



*LONDON SECOND LANGUAGE ACQUISITION RESEARCH FORUM*

**Kingston University**

## **London Second Language Acquisition Research Forum (L-SLARF): PhD Conference**

**Date: Saturday 25th January 2020, Time: 10:00 – 16:40,  
Venue: Penrhyn Road, Kingston upon Thames KT1 2EE  
Building: John Galsworthy Building, Room JG2010**

**Website: <https://contactuslslarf.wixsite.com/mysite>**

## Directions

### By car

Kingston is easily accessible from some of the major road routes into London, including the M25, M3 and A3. There are a number of car parking facilities available throughout the town centre. Visit the [Kingston Council website](#) for further information.

Limited visitor parking is available but must be pre-booked through the person you are visiting, as parking enforcement measures are in operation at all sites. Free car parking is available on all sites for blue badge holders and there are docking bays for electric cars.

Members of the public can pay to use the onsite parking outside of core working hours on a first come first served basis. Physical pay to park facilities are installed at Penrhyn Road together with a pay-by-phone system known as 'Parkonomy'. Alternative parking in Kingston Town Centre can also be found on the Parkopedia website – which shows current availability and costs. All car park users agree to the University car parking terms and conditions.

### By train

Trains run regularly from London Waterloo to Surbiton station (midweek 10 trains per hour, journey times 15–32 minutes) and Kingston station (midweek four trains per hour, journey times 28–33 minutes). Both Surbiton and Kingston are in Travelcard Zone 6.

For further information, visit the [National Rail Enquiries website](#).

### From Surbiton station

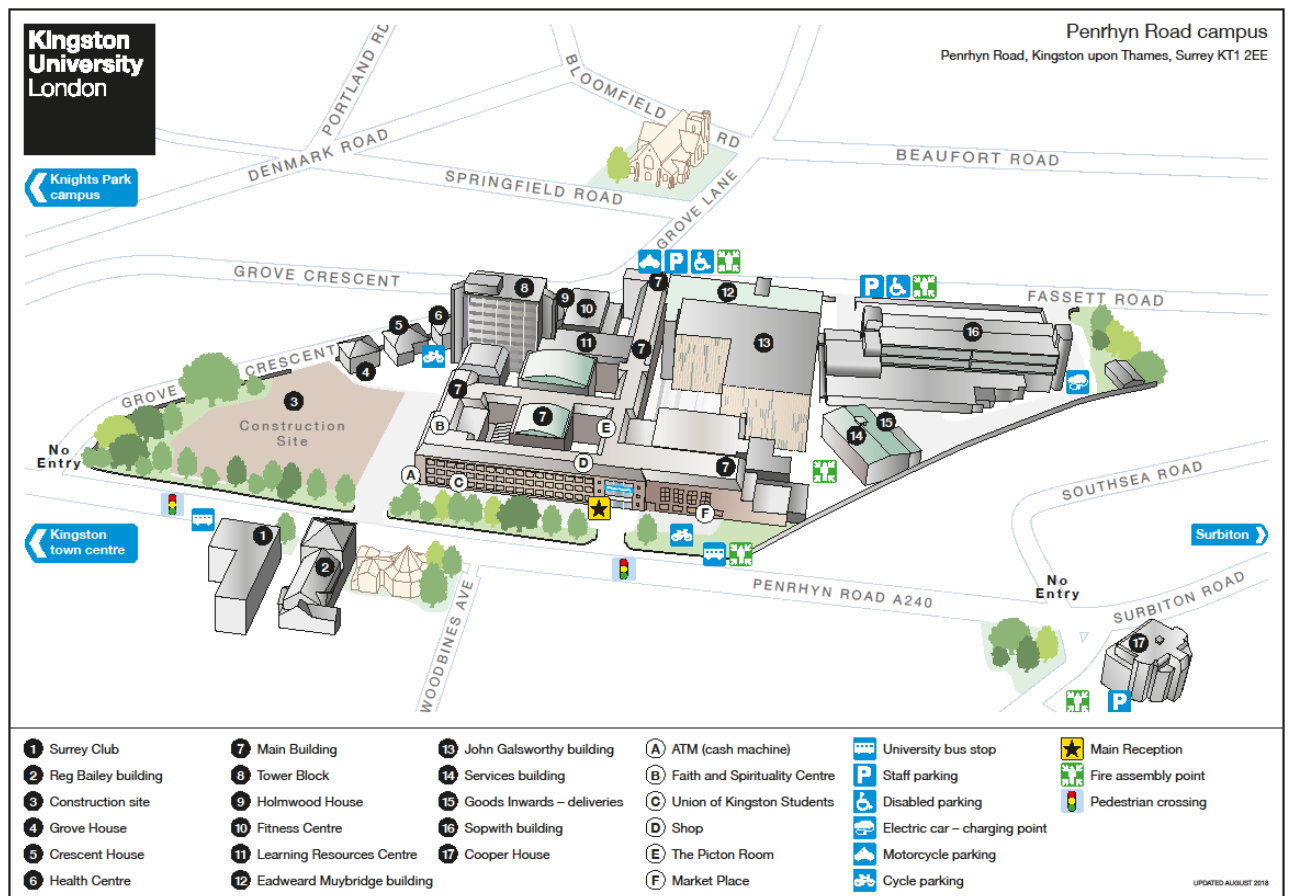
- Leave the railway station via the main exit
- Cross the mini-roundabout to Claremont Road
- Take the 71, 281, K2 or K3 bus towards Kingston
- Get off at the 'Kingston University' stop
- The Penrhyn Road campus is on the other side of the road

### From Kingston station

- Leave the railway station via the main exit
- Cross at the lights in front of you on to Fife Road
- Turn left on to Castle Street
- At the end of Castle Street continue ahead on to Eden Street
- Cross the mini-roundabout to Brook Street
- Cross over at the lights and head right towards the roundabout
- Go straight over the roundabout on to Penrhyn Road
- Penrhyn Road campus is on your left opposite Surrey County Hall

Trains run regularly from London Waterloo to Kingston station, located in the heart of the town centre (midweek four trains per hour, journey times 28–33 minutes). Slightly further away, but only a short walk or bus ride away, Surbiton station (midweek 10 trains per hour, journey times 15–32 minutes) also links to London Waterloo and other destinations in the South East. For further information, visit the [National Rail Enquiries website](#).

## Penryn Road Campus



## Programme

<b>10:00 - 10:10</b>	<b>Welcome (Paul)</b>
10:10 - 10:40	Presenter: Andi Wang , Discussant: Andrea Révész
	An investigation of the effectiveness of dual subtitles for Chinese EFL learners' incidental vocabulary learning
10:40 - 11:10	Presenter: Sam Barclay, Discussant: Peter Skehan
	The effect of form presentation mode and language learning aptitude on foreign language vocabulary learning and decay
<b>11.10 - 11:30</b>	<b>Coffee break</b>
11:30 - 12.00	Presenter: Luisa Weinzierl, Discussant: Jean-Marc Dewaele
	The emotional impact of diverse proficiency levels in the corporate language in multinational teams
12.00 - 12:30	Presenter: Yeonwoo Jung, Discussant: Christos Pliatsikas
	Investigating the effects of multimodal digital feedback on second language development through video-conferencing tasks
<b>12.30 - 13.15</b>	<b>Lunch break</b>
13.15 - 13.45	Presenter: Tanja Bloss, Discussant: Parvaneh Tavakoli
	How might the learners' experience of assignment feedback be enhanced in a German course at A-level in a sixth form college?
13.45 - 14.15	Presenter: Elina Maragianni, Discussant: Kazuya Saito
	The role of discourse markers in L2 oral ability
<b>14.15 – 14.30</b>	<b>Coffee break</b>
14.30 - 15.00	Presenter: Gonzalo Lopez, Discussant: Pauline Foster
	The role of practice in the development of L2 grammatical knowledge
15.00 - 15.30	Presenter: Danni Shi, Discussant: Ana Pellicer-Sanchez
	The effects of task repetition and pre-task instruction on second language listening and incidental vocabulary learning
15.30- 16:00	Presenter: Yoojin Chung, Discussant: Viktoria Magne
	The effects of post-reading tasks in promoting grammatical development among child EFL learners
<b>16.00 - 16.10</b>	<b>Closing remarks (Paul)</b>

**Presenter: Andi Wang** (UCL/Institute of Education)

Supervised by Ana Pellicer-Sanchez

**An investigation of the effectiveness of dual subtitles for Chinese EFL learners' incidental vocabulary learning**

Previous studies have shown that watching foreign language videos with the help of captions and subtitles can facilitate second language learners' incidental vocabulary learning (e.g. Koolstra & Beentjes, 1999; Winke, Gass, & Sydorenko, 2010). Among the different types of subtitles, dual subtitles (i.e. simultaneous presentation of captions and subtitles at the bottom of the screen) have been widely used in China. However, the effectiveness of dual subtitles for incidental vocabulary learning remains unclear. In addition, despite the potential cognitive load that dual subtitles may have, little is known about how learners process and make use of this type of subtitling condition.

In this study, one-hundred-and-three Chinese students studying at a British university were randomly assigned to one of four conditions (captions, subtitles, dual subtitles, and no subtitles) to watch an English documentary clip while their eye movements were recorded. Pre- and post- vocabulary tests (form recognition, meaning recognition) together with comprehension test were conducted after the viewing session. The preliminary findings suggested that dual subtitles seemed to be more beneficial than captions in terms of meaning recognition and comprehension, but less effective for form recognition. Gains from dual subtitles were not significantly different from the subtitles condition.

The eye-tracking data revealed that the overall time spent on the subtitling area was similar between dual and captions groups, which were both longer than the subtitles group. In terms of the reading of potentially unknown words, participants in the dual condition spent longer time on Chinese translations of the target words than participants using subtitles only, but less time on the English words than the captions only group. Stimulated recall interview data will be used to further explain the results obtained from the quantitative data.

**Presenter: Sam Barclay** (UCL/Institute of Education)

Supervisor: Ana Pellicer-Sanchez

## **The Effect of Form Presentation Mode and Language Learning Aptitude on Foreign Language Vocabulary Learning and Decay**

We have long known that foreign language lexical knowledge decays after learning (Schmitt, 2000). Studies show, for instance, that some vocabulary knowledge is forgotten between immediate and delayed post-tests. Recently, research has begun to systematically investigate the effect of different factors on such lexical loss. These investigations have found that certain factors (e.g. code of meaning presentation) impact learning in one way and the decay of knowledge in another. Another factor that might have an influence lexical decay is the mode of form presentation (spoken or written). Studies have looked at the effect of form presentation mode on vocabulary learning (Lado, Baldwin, & Lobo, 1967); however, little consideration has been given to its impact on the learning burden and the decay of learned knowledge. This presentation reports the findings of a study that was conducted to address this gap. English L2 international students at a UK university studied thirty-two words using flashcard software. Using this software allowed for the measurement of frequency and time of exposure. These metrics were used to determine the learning burden of each item for each learner (i.e. items needing more exposures/time to be learned were categorised as being more burdensome). Half of the target items were presented to learners in a unimodal condition (written form only) and half in a bimodal condition (spoken and written form). Immediately after learning, knowledge of the target forms was assessed and this test was again administered two weeks later. Decay was calculated by comparing these two tests. In addition, language learning aptitude was measured using the LLAMA battery (Meara, 2005). Mixed effects models were computed to assess the impact of the mode of form presentation and aptitude on learning burden, while logistic mixed effects models were used to determine the influence of these variables on the loss that occurred. Results will be discussed in relation to the processes of learning and decay, and pedagogical implications will be given.

**Presenter: Luisa Weinzierl (St Mary's)**

Supervisor: Pauline Foster

### **The emotional impact of diverse proficiency levels in the corporate language in multinational teams**

This study investigates how varying proficiency levels in a corporate language elicit emotional responses among the members of multinational teams. How are team leaders challenged when harnessing the skills and abilities of their team members across language barriers?

As preliminary work, I have examined the literature surrounding the use of a corporate language to bridge language barriers, the emotional impact of multilingual communication using a corporate language in multilingual teams (MNT) and then the challenges of team leadership in multilingual environments.

For many multinational corporations (MNC), the overriding purpose is to source a simple solution to the challenges presented in international communication. However, further down the line, in light of recent research evidence, such a policy does not always produce the desired results in practice and presents a variety of challenges depending on how it is managed in the context of the MNC and its subsidiaries.

In view of very little theory development in this area to date, my research approach is inductive and qualitative using participants from the Technology sector. Whilst different in specialisms, they are both teams of consultants, where communication skills are an inherent part of their service offering.

The research questions evolved from the literature review and also my own experience of working cross border in international business with multilingual teams.

Thematic analysis was used to identify the themes and sub-themes (Braun & Clarke, 2006) and the themes and the sub-themes which were identified through the incidents reported by the participants which prompted emotions.

My study contributes to the research on MNT leaders' emotion regulation strategies. It presents a map of emotions that emanate from three key themes resulting from collaboration across language differences. It also explores the strategies MNT leaders face when collaborating with virtual teams spread around the world.

**Presenter: Yeonwoo Jung** (UCL/Institute of Education)

Supervisor: Andrea Révész

### **Investigating the Effects of Multimodal Digital Feedback on Second Language Development through Video-conferencing Tasks**

In the SLA field, most previous studies of recasts have been extensively conducted in traditional face-to-face classrooms or laboratory settings, whereas relatively little attention has been paid to the effectiveness of recasts in synchronous computer-mediated communication (SCMC) contexts. Given the increasing use of computer-mediated language learning, it is worth exploring the capacity of recasts in promoting second language development in multimodal settings. In particular, grammatical features have been shown to be less susceptible to recasts of which corrective force is implicit in nature. Therefore, it may be helpful to increase the explicitness of recasts when the aim is to promote grammatical competence. Among recent SCMC applications such as text chat, audio chat, and video-conferencing, multimodal video-conferencing has a strong potential to increase the salience of recasts by presenting recasts in multiple modes, orally and in writing. That is, in multimodal video-conferencing, oral recasts can be accompanied with written recasts in the form of captions which appear on the screen simultaneously. This multimodal presentation of recasts is likely to facilitate deeper encoding of linguistic information (Paivio, 2007) than recasts provided in face-to-face and/or single modality contexts. This assumption draws on Paivio's (1971, 1990, 2007) Dual Coding Theory, which suggests that information will be processed more efficiently and stored in long term memory more successfully (Baddeley, 1992) when presented both verbally and visually (i.e., dual coded) rather than when presented either verbally or visually (i.e., single coded). To the best of my knowledge, none of the SCMC studies examined the effects of multimodal recasts on L2 grammatical development in the context of video-conferencing. To fill this gap, the current study aims to examine the effectiveness of various digital feedback conditions in promoting L2 grammatical knowledge: (a) oral feedback only (i.e., recasting learners' erroneous utterance orally) (b) written feedback only (i.e., recasting learners' erroneous utterance in the form of real-time captions), (c) oral and written feedback together, and (d) no feedback.

**Presenter: Tanja Bloss** (Kingston University)

Supervisors: Paul Booth, Ruth Wood

**How might the learners' experience of assignment feedback be enhanced in a German course at A-level in a sixth form college?**

This enquiry for my EdD will focus on German at A-level and therefore it is important to understand the complexity of learning a language at this level. Students learn the language in a formal setting whilst they are encouraged to improve their basic language skills, to an advanced level in a relatively short time. During the A-level course, students increase their vocabulary, learn more advanced grammar structures, practise their listening, reading, speaking and writing skills and improve their translation skills. Whilst improving their language skills, students increase their subject knowledge, including their cultural knowledge, on topics specific to Germany, Austria and Switzerland and they study a film and a work of literature rooted in one of the German speaking countries (AQA, 2017). The students are faced with a variety of challenging learning processes and from personal observation and experience students can at times find the language course very demanding and sometimes even demotivating when they struggle to meet the high demands of skills required for the course. Feedback is an essential part to help students further their knowledge and therefore the research project will focus on feedback processes.

In the presentation I would like to focus on the relevant theories that will be essential to understand the language learning processes in order to inform the design of my questions for the interviews. As part of the study students will be asked to reflect on the feedback they have received and their learning processes after having received feedback. As the reflection is a guided reflection it is important to understand the students' learning processes in order to ask suitable questions in the interviews.

**Presenter: Elina Maragianni** (University of Reading)

Supervisor: Parvaneh Tavakoli

### **The role of discourse markers in L2 oral ability**

Pragmatic competence is suggested as an integral part of L2 ability. A review of literature draws attention to the role of pragmatic competence in real-life communication, as it can eliminate ambiguity and decipher speakers' intended meaning (Gablasova, Brezina, Mcenery & Boyd, 2017; Iwashita, May & Moore, 2017). Yet, little is known about the extent of the contribution pragmatic aspects of spoken performance have to assessment of L2 ability.

The study I am presenting today is part of my PhD project, which aims to help develop a better understanding of the relationship between L2 oral ability and pragmatic aspects of L2 knowledge (Discourse Markers, DMs) at different proficiency levels and the extent to which task type can moderate this relationship. L2 oral ability will be investigated through holistic assessment, a standardized language test and a linguistic perspective (CAF).

Participants ( $N = 94$ , Greek L1) completed a standardized test (Oxford Placement Test) that would determine their proficiency level. They were also asked to perform three oral tasks, i.e. an argumentative task, a narrative and a personal task in a counterbalanced order. Their speech performances were recorded and ratings from experienced raters' judgements on their overall performance for each task were obtained. Then, the dataset was transcribed, segmented and analysed for the lexical sophistication and lexical diversity of DMs used by participants as well as for a range of CAF measures.

Preliminary results indicate that learners use a more varied set of lexical items at more advanced levels. The statistically significant differences between the standardized test scores and DMs also suggest that more proficient learners make more varied use of single-word DMs but not multi-word DMs. The findings of the study will be discussed and the pedagogical implications will be highlighted.

**Presenter: Gonzalo Galian Lopez** (University of Reading)

Supervisor: Parvaneh Tavakoli

### **The role of practice in the development of L2 grammatical knowledge**

Grammar practice activities aim to bridge the gap between a learning stage where a grammatical feature is explicitly known to the learner but not yet readily useable in real-time communication and a later stage where the learner can use the feature accurately and fluently in everyday communication. In theory, this aim can be achieved in two ways. First, explicit knowledge accessible through controlled processing can be speeded up as a result of practice. Second, practice may facilitate the development of automatic, implicit knowledge over time (e.g., N. Ellis, 2005; Paradis, 2009). The purpose of this study is to investigate the extent to which grammar practice activities may facilitate the development of speeded-up explicit knowledge and automatic, implicit knowledge. Two experimental groups and one control group of adult second language learners will take part in the study. The first experimental group will receive explicit practice (communicative activities which direct the learners' attention to the target structure). The second experimental group will receive implicit practice (communicative activities which do not direct but may attract attention to the target structure). An elicited imitation task and a self-paced reading task will be administered to measure gains in speeded-up explicit knowledge and implicit knowledge at three testing phases: pre-test, post-test, and delayed post-test.

**Presenter: Danni Shi, (UCL/Institute of Education)**

Supervisor: Andrea Révész

## **The Effects of Task Repetition and Pre-task Instruction on Second Language Listening and Incidental Vocabulary Learning**

Within the Task-based Language Teaching (TBLT) framework, a large amount of attention has been paid to the role of output-based tasks in second language learning, while input-based tasks remain a relatively under-researched area (Shintani, 2012). Empirical studies on listening input-based tasks are even more limited, although these tasks play a vital role in second language learning (Ellis, 2003). They not only provide practice and facilitate learners' listening comprehension ability, but also supply meaningful L2 input for linguistic development. Research into such a dual purpose for a listening input-based task is clearly warranted. Further research is also needed to investigate the attentional processing involved in performing such tasks.

In addition to the discussion around different task types, researchers have also been concerned with the conditions under which a task is done (e.g. pre-task planning). One of the most researched influences in this regard is that of task repetition. Despite a large body of research having reported positive effects for repeated task engagement on L2 oral production (Ahmadian, 2012), scant attention has been paid to the investigation of listening input-based task repetition, especially academic listening tasks.

While input-based task repetition can benefit learners by exposing them to rich input, learners do not always notice certain linguistic forms in the input (Laufer, 2003). Hence, L2 researchers have explored various types of strategies to help learners focus on form, such as input-enhancement techniques (Doughty & Williams, 1998). Within the framework of TBLT, however, pre-task vocabulary instruction as a focus-on-form activity has attracted less research attention, despite the popularity of this technique as a means to draw learners' attention to language in instructional contexts.

The goal of the present study, therefore, is to help fill the aforementioned research gaps by exploring the impact of repeated academic listening tasks and pre-task vocabulary instruction on learners' attention allocation, listening comprehension and vocabulary acquisition. From a methodological perspective, eye-tracking technology combined with stimulated recall is used to provide a richer and wider-reaching data set for the analysis of L2 learners' listening cognitive processes.

### **References**

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- Doughty, C., & Williams, J. (1998). Pedagogical choices in focus on form. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 197-261). Cambridge, UK: Cambridge University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

Shintani, N. (2012a). Input-based tasks and the acquisition of vocabulary and grammar: A process-product study. *Language Teaching Research*, 16, 253–279.

Laufer, B. (2003). Vocabulary acquisition in a second language. Do learners really acquire most vocabulary by reading? *Canadian Modern Language Review*, 59, 565 – 585.

**Presenter: Yoojin Chung** (UCL/Institute of Education)

Supervisor: Andrea Révész

### **The Effects of Post-Reading Tasks in Promoting Grammatical Development among Child EFL Learners**

Task-based language teaching (TBLT) has received much attention as an effective instructional approach to developing various second language (L2) skills. However, most research has examined TBLT in relation to learners' oral and written production, while largely neglecting the role of tasks in assisting L2 learning through reading. In addition, only a few studies have investigated the effects of post-reading tasks on grammar acquisition and L2 reading motivation. Hence, this study examined the effects of post-reading tasks on the development of grammar and reading motivation among young Korean learners of English.

Forty-nine children (aged 9) were randomly assigned to one of four conditions involving +/- textual enhancement (TE) and +/- creative writing (CW). A pretest-posttest design was employed with six treatment sessions. During treatment, the students read a story followed by each group engaging in different types of post-reading tasks. In the + TE condition, the task involved exposing the students to the target grammar third person –s boldfaced and underlined, whereas no such input enhancement was given in the – TE condition. For the + CW condition, in addition to doing the task, the participants had to write a new ending for the story. In the – CW condition, the students had to write a given ending based on a picture. Grammaticality judgement tests were employed to measure improvements in learning the target form. Also, reading comprehension questions were used to examine whether engaging in post-reading tasks affected the students' comprehension of the texts. Further, questionnaires were administered to measure changes in L2 reading motivation.

The results from a mixed model ANOVA revealed that the post-reading tasks involving textual enhancement aided the learning of the target form, whereas creative writing had no significant impact on the acquisition of the target features. It was also found that all the participants maintained a relatively high comprehension of the texts throughout the study regardless of their condition. Finally, the results revealed that all the students' sense of self-efficacy in L2 reading increased after the treatment. These results will be considered in terms of models of task-based learning, and their implications will be discussed for practice.