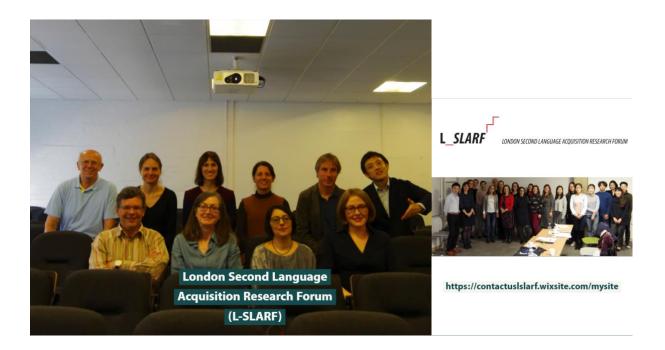# L_SLARF

LONDON SECOND LANGUAGE ACQUISITION RESEARCH FORUM

PhD Autumn Conference

Date: Friday 4th of December 2020, Time: 14:00 – 17:20,

Venue: Online (via Zoom)

London Second Language
Acquisition Research Forum
(L-SLARF)

L_SLARF LONDON SECOND LANGUAGE ACQUISITION RESEARCH FORUM

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Programme

14:00 - 14:05	**Welcome (Ana)**
14:05 - 14:35	Presenter: **Tanja Bloss**, Discussant: Pauline Foster
	Students' engagement in the feedback processes in a German A-level course
14:35 - 15:05	Presenter: **Andi Wang**, Discussant: Paul Booth
	Exploring learners' engagement with unknown words when watching subtitled videos
15:05-15:35	Presenter: **Yoojin Chung**, Discussant: Viktoria Magne
	The effect of post-reading tasks on the acquisition of L2 grammar in child EFL learners
15.35 - 15:45	**Break**
15:45 – 16:15	Presenter: **Danni Shi**, Discussant: Parvaneh Tavakoli
	The effect of task repetition on second language listening and vocabulary learning in multimedia environments
16:15 - 16:45	Presenter: **Meltem Ilkan,** Discussant: Kazuya Saito
	Pronunciation-specific cognition of pre-service LX-ELTs
16:45 – 17:15	Presenter: **Pearl Leung**, Discussant: Kate Hammer
	The gradual development of LX inner speech: A mixed methods study on Chinese university students in the UK
17:15 – 17: 20	**Closing remarks (Ana)**

Abstracts

(in order of appearance in the programme)

Presenter: Tanja Bloss (Kingston university)

Supervised by Paul Booth

Title: Students' engagement in the feedback processes in a German A-level course

The enquiry for my EdD will focus on learning German at A-level and the feedback processes involved when learning German at an advanced level. The investigation will be a qualitative study to provide a voice to previous students of the course in order to frame students' engagement in the feedback process. Gaining further insight into what prompts successful processing of feedback to enhance the language learning process will be the main aim of this research project. In order to collect data, alumni will be interviewed and participants will be asked to reflect on at least one of their marked pieces of work as part of the semi-structures interview. The pieces of work will be written task that students have completed whilst studying the course.

In order to prepare for the interviews, I am exploring reflective models and the theories behind language learning. This presentation will in particular focus on reflective models to help anchoring the data collection within a theoretical background and it will focus on the analysis of an example of student's work. With the help of the analysis, the connection of the theoretical groundings behind the language aspect in focus shall be revealed. The language aspect in focus will be a grammatical aspect, namely the cases system as it can cause difficulties when learning German. This aspect can cause problems as several aspects play together when applying the grammar rules. As this can be a barrier to students' learning and achieving high marks in written tasks, it will be worthwhile exploring this grammatical aspect in the reflection task during the interview process. Therefore, to fully understand the aspects connected to this particular grammar focus, the analysis will try and clarify the theoretical background behind them.

Presenter: Andi Wang (UCL Institute of Education)

Supervised by Ana Pellicer-Sánchez

Title: Exploring learners' engagement with unknown words when watching subtitled videos

Previous research has suggested that watching captioned/subtitled foreign language audiovisual materials facilitates second language (L2) learners' incidental vocabulary learning (Montero Perez, Van Den Noortgate, & Desmet, 2013). A few eye-tracking studies have shown that longer time spent on the unknown words during viewing leads to higher vocabulary gains (e.g., Montero Perez, Peters, & Desmet, 2015). However, other studies have failed to find such relationship, leading researchers to argue that it is important not only to look at the total amount of time spent on novel vocabulary but also at how learners engage with those words, as eye movement measures cannot reflect different underlying cognitive processes. This has led to recent claims for the need to combine eye movements with verbal reports to probe into learners' cognitive processes (Godfroid & Schmidtke, 2013).

The present study used stimulated recall to explore L2 learners' engagement with the unknown words during viewing under different subtitling conditions. Eighty-one Chinese L2 learners of English watched a 23-minute English documentary clip in one of three subtitling conditions (captions, subtitles, and dual subtitles). Stimulated recall interviews were conducted after their viewing.

In order to examine what types of engagement with the unknown words were involved during viewing and how the engagement differed in different subtitling conditions, 45 participants' stimulated recall data were analysed at two levels: awareness and word processing strategies. The preliminary findings suggest that more unknown target words were noticed in the captions and dual subtitles conditions than in the subtitles condition. Four general categories of vocabulary processing strategies emerged from the data: word feature analysis, using other input sources (e.g., image, audio, context), using L1 translations, and guessing word meaning. Participants using captions and dual subtitles seemed to use more strategies when processing unknown vocabulary than those using subtitles.

Presenter: Yoojin Chung (UCL Institute of Education)

Supervised by Andrea Révész

Title: The Effect of Post-Reading Tasks on the Acquisition of L2 Grammar in Child EFL Learners

For the past two decades, research on Task-based language teaching (TBLT) has provided increasing evidence that engaging in tasks, accompanied with timely focus on form can facilitate second language (L2) development. However, little is known about the acquisitional benefits of incorporating focus-on-form interventions into task-based reading sequences. To address this gap, this study will examine the extent to which textual enhancement, a focus-on-form technique, incorporated into the post-task stage of task-based reading lessons can promote development in L2 grammar and L2 reading motivation among English as a Foreign Language (EFL) children.

This study will use a pretest-posttest design with eight treatment sessions. 80 fourth grade elementary school EFL learners will be randomly assigned to one of four conditions involving +/- textual enhancement (TE) and +/- explicit instruction (EI) in post-reading tasks. During treatment, all groups will read a storybook then complete post-reading tasks in pairs. The post-reading tasks will ask students to put pictures from the story in order and match sentences to the pictures to create a storybook. In the + TE condition, the target form third person –s will be boldfaced and underlined in the sentences, whereas no such input enhancement will be given in the – TE condition. For the + EI conditions, explicit grammar instruction about the target form will be provided before performing the post-reading task, but no instruction will be given for the -EI condition. Grammaticality judgement tests and writing tasks will be employed to measure learning of the target form. The participants' pair interaction during the post-reading tasks will also be recorded to examine language related episodes that are expected to take place while participants complete the task. Finally, questionnaires will also be administered to measure changes in L2 reading motivation.

Presenter: Danni Shi (UCL Institute of Education)

Supervised by Andrea Révész

Title: The Effect of Task Repetition on Second Language Listening and Vocabulary Learning in Multimedia Environments

The roles of output-based tasks have been extensively studied in instructed second language (L2) research. Little research, however, has investigated the pedagogical potential of input-based tasks and the impact of input-based task repetition. Even less research has looked into multimodal listening input-based tasks in academic contexts. Given the increasing availability and use of multimedia materials, the current study aims to fill this gap by examining L2 learners' listening and incidental vocabulary learning processes and outcomes during a multimodal academic listening task completion and investigating the impact of task repetition on L2 listening and vocabulary acquisition.

The study adopted a between-subject experimental design, including 70 Mandarin users of L2 English at a UK university as participants. They were assigned to two groups using stratified random sampling based on the results of a pre-administered listening proficiency test. They were asked to complete the academic listening task once or three times, according to their respective condition. Participants' online listening processes were captured by recordings of their eye-movements. A free recall task and a set of vocabulary tests were used to measure their listening comprehension and vocabulary gains, respectively. Five participants from each group partook in a stimulated recall interview to gain insights into their cognitive processes and how these processes were affected by task repetition.

Preliminary results from qualitative analyses indicated that multimodal listening entailed complex and interactive processes, and participants' cognitive processing was different during repeated listening. The result will be discussed in terms of models of task repetition, L2 listening processing, and multimedia learning. The pedagogical implications of the research will also be considered.

Presenter: Meltem Ilkan (Birkbeck, University of London)

Supervised by Jean-Marc Dewaele

Title: Pronunciation-Specific Cognition of Pre-Service LX-ELTs

Many LX English language teachers (LXELTs) have been reported to lack knowledge and confidence to teach pronunciation, and thus they are reluctant to address pronunciation in their classrooms (e.g., Burri, 2015). Prevailing research has extensively focused on teachers' thoughts, beliefs, attitudes, and knowledge on language teaching in general (termed as teacher cognition (TC) by Borg, 2006). Nevertheless, the relative impacts of independent variables on pronunciation-specific TC and the training of teachers to confidently teach pronunciation remains understudied.

This study examined 65 pre-service LXELTs' pronunciation-specific TC during undergraduate education over one academic term. Using a pre-/post-test design, the data were analysed for the changes in TC via a tailored questionnaire (tapping into participants' language use, beliefs, thoughts, knowledge, self-confidence, and pronunciation proficiency). The participants' pronunciation proficiency was elicited via a narrative task and rated by judges for accentedness, comprehensibility, and fluency.

Questionnaires were analysed using descriptive and inferential statistics to evaluate how the participants' cognition was related to a range of independent variables (e.g., subjectmatter knowledge, self-perception and proficiency levels), and how TC changed over time. The quantitative data was supported by interviews at the post-testing stage.

The results show that beliefs about pronunciation, linguistic self-confidence, and current LX use play a significant determining role on participants' TC beliefs and thought. Pedagogical content knowledge was correlated with participants' subject-matter knowledge, which was also echoed in the interviews. Comparisons between the experimental and control group revealed that experimental group participants significantly enhanced their TC on numerous aspects following the intervention. In line with general TC literature (e.g., Buss, 2017), the intervention targeting pronunciation improvement and pedagogy played an important role in shaping participants' TC and encouraged them to take a more positive approach towards teaching pronunciation.

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Buss, L. (2017). The Role of Training in Shaping Teacher Cognition Related to L2 Pronunciation. *Ilha Do Desterro A Journal Of English Language, Literatures In English And Cultural Studies, 70*(3), 201-226. https://doi.org/10.5007/2175-8026.2017v70n3p201

Presenter: Pearl Leung (Birkbeck, University of London)

Supervised by Jean-Marc Dewaele

Title: The gradual development of LX inner speech: a mixed methods study on Chinese university students in the UK

Inner speech refers to an everyday phenomenon of "silent speech for oneself" (de Guerrero, 2018). To date, inner speech in a foreign language (LX) has been investigated using a single item in a questionnaire on multilingual population with differing length of stay in the LX speaking country (e.g., Dewaele, 2015, Hammer, 2017). This study investigates the phenomenon with a greater degree of granularity, using an 8-item inner speech scale covering different discourse domains for LX inner speech. Participants were 425 Chinese university students in the UK. Exploratory factor analysis extracted two components: LX general inner speech and LX academic inner speech. This model was supported by confirmatory factor analysis. Significant discrepancy was found between the frequency of use in the two LX inner speech factors with LX academic inner speech reported a higher frequency of use than LX general inner speech. Independent variables in this study included age of onset of acquisition, self-perceived English proficiency, self-perceived English anxiety, frequency of English use in daily life, sociocultural adaptation, and previous immersion. Multiple regression revealed LX general inner speech and LX academic inner speech were related to different independent variables. While LX general inner speech is significantly related to frequency of use and previous immersion, LX academic inner speech can be explained by frequency of use, sociocultural adaptation, and self-perceived proficiency. Combined with qualitative findings, this study shows that English inner speech spreads gradually from the academic domain to the general domain. This study shows potential implications on English as academic lingua franca on language use in inner speech; and identifies factors that facilitate LX internalization in the academic domain and the general domain.

References

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