eight epistemic activities that are relevant for thinking and learning as a scientist: problem identification, questioning, hypothesis generation, artefact construction, evidence generation, evidence evaluation, drawing conclusions as well as communicating and scrutinizing. We argue that (1) these epistemic activities can reliably characterize scientific reasoning processes not only for scientists but also for science-based practitioners. Furthermore (2) they can show domain-general characteristics and (3) automated text classification methods can serve as a promising means to analyze domain-general characteristics of scientific reasoning processes. In our contribution we introduce the results of three earlier corresponding studies. Study 1 (Csanadi, Kollar, & Fischer, 2016) investigates the applicability of our framework in the domain of teaching. Study 2 (Ghanem, Csanadi, Kollar & Fischer, 2017) investigates the question of domain-generality of the framework and Study 3 investigates the question of domain-generality by applying methods of automated text analysis

(Daxenberger, Csanadi, Ghanem, Kollar, Gurevych, 2017). The results show (1) reliability and (2) domain-general applicability of scientific reasoning processes. At the same time, (3) automatically capturing these processes seemed to be problematic, which indicates that (a) more data for training the algorithm should be considered; (b) variation in frequency of codes across domains should be minimized and (c) clearer (e.g., semantic) distinction between some of the codes would be necessary.

A meta-analysis on learning scientific reasoning

Katharina Engelmann¹, Birgit Jana Neuhaus², Frank Fischer³

TU Munich¹, LMU München^{2,3}

Scientific reasoning and argumentation are important learning goals in higher education; yet, little is known about how higher education can foster scientific reasoning and argumentation. This meta-analysis summarizes the effects of 57 interventions and analyzes effects of interventions on scientific reasoning and argumentation in higher education. A moderator analysis showed how the instructional approach, learning activities, and scaffolds could play a role. Moreover, some interventions facilitated (partly) cross-domain scientific reasoning and argumentation. The meta-analysis can only give a limited insight into a diverse area of research. However, we were able to analyze characteristics that are beneficial in fostering scientific reasoning and argumentation in higher education

Assessing scientific reasoning: Instruments, domain generality, and the connection to verbal reasoning

Ansgar Opitz, Moritz Heene, Frank Fischer

LMU München, Germany

Assessing the outcomes of higher education in terms of complex cognitive skills has gotten more attention in recent years. Among these skills are scientific reasoning skills, e.g. the skill to generate a hypothesis or to evaluate evidence. This contribution will cover three aspects regarding the assessment of scientific reasoning that we do not know enough about so far: Which test instruments exist, can scientific reasoning be assessed in a domain-general way, and how strong is the connection with other cognitive skills like verbal reasoning? A review showed that a range of test instruments exists, utilizing different domain contexts and employing different question formats. A subsequent empirical study showed that scientific reasoning skills are neither completely domain-general nor domain-specific. Additionally, verbal reasoning predicts a higher share of the variance of scientific reasoning compared to figural and numerical reasoning. This research shows that scientific reasoning assessments are readily available for a range of research questions but more research is needed about the exact qualities of these tests before high-stake decisions can be based on them.

Invited Panel 2: What counts as evidence for L2 learning? - a conversation-analytic perspective.

Søren Eskildsen

University of Southern Denmark

The purpose of this colloquium is to advance our understanding of L2 learning over time from a conversation-analytic / ethnomethodological (CA-EM) viewpoint. The key issues addressed include a principled description of the interface between what is traditionally thought of as linguistic-semiotic resources and interactional competence, an operationalization of learning that is in line with CA-EM's emic approach, and a coherent methodology for investigating change over time in the same participants' social practices. The colloquium will bring together scholars working with a variety of L2s (Danish, English, Italian, Finnish, French) in a range of settings (everyday interaction, schools, workplace).

Learning interactional skills in the classroom: The members' perspective

Silvia Kunitz

Stockholm University

This paper adopts an EM-CA perspective in exploring how members conceptualize the learning of interactional skills over a semester of instruction. The data were collected at a US university where teachers of Chinese, German, Italian, and Spanish used a CA-inspired approach to the teaching and testing of interactional competence. Specifically, the paper focuses on: (a) tasks designed to assess the learning of targeted interactional skills; (b) the implementation of such tasks; and (c) students' reflections on the development of their interactional skills. The teachers' tasks-as-work-plans and the students' reflections will be discussed in light of the students' actual performance.

Changing participation: learning how to initiate questions sequences in classroom interaction

Niina Lilja

University of Tampere

Building on recent CA-SLA research on interactional competences as co-constructed and sensitive to the contingencies and material ecologies of interaction (see e.g. Hall, Hellermann & Pekarek Doehler 2011) this paper analyses student-initiated question sequences in classrooms in which the students are L2 users of the language of instruction (Finnish). The analysis is based on longitudinal data covering two school years and focuses on changes in 1) the grammatical, lexical and embodied resources the students draw on to ask questions and 2) in the sequential position of the questions. The results show how students' grammatical resources for designing their turns as interrogatives become more diversified over time. In addition, the students develop techniques for timing their questions more precisely. The appropriate timing contributes to making the questions more specific in what they

target, i.e. whether they seek for clarification for subject contents or show trouble in understanding e.g. the language of instruction.

Tracking an L2 speaker's use of complementizer that in discussion tasks

Olca Sert

Hacettepe University

Based on a large, longitudinal corpus of L2 English discussion tasks, this presentation will report on an L2 speaker's use of complementizer that (e.g. I know that you would ...) at different times throughout two academic semesters in a Turkish higher education setting. Using a part-of-speech tagger (Schmid, 1995), group discussions were tagged for identification and distribution of complementizer that, and the data were then analyzed using Conversation Analysis. Taking a usage-based perspective (Eskildsen, 2015), the findings show an increased structural diversity over time, and a decrease in the number of self-repairs (e.g. restarts) following the complementizer that.

ABSTRACTS

Talks

Thinking for speaking about motion by Catalan-Spanish-English multilingual children

Louisa Adcock, Luna Filipovic, Alberto Hijazo-Gascón

University of East Anglia

Talmy's (1991, 2000) typology on motion events has been traditionally used as template for the cross-linguistic study of thinking-for-speaking (Slobin 1996, 2004). It has been shown that the differences in the encoding of motion components (e.g. Path, Manner) between verb-framed and satellite-framed languages have an impact on the speakers' rhetorical style from a very early age (Berman and Slobin 1994). For example, English speakers tend to express more Manner and to describe the trajectories of the movement in more detail. Studies in second language acquisition and bilingualism (Cadierno 2004, Brown and Gullberg 2010, Filipović 2011, Pavlenko 2011) show how these lexicalisation patterns are resistant to change, in most cases with evidence of conceptual transfer (Jarvis and Pavlenko 2008).

In this study the focus is on multilingual children with one or two English-speaking parents living in a Catalan-Spanish bilingual context. The study of motion events in oral narratives elicited with the Frog Story shows how their lexicalisation patterns are developed in their L1 English. A number of variables are considered (age, age of acquisition of the languages, age of immigration, type of instruction in English, use of English at home, among others) to see

whether they play a role in developing the rhetorical style in English. Results show that transfer effects are most evident in those children who receive classes in English as a Foreign Language and those who migrated before the acquisition was fully accomplished – their English usage contains patterns similar to those of Romance languages (e.g. less Manner verbs, less complex Path, etc.). Other groups, such as children who have mother-tongue instruction or later departure from an English-speaking environment, show patterns closer to native speakers of English.

L1 influence in L2 lexical availability: lexical evidence for thinking for speaking?

Maria Pilar Agustin-Llach

Universidad de La Rioja

This paper presents a preliminary study of the influence of the native language and culture in a lexical availability task. L1 influence can be formal such as in the case of cognates, false friends, or borrowings for instance, and/or semantic and conceptual. These last types of influence might reflect not only linguistic but also cultural native manifestations or uses. Semantic transfer refers to the attachment of meaning traits to L2 lexical items. It is interference at the linguistic level. Conceptual transfer, on its part, rests on the assumption that an L1 concept has an L2 equivalent. Thus, for instance, the Spanish concept “pueblo” is transferred to L2 English rendered as “village”, which does not allude to the same idea or concept, but to a conceptually different representation or reality.

Here we explore how 256 Spanish EFL learners are influenced by their L1 in the completion of a lexical availability task. They were asked to write the words that came to their mind as reaction to 15 prompts and had 2 minutes to do this. Here, we concentrate on a single prompt “countryside”.

Results show that learners keep their L1 partially active while completing the task. They are successful in suppressing L1 formal influence, but the conceptual information they carry is mostly L1-shaped. Several reasons can account for this. First, learners do not have enough L2 proficiency to fully master conceptual differences between the native and the target language. Second, they have never been to an English-speaking country, so their interpretation of the world and its realities still almost fully bases on L1 knowledge and L1 culture. Third, the limited amount of time to respond to the task might also trigger recourse to the L1 conceptual world. This phenomenon can be seen as evidence for a thinking-for-speaking influence in lexical development.

Crossing boundaries in typologically distinct languages

Rosa Alonso Alonso

University of Vigo

Recent cross-linguistic research on motion events has called attention to boundary-crossing (Hendricks and Hickmann, 2015, Özçaliskan, 2015). This constraint refers to whether a path involves the crossing of a boundary or not. The present study examines how speakers of two typologically distinct languages (English (n=12), Spanish (n=16)) and a group of 19 Spanish learners of L2 English express boundary-crossing events, what type of verbs are

used and how events are segmented. Data were elicited by means of 12 pictures of boundary-crossing events indicating motion *into*, *out of* and *over* a bounded space. Task 1 was a free production task and task 2 was a guided activity. Verb types were analysed by means of chi-square tests. Each verb type (path, manner, motion and non-motion) was coded by participant, by group (English, Spanish, L2 learners) and by task. Inter-group analyses were carried out and Fisher's exact test comparisons were conducted for inter-task comparisons (task 1 vs. task 2). An additional type-token analysis was conducted in order to examine the total number of tokens and types produced by the three groups. Significant differences were found in boundary-crossing, event segmentation and type-token ratios both in L1 and L2. Differences were observed between English, Spanish and L2 learners. Motion *over* a bounded space seemed to favour the coding of manner in the verb for Spanish speakers and L2 learners showed difficulties in the use of manner verbs which were compatible with the differences observed between the Spanish and the English group. Differences in clausal event segmentation were also observed. Spanish speakers produced more descriptions with two or more segments and L2 learners used event segmentations consistent with their L1.

Analysing coherence of FL texts written in German

Vesna Bagarić Medve, Leonard Pon

Faculty of Humanities and Social Sciences, Osijek

Apart from cohesion, coherence appears to be the crucial element of discourse competence as it is defined in the most referential models of communicative competence (cf. Canale 1983, Bachman and Palmer 1996, CEFR 2001, Celce-Murcia 2007). Thus, coherence is an inevitable, but also a very problematic component of discourse competence when it comes to its analysis and assessment.

The problems with analysis of textual coherence are twofold: Firstly, the concept of coherence is multidimensional, including grammatical, pragmatic, cognitive and thematic aspects (Brinker 2001), which makes it very difficult to operationalize. Secondly, in the field of conversational, interactional and discourse analysis, several methods of coherence analysis have been developed in the past, but their applicability to the analysis of L2 / FL texts is, however, not sufficiently researched.

In the analysis of written production of foreign language learners, the most frequently used methods of analysis are theme-rheme progression (Daneš 1976) and topical structure analysis (Lautamatti 1987), along with a relatively new topic-based analysis (Watson Todd 1998). In this paper, the use of these methods for analysis and assessment purposes of foreign language learners' written texts is compared. The corpus is comprised of 20 compositions from the Written exam in German at B2 level of the Croatian State Matura Exam. Qualitative analysis of compositions is followed by statistical analysis which compares the results of assessment gained by application of each of the methods. These results are then correlated with the results of analytic scoring of the compositions. The results reveal several problems of each method of analysis which need to be accounted for when coherence analysis of German FL texts is attempted. The discussion brings theoretical and practical implications of the results.

Reformulations as instances of language instruction

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In this paper a Conversation Analytic investigation of a particular type of sequence, found in institutional interactions called 'language stimulation for early second language learners' is presented. Based on a collection of instances, a type of sequence is analyzed in which the adult, as in IRF sequences (Sinclair & Coulthard, 1975; Tarplee, 2010), reformulates a child's interactional contribution. In contrast with IRF sequences however, the child's contribution is a sequence-initial action such as an assertion or an informing. Furthermore, these contributions take place in a context in which everyday activities (eating lunch, walking the streets, cleaning up) are accomplished rather than activities that are specifically arranged to promote language development. Both the sequential make-up as well as the context indicate that the sequence from its beginning is not arranged as linguistically instructional but becomes so retrospectively. However, this is not the only concern in the sequence: Intersubjective understanding is at stake and becomes a prominent issue in and through the sequence.

In the sequence at hand, thus, the identities of the participants are expanded from co-participants in a social activity (such as eating lunch) to those of language educator and language learner. While this blurs the distinction between everyday activities on the one hand and the institutional nature of preliterate language stimulation classroom on the other, the sequence as such illustrates further how instances of language learning in interaction may be embedded in, and not necessarily discernable from language use - even when such use takes place in an institutional environment. It shows that language learning may be embedded in a 'local ecology of actions in which more than one concern is at stake' (Wagner, 2015).

Technology-enhanced collaborative language learning with grammar animations

Clément Compaoré

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The present paper is situated in the context of socio-cognitive aspects of language processing and collaborative knowledge acquisition. The study examines the following: Do negotiated interactions in collaborative learning with grammar animations lead to better learning scores than non-negotiated interactions?

The study is conducted according to a randomized control-group pretest-posttest design. This includes the evaluation of short- and long-term learner scores in the use of grammatical rules. Participants in the learning settings are 63 German learners at a level between A2 and B1. The used grammar animations were designed and tested in the previous study to teach two-ways prepositions to German as a Foreign Language learners. The collaborative learning settings take place in a virtual classroom. A script is designed and used in the experimental group to orchestrate the negotiated interactions.

Results show significant differences in terms of the two versions of the instructional design, that is, negotiated interactions when collaboratively working with the grammar animations versus non-negotiated interactions when learning the animations. In this study, evidence also shows that these two types of collaborative learning with a grammar animations are positively related to learning scores. Finally, the data analysis reveals that the positive effect of negotiated interactions on long-term learner scores when collaboratively working with grammar animations is superior to non-negotiated interactions. However, related to the short-term learner scores the positive effect of negotiation-based collaborative learning with grammar animations on long-term learner scores is inferior to non-negotiated interactions when collaboratively working with the animations.

German motion expressions without motion verbs

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Since Talmy's (2000) seminal work it is well-known that German as a satellite-framed language expresses the path of motion mainly with satellites and the manner of motion in the main verb. Short constructions expressing a dynamic motion along a path without any verb are also possible in oral German, e.g.

- (1) Ab ins Bett ! (lit. 'Off into the bed!')
- (2) Rauf auf den Berg! (lit. '[Towards the speaker] up on the mountain!')
- (3) Hinein ins Vergnügen! (lit. '[Away from the speaker] into into the pleasure')
- (4) Los, ins Wasser! (lit. 'Go, into the water!')
- (5) Ins Boot bitte! (lit. 'Into the boat please!').

With a collection of oral examples from IDS corpora, the presentation describes such 'verb-free' examples (compare Jacob's (2008) "verblose Direktiva") in the framework of Talmy's (2000) typology and Goldberg's (1995; 2006) Construction Grammar model. The study focuses on the conditions for the production of such examples. Pragmatically, these constructions mostly express orders or commands. They are composed of a prepositional phrase introduced by a locative two-way preposition followed by a noun which designates a (fictive) location. The nominal phrase is often preceded by an adverb which expresses the path of motion (in examples (2) and (3) it is a pronominal adverb also expressing the perspective of the speaker) or the source or start of the movement (examples 1, 4). But examples without such an adverb are also possible as illustrated in (5). The expression of the motion trajectory is further sustained by the German case system, the accusative case being used after the two-way preposition for the expression of dynamic motion along a path.

These examples illustrate the tight interplay between the semantics of the satellites used in the nominal phrase, the morphosyntactic case-marking and the pragmatic function of the phrases.

Frequency in L1 and L2 acquisition of the French liaison

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According to the Usage Based Model, frequency of items and structures is a central component in the acquisition of a L1 (Ellis, 2002; Tomasello, 2000) and a L2 (Eskildsen, 2009). In order to acquire a structure, speakers first need to acquire enough items in their database. Once their database is rich enough, the brain can create abstract categories, and use a structure efficiently and accurately.

A continuum is apparent between the most frequently pronounced (obligatory) French liaisons (linking), optional liaisons, and the least frequently realized ones (forbidden).

To test the effects of frequency and exposure to the language, 12 Majority Francophones (from France, Belgium and Quebec), 8 Minority Francophones (from Africa and Ontario), and 37 Anglophone students of intermediate level having studied French at least 6 years, read a text which included 56 compulsory liaisons.

The Lexique frequency data base was used to calculate the frequency of words and words co-occurrence, and Goldvarbsoftware to correlate the production of liaisons, the information relative to the linking contexts (among which, the frequency of words), as well as the information relative to the participants' linguistic background gathered from the questionnaires.

The three groups followed the same pattern: the more frequent word1, word2 and co-occurrence of word1 and word2 were, the more liaisons were produced. Similarly, the greater the exposure to the language, the more liaisons were produced. Majority Francophones produced 95.6% obligatory liaisons, Minority Francophones 85.5%, and Anglophones 60.7%.

It also suggests that non-native speakers' productions are lower and not systematic because their database is incomplete. Students produced (60.7%) of liaisons with the most frequently heard items and sequences. However, they did not entrench enough items to be able to use the liaison systematically, even in the most frequent determiner + noun syntactic context.

Investigating the relation between working memory, updating and the written narrative ability in L1 Greek and L2 English of primary school students exposed to intensive CLIL classes

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The present study investigates the relation between the executive functions of Working Memory and Updating (St. Clair-Thompson, & Gathercole 2006) and the written narrative ability of young Greek L2 learners of English (mean age = 11 years, 6 months). The 48 participants of the study attended the 3rd Model Experimental School in Thessaloniki which implements CLIL from the early grades of primary school (Mattheoudakis et al. 2014). Exposure to

L2 English was intensive (5 hours/week) in Grades 1 and 2 via the TPR method (Asher 1982). In the beginning of Grade 4 participants were streamed according to their L2 English proficiency. The more advanced ones (hereafter CLIL+ group = 17 children) attended additional CLIL classes (2 hours/week) in Grades 3-5, while in Grade 6 they were instructed two subjects (Geography, Religious Study) through CLIL for another 4 hours/week. The less advanced ones (hereafter CLIL- group = 31 children) were moderately exposed to CLIL from Grade 5 (1 hour/week) while in Grade 6 this increased to 2 hours/week (CLIL subjects: Geography/Computers). The number of hours for the rest of the English classes was held constant for both groups from Grade 3 onwards, i.e. 8 hours/week. The written narrative ability of both groups was tested in L1 Greek and L2 English, using the Edmonton Narrative Norms Instrument (Schneider et al. 2005) which has also been adapted into Greek (Andreou et al. 2015). The texts were examined with respect to their microstructure, i.e. in terms of their syntactic complexity, the number of verb clauses, and lexical diversity (in particular, type-token ratio of verbs and of content words) (Hughes et al. 1997). Results showed differences that favour the group which was intensively exposed to CLIL, in the measures that tap Working Memory capacity (Alloway 2007) and syntactic complexity in the L2 texts.

Pushing the boundaries of typology: How salience affects bilinguals' lexicalisation patterns

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Research on the acquisition of reference to motion events has established that typological properties of satellite- and verb-framing languages (Talmy 2000) impact the course of first language acquisition from as early as age 3 (Harr 2012; Hickmann et al. 2009) and the directionality of crosslinguistic influence (CLI) in bilingual contexts (Hohenstein et al. 2006). The acquisition of verb-framing properties (e.g. French) appears to be associated with more learner difficulties than satellite-framing characteristics (e.g. English). An unresolved question concerns whether this asymmetry is motivated by typological differences in (i) salience of Manner vs. Path or (ii) construction complexity.

In an elicited production task, English and French monolingual and simultaneous English-French bilingual children (N = 192) of four age groups (4, 6, 8 and 10 years) were presented with short animated cartoons showing voluntary motion events. Stimuli were designed to maximise Manner salience and minimise Path relevance to tease apart (i) and (ii). The task encouraged Manner mention but only called for low-complexity constructions. If difficulties are due to (i), bilinguals were expected to manifest CLI from English. If (ii) is at issue, no CLI should occur.

Results indicate that bilinguals and monolinguals of both language groups mainly supply Manner-information only. Unexpectedly, monolinguals supplied task-irrelevant Path-information significantly more frequently than bilinguals ($p < 0.001$). Qualitative analyses show that this difference is due to monolinguals' closer adherence to the respective typological patterns that routinely include Path information. By contrast, bilinguals tend to abstract more from those patterns and flexibly adapt to task requirements. As for CLI, asymmetric code-switches from English into French to fill lexical Manner gaps (e.g. *il a swimmé* – 'he swam') by 4-year-olds support hypothesis (i). The findings suggest that

the acquisition difficulty at least partly results from the challenge of retrieving adequate lexical means to match language-specific Manner salience.

Frequency effects in the acquisition of the German pronoun “es” in SLA

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In the field of SLA there is still a lack of empirical studies applying the theoretical assumptions of Construction Grammar (CxG) (Behrens 2009). My study aims to contribute to a reduction of this research desideratum: it is located in the usage-based approach of CxG, assuming that constructions are abstracted as form–meaning pairs in communication (Goldberg 2006). In the case of SLA, the learners' input is the material of which the construction – the inventory of all constructions – is built; thus, the input is crucial to acquisition (Ellis 2013).

My study focuses on the acquisition of the German pronoun “es” (i.e. “it”) in adult Spanish-speaking learners of German. A contrastive perspective on the Spanish and German language systems suggests that Spanish-speaking learners have difficulty using this pronoun correctly. However, the traditional classification model of German “es” occurrences does not reflect these difficulties properly, since it only contains four classes of “es” occurrences – which, as I will show, is not sufficiently fine-grained as a categorization, and does not mirror the mental representation that should be assumed in the learners' mind.

I hypothesize that high-frequency constructions with “es” are faster and better acquired than low-frequency ones. As a first step, in order to approximate to the learners' input, I analyzed constructions with the pronoun “es” in a German native-speaker corpus. In the second phase, I am examining selected constructions with “es” produced by Spanish-speaking test persons.

My talk will concentrate on the link between usage-based CxG and SLA, aiming to prove that usage-based CxG is very useful in explaining phenomena such as frequency effects. I will present and discuss the results of my psycholinguistic experiment (consisting of error detection and production tasks), which I expect to show that the high-frequency “es” constructions cause less difficulty than the low-frequency ones.

Usage-based instruction in a high school classroom

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Lewis University

Usage-Based Instruction (UBI) is an innovative approach to teaching students to orally communicate in foreign languages inspired by usage-based concept of language which has enormous pedagogical implication. The main features of the UBI include, among others:

1. instruction is item-and exemplar-based and language is taught and learned from specific instances of language use for communicative purposes introduced through generous input;

Thinking, Doing, Learning

2. numerous iterations first in meaningful speech comprehension and then production facilitate entrenchment of specific utterances in the mind of the learners to the extent that their activation is automatic, i.e. is performed with ease and with minimum attention to linguistic form;
3. language competence (knowledge of rules) is not seen as a pre-requisite of language performance and explicit meta-linguistic explanations are used only occasionally and as a means of describing the language rather than tools for generating sentences etc.

The paper will report the results of a quasi-experimental longitudinal quantitative study conducted at one of the high schools in South Chicago, which involved sixty high school students in beginning Spanish classes divided into two control and two experimental groups.

Both the control and the experimental groups followed the same thematic curriculum within the same time frame. Instruction in the control group followed the UBI instructional sequence; instruction in the control group relied on a more conventional methodology as it is represented in most commonly used high school textbooks.

The study aimed at answering the following question:

Do students in the control groups demonstrate higher level language performance than students in the control groups in terms of fluency, accuracy, and complexity?

Data for the study came from:

1. End-of-the unit and end-of-the-quarter performance interviews
2. Students' can-do statements
3. Students' describing a picture based on the content covered

Adjektivdeklination aus kognitionslinguistischer Perspektive

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Im Rahmen der Grammatikvermittlung im Unterricht des Deutschen als Fremdsprache stellt der Erwerb der Adjektivdeklination eine der größten Schwierigkeiten für die Lerner dar (Witte 2014). Dies liegt einerseits daran, dass Adjektive in den Muttersprachen vieler Lerner weder Variationen in Bezug auf die Kasusdeklination noch in Bezug auf die Definitheit beziehungsweise Indefinitheit aufweisen, andererseits sind dafür aber auch die mangelhaften Vermittlungsmethoden gängiger DaF-Lehrwerke verantwortlich, welche durch tabellarische Darstellungen meist zu einem reinen Auswendiglernen der Formen führen, während sie kein tiefgreifendes Verständnis für die Gründe derer Verwendung ermöglichen (Traoré 2008). Jüngste Forschungen lassen nun darauf schließen, dass der Fremdsprachenunterricht durch die Anwendung von Erkenntnissen der Kognitiven Linguistik erheblich verbessert werden kann (Langacker 2008). Insbesondere legt die Studie Schellers (2008) nahe, dass besonders große Lernerfolge erzielt werden können, wenn diese Erkenntnisse in Computeranimationen umgesetzt werden. Es ist also davon

auszugehen, dass ein Erwerb der Adjektivdeklination durch Computeranimationen, welche auf kognitionslinguistischen Theorien basieren, erfolgreicher ist als die Vermittlung durch traditionelle Lehrmethoden. Zur Untersuchung dieser Hypothese werden daher sowohl die Kasusdeklination als auch das Konzept der Definitheit beziehungsweise Indefinitheit der Adjektive auf Basis kognitionslinguistischer Theorien dargestellt. Hierbei wird die traditionelle, zum Teil in sich selbst widersprüchliche Dreiteilung der Adjektivdeklination auf Basis der begleitenden Artikelwörter (bestimmt, unbestimmt, Nullartikel) aufgelöst und durch ein intuitives Deklinationssystem ersetzt, das auf den kognitionslinguistischen Konzepten des bounding und des one candidate beruht (Langacker 2013). Dieses wird anschließend in einer Reihe von interaktiven, lernerfreundlichen Computeranimationen abgebildet, die drei Gruppen zu jeweils etwa 20 Lernern des Deutschen als Fremdsprache auf A2-Niveau getestet werden. Drei Kontrollgruppen des gleichen Niveaus erwerben die Adjektive gleichzeitig mit traditionellen Lehrmethoden. Die Ergebnisse werden zeigen, ob eine Vermittlung der Adjektivdeklinationen durch auf kognitionslinguistischen Theorien basierende Animationen zu einem größeren Lernerfolg führt als traditionelle Methoden.

Verb use in the expression of caused-motion in German monolingual and German-French bilingual children

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The use of generic verbs is a phenomenon which has been observed in monolingual first as well as in second language acquisition (Goldberg et al. 2004; Ellis/Ferreira-Junior 2009). Both studies show that the generic verb *put* is highly frequent in the input and is treated as prototypical in the caused-motion construction. Following the usage-based approach, children and learners first predominantly use generic verbs in their argument structure patterns, before acquiring more specific ones with increasing age.

This study aims to investigate the acquisition of the caused-motion construction focusing on the verb in German monolingual and German-French bilingual children. These languages differ typologically with respect to 1) their expression of caused-motion (Talmy 2000) and 2) their semantic categorization of motion verbs (Cadierno et al. 2016). Whereas speakers of French tend to use more generic verbs (*mettre*) (Hickmann/Hendriks 2006), languages like German have a much larger motion verb lexicon (Harr 2012). Therefore, the question arises how (bilingual) children express caused motion, more specifically: Which verbs do they use?

We compared German monolingual and German-French bilingual children (3, 4 and 8 years, n=12/group) using descriptions of object displacements (cf. Hickmann/Hendriks 2006).

First results indicate that monolinguals and bilinguals show a similar process in the acquisition of the caused-motion construction. With increasing age, all children produced the typical German VOL construction (verb, object + object directional) more frequently and left less information inferred. Regarding verb use, there are striking differences: Although monolinguals and bilinguals show a shift from generic to specific verbs, monolinguals use more specific verbs compared to their bilingual peers at all ages.

We suggest that the use of generic verbs results from a cross-linguistic influence and a strategy to reduce the processing cost. Our findings will be discussed in the context of the importance of generic verbs in language acquisition.

The dynamics of the interrelationship between language and thought in processing motion: What eye movements can show us

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The domain of motion takes the center stage in the debate regarding the linguistic relativity debate due to the fact that in spite of its universal physiological nature and pervasiveness in human life and communication, there is compelling cross-linguistic evidence that languages differ dramatically in how they encode spatial relationships and motion events. Recent studies also offer evidence of significant acquisitional difficulties in the ability to verbalize motion events in a native-like manner, suggesting resistance to cognitive restructuring. However, this research has been contested by those who point out the need to provide empirical evidence backed by non-verbal, cognitive data. The proposed paper addresses this concern by offering new evidence from a series of eye tracking investigations that 1) contrast how monolingual speakers of English and Russian interrogate various aspects of motion presented to them pictorially on a computer screen (i.e., during a non-language task) and 2) compare the monolingual benchmark data with performance by advanced American L2 learners of Russian. The presentation relates the findings to the debate about the dynamic interrelationship between language, language development, and human cognitive processing of motion. It contributes to the scarce research investigating linguistic relativity by utilizing eye tracking data, especially by contrasting English and Russian as the contrasting groups in the domain of motion. The author will argue that, ultimately, the findings offer novel insights for understanding the nature of the interrelationship between verbal and non-verbal processing, and, more specifically, into the root cause and nature of the acquisitional difficulties experienced by L2 learners of Russian in acquisition of Russian motion structures by English-speaking learners.

Low reading comprehension in minority language learners: An eye tracking study

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In English primary schools, 1 out of 5 children learn English as an additional language (EAL) (Department of Education, 2013) and the numbers are similar in many countries, including Germany (Goethe-Institut, 2014). While many EAL learners excel across subjects, the education of some is hampered by low English proficiency (Strand, Malmberg, & Hall, 2015). More than 10% of EAL children have low reading comprehension (Spencer & Wagner, 2016) which is associated with vocabulary deficits (Bialystok, Luk, Peets, & Yang, 2009). To provide targeted support, schools need

to know which EAL learners have problems, and what they struggle with. We know that vocabulary depth and multi-word or figurative vocabulary are good tests of EAL language comprehension (Hessel, 2014; Kan, 2014; McKendry, 2014; Smith & Murphy, 2015). However, we still need to understand when and why reading comprehension breaks down, and the learner characteristics which influence reading behaviour. For the first time in EAL research, the current study combines eye tracking with correlational analysis of individual differences to address the following research questions:

- 1) Do EAL and monolingual learners differ in their comprehension and processing of difficult figurative phrases, and
- 2) which linguistic and non-verbal abilities best predict these differences?
- 3) Are these differences a better predictor of EAL reading comprehension than common standardised measures?

We compared the performance of EAL and monolingual primary school students in year 3-4 (N=42) on a reading task and on standardised tests, including vocabulary depth and size, non-verbal reasoning, and reading comprehension. Eye movements were tracked while reading stories and comprehension questions containing difficult figurative phrases such as time flies or Jane is the queen-bee.

Results on group and individual differences will be ready for discussion at the conference and will hold implications on the nature of reading difficulties and the profiles of EAL low comprehenders.

An ethnographic study of children's talk about gaming

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This paper describes and discusses three young Danish children's (11 year olds) language-use while playing and talking about playing English-language games. The study employs ethnographic descriptive interviewing (Spradley: 1979): the children are asked to take the interviewer on a "guided tour" through videogames they play on a regular basis. Spradley notes that: "[d]escriptive questions aim to elicit a large sample of utterances in the informants native language" (1979, p. 49) and can provide "...a large sample of native terms" (p.50). The study describes the "native language/native terms" to see how the English-language input provided by the games is being noticed and employed by the children. The study rests on the assumption that incidental language acquisition is possible and suggests that language-use by children may reflect this. The children were asked to play their favorite game(s) and were asked to describe what they did in the game and why. During gameplay the researcher asked a number of what and why and how questions in order to elicit as many details as possible. The informants are part of a large-scale project funded by the Danish council for independent research and have been chosen on the basis of their gaming habits (+4 hours weekly). Recording of the guided tour was done at school after the school day was over with parental consent. The recording took approximately 2 hours. The children brought their own iPads and decided which games they wanted to show the researcher. When the informants used English to describe a scene/object, the term(s) were employed by the researcher subsequently so to not re-phrase the "native language" of the children.

What happens when usage-based teaching does not seem to apply? Teaching theoretical linguistics through action and interaction

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Cognitive linguistics and its applications to pedagogy in second-language learning are now widely accepted : it is argued that real language use shapes linguistic forms (Tyler 2010) and emphasis is put on the communicative dimension of language. Hence, real-life situations and task-based activities have been favored both in primary and secondary schools in France (Tardieu 2008) and are making their ways into universities (Berthiaume 2013).

This poses no difficulty in a TESOL environment when the expected learning outcome is the acquisition of a new language. But what happens when the subject of study is theoretical linguistics, i.e. the study of language itself and not a communication tool? Does the task-based approach apply, as it is difficult to imagine a real-life situation in which learners would have to conduct a linguistic analysis?

Our contention is that a task-based approach can and should be integrated into theoretical linguistics courses.

Our study is based on an experiment held over 2 semesters at the Sorbonne Nouvelle University (Paris) on 400 French speaking second-year English majors. The 10 instructors used various approaches ranging from top-down teaching methods (teacher fronted presentations, with or without a slide show) to task-based activities (including games) during which students were expected to provide key notions by themselves, or through interaction with their fellow students.

The students were tested on their mastery of linguistics at the end of the course and asked to fill out a feedback form.

Our results did not show better mastery of the subject by the experimental task-based group. However, students from this group showed significantly more interest in the subject of study and more eagerness to learn.

Stability in a multimodal practice in service encounters: A documentary and sedimentating process

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Fossilization is argued to be a distinctive feature of adult L2 learning (Han, 2014). However, researchers who have theoretical and methodological criticisms of the construct of fossilization suggest shifting attention to stability in L2 performance using innovative theoretical perspectives (Larsen-Freeman, 2006; Ortega, 2014). To date, however, little research has been done using the construct of stability (but see Eskildsen, 2012; Hauser, 2013; Norton, 2013; Verspoor, Lowie, & Dijk, 2008).

In response, this study approaches stability by examining how embodied L2 use is reflexively tied to the stability of a non-targetlike routine practice in the wild. The analysis focuses on one routine sequence in which the participant (Minji) informs customers of an in-store card payment policy by using a fixed multi-unit expression: “We limit ten under twenny centu charge okay?” and a printed notice of the policy at the check-out counter. The data come from 79 hours of audiovisual recordings of service encounters collected over a 30-month period in a convenience store in Hawai’i. The participant is a Korean female with limited proficiency in L2 English, who immigrated to Hawai’i a year before the data collection began.

The analysis demonstrates that about two-thirds of Minji’s customers appear to draw on their previous knowledge or refer to the posted notice to understand Minji’s practice without explicit orientation to the grammatical issues underlying the expression. The analysis of repair sequences reveals that Minji treats that responsibility for trouble does not belong to her by construing the trouble as a problem of acceptability (Svennevig, 2008), calculation of the surcharge, or reading of the notice. This paper argues that stability involves a documentary process (Garfinkel, 1967) and sedimentating (Miller, 2012) of the relatively successful use of non-targetlike practices. Implications include that stability can be better understood when considered in light of situated and embodied action.

Upside down, male or female? The effect of language on recognition memory in L1 and L2 speakers

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Imagine a group of friends putting glasses on a table – not so hard, is it? However, if you are asked to describe the group and their action in German or Spanish, the task gets more complicated. In German, putting would be translated into either *legen* (lay) or *stellen* (stand) whereas in Spanish, you would employ the verb *poner* (put) which does not mark object orientation. In Spanish however, using a pronoun, you would mark whether the group consists of females only *ellas*(they) or whether it is a mixed or male-only group, *ellos*(they), whereas German offers a single pronoun *sie* (they) to describe either constellation (Cartagena & Gauger, 1989).

Can the linguistic differences above affect how German learners of L2 Spanish; and Spanish learners of L2 German memorize object orientation and facial gender? Previous work has found the L2 shapes effects of “put in/on” (Hae in Park & Ziegler, 2014) and grammatical gender (Philipps & Boroditsky, 2003) on categorization of objects and men/women. We know of no studies into L2 memory in spatial and gender domains. However, Filipovic’s (2011; forthcoming) studies on linguistic differences in the expression of manner and intentionality in motion events suggest that language may affect recognition memory in L2 speakers.

This bidirectional study presents novel evidence on L2 memory effects. L2 subjects (and L1 controls) completed a computer-based task (as in Coventry et al. 2010). In critical trials, participants were asked whether a picture was identical to the preceding one(s). Here, we altered object orientation or facial gender. Results show that German speakers had better recognition memory for object orientation than Spanish speakers; there were no differences for

facial gender. Interestingly, L2 German speakers had better memory for object orientation than L1 German speakers. A plausible explanation is that low word frequency leads to better recognition.

Extramural doing and learning: A discussion of second language development through informal L2 usage online.

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Although much of SLA research is conducted in a classroom setting, it is important to consider the different types of language learning that also occur outside of any imposed curriculum or school establishment. The online informal learning of English (OILE) is a field of research that seeks to do just that, in that it investigates the ways in which non-native English speakers interact in and with English in an informal, online context (reading, watching, listening, chatting, playing), as well as the impact that these interactions may have on their L2 development (Toffoli and Sockett, 2010; Sockett, 2014; Author, xxxx).

This paper provides a detailed discussion of the field of OILE with an emphasis on usage-based (doing) and L2 development (learning) aspects. It is structured within a dynamic usage-based approach, which emphasizes the functional variability within L2 learners' developing language systems, constructions as the basic units of language representation, and language learning arising from usage (de Bot et al., 2013; Robinson & Ellis, 2008). This perspective is also used to consider the importance of interactions between L2 users and the environmental factors that surround them, the multiple learning trajectories that arise from interactions between different variables and the role that frequency effects play in the learning equation.

The data discussed include a questionnaire (n=953) of French and German university students' OILE usage and four individual case studies. Results from the questionnaire indicate that large percentages of the sample participate regularly in OILE activities such as listening to music, reading and watching television series. The case studies track subjects' L2 development over 10 months and measure development in chunks, complexity, accuracy and fluency. In line with the dynamic systems approach, individual development is highly variable and each case constructs his/her own authentic, idiosyncratic and unique OILE-user profile.

Gap that needs a bridge: Current practical applications of the usage-based linguistics theory

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The Usage-Based theory has been quite rapidly growing in significance and getting an increasing attention in the scholarly world as well as among teachers looking for more effective ways to guide their instructional practices. To date, there have been, nevertheless, not many attempts to apply the usage-based model in the actual classroom

practices, or they are not particularly known among the practitioners. One characteristic of the field of education is the discrepancy between the theoretical and practical worlds, a “gap that requires a bridge” (Sanders and Peck, 1976, p. 188). However, few of the educational theories have been so strongly related to practice and real-life experience like the usage-based theory and even if only for this reason, the practical interpretation should especially here be explored.

In this paper, a study will be presented, investigating current practical applications of the usage-based linguistics. The study consisted of two parts. In the first part, a question was raised: What could constitute an instructional model following the tenets of the usage-based theory?

Existing published and unpublished data on methodologies connected to or inspired by the usage-based linguistics was collected and their relationship to the theory was looked at. As the second part of the project, a survey was created and sent out to teachers of ESL and foreign languages, which investigated two elements: first, if these practitioners were at all familiar with the usage-based linguistics theory; second, if they were using any practices in their teaching that could be associated with the usage-based theoretical framework, in an anticipated or unanticipated manner.

Peer oral interaction and learning opportunities

Carolyn Elizabeth Leslie

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This talk results from a classroom based study on peer to peer oral interaction in two task based language teaching classrooms, one of which was a self-declared cohesive group, and the other a self-declared less cohesive group, both at B1 level. Research was conducted in the classrooms and the tasks were part of regular class work. The research was framed within a sociocognitive perspective of second language learning and data came from a number of sources, namely questionnaires, interviews and audio recorded talk of dyads, triads and groups of four students completing a total of eight oral tasks. These audio recordings were transcribed and analysed qualitatively for interactions which encouraged a positive social dimension and behaviours which led to learning opportunities, using conversation analysis. In addition, recordings were analysed quantitatively for learning opportunities and quantity and quality of language produced. Analysis of interactions revealed the many ways in which learners in both the cohesive and less cohesive class created learning opportunities. Further qualitative analysis of these interactions showed that a number of factors including how learners approach a task, the decisions they make at zones of interactional transition and the affective relationship between participants influence the amount of learning opportunities created, as well as the quality and quantity of language produced.

Constructions of adult Finnish learners: The interconnections between complexity and accuracy development dynamics and teaching order

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The social environment serves as an important resource for an L2 learner, and in the usage-based approach L2 learner's constructions are seen to emerge from language use in social situations. However, the relationship between L2 constructions development and learner's language use biography has so far remained underinvestigated (Eskildsen & Cadierno 2015.) My PhD study (in progress) aims to explore the interconnections between L2 construction growth and language use in classroom. By adopting the Dynamic Systems Theory framework (e.g. de Bot et al. 2007) I will study the individual developmental learning paths of adult beginner learners of Finnish and how teaching and language use in the classroom are interrelated with the development of learner language constructions. The development of key constructions of learner language is studied from the viewpoint of complexity and accuracy. The research questions are:

What are the key language constructions of adult beginner Finnish learners and what kind of development of complexity and accuracy occurs in those constructions?

What kinds of interconnections are there between complexity and accuracy development and teaching order?

This poster presents my PhD study setting, data, and some tentative results of the dynamics of L2 Finnish construction growth. The study is longitudinal: the spoken and written data were collected alternately every second week during nine months (August 2015–April 2016). The data consist of 18 texts and 18 speaking samples from four participants (in total 144 samples). Frequent data collection makes it possible to investigate small changes and variability in learner language. Constant observation of participants' lessons enables the detailed analysis of relationships between L2 constructions development and teaching.

Path encoding in L2 German by Spanish and Danish learners: How different are the difficulties encountered by both learner groups?

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Based on previous research on Motion Events in an L2 (see Cadierno in press), the present study examines the expression of Path in L2 German by learners of two typologically different L1s, namely Spanish and Danish. Its aims are (i) to investigate to what extent the two learner groups differ from German native speakers and from each other; (ii) to determine if the Danish learners encounter less difficulties than the Spanish ones; (iii) to examine which difficulties can be attributed to crosslinguistic influence and which ones are due to the complexity of Path encoding in German; (iv) to document which linguistic means and strategies are used at the different stages of acquisition. To this end, a twofold methodology was applied: oral retellings of the cartoon Canary Row and written descriptions of 42

video clips depicting 14 different types of Path. Data were collected from 45 Spanish and 45 Danish learners (from beginner to advanced level), as well as from 30 native speakers of German, Spanish and Danish, respectively.

The data analysis indicates that Danish learners encode Path more easily and correctly than Spanish ones. However, both learner groups differ from German native speakers and encounter difficulties when encoding Path in German. While some difficulties seem to be restricted to one learner group (e.g. path encoding in the verb root), the lack of distinction between the different satellites or incorrect case marking are observed in both groups. Furthermore, the data also show that possible avoidance strategies, such as static descriptions or code-switching, cannot only be observed by beginners but also by intermediate and advanced learners. Finally, the comparison with other studies focusing on L2 learners of German (e.g. Becker 2001; Bauer 2010; Scheirs 2015) provides a more comprehensive picture of the evolution of the expression of path in L2 German.

Complex constructions in German as a first and second language. Comparing adult cartoon and picturebook retellings

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University of Basel

Complex, information-dense verb argument constructions such as spontaneous/caused motion (e.g., He drove (her) to the hospital) and resultative constructions (e.g., He painted the wall blue) are currently in the focus of much (constructionist) second language (L2) research, including research on L2 comprehension, productivity, and cross-linguistic influence (e.g., Hijazo-Gascón, Cadierno & Ibarretxe-Antunano 2016; Handwerker 2015).

This paper takes a usage-based approach to complex constructions, focusing on degrees of information density and constructional complexity in first language (L1) as compared to L2 speech. Importantly, cross-linguistic influence — which is known to typically lead to lower levels of information density in L2 encoding, e.g., by learners of satellite-framed languages with a verb-framed L1 background (Cadierno 2008) — is largely excluded here, as the learners' L1, English, shares the relevant lexicalization patterns with the L2, German.

The data set consists of elicited retellings of 20 wordless cartoon film sequences (Cavandoli 2003) and two picture books (Mayer 1969; Haughton 2014) by L1 and L2 speakers (n = 10 each; L2: GERR levels B2/C1). Complexity (resp. density) is operationalized both at a local, slot-filler level (i.e., regarding the constructional repertoire and preference trends at the relevant conceptual slots) and at a global, combinatorial level (i.e., regarding the constructional repertoire and possible complexity trade-off trends at the utterance level).

Two main research questions will be discussed: (1) Do L2 speakers achieve similar levels of constructional complexity and information density as L1 speakers, given L1 and L2 lexicalization patterns are similar? If no, do lower L2 complexity patterns mirror those of L1 preschool children? (2) Do learners' levels of information density and constructional complexity differ as a function of the production task? If yes, do L2 divergences mirror cognitive affordances displayed by preschool L1 children (i.e., is cartoon retelling cognitively less demanding, leading to more complex retellings, cf. Dimroth 2012)?

Thinking for speaking meets usage-based approaches. Information density and constructional complexity revisited

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Research in the *Thinking for speaking* paradigm has shown that childrens' productions reflect the specific lexicalization patterns of their first language from early on, for instance, in the spatial language domain (e.g., Slobin 2003). As for satellite-framed languages (e.g., German), children master complex spatial language constructions by age 3;4 in experimental settings, thus supposedly displaying early adult-like levels of information density (e.g., Ochsenbauer & Engemann 2011). Corresponding learned attention effects impact second language learning, typically leading to lower levels of information density in second language encoding (e.g., Cadierno 2008). As learned attention may affect second language usage in rather subtle ways, more fine-grained analyses of first language usage patterns may help us fully understand these effects.

We thus present reanalyses of spatial language utterances in (i) spontaneous German child speech (n=3149; age ranges 2;6-2;11 and 4;6-4;11; longitudinal *Leo* and *Rigol* CHILDES corpora) and (ii) quasi-experimental Frog Story narratives elicited from German three-, five-, nine-year-olds, and adults (n=2243; Bamberg 1994). Our analyses reveal that preschool children are *not* fully adult-like in terms of information density and complexity: As described elsewhere (cf. Bryant 2012), younger children produce significantly less *locally* complex verb and path types (e.g, lexical verbs with manner specifications, prepositional phrases, $p<0.001$) overall. But importantly, partial correlations reveal that they also use those locally complex verb and path types that they *do* produce in significantly different ways from older children and adults, i.e., in *globally* less complex utterance contexts (e.g., if the figure component is light, i.e., a pronoun, $p<0.001$).

In line with usage-based approaches, our findings show that first language development of constructional complexity is gradual, despite the early availability of the relevant constructions' component parts. We discuss implications and applications for second language learning, teaching, and assessment.

Lexical bundle use in native and non-native English speaking graduate writing

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The study of lexical bundles (LBs), three or more frequently co-occurring words (e.g., Conrad & Biber, 2004) is of interest to researchers and language teachers alike. Research shows that approximately 20 percent of the words in written academic texts occur within three or four word bundles. This frequent occurrence of LBs underlines the need for Non-Native speakers (NNS) of English to acquire them for fluent production of texts. A clearer understanding of how NS and NNS use LBs in their academic writing informs both L2 acquisition theory and pedagogy.

The current study compared LB use in texts from native (NS) and (NNS) English speaking graduate students. Twelve NS of English and 17 NNS from either Arabic, Mandarin or Korean first language background participated. The study focused on quantitative and qualitative differences in LB use by examining the overall frequency of use and the breadth of different lexical bundles used by each group. A writing assignment that formed part of regular graduate work (a reflection paper based on a specific published paper) was available from each participant. The total bundles generated were then compared to a list of LBs identified in previous research as the most frequently occurring bundles in the humanities and in applied linguistics. Overall, the NNS used a greater total number of LBs than the NS, but the NS used a wider variety of different bundles. The NNS used more bundles that occurred in the published paper on which their assignment was based, and fewer of the frequent bundles than the NS group. A discussion of how these results relate to previous research, L2 acquisition and pedagogy conclude the presentation.

Multilingualism and cognitive control – the neglected role of emotion

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Empirical studies have consistently linked multilingualism to advantages in cognitive control, even in non-linguistic tasks (Bialystok, 2009). As part of their Adaptive Control Hypothesis, Green and Abutalebi (2013) suggest that these advantages arise because the mental processes that set parameters for task completion must adapt in response to different language contexts. The demands of these contexts, Green and Abutalebi suggest, may lead to neural adaptations that make the required control processes more efficient. However, interactional contexts are not affectively neutral; ecologically valid investigation of these posited cognitive advantages must consider their emotional implications as well. Indeed, recent research suggests that emotional impact (Dewaele, 2004, 2008) and moral judgments (Costa et al., 2014) are influenced by the language used. The cognitive reasons for these findings are, however, not yet clear. Particularly, no research has yet attempted to explain how differences in cognitive control ability related to bilingualism may influence emotion perception or processing. Therefore, the current project specifically focuses on inhibitory control and investigates whether bilinguals are better than monolinguals at integrating or inhibiting emotional information based on its task-relevance. German-English bilingual and English-monolingual adults are asked to complete a combined flanker-go/no-go task intended to assess two aspects of inhibition: interference suppression and response inhibition. They complete a verbal and non-verbal version of the task, in which they respond to the animacy of words and the gender of faces, respectively. In these tasks, neutral targets are flanked by congruent (same gender/animacy) or incongruent distractors with positive, negative, or neutral emotional valence. This paradigm makes it possible to assess how emotional information is incorporated into the task (when helpful: i.e. congruent flanker condition), inhibited (distracting: incongruent flankers) or ignored (irrelevant: for go/no-go decisions). The results will help indicate whether bilinguals have an advantage over monolinguals in regulating emotional influences on executive control.

The influence of learner proficiency on the efficacy of written corrective feedback

Britney Michele Paris

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In language education, Written Corrective Feedback (WCF) is a common formative assessment strategy, which has been shown to improve both the grammatical accuracy of student writing as well as learning outcomes (Shute, 2008). This paper presentation will showcase a study investigating the relationship between two types of Written Corrective Feedback (Indirect Feedback and Direct Feedback) and the language proficiency of German Second Language Learners.

In a meta-analysis on the efficacy of WCF in improving Second Language written accuracy, Kang and Han (2015) illustrated that feedback-type is a mediating factor. Specifically, the study investigated whether Direct Feedback (DF) – providing the student with the correct form – or Indirect Feedback (IF) – only indicating that an error exists – had the most positive long-term effects, for which there were differing results. However, they also suggested that the effectiveness of DF or IF may depend on learner proficiency, an area which is yet to be investigated.

Yet in order for WCF to be effective at all, learners must actually make use of this feedback (Hattie & Timperley, 2007). Most research on WCF focuses on the effectiveness of various feedback types but ignores the interaction between the learner and the feedback. The current study uses Think Aloud Protocol to investigate learner perceptions of DF versus IF, as well as Focus Group Interviews to explore how learners typically respond to the feedback they receive from teachers in order to make improvements in their writing.

Through a better understanding of how learners perceive and use WCF, teachers can make better-informed decisions about the types of feedback they provide when conducting formative classroom assessment and providing formative feedback.

Sprachbewusstheit der SchülerInnen und LehramtsstudentenInnen des Unterrichtsfachs Englisch in Finnland und in Deutschland

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Die Studie verfolgt das Ziel Sprachbewusstheit von SchülerInnen der Sekundarstufe II (119 finnische und 73 deutsche) und von Lehramtsstudierenden (52 finnische und 46 deutsche) des Unterrichtsfachs Englisch in Finnland und in Deutschland zu untersuchen. Wir nähern uns dieser Zielsetzung aus der Perspektive (i) der Lernenden und der Lehrenden selbst im Hinblick auf deren Verinnerlichung von Sprachbewusstheit und (ii) deren Bereitschaft ihre eigene Kognition von Grammatik-Pädagogik im Unterricht zu erhöhen. Die theoretische Grundlegung der Studie basiert auf Forschungserkenntnissen der kognitiven Psychologie, der Philosophie und der Sprachdidaktik. Das Datenmaterial der Studie besteht aus den Antworten von SchülerInnen der Sekundarstufe II sowie von Lehramtsstudierenden des Unterrichtsfachs Englisch auf zwei identische Fragen in Finnland und in Deutschland. Die

erste Frage bezog sich auf das Herausbilden der eigenen Sprachbewusstheit der SchülerInnen und LehramtsstudentenInnen, welche mit einer Aufgabe durch das Lösen einer grammatischen Problematik untersucht wurde. Die zweite Frage bezog sich darauf, wie SchülerInnen und LehramtsstudentenInnen ihre Sprachbewusstheit im Englischunterricht bezüglich des grammatischen Phänomens erhöhten. Aufgrund der Datenauswertungen zeigte sich, dass die Sprachbewusstheit von finnischen und deutschen SchülerInnen sowie von finnischen und deutschen Lehramtsstudenten auf intuitives Wissen zurückzuführen ist. Auf der Grundlage von sprachlicher Intuition war es für die Befragten schwierig ein sprachdidaktisches Vorgehen zu erklären, welches ihre Sprachbewusstheit in der englischen Grammatik erhöhte. Der Unterschied zwischen den finnischen und den deutschen SchülerInnen sowie zwischen den finnischen und den deutschen LehramtsstudentenInnen war statistisch signifikant.

Identifying partially schematic units in the code-mixing of a German and English speaking child

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Mixing the two languages is a very salient phenomenon in bilingualism. Often the approach has been to categorize and constrain types of mixing in the form of grammatical and structural principles that might underlie mixing.

Alternatively, the usage-based approach assumes that units of form can vary in their level of complexity, ranging from individual words to large units of processing, and in their degree of schematicity, ranging from completely lexically fixed lexical items (e.g. *How are you?*), via partially schematic constructions (e.g. *I want X*), to wholly schematic constructions (e.g. NP VP NP) (e.g. Tomasello 2003).

In this paper we want to investigate whether code-mixing in a German-English speaking child is guided by partially schematic units that is code-mixing results when a partially schematic construction from one language is selected and the open slot is filled by the other language.

The data was collected from a German-English speaking boy at the age of 2;06 – 2;07. Code-mixed utterances (n=1331) were grouped into chunks and partially schematic constructions. Identification of fixed and open slots in partially schematic constructions was based on the ‘traceback’ method (e.g. Lieven, Behrens, Speares & Tomasello, 2003; Lieven, Salomo and Tomasello, 2009). For example, the occurrence of *ich want x* ‘I want x’ was supported by additional occurrences with a variable slot *x*, *ich want this* ‘I want this’, *ich want meine nucki* ‘I want my pacifier’.

Analyses showed that for a large amount of the data we were able to identify schemas, namely 89% (n=1178) with at least one previous occurrence (73% of the schemas had at least two previous occurrences). Only 11% (n=153) of the data had no previous schema and was thus classified as other.

Results suggest that partially schematic constructions play an important role in the code-mixing of this child.

“What shall we start with?” - Conversation openings in eTandems

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We are naturally tempted to focus on the ‘core’ of a conversation, however, openings and closings build the frame of a conversation where the relationship between the speakers, the setting, and the purpose of the conversation is negotiated. Conversation openings have been of interest from the very beginning of Conversation Analysis (Schegloff 1968). From a CA point of view they provide essential information on how the speakers themselves interpret the situation (Deppermann 2008).

In our paper we focus on conversation openings in a particular setting: multimodal oral-visual eTandems. eTandem Language Learning is an approach, where two learners with different languages learn from and with each other by communicating via the Internet. Situated between everyday conversation and communication for the purpose of language learning (Bechtel 2003), eTandems constitute a very specific setting for language learning.

Drawing on data of Chinese – German and Spanish – German eTandems we show how conversation openings are constructed in this particular setting. Further, we touch on questions of language choice and topic negotiation, which are often subject to the beginning of eTandem conversations.

The impact of language awareness on bilingual textual competence

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Starting from the assumption that bilingual competence should not be considered as competence in independent linguistic systems but rather makes up one holistic and dynamic system in which cognitive, social and environmental factors continuously interact with each other (De Bot, Lowie & Verspoor 2007), we investigate how language awareness and extra-linguistic factors influence the textual competence of bilingual students. Our sample includes 206 bilingual 9th and 10th graders with Italian, Greek or Turkish as L1 and German as an (early) L2. The data encompass a corpus of narrative and argumentative texts, sociolinguistic interviews in both German and the students’ respective L1s and a bilingual Language Awareness Test (LAT). The texts are analyzed using a framework based on global-level textual competence (Berman & Nir-Sagiv 2007, Sieber 1998, Riehl 2013) and are ranked by three independent raters according to text levels. The text levels were correlated with scores in the LAT-test on the one hand and extra-linguistic factors extracted from the interviews on the other.

The results indicate that students who reach a higher text-level score in both narrative and argumentative texts in German and their L1 also exhibit a high LAT score in both languages. Furthermore, students who are or were instructed in their L1 reach a higher overall LAT score and the scores in L2 German and their L1 are at a similar level. We finally demonstrate that the different levels of textual competence and the LAT scores also correlate with extra-linguistic factors, such as reading activities and literary practices in the family (cf. Duarte et al. 2014).

Based on these results we will show how language awareness, textual competence and literacy practices are mutually interdependent factors and we will discuss the implications for language teaching and the development of bilingual school programs.

Teaching complex grammar: Do less advanced learners prefer examples?

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Whether the grammar of a foreign language needs to be taught explicitly or implicitly learnt remains a “great debate” (Moeller & Ketsman, 2010). Experimental studies suggest that explicit instruction is more efficient (Norris & Ortega, 2000), especially in less skilled learners and for simpler patterns (Ellis, 2006). However, the timing of many experimental designs fails to take into account the gradual acquisition of grammar. If learners start by overgeneralising simpler constructions, which type of new information - examples vs. explicit rule - is likely to help them acquire more complex knowledge?

To address this issue, we investigated an instance of complex grammatical knowledge: genitive constructions of English and their alternation with compounds and *of*-PPs. The alternation presents French learners with options that are not available in their mother tongue. As a result, most French learners of English use English PP, which are similar to the French form.

To determine what type of information can help them master the alternation, an experiment involving 66 subjects was carried out, contrasting two groups. A pre-test showed none of our students mastered the alternation and the test focused on their recurrent errors. Group A started from four rules to complete the test, while group B received a short text including 20 boldfaced examples of the alternation.

A multiple regression analysis showed that student proficiency predicts the correctness of answers, and that the effect of and interaction with learning mode is marginally significant. The explicit presentation of rules benefits the more advanced learners and induces errors in others, and the reverse is true for exposure to examples. In line with a constructionist approach to SLA (Ellis, 2013), advanced learners would elaborate more abstract levels of grammatical knowledge, amenable to rules, whereas less advanced learners’ knowledge would be entrenched in concrete exemplars.

Language Awareness and Literacy – a new approach of subject teaching and learning in multilingual classes

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Karl-Franzens-Universität Graz

The ERASMUS+ project *Mehr-sprachliche Bildung (MeLA)* is a cooperation of the University of Graz (Austria), the University of Education Karlsruhe (Germany) and the University of Education Luxembourg (Luxembourg) with the target of substantiating the development and evaluation of Language Awareness concepts in all school subjects. This is achieved by providing practice-approved materials to professionals teaching in multilingual classes. In this presentation an insight into the theoretical foundation and empirical investigation of the sub-project by the University of Graz focusing on pupils' literacy is given. The aim of this sub-project is the development and evaluation of an innovative teaching concept for subject classes on the basis of *Focus on Form* and *Text Procedures* ("*Textprozeduren*", Feilke 2014). *Focus on Form* is a type of form-focused instruction in which learners' attention is focused on linguistic aspects of the L2 in communicative settings (Long/Robinson 1998). *Text Procedures* can be described as routinized combinations of acts and salient text surface phenomena (Feilke 2012), such as lexical collocations and syntactic or grammatical constructions (Feilke 2014). Several teaching concepts are developed in close cooperation with secondary school teachers and tested in the subjects of history, biology, musical education and vocational orientation. Videography, written texts by pupils and teacher questionnaires are used to investigate pupils' language and content learning. The findings will be used to improve the teaching concept and to further professionalize secondary school teachers in Europe.

Incidental language uptake from television series : A usage based view of learning

Geoffrey Sockett

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Usage based accounts of language acquisition allow great scope for research in what Wagner (2015:75) calls "The Wild", that is to say acquisition from naturalistic settings. In the modern world, these settings frequently involve the use of digital media.

Research into incidental language acquisition from informal online activities has often focused on uptake from written texts. As Schwarz (2013:18) reminds us, "research on incidental vocabulary acquisition from aural input is relatively scarce". Studies of vocabulary knowledge (Kusyk & Sockett, 2012, Schwarz 2013), suggest some statistically significant gains in spite of a probable absence of noticing or focus on form given the leisure-orientated nature of many informal, out of class activities.

In a pilot study of fan fiction texts, Sockett (2014) found that frequent online viewers of original version television series were statistically more likely than non-fans to use frequently occurring language chunks from their favorite

series when writing imaginary scenes from the corresponding series. This finding also suggests that acquisition may be taking place without focus on form.

In the present follow-up study, uptake from different genres of series is examined, with groups of non-specialist students writing imaginary scenes from a series with a contemporary setting, (*Breaking Bad*) and a series with a non-contemporary fantasy setting (*Game of Thrones*). The characteristics of frequently occurring chunks of language from the two series (4-grams and 5 grams) are first contrasted and then compared to frequently occurring chunks of language in the BNC. Learner-written productions are then analyzed to measure the frequency of use of target chunks. These findings are finally related to learner data such as level of English, viewing frequency and preference for subtitles.

Processing costs in a sentence repetition task with bilingual children

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In the 1990s Newport (1990) and Elman (1993) argued that young children's limited processing capacity is the basis for successful language learning. Limited capacity allows us to perceive only some components out of input, e.g. salient items at the end of a sentence, and ignore the rest as "other noise". Data effective for language learning falls within a temporal window and has to be exploited within that temporal frame (rehearsal, statistical learning). If children do not start small, they are flooded with information and do not know what to concentrate on.

Children with specific language impairment (SLI) seem particularly vulnerable in this respect. They do not seem to be able to accomplish the task within the respective temporal window (e.g. subject-object, agreement, case distinctions). Thus they end up having many problems to solve at once. The processing demands exceed their capacities (cf. Charest & Johnston 2011).

Sentence repetition tasks are important in investigating how children solve processing problems. If sentence structures are well entrenched and thus have become automatized, children are able to repeat these structures easily. If child learners have not yet reached this stage, it is interesting how they cope with processing demands.

This paper will investigate children's repetition of 32 German sentences growing in complexity. The data was collected in a longitudinal study with Russian-German children aged 4;0-5;6 years. We will report on data from 42 simultaneous and 43 successive bilingual children from the first and the third measuring point, analyzing their task-solving strategies: Do they start with items at the end of the sentence? When do they add the topic in initial position or the determiners in nominal phrases in the middle field of sentence bracketing? Various subgroups' behavior, including those of bilingual children at risk for SLI, will be discussed.

The influence of language mode on bilinguals' encoding of motion events

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Based on cross-linguistic differences in motion event encoding, scholars working on bilingualism have investigated phenomena of transfer in the use of typologically different languages. Studies have shown that the characteristic patterns of Satellite-framed and Verb-framed languages may converge in bilingual production. On the one hand, the degree of these patterns of convergence may depend on stimulus-type such as manner saliency. On the other hand, participants' social and geographic background or participant's language dominance configurations may play a role. For instance, the number of manner verbs, a category typically more frequently encountered in Satellite-framed languages such as German, tends to rise when a German-French bilingual speaker's is more dominant in German (Berthele, in press). Furthermore, theories on language mode suggest that there is a continuum of language activation ranging from a monolingual mode (predominant activation of one language) to a bilingual mode (activation of both languages) and that the degree of language activation may impact on the amount of transfer in language production. Drawing on data from 154 French (Verb-framed language) and (Swiss-)German (Satellite-framed language) bilingual speakers, showing varying degrees of language dominance, this paper explores the role of language mode in these bilinguals' motion event descriptions. The speakers were asked to describe 60 animated video clips, 30 critical items (translational motion events) and 30 filler items (caused motion events) in four conditions: a monolingual mode once in German and once in French, a bilingual mode once with critical items in French, filler items in German and a bilingual mode with critical items in German, filler items in French. The aim of this paper is to investigate in what way the manipulation of this language mode can impact on motion event descriptions.

Conceptual and sociocultural differences in metaphor processing in the L2

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In line with Danesi (2008), we assume that well developed multilingualism goes hand in hand with an adequate integration of conceptual differences between the different languages. This includes the ability to use different conceptual contents and varied sources of knowledge when interpreting expressions in the foreign language (cf. Trim 2012). Despite the growing body of theoretical approaches, empirical studies on the concrete functioning of these mechanisms are lacking. This is even more the case for the study of taboo expressions in the foreign language, related to the fact that some taboo topics are not dealt with in foreign language learning or are avoided when speaking with non-natives. Therefore, the aim of the present study was to analyze how learners of Spanish as L2 processed taboo metaphors with a particular focus on the importance of the sources of knowledge they mobilize to interpret the metaphorical taboo expressions, and on the influence of the conceptual difference between the L1 and

the foreign language. In order to investigate these effects, two groups of participants at B2-level in Spanish and with a different L1 (French and German) carried out a comprehension test containing taboo expressions from the sexual domain. These were presented in three different settings: a. isolated expressions, b. expressions in a linguistic context and c. expressions requiring socio-cultural knowledge in order to be interpreted correctly. The selection of these expressions was based on Pizarro's (2014) MadSex corpus. Results show that the existence of conceptual differences did not directly affect metaphoric taboo expression comprehension, which suggests that learners used general embodied experiences underlying the metaphoric taboo expressions in order to guess their figurative meaning. On this basis conclusions and avenues for further research will be formulated.

The relationship of L1 and L2 in a successive bilingual child: Its development during the first 6 months of L2 acquisition.

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Studies on the acquisition of German as a second language in successive bilingual children most often start when children have spent some months in Kindergarten (cf. Rothweiler 2006 with reports on one child after 3 months and on two children after 9 months of exposure to German). Thus it is often fairly unknown what happens between their first contact to the second language and the time when analyses begin. We will report on a refugee child whose first and family language is Kurmanji, a northern Kurdish dialect. Kurmanji is an SOV language, with V final, postposed attributive adjectives, a particular construction of possession with OS(V) and the negative particle almost exclusively preceding the predicate.

The child was seen along with her cousin for 30 minutes from February to July 2016, every day during the first three months, three times a week in May and twice a week in June and July. The sessions started three months after the arrival of the families in Germany. A usage-based approach was chosen, emphasizing the frequency of constructions in the input. Both children started attending Kindergarten in the beginning of April.

In this paper we will concentrate on the development of German structures in four areas in the girl's linguistic behavior: the development of V2 and verb inflection, the position of the attributive adjective, the possessive construction and the position of the negative particle. We will show that the child initially retains the syntactic patterns of Kurmanji in her second language and only gradually adopts the German structure. The findings will be discussed in relation to the current research about successive bilingual children.

The role of language learning aptitude and type of instruction in the development of explicit and implicit knowledge of L2 English articles

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Existing research in the area of instructed second language (L2) learning has provided substantial evidence in support of the overall effectiveness of explicit instruction (Goo, Granena, Yilmaz, & Novella, 2015; Norris & Ortega, 2001). At the same time, it is well known that individual learner differences in language learning aptitude interact with L2 achievement in different instructional conditions, as shown by so-called aptitude-treatment interaction research (Erlam, 2005; Robinson, 1997; Wesche, 1981). What is less clear, however, is how the aptitude-treatment interaction plays out in an ecologically valid classroom setting in relation to the development of both explicit and implicit L2 knowledge – key constructs in usage-based L2 research (N. C. Ellis, 2015; R. Ellis, 2005; Rebuschat, 2013; Roehr-Brackin, 2014). In order to address this issue, the present study compared three instructional conditions ('deductive' and 'guided inductive' representing two types of explicit instruction and 'incidental' exemplifying implicit instruction) aimed at facilitating the learning of nine different uses of English articles, a construction that is notoriously challenging for the participating L1 Russian learners (N = 120, ages 12-17). The instructional treatment comprised ten 80-minute sessions over four weeks, with a pre-test/post-test design. The learners completed the LLAMA aptitude battery (Granena, 2013; Meara, 2005; Rogers et al., 2016) as well as a specifically designed suite of tests aimed at measuring both explicit and implicit knowledge of the targeted article uses. We will report to what extent different aptitude components predict the development of learners' explicit and implicit knowledge of English article uses in different instructional conditions when general L2 proficiency is controlled for. Our findings will contribute to the ongoing theoretical debate on the relevance (or otherwise) of aptitude for L2 learning in more implicit conditions and for the construction of implicit knowledge (DeKeyser, 2012; Li, 2015; Yalçın & Spada, 2016).

J'ai l'impression que: Lexical bundles in beginner French textbooks

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Formulaic language is notoriously difficult for L2 learners of French to master (Edmonds, 2014; Forsberg, 2010). According to a usage-based approach to second language development (Ellis & Larsen-Freeman, 2009), frequency in the input is a key factor affecting development of linguistic features. However, no study thus far has examined formulaic language in one of the largest sources of input for learners of French: the textbook. The current study addresses this gap. Using a distributional approach (as used in Biber, Conrad, & Cortes, 2004), four-word lexical bundles are extracted from an oral corpus of French. The frequency of the lexical bundles in the oral corpus is compared to the frequency of the bundles in a corpus of A1-B1 level textbooks. An independent samples t-test showed that the average number of lexical bundles per 100,000 words was significantly higher in texts from the oral corpus than the textbook corpus. The average number of stance and referential lexical bundles was also revealed to be significantly higher in oral corpus. Implications for textbook design are discussed, such as increasing the number of stance bundles in A2 level textbooks and incorporating more authentic materials into textbooks.

Establishing intersubjectivity in formal talk: Exploring pointing and nodding in second language classroom talk

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Typical classroom talk consists of teacher talk and subsequent student response. Similar to informal settings, the ultimate goal of classroom interaction is mutual understanding. However, in classroom talk, which is asymmetrical, students' understanding of how new linguistic features function, of what content those new linguistic features carry, and of the message at a discourse level, are turn-by-turn, evaluated by teachers. This is because it has been long believed that these understandings lead to the acquisition of new linguistic features in their sentential and sequential contexts. While intersubjectivity in a formal setting has been widely explored, this study, through a CA perspective, explores how intersubjectivity is 'nonverbally' established, evaluated, and reestablished in classroom talk.

To collect data two video cameras were placed in classes of forty-eight EFL students whose language proficiency was intermediate; their perceptive skills being far greater than their productive skills. The recordings were analyzed and some episodes of mutual understandings that were nonverbally exercised between EFL teachers and students were transcribed.

An analysis of nonverbally-exercised mutual understandings in the classrooms studied reveals that teachers' vocal properties were adjusted while the teachers were nonverbally evaluating mutual understandings. Second, successfully-established mutual understandings result in the classroom talk being put on hold. Third, the students were capable of simultaneously handling what was being taught, delivered verbally, and what was being nonverbally communicated between the two parties. Fourth, what was being nonverbally communicated between the two parties, which was designed to maintain mutual understandings, was delivered through the teacher pointing and nodding. For the teacher's pointing and nodding to function as a first pair-part required a second-pair part from the students who, immediately after that, supplied the second pair-part by nodding, which was the last process in nonverbally-exercised intersubjectivity. This study sheds light on classroom discourse where intersubjectivity is maintained and exercised.

Synchronization of gesture and narrative structure in five- and nine-year-old children: Are advances in gesture production linked to narrative abilities?

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Numerous studies suggest that gesture and speech develop in parallel. Research on narratives reveals that gestures with discourse-pragmatic functions are used more productively by children in grade school and that the use of pragmatic gestures is correlated with children's use of different temporal and meta-discursive connectives (Colletta et al., 2010). This indicates that developmental changes in gesture production are related to the ability to structure a narrative. How gestures are synchronized with narrative structure has been described for adults (McNeill, 1992; Kendon, 2004): While representational gestures refer to the chronological sequence of events in a story and thus mark the narrative level, pragmatic gestures refer to introductions, comments, interpretations, and therefore are related to the metanarrative level. This study addresses the question of how children's gestures are synchronized with narrative structure and whether advances in gesture production are related to children's increasing ability to structure a narrative.

We elicited narratives from 20 five-year-olds, 20 nine-year-olds and 20 adults with a cartoon. Preliminary results based on the data from 30 participants reveal that gestures are synchronized with narrative structure: Adults, five-year-olds and nine-year-olds predominantly used representational gestures in utterances which refer to the narrative level and pragmatic gestures in association with metanarrative speech. In line with previous studies, we found an increase in the use of pragmatic gestures from age five to nine. Furthermore, the five-year-olds predominantly produced utterances on the narrative level and almost exclusively used representational gestures. In contrast, the nine-year-olds produced more metanarrative structures and more pragmatic gestures than the five-year-olds. This developmental trend in narrative discourse accompanied by an increase in the use of pragmatic gestures shows that the development of gesture in school-aged children is linked to advances in narrative skills and provides further support for the theoretical position that the two modalities develop in parallel.

The English progressive in L1 and L2 learner narratives – what do the verb types tell us?

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Bergen University College

In my doctoral dissertation (Wold forthcoming), I have investigated the use of the English progressive construction in narratives written by young Norwegian L2 learners and same-age American native speakers in two different age groups, representing two different stages of development. The use of this construction is mainly examined in light of the Aspect Hypothesis (AH) (e.g. Bardovi-Harlig 2000), which states that learners primarily associate tense-aspect morphology with lexical aspect categories, mostly based on the ones presented in Vendler (1957). Of these categories, the progressive is most associated with *activities* and least with *states*. My results are largely in line with AH,

but do not tell the whole story of the learners' perceptions of the semantics of the progressive. As usage-based theories tell us, categories consist of prototypes and peripheral members, and properties of prototypical category members may not be enough to explain learners' perceptions of linguistic units. A more fine-grained analysis may reveal usage patterns that are not evident from a classification into only four broad categories. Such a classification is in itself problematic, as researchers often disagree on where to place peripheral category members. In this paper I take a closer look at the most frequent verb types used in the data set to find differences in which specific verbs seem acceptable with this construction in my informant groups. In addition, I will present results for some groups of verb types that either receive dual category membership in the literature or that proved difficult to classify in my own material.

L2 effects on L1 path encoding: The case of intra-typological variation

Till Woerfel

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According to Talmy's typological framework (Talmy 2003), languages differ either between satellite-framed (S) or verb-framed (V) motion encoding. German is classified as an S-language, in which the Path of Motion is expressed in satellites, while Turkish and French are classified as V-languages, in which Path is expressed in the main verb. A bilingual language acquisition perspective begs the question whether the encoding of Motion events is less challenging when the first and the second language display similarities in their typical Motion encoding pattern.

In this study I investigate the encoding of Path in a sample of oral narrations in L1 Turkish by Turkish-German (n=15; mean age 9;9) and Turkish-French (n=15; 10;1) bilinguals and Turkish monolinguals (n=15, 9;5). Within a cross-linguistic influence framework (Jarvis & Pavlenko 2008) I hypothesize that due to the greater difference of their L2, Turkish-German bilinguals differ from Turkish-French bilinguals in the way they express the Path of Motion in their L1.

The results indicate that there are no differences with regard to the encoding of Path in the verbal slot. However, Turkish-German bilinguals, as well as Turkish monolinguals, more frequently combine Motion verbs with Path devices in comparison with Turkish-French bilinguals. I assume that this is due to the circumstance that Turkish provides more complex morphological resources for Path expression than French. In this sense, Turkish and German have more similar resources for Path encoding in the verbal periphery than Turkish and French. Thus, the lower Path elaboration in Turkish-French bilingual speakers' L1 Motion descriptions reflects an intra-typologically motivated L2>L1 transfer of usage preferences. I will discuss this aspect in the context of recent Motion research on intra-typological variation and usage-based approaches in second language acquisition.

What kind of “construction” for SLA learners? The role of prefabs and chunks in the acquisition process of complex and non-compositional expressions of Spanish language learners.

Johanna Wolf

Universität Salzburg

Working with language learners often reveals that they have problems in processing complex, non-compositional structures (collocations, phraseologies...) even if they *have been taught* these structures in their language lessons.

Starting from a usage- and construction grammar-based approach to SLA (Goldberg2006) the contribution departs from the hypothesis that second language learners memorize these structures and that they do acquire them, but not as schematic constructions, but as substantive ones (Koch 2015). That means they acquire so-called chunks or prefabs that generally could also be considered as high-frequency expressions in daily language use (Bybee/Eddington2006).

Data from the first tests with high proficient Spanish learners (NNS; C1) showed that these learners are able to produce high-frequency expressions for the concept of to Become (*ponerse, hacerse, volverse* and *quedarse*). In comparison to the expressions produced by native speakers (NS), the data of the NNS showed a clear tendency of memorizing only the high-frequency expressions as prefabricated chunks. Whereas NS data revealed a high variation and a creative use of the schematic constructions, NNS were not able to use them in a creative way.

The paper wants to discuss two perspectives in SLA concerning the field of idiomatic expressions: 1)The assumption of different ways of memorizing and processing complex and non-compositional expressions that stresses the claim of rethinking how and with which input materials learners should be confronted and how to optimize the given input in order to “guide” learners to an acquisition of these expressions as schematic constructions (Handwerker 2015). 2)Following the definition of fluency given by Aguado 2002 and the results of research in the field of formulaic language (Haberzettl 2006, Wray 2002) one might ask whether learners really need to acquire these schematic constructions or if it is sufficient for them to acquire high-frequency expressions as prefabs, which also can ensure a certain degree of fluency.

ABSTRACTS

Abstracts Posters

Reflective practice in EFL / ESL education and development programs

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Reflective practice has become the leading paradigm in EFL/ESL education and development programs in the last few years. In EFL/ESL education, teacher reflection refers to teachers' critical thinking about teaching and learning process in their classes which requires a practical tool and journal writing as a reflective tool has produced significant results in this regard. Reflective journals are believed to promote reflective practice in teachers. However, somewhat less is known about how far teachers' reflectivity might be affected by their level of expertise, writing reflective journals as a reflective tool. This mixed-methods study explored the effects of journal writing in this regard. Using the questionnaire data from 30 male and female EFL teachers in an Iranian language center, two kinds of t-tests: independent and paired as well as a two-way RM ANOVA were applied. The researcher was to investigate the effect of two independent variables: journal writing and expertise on the dependent variable: teacher reflectivity. The results suggest that journal writing promotes teachers' reflective thinking/teaching and journals provide teachers with constructive perception changes in their classes, and expertise was not proved to play a significant role.

Mobile assisted language learning in “English clubs” in Tunisia: Gamification as a tool

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This study looked at the use of “gamification” in extracurricular educational opportunities to learn the English language in Tunisia. Its aim was to investigate the extent to which learners’ (from primary school level) English language skills are evolving during MALL sessions (“gamification” sessions) in English clubs.

“Android application evaluation” and “clubroom observation” were used as data collection tools. Moreover, 10 groups of 4 learners (from primary school) were followed over 10 MALL (gamification) sessions. In this study, two Android educational games (AEG) were used: “Educational games for kids” and “English Grammar App nounshoun”.

After using these two Android educational games, the results show that learners’ were motivated to learn the English language outside classrooms. Moreover, their vocabulary and grammar levels evolved.

In the light of these results, pedagogical recommendations are made. Teachers’ knowledge about MALL should be updated. Teachers should also use a variety of teaching materials to teach vocabulary and grammar in the English language. In addition, an application (i.e. an Android educational game) cannot, by itself, be sufficient.

Polish learners' ideas about correct grammar and business-specific vocabulary in Business English as a Lingua Franca.

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The presentation first probes into the notions of standard language and Standard English. It looks at the spread and roles of English (Crystal 2003; Bruthiaux 2002; Phillipson 2008; Guilherme 2007). It discusses the place and functions of Standard English in international communication and English Language Teaching (Thomas 2004; Schneider 2011; Milroy 2002; Halliday 2006; Trudgill 2002). It addresses questions pertaining to the role of native-speaker norms in English as a Lingua Franca communication (Modiano 2009; Seidlhofer 2011; Dewey & Jenkins 2010). Next, the presentation outlines and elaborates on preliminary data from the presenter's current research project. The research discussed in the presentation examines adult English users' perceptions of what affects communicative effectiveness in business settings. The research project is informed by discussions of business communication in Nickerson 2005, Kankaanranta 2009, Nickerson & Planken 2016. The participants of the study comprise 4 groups of adult learners of English who have signed up for a Business English course organized by the Open University of Warsaw University. The course is not part of any curriculum at the University of Warsaw. The only requirement that future course participants need to meet is a self-assessed B2/B2+ proficiency level in English. The primary aim of the study is to show a correlation between how much adult English users rely on the language and how important they believe correct grammar and business-specific vocabulary to be for effective business communication. The study draws on research by Kankaanranta & Planken 2010 and Kankaanranta & Louhiala-Salminen 2010 that aimed to determine the nature and characteristics of Business English as a Lingua Franca. The data is being collected using a pen-n-paper questionnaire consisting of open questions and Likert-type scale closed questions. The conclusions drawn from the collected data are only tentative.

The metaphors of emotional idioms in German and Chinese

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The metaphors in the contemporary theory of metaphor are not considered as a matter of extraordinary language, but an essential part of cognitive processes. The contemporary theory of metaphor is supported by a series of studies, but only few of it can be empirically substantiated. In view of the present circumstances, the current study that is based on the corpus implements the metaphor analysis of emotional expressions in German and Chinese. The outcome demonstrates that the examined idioms can be divided into four categories on the basis of their conceptual metaphors, image schemas as well as referents: full equivalence, partial equivalence, zero equivalence and false friend.

On the basis of the corpus analysis, the current study examined the influence of the conceptual equivalence relations on the reception of German emotional expressions. Chinese German learners have diverse degrees of difficulty with understanding German emotional expressions in different equivalence categories. The meaning of full and partial

equivalence with different image schemas can be understood without difficulty, whereas the learners can hardly comprehend the zero equivalence and false friend. Nevertheless, the relationship between zero equivalence and false friend cannot be final determined. Consequently, further researches should make efforts to investigate the relationship between these two categories.

It is extremely meaningful to integrate the results of conceptual metaphors into second language acquisition. The awareness about similarities and differences of L1 and L2 can improve the acquisition of idioms and develop the conceptual competence of the learners.

Analysing online conversations – Conversation analysis for eTandem language learning

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eTandem Language Learning is an approach, where two learners with different languages learn from and with each other by communicating via the Internet, providing the opportunity for learners to interact with others across long distances. Since each participant alternately takes over the role of a learner and that of a language expert, eTandems constitute a very specific setting for language learning.

Conversation analysis (CA) provides the tools not only to get general insights into the black-box of eTandem Language Learning; it also enables the in-depth examination of what actually happens during eTandem interactions. It reveals how eTandem conversations are organised, how specific features of such interactions are dealt with by the participants, and which strategies are used in doing so. In this way, CA may contribute to both research and foreign language pedagogy.

In our paper we discuss the multiple possibilities of CA for analysing online conversations. We will present data of audio- and videorecordings from German-Spanish and German-Chinese eTandems and examine potential research questions CA may be used for.

Translation as an interactionist tool in second language acquisition in EFL classes

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The processes of acquiring and learning foreign/second languages become very essential for many people. There are many factors that may facilitate or impede these processes. These factors may be related to the role played by translation in the process of second language acquisition. This study examines the role of translation as a tool in SLA in EFL classes at the Faculty of Women, Ain Shams University, Egypt. It is an attempt to examine whether translation facilitates and/or impedes the process of SLA, how the students' interpersonal communicative competence affected by the use of translation, and how the students' linguistic skills affected by the use of translation. In this study, the researcher is going to apply a cross-sectional approach of analysis by investigating a specific number of EFL students at the Faculty of Women, as subjects. The researcher is going to gather precise numerical data to support the

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research such as questionnaires given to both the students and their teachers of the English language. The researcher is going to use Likert scale questions, checklist questions, and open-ended questions to achieve both quantitative and qualitative methods of research. In addition to that, the researcher is going to interview the students to measure their oral fluency, their use of vocabulary in communication and their interactional competence within the framework of the input hypothesis by Krashen (1976) and the interaction theories by Long (1996) among others.

Analysis and assessment of EFL learners' use of strategies of communication

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Research in foreign language pedagogy has been highly influenced by interlanguage studies with a concomitant upsurge of interest in analyzing learners' transitional competence. In this study I am concerned with EFL learners' strategic competence and the main question investigated is whether or not students' strategic competence can be assessed. Secondly, to see the types of communication strategies students frequently employ to achieve their communicative goal while interacting in the target language. And finally, finding out if strategic competence can be taught through formal training through task –based communicative activities and consider the importance of such tasks in language pedagogy .The study is, however, organized around three issues relevant to an investigation of second language use. The first issue is that of analysis. The primary focus is on learners' use of L1 and L2 based strategies and communication disruptions. The second is that of assessment. That is, what characterizes the successful language users and what strategies do they adopt to convey their intended meaning. The final issue to be considered is that of instruction i.e. what sorts of communicative tasks that are likely to promote its development. In my suggestions for fostering strategic competence, some communicative activities were designed to give the language user practice in using communication strategies and thus enhance the overall strategic competence of the learner. The suggested practical ideas will necessarily promote the learners' fluency and conversational skill. The speaker here sets out to produce oral discourse that is comprehensible and free from communication breakdowns. The students are expected to be able to express what it is they wish to say by relying exclusively on their strategic competence especially when communication problems are encountered in the process of transmitting information. In sum, this exploratory study points to the need for including strategy training in actual language teaching.

Eine kontrastive Untersuchung von deutschen und niederländischen Funktionsverbgefügen mit Lokalisierungsverben.

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Dass das Deutsche und das Niederländische zwei verwandte Sprachen sind, ist vielen bekannt (vgl. auch Talmy, 2000). Beide Sprachen verfügen über sogenannte Funktionsverbgefügen (FVG) (Eisenberg, 2013), d.h. feste Verbindungen aus einem nominalen und einem verbalen Bestandteil (Fleischer, 1997), bei denen das Funktionsverb

nur eine grammatische Funktion hat. Beispiele: Dt. *in Frage kommen* und Nl. *in aanmerking komen*, usw. Eine besondere Kategorie der FVG bilden solche mit einem Positions- oder Lokalisierungsverb, wie etwa Dt. *zur Verfügung stellen*, *in Kraft setzen* und Nl. *ter beschikking stellen*, *in werking stellen*, usw.

In diesem Beitrag werde ich eine erste Studie im Rahmen meiner Doktorarbeit über FVG präsentieren, die mit den Verben *setzen/versetzen*, sowie ihren niederländischen Übersetzungen, gebildet sind. Diese Verben erweisen sich als besonders interessant für eine kontrastive Analyse, denn die Unterschiede zwischen beiden Sprachen sind groß. So kennt das Niederländische kein Pendant zum deutschen Verb *versetzen*: Die entsprechenden FVG werden meistens mit *brengen* (Dt. ‚bringen‘) oder *maken* (= Dt. ‚machen‘) übersetzt. Dagegen entspricht das deutsche Verb *setzen* zwei Verben im Niederländischen: dem Verb *zetten* (eigentliche Übersetzung von *setzen*), aber auch sehr oft dem Verb *stellen* (vgl. auch Lemmens, 2006).

Mit Hilfe einer Sammlung deutscher und niederländischer Beispiele aus den Korpora des „DWDS“, „IDS“ und „Corpus Hedendaags Nederlands“ werden die FVG in beiden Sprachen untersucht und folgende Fragen behandelt:

- Welche Unterschiede gibt es zwischen den deutschen und niederländischen FVG in syntaktischer Hinsicht (Struktur, Präposition, usw.)?
- Werden dieselben Lokalisierungsverben in beiden Sprachen benutzt?
- Wird dieselbe Bedeutung vermittelt?
- Sind die Lokalisierungsverben *setzen* und *versetzen* austauschbar? Welche Entsprechungen haben sie im Niederländischen?
- Welche Beziehung haben die FVG zu den entsprechenden simplexen Verben, die mit den Substantiven der FVG verwandt sind? Beispiele: Dt. *in Verbindung setzen* vs. *verbinden*. Haben beide Varianten dieselbe Bedeutung?

Languages in contact and language change

Lulzime Kamberi

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Divergence and convergence are two processes that we come across in recent decades due to languages in contact, which on the other hand is the result of globalization; and migration on the other. This paper discusses these influences on the Albanian language. The study was conducted in Macedonia (FYR) arguing the influence of German language, Scandinavian languages like Danish and Swedish, as well as the English languages on the Albanian lexicon based on the semantic and morphological ground. The language of Albanian migrants has been analyzed and the word formation of new derived words is discussed. Observations and field notes have been used as a strategy for data collection. Data were collected at various places like, cafeterias, family gatherings, or individual talk. Contrastive analyses have been applied on the semantic and morphological ground (Lyons, 1968) by looking at convergent and divergent relations (Marmaridou et al., 2005) among the languages in question.

Einsatz Werbetexte im DaF-Unterricht an ägyptischen Universitäten. Überlegungen zur Fremdsprachendidaktik

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In einer globalisierten Welt gehören Sprachenkenntnisse und fremdsprachliche Handlungskompetenz zu den Voraussetzungen, um auf dem Arbeitsmarkt bestehen zu können.

Es muss sichergestellt werden, dass Studierende die Sprachkompetenzen ausbilden können, mit denen sie die konkreten Erfordernisse ihrer beruflichen Tätigkeit bewältigen können.

Die vorliegende Untersuchung soll Ergebnisse einer Versuchsreihe vorstellen, die die Verfasserin selbst im universitären DaF-Unterricht mit ägyptischen Studierenden durchgeführt hat. Es geht um Werbetexte und um die Frage, wie diese Texte im fremdsprachlichen Unterricht linguistisch mitbehandelt werden können und zu welchem Zweck. Warum Werbetexte? Werbetexte reflektieren die Tendenz des modernen Menschen. Sie sind eine Art Spiegelbild ihrer Zeit, der Werte, der Ideale, der gesellschaftlichen Verhältnisse und der Rollenklischees einer Gesellschaft und zugleich ein Ausdruck des Zeitgefühls und auch des ganz persönlichen Lebensstils. Mentalitäten und Bewußtseinszustände können sich in der Werbung als "Reflexe aus der Gesellschaft und Impulse in die Gesellschaft" darstellen.

Anhand eigener Beobachtungen und Erfahrungen versucht die Untersuchung einige Fragen zu behandeln, wie z.B.:

Wie kann der Einsatz von diesen Texten im DaF-Unterricht legitimiert werden, also welche Potentiale besitzen diese Texte, die anderen Textsorten nicht zur Verfügung stehen?

Welche Ziele lassen sich mit diesen Texten und dem methodisch-didaktischen Verfahren anstreben?

Der Schwerpunkt der Untersuchung liegt auf dem methodisch-didaktischen Vorgehen. Es werden Beispiele für einzelne Unterrichtsmodelle, für die Arbeit mit den Werbetexten, Schritt für Schritt, vorgestellt.

Diese Untersuchung soll Anregungen, Anstöße und Hinweise geben im Bereich Methodik und Didaktik " Werbetexte im DaF-Unterricht" und kann auch in vieler Hinsicht ergänzt werden.

The semantics of static spatial expressions in Greek and German

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Languages provide the means to express spatial relations between entities in various ways, allowing speakers to specify the relationship between one entity with regard to another - the reference object - whose location is typically known or identifiable in some way. One of the elementary structures at this level involves inherent properties of objects that remain invariant under any transformation (e.g. features such as its *interior*, *boundary*, *exterior space*, which are referred to as *topological* given their invariance). At the level of spatial relations, expressions that relate to such features (e.g., *in*, *on* in English) are also basic in the sense that they do not entail concepts involving dimensions, directions, or frames of reference with different vantage points (e.g. *in front*).

The spatial relations at the focus of the *present study on native speakers of modern Greek and German relate to contexts in which basic forms of this kind are typically used (20 speakers of modern Greek, 20 speakers of German). The data were elicited systematically on the basis of line drawings depicting selected entities located at inner, outer, as well as boundary spaces, thereby covering a range of different constellations in each case.* The forms used in expressing spatial relations (verbal means, prepositions) reveal morphosyntactic and semantic differences across the two languages. Their use in context shows how speakers differ in focusing specific features of the spatial constellations, thereby reflecting language-specific contrasts on a consistent basis. The study provides evidence of considerable diversity in the use of spatial concepts and opens up further perspectives on language specificity in the field of spatial conceptualization.

Non-native English speakers' use of fillers in spontaneous speech: The case of Indonesian non-native speakers of English

Muhlisin Rasuki

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Fillers (e.g. well, you know, so, etc.) constitute a universal feature of speech. They function as a means to fill gaps and organise discourse. With regard to their production, fillers are produced unconsciously in the course of speaking. For second language speakers, what and how fillers are used in their speech determine the degree of effectiveness and fluency of their speech. This study aimed to understand some issues related to the use and acquisition of "English fillers" by Indonesian learners of English. In particular, it attempted to identify (1) the fillers commonly used by Indonesian learners of English, (2) the fillers commonly used by their teachers, and (3) the fillers commonly used by native speakers of English. The data analysis showed that there was a high degree of similarity between the fillers used by the learners and those used by the teachers, who are also Indonesian non-native speakers of English. As the learners' most frequently used fillers were compared with those used by native English speakers of English, however, it was found that there was a high degree of discrepancy. These findings lend support to a usage-based theory in that frequency of input matters in the course of second language acquisition.

Non-understanding in oral-visual eTandem interactions

Julia Renner, Yasmin El-Hariri

Universität Wien

FAME (Fostering Autonomy and Motivation through E-Tandems) and L3 TASK (TAndem – SKype) are two projects that focus on creating language learning opportunities outside the traditional language classroom. The aim is to promote a third language in an innovative way: by means of oral-visual eTandems, consisting of two learners that help each other to learn the 'other' language. Over the course of one semester, the students regularly engaged in audio- or video-conferencing sessions, which have been recorded by the participants themselves.

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Adopting a conversation analysis approach we present data of problematic communication and how learners deal with these situations. We were able to identify a wide range of strategies that were applied to express and deal with problematic communication. For both participants and language teachers these results may be used as a starting point to develop an inventory of strategies on how to deal with problematic communication situations during eTandem conversations.

Animated basic grammar of the German language

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LMU München

This poster represents the project “Animated Basic Grammar of the German Language” running at the LMU Institute of German as a Foreign Language. In this context, selected topics of the German grammar are described based on physical experiences and visually presented as computer animations. The poster will also present findings of the study of Kanaplianik (2016) of the modal verbs acquisition by Belarussian learners of German.

Within the Cognitive Linguistic framework, a close connection between general cognition, perception and language is postulated. Physical experiences such as movement, force, etc. are used to explain seemingly abstract grammar structures (e.g., Langacker 2008, Talmy 2000). To build a „bridge“ between the cognitive linguistic explanation of grammar and the teaching practice, cognitively anchored grammar metaphors should be used. Following this idea, Roche developed the Model of Cognitive Didactics (Roche 2013, Roche/Suñer 2014). Based on this model, grammar phenomena are elaborated from a general to a specific level, explained by utilizing relevant cognitive metaphoric principles and represented visually in an appropriate multimedia format.

With the help of grammar metaphors, grammar topics can be explained „user-friendly“ in connection with the everyday experience of learners (Roche/Suñer 2014:133). Furthermore, the use of animated representations increases the transparency of grammar. Since animations support mental simulation of dynamic processes, they provide learners an easier conceptual approach to the language (cf. Kanaplianik 2016, Roche 2013, Roche/Scheller 2008, Scheller 2009).

Finally, transfer difference marks an important aspect of this model (Roche 2013). An animated representation of grammar topics helps to reveal their cultural specifics and thus to reflect not only the other, but also one's own culture and language (Roche 2013:131f.). The discovered transfer discrepancy between two languages causes a special interest of the learners. This leads to a more intensive processing and better storage of linguistic phenomena (Roche 2013:133).

The role of children's private speech learning English in an international school

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Universidade de São Paulo - USP

In the social-cultural theory, private speech, according to Wertsch (1980), is defined as a private dialog that the individual promotes with himself and its function lies in the necessity of self-regulation, self-guidance and self-reflection. Private speech of children and adults has been extensively studied by McCafferty (1994), Berk & Spuhl (1995), Fernyhough & Russell (1997), Krafft & Berk (1998), Winsler, Carlton, Barry (2000), Manfra & Winsler (2006), Smith (2007), Day & Smith (2013) and others. In Brazilian research, a gap could be identified regarding the study of private speech in English as a Foreign Language for Children (LEC) as an important cognitive tool for the teaching-learning process. In these Brazilian studies, language is considered only a source for communication. The purpose of this study was to verify how private speech occurred, what was its function and frequency. For this reason, nine children between four and five years old from different nationalities in an international school were voice and video recorded during the activities of *Circle Time* and *Phonics*. According to the data collected, in the quantitative analysis, each speech was classified as private speech or social speech in order to count which child produced more private speech. In the qualitative analysis there was the necessity to consider the child's environment in order to describe when private speech occurred, its function and frequency. The findings of this study showed that private speech was important for promoting self-regulation in the teaching-learning process of the children analysed. It also played an important role in children engagement when learning the sounds and the words in English. Besides that, private speech showed an effective involvement of the children during the activities even though they were not heard, apparently, by the teacher.

Spatial expressions of children with German as a second language and children with German as a native language: Differences in language use

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Spatial expressions (Talmy 2000) play an essential role in the target-like use of an L2 for adults and younger L2 learners. Knowledge regarding how spatial expressions are learned and used by young bilinguals should therefore be integral in the development of language assessment tools testing bilingual children's language skills in the L2 (e.g. Bryant 2012, Roche et al. 2016).

This paper contributes new insights into how 5–6 year-old bilingual children from various linguistic backgrounds use spatial expressions by sketching out the differences in language in authentic settings between monolingual German and bilingual children following the usage based research paradigm (e.g. Behrens 2009).

We examined linguistic data of 19 children (L1 German n= 9, L2 German n=10, various L1 backgrounds, average exposure to German=23 months). Children played a prototype of an innovative tool for language assessment in form of a serious game (Roche et al. 2016). The game is designed to elicit authentic spatial language in natural settings.

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We expected differences in the use of spatial language between these two groups regarding selection of motion verbs and use of prepositions.

A preliminary analysis showed that L1 and L2 children use different systems to verbalize aspects of space and motion. L1-speakers used prepositions, placement verbs (e.g. *to sit*) and motion verbs with an expression of path in additional lexical items (particles, adverbs, PPs) for various contexts. L2 speakers instead seem to have limited linguistic resources and often resort to dummy-like constructions and overgeneralizations. Localizations are frequently expressed without verbs of localization, but with help of copula constructions (*the bottle is on the floor vs. the bottle lies on the floor*). When using manner verbs, L2-learners show a tendency to omit path information (*the hat flew vs. the hat flew away*). The difference in the use of spatial expressions are accounted for considering cross-linguistic influence (Jarvis and Pavlenko 2008) and general learner strategies.

The pictorial process: A study of multimodality and the L2 student

Kali Jo Wolkow

University of Kansas

L2 composition should not feel like a word search or crossword puzzle in the Sunday paper, but often when composition is left to acquired vocabulary alone, a mentally translated story is perceived (and possibly grieved) by student writers as a disservice to their communicatory intentions. This research is one of analytical synthesis and is compiled to show how the assimilation of varying composition and writing methodologies with assorted theories of aesthetic communication and L2 teaching strategies would promote a pictorial-linguistic merger for L2 students. Writing becomes a Pictionary process. Following that trajectory, composition classrooms should implement teaching methods that invoke such a change on the institution—to discourage the presence of stagnation, the acceptance of torpor, the creation of writing robots, the promotion of motivation-sucking Draculas, and to encourage a sense of belonging for those whose first language is reflective of a different country. Multimodal writing, in both the pre-writing and assignment-based capacities, has the ability to do this because it promotes heterogeneous expression and application. It has the potential to balance the standardized goals of the institution with the achievement of the holistic self, particularly where L2 students are concerned. Due to the format of multimodal writing, this composition approach seeks to balance several core components of language acquisition and communication. By showing how multimodal writing engages with the human transfer of symbols, the development of early cognitive aesthetic functions, and the psychological desire for communicative freedom and acceptance, this research highlights how multimodal writing, specifically with fine art as the second medium, can effectively promote second language composition development beyond L2 students' constrained internalized lexicons.

The effectiveness of the lexical approach in improving student writing competence

Brikena Xhaferi

South East European University

The Lexical Approach is based on the idea that lexis is the main component of a language and not grammar as the opponents of traditional approaches believed. Lewis (1993) emphasized that lexical chunks in its various types are thought to play an essential role in native and second language teaching and learning. The present study investigates the application of the Lexical approach in English writing and analyzes the effects that lexical chunks might have in improving writing competency of University students. It uses the Lewis's Model of classroom activities; Observation—Hypothesis— Experiment as the basis.

Participants of the study are students majoring in English in two parallel classes: Class A (25) and Class B (22) with a total of 47 students. The same textbook was used both groups, but during a 8-week experiment, the Lexical approach was applied to experimental group and a traditional approach to control group. The tests were collected after the pre-test and post-test, and there were three phases included: pre-test, teaching activities and post-test. The second research method used is a student interview. It found out student attitudes and experiences with the Lexical approach.

The overall study results show the Lexical approach is very practical and effective in helping students acquire more words and it enhances students' awareness of the lexical chunks.

Statistical learning, language aptitude and the processing of collocations

Wei Yi

University of Maryland

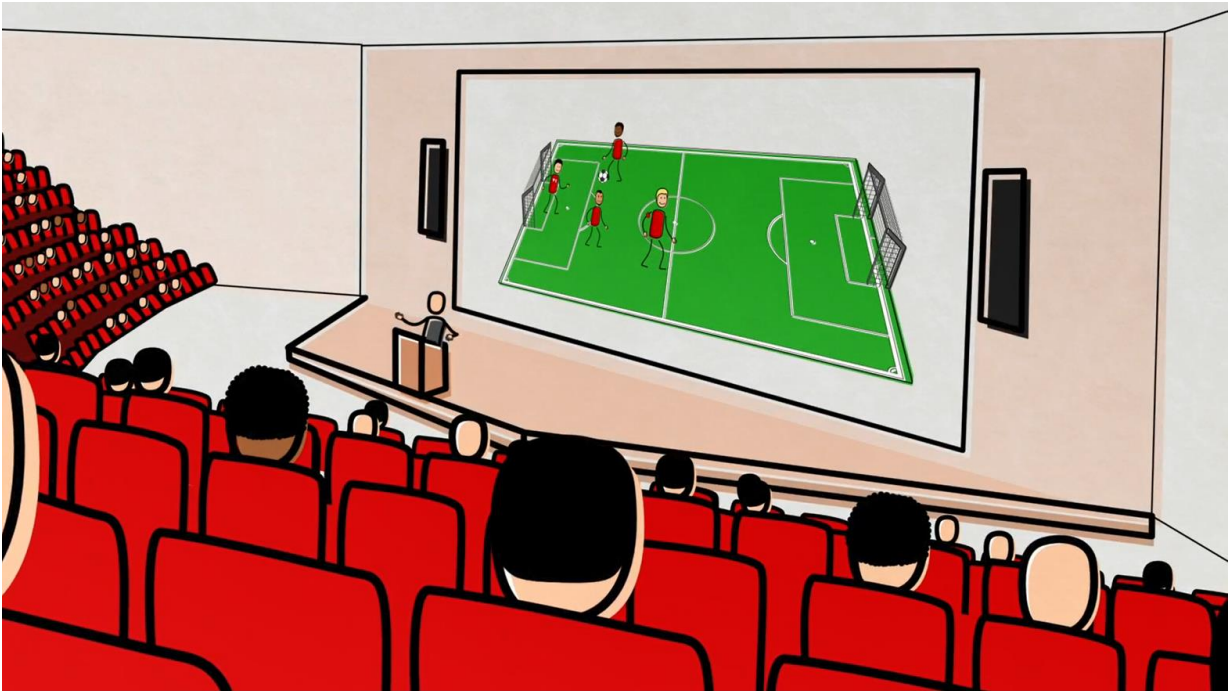
Research on the statistical learning mechanism of multiword sequences has focused on phrase frequency effects in language formulas and lexical bundles among native speakers, mostly ignoring on contingency and collocations and nonnative speakers. Moreover, it remains unknown whether native and nonnative speakers are sensitive to different statistical information, and whether patterns of statistical sensitivity differ when adopting online vs. offline tasks. Previous studies suggested that more cognitive effort is needed to capture contingency information in MWSs, and nonnative speakers are not sensitive to contingency. Yet few studies have explored the possibility that high aptitude L2 speakers may show this sensitivity. To bridge these gaps, this study investigates: 1) Whether native and nonnative speakers are sensitive to collocation frequency and contingency during online and offline tasks; 2) whether native and nonnative speakers show sensitivity to different kinds of statistical information; 3) whether language aptitude, including working memory and implicit/explicit learning aptitude influences the establishment of statistical information.

Native and nonnative English speakers are required to perform an online phrasal acceptability judgment task. They are also asked to judge the phrase frequency and contingency of 180 adjective-noun collocations based on three-point scales with no time limit. Additionally, a series of language aptitude tests are administered to measure

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nonnative speakers' working memory capacity and implicit/explicit learning aptitude. Mixed-effects models are run to see if there is any collocation frequency/contingency effect using reaction time/subjective ratings data. Furthermore, separate analyses using the same statistical methods are done to see if high-aptitude L2 speakers show different patterns from low-aptitude ones in terms of statistical sensitivity. Intended outcomes include: 1) native speakers should be sensitive to collocation frequency and contingency in both tasks; 2) L2 speakers should be sensitive to collocation frequency, but only those with high implicit aptitude will be sensitive to contingency.

A LITTLE PHRASEBOOK OF THE COGNITIVE GRAMMAR OF CONFERENCE GERMAN



English

The lecture will take place in the room M018.

How do I get to the Marienplatz?

Where is the coffee break?

Where is the restaurant?

How do I get to the room M018?

How do I get to the subway?

When does the lecture begin?

Where can I get some beer?

Your presentation is very exciting.

German

Der Vortrag findet jetzt im Raum M018 statt.

Wie komme ich zum Marienplatz?

Wo ist die Kaffeepause?

Wo ist das Restaurant?

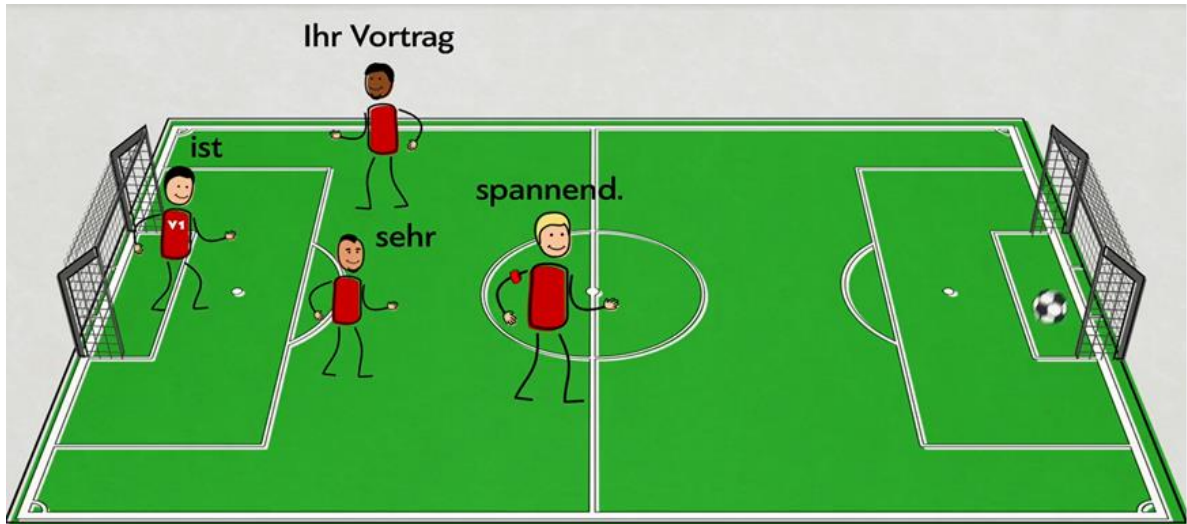
Wie komme ich zum Raum M018?

Wie komme ich zur U-Bahn?

Wann beginnt der Vortrag?

Wo gibt es Bier?

Ihr Vortrag ist sehr spannend.

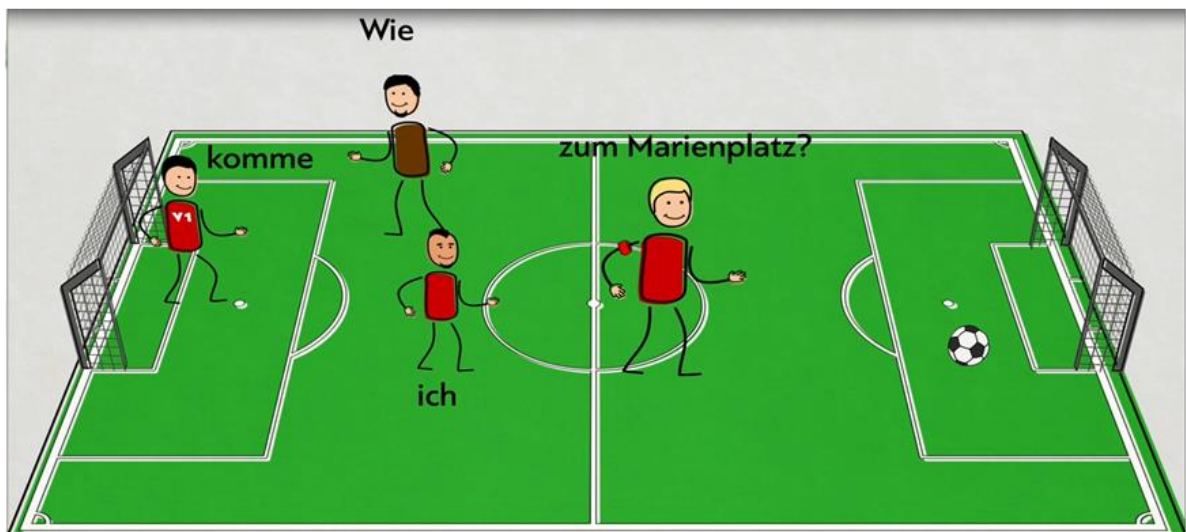


Ihr Vortrag ist sehr spannend.



T

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Wie komme ich zum Marienplatz?

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