

ABSTRACTS: POSTER SESSION

(in alphabetical order)

Implicit and explicit conditions in the acquisition of L2 Spanish clitic *se* by English and Dutch speakers

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In this paper we want to compare results from the acquisition of Spanish L2 based on a Grammaticality Judgment Test (GJ) ran by two groups of adult learners whose L1 is very different: English and Dutch. In the GJ tests used in this experiment, the learners in both groups were asked to render their grammaticality judgments with respect to the use of clitic “*se*” in a number of syntactic configurations (reflexives, consumption verbs, (anti)-causatives). There were only two possible answers per each item: grammatical or ungrammatical. By doing so, we wanted to look at both implicit and explicit linguistic knowledge that participants draw on their performance in our GJ tests (cf. Ellis, 2005; Gutiérrez, 2013).

There was a time constraint for each test item. In particular the learners in both groups only had 7 minutes to finish the test. This means that they only had an average of 6.18 seconds per item. We believe that this experimental GJ test provided information on implicit knowledge since they were not given all the time they wanted and time pressure “constrains the learners to accessing their implicit knowledge because the possibility of accessing their explicit knowledge is highly reduced due to the speed of nature of the test (Gutiérrez, 2013:427)”. Nevertheless, following Gutiérrez (2013), time pressure cannot be considered a guarantee that explicit knowledge cannot be retrieved. Therefore we also conducted research using Gutierrez's methodology by measuring grammatical and ungrammatical items apart in both groups. According to Gutierrez's findings the learners that accept items as grammatical exhibit implicit knowledge whereas the same learners that reject test items because they consider them ungrammatical exhibit explicit knowledge. Likewise we measured grammatical versus ungrammatical response with respect to the items found in both groups of learners to check the implicit vs explicit knowledge dichotomy against the results of our study.

The main hypothesis we want to test is: If teaching materials don't provide the relevant information about the Spanish clitic “*se*”, adults will start from their L1 grammar and will make a lot of Transfer errors, unless UG (implicit learning) plays a role. According to our experimental findings, L1-Transfer Errors were obtained only at the early stages whereas non L1-Transfer Errors were found at all levels.

A gap between theoretical SLA and language teaching: An insight from Saudi Arabia.

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This abstract will attempt to fill this gap between the obtained findings from theoretical SLA and language teaching implications. Two tasks targeted the production and comprehension of aspectual and temporal morphosyntactic markings in English administered to two learning groups of Saudi speakers: EFL groups and an Immersion group. Previous bulk of theoretical SLA research has revealed some surprising and unexpected results about language learning. For example, they revealed that L2 learners follow the same developmental route when learning certain aspects of the target grammar regardless of their L1 or learning context (Bailey et al. 1974). In addition, L2 learners fail to acquire some normally taught structures while they seem to acquire some complex (untaught) structures (Slabakova 2008). Unfortunately, these findings don't find their way to language teachers or pedagogical implications although they have the potentials of informing us more pedagogically about language teaching. The findings from this study suggest that the L2 learners again follow the same developmental "route" regardless of their exposure (classroom or immersion). Furthermore, the preterite-present perfect distinction posed a learning difficulty for all learning groups although they received explicit instruction about it unlike the aspectual distinction (Kharma & Hajjaj 1997). Based on these findings, the abstract will explore and propose pedagogical implications and specific language teaching procedures. In addition, it will also consider the type of input; language assessment procedures; and related developmental stages for teaching English in Saudi Arabia.

Affective dimension of additional language acquisition: methodological proposal to explore multimodal interaction

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Evidences have showed that gestures production promotes learning; however, as noticed by Gullberg (2014), further research is needed in the effect of gesturing on language acquisition. Hand gestures, as well as other nonverbal semiotic systems (e.g. facial expression, eye contact with students, proxemics) and paralanguage (e.g. vocal variety, tone, stress) may be included, alongside speech, in the construction of meaning, which leads to language understanding and acquisition. To be consistent with this principle, gifted teachers should be concerned about the semiotic systems that are deployed during the teaching-learning process “of”/“in” an additional language.

Likewise, the concept non-verbal immediacy (been immediacy the physical and psychological closeness students feel with teacher) and how this contributes to construct affective learning (Plax et al., 1985) is of special interest in the context of the present research. We outline a methodological proposal to measure teacher’s multimodal interaction with a group of preschoolers in the Basque Country immersed in the acquisition of English as a L3. Multilingualism and L3 acquisition has been approached from different perspectives (Cenoz, 2009; García-Mayo, 2012). The study aims at contributing to broaden the scope of these perspectives, to add the multimodal dimension to the L3 acquisition field of research.

The research methodology we present allows the identification and measurement of teachers’ multimodal discourse and students’ responses, during different storytelling sessions. This approach is used to measure multimodal interaction (Kress, 2001) in a systematic way, with the final aim of exploring full repertoire of teacher’s resources, as well as the relationship between this and students’ acquisition of the L3.

The role of force dynamics in Danish-Spanish second language expression of placement events: a bidirectional study

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This poster examines the role of force dynamics (Talmy, 1988) and intentionality in the description of placement events by two groups of native speakers of typologically and genetically different languages, Danish and Spanish, and by two groups of intermediate adult learners, Danish learners of L2 Spanish and Spanish learners of L2 Danish.

Placement events are situations in which a figure moves an object to a given location in space. The investigation of placement events is an interesting area for SLA as recent research (e.g., Kopecka & Narasimham, 2012) has revealed considerable variation in the linguistic conceptualization of this domain by native speakers of different languages. This variation is interesting for SLA since the process of acquiring an L2 is assumed to entail the acquisition of appropriate L2 ways of thinking-for-speaking (TFS), i.e., learning the particular verbalized orientation to experience encoded in the lexico-grammatical resources of the L2 (Slobin, 1996; Cadierno, 2004; Ellis & Cadierno, 2009). Following recent studies in this area (e.g., Gullberg, 2009; Cadierno et al, 2016), this study shows that (a) force dynamics and intentionality are important semantic components in both languages, but their distribution and relative focus differed cross-linguistically, and (b) the two learner groups had difficulties in reconstructing the meanings of the L2 verbs involving these two semantic components. Learning difficulties were observed when moving from a less to a more complex L2 system, when moving in the opposite direction, i.e., from a more to a less complex L2 system and when moving to an L2 system that is as complex as the learners native one. Data were elicited by means of the PUT task-a set of video clips-developed at the Max Planck Institute for Psycholinguistics (Bowerman et al., 2004).

Frequency and working memory: incidental learning of a complex agreement rule in L2

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This study contributes to the debate whether explicit or incidental learning mode is more effective for learning a complex grammar rule in L2 by investigating what factors play a role in the acquisition of grammatical agreement incidentally. We exposed 80 adult native English speakers without knowledge of a Slavic language or advanced knowledge of a language with grammatical gender, to a noun-adjective agreement rule (according to number, gender and case) in Russian under a baseline comparison explicit learning and three incidental learning conditions.

Frequency was manipulated in incidental conditions during training. In the incidental learning conditions (low type low token, high type low token, low type high token frequency) participants viewed pictures and read Russian sentences containing agreement in singular and plural, masculine and feminine genders and four cases (nominative, dative, instrumental, and genitive) presented on the computer screen, whereas in the explicit learning condition they were explained the rule. We used response times and accuracy and comprehension and production post-tests to investigate the level of receptive and productive knowledge retention. Participants' working memory capacity was measured using Operation and Reading Span tasks (Unsworth et al., 2005).

The data were analyzed using Generalized Linear Mixed Models. In comprehension adults performed significantly better in the high type low token frequency incidental learning condition than in the explicit learning one. In production, explicit learning mode was more effective; at the same time high token frequency boosted knowledge acquisition in the incidental learning conditions. No relationship with working memory in either production or comprehension was found. The results will be discussed in the light of how frequency and working memory may impact the acquisition of receptive and productive knowledge of a complex grammar rule through incidental exposure and their roles in the development of explicit or implicit knowledge during learning under different conditions.

Input and the optional ergative case stage in Basque L1, 2L1 and L2

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Several case studies have shown that ergativity is acquired later in the nominal domain than in the verbal domain in early Basque. The consistently target-like selection of transitive auxiliaries in finite predicates by age 2;6-3 contrasts with the *optional* production of the ergative case during an initial stage, in which *-k* marked subjects alternate with unmarked or (absolute?) zero-marked ones in transitive sentences. Evidence for the *optional ergative (case) stage* (OES) is found in production corpora of monolingual and bilingual children, as well as in cross-sectional studies on narratives of 5-year-olds and older participants, which reveals that the OES may last between two months and several years (Ezeizabarrena 2012).

The current study provides new evidence for the ergative case-verb asynchrony. Data from a sample of over 1000 parental reports on their 2- to 4-year-old children's production points towards the same results. First, a general pattern of higher rates of children producing verb inflection than ergative case marking is found across all input- and age- groups: whereas most 2;6-year-olds make productive use of ergative inflected verbs, the production of ergative *-k* suffix is not yet generalised among 4-year-old children. Second, the effect of input turns out to increase in visibility with age. From 3-3;6 onwards, most children (65% to 85%) out of the two groups with high degree of exposure to Basque, the monolingual (Mo) and the Basque-dominant bilingual (BH) children, are reported to produce both case and agreement morphology, whilst only a minority of older children with low exposure (BL) (3;6-4-years-old) produce ergative marking in the two domains.

The case vs. verb inflection asynchrony (ergative inflection before ergative case) attested across studies and methodologies support the structural rather than inherent nature of the ergative case in Basque, in line with Rezac et al. (2014).

Self – efficacy and its influence on teachers and students' achievement

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In Spain, English teacher training focuses on pedagogical skills and linguistic knowledge to prepare future teachers for their own development in the classroom. However, teachers' own convictions of effectiveness, self – efficacy (Bandura, 1977; Pajares, 1992), is a predictor of their achievement. This construct develops from various sources such as mastery experiences, feedback from others, vicarious learning experiences, and physiological feedback.

Not only teachers' self – efficacy is a factor to take into account when predicting teachers' action in the classroom, but also it is a factor that influences students' scores and achievement, motivation and, therefore, their self – efficacy. Since teachers' efficacy relates to students' own sense of efficacy and motivation, self – efficacy is often confused with self – esteem. Self – efficacy is a belief, formed through the specific sources before mentioned. On the other hand, self – esteem is a value based on the results of positive or negative feelings of a person's performance.

Therefore, this study will focus on the importance of the construct of self – efficacy and its implications in the classroom for the teachers' work and the students' progress. Besides, we will offer strategies to promote the teachers' ability to incorporate self – efficacy strategies in the classroom, as well as students' self – efficacy.

The acquisition of imperfective aspect the acquisition of imperfective aspect: The importance of anaphoricity

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Contrary to some studies showing 3-year-old children's adult-like comprehension of grammatical aspect morphemes, some more recent studies concluded that the comprehension of IPF is not yet adult-like at age 5. Children's non adult-like interpretation of the IPF has been attributed to the anaphoric nature of the IPF and to children's difficulties linking the IPF to the relevant time in the discourse when testing IPF in narrative contexts (van Hout 2008) and to the lack of an explicit time interval of reference (RefT) in the experiment (Kazanina & Philips 2007). The present study investigates whether children's comprehension of Spanish IPF forms are affected by the discourse setting of the experiment, in order to know at what extent the anaphoric properties of IPF forms are problematic for children. A picture selection task was carried out with the same materials but in four different experimental settings: 1) in a narrative without RefT; b) in a narrative with a durative RefT; c) in a narrative with a punctual RefT and d) in an out-of-the-blue context. In the experiment, subjects had to relate IPF telic predicates to pictures of complete, incomplete or ongoing events. 37 five year-old children were tested. First, the high error rates (<35%-57%> across conditions) show that five-year-olds may have difficulties interpreting the anaphoric meaning of IPF. Second, the fact that the comprehension of Spanish IPF *pretérito imperfecto* improves (1) when no narrative is included in the experiment (55% target responses in the out-of-the blue context vs. 43% target responses in the narrative without RefT) and (2) when a RefT is provided in the narrative (64% and 65% target responses with punctual and durative RefT) confirms that difficulties can be overcome by providing a RefT in a narrative task or by testing aspect in a non-narrative context.

Content courses abroad: Do they meet Spanish L2 learners' linguistic needs?

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The development of the students' translingual and transcultural competence has become one of the main goals of foreign language programs (Modern Language Association, 2007), but they must first overcome the language-literature dichotomy by offering language and content integrated courses (Paesani and Allen, 2012).

Teaching language through content might provide comprehensible input and pushed output, leading to linguistic gains (Muñoz, 2007). In fact, Rodgers (2006; 2015) has found linguistic gains among college students enrolled in these courses. Nevertheless, Pica (2002) and Pérez Vidal (2007) pinpointed the absence of focus of form in the content classes observed, despite its importance for acquisition (Doughty and Williams, 1997; Ellis, 2001; Long, 1996; Norris and Ortega, 2000; VanPatten, 1990). In addition, research on the construction of representations of culture through classroom discourse shows that the discussion of cultural issues does not always lead to transcultural development (Menard-Warwick, 2009). The present study investigates how classroom discourse might contribute to development of linguistic competence and whether it can favor a critical assessment of the target culture.

Data was gathered from 3 video-recorded intermediate and advanced Spanish courses: Spain Today, Hispanic Culture in US and Spain, and Blogging Spain, taught by two professors in a study abroad program in Madrid. The classroom discourse was codified according to the presence of negotiation of meaning, recast, explicit correction/prompt, output encouragement, preemptive focus on form, and metalinguistic explanation. We found that the analyzed discourse contained episodes of focus on form, both teacher and student-initiated. In addition, our findings show that the students not only discussed content covered in the course materials but also incorporated cultural and pragmatic issues related to their experiences outside the classroom. Through this analysis, we expect to better understand the role of content-based instruction in the development of translingual and transcultural competences abroad.

On Null Arguments in the Grammar of Japanese Learners of German as a Foreign Language: A Comparative Study of German JFL Learners and Japanese GFL Learners

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We compare experimental data from Japanese GFL learners (J-GFL learners) and German JFL Learners (G-JFL learners) regarding the availability of argument ellipsis (AE), resulting from the absence of phi-features (Saito 2007). Importantly, both of the learners must have learned English as the L2. We tested the availability of sloppy and quantificational reading, which is a representative property of AE, not shared by *pro*'s.

Ishino (2012) proposes that the L2 feature specification is to be adopted at the advanced level if the L1 lacks the feature in point; otherwise, the L1 feature specification remains. In the grammar of G-JFL learners, since their L1 German has topic drop (TD), the feature specification related to TD is transferred to their L3 Japanese, which thus permits sloppy and quantificational reading (Erteschik-Shir, Ibnbari, and Taube 2013). By contrast, J-GFL learners' German first adopts the L1 Japanese feature specification: no phi-features are present (Saito 2007, 2011). Accordingly, AE should first be permitted in their German, then, their L2 English feature specification is transferred, adding phi-features in their German grammar, which come to block AE. At this point, given Roberts' (2007) proposal that only *pro*-drop languages have the D-feature in T, licensing *pro*'s, the only choice available for J-GFL learners to make null arguments available again under Ishino's framework is to "add" this D-feature to the feature bundles of T in their German grammar. Accordingly, *pro*'s become available in their advanced German, but crucially AE remains unavailable.

We conducted the grammaticality judgment task, testing the availability of null arguments, and the truth value judgment task. The results for the latter are given in (1) and (2). Graph 3 shows the crucial difference between the intermediate and advanced J-GFL learners.

We conclude that null arguments that advanced J-GFL learners adopt are *pro*'s, which is expected under Ishino (2012).

Transfer and language typology: Pronominal subjects in the production of L2 English speakers

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This study deals with the use of sentential subjects with a focus on pronouns and compares the L2 English written production of L1 Danish and L1 Bosnian speakers. Previous studies on language typology and L2 acquisition have argued that typologically different languages, when in contact, influence each other resulting in transfer (e.g. Odlin 1989, Meisel 2001, Pladevall Ballester 2012), especially if the grammatical feature under analysis has a different morphological and pragmatic representation. In order to discuss the importance of language typology and its relation to transfer, the present study analyzes English in comparison to a language that is typologically similar (i.e. Danish) and a language that is typologically different (i.e. Bosnian). In the case of null subjects, previous studies (Jaeggli & Safir 1991, Hymes 1993, Tsimpli & Roussou 1991, White 2006, Murphy 2003) have shown that null-subjects are a very salient grammatical property of morphologically rich languages and that this salient property is subject to transfer, especially when dealing with typologically different languages. In the case of typologically similar languages, no negative transfer is expected and, in particular, no production of illicit null subjects. To carry out this analysis L1 Danish and L1 Bosnian participants were selected. All participants had learned English in an institutional setting for four years. Story-telling written data were elicited adapting The Edmonton Narrative Norms Instrument (Schneide, Dubé & Hayward 2005). Subjects produced were classified using 3 different criteria: form, grammaticality, and appropriateness in terms of referentiality. The results show a significant difference between these two groups. The English subjects produced by the L1 Danish speakers are both grammatically correct and pragmatically adequate; whereas the L1 Bosnian speakers produce both grammatically incorrect and pragmatically inadequate subjects. These results point to language typology as a primary source for transfer.

Enhancing non-native English by taking up German: the case of Regressive transfer

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This study puts into test an emerging idea in L3/Ln acquisition research: regressive transfer (Cabrelli Amaro & Rothman, 2015; Cheung et al. 2011). Regressive transfer has been suggested to occur when an L3/Ln is acquired and developed – the claim is that the acquisition of a new system might have an effect on any previously acquired language, especially the late acquired one (Cabrelli-Amaro and Rothman, 2015). In this study we investigate whether there is regressive transfer from German to English. To do so, we conduct an investigation of the that-deletion phenomenon in L3 speakers of English with and without German as their L4. The phenomenon of that-deletion, which implies the omission of the complementizer that in finite complement clauses, is frequent in colloquial English. We analyse this construction as the possibility of the language to have a null C in the CP head of the finite complement clauses of these verbs. This possibility is not found in Catalan que ‘that’ or Spanish que ‘that’, the L1/L2 the participants. German, like English, optionally allows the omission of the complementiser dass ‘that’ in the equivalent contexts. We speculate that if regressive transfer occurs, then:

- L4 German will enhance the L3 acquisition of the English that-deletion phenomenon, thus, these speakers will retain less instances of that in their written production.

The participants in the study were divided into two groups (+ German, n20; - German, n26) and completed a series of tests including a written-production task. In the main experimental task, they were asked to combine two sentences they saw on a screen. All the targeted items elicited the production of an embedded clause introduced by the complementiser that. By means of comparing the results of the L3 English group and the L3-English-L4-German group, we conclude that regressive transfer occurs and that it enhances the acquisition of that-deletion in L3 English.

Lexicon acquisition of the heritage language Russian between ages 6 and 10: Development and factors

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How does the lexicon of the heritage language of bilingual pupils develop? In order to find this out, 113 Russian-German children aged 6;0 to 10;11 years (average age: 8;5 years, standard deviation: 1;3 years) were tested in both languages. All of the children are growing up in a household where at least one of the parents speak Russian as their L1; 62.5 % of the children are also given Russian lessons at school and/or in an association.

The standardised vocabulary and word-finding test for 6- to 10-year-olds – WWT 6-10 (Glück ²2011) was selected for the test, and adapted for the Russian language. Both expressive vocabulary and receptive vocabulary were tested. In the long form of WWT 6-10, which was used in the project, 95 items – 26 nouns, 23 verbs, 23 adjectives and 23 category nouns – are investigated.

In 45.1 % of the cases, the expressive part of the Russian test had to be aborted because the stopping criterion had been reached. This means that the children were able to answer less than 75 % of the test items correctly. Those children who were able to fully complete the test had a well developed Russian vocabulary. However, the vocabulary failed to develop any further during primary school (Fig. 1); a comparison between classes using ANOVA yields no significant result.

A total of 97.3 % of the children were able to fully complete the *receptive* part of the Russian test. The children who completed the expressive test achieved an average raw value of 85.87 in the receptive test; those who failed to complete the expressive part scored 72.62. The two groups do not differ with regard to their average age. The children who failed to complete the expressive part of the test also *understand* very many words in their heritage language. This means that these word forms and word meanings already exist in their mental lexicon. The receptive vocabulary size in Russian increases only slightly by four items on average over four years at school; ANOVA does not deliver a significant result that would change the receptive vocabulary size

in Russian. We understand these findings as an attrition effect because a constant growth in vocabulary can be expected at this age.

The use of the language in the family (Fig. 2) (DeHouwer et al. 2014), dominance (Fig. 2) and input (Fig. 3) (Unsworth 2014) are some of the factors considered concerning the linguistic situation of the test persons. The only group that is shown to achieve a development of the heritage language is balanced bilinguals. Socio-economic status (Smithson et al. 2014) has an impact in the form of the level of education (Fig. 3); the correlation of the International Social and Economic Index of Occupational Status (ISEI) is highly significant with fathers (**.361) and significant with mothers (*.287). Income turns out to be a poor predictor. Although additional support in the L1 can delay the attrition, it does not lead to any growth in vocabulary to the previous extent.