London
Second Language Acquisition
Research Forum (L-SLARF)
Colloquium 2018

DATE: 10.00 – 16:30, Saturday 2nd June, 2018
VENUE: The Clore Building Lecture Theatre – B01, Birkbeck, University of London, London, WC1E 7HX

Facebook https://www.facebook.com/LSLARF/
Website http://contactuslslarf.wixsite.com/mysite
Event website http://kazuyasaito.net/LSLARF2018.html
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 - 10:10</td>
<td>Welcome and introduction</td>
</tr>
</tbody>
</table>
| 10:10 - 10:40| Andrea Révész et al. (UCL)  
"Investigating the effects of task type on L2 writing processes using eye-tracking, keystroke-logging and stimulated recall" |
| 10.40 – 11.20| Ana Pellicer Sanchez (UCL)  
"Reading and Reading-while-listening in multimodal learning conditions: A comparison of L1 and L2 readers" |
| 11.20 – 11.40| Coffee Break |
| 11.40 – 12.20| Pauline Foster (St. Mary's)  
"The interaction of age of onset, place of exposure, and aptitude on grammatical judgements in an L2: exploring implicit learning." |
| 12.20 – 13.00| Kazuya Saito (Birkbeck) and Viktoria Magne (University of West London)  
“How do L2 users with varied backgrounds perceive the comprehensibility of L2 speech?” |
| 13.00 - 14.00| Lunch break |
| 14.00 - 14.40| Parvaneh Tavakoli (Reading)  
“A detailed analysis of oral fluency at different levels of proficiency” |
| 14.40 - 15.20| Valerie Coultas and Paul Booth (Kingston)  
"Exploratory talk and task based learning: a case study of a student’s learning journey on an MA (Education) English language teaching course" |
| 15.20 – 15.40| Break |
| 15.40 - 16.20| Peter Skehan (St. Mary’s / Birkbeck)  
| 16.20 – 16.25| Closing |
## Abstracts

### Andrea Révész, University College London

Marije Michel, Xiaojun Lu, Nektaria Kourtali, Lais Borges

**“The effects of task repetition on L2 writing fluency, pausing and revision behaviours: A longitudinal study”**

The end products of writing tasks have been the object of much research in second language (L2) acquisition and assessment. Less empirical research, however, has examined the cognitive processes and behaviours in which L2 writers engage, and writing processes during integrated tasks are especially underresearched. To help address these gaps, this study examined the revision and pausing behaviours of L2 writers and the cognitive processes underlying them, adopting Kellogg’s model as a theoretical basis. Our methodological innovation lay in combining keystroke logging, eye-tracking, and stimulated recall to examine pausing and revision at different writing stages.

The participants were L2 users with B1-C1 CEFR levels. They performed two integrated TOEFL iBT writing tasks counterbalanced across participants. Writing behaviors were recorded via the keystroke-logging software InputLog, and participants' eye-movements were captured with an Eyelink1000 eye-tracker. Stimulated recall comments were prompted by the playback of participants' keystrokes during the second writing task they performed. The data analyses involved triangulating results from the keystroke logs, eye-gaze recordings, and stimulated recall comments. We considered the thought processes and eye-gaze behaviours of participants when they paused and revised at various textual locations, and investigated how these patterns differed across writing stages (beginning, middle, end).

We will discuss the implications of the results for L2 writing and assessment research. We will additionally consider the value of triangulating data sources to examine L2 pausing and revision during integrated writing, placing special emphasis on the benefits and challenges of using eye-tracking.

### Ana Pellicer Sanchez, University College London

**“Reading and Reading-while-listening in multimodal learning conditions: A comparison of L1 and L2 readers”**

Theories of multimedia learning suggest that learners can form better referential connections when verbal and visual materials are presented simultaneously (Mayer & Sims, 1994), leading to improved learning. A few L1 studies have used eye-tracking to examine how learners process text and pictures in multi-modal materials in the context of content learning (e.g. Mason, Tornatora, & Pluchino 2015). Research has not yet examined learners’ processing of text and pictures in the context of reading for comprehension. Despite the widespread use of reading-while-listening activities in language learning, research has not investigated the processing of text and pictures when auditory input is absent vs. present and assessed its impact on text comprehension. This presentation reports results of a study exploring L1 and L2 learners’ processing of a multi-modal story text in Reading-Only (RO) and Reading-While-Listening (RWL) conditions and its relationship with text comprehension. Participants were asked to read a story for comprehension under RO and RWL conditions while their eye movements were recorded and to complete a comprehension test. Analysis of the eye movement data showed that learners in both conditions spent more time processing the text than the image. However, the presence of audio in the RWL condition allowed learners to look at the image more often, which led to a better integration of the different input sources. Importantly, no significant differences emerged between L1 and L2 readers. Implications of the findings and research applications will be offered.
Pauline Foster, St. Mary’s University

“The interaction of age of onset, place of exposure, and aptitude on grammatical judgements in an L2: exploring implicit learning”

Taking as a starting point the uncontroversial position that children acquire language through implicit learning mechanisms, the research reported here explored the extent to which these remain available to adults who, by virtue of their mature cognitive reasoning, can employ explicit learning mechanisms when learning a language. A timed, auditory grammaticality judgment test (GJT) was given to 110 participants: 80 Polish L1 speakers of English, and 30 monolingual NSs of English. The NNSs were matched for their (very high) oral proficiency in English and Polish, but differed in their context of learning and use of English (second vs foreign). All had been daily users of English for at least 12 years, with ages of onset (AoO) between 1 and 35 years. All NNSs were also tested for their phonological short-term memory, a dimension of aptitude thought to underlie implicit learning ability.

Findings suggest an important role for initial context of learning, even after many years of daily use. For immersed learners, increases in age of onset mark a growing dissociation in accuracy in judging grammatical and ungrammatical sentences, with correct rejection of ungrammatical sentences facilitated by length of pSTM. On the other hand learners in a foreign context displayed significant AoO effects for incorrect rejection of grammatical sentences, with no relationship to pSTM.

Kazuya Saito, Birkbeck, University of London
Viktoria Magne, University of West London
Meltem Ilkan, Hui Sun, Yui Suzukida, Mai Tran & Akira Murakami

“How Do Second Language Users Perceive the Comprehensibility of Foreign Accented Speech?”

The current study presents the results of an ongoing empirical project examining the underlying mechanism of L2 users’ intuitive assessment of foreign accented speech. A total of 104 L2 users in London evaluated the global comprehensibility (i.e., ease of understanding) of 50 spontaneous speech samples, produced by low, mid and high-level Japanese learners of English. Subsequently, they were categorized into two subgroups via cluster analyses. According to the results of the rating and background data, the two groups significantly differed in terms of their leniency towards foreign accented speech, as the lenient group assigned more generous scores than the strict group.

Second, more lenient raters relied more on temporal and lexicogrammatical qualities of L2 speech and less on pronunciation during their L2 comprehensibility judgments. Finally, the difference between the lenient and strict raters was associated with L1, experience, and awareness factors, but unrelated to proficiency and familiarity factors.

Parvaneh Tavakoli, University of Reading

“A detailed analysis of oral fluency at different levels of proficiency”

The substantial research interest in second language (L2) fluency is precipitated by the premise that learners’ L2 fluency may indicate their overall L2 proficiency. Many researchers in this field agree that a good way to examine fluency is to measure the three dimensions of speed, breakdown and repair (Khang, 2014; Kormos, 2006; Tavakoli & Skehan, 2005). To do this, researchers often use a range of analytic measures which incorporate each of these dimensions. The measures typically include speech and articulation rate, pause frequency and location, and different repair and dysfluency markers. Although having a large number of analytic indices to measure fluency can be justified theoretically, the use of multiple fluency measures in practice is confusing, if not discouraging, to many researchers and professional practitioners. Research therefore needs to find
an answer for the following questions: (1) Which analytic measures can best characterise fluency at each level of proficiency, and (2) is there a single measure which consistently distinguishes one proficiency level from the next? The current study is an attempt to help answer these questions. Drawing on 128 task performances from 32 candidates taking the British Council’s Aptis speaking test in 2015-16, the study employs a mixed between-within participant design to explore fluency across proficiency levels and tasks. The data analysis involves analysing fluency in several measures of speed, breakdown and repair. The results suggest that while speed measures consistently distinguish fluency across different levels of proficiency, a ceiling effect is observed at the higher end. Many of the breakdown measures differentiate between lower (A2, B1) and higher levels (B2 and C1). The varied use of repair measures at different proficiency levels suggest that a more complex process is at play. These findings have significant implications for SLA researchers and professional practitioners, e.g. language testing organisations.

Valerie Coulteras and Paul Booth (Kingston)

“Exploratory talk and task based learning: a case study of a student's learning journey on an MA (Education) English language teaching course”

This talk evaluates a student’s learning journey in two modules on an MA (Education) English Language Teaching (ELT) programme: an Oracy and ELT pedagogy module and an Educational Technologies module. The notions of ‘exploratory talk’ and ‘task based learning’ are explored using a single case study with material drawn from the student’s diary, the spoken and written assignments and the student and lecturers’ reflections on completion of the modules. We analyse the ways in which the modules complement each other and how this influences the student’s learning and teaching practice. We show, through the use of autobiography and critical reflection, what the student brings to the course and how this reflection allows him to use and transfer knowledge from one module to another. We then identify the key features of his learning in relation to ELT pedagogy.

Peter Skehan (St. Mary's / Birkbeck)


This presentation will try to summarise the research that has been done on planning over the last thirty years or so, within the context of second language task-based instruction. It will be argued that significant progress has been made, both theoretically and practically. The presentation will be in three main sections. The first will cover basic and relatively early research on planning, focussing mainly on pre-task planning. The second will discuss planning research which has extended initial findings, examining planning instructions, proficiency and on-line planning. Then the third part will examine current planning research, including what qualitative research has revealed, how working memory is related to planning, and the connection between pre-task planning and task repetition.

Organisers:

Kazuya Saito (Birkbeck)

Viktoria Magne (West London)

Hui Sun, Yui Suzukida, Mai Tran & Meltem Ilkan (Birkbeck)