Hiroshima Lexical Research Forum

H-LRF 2021

September 4th to 6th, 2021

Book of Abstracts

H-LRF 2021

How to Participate

This year's H-LRF will be held from Saturday, September 4th to Monday, September 6th and will run from 15:50 to 18:30 (JST) on those dates, with an additional Research Round Table on Saturday, September 4th from 13:00 to 13:45. All of the day's of the conference will be held using the same Zoom session. You will be able to join the Zoom session by clicking on the link below during the conference times. The session will be open from 12:50 on Saturday, September 4th and from 15:45 on the other days.

Zoom Link:

http://tiny.cc/hlrf2021zoom

Full Zoom information:

https://us06web.zoom.us/j/84455264119?pwd=YmhOVEhXeS94c1JLL1R6bnpVRnlmZz09

Meeting ID: 844 5526 4119

Passcode: hiroshima

The conference schedule can be found here:

http://tiny.cc/hlrf2021schedule

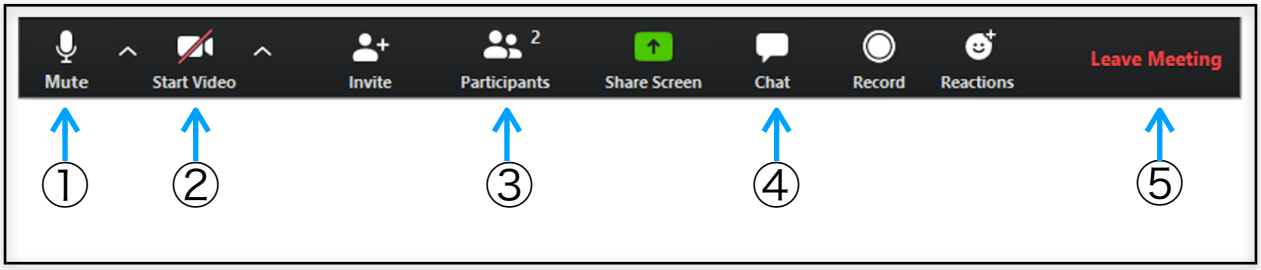
Zoom Etiquette:

To ensure that everyone gets the most out of this year's conference we have included a few request regarding Zoom etiquette below.

- Please ensure that your microphone is muted when the presenter is talking
- We want the discussions to be as interactive as possible, so please feel free to use the Chat feature to ask and answer questions or make comments during the presentation.
- While the speaker will (probably) not be able to respond to your question during their presentation we will have a question and answer session at the end of each talk.
- If you have a question you would like to ask, please use the "raise your hand" feature of Zoom after the speaker has finished presenting.
- When asking your questions during the question and answer session please ask your questions orally and ensure that both your microphone and camera are turned on.

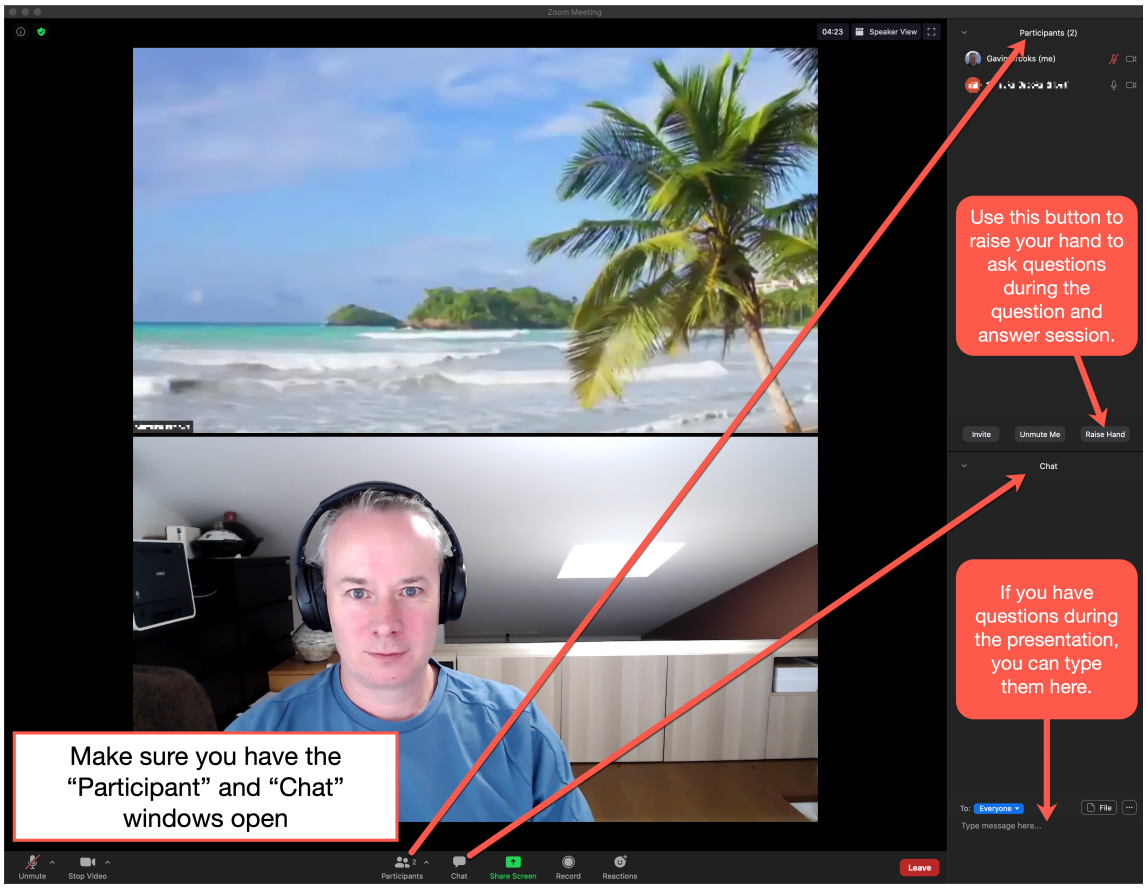
Using Zoom:

This year's H-LRF will be delivered using Zoom. While I am sure that everyone is very familiar with Zoom at this point in time, we have included a few simple instructions and requests to ensure that the conference runs smoothly.



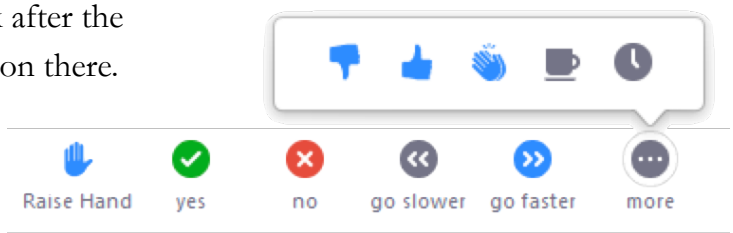
When Joining:

- As soon as you login, make sure your video ② and microphone ① are turned on. To make things easier we would also appreciate it if you could mute your microphone when the presenters are talking as background noise from the microphones of audience members could cause Zoom to shift the focus away from the presenter.
- You should also open the participant ③ and chat windows ④ so that you can raise your hand if you have any questions or send a message to someone in the session.
- Make sure that your name is visible in the participants window, as this is the name that the session chair will see when you are asking questions.
- If you need to leave the presentation, you can do so by clicking on Leave Meeting ⑤.



Asking questions:

- Please ensure that your microphones are muted when the presenters are talking.
- You can ask questions during the presentation using the Chat feature of Zoom.
- We want these sessions to be as interactive as possible, so please feel free to respond to other audience members comments or questions in the Chat box.
- After the presenter finishes there will be time for questions and answers. These will be done orally. To ask a question:
- Raise your hand using the "Raise Hand" button in Zoom.
- The session chair will call on the audience members in the order in which they raised their hand.
- When your name is called please turn on your microphone and ask your question to the presenter.
- Due to time constraints, we may not get to all of the questions. If you have a question that you wanted to ask but were not able to we will set up a question channel in the H-LRF Slack after the conference and continue the discussion there.



Keynote 1

Author*:* Associate Professor Irina Elgort*, Victoria University of Wellington, New Zealand*

Bio: *Irina Elgort* is Associate Professor in Higher Education at Victoria University of Wellington. She researches second language vocabulary learning and processing and factors that affect them. Irina's research interests also include bilingual lexical processing, reading, and computer-supported text analysis of student writing. She uses research paradigms from applied linguistics, cognitive psychology & education to better understand, predict and influence learning. Irina has published in such leading international journals as Applied Linguistics, Language Learning, and Studies in Second Language Acquisition.

What Changes During Contextual L2 Word Learning When Learners Preview New Words Before Reading? An Eye-Movement Study

The goal of reading in a second language (L2) is twofold; students read to gain new knowledge about the world, and they also read to learn the language. Vocabulary glosses of new and technical terms improve reading comprehension but, when it comes to learning new words, is it better to preview their definitions before reading or check them after reading? Preexposure to definitions reduces the likelihood of initial encoding errors due to incorrect contextual inferences, but post-exposure may create deeper memory traces when readers' incorrect/incomplete meaning inferences are checked and corrected (as predicted by the desirable difficulties frameworks, e.g., Bjork & Kroll, 2015). In this talk, I review findings from previous studies that tested the effect of exposure to definitions of new L2 words before reading, and present new finding on how presenting unfamiliar L2 words and their definition prior to reading changes the way they are read. The goal is to understand the dynamics of contextual word learning with prior vocabulary preview and its relationship with word knowledge gained from reading. The talk will conclude with a proposal for a RICH (Read-Infer-Check) approach to L2 word learning from reading and suggestions on how this approach could be tested in future contextual word learning studies.

References

Bjork, R., & Kroll, J. (2015). Desirable difficulties in vocabulary learning. *The American Journal of Psychology*, *128*(2), 241-252. doi:10.5406/amerjpsyc.128.2.0241

Keynote 2

Author: Professor Averil Coxhead, *Victoria University of Wellington*

Bio: Professor ***Averil Coxhead*** teaches undergraduate and postgraduate TESOL and Applied Linguistics courses in the School of Linguistics and Applied Language Studies, Te Herenga Waka – Victoria University of Wellington, New Zealand. She also supervises research in vocabulary studies, EAP and ESP. Recent publications include *Measuring native-speaker vocabulary size* (with Paul Nation, 2021, John Benjamins), *English for Vocational Purposes* (Coxhead, Parkinson, McKay & McLaughlin, 2020 Routledge) and *Vocabulary and ESP Research* (Routledge, 2021). She is currently working on projects in technical or specialised vocabulary in trades education, vocabulary testing, and teacher approaches to lexis.

Investigating knowledge of high frequency technical vocabulary in trades education

The focus of this talk is technical vocabulary in trades education, with a particular focus on high frequency lexical items such as *flow* in plumbing and *line* in carpentry. Knowledge of these items is important for learners because of their frequency and because they are part of technical multiword units such as *flow rate* and *roof line*. Initially, this project was to be based in Tonga, a country in the Pacific Ocean, with teachers and learners in trades education and a focus on bilingual technical vocabulary. With the pandemic situation, the project changed to the development and validation of a tool to measure knowledge of high frequency technical vocabulary in four trades (plumbing, carpentry, automotive technology and fabrication). The talk begins with an overview of the project and the technical word lists from the four trades. Some of the main issues and challenges for developing the tasks will be discussed, including the selection of items and images, format and sequencing. The final part of the talk reports on consultation with trades education experts, and lessons learned.

Keynote 3

Author: Professor Tess Fitzpatrick, *Swansea University*

Bio: ***Tess Fitzpatrick*** is Professor of Applied Linguistics at Swansea University. She returned to Swansea in 2017 after five years at Cardiff University's Centre for Language and Communication Research. Tess' work on second language vocabulary acquisition and testing is informed by her early career as an EFL teacher and teacher trainer. Her research focuses on vocabulary processing, and she leads the Lexical Studies research group. Through the development of a new methodology for lexical investigation, using associative responses, she has extended her lexical research to contexts of ageing, dementia, and word choices in medical care. Tess has lived in Wales for over thirty years, and her experience of living in this bilingual part of the UK feeds into her work; she co-founded the Applied Linguistics and Welsh research group, which hosts projects related to Applied Linguistics, the Welsh Language and the bilingual community in Wales. Tess was Chair of the British Association for Applied Linguistics (BAAL) between 2015 and 2018. In 2017 she was awarded Fellowship of the Academy of Social Sciences for her work in lexical studies and in wider understanding of cognitive processes in language learning and education.

Enablers and Obstacles in Language Education: Shifting Mindsets

Concern about the UK's 'language deficit' is escalating. There is a significant reduction in the number of students studying languages; increasing inequality in opportunities for language education; and a perception that language qualifications are disproportionately difficult (British Council Language Trends report 2019). At the same time, national policy-makers and advisors are advocating multilingualism: the 2019 APPG report on Modern Languages reports that "UK's languages deficit is holding us back economically, socially and culturally". This talk will consider how language educators and researchers might respond to this kind of crisis. We will examine language learning from societal, psychological, and pedagogical perspectives and, informed by recent projects and policy initiatives, will identify factors that enable and hinder language learning.

Research Round Table: Sharing Experience in Writing and Publishing Research Papers

Description of the round-table session

Three earlier-career researchers, Akifumi Yanagisawa (Tokyo University of Science), Takumi Uchihara (Waseda University), and Masaki Eguchi (University of Oregon), will be invited as panelists and will share their experiences about writing and publishing research articles. To start off, the three speakers will be asked to briefly introduce themselves about their education and research backgrounds. The presentation will be then followed by a round-table session, and the panelists will respond to and discuss questions from the moderator and audience. We will end this session with a Q&A session where we can freely ask questions or discuss any topics related (or unrelated) to the theme.

Schedule: September 4 (Saturday): 13:00 ~ 13:50

13:00	Introductions
13:05	Opening talk by Takumi (5 min)
13:05	Presentation by Takumi (5~6 min)
	Presentation by Masaki (5~6 min)
	Presentation by Akifumi (5~6 min)
13:30	Question and answer session with the 3 panelists and audience members about their experiences in writing and publishing research papers (20 min)

Presentations by the three panelists

During this part of the round table the 3 panelists will briefly introduce themselves and talk about their education backgrounds (e.g., where they finished their BA, MA, and PhD with whom), research interests, and one recently published article.

Question and answer session with the panelists

During this part of the round table, the audience will have the opportunity to ask the panelists (and other members of the audience) some questions related to their own research interests. Audience members are encouraged to prepare questions in advance and post their questions in the Zoom chat box. These could include questions such as:

- What would be the advice for students or colleagues to publish papers in high-profile journals?

- What are the challenges you faced (and overcame) when trying to publish papers in high-profile journals?
- Which journals you think of when you are asked about high-profile journals?
- What are the challenges when you write research papers?
- Can you comment on the extent to which you feel revisions and resubmissions are an integral part of journal publication (and not only within the same journal)?
- How long would you say the process is from start of study to publication?
- Do you have any advice regards participant number, and can you explain 'power'?

Post-presentation Questions and Answers

Any audience members who have questions regarding the topic of this panel who are not able to ask them during the presentation, are encouraged to post these questions on Slack. A dedicated Slack channel will be set up for questions related to this round table.

Bios from panelists

Masaki Eguchi is a Ph.D. student at the Department of Linguistics, University of Oregon. His research interests focus on the constructionist, functional approaches to L2 lexico-grammar learning, triangulating corpus, psycholinguistic, and classroom research. He is also interested in applications of educational measurement and statistics in applied linguistics research. His publications have appeared in journals such as *Studies in Second Language Acquisition*, *The Modern Language Journal*, and *Language and Speech*.

Takumi Uchihara is Assistant Professor at the Center for the English Language Education at Waseda University, Japan. His research interests include the teaching and learning of second language vocabulary. He is particularly interested in how different types of input affect knowledge of spoken forms of words and to what extent vocabulary knowledge is related to different aspects of oral proficiency. His recent publications have appeared in *Studies in Second Language Acquisition*, *Language Learning*, *The Modern Language Journal*, and *TESOL Quarterly*.

Akifumi Yanagisawa is Assistant Professor at the Institute of Arts and Sciences at Tokyo University of Science, Japan. His research focuses on second language vocabulary acquisition, and he is particularly interested in cognitive factors that influence vocabulary learning. His studies have examined different factors and learning conditions such as task-induced involvement load, retrieval, and glossed reading. His work has appeared in journals such as *Studies in Second Language Acquisition*, *Language Learning*, *Modern Language Journal*, and *Language Teaching Research*.

The Contribution of Knowledge of Formulaic Sequences to Fluency: A Study Among Beginner L2 Learners of English

Author: Kholood Alali, *University of Reading*

A key problem for second language (L2) learners in many contexts is to improve the fluency of their speech (Tavakoli & Wright, 2020). While fluency practice should be an integral part of the curriculum (Nation, 2007), it is often not included in L2 curricula. Several researchers (e.g. Goncharov, 2019; Liang, 2017; Martinez & Schmitt, 2012) have highlighted the benefits of introducing fixed expressions – i.e. formulaic sequences (FSs) – for improving fluency and called for their inclusion in L2 curricula. However, there are still very few in-depth studies that examine the correlation between FSs and fluency. The current study aims to contribute to the discussion by focusing on the knowledge of FSs and L2 learners' fluency. More, specifically, the study sets out to investigate if there is a correlation between, on the one hand, the complexity, accuracy, and fluency (CAF) of L2 learners speech samples, and on the other hand, their knowledge and use of FSs. Additionally, the study aims to examine a number of cognitive (i.e., working memory test scores) and linguistic (e.g., vocabulary knowledge scores) variables that may correlate to, and predict the CAF of FSs themselves elicited via a speaking task. The target population of this study are adult L2 learners of English in Kuwait. The sample under study (N=51) are all at A1 to A2 level according to the CEFR. In the paper I will report on the methods used in the current study including the computation of CAF of FSs, analyses made of the pilot data, and discuss the influence of the piloting on the main study.

References

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Processing Instruction and the Acquisition of Motion Event Patterns

Author: Amani Alghamdi, *Albaha University*; Professor Michael Daller, *University of Reading*

Speakers of different languages differ in the ways they talk about motion through space, a variation captured by Talmy's typology (1985) of the world's languages into satellite-framed language, e.g. English which typically uses Manner verb followed by Path particle (run into the house), and verb-framed languages, e.g. Arabic which tends to use Path verbs only (enter the house). Moreover, motion event patterns acquired in L1 are assumed to be cognitively deeply ingrained which make them resistant to restructuring in L2 (Slobin, 1996). This difficulty manifests itself clearly when describing L2 motion events involving crossing a boundary: into or out of an enclosure, or over a surface by speakers of verb-framed languages (e.g. Cadierno, 2010). Although it is widely known that there are challenges involved in learning a new way to talk about motion in L2, this receives little attention in the context of L2 teaching. The current study is an attempt to approach boundary-crossing motion patterns for Arabic-speaking learners of English in a classroom setting. Adopting an input-based approach to processing (VanPatten, 2004), the study aims to explore the effects of an intervention on the targeted patterns. 71 Arabic-speaking learners of English were assigned to an experimental and a control group. Participants took a pre-test, a post-test and a delayed post-test (7 weeks after the teaching). Measures included an acceptability judgement and a picture description task designed to assess the learners' interpretation and production of the English target pattern (Manner verb + Path satellite). The findings showed a rather complex picture: the treatment had partial success in helping the learners describing boundary-crossing events in the long term, as reflected in more use of Manner + Path combinations. However, some other gains were not sustained according to the delayed post-test as evident in the use of Path verbs where Manner verbs would be expected, and in the interpretation tasks. This reveals that overriding L1 conceptual patterns in the domain of motion is not an easy process even after treatment was provided.

References

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Exploring the Potential Effectiveness of Spaced Repetition Vocabulary Learning

Author: Sally Alghamdi, *Albaha University*

Spaced repetition is one of the most powerful techniques to learn and retrieve vocabulary. Many studies have been conducted to investigate which technique can result in the most effective spaced vocabulary learning (Elgort, 2011; Nakata, 2008). This work in progress is a pilot study forming a basis of much larger study and it is aiming to explore the effectiveness of spacing using vocabulary learning technique in a computer software.

Forty undergraduate students at Albaha University, Saudi Arabia will be having a translation pre-test of English L2 low frequency target words and an early translation post-test immediately after one week of learning. In order to investigate the effectiveness of computer software technique in the long term memory, a late translation post-test after two weeks from not learning will be conducted. The results the computer software group will be compared in the pre-test, early post-test and late post-test.

References

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Attrition in Collocational Knowledge Among Bilingual Arabic-English Returnees

Author: Hadil Alraddadi, *University of Reading*

This study analyses the impact of the L1 on processing of L2 verb-noun collocations among returnees, which is a largely unexplored area in language attrition research. Participants are 30 child and 30 adult returnees who had lived in the US for an extended period of time and returned to their country of origin, Saudi Arabia, either in early childhood (RT1) or in adolescence (RT2). They are compared to 60 Saudi heritage speakers living in the US of the same age groups (HS1 and HS2). Receptive knowledge of English collocations is measured with a lexical decision task (LDT) consisting of English collocations which are either congruent or incongruent between Arabic and English, or belong to two types of non-existing collocations half of which are L1-based. Furthermore, a picture description task and a gap-filling task focusing on noun-verb collocations are used to measure productive knowledge of collocations, and a range of baseline tests are administered to test vocabulary and grammar knowledge. This includes a semantic fluency task which measures participants' vocabulary size and lexical access in their L2. It was predicted that HS1 and HS2 would achieve higher scores and experience less influence from Arabic on all productive and receptive tasks and would process English collocations faster than RT1 and RT2, as the heritage speakers are exposed to more and a richer input in English, whereas Saudi returnees are rarely exposed to English input. However, preliminary results from a pilot study among 20 participants revealed significant differences in accuracy (but not reaction times) on the LDT (ANOVA, $F(1,15)= 12.68$, $p < .001$), and the gap filling task ($F(1,15)= 19.78$, $p < .001$), with the HS1 obtaining the lowest scores on both tests. On the semantic fluency test (fruit and vegetables), the returnees also outperformed the heritage speakers on the number of semantic clusters ($F(1,15) = 7.70$, $p =.002$), and the number of switches between clusters ($F(1,15)=7.33$, $p = .003$). Thus, the study reveals that returnees' collocational knowledge and lexical access are less affected by attrition than might be expected and that new insights into the differences between heritage speakers and returnees can be obtained with the above tasks, which can lead to a better understanding of the specific language competencies of each group.

Commercial off-the-shelf Game in English as a Foreign Language Classroom: The Impact of English Proficiency, Pre-Vocabulary Instruction and Learners' Perceptions on Vocabulary Learning and Retention

Author: Maha Alzahrani, *University of Reading*

Learning new vocabulary is a challenging task for L2 learners and it is even more difficult for them to retain these new words in the longer term. One suggestion to enhance vocabulary learning and retention is the utilization of digital games. Recently, the use of digital games in L2 has grown in popularity and some empirical research has yielded positive results in terms of the number of learned words and levels of retention following playing digital games. However, more empirical studies are needed to fully understand the potential of these digital games and to implement them in purposive approaches in teaching and learning vocabulary in L2 classroom. This study aims to explore the effectiveness of commercial off-the-shelf (COTS) games, by comparison with an interactive e-learning platform (Active Presenter). In addition, we focus on the role of pre-teaching vocabulary of target words and learners' perceptions of and experiences with integrating COTS game in the L2 classroom. This study reports findings from an intervention study with 2x2 factorial design among 150 adult Saudi EFL learners. Two different teaching interventions were compared: a COTS game was compared with Active Presenter, and half of each group were taught target words with Quizlet prior to the intervention. A control group did not receive any vocabulary teaching. Semantic priming tasks were conducted to measure vocabulary learning and retention at pretest, immediate post test and delayed post test. At the conference I hope to present initial findings of the study.

A Keynote Analysis: Investigating the Lexicon of ELT Textbooks

Authors: Stuart Benson, *University of Aizu*; Naheen Madarbakus-Ring, *Nagoya University of Commerce and Business*

The popularity of using textbooks in second language programmes in universities around the world continues to grow. Textbooks offer teachers support in their teaching using accessible materials and clear instruction. Additionally, learners are guided by familiar lesson frameworks (e.g., beginning, middle, end) to guide their independent study.

However, textbooks present many challenges for teachers and learners alike. Learners' difficulties include the range in lexical knowledge they must possess, the complexities in syntax they encounter, and the different lexical and grammatical features that are found in written textbook registers. Understanding the content of textbooks will inform of the vocabulary-level requirements needed when taught in tertiary-level programmes.

This study investigates the lexical profile and vocabulary load of two popular ELT textbooks. The preliminary results outline the vocabulary load of each textbook, followed by a lexical analysis of each unit. Analysis conducted using the BNC/COCA 25,000 lists show the lexical demands needed for second language learners. Additional analysis using the SEWK-J list provide more specific results related to the Japanese tertiary-level context.

Understanding the lexicon of these textbooks will assist teachers in the decision-making process when choosing which vocabulary to explicit teach in their lessons. By identifying possible pedagogical priorities can help determine which part of the textbook is prioritised by teachers and suggest practical ideas of these findings that can be applied to teaching.

Academic Vocabulary and Multiword Expressions in an EAL Context

Authors: Gavin Brooks, *Kwansei Gakuin University*; Jon Clenton, *Hiroshima University*; Simon Fraser, *Hiroshima University*

Young English as an Additional Language (EAL) learners have been shown to struggle academically in English-only learning environments (Coxhead & Boutorwick, 2018; Murphy & Unthiah, 2015). Wordlists are one pedagogical tool that can be used to support such learners (Green & Lambert, 2018; Greene & Coxhead, 2015). While recent years have seen the production of more advanced corpus-informed word lists (Gardner & Davies, 2014; Lei & Liu, 2016), most of such word lists focus on adult learners and may not apply to the EAL learner (Nation, 2016; Schmitt, Nation, & Kremmel, 2019).

This presentation builds on recent developments in corpus linguistics by reporting on a large-scale corpus project involving the compilation of a series of lemma-based context-specific academic vocabulary lists designed specifically for the EAL context. The presentation includes a description of the text selection and analysis, an overview of the procedures taken to tag corpus for parts-of-speech, and a description of how important academic words and multiword expressions were identified (following Green & Lambert, 2018; Greene and Coxhead, 2015).

We conclude by examining the differences between the EAL word list and existing general and academic word lists, outlining how EAL teachers can use these word lists to design supportive curricula. While the initial research for the word list discussed in the current study is conducted in a Japanese international school setting, we show why it is also relevant to EAL learners outside of the Japanese context and discuss our findings in terms of policy and practice.

References

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Identifying Target Vocabulary Bands With a Coverage-Based Vocabulary Test

Authors: Dale Brown, *Kanazawa University*; Tim Stoeckel, *University of Niigata Prefecture*

Since word frequency is a good general indicator of word difficulty, L2 vocabulary tests often use a small sample of words from successive frequency-based bands and view performance by learners on those words as indicating degree of knowledge of that band. In many such tests, each band is of the same size, typically 1000 words. However, bands equal in size are not equal in significance. Due to the Zipfian nature of the word-frequency distribution, with 1000-word bands, the first band accounts for an extremely large proportion (c. 85%) of all the word tokens in discourse, the second band accounts for approximately 5%, the third 2-3% and so on.

Brown (2017) proposed an alternative approach in which bands equal in coverage of discourse, not in size, would be used. That is, the number of words in the bands would vary such that each band covers an equal proportion of word tokens. This would mean the highest bands contain a very small number of extremely frequent words, and lower bands large numbers of words which are infrequent.

Brown's (2017) re-analysis of previously collected data using the above approach suggested that it had the potential to give a quite different view of learners' vocabulary knowledge and that it may be useful in terms of identifying target vocabulary bands for groups of learners to study.

This paper will describe a project which trialled these ideas. The presentation will first detail how the New JACET8000 word list was divided into 20 coverage-based bands, how target words were sampled from those bands, and how 320 test items were written and trialled with 528 L1-Japanese English learners. It will then discuss analyses on the extent to which the expected diagnostic usefulness of the approach was found to be valid.

References

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Exploring Speaking Task Influences on Fluency and Vocabulary

Author: Dion Clingwall, *Prefectural University of Hiroshima*

Two recent trends in speaking research indicate that fluency varies according to speaking task (e.g., De Jong, 2016; Tavakoli, 2016), and vocabulary knowledge varies according to fluency (e.g. Clenton, De Jong, Clingwall, & Fraser, 2020; Uchihara & Clenton, 2018). To our knowledge, no single study has investigated the extent to which speaking task influences both factors, fluency, and vocabulary. The current paper reports on an examination of multiple speaking task influences on oral fluency and lexical knowledge.

Our participants were 44 L1 Japanese L2 English learners (CEFR: B1-B2). Participants responded to three tasks. The three section ELTS speaking test; a productive vocabulary knowledge task (Lex30; Meara & Fitzpatrick, 2000); and a receptive vocabulary knowledge task (X_lex, Meara & Milton, 2003). We measured fluency according to a recent paper (De Jong, Steinel, Florijn, Schoonen, & Hulstijn, 2012). Following Clenton et al. (2020) we report on participants' vocabulary produced in the speaking tasks using the Academic Spoken Word List (ASWL; Dang, Coxhead & Webb, 2017).

Our results show that fluency and vocabulary knowledge are influenced by speaking task. We report that aspects of fluency received higher scores for specific speaking tasks, specifically the dialogue, and that a composite fluency index also showed a significant increase across speaking tasks. Finally, the analysis of participant vocabulary shows significantly different production for each speaking task. We discuss these findings in terms of assessment research and practical classroom applications.

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L2 Vocabulary Retention Efficacy and the Generation Effect

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Long-term retention (e.g., ability to recall content many weeks after studying it) over short-term retention (e.g., cramming for a test) should be the objective of both students and instructors. Unfortunately, students often focus on short-term benefits defined as "performance" (Soderstrom & Bjork, 2015) where initial short-term (24-72 hours) recall is strong but does not remain in memory for the longer-term (3-weeks or more). Soderstrom & Bjork (2015) describe the ability to recall and transfer content studied after many weeks as "learning". This presentation discusses a study on the generation effect (a study technique requiring learners to actively generate meaning) to test its efficacy in "learning" L2 vocabulary.

The study looked at first-year university English language learners (CEFR B1). Three classes of 11 to 30 students received the same content (vocabulary, reading activity, and comprehension activity) over a 3-week period. The treatments were: 1) definition of vocabulary; 2) definition and use of bilingual dictionary; 3) definition and generation activity on target vocabulary. The groups` treatments rotated weekly with 3-day post quizzes to find a baseline score and 3-week final post quizzes to measure the effects. The study was repeated on different participants with slight adjustments. Both sessions analyzed the three treatments and outside variables (faculty, gender, and time of quizzes) using linear mixed effects in "R".

The findings did not show a significant difference between the generation effect and the control treatments, but there was a statistically significant negative t-value of 2.468 for the bilingual dictionary treatment in the second session. The presentation will discuss the strengths and weaknesses of the study, what teachers can take away from the findings, and how these findings fit with previous studies conducted on the generation effect and L2 vocabulary retention.

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A Comparison of Two Coding Systems for Word Association Tasks

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Word association tasks involve participants providing words in response to a list of cue words, for example, responding "bird" to the cue word "wing." The assumption is that the responses of many individuals can provide information about the mental lexicon or how words are stored and retrieved. The association between cue words and responses has typically been coded as syntagmatic if the response word might precede or follow the cue word in speech, or paradigmatic if the response might replace the cue word in speech (Fitzpatrick & Thwaites, 2020). Within this distinction, words are viewed as elements of language use, with less consideration for the role of conceptual representations in making meaning.

In one of the few studies to break paradigmatic responses down into more explicit meaning-based categories, Fitzpatrick (2009) coded these as synonyms, lexical set or taxonomic relations (category relations), and other conceptual connection. In the psychological literature on conceptual knowledge, it has been shown that people make extensive use of thematic relations, such as "desk-pen," as well as taxonomic ones (e.g., Lin & Murphy, 2001).

In this presentation I compare the coding system developed by Fitzpatrick (2009) with one I developed from Santos et al. (2011), based on a distinction between linguistic and conceptual associations. In this framework, conceptual associations are viewed as multimodal representations of situations and features, rather than taxonomic relations and synonyms. Based on the analysis of a task in which participants provided multiple associations to a set of 80 cue words, I will discuss whether the alternative coding system may offer any further insight into the mental lexicon and its use as a new tool for analyzing word association data.

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Investigating MWS-Fluency Relationships with Lower-Level Japanese L2 Learners

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While studies (Tavakoli & Uchihara, 2019) report the importance of relationships between oral fluency and multi-word sequences (MWSs), none have explored such relationships with lower-proficiency learners. MWSs offer an intriguing window into the emerging lexicon, perhaps arguably more so than studies (e.g., Clenton et al., 2021) that base their findings on only single-word vocabulary measures. In this paper, we report on part of a larger-scale project designed to investigate the MWS-fluency link across a range of proficiency levels and academic disciplines.

Our participants were 50 L1 Japanese undergraduate L2 learners of English. All participants took the same fluency tasks used in Clenton et al. (2021). To profile the most frequent MWSs used, we used *Antgram* (Anthony, 2020) and the *Multi-Word Unit Profiler* (Eguchi, 2020). We used *TAALES* (Kyle, Crossley, & Berger, 2018) to calculate n-gram scores (proportion, frequency, and association strength) analysed according to COCA (Corpus of Contemporary American English, Davies, 2009). We explored the extent to which our data showed significant correlations between various aspects of oral fluency and MWS indices.

Our findings support earlier studies, in so far as we report significant relationships between aspects of oral fluency and MWS indices. In general terms, we observe that participants with more rapid speech, fewer pauses/repetitions tended to produce MWSs of higher mutual information quality. We discuss these findings in relation to the broader study aims and in terms of pedagogical implications and future research directions.

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An Introduction to the SPS Corpus: A Longitudinal Multi-modal Corpus

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While Learner Corpus Researchers have recognised the importance of learner corpora for understanding how learners use their second languages, the majority of learner corpora have focused on providing comparisons between learner language and L1 language (Granger, 2015). However, learner corpora also have a lot to offer regarding language development and acquisition research, but for learner corpora to be most useful in this area, longitudinal learner corpora are needed (McEnery et al., 2019). An additional concern relates to the fact that previous research projects have tended to focus on either changes in learner spoken (e.g. (e.g., Kyle & Crossley, 2014; Saito, 2020) or written (e.g., Granger & Bestgen, 2014; Lu, 2017; Siyanova−Chanturia & Spina, 2019) language but have not explored the difference between modes of production for the same learners.

This presentation outlines the steps being taken to bridge these gaps through the development of a longitudinal, multi-modal corpus at a 2-year English Language Program at a university in Japan. This project aims to compile a corpus of texts: i.) from a large group of L2 English learners (n = 1,000); ii) from learners across a range of proficiency levels (TOEFL 320 to TOEFL 530); iii) collected at regular intervals over two years; and, iv) representing productive use in three different academic settings: writing, presentations (written for speaking), and discussions (speaking).

The presentation will conclude by detailing how the size and scope of the corpus will allow us to examine learner lexical development over time and across different modes of production. We will also leave time for input and suggestions from the audience about ways to improve the development and analysis of the corpus described in this presentation with the goal of providing insights into how to support students at different developmental levels.

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The Influence of the L1 on L2 Collocation Processing in Tamil-English Bilingual Children

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This study examines the activation of the L1 during the processing of L2 collocations in bilingual children, an underrepresented population in collocation studies. Models of bilingual lexical representation and access, such as the Bilingual Activation Model (Dijkstra & Van Heuven, 2002) and the Multilink Model Dijkstra and Rekke (2010), posit that bilingual lexical processing involves nonselective, cross-linguistic activation. As these models are largely based on studies into processing of single words, and on studies involving languages which shared writing systems, it is crucially important for evidence from processing of formulaic language (fixed multiword expressions of different kinds) to inform these theories. This study therefore uses online processing measures to investigate whether crosslinguistic influence can be extended beyond single lexical items to collocations during reading, among bilinguals speaking languages with different scripts.

A self-paced reading (Study 1) and an eye tracking (Study 2) experiment were conducted with Tamil-speaking children (age 8-11). In both studies, we measured reading times on English collocations embedded in sentences. All collocations were congruent or incongruent with collocations in Tamil. Study 1 (N = 58) was conducted in India and Study 2 (N = 80) was conducted in the UK. Participants across the two studies varied substantially in their English and Tamil vocabulary knowledge and a general English proficiency scores: the ones in India had a lower proficiency in English and those in the UK a lower proficiency in Tamil. All results showed shorter reading times on congruent than incongruent collocations, both for reading times on the entire collocation and for reading times on individual words. There also appeared to be a priming effect for congruent collocations, in that the second word was read faster. However, the reverse was true for incongruent collocations.

Results clearly show that children rely on their vocabulary knowledge in L1 to aid their processing of collocations in L2 and that this cross-linguistic activation is immediate and can be captured in real time. Furthermore, cross-study comparisons suggest that the frequency and immediacy with which this occurs differs as a function of proficiency and vocabulary knowledge in both languages. While the study lends support to the assumption that nonselective, cross-linguistic activation also applies to collocations, only partial support for the BIA+ and the Multilink models was found. The data support assumptions derived from the BIA+ model, that the cross-linguistic effect would be larger from the L1 to the L2 than for the L2 to L1, because it is likely that L1 codes are activated slightly before L2 codes. The Multilink model considers word association links to play an important role in priming, which would explain the priming effects in congruent collocations.

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Can Productive Vocabulary Knowledge Measures Predict IELTS Writing Proficiency?

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Studies (e.g., Treffers-Daller, Parslow, & Williams, 2018; Jarvis, 2017) suggest that vocabulary knowledge measures might help to distinguish between learners of different language abilities. Treffers-Daller et al. (2018) show a significant relationship between vocabulary knowledge, lexical diversity (LD) measures, and different proficiency levels. The current paper extends this exploration by considering different productive vocabulary knowledge tasks in relation to L2 language learner general writing proficiency. Our aim, therefore, is to investigate potential relationships between different proficiency L2 learners, vocabulary knowledge, and LD measures, and the extent to which these relate to IELTS bands.

We assess (n = 69) L1 Japanese undergraduate learners of (L2) English (CEFR B1) and (n = 35) L1 French undergraduate learners (CEFR B2). We adopt a multi-faceted approach to vocabulary measurements, using: Lex30, a task based on word association responses (Meara & Fitzpatrick, 2000); G_Lex, a gap-fill task (Fitzpatrick & Clenton, 2017); and the Productive Vocabulary Levels Test (PVLT), a sentence completion task (Laufer & Nation, 1999). Participants responded to two different IELTS writing questions. For writing processing, we followed recent research (Kyle, 2019) and flemmatized all writing samples.

Our results show that the productive vocabulary task measures can, to some extent, predict both the LD scores and IELTS writing proficiency. We report significant relationships between Lex30, G-Lex and PVLT scores, and a variety of LD measures and IELTS ratings. We report on PVLT scores show the strongest and most significant correlations with our higher-level participants. As correlations range from weak to strong according to proficiency level, this suggests that a higher IELTS task score reflects a rich productive vocabulary knowledge. We discuss these findings in terms of vocabulary knowledge, with specific pedagogical implications for L2 writing.

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Which Is More Appropriate in Lexical Diversity Assessment, Flemma or Lemma?

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The current paper explores the extent to which different factors influence lexical diversity (LD) measures. One influencing factor relates to word count. While studies (e.g., Treffers-Daller et al., 2016) suggest LD measures predict proficiency, these are based on a lemma count. Others (Brown et al, 2020) suggest a flemma count is a more appropriate and reflective count. Accordingly, the current paper reports on a study using two different word (flemma and lemma) counts to explore the predictability of LD measures.

Data included 105 essays written by Chinese ESL learners from a UK university. The essays were scored by subject teachers using IELTS grading descriptors and assigned respective levels (6.5, 7 and 7.5). Lemmatized and flemmatized text files were created for each essay. LD scores were computed with three basic LD measures (Types, TTR, Guiraud's Index), and three sophisticated LD measures (D, MTLD, HD-D).

Our findings show that lemma-based analysis increased the predictivity of the LD measures. We also show that the explanatory power of the LD measures was dependent on the unit: all three basic measures were powerful indicators when lemma counts were used whereas D and MTLD were better predictors when flemma counts were applied. We conclude that lemma count was a more appropriate lexical unit for LD assessment in an ESL context. We discuss these findings in terms of the potential implications for the appropriate choice of word unit in LD assessment.

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An Evaluation Framework for Lists of Multiword Units

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Word lists play a critical role in English for Academic Purposes (EAP) teaching and learning. Recent developments include multiword unit lists of academic collocations which are frequent two-word combinations in academic contexts (e.g., vast majority and commonly used). Word lists need evaluating to ascertain whether their performance works well with their intended purposes (Nation, 2016). However, research on the evaluation of word lists is relatively rare and mostly focuses on lists of single words. This presentation aims to model an evaluation framework for multiword unit lists based on Nation's (2016) framework, and present results from a lexical constituents comparison and lexical coverage analysis to provide a comprehensive evaluation of a word list. The Academic Collocation List (Ackermann & Chen, 2013) and the Academic English Collocation List (Lei & Liu, 2018) are employed to illustrate the use of the evaluation framework. This study suggests that although Nation's (2016) framework is designed to evaluate lists of single words, it can also work well with lists of multiword units with some small adaptations. Additionally, comparing lexical constituents is useful to highlight the extent to which two lists overlap and differ. Finally, the lexical coverage helps to point out the group of most frequent items which should be the initial target of learning. The results of the evaluation can be used as a foundation for EAP teachers to select the list that best suits their needs. This evaluation also helps to increase the trustworthiness of lists for EAP textbook designers and test developers to pay attention to and use the lists.

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Developing Declarative Knowledge, Procedural Skills and Fluency With Multi-Word Expressions

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Research has shown multi-word expressions (for example: I think I will) provide quick and predictable chunks of language to express meaning. Multi-word expressions are recognised as important for L2 speakers to learn, and use has been linked to increased fluency. Two questions arise; firstly, what are the steps to knowing and using multi-word expressions? Does the order from skill acquisition theory (DeKeyser, 2015), starting with declarative knowledge, developing into procedural skill and eventually fluent skill apply? Secondly, to what extent can classroom activities develop ability to use multi-word expressions in conversation? Knowledge, use and fluency with 30 multi-word-expressions in conversation were compared between experimental ($n = 24$) and control ($n = 22$) conditions over six weeks in an EFL context in Japan. The experimental group practised using multi-word expressions through various interactive activities such as dicto-gloss and role-play, while the control group had linked skills classes with no exposure to the target multi-word expressions. Results showed the experimental group significantly increased their knowledge of multi-word expressions $p < .001$, $d = 1.88$, and their use of multi-word expressions $p < .001$, $r = 0.54$. However, increases in fluency were not significantly greater than the control group. These results support the theorised order of skill acquisition in relation to learning multi-word expressions. Classroom intervention is shown to be effective for developing declarative knowledge and procedural skills, while fluency with multi-word expressions likely requires more practice to develop. Practical ways for teaching multi-word expressions and directions for further research will be suggested.

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Explaining Listening Comprehension Among Chinese Learners of English: The Contribution of Phonological Variables and Vocabulary Knowledge

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In this paper we focus on factors explaining variability in listening comprehension among adult Chinese learners of English. Although many studies have shown that vocabulary size is key to listening comprehension (e.g. Vandergrift & Baker, 2015; van Zeeland & Schmitt, 2013), few studies have analysed to what extent vocabulary knowledge explains variance in listening over and above phonological variables. The current study focuses on Chinese learners of English as it is likely that phonological variables are particularly important for this group of L2 learners because of the differences between Chinese and English phonology.

187 Chinese learners of English took part in the study. Listening comprehension was measured with the listening section of the Cambridge Preliminary English Test. An aural vocabulary task was used to measure learners' vocabulary knowledge. A word recognition from speech task and a word segmentation task were adopted to measure learners' phonological knowledge.

Regression analyses show that vocabulary knowledge explained 22.5% of variance in listening when entered in a first step but did not explain any unique variance in listening when entered after the phonological variables, which explained 35.4% (and 12.8% of unique variance) in listening. Among the phonological variables word recognition was found to be the key variable explaining 29.9% of unique variance in listening. This shows that phonological variables are more important than vocabulary for Chinese L2 learners of English. Implications for models of listening and pedagogical practice and the development of listening test in the field of second language will be provided based on these findings.

Exploring L2 Relationships Between Vocabulary Size and General Academic Speaking

Authors: Yixin Wang-Taylor, *Nankai University*; Jon Clenton, *Hiroshima University*

The current study is designed to explore the extent to which second language learners' vocabulary size relates to general academic speaking. While studies (e.g. De Jong & Mora, 2019) allude to the relationship between vocabulary size and L2 speaking in language school settings, few studies extend the relationship to generic academic speaking. The current study, therefore, responds to this research gap.

Participants were 62 L1 Chinese (CEFR B1-B2/ mean 490 CET 6 (Chinese national English proficiency test)). Spontaneous speech was collected via monologue-type tasks in formal class settings and processed. Two yes / no tests, X-Lex (Meara & Milton, 2003) and AVST (Academic Vocabulary Size Test, Masrai & Milton, 2018), measured participants' general and academic vocabulary size respectively. Our results showed that AVST correlated significantly with several variables of speech fluency (speech duration, total words produced in the speech, repetitions per second and silent pauses per second), which outperformed the explained variance of both CET 6 and X-Lex. No significant correlations were found between vocabulary size and the lexical complexity in the speech.

The findings support earlier papers (e.g., Clenton, de Jong, Clingwall & Fraser, 2021; De Jong, Steinel, Florign, Schoonen & Hulstijn, 2013) on the vocabulary-fluency link and provide important pedagogical implications for L2 academic vocabulary learning and teaching in the EAP classroom. We tentatively recommend the AVST as a potential assessment in predicting L2 speaking. Future research directions are discussed with a focus on applying such vocabulary research to practice.

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Kahoot! and Paper-Based Quizzes for Low-Frequency Vocabulary Review

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This research aimed to compare the effectiveness of two methods for the review of newly-learned vocabulary. One was based on a traditional paper-based quizzes and another was based on a gamified, online vocabulary review, using the interactive application Kahoot! Accuracy of responses was assessed over two learning sessions for each kind of activity, separated by a period of two weeks. Very low-frequency words (e.g. prosaic; churlish) were used as the target to maximize the likelihood that they were not known. Initially, 50 Chinese students (ages from 22-25) were identified as potential participants. In order to gather individuals of similar lexical proficiency, they were first requested to take the Yes/No Test to assess their vocabulary size. Based on the results, 20 students from the group were selected as the participants in the main experiment, divided equally in the Kahoot! and the paper-based groups. The mean vocabulary sizes in both groups were held similar (5312, SD 1181 and 5307, SD 1193). The experimental measures were a pre-and post-study questionnaire, a session using Quizlet (providing various games, and flashcards for memorizing vocabulary), self-study sessions, two review quizzes (one for the paper-based group and another for the gamified group, who took the quizzes on Kahoot!). A Mann-Whitney test indicated that use of Kahoot! resulted in a significantly greater effect on learning than for the paper-based group $U = 16$, $p<0.05$. In addition, four participants were invited to be interviewed following the post-questionnaire to assess their attitudes about the applications. This indicated that the participants benefited from the peer-based, motivating effect of the Kahoot! environment.

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