

BOOK OF ABSTRACTS

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KEYNOTE SPEAKERS

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Heritage Language Education and Vitality Matters:
The case of Modern Greek in Canada

Heritage Language Education (HLE) is a distinct field of Bilingual Education which focuses on teaching, learning and preserving minority languages. In Canada, despite a strong multicultural and multilingual tradition, various communities face challenges regarding the maintenance and transgenerational transmission of their linguistic and cultural heritage. While immigrant languages are still taught on the boundaries of mainstream education, provision of institutional support, mainly through HLE programs, remains one of the foundational parameters of ethnolinguistic vitality. In this paper, I am presenting an ongoing community-based study which explores various aspects of the Greek experience in Canada, and addresses some of the most critical issues for HLE and the Greek Diaspora: How is it possible to resist language shift in immigrant communities beyond the third generation? What type of opportunities emerge from new communication and information technologies? What sort of lessons can HLE stakeholders learn from the pandemic? Which are the new tasks for the Greek communities in the Diaspora? Our discussion and analysis of the above questions is based on two models: (a) the Capacity Development, Opportunity Creation, and Desire (COD) developed by Francois Grin (1990) and elaborated by Joseph Lo Bianco (2008), and (b) the Access, Innovation and Motivation (AIM), framework (author, 2016). Throughout the study, two key points emerge as priorities for Greek heritage language education: the need for community-focused synergies, and the adoption of new teaching strategies informed by new technologies and increased situated learning opportunities.

Short bio

Themistoklis Aravossitas teaches Modern Greek Language and Culture, at the Centre for European Studies, University of Toronto, and at the Department of Languages and Linguistics of York University, in Canada. He earned his Ph.D. at the Ontario Institute for Studies in Education and the Knowledge Media Design Institute at the University of Toronto. His doctoral thesis titled “The Hidden Schools”, explores various aspects of Greek Heritage Language Education in Canada. His post-doctoral research at the University of the Aegean in Greece, focused on developing a portal for Greek language teachers and learners in Canada. His publications combine the fields of heritage language pedagogy and the Greek

Diaspora. He has co-edited five books, including: *International Handbook of Research and Practice in Heritage Language Education* (Springer, 2017); *Interdisciplinary Research Approaches to Multilingual Education* (Routledge, 2018); *Language Diversity and Education Matters* (Gutenberg, 2019); and *Language Diversity in Greece: Local Challenges with International Implications* (Springer, 2020).

Dr Simone Pfenninger

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Emergent bilingual children in early foreign language learning:

Focus on variability and dynamicity in L2 development data

Second Language Acquisition research has identified three recent trends that are particularly pervasive in language education of young learners. First, very young foreign language (FL) learners have become a new population of learners, which opens challenging questions regarding not just expectable outcomes but also the very nature and aims of FL learning at this age (Muñoz 2019). Second, as a “major educational initiative” (Heras and Lasagabaster 2015: 72) in Europe, content and language integrated learning (CLIL) has been taking root in recent decades, with the promise that early bilingual instruction will result in higher levels of FL proficiency, while simultaneously equipping students with other key skills such as intercultural awareness (e.g. Wode 2004). Third, today’s multilingual and technology-supported culture is redefining when, why, and how languages – in particular English as a foreign language (EFL) – are learned and used (Douglas Fir Group 2016; Larsen-Freeman 2017). Each of these three topics has received a lot of attention in its own right in SLA, albeit not in interaction with the others.

Drawing on my own research on the long-term EFL development of children attending bilingual and regular (pre)primary FL programs for up to 8 school years in Switzerland, I offer a critical review of empirical and theoretical results concerning understanding of CLIL, age and the extracurricular use of digital technologies. My main goals are (1) to discuss ways to implement dynamically oriented methodology that can provide much needed insights into the inherent dynamic, emergent, and contextually and socially embedded nature of L2 learning in young children, and (2) to outline implications for multilingual education when decisions are made about early teaching of different languages and early instruction through different languages in the FL classroom.

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Short bio

Simone E. Pfenninger is Associate Professor of Second Language Acquisition and Psycholinguistics at the English Department of the University of Salzburg. Her principal research areas are multilingualism, psycholinguistics and variationist SLA, especially in regard to quantitative approaches and statistical methods and techniques for language application in education. She is co-editor of the Second Language Acquisition book series for *Multilingual Matters*, Vice President of the International Association of Multilingualism (IAM) and Vice President of the European Second Language Association (EuroSLA).

Prof. Andrea Révész

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Using eye-tracking as a research and pedagogical tool:

Insights from research on focus on form

In the field of SLA, it is generally assumed that, to optimise development, attention needs to be drawn to linguistic features (Schmidt, 2001). Some researchers have also argued that a focus on language or form is best achieved when linguistic information is supplied to learners in meaningful contexts through reactive pedagogic techniques (Long, 1996). To study the effects of focus-on-form interventions on attentional allocation, eye-tracking methodology is increasingly used by researchers (Conklin et al., 2018; Godfroid, 2020). So far, however, little research has considered the capability of eye-tracking as a pedagogical tool to initiate focus on form.

I will start this talk with a brief review of the theoretical rationale for focus on form. Then, I will discuss and demonstrate how the effectiveness of reactive focus-on form techniques may be explored by the means of eye-tracking methodology in the context of multi-media learning. Next, I will consider the pedagogical potential of eye-tracking. Specifically, I will explore the extent to which the gaze-contingency affordance of eye-tracking (i.e., the possibility of designing pedagogical interventions that can react to and interact with eye-movements) may facilitate attention to and learning of L2 constructions. In doing so, I will draw on my own and colleagues' work (Lee & Révész, 2020; Révész et al., in press). The talk will conclude with a discussion of future research directions with a view to informing L2 instruction.

Short bio

Andrea Révész is a Professor of Second Language Acquisition at the UCL Institute of Education, University College London. Her main research interests lie at the interfaces of second language acquisition, instruction and assessment, with particular emphases on the roles of task, input, interaction, and individual differences in SLA. Currently, she is also working on projects investigating the cognitive processes underlying second language performance. She is co-winner of the 2017 TBLT Best Research Article Award and co-recipient of the 2018 TESOL Award for Distinguished Research. Currently, she serves as associate editor of the journal *Studies in Second Language Acquisition* and is Vice-President of the International Association for Task-based Language Teaching (TBLT).

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Language diversity and bilingual first language acquisition

This paper discusses the issue of language diversity in the context of bilingual first language acquisition (BFLA). Given 7000 languages, there are over 24 million possible language pairs which bilingual children might acquire (Yip, Mai and Matthews 2018). In current research and databases including CHILDES (MacWhinney 2000), English and Indo-European languages dominate: even non-Indo-European languages are typically paired with an Indo-European language. Referring to studies involving East Asian languages like Chinese, we outline how typological and contact relationships between language pairs may influence the course of BFLA. Whether in bilingual, multilingual or heritage language acquisition, the current trend is to move away from the monolingual bias based on the ideal hearer-speaker toward a more complex understanding of how languages interact and come in contact in the mind. Examples illustrating possible forms of crosslinguistic influence will be drawn from the Chinese-English pair in homeland and heritage contexts (Yip and Matthews 2007, Mai, Matthews and Yip 2018). Language acquisition will be better understood when the language pairs are diversified to include more different languages in the empirical data base as well as theorization of language acquisition across acquisition contexts.

Short bio

Virginia Yip is Professor of Linguistics at the Chinese University of Hong Kong. She is Director of the Childhood Bilingualism Research Centre, University of Cambridge-CUHK Joint Laboratory for Bilingualism and the Chinese University of Hong Kong-Peking University-University System of Taiwan Joint Research Centre for Language and Human Complexity. Her research interests include early childhood development, language and cognitive development, bilingualism, bilingual acquisition, second language acquisition, Cantonese, Chaozhou and comparative Chinese grammar, psycholinguistics and cognitive neuroscience. The monograph *The Bilingual Child: Early Development and Language Contact*, co-authored with Stephen Matthews (Cambridge University Press) received the Linguistic Society of America's Leonard Bloomfield Book Award in 2009. She is an editor of *Journal of Chinese Linguistics* and has served on the editorial board of numerous leading journals in bilingualism and language acquisition.

ORAL PRESENTATIONS

Translanguaging Pedagogy and Japanese EFL Learners' Reading Comprehension: A Quasi-Experimental Study

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New EFL policy introduced in Japan in 2020 made English the only language of instruction (Turnbull, 2018). However, a survey showed that both EFL teachers and learners favor the use of the L1 in EFL classes (ibid). Furthermore, research conducted outside Japan found that translanguaging pedagogy helps learners better develop their English competency compared to instructions that encourage using only the target language (Bartlett, 2018; Garcia, 2009; Hungwe, 2019; Makalela, 2015a, 2015b; Spinelli, 2017; Vaish, 2018). Translanguaging pedagogy urges L2 learners to use all languages in their linguistic repertoire (Garcia, 2009; Lewis et al, 2012). This study evaluated the effectiveness of translanguaging pedagogy in developing the reading comprehension ability of a group of Japanese EFL learners. A quasi-experimental design with a control and an experimental group and a period of intervention between pre-test and post-test was used to assess the reading comprehension of a group of Japanese EFL learners in a continuing education context. Both groups took part in reading comprehension improvement classes; the experimental group received instruction based on translanguaging pedagogy, and the control group was restricted to using only English in their classes. It was found that both the control and experimental groups improved their reading comprehension, but improvement in the experimental group was moderately more substantial.

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Encouraging Children’s Development of Discourse Repertoires in EAL classrooms

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Depending on what culture children are brought up into, some become conversational partners sooner than others who normally might be talked about in their presence. Being aware of these cultural and social differences as teachers and educators helps us in setting realistic expectations of children’s language development in L1. This also impacts on how we as teachers support children’s development of conversational skills in L2 and additional languages, what conversation topics we give them to develop in class, and how we develop their further interest in learning the L2 and its culture. This study focuses on how children learn discourse skills and how their EAL teachers encourage them to participate in interaction and build their knowledge and skills of the new culture and language in an L2 environment. The data was collected from a private school where English is the medium of instruction and where 2 EAL teachers and their 8 weekly classes were observed. A total of 24 classes were observed over a period of 6 months. The study illustrates how the teachers use thematic structures to encourage children’s production of different types of talk, including narratives, descriptions, arguments and opinions depending on learner’s age and proficiency level. Extracts are analysed as regards the teachers’ facilitating role in children’s development of discourse repertoires and findings are shared as regards how children’s developing discourse skills can be further enhanced via classroom practice.

Learning to teach 21st century skills: TESOL teachers’ participation in a virtual community of practice as a framework for professional development

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If we are to be considered educators of the future, we need to move along with the demands and reforms of the 21st century and embrace in our teaching practice what is known as the 21st century skills (Partnership for 21st Century Skills, [P21], 2009). TESOL teachers are no exception, as we also need to integrate these skills (i.e. communication, collaboration, critical thinking and creativity) into our language lessons. In fact, research in the field of foreign language teaching calls for TESOL teachers to adopt teaching methods that apart from language skills, they also cultivate knowledge, skills, attitudes and values that will enable

students to connect with the rest of the world. However, the question is; how prepared are TESOL teachers to undertake this venture?

As a first step, this research project focuses on mapping the current Continuing Professional Development (CPD) landscape of TESOL Teachers in relation to their professional knowledge of the C21st skills and, as a second step, on developing a Virtual Community of Practice (VCoP) that will address TESOL teachers' shared current professional development needs in terms of their professional knowledge and repertoire of practice of the C21st skills. Drawing on Wenger's (1998) concept of community of practice (CoP), defined as "a group of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (p.4), this research hopes to enable teachers to construe new knowledge and skills and reconceptualise teaching practices through self-initiated collaborative actions as an alternative to traditional top-down professional development programs .

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Rectifying Young Learners' English pronunciation: Reducing the First Foreign Language Impact

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The present study aims at investigating the methods and strategies adopted by Algerian teachers to ameliorate the pronunciation of English among middle and high school students. Teaching and learning English pronunciation is challenging in the Algerian context due to the impact of the French language which is the first foreign language that Algerian students learn after their mother tongue, Arabic. To delve more into how the second foreign language can be affected by the learner's first foreign language, a qualitative study was conducted in which a questionnaire was administered to a number of forty teachers of English teaching in five different public schools in the city of El-Oued, Algeria. Results reveal that teachers' tasks are not limited only to teaching correct pronunciation to young learners, but also extended to rectifying the apparent effect of French on their pronunciation. The participants stressed that the students' pronunciation of English is highly affected by their pronunciation of French, as most of the them find it difficult to pronounce the English vowels correctly. Most participants stated that the techniques that have proven to be effective in correcting the students' phonetically distorted speech are: reading aloud technique, practicing dialogues as well as designing more exercises of phonetic transcription. They also confirmed that the use of songs had a great role in controlling students' correct pronunciation. The study ends up with recommendations to encourage the resort to activities that are based on duplication of comparisons between the French and English languages so that the student can identify explicitly the phonetic differences between the two languages, especially with regard to words that have the same spelling.

Keywords: Distorted Speech, Phonetics, Pronunciation Techniques, Teaching Pronunciation.

Effects of dynamic written corrective feedback on EFL university students' writing accuracy: A time-series analysis

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The positive effects of dynamic written corrective feedback (DWCF) on linguistic accuracy are well-documented (Evans et al., 2010, 2011; Hartshorn et al., 2010). However, previous studies without exception adopted a pre-test post-test research design; therefore, they were unable to explore the dynamics of linguistic development. However, language development is considered as a nonlinear process characterised by ebbs and flows (Larsen-Freeman, 1997). In this study, the linguistic development of 48 university undergraduates was traced by applying both pre-test and post-test and time-series analysis research designs. Students (N=23) in the treatment group received DWCF, while students (N=25) in the control group did not receive DWCF during an Advanced Writing course at a large university in Hungary over one semester. Statistically significant differences were found in the linguistic accuracy scores in the treatment group's data between pre-test and post-test, and between the treatment and control group after treatment. However, the time-series analyses detected a predominantly sideways trend for the linguistic accuracy index in the treatment group's essays. The improvement occurred only at the last two measurement points indicating that the effects of DWCF required at least a 10-week period.

Keywords: dynamic written corrective feedback, linguistics accuracy and complexity, timeseries

Creak and intonation in L2 Spanish

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This study focuses on creak and its connection to intonation in L2 Spanish acquisition. Creak (aka 'creaky voice') occurs utterance-finally in English, particularly in higher prosodic domains (Dilley et al. 1996; Podesva 2013). Creak is also attested utterance-finally in Spanish (Garellek & Keating 2015). For L1 speakers of English learning Spanish, creak also occurs finally, particularly for females, most likely because of transfer (Kim 2017); however, it is not known how creak interacts with prosody in acquisition.

This study examines this question using data collected from 12 L1 American English/intermediate-advanced Spanish L2 learners using a picture task. A group of 10 L1 Spanish speakers from various dialects was included for comparison. It is hypothesized that L2 Spanish learners will creak more in higher prosodic domains, as reported for both English and L1 Spanish (Garellek and Keating 2015). It is also hypothesized that if creak is

transferred from L1 English, it might be more common for females (Kim 2017; Yuasa 2010; Podesva 2013).

960 L2 Spanish and 800 L1 Spanish vowels were examined auditorily and acoustically in Praat for creak cues, most typically aperiodicity and creak (damping) (Redi and Shattuck-Hufnagel 2001) (Figure 1). Statistical analyses included chi-square tests for creak, and one-way ANOVAs for creak ratio (% of vowel duration realized with creak; Cantor-Cutiva et al. 2021). Results show that L2 learners creak less often than L1 Spanish participants (51% vs. 61%). In addition, L2 speakers creak as often in lower (ip) and higher (IP) prosodic contexts, unlike in L1 Spanish where it occurs significantly more often in IPs. In both L1 and L2 Spanish, creak is significantly more likely for males.

The ongoing analysis of boundary tones at the end of lower (ip) and higher (IP) prosodic constituents shows differences for L1 and L2 Spanish. Specifically, L1 Spanish participants tend to have continuation rises ip-finally and falls at the end of the IP (Figure 2a). In contrast, L2 Spanish learners, particularly if female, tend to use uptalk (i.e., final rising intonation) and/or realize final ip and IP boundaries similarly (Figure 2b). These findings suggest that non-native creak patterns result from non-target intonation at the end of statements. Although most L2 learners in our dataset show this pattern, the acquisition of the target creak/intonation pattern is possible: one learner who had extensive study abroad experience in a Spanish-speaking country, creaks significantly more often IP-finally and has native-like intonational boundaries.

Figure 1: Creak in IP-final vowel (participant E2)

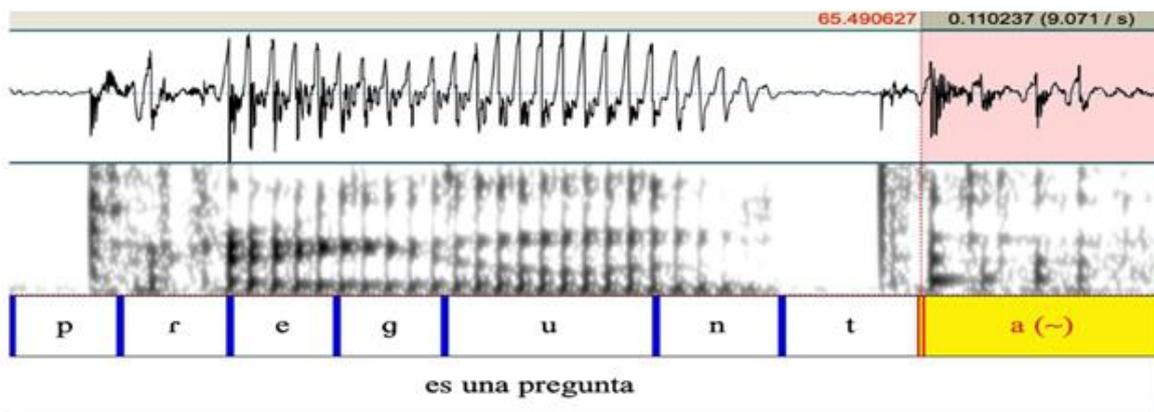
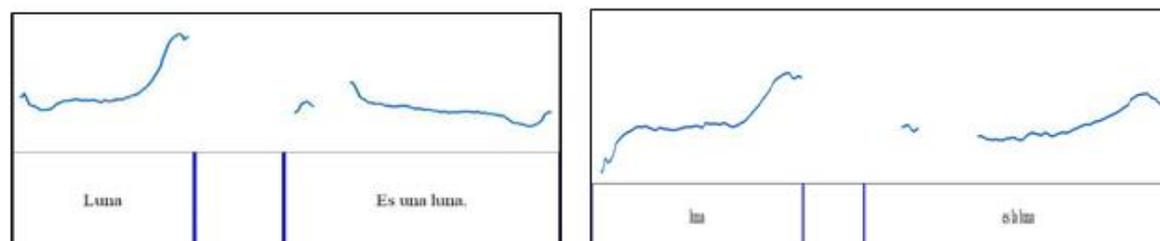


Figure 2: Intonational contours in L1 and L2. 'Moon. It is a moon'. Pitch range: 100-400 Hz.



a) L1 participant: H- ip-finally; L% IP finally b) L2 participant: H- ip-finally; H% IP finally

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Teaching English as a Foreign Language in Correctional Institutions:

Investigating inmates’ motivation to attend EFL classes in Greece

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Adult education is the most important tool to face new social challenges and to combat social exclusion. In the last decades, the European Union has ascertained the necessity for adult education within penal institutions and integrated it in its educational policies. The establishment and operation of Second Chance Schools (SCS) within detention centers is an innovative educational practice which aims at empowering prisoners in terms of knowledge and skills as well as reconnecting them to society. Most studies so far have investigated the benefits and the barriers of prison program completion as well as the multifaceted educator’s role. Others have focused on inmates’ experience of education and its outcomes. However, research so far has not addressed the issue of the factors that influence students’ decision to attend EFL classes and, more specifically, the internal and external factors that influence inmates’ voluntary participation in EFL classes. Insights from such research are needed in order to inform educational strategies and policy making.

Grounded in Self-Determination theory (Deci & Ryan, 1985) and Gardner’s (2001) theory on foreign language learning motivation, the aim of the present study focuses on inmates’ educational motives to learn English as a foreign language. The study seeks to investigate

internal and external motivation in order to find what factors influence inmates' decision to pursue EFL classes in prison. In addition, the aim is to explore to what extent social factors such as family status, age at testing, origin, sex, parents' educational background, skills previous to sentence, and plans for future employment affect detainees' motivation to attend EFL classes. The subjects of the ongoing research are inmates (male/female), aged 21–55, both Greeks and foreigners, who attend English classes in SCSs operating in prisons in Greece. Quantitative research is currently being conducted in prisons throughout Greece. 35-item questionnaires with a 5-point Likert scale have been administered to all 13 SCSs which operate in Greece. Data from approximately 450 questionnaires will have been gathered by June. Preliminary findings on inmates' motivation to attend EFL classes in Greek prisons will be presented at the conference.

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Clefted French interrogatives: L2 acquisition of their pragmatic properties

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The French interrogative system remains a topic of interest in research on both L1 and L2 French (Faure & Palasi 2021; Hamlaoui 2011; Li 2021; Zwanziger 2008). Its complexity is widely recognized and has been identified as a potential challenge for second language (L2) learners (Donaldson 2016; Zwanziger 2008, especially those whose repertoire of native language (L1) interrogative forms is less extensive than that of French, such as English, limiting the possibilities of positive L1 transfer. Indeed, while the English system mainly forms partial interrogatives by fronting the *wh*-word to the beginning of the sentence, as in (1), the French system allows for several variants, including forms where the *wh*-word is fronted as in (2), remains in its canonical position as in (3), or is found as the pivot of a cleft structure as in (4).

This clefted variant is the main interest of this paper because it is largely absent in prior L2 literature yet commonly used in spoken French. We are particularly interested in how L2 learners of French understand two specific pragmatic properties conveyed by these interrogative forms: the existential presupposition and the exhaustive implicature.

Using two rating tasks, we examined whether L2 learners converge towards the native norm for these properties, which occur at the syntax-discourse interface and may therefore be vulnerable to incomplete acquisition, following the Interface Hypothesis (Sorace, 2011). We tested a total of 48 participants, and our findings suggest that L2 learners at the intermediate level acquire the existential presupposition before the exhaustive inference. Advanced learners do not display such a difference – their results are on par with French natives' inferential pattern for both properties. We discuss our findings in light of L2 acquisition theories, and contribute more generally to the debate on the integration of external interfaces in advanced adult L2 grammars.

(1) Who went to the supermarket? (2) Qu'est-ce qu' il a fait? (fronted wh-)

What-is-it that he has done?

'What did he do?'

(3) Il a fait quoi? (canonical wh-) (4) C'est quoi qu' il a fait? (clefted wh-)

He has done what? It-is what that he has done?

'What did he do?' 'What did he do?'

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Not all implicatures are created equal: Evidence of asymmetries in implicature computation in L2 French

Emilie Destruel

Recent research on scalar implicatures (SI) shows great variability in the rates of SI across different triggers, identifying several contextual features causing this, notably negative strengthening (NS) (Degen 2015; Gotzner et al. 2018; van Tiel et al. 2016). NS describes the phenomenon by which the negation of the stronger scalar alternative is pragmatically strengthened to an interpretation that also negates the weaker alternative (Levinson 2000). For example, the utterance in (1a) receives a stronger interpretation than its semantic meaning in (1b).

In the second language (L2) literature, virtually no study has paid attention to SI variability, assuming that the mechanism behind SI computation is universal (Slabakova 2010). One exception is Feng & Cho (2019), who investigated direct vs. indirect SIs in adverbs and found a clear asymmetry in L1 Chinese L2 English learners: they computed indirect SI less often and suspended them more quickly than natives.

This study expands prior L2 work by testing the effect of NS on a broader set of items, i.e., adjectival scales. Using an inference task for which judgments and reaction times were recorded, I examine whether NS affects SI derivation in French native vs. L1-English L2-French speakers across different adjectival scales. On each trial, participants saw a scenario involving two characters who make a series of statements. The task was to decide whether a strengthened interpretation follows for a given statement. In part 1, participants were presented with the weaker term and had to indicate whether they endorse the negation of the stronger term, i.e., the SI (Fig.1). In part 2, they were asked whether the negation of the stronger term suggests the negation of the weaker term (Fig.2). Additional pre-tests (rating tasks) were also collected on a variety of measures and will be discussed in details (e.g., politeness and polarity of the test items). A total of 70 adjective pairs (see sample in 2 translated in English) were tested on 60 participants (30 L1 French/ 30 advanced proficiency L2ers). Results show an interaction between SI and NS in the natives, suggesting that they are less likely to endorse a SI when they applied NS, while this was not the case for L2ers. L2ers are also slower at providing a judgment in the NS cases. Findings support the idea that contexts where a number of alternatives meanings must be computed are more difficult for L2ers. Findings will be discussed in relation to current theories of SLA.

(1) a. John is not brilliant b. John is rather stupid/ John is less than intelligent.

(2) a. grand 'tall'/ petit 'short' b. sale 'dirty'/ propre 'clean' c. bon 'good'/ mauvais 'bad'

Fig.1. Sample item tested in the scalar implicature part of the task.

Mary says:

He is intelligent.

Would you conclude from this that, according to Mary, he is not brilliant?

Yes No

Fig.2. Sample item tested in the negative strengthening part of the task.

Mary says:

He is not brilliant.

Would you conclude from this that, according to Mary, he is not intelligent?

Yes No

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The Impact of Cultural Transfer on EFL Learners' Intercultural Communication

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In foreign language teaching and learning, linguistic transfer refers to the effect of the native language on the learning of the target language. Learners usually use native language patterns or rules in learning the target language that results in inappropriate forms in the target language. As far as culture in foreign language teaching and learning is concerned, language is inextricably bound up with culture. Hence, it is inevitable that the way of thinking and expressing thought influenced by the native culture will be unconsciously transferred to the target language via cultural transfer during the intercultural communication. As a matter of fact, the difficulty that is encountered by foreign language students is not the linguistic form of grammar and their uses, but the cultural difference between the native language and the target language. This study attempts to spot light and investigate the impact of cultural transfer on EFL learners' intercultural communication. In order to reach this aim, a questionnaire targeting sixty (60) EFL learners from the University of El-Oued, Algeria was used as a data collection tool. This survey questionnaire targeted essentially EFL learners

intercultural awareness and competence. The findings of the study revealed that developing intercultural awareness and competence on the part of EFL learners are the key to enhancing EFL students' intercultural communication. Thus, EFL teachers should give much importance to the cultural dimension of the language in English language teaching.

Keywords: Cultural transfer, Culture, EFL learners, Intercultural communication.

Teaching English Lexicology through Data-Driven Learning (LEX-DDL)

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Language teaching and learning has been extensively influenced by corpus linguistics and its numerous applications, which have been found to potentially improve pedagogical practice in multiple ways (Sinclair, 2004; O'Keeffe et al., 2007; Römer, 2009; Szudarski, 2018). Learning through linguistic corpora, also called Data-Driven Learning or DDL (Johns, 1991), is an approach towards the teaching of foreign languages in which students discover the behaviour of a language through specific corpus-analytic tools (Gabrielatos, 2005). DDL has proved to have numerous specific applications in the teaching of a foreign language, among which is the learning of both morphology-related and semantics-related aspects.

Being a constructivist, inductive, bottom-up, learner-centred approach, DDL aims to promote learners' autonomy and discovery learning in a technology-based medium where the teacher is a consultant, guide, coach, and/or facilitator rather than a dispenser of linguistic knowledge. This means that learners can reach their own meaningful conclusions, leading to longer retention and raising their awareness of the target language.

This paper shows the results of an educational innovation project conducted in the course "English Lexicology" of the Degree in English Studies at the University of Alicante (Spain). The project seeks to improve the teaching and learning of English lexicology through DDL, and it particularly aims to (1) facilitate the learning of the main word-formation processes and lexical-semantic relations in English, (2) apply the corpus-analytic tool SketchEngine to text processing and text exploitation in English, and (3) promote learners' autonomy.

The study first describes the DDL classroom methodology designed, and then details the results obtained from a questionnaire completed by 80 students, who were asked to evaluate DDL and its advantages and applications for the learning of English lexicology. The first methodological stage involved the compilation of ad hoc topic-specific corpora in English. In the second stage, the compiled corpora were run with SketchEngine, previously introduced to the students, who put into practice applications such as Wordlist, Collocations, Concordance, and Thesaurus. The last stage involved creating a database containing a number of lexical units along with their formation process and lexical relations within the corpus collected.

Preliminary results point to the DDL methodology as a positive practice, contributing to the development of certain desirable characteristics in the students with respect to the learning

of English lexicology. Also noteworthy is the development of inductive learning, since it is the student who adopts an autonomous and responsible role by having to make relevant decisions during the learning process.

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Fostering digital skills and inclusive education among EFL teacher candidates through a Task-Based Language Teaching (TBLT) approach.

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There is a rich body of literature about Task-Based Learning and Teaching (TBLT) in the English as a foreign language (EFL) classroom but the number of studies about the effective implementation of digital tools in a TBLT approach remains scarce to date (González-Lloret & Ortega 2014, Ziegler 2016, Smith & González-Lloret 2021). This research was based on a mixed method aimed at analyzing the creative skills and perception about the use of digital comic strips in an EFL teacher training program. For this purpose, 84 pre-service teachers randomly assigned in different teams utilized collaboratively several authoring tools (Pixton, ToonDoo, Strip Creator, etc) to create digital comic strips designed to teach English to Secondary Education students from an inclusive perspective (Special Needs, cultural and affective diversity). The research procedure covered five stages related with different critical thinking skills: comprehension (analyzing), selection (decision making), production (creating),

communication (discussing) and evaluation (reflecting). Quantitative and qualitative data were gathered through different instruments: a pre-post-test, including items partly adapted from two validated scales on the use of digital comics (Selong et al, 2021) and attitudes toward inclusive education (Forlin et al. 2011), the analysis of 18 digital comic strips created by the teacher candidates, class observation and semi-structured discussions. The results about the participants' perception of using digital comics and attitudes toward inclusive education were analyzed through the Wilcoxon signed-ranked test for non-parametric data. The findings revealed statistically significant differences (p -value < 0.05) before and after the treatment, the scores indicated higher awareness about inclusive education among EFL future educators, who strongly advocated for the adoption of transformative technology in teacher training programs.

Keywords: EFL, inclusive education, comic strips, Task-based Language Teaching, teacher training.

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The role of L2 motivation, emotions, self-efficacy and autonomy in foreign language learning: results from students and teachers in Hungary

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The aim of this presentation is to report on a mixed-methods study investigating the role of several individual difference variables in foreign language learning. The importance of such studies lies in the fact that there is ongoing need to investigate English language learners' individual difference (ID) variables in concert. This is underlined in various recent calls concerning the shortcomings of mapping such variables in isolation (e.g., Ryan, 2019). The selection of the ID variables included in the present study was motivated by both their general importance in the learning process (L2 motivation) and their specific importance in the Hungarian educational system (learner autonomy). Moreover, we aimed to map a range of emotions that students experience in connection with their English classes and shed light on

their self-efficacy beliefs. To fulfill the aim of the study, a standardized questionnaire measuring these dimensions was distributed among secondary school students learning English in Hungary (N = 1,129) and semi-structured interviews were carried out with their teachers (N = 32). Our quantitative data were analyzed with the help of regression analysis, while the qualitative results underwent thematic analysis. Based on our results, it seems that students' and teachers' views are in sync in terms of the importance of internal motivation and autonomous learning behavior, but data are discrepant when it comes to the roots of low motivation, demotivation, and lack of autonomy. Furthermore, emotions and also self-efficacy beliefs emerged as significant predictors of both motivation and autonomy in the quantitative analyses, and these findings could be confirmed by qualitative data from the teacher interviews. In addition, there are clear differences in students' dispositions towards classroom learning and language use outside the classroom, while teachers also underline the importance of learning and using foreign languages outside the classroom. In the final part of our presentation, we will discuss pedagogical and research implication including teaching strategies to increase students' motivation and autonomy as well as novel ways to investigate the interrelationships of these variables. Finally, concerns for teacher education will also be touched upon.

L2 Articulatory Pronunciation Training in Synchronous, Video-Based Distance Education

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We investigate whether L1 German-L2 English speakers' pronunciation improves in virtual classroom contexts when learners are trained to self-monitor their articulatory gestures – a unique affordance of synchronous, video-based distance education (see also Carruthers, 2007). We predicted that such videoconference-based educational contexts, especially when coupled with explicit pronunciation training, facilitate gains in learners' pronunciation of the English /wv/ contrast and /(C)w/ clusters (see also Iverson et al., 2008). We reasoned that learners who see their own video feeds learn to simultaneously experience and monitor tactile, auditory, and visual information about their articulators' movements (see also McGurk & MacDonald, 1976), thus potentially heightening their proprioceptive awareness for speech (see also Raphael, Borden, & Harris, 2007).

The study comprised four conditions (with/without articulatory pronunciation training; with/without ability for self-monitoring through video self-view). Participants completed 3 interviews (pre-, post-, delayed post-tests, respectively), and one group lesson (with/without articulatory pronunciation training) following interview 1. Each interview contained three tasks: free-speech questions (target stimuli n=20), picture description task (n=30), and a word-list reading task (n=50) to elicit data from controlled to spontaneous speech styles.

21 participants completed all 4 sessions. We will present preliminary data from the word-list reading task in the crucial condition (+articulatory training, +video self-monitoring; n=7, mostly CEFR B2-level). Two native English speakers rated all /v,w/ stimuli individually (with three repetitions in three blocks; randomized within blocks) with regard to i) whether the target /v,w/

sounded like [v] or [w] or neither (categorical judgment), and ii) whether the segment sounded target-like on a scale from 1 to 6 (non-native to native-like pronunciation).

Our preliminary results suggest that – although participants started out with high pronunciation scores – participants improved slightly from pre- to post-tests following articulatory training. Specifically, categorical ‘accuracy’ ratings for all aggregated /v,w/ targets increased from pre-test to post- and delayed post-test, while standard deviations reduced. Average goodness ratings also improved from pre- to post-tests. Additionally, the raters’ RT decreased for immediate and delayed post-tests for both singular target phonemes, with post-test items being rated the fastest. When examining clusters, /w/ in /kw/-clusters had the lowest accuracy and showed the strongest gains on the post-test. RT for ratings of /w/ in clusters depends on context: while /w/ in /dw/ and /tw/ contexts was rated faster at post-tests (or equally fast), /w/ in /kw/ contexts was rated most slowly at the delayed post-test; /w/ in /sw/ contexts was also rated slower in the post-tests.

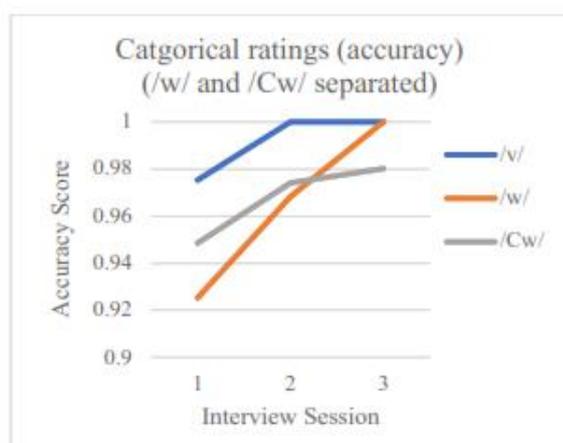


Fig 1. Categorical ratings (accuracy) for /v,w/ targets in the word-description task pronounced by participants in the critical condition (+articulatory training, +video self-monitoring)

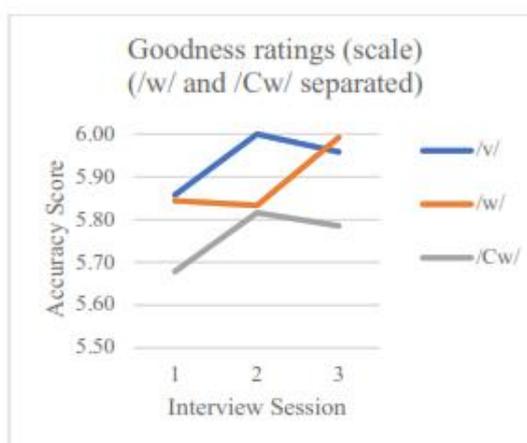


Fig 2. Goodness ratings for /v,w/ targets in the word-description task pronounced by participants in the critical condition (+articulatory training, +video self-monitoring)

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Reconciling the Morphophonemical Alternation of [d] and [r] in Kapampangan: Evidence from Mixed Data

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Forman (1971) posited that Kapampangan phoneme /d/ is realized as [r] in between vowels. However, he noted that this alternation is not always the case for all “V_V” environments and that [d] and [r] vary freely in some lexical items. As such, this paper, employing sequential exploratory mixed-method design, endeavors to reconcile Forman’s position on [d] – [r] alternation by arguing that “free alternation” is still bound by underlying rules and conditions provided by the morphology-phonology interface. This paper presents the results of such interface by mapping the positions of [d] and [r] using a feature matrix and on a CV(C) syllable structure. Findings in phase I revealed that [d] – [r] alternation in prefix-conditioned environment and suffixconditioned environment are not permitted by the same rule and principle. Hence, in phase II, quantitative data from a Grammaticality Judgement (GJ) task and a Forced-Choice (FC) task were utilized. Phase II explored the perceived grammaticality of unaltered [d] in the two opposite environments. t-test reveals a significant difference between them—thus supporting the alternation hypothesis of this paper.

Keywords: Kapampangan Language, Morphophonemics, Phonological Alternation

L2 grit and its predictors in online foreign language classes

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Learning a foreign language in a formal setting requires motivation and determination. A particularly consequential personality trait believed to expedite the process is grit (MacIntyre & Gabryś-Barker, 2016). Composed of perseverance of effort and long-term consistency of interests, grit facilitates the investment of energy over extended periods of time and the accomplishment of long-term goals despite failures, challenges and obstacles (Duckworth et al., 2007).

In the field of SLA, grit is believed to be one of the most important positive personality factors affecting language learning. However, although some studies indicated that it may improve L2 attainment in the context of face-to-face classes (Kramer et al., 2017; Wei et al., 2019), little is known about its determinants, or its influence in the context of remote learning.

This preregistered comprehensive questionnaire study investigates how grit and its putative determinants non-trivially affect the effectiveness of in-class vs online L2 learning. Accordingly, it aims to provide answers to the following overarching questions:

RQ1: Which of the psychological dispositions: i) growth language mindset, ii) curiosity, iii) resilience, and iv) autonomy has the strongest influence on L2 grit?

RQ2: To what extent does L2 grit mediate the influence of each of these factors on the effectiveness of L2 learning in F2F vs online contexts?

RQ3: Are there demographic, motivational, or course-specific variables in the model moderating the relationship between the key variables?

The selected predictors are ones singled out as of plausible import in remote learning settings, where students need to construct knowledge on their own. We use validated as well as a custom-made brand-new scales, all yielding acceptable to high reliability (Cronbach's α .75–.89).

Multiple linear regression models basing on responses of $N=705$ participants from 60 countries demonstrate that perseverance of effort is determined by autonomy, motivation for remote learning, and self-directed learning (50% of variance explained; $F_{6,203}=36.48$, $p<.001$, $\eta^2=.52$ [.43;.57]), whereas consistency of interests depends on curiosity, autonomy, and motivation for remote learning (26PoV; $F_{6,203}=13.63$, $p<.001$, $\eta^2=.29$ [.18;.35]). Neither component depends on L2 mindset. L2 grit as a holistic construct in turn is the sole significant direct predictor of satisfaction with online learning.

The study significantly contributes to our understanding of factors influencing learners' L2 grit as well as the place of this construct in online-learning scenarios. The results can enable teachers to nurture the development of the crucial characteristics in their students to make language learning a pleasurable, passionate, and successful endeavour.

Tapping similarities and differences in monolingual and bilingual EFL learners' vocabulary production

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When dealing with how monolingual and bilingual learners acquire a new language most studies try to establish similarities and differences as concerns lexicon access, lexicon organization and the relationships between the different languages in the mind (e.g., Bardel and Lindqvist 2007, Sullivan et al. 2018). Several studies have also strived to find a link between bilingualism and an advantage in the learning of a new language and its vocabulary (e.g., Klein 1995, Halimi 2016). Others have focused on representing the semantic web trying

to explain how lexical units are arranged in the mind (e.g. Echeverría and Ferreira 2010, Morais, Olsson and Schooler 2013). Here, we look into the lexical production of a monolingual group of EFL learners and two matched groups of bilingual learners, a group of heritage bilinguals and a group of education bilinguals. Learners had to complete a semantic fluency task which was scrutinized with the objective of establishing monolingual and bilingual learners' lexical production in quantitative and qualitative terms. Additionally, clusters and graphs or networks were calculated so that insight could be taken into learners' lexical organization. Graph analysis was used together with measures of fluency and availability. Results show that monolingual learners seem to have bigger and more accessible vocabularies but which appear to be less organized, less structured, compact and sophisticated. This might point to the data of semantic networks of the educational bilinguals, especially, being closer to models of native networks. However, most of the analyses threw non-significant differences, and conclusions must be drawn carefully. The fact that the FL learning context is constrained and very similar for the three groups of learners might also account for lack of bigger differences among the monolingual and bilingual participants.

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The role of motivation in learning a heritage language – the case of Sanna

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While studies on motivation in SLA literature abound (e.g., Gardner and Wallace 1972; Dörnyei and Ushioda 2011; Dörnyei 1998), not a lot of studies examine the motivations of those who are trying to learn their heritage language with some notable exceptions (e.g. Aravossitas & Oikonomakou, 2020; Bocale, 2019; Jaffe, 2015; Mori & Calder, 2015; Ortega et al., 2015; Sheyholislami & Sharifi, 2016). Potential students of a heritage and a severely endangered language usually face many obstacles in their journey towards learning the language which range from the pressure of the dominant language in the community to a lack of domains for using the language and the various difficulties and expectations of the teaching

process and context (Jaffe, 2015; Ortega et al., 2015; Sheyholoslami & Sharifi, 2016). That is why having a strong motivation to learn the language is of paramount importance.

In this paper, we examine the motivations of members of the Maronite community in Cyprus towards learning Cypriot Maronite Arabic (henceforth CMA, or Sanna). The latter is a severely endangered Arabic variety which is estimated to have just one terminal speaker by 2074 (Karyolemou, 2010). Ninety participants who are members of the Maronite Arabic community, aged between 18 and 65, completed a questionnaire which was adopted and adapted from Jeongyi (2005).

The following motivational factors were the object of enquiry in the questionnaire: Heritage Language Orientation, Integrative Orientation, Interest in Foreign Languages and cultures, Learner Identity, Instrumental motivation, Affect and Expectancy. With individual interviews of students of Sanna, who have completed the A1 level, we further examine their attitudes related to all the factors above and provide additional support to the questionnaire's findings.

The participants of our study consider Sanna to be part of their identity, culture and heritage and as an important language in their repertoire in order to communicate with members of their community. They also hold positive attitudes towards learning foreign languages and cultures. Nevertheless, Sanna is not regarded as an important language for their career prospects and advancement, their social status, or the state of their finances. In other words, they lack instrumental motivations towards learning this language. The latter mainly derives from the fact that the language has no domains of use in the current place of residence of this community where the dominant language is by and large Cypriot Greek.

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How to stimulate metaphoric awareness by deploying public information texts?

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Mastery of L2 metaphoric expressions is a challenging issue that affects receptive and productive skills by either impairing comprehension or yielding unidiomatic language. As L1 knowledge is reported to have a substantial impact on whether and how one understands metaphoric expressions in L2, using the L1 knowledge to stimulate learners’ metaphoric awareness seems to be an obvious measure. Despite a great body of research on metaphoric expressions in L2, many call for more practical solutions for awakening of metaphoric awareness in a classroom. This paper caters for this need, providing an example of how this can be executed in a second language teaching.

The study investigates the acquisition of L2 metaphoric expressions in adult learners during a 90 minutes session. The purpose is to present how such a session can be designed, and what can be achieved by referring to cross-linguistic similarities when working with metaphors.

The participants in the study were 20 advanced adult learners of Norwegian with L1 Polish, involved in a M.A. programme in Norwegian language and literature. The main research tool comprised two translation tests with metaphoric expressions extracted from information pages on Covid-19 published by Norwegian Institute of Public Health - the original text published in Norwegian (test 1), and the Polish translation (test 2). The reasoning behind this choice was to ensure that the participants had come across the expressions in either one or both languages. This was important for the priming effect to occur in the acquisition process. As the study was carried out in autumn 2021 when the pandemic was vividly present in media and in public awareness, the probability for this was considered high.

The experimental teaching session was structured as follows: 1. Lecture on conceptual metaphors and expressions including cross-linguistic similarities and differences, 2.

Translation task from Norwegian to Polish (test 1), 3. Reading task used as a distraction 4. Translation task from Polish to Norwegian (test 2), 5. Summary and comments on chosen metaphoric expressions from test 1 and 2.

The results based on the answers provided by the participants in both tests indicated that some of the L2 expressions that the students did not know before, were acquired, while others that the students initially failed to identify in L1, were reproduced with high accuracy. There were also some expressions that the students failed to learn.

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Transitive word order and the Interface Hypothesis in L2 Greek and L2 Spanish

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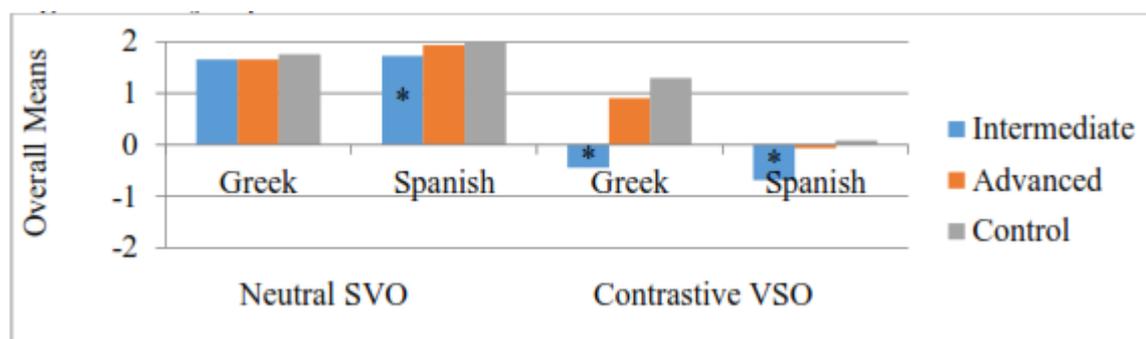
Universitat Autònoma de Barcelona

The aim of our study is to examine if the syntax-semantics interface is acquired earlier than the syntax-pragmatics interface, as predicted by the Interface Hypothesis (IH) (see Tsimpli & Sorace, 2006; Sorace & Serratrice, 2009) or if the syntax-pragmatics interface is eventually acquirable, as argued by Rothman (2009) and White (2011). The IH is tested in the L2 acquisition of Greek (by L1 Spanish learners) and Spanish (by L1 Greek learners), two languages that allow similar word order alternations with transitive verbs (SVO in neutral contexts and VSO in contrastive contexts).

Two acceptability judgment tasks were designed, one in Greek and one in Spanish. The conditions examined were: (i) SVO (#VSO) with adverbial phrases, with involvement of the syntax-semantics interface and (ii) VSO (#SVO) with contrastive adverbs involving the syntax-pragmatics interface. In each task, the participants were 30 intermediate and 30 advanced learners, as well as 30 native speakers of Greek or Spanish. The results show that both intermediate and advanced groups of L2 Greek attained native-like acceptance of the felicitous word order in neutral adverbial contexts. On the other hand, the intermediate group did not achieve native-like inversion of subjects in contrastive adverbial contexts (Mann-Whitney $U = 145.500$, $p < 0.003$ with Bonferroni correction). Similarly, in L2 Spanish the advanced group attained native-like word order patterns in both neutral and contrastive adverbial contexts, while the intermediate group presented significant divergence from the control group (neutral SVO: $U = 205.500$, $p < 0.003$; contrastive VSO: $U = 277.000$, $p = 0.03$).

See Figure 1 with the rates in a Likert scale from -2 (fully rejected) to 2 (fully accepted) for all groups in both L2s.

Figure 1. Subject positions with transitive verbs in neutral and contrastive contexts.



We can conclude that the L2 had an effect on learners' performance, as the syntax-semantics interface was acquired from earlier stages in L2 Greek, while only at advanced levels in L2 Spanish. Competence level had an effect as well, in particular on the acquisition of the syntax-pragmatics interface since in both L2s the advanced group attained native-like command of the pragmatic properties, but not the intermediate. These results were not consistent with the IH predictions, as the syntax-semantics interface was not always acquired (see also Montrul, 2005), while the syntaxpragmatics interface was eventually acquirable at higher levels (see also Hertel, 2003; Rothman, 2009; Amvrazis, 2012; Daskalaki, Chondrogianni, Blom, Argyri & Paradis, 2019).

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Multilingual dispositions, multilingual and multicultural competence, and identity-related dynamics among multiethnic university students in China

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China is a rich tapestry of languages and ethnicities, with its citizens representing one of the largest groups of language learners globally, both inside and outside the country's borders.

This phenomenon is partly due to the Chinese government's ambitious Belt and Road initiative, which calls for a diversification of language programs beyond English at the university level to boost the multilingual and multicultural competence of Chinese citizens, who are often already multilingual because of their knowledge of diverse Chinese dialects and minority languages. The Chinese government understands that for the Belt and Road initiative to be successful, establishing strong 'people-to-people bonds' locally, regionally, and internationally will be key. Seeking to understand how Chinese citizens may contribute to establishing such bonds, a questionnaire-based study, involving 248 university students from over 20 provinces in China, was conducted to explore their cultural orientations, multilingual dispositions, multilingual and multicultural competence, and identity-related beliefs. The results indicated a strong preference among the participants for certain multilingual dispositions over others and strong correlations between their multiethnic backgrounds and multilingual and multicultural competence. In presenting the study's findings, my presentation will discuss the implications for initiatives like the Belt and Road initiative, in which a strong emphasis is placed on promoting multilingualism and multiculturalism.

The feasibility of applying listening strategies in Syrian EFL Settings

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Listening is considered the most frequently used language skill in both daily life and school life; it plays an important role in effective communication. The current study aims at exploring the impact of listening strategies on Syrian EFL learners' listening skill levels and finding out whether teaching listening strategies can improve Syrian EFL learners' use of these strategies. The subjects were divided into two groups (25 students for the experimental group and 24 students for the control group). A listening strategy questionnaire based on Oxford's (1990) SILL was used to elicit data about the students' use of listening strategies, and a pre-listening test based on the New Headway Intermediate course was used to measure the students' listening proficiency. Craven's (2008) Real Listening and Speaking 3, Cambridge Press, was used at the treatment stage where the students received training in using listening strategies for six weeks (36 hours in total). The results of the pretest indicated that most students were unable to apply the listening strategies effectively. However, their mean scores for the posttest increased significantly after the treatment, which reflected the positive impact of listening strategies on listening skill development. This study can help teachers to teach listening strategies to Syrian EFL learners as they are proved reliable means to improve listening skill levels. Thus, it is recommended that the educational policymakers include listening-strategy courses in their EFL training programs.

Is there a bilingual advantage in the production of phonotactically complex L3 words?

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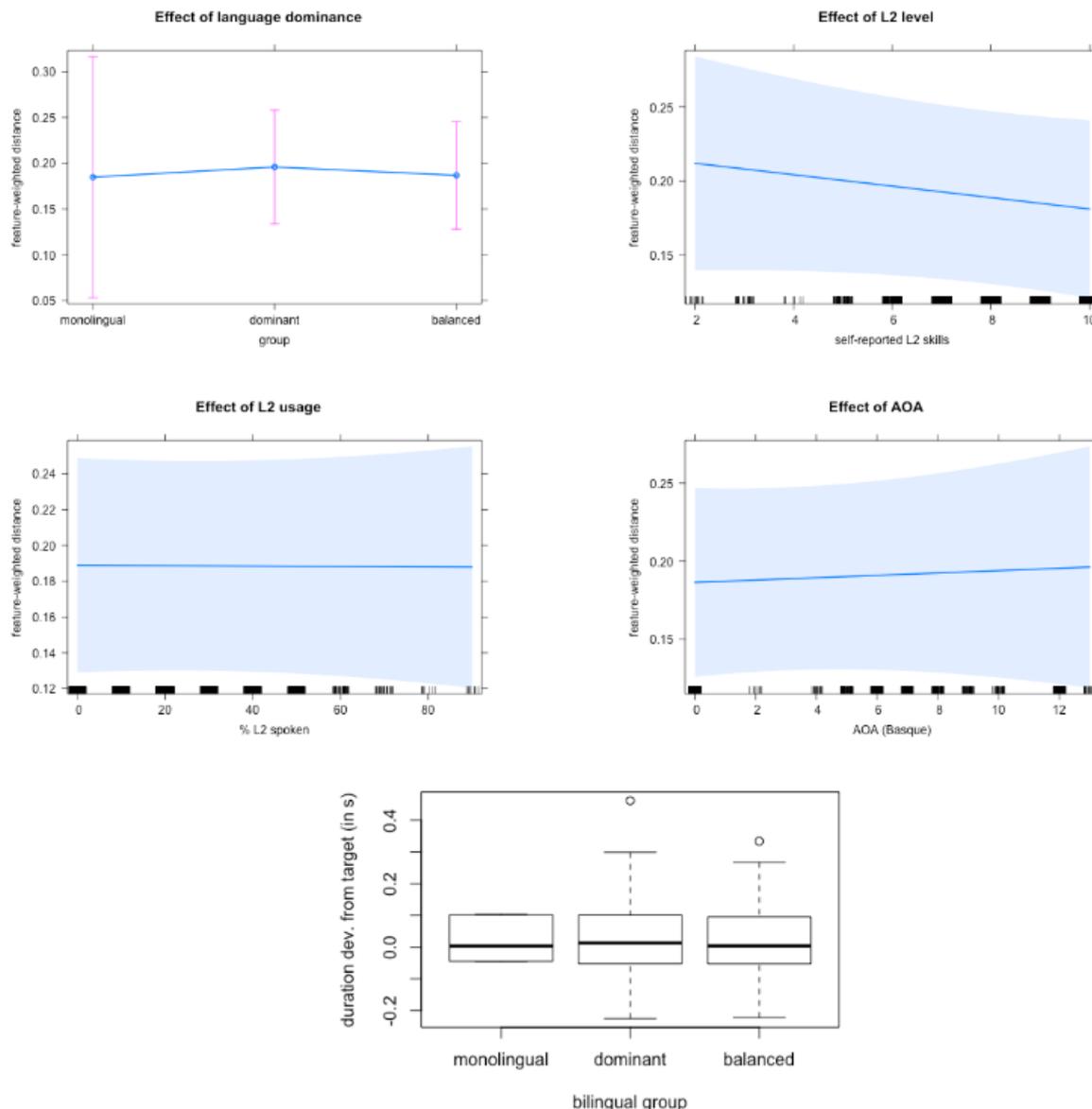
Does experience with two languages facilitate the pronunciation of difficult words in a foreign language? Previous studies have found that acquiring another, phonotactically less restrictive, language improves the production of phonotactically complex structures (Jabbari & Pourmajnoun, 2016; Masuda & Arai, 2010). The standard explanation is that positive transfer of structures from the less restrictive language helps improve the production. We wanted to know if there is a general effect of bilingualism, which is independent of the restrictiveness of the languages involved and thus goes beyond transfer of structures. It has been shown that bilinguals are better at word learning (Kaushanskaya & Marian, 2009; Singh et al., 2018), simple phonetic learning tasks (Antoniou et al., 2015), and L3 pronunciation (Kieseier, 2021). This suggests a general bilingual advantage in various linguistic tasks.

To test this hypothesis, we analysed productions of phonotactically complex Slovak words by adult Spanish monolinguals and Spanish–Basque bilinguals (total $n = 227$). While both Spanish and Basque are phonotactically restrictive, the Slovak test words contained complex clusters of up to five consonants (e.g., *šmrnc* [ʃmɾ̩ n̩t̩s] ‘elegance’). We analysed how age of acquisition, type of bilingualism (monolingual, dominant bilingual, balanced bilingual), skill level in the L2, and percentage of L2 used affected production accuracy of the Slovak words (operationalised as featureweighted linguistic distance between the target and the production). We also analysed duration deviance from the target.

Preliminary results revealed that while there was a slight trend for Slovak production accuracy to improve with higher selfreported L2 skill levels, none of the predictors showed statistically significant effects. Nor did the speaker groups differ in production duration.

This can be taken as an indication that experience with several languages per se does not boost production of phonotactically complex words in a third language, contrary to the enhanced skills in other linguistic tasks. In a study similar to the present one, Hanulíková et al. (2012) did not find a relationship between L1 vocabulary skills and production accuracy in complex Slovak words. It seems therefore that experience specifically with phonotactically complex languages is necessary to develop this skill. Neither L1 skills nor general experience with two languages, both of which have previously been shown to facilitate aspects of L2 acquisition, showed an effect on production accuracy in complex Slovak words.

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Motivation and Pragmatic Instruction: An Investigation of Chinese EFL Learners' Invitation Requests

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Motivation influences learners' L2 acquisition. However, little is known about its role in learners' pragmatic ability and the efficacy of pragmatic treatment. The present study is a research in progress that adopts a pre-test, pedagogical intervention, post-test, delayed post-test design to investigate the interrelationship among Chinese EFL learners' L2 motivation, pragmatic ability, and pragmatic instruction. The present study hypothesises that high-motivated students will have better pragmatic ability, gain more from pragmatic instruction and retain what they learn for a longer time. It is further hypothesised that pragmatic instruction will positively affect both learners' pragmatic ability and L2 motivation. As such, the research questions of the study are the following:

1. Does motivation influence Chinese EFL learners' pragmatic ability as far as their email institutional invitation requests and invitations are concerned?
2. Does motivation influence the efficacy of pragmatic treatment in relation to Chinese EFL learners' writing of institutional invitation requests and invitations?
3. What are the effects of pragmatic treatment on Chinese learners' motivation?

Two hundred college students will participate in the study and will be divided into two groups (i.e., a high-motivation and a low-motivation group) based on their results from a motivation questionnaire. After completing a perception and a production questionnaire which will establish their current pragmatic ability, they will receive a strategy-based pragmatic instruction. It will last seven weeks and consist of three phases: 1) reflective practice via cognitive strategies, 2) reflective practice via metacognitive strategies, 3) production practice via metacognitive strategies. The post-test will be administered immediately after the

instruction while the delayed post-test will be administered two months later. Semi-structured interviews will also be conducted in order to elicit qualitative data.

Heritage Language Use, Attrition, Maintenance and Transmission: Evidence from Cyprus

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According to Köpke and Schmid (2004: 5), language attrition is “the non-pathological decrease in a language that had previously been acquired by an individual.” Most of attrition studies deal with L1 attrition of late sequential adult bilinguals (Schmid and Köpke 2007; Schmid 2011, 2013). Previous research has shown that child L1 attrition in immigration setting is characterised by more severe cases of language attrition (loss of structural aspects in the L1) in comparison to adults (Montrul, 2008; Bylund, 2009; Flores, 2012; Schmid and Köpke, 2017, 2019). Even bilingual with extensive access to the L1 until adulthood are judged as non-native speakers of L1 by monolingual peers due to their non-target production and comprehension of lexicon, morpho-syntax, phonology, code-switching and code-mixing (Benmamoun et al., 2013). In this study we investigated heritage language attrition by second-generation immigrants in Cyprus; whether the “forgetting” of their first language depends on heritage language use, attrition, maintenance and transmission by the first generation, their families, family language policies, sociolinguistic environment in the host community of Cyprus (Bayram et al., 2019; Montrul and Polinsky, 2019; Brehmer and Treffers-Daller, 2020). The participants of our study were 30 second-generation immigrants in Cyprus with various L1 background: Russian, Georgian, Ukrainian, Polish, Bulgarian, Romanian, Arabic and Armenian (age range: 18-27). The data was collected via written questionnaires and in-depth oral semi-structured interviews as well as observations with a focus on linguistic interaction patterns and L1 attrition.

The analysis of the data (questionnaires, interviews, focus group discussions, observations) showed that second-generation immigrants have hybrid language and cultural identity, perceptions regarding citizenship, inclusion and belonging. They try to assimilate to the target society, but at the same time they have a strong link with the community of residence, with their L1 country, their heritage or home language. The participants also have hybrid language practice as they use mixed/multiple languages at home and outside.

The findings indicate that heritage language attrition, use, maintenance and transmission depend on age of onset to the minority and the majority languages, length of residence in the host country, quality and quantity of input, language use, type of use and domains of use, linguistic domains, child/teenager agency, motivation and willingness to learn and use the HL, schooling, opportunities for literacy development, socioeconomic status, social network, extended family, relatives, linguistic and cultural identities, material culture at home, heritage language use, family language policy, language practices at home and outside.

L1-L2 Transfer in the Ditransitive Construction: A Usage-based Replication Study with Turkish speakers of English

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L1-L2 Transfer in the Ditransitive Construction: A Usage-based Replication Study with Turkish speakers of English L1 interference in L2 learning has been discussed from different angles. However, studies (for instance [1]) seem to take transfer as a binary setting: it either happens or does not. There is, however, evidence from usage-based linguistics that items have varying entrenchment levels. As such, some took a usage-based understanding of entrenchment while analyzing transfer [2], [3], [4], [5]. In a recent study [6], the role of entrenchment in German speakers of English regarding English and German ditransitive sentences was analyzed. They uncovered the reasons behind the acquisitional restrictions of the ditransitive construction, whenever the verb is strongly entrenched in the German construction.

The current study is a replication of [6]. This study aims to uncover statistical biases for verbs in the ditransitive construction in English and Turkish and find out how the role of entrenchment differs across Turkish speakers of English from different proficiency levels. We identified the collostructional preferences of the ditransitive construction in Turkish using TrWaC on SketchEngine and using [6] and [7] data for English, created a survey, and analyzed the results in SPSS. Some of the sentences in English are grammatical and ungrammatical but all the sentences in Turkish are grammatical. If ungrammatical English sentences were to be translated, the verbs would either be strongly or weakly attracted to the Turkish ditransitive, and would be strongly/weakly attracted to the grammatical sentences and strongly/weakly repelled from the ungrammatical sentences in English. The first experiment instructs participants (n=109) to rate the English ditransitive constructions. The second experiment asks participants to rate to-dative constructions, where all the sentences are grammatical, to see whether we would find preemption effects. Finally, a translation task from Turkish to English, which would demonstrate if their choices reflect their production.

Results confirm the previous study and indicate that L2 speakers transfer from L1 if the structure is not strongly entrenched in L2, in both grammatical and ungrammatical sentences. With growing proficiency, there seems to be a decrease in this transfer. There is also evidence for overgeneralization based on L2 input even in advanced speakers. The results demonstrate that transfer is more gradient than what was thought of and this methodology can help with understanding transfer errors on a more fine-grained basis, and can improve pedagogical approaches to foreign language education.

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Analyzing the Characteristics of a University English for Academic Purposes Test
Task: A Guided Summary Writing Task

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In academic settings where English is used as a second language or foreign language, integrated language assessment has gained its popularity in measuring learners' language ability, especially in high-stakes language testing. In the context of writing assessment, the use of integrated tasks is considered to have more authenticity, fairness and a positive washback on both teaching and learning (Gebriel, 2018). Despite this, it has been found that research in integrated writing assessment is still limited compared to other areas of assessment. Bachman and Palmer (2010) proposed a framework of language task characteristics based on five aspects of task: setting, assessment rubric, input, expected response, and relationship between input and expected response. Using this framework, this paper mainly reports on a detailed analysis of the characteristics of a guided summary writing task used in an Academic Skills Test designed for undergraduate students at a university in Hungary. The study aims to achieve two objectives: (1) to analyze the guided summary writing task, and (2) to use the information from the analysis to determine whether the task matches the definition of an integrated assessment. The findings proved that the characteristics of the guided summary writing task match those of the target language use (TLU), which means that it fits in the TLU domain and can be used as a good measure of learners' writing ability.

Laugh to Learn: Humour to increase Interaction in Online ESL Classrooms

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Interaction in the classroom is an emerging topic in enhancing the students' linguistic resources while equipping them with appropriate skills for communication. The significance of interaction in L2 learning is portrayed through the interaction hypothesis by Long (1983), which conveys how interaction facilitates second language acquisition as conversational and linguistic modifications that occur in discourse provide learners with necessary comprehensible linguistic input. Designing meaningful interactions in an ESL (English as a Second Language) classroom on digital platforms has become a challenge when incorporating various forms of interaction, achieving the lesson goals through social interactions, and making sure all the students engage in conversations. Previous studies have shown the sense of humour to be a valuable tool in creating a positive learning environment. The current study investigates the way the teacher uses humour to create more interactions in an online ESL classroom. A well-designed questionnaire with ten items was distributed among thirty-six ESL learners aged between 14 and 16 years old at the intermediate level (attending either government or non-government schools in Sri Lanka), and classroom observations of five Zoom classes were conducted to discover how the use of humour affects interactions on digital platforms. The results demonstrated that distinctively created humour encouraged various types of interaction, increasing student-teacher rapport as well as promoting socialization in the virtual classroom. According to the learners, a good laugh supports them in maintaining their focus on learning and increases motivation. It also makes them feel safe in the classroom to ask questions, make mistakes, and experience their sense of humour. Thus, the use of humour is believed to make virtual learning more interesting and engaging, while also creating an environment of social interaction. The study offers pedagogical implications for ESL teachers to use humour in virtual teaching to facilitate a laugh and learn experience while creating a positive learning environment.

Keywords: English as a Second Language, humour, online learning, Second Language Acquisition.

Does musical training influence perceptual learning of Japanese pitch accent? The case of native Italian speakers

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Much literature has been devoted to examining whether musical training and/or experience facilitates lexical tone perception. Nevertheless, not many studies have investigated the effects of musical training or experience on the learning of lexical tone perception, and there is no research on the perceptual learning of Japanese lexical pitch accent. With respect to perceptual learning, although a lot of research demonstrates the effectiveness of high

variability phonetic training (HVPT), including for Japanese pitch accent (Shport 2016), the benefits of talker variability in training may be uneven among participants (Silpachai 2020).

To address these issues, my study mainly aims at examining whether musical training has any effects on the perceptual learning of Japanese pitch accent by Italian native speakers with no prior knowledge of Japanese.

Given this aim, the current project consists of a pitch accent identification experiment followed by an absolute pitch test (only for musically trained participants).

The HVPT experiment, to test learning of Japanese pitch accent, is mostly based on the methodology of Shport (2016), with three novel aspects:

- There are two categories of participants: musicians and non-musicians.
- These two categories are further subdivided into two groups in the training phase: high variability input (stimuli recorded by multiple talkers) group and low variability input (stimuli recorded by a single talker) group.
- The experiment will be conducted online.

The absolute pitch test, (mostly a replication of Lee & Hung (2008)), is to identify musicians with absolute pitch. Burnham et al. (2015) showed that musicians with absolute pitch were better than musicians without absolute pitch at discriminating Thai lexical tone. It would thus be interesting to see whether this finding also applies to the participants in my research

A pilot HVPT experiment was conducted with four non-musicians as participants. Preliminary results show that pitch-identification training was effective, especially low variability input for non-musicians. The experiment proper will be carried out with 60 Italian native speakers (30 musicians and 30 non-musicians). I hypothesize that high variability input will benefit musicians, while low variability input will be beneficial to non-musicians, as in the preliminary outcomes. The results of the experiment proper will be provided in my presentation.

This study will contribute a novel aspect to the literature on HVPT for Japanese pitch accent by clarifying the effect of musical training.

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POSTER PRESENTATIONS

Identifying elements of interculturalism and language mediation in the 8th grade of
the **“Modern Greek paideia”** program

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The aim of the present study is to identify the intercultural elements and language mediation in the textbooks of the 8th grade of the program “Modern Greek Paideia”, which is being used for the teaching of Greek as heritage language in “Aristotle” school, the only primary school in Toronto that is recognized by the Hellenic Republic. More precisely, using the discourse analysis as method, will be undertaken the reconstitution of the whole cultural relationship between the dominant culture and the target-culture, through the cultural elements, which are existing in the textbook’s activities and images. All this aim to show that textbooks in the foreign language teaching play an important role in the configuration of multicultural societies with intercultural competence and the acquisition of the second language in diasporic environments. The present study is structured into the following two parts: in the first is being held a literature review of second/foreign language acquisition theories, intercultural education and teaching Greek in diasporas. In the second part, the textbook is being analyzed, study’s results are being presented and a discussion about teaching Greek as a heritage language is being held.

Keywords: intercultural elements, language mediation, teaching Greek as second/foreign language, heritage language, Modern Greek Paideia

EFL Learners’ Perceptions of Learner Autonomy at Tertiary Level in Hungary

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The development of technology, for instance, e-learning resources and applications, has created opportunities for language learners to learn English autonomously. Thus, many researchers have been studying autonomous language learning in various EFL contexts. Studying learners’ autonomous behaviours both inside and outside the classroom becomes relevant before fostering autonomy in English as a foreign language (EFL) classes. In spite of some similar previous studies (e.g., Édes, 2008; Szócs, 2017), more studies on learner autonomy are needed in the Hungarian tertiary EFL context, possibly due to “lack of long-term strategies in compulsory education and the monolingual Hungarian context” (Asztalos et al, 2020, p. 280). This quantitative study whose aim is to investigate Hungarian tertiary EFL learners’ perceptions of learner autonomy and autonomous behaviours may relevantly contribute to filling the above niche. The original questionnaire by Spratt et al. (2002) was adapted and administered online. The purpose of the study was to investigate learners’ perceptions of teachers’ responsibilities and learners’ responsibilities in in-class, outside class or private learning, learners’ perceptions of their abilities and motivation in learning English, as well as their autonomous behaviours outside and inside the classroom, and the relationships between the above variables. A total of 74 EFL students from a Hungarian university filled in the online questionnaire. The results indicated that EFL learners in Hungary perceived their teachers as more responsible for their learning than themselves. The students practised autonomy equally both inside and outside class. Moreover, taking responsibility for

their own learning and autonomous behaviour inside class seem to predict the learners' perceptions of their ability, whereas their motivated learning behavior can be explained by their autonomous behaviours inside the class and their teachers' taking responsibility for their students' learning. The results could bring some insights into fostering learner autonomy in Hungarian EFL classes and implications for future research that considers both tertiary EFL learners' and teachers' views about it.

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Perception of emotionality among bilingual language learners

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Emotionality plays a significant role in teaching and learning a foreign language. Emotions are present in a foreign language classroom all the time, and the aim of both teachers and learners is to find out how to regulate them (Bielak & Mystkowska-Wiertelak 2020). In the literature on applied linguistics and psycholinguistics, the importance of emotions has been subject to considerable discussion (Dewaele 2010, Pavlenko 2006, Wierzbicka 1999). We already know that students' and teachers' emotional needs should be discussed, understood and met to develop wellbeing (Aron 2013, Mercer & Gregersen 2020). Despite the importance of emotionality, there remains a paucity of evidence on language learners' perception of emotions and emotionality. Researching perception seems to be an essential strategy for understanding any element influencing the affective dimension of a foreign language classroom, especially when we consider the psychological state of teachers and students due to the COVID-19 pandemic. Thus, the primary aim of the following study was to analyse (1) spoken definitions of emotionality and (2) association chains (Meara 1996) related to emotions, both provided by bilingual language learners (N=50). The analysis was conducted at the intersection of psycholinguistics and applied linguistics. It employed qualitative and quantitative research methods with a view to developing reflectivity among the informants.

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What motivate primary school teachers in underprivileged areas to use ICT in EFL teaching?

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Ryan and Deci (2017) argued that humans can be driven to behave by the perceived values of the behavior or a certain extrinsic force. Motivation is assumed to be a factor guiding and energizing people's behaviors (Feldman, 2017). This study aimed to investigate what motivates primary school teachers in underprivileged areas of Vietnam to integrate ICT in their EFL teaching. Seven participants from different primary schools in Daklak, a mountainous province, were recruited to take part in one-on-one interviews which lasted 30 to 40 minutes. The interview guide was constructed by the researcher and sent to experts for feedback. Interviews were carried out in Vietnamese on Skype platform. They were videotaped and transcribed afterwards. Relevant parts of interviews were translated into English. The findings revealed four categories of motivations including teacher-related motives, student-related motives, accessibility-related motives and user-friendliness of ICT. Apart from several emerging stimulations, the outcomes of the investigation also echoed the findings of previous studies (e.g., Surry & Land, 2000; Baek et al., 2008; Sharma & Srivastava, 2009; Schulz et al., 2015). A number of specific implications were suggested for school leaders to motivate primary school teachers' ICT use in EFL teaching.

The prosody of word stress in the spontaneous speech of Hungarian learners of Spanish

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Since stress production of Hungarian learners of Spanish is one of the most criticized areas by native Spanish speakers (Baditzné 2019), the present study primarily focuses on this aspect of second language acquisition.

Hungarian and Spanish stress systems are radically different in the sense that Hungarian, as opposed to Spanish, has a word-initial fixed position for lexical stress (Kiefer 2006), evidenced by higher melody and intensity (Honbolygó & Kolozsvári 2015: 33). In Spanish, the location of the stressed syllable is most typically the penultimate one (Delattre 1965), but in lexical words it must fall on one of the last three syllables of the word (the Three Syllable Window Restriction, cf. Alcoba & Murillo 1988: 153).

In this research, the three-dimensional prosodic model offered by Cantero is applied, the Prosodic Analysis of Speech (2019), which analyses spontaneous speech by representing the adjacent syllabic intervals as a series of relative pitch, intensity and duration values by the means of a standardization procedure. The model helps to neglect speaker-dependent characteristics and thus offers objective, comparable data.

The analyzed corpus of 300-300 declarative utterances was extracted from spontaneous audio recordings: Map Task activities from the Interactive Atlas of Romance intonation compiled by Prieto & Roseano (2014) and interviews uploaded to YouTube, by 42 Spanish speakers altogether, in one hand; and recorded Map Task activities involving 30 Hungarian learners of Spanish (all learning Spanish Philology at Eötvös Loránd University, Budapest), on the other. As for the Spanish competence of Hungarian learners, they all reached level B1 according to the CEFRL.

Our results attest that Hungarian learners of Spanish (HLS) produce utterance-internal lexical stress with less prosodic prominence as compared to the target language data: the tonal rises aligned to the stressed syllables are below the perceptible threshold (10% in Spanish, cf. Font-Rotchés & Mateo Ruiz 2011), whereas in Spanish, the measured values are over this threshold. Contrarily to the observed low prosodic values in utterance-internal word stresses, utterance-final stresses, plausibly due to a negative transfer from native Hungarian pitch patterns in spontaneous declaratives (cf. Markó 2009), are accompanied by higher final rises on phrase accents than in the native Spanish corpus. These two phenomena may explain why stress patterns of HLS are found odd by target language speakers.

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Peer learner networks and second language acquisition during intensive courses

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Social networks play a vital role in the attainment of individuals. Using computational social network analysis (SNA), we investigate the influence of peer interaction dynamics and social graph topology on measurable outcomes in two intensive language courses: a 5-week course of German for Erasmus exchange students in Baden-Württemberg (n=40), and a 4-week summer course of Polish language and culture in Warsaw (n=181).

In the former, we find i) that the best predictor of progress is reciprocal target language (TL) communication, ii) outgoing TL interactions to be a stronger predictor than incoming interactions, iii) a negative relationship between performance and contact with same-L1 speakers, iv) a significantly underperforming English native-speaker dominated cluster (Fig. 1), and v) more intense interactions taking place across proficiency groups (Fig. 2).

In the latter, participants' patterns of social embeddedness (in- and outdegree = number of fellow students providing input, and being the recipients of output, respectively) in TL communication turn out to be significantly moderated by their i) individual (but not course-group level) entry TL competence (positively) and ii) psycho-situational portrait, while iii) negatively by competence in lingua-franca English. iv) Outdegree centrality in the TL is also negatively impacted by the intensity of communication with the teacher in a (non-L1) non-

target language. In other words, the teacher's sanctioning of the use of a non-TL of communication demotivates efforts at TL production out-of-class. v) The influence of the network is strongest in the domains of pronunciation and lexis (Table 1, 2), where the simplest measure of degree centrality (number of an individual's social ties) in TL positively correlates with progress, while betweenness (popularity or control) in total communication is significantly anticorrelated. vi) This mirrors the influence direction—on global TL progress—of closeness centrality (ease of access to other students). Combined with the detrimental impact on SLA of a high in-degree, this suggests that vii) for language acquisition, the structural properties of the network matter more than processes such as information flow. Additionally, we find that viii) lower progress seems to be connected with high use of texting and messaging apps, and that ix) progress is positively influenced by intensity of learning and course satisfaction.

Computational social network analysis provides new insights into the link between social relations and language acquisition, demonstrating how social network configuration and peer interaction dynamics are stronger predictors of L2/L3 performance than individual factors, and offers a novel methodology for investigating the phenomena.

Foreign Language Processing of English Regular and Irregular Past Tense Verbs by Arabic-Speaking EFL learners

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This paper examines whether irregular past verbs are acquired earlier than regular past verbs by Arabic-speaking EFL students. To this end, ninety fifth graders were tested using pictures representing 20 regular and 20 irregular past tense verbs using a sentence completion task. An introspective session was conducted with 70 students following the administration of the tests in order to determine the areas of difficulty. The results mainly revealed that there is a statistically significant difference between regular and irregular verbs in favour of regular verbs by Arabic-speaking EFL children revealing that they learn regular forms prior to irregular ones contradicting the Natural Order Hypothesis and providing credence to In addition, the two Interlanguage strategies, namely, the L2 Overgeneralization of Alternative L2 Category Strategy and L1 Transfer Strategy. The participants' failure to produce the irregular form of the verb can be ascribed to the default system that these learners rely on which is the computation system rather than the storage system. Thus, Arabic-speaking EFL children apply regular inflection of -ed whenever their memory fails to produce an irregular verb form.

Keywords: Second language acquisition, inflectional morphology, regular and regular verb forms.

Structured Input versus Traditional Instruction: Examining the role of processing instruction in the acquisition of a second language (L2)

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This study was intended to compare processing instruction (VanPatten, 1993,1996,2000,2004) to traditional instruction and to assess their effects in helping beginning-GFL (Greek as Second language) learners -native speakers of Farsi- acquire the plural morphology on nouns. It presents the findings of an experiment that compares the effects of these two different kinds of instruction, using plural morphology as the linguistic item.

Processing instruction (PI) is a type of an input based focus on form technique that makes form-meaning connections during structured input activities. PI uses activities in which the input is purposefully manipulated to push learners to process grammatical form in order to get the meaning. Traditional instruction emphasizes the teaching of form over meaning and involves drill-like and output practice of a grammatical point.

Greek and Farsi language differ as to whether or not plural marking is required in the presence of numerals. In Farsi numerals combine with bare nouns. In Greek, by contrast, the presence of plural morphology is obligatory in the context of a numeral. 38 subjects divided into 2 groups were the participants of the study: one, the PL group, received processing instruction and another, the Control group, received traditional instruction. Subjects were L2 refugee and migrant children who are native speakers of Farsi and are exposed to Greek language at Elix educational projects in the Open Accommodation Site of Eleonas, the Education Centre of Elix in Patision Str and in Primary Schools of the Municipality of Athens. All subjects were beginners (A0-A1) and their families did not use the Greek language.

A pre-test was used before the teaching sessions which assessed the ability of the participants to comprehend and produce the target feature. Two weeks after the teaching sessions a posttest assessment was used involving an interpretation and a word/sentencelevel production. The results showed a statistically significant improvement for both groups. Yet, the PL group did better than the control group. In particular, the results reveal significant gains in comprehension, as well as in production of the grammatical point for subjects who experienced processing instruction. This study confirms the beneficial effects of structure input. Processing Instruction seems to be an effective pedagogical tool to help beginning-GFL learners to acquire target grammatical forms.

Keywords: processing instruction, focus on form, beginning-GFL learners, plural

An EFL Learner's Development in Metacognitive Listening Strategy Use and Listening Performance: A Dynamic Systems Theory

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Dynamic Systems Theory (DST) approach could reveal the individual variations by allowing us to trace how learners' language competence develops during its interaction with other variables in a complex learning system (De Bot, Lowie, & Verspoor, 2007). Many studies in the field of listening strategy have been carried out with traditional research methods. The present study aims to explore the developmental trajectories of an EFL learner's metacognitive listening strategy use and listening performance as well as investigating the dynamic correlation between the two variables, using DST. An EFL learner from Myanmar was given the metacognitive strategy training for seven days and his listening strategy use and listening performance were examined every two days over two weeks. For data collection, First Certificate English listening practice tests were used to assess the learner's listening performance and Metacognitive Awareness Listening Questionnaire (Vandergrift, 2006) for listening strategy use. Data was analyzed using dynamic systems techniques including moving min-max graph, Loess smoothing, variability, Monte Carlo technique, and moving window correlation. Results indicated non-linear developmental patterns in the listening strategy use and listening performance and dynamic correlations between the variables. Findings can provide EFL teachers with some insights into the interaction between metacognitive listening strategies and listening performance in a dynamic system and some pedagogical implications in developing EFL learners' metacognitive listening strategies and listening performance.