*Hiroshima Lexical Research Forum*

# H-LRF 2024

*September 14th & 15th, 2024*

# Book of Abstracts

# How to Participate

This year's H-LRF will be held on Saturday, September 14th and Sunday, September 15th. 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.

**Zoom Link:**

https://bit.ly/hlrf2024zoom

**Full Zoom link**

https://us02web.zoom.us/j/81332312751?
pwd=leUEmEdfwkm5RyJ1mAtNm2EfmMXcwC.1

Click on the link or scan the QR Code to join the Zoom session.

**The conference schedule can be found here:**

https://bit.ly/hlrf2024schedule

**Zoom Etiquette:**

To ensure that everyone gets the most out of this year's conference, we have included a few requests 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.
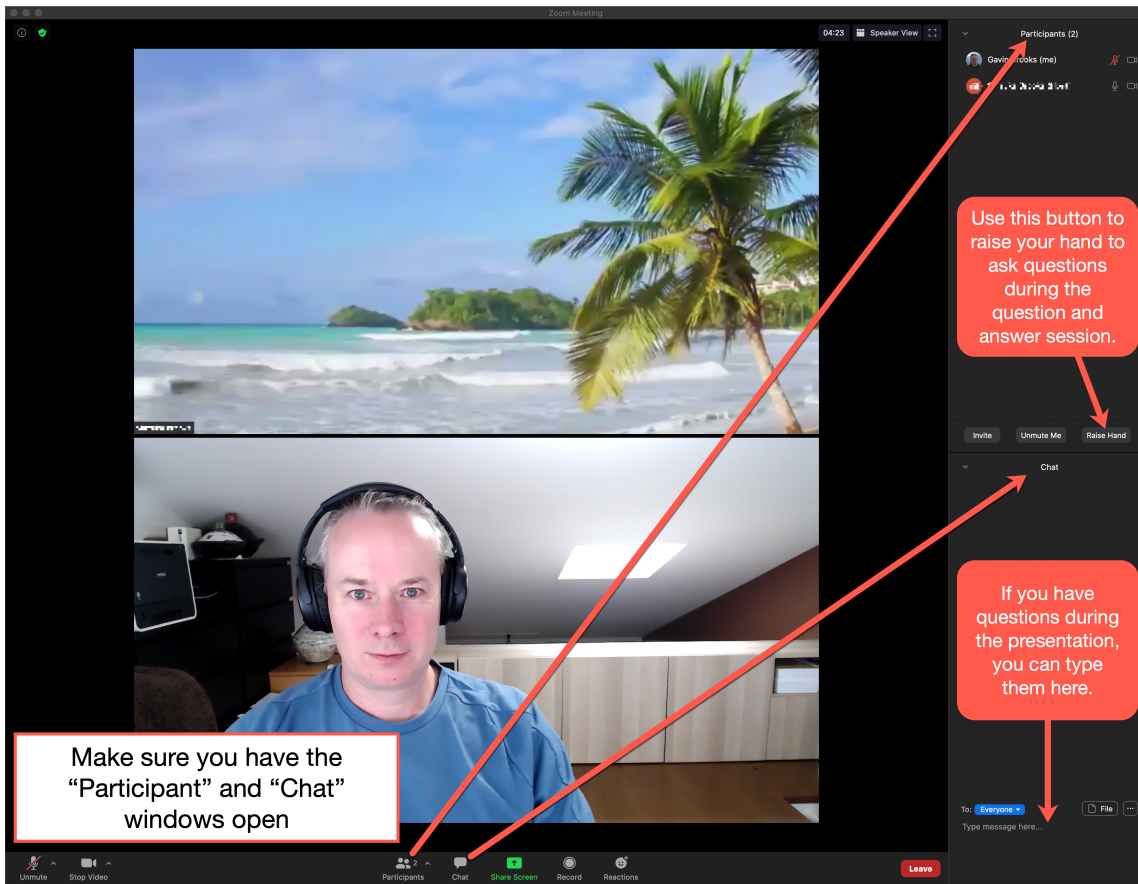
## Using Zoom:

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.
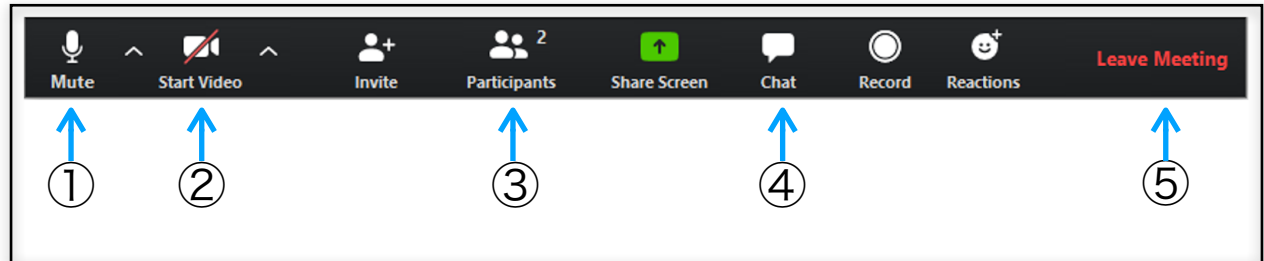


**When Joining:**

- 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 participant's 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.

Make sure you have the "Participant" and "Chat" windows open

Use this button to raise your hand to ask questions during the question and answer session.

If you have questions during the presentation, you can type them here.

**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 hands.

- 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.
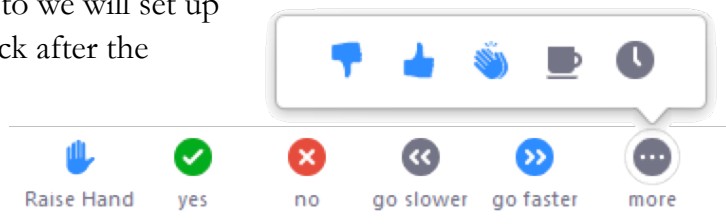
# Comparing the Efficacy of Reading and Listening for Incidental Vocabulary Learning

**Presenter:** Mahnaz Aliyar, *Victoria University of Wellington* **Contributing authors**: Anna Siyanova-Chanturia, *Victoria University of Wellington*; Stephen Skalicky, *Victoria University of Wellington*

While the value of reading for L2 incidental vocabulary acquisition is widely acknowledged, the role of listening remains relatively less explored (Feng & Webb, 2020; Nation, 2013). This holds particularly true in the case of audiobooks. Despite their growing popularity and increasing availability, authentic audiobooks have not been subject of any incidental vocabulary acquisition studies in the field of second language acquisition. Additionally, while several studies have investigated incidental learning of multi-word expressions (MWEs) from various modes of input (Pellicer-Sánchez, 2017), further research is needed to determine how different modes of input contribute to the acquisition of MWEs as compared to single words. Given aural input plays a critical role in L2 vocabulary development and use (Webb & Nation, 2017), there is a driving need for research on how listening, compared to reading, contributes to incidental learning of single words and MWEs (Feng & Webb, 2020). Using an authentic Italian novel and the audiobook of the same novel, this study aims to fill these gaps by examining the effects of reading versus listening on incidental learning of 22 single words and 19 MWEs.

Ninety-five Iranian university students of L2 Italian (advanced proficiency) were randomly assigned to one of the following three groups: 1. reading half of the Italian novel "L'amica Geniale: Infanzia, Adolescenza" (Ferrante, 2011); 2. listening to the audiobook of the same novel; 3. control group who engaged in a different L2 learning activity unrelated to the experiment. The experimental procedure consisted of a four-week leisure reading or listening, preceded by a pretest, and followed by an immediate and a three-week-later posttests. The data were analysed using mixed-effects modelling in R. The results showed that L2 incidental vocabulary learning occurred through both reading and listening, and the gains were retained in both modes of input three weeks after engagement with the input. Moreover, listening yielded greater amounts of vocabulary gain. The findings of the study have important pedagogical implications for the effectiveness of authentic audiobooks in incidental vocabulary learning and retention.

**References**

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# The Time Course of Idiom Comprehension in a Second Language

**Presenters:** Munkhbayar Baljinnyam *Nagoya University;* Junko Yamashita*, Nagoya University*

In psycholinguistic idiom research, it is still highly debated how L2 speakers process the meaning of idioms during comprehension. Some findings suggest a direct retrieval of the figurative meaning in a similar manner to L1 speakers (e.g., van Ginkel & Dijkstra, 2020) and others indicate a literal compositional analysis (e.g., Cieslicka, 2006) for L2 speakers. In addition, the literature on the time course of idiom processing suggests that the figurative meaning might become available during the later stages of processing for L2 speakers (e.g., Carrol et al, 2016).

We investigated the time course of figurative and literal meaning activation during L2 idiom comprehension in a visual priming experiment. In addition, we examined the effect of idiom properties, namely semantic decomposability, familiarity, and plausibility of literal interpretation. Forty-eight Japanese learners of English responded to target words randomly presented at 350 msec or 700 msec after reading the prime sentences containing an idiom in a neutral context (e.g., It is a piece of cake). There were three conditions: the target word was (1) associated with the figurative meaning of the idiom (easy), (2) associated with the literal meaning of the idiom-final word (pie), or (3) unrelated to the idiom (cat).

Analyses of the response times with linear mixed-effects modelling revealed significant facilitative priming effects for both figurative and literal targets at the time courses of 350 ms and 700 ms, with the priming effects increasing over the time courses. There was no significant difference between the figurative and literal priming effects. Moreover, none of the idiom properties significantly predicted response times in the analysis.

Overall, our results indicate that L2 speakers draw on both figurative and literal meanings during idiom comprehension.

## References

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# Tracing TOPRA Across Task- and Input-Based Effects in Vocabulary Learning

**Presenter:** Joe Barcroft, *Washington University in St. Louis*

One way in which theories and theoretical models are useful is when they explain phenomena that otherwise might seem disconnected. This presentation explores the extent to which the type of processing – resource allocation (TOPRA) model (Barcroft, 2002) can explain what might appear to be disconnected phenomena in second language (L2) vocabulary learning. Following TOPRA, dissociable types of processing, such as form-oriented versus semantic processing, lead to different types of learning, and increases in one can lead to decreases in another. For example, the task of addressing questions about word meaning, which requires semantic processing, can decrease processing and learning of L2 word forms (Barcroft, 2003). To assess how well TOPRA explains different phenomena, we review findings of studies on the effects of different types of tasks (task-based effects) and different ways of presenting target words in the input (input-based effects) on L2 vocabulary learning. Regarding tasks, we consider negative effects of sentence writing, negative effects of synonym generation, and positive effects of word retrieval opportunities (among others). Regarding input, we consider positive effects of word repetition, positive effects of acoustically varied input (including recent studies demonstrating positive effects of region-based sociophonetic variability), and negative effects of referent-token variability (among others). Critical analysis of these effects supports the usefulness of TOPRA in identifying connections between phenomena that otherwise might go unnoticed. Key theoretical precepts, such as how constructs such as elaboration evaluation, and attention, need to be specified with "type of" when it comes to vocabulary learning, are highlighted and explained, as are instructional implications for promoting L2 vocabulary learning in an evidence-based manner both inside and outside of the classroom.

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# Investigating Oral Fluency Relationships for L1 Japanese Learners of English

**Presenter:** Dion Clingwall, *Prefectural University of Hiroshima*

This presentation investigates the relationships between first language (L1) oral fluency and second language (L2) oral fluency output, focusing on Japanese L1 speakers learning English at a low-intermediate level. Drawing upon recent fluency research (e.g., de Jong et al., 2015; Huensch & Tracy-Ventura, 2016), this study seeks to answer the question: "To what extent do relationships exist between L1 and L2 oral fluency output?"

Thirty Japanese L1 speakers completed a series of speaking tasks designed to elicit oral fluency data. The tasks were analyzed for various fluency measures, including pause frequency, pause length, and speech rate, building on methodologies established by de Jong et al. (2012) and Tavakoli et al. (2020). The study also incorporates insights from Van Os et al. (2020) and Kahng (2020) on the impact of individual differences in speaking styles from L1 to L2.

Findings reveal significant positive correlations between specific L1 fluency measures and their L2 counterparts, such as speech rate, pause frequency, and the use of filled and silent pauses, suggesting a transfer of oral fluency skills across languages. Additionally, disparities in fluency when switching between L1 and L2, such as longer silent pauses and a slower speech rate, highlight the complexities of L2 oral fluency acquisition, underscoring the need for pedagogical strategies that leverage L1 fluency strengths.

The presentation discusses broader implications for language pedagogy and assessment, advocating for a more nuanced understanding of oral fluency development that transcends linguistic boundaries. By examining the L1-L2 fluency link, this research contributes to a more holistic approach to language teaching, emphasizing the role of L1 oral fluency in facilitating L2 acquisition. This study not only advances the theoretical discussion on oral fluency but also offers practical insights for educators and learners, aiming to enhance both fluency-based teaching methodologies and assessment practices.

## References

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# Testing Cross-Language Activation of L1 Idiom Meanings in L2 Reading

**Presenters:** Irina Elgort, *Victoria University of Wellington*; Lingli Du, *Victoria University of Wellington*; Anna Siyanova-Chanturia, *Victoria University of Wellington*

Although cross-language activation has been observed when bilinguals process congruent idioms ("play with fire"-"jouer avec le feu"), the locus of this activation remains unclear. If the main driver of this activation is word-by-word translation, its locus is, mostly, lexical. If the main driver is figurative meaning activation across the languages, the locus is, mostly, conceptual. Conceivably, both lexical and conceptual routes may be needed for the cross-language activation of figurative phrase meanings to occur. Different experimental paradigms used to study cross-linguistic activation of figurative meanings have produced conflicting results (Carrol & Conklin, 2017; Jared et al., 2023; van Ginkel & Dijkstra, 2020). To test the locus of first-language (L1) idiom activation in second-language (L2) reading, we used an idiom-priming paradigm (validated with L1 speakers), in which eye-movements on the same meaning probe word were compared in the related and unrelated condition. Sixty-six Chinese idiomatic expressions were presented in English passages, either as exact (word-by-word) translations or paraphrased translations that retained the L1 figurative meaning but not the surface form. Three counterbalanced experimental conditions were created, such that the meaning probe (e.g., "perfection") was preceded by an exact translation of the L1 idiom (e.g., "clear water contains no fish"), a paraphrased translation (e.g., "fish do not like clear water"), or an unrelated phrase (e.g., "get to know your team"). The data were collected from 80 Chinese speakers of English (36 in an English-speaking country and 44 in China), and 26 L1 English speakers (the control group). We used mixed-effects regression analysis to compare the skipping rates, first-fixation duration, gaze duration, go-past time, and total reading time on the probe word in the three experimental conditions. We found very different patterns of processing for EFL and ESL readers, which will be discussed in the talk.

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# A Study Investigating Word Association Behaviour in People with Acquired Language and Communication Disorders

**Presenter**: Angela Maria Fenu, *Swansea University*

The first aim of this study was to understand the differences showed during word association tests by individuals diagnosed with the same aphasic syndrome and with a similar level of impairment before and after receiving speech-language therapy. Another aim was to establish to what extent the performance during word association tasks of individuals with Broca's aphasia differ, after receiving speech-language therapy, from the performance of non-aphasic individuals.

The participants selected for the experimental group were 4 individuals with mild Broca's aphasia. The control group consisted of 51 cognitively intact age- and gender-matched individuals.

The participants were asked to perform, individually and in a quiet room, a word association task in which they had to say the first word they thought of when hearing each cue. The data were collected during their treatment sessions.

The cue words (n= 16) were the translation in Italian of a set of English cue words from the study by Gewirth et al. 'Altered patterns of word associations in dementia and aphasia' (1984).

In order to address the research questions, three analytical approaches were undertaken, some of which were different from the ones followed by Gewirth et al. (1984) and replicated in the previous experiment. A within-subject analysis analysed how each participant behaved in test 1 (before receiving treatment) and in test 5 (after receiving treatment). The purpose was to observe if the changes in the categories of association given as responses across the five tests were incremental or not, in order to see if treatment produced changes in WA behaviour. A between-subject analysis compared the data from test 1 and test 5 of the four aphasic participants with each other, so as to observe whether or not the individuals diagnosed with the same aphasic syndrome and with a similar level of impairment showed substantial differences in word association behaviour. A between-group analysis compared the data from test 5 of the aphasic participants with the data from the test of the control group.

## References

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# Improving Vocabulary Learning with Acoustic Variability: Past and Current Research

**Presenter:** Friederike Fichtner, *California State University, Chico*

Input that contains certain sources of acoustic variability, variations in the speech signal that do not affect linguistic content, has been found to improve acquisition of second language (L2) vocabulary in adults with no prior formal instruction in the L2. Specifically, talker, speaking-style, and speaking-rate variability significantly increase L2 word learning, whereas amplitude variability produces null effects, based on posttest measures of accuracy and latency (Barcroft & Sommers, 2005; Sommers & Barcroft, 2007; Fichtner et al., 2023). In addition, fundamental frequency variability yields null effects for non-tone language speakers but positive effects for tone language speakers (Barcroft & Sommers, 2014), pointing to a role for previous language experience when predicting the effects of different sources of acoustic variability. What is more, research to date on the effects of acoustic variability on L1 speech processing and L2 vocabulary learning has unveiled an intriguing pattern of effects regarding different sources of acoustic variability. Sources that pose cognitive costs to L1 speech processing are precisely the same as those that improve L2 word learning. This pattern may be accounted for by the extended phonetic relevance hypothesis (ePRH) (Sommers & Barcroft, 2007), which proposes that only those sources of acoustic variability that affect properties pertinent to phonological contrasts in a language spoken by the listeners/learners in question will lead to improved word learning. This presentation will provide an up-to-date overview of research on acoustic variability and vocabulary learning before highlighting the findings of recent studies on the effects of regional sociophonetic (dialect) variability on early lexical acquisition. Directions for future research and instruction will also be discussed.

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# From Word Associations to Teaching Interventions

**Presenter**: Tess Fitzpatrick, *Swansea University* **Contributing Authors**: Theo Mills, *Swansea University*; Steve Morris, *Swansea University*

Too often, research into the mechanisms of language processing, and research into language learning and teaching (LL&T), run in parallel to each other. Indeed, they are typically seen as belonging to different disciplinary domains, psycholinguistics and applied linguistics. This paper reports an attempt to connect these areas of research. Word association (WA) data from L1 and L2 speakers, across three languages (English, Spanish, Welsh), reveal distinct network patterns and properties. We propose that judicious examination of these can inform the design of LL&T interventions in three ways. The first is developed from Fitzpatrick's (2009) suggestion that an individual's L2 lexical network develops to mirror their own distinct L1 network. Analysis of one individual's associations across three languages examines the extent to which this hypothesis is upheld, and informs the design of bespoke vocabulary learning interventions to fit an individual's preferred association type. The second approach attends to the hub words that are a feature of small world networks – these with a disproportionately high number of connections with other words (De Deyne & Storms, 2008). We demonstrate how these hub words emerge from English and Welsh WA data, and we identify features of those items. We then propose that priority be given to hub words in LL&T, on the basis that they form a core framework into which subsequently learned items will more securely fit. The third approach proposed here uses sets of associations to raise awareness of connotative and context-specific differences between words that are often regarded as synonyms or translation equivalents. This lends nuance and specificity to learners' word knowledge, supporting appropriate word selection. This research is part of a larger project, Finding, Sharing and Losing Words, funded by the UK Arts and Humanities Research Council. Teaching interventions are being trialled by the National Centre for Learning Welsh.

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# Spaced Flashcards: Effective for Learning Explicit and Tacit Vocabulary Knowledge?

**Presenter**: Zheng Guangliang, *University of Shanghai for Science and Technology*; **Contributing Authors**: Jon Clenton, *Hiroshima University*; Tatsuya Nakata, *Rikkyo University*; TJ Boutorwick, *Sanyo Gakuen University*

The spacing effect, which refers to using spaced learning schedules, has been shown to enhance vocabulary acquisition compared to massed learning schedules (e.g., Rogers, 2017). Researchers further report that spaced learning may be effective for acquiring explicit/ declarative knowledge, but massed learning can sometimes be useful in tacit/procedural knowledge (Li & DeKeyser, 2019). However, Nakata and Elgort (2021) found no significant differences in tacit knowledge acquisition between the two methods, possibly due to research design and the utilization of contextual learning. Based on Nakata and Elgort (2021), the study investigates the effects of massing and spacing on the acquisition of explicit and tacit knowledge in pair-associate flashcard vocabulary learning.

The study investigated 69 L1 Japanese learners of second language English. The experiment comprised two sessions. During Session 1, participants underwent a learning treatment and an immediate post-test. The learning treatment included 48 pseudowords evenly divided into massed and spaced groups. After the learning treatment, participants received an immediate post-test, measuring explicit (meaning recall task) and tacit (semantic priming task) knowledge. After two days, the participants underwent Session 2, which comprised a delayed post-test, measuring explicit (meaning recall and meaning–form matching tasks) and tacit (semantic priming task) knowledge.

The results showed the massed method significantly outperformed the spaced method during the learning treatment. On the post-tests, however, the spaced method showed an advantage over the massed method for the acquisition of explicit vocabulary knowledge. For tacit vocabulary knowledge, there were no significant differences between the two learning methods. The findings highlight that incorporating spacing into flashcard learning improves explicit vocabulary knowledge, but not tacit vocabulary knowledge, which aligns with Nakata and Elgort (2021) but partially diverges from Li and DeKeyser (2019).

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# Development and Initial Validation of a Yes/No Vocabulary Test for North Sámi

**Presenter**: Henrik Gyllstad, *Lund University*; **Contributing Authors**: Tanja Kupisch, *University of Konstanz*; Anika-Lloyd-Smith, *University of Konstanz*

This presentation accounts for the development and initial validation of a yes/no vocabulary test of North Sámi called the North Sámi Vocabulary Test (NSVT). North Sámi (NS) is an Indigenous language spoken in northern Scandinavia. Being an endangered language, NS is in need of revitalisation efforts. One contribution is the provision of proficiency assessment tools. We administered a 75-item NSVT version (50 real verbs and 25 pseudoverbs) to users of North Sámi in Sweden and Norway (N = 289). Evidence of high item- and person-based reliability and separation indices were observed, as well as support for a number of validity facets. High correlations existed between NSVT scores and self-reported and rated spoken proficiency. The NSVT provides quick and reliable assessment of vocabulary knowledge and an indication of overall language proficiency in North Sámi.

# A Longitudinal Study on Learning MWEs and L2 Learners' WTC

**Presenter**: Kamal Heidari, *Victoria University of Wellington*

Given that the ultimate purpose of an L2 learner is to communicate in a second language, Willingness to Communicate (WTC), simply defined as an L2 learner's inclination to be involved in a specific L2 communicative event, is a key role in achieving this purpose. Another important contribution to achieving effective communication in L2 is Multi-Word Expressions (MWEs), typically defined as strings of words that function holistically. Despite the vast amount of research that has been conducted on these two research agendas separately, the contribution of learning MWEs to promoting WTC has not been sufficiently researched. This longitudinal panel study, then, aimed to examine the impact of learning Multi-Word Expressions (MWEs) on the WTC of L2 learners. The study assessed the WTC and MWEs knowledge of seventy-three intermediate L2 learners at the beginning of the study and at months three, six, nine, and twelve using a WTC questionnaire and meaning-recall tests, respectively. Additionally, to validate the WTC scale data, the observation method was employed to observe fifteen randomly-selected learners. Throughout the study, the participants practiced a total of sixty MWEs, including collocations, idioms, binomials, and phrasal verbs. Furthermore, seventeen participants were interviewed to gain insights into their perceptions of the contribution of MWEs to their WTC. The data were analyzed using descriptive statistics, repeated measures ANOVA for the quantitative data, and coding-decoding for the qualitative data. The findings revealed that the learners' WTC improved after each term, surpassing their previous levels, and the final measured WTC score was significantly higher than the initial score. The interview results also highlighted the significant role of MWEs in enhancing learners' WTC, particularly through affective factors. The study concludes by discussing the pedagogical implications derived from these findings.

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# What Types of Illustrations Enhance Intentional Vocabulary Learning?

**Presenters**: Satoshi Ide, University of Tsukuba, Institute of Humanities and Social Sciences; Akifumi Yanagisawa, University of Tsukuba, Institute of Humanities and Social Sciences

Vocabulary acquisition is the foundation of language learning, and visual aids have been widely used to facilitate language learning including deliberate vocabulary learning (Wright, 1990). While many studies have found a positive effect of illustrations on vocabulary learning (Chai et al., 2021), some found null effects (Boers et al., 2009).

Based on the levels of processing theory, these inconsistencies may suggest that the effect of visual aids varies due to the complexity of the illustrations (e.g., pictograms vs. realistic images). This is because the complexity of an illustration could influence the depth of processing by altering the amount of information the learner processes. We hypothesized that the provision of illustrations facilitates vocabulary learning especially when complex illustrations are provided. To investigate the effect of illustration complexity on vocabulary learning, this study examined whether the complexity of illustrations makes a difference in learning gains.

Sixty-four Japanese EFL university students were randomly assigned to one of the three conditions to learn target words (TWs): control (TWs + L1 translations), simple illustration (TWs + L1 translations + simple illustrations), and complex illustration (TWs + L1 translations + complex illustrations). Learning gains were measured with a pretest, posttest, and delayed test.

Generalized linear mixed-effects modeling was used to examine the relationships between learning conditions and learning gains as well as the effects of learner- and word-related variables (e.g., L2 proficiency and concreteness).

The results revealed that the use of illustrations, regardless of simple or complex, did not enhance learning. We report the details of the results and discuss pedagogical suggestions for vocabulary learning as well as the potential reasons for the null effect of illustrations.

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# The Relationship Between Formulaic Language in a Learner Corpus and Teaching Practice

**Presenter**: Jen Jordan, *Kwansei Gakuin University*

A significant part of everyday language use, the goal of language learners, consists of formulaic expressions (e.g. Wray, 2002). Formulaic language use is challenging for learners at all levels (e.g. Bestgen & Granger, 2014) and formulaic language development for learners may not follow a linear trajectory (Bardovi–Harlig & Su, 2018). Formulae may be learned through incidental learning tasks (while engaged in another task) or through intentional learning (actively studying). Research suggests that intentional learning may be more effective in an L2 (Pellicer-Sánchez & Boers, 2019). The aim of this study was to examine the relationship between type of teaching and frequency and accuracy of taught formulae in a longitudinal learner corpus.

The study compares measures of learners' use of 11 frequently used sequences identified in a large-scale (n=500+) longitudinal learner corpus (5 essay first drafts over 4 semesters) to teaching materials. Instances of the phrases were marked for internal (completeness), semantic and grammatical appropriateness of use. Results were compared to the amount of time and type (intentional, semi-intentional, or incidental) of teaching devoted to phrases. Correlation coefficients (Spearman's) were calculated for: phrase count in teaching materials and learner corpus; appropriateness of use and teaching style.

Results indicated that some intentionally taught MWEs were used more by learners, but with low accuracy despite class time spent. The accuracy of use, however, increased significantly in the following essay submission. Between corpus submissions, learners received feedback and edited their writing before submitting second drafts. Teachers were encouraged to give feedback using feedback symbols, which required learners to attend to their own errors and figure out the improvement required. It is hypothesized that this interaction with their own writing can be evaluated through the task-induced involvement load framework for evaluating learner interaction with tasks (Laufer & Hulstijn, 2001).

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# Productive Lexical Knowledge and Lexical Use: Same, Different, or Related?

**Presenter**: Batia Laufer, *University of Haifa*

A long-established distinction in vocabulary research is between receptive knowledge associated with listening and reading and productive knowledge related to speaking and writing (Webb & Nation, 2017). However, the distinction between productive knowledge and use is less researched, with only a handful of studies exploring the relationship between productive knowledge and use of single words (e.g., Danelund & Henriksen, 2015; Levitzky-Aviad & Laufer, 2013) and only one we are aware of (Mizrahi, 2016) comparing the productive knowledge and use of collocations.

In this presentation, I will explain how knowledge and use differ conceptually, how they are measured, and how they develop. I will focus on a study that examines productive knowledge and use of single words and collocations of 60 high-school advanced EFL learners, L1 speakers of Swedish, by comparing them to 52 native English speakers. We asked whether advanced learners performed similarly to native speakers on two measures of knowledge (of single words and collocations) and four measures of use in essays (the number of infrequent word tokens and types, lexical variation, and the number of correct collocations). The native-like level was defined as the mean of native speakers' score on the respective measure -1 standard deviation.

Regarding vocabulary use in the essays, 42% of learners were native-like in the number of infrequent tokens and types, 88% on lexical variation, and 97% on collocations. As for vocabulary knowledge, the number of native-like learners was negligible, both on single words and collocations. I will integrate these results into the results of other studies and attempt to chart the different developmental routes that productive knowledge and use may take.

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# Japanese Learners' Receptive and Productive Knowledge of English Phrasal Verbs

**Presenter**: Ivy Chuhui Lin, *Nagoya University*, *Sapporo Gakuin University*

This pilot study examines the differences between EFL learners' receptive and productive phrasal verb (PV) knowledge. 58 target PVs were selected from a list of the most frequent 150 PVs in the Corpus of Contemporary American English (COCA) (the PHaVE list, Granier & Schmit, 2015). The criteria for the target PVs included (1) selecting only 2-word PVs; (2) selecting the most frequent meaning sense of the PV on the PHaVE list; (3) eliminating the transitive use of the PVs; (4) avoiding fixed chunks commonly used with the PVs. 48 college EFL learners completed two PV tests, the productive test first and the receptive test three weeks later (Sonbul, et al, 2020). To ensure the results reflect the vocabulary knowledge associated with the "use" aspect (Nation, 2013) of PVs, the researcher did not include the synonyms of the PVs in the cloze questions. Furthermore, the prompt sentences were designed in dialogues (Liao & Fukuya, 2004), which mimicked the spoken register of the English language. The Wilcoxon signed-rank test revealed a significant difference between the two test scores. The participants scored an average of 48.89% on the receptive test, and only 17.31% on the productive test. The results from the productive test are lower and the gap between the two test scores is larger than previous studies (Schmitt & Redwood, 2011; Omidian, et. al, 2019; Sonbul, et. al, 2020). Multiple regression tests were performed to investigate factors that related to items and learners respectively. Item's semantic opacity can negatively predict both the receptive and the productive scores. The COCA frequency of PVs is a significant predictor for productive scores. Learners' proficiency has a significant effect on both receptive and productive PV knowledge. Further pedagogical implications will be discussed in the presentation.

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# Comparative Study of High-Frequency Vocabulary in Japanese and Taiwanese Textbooks

**Presenter**: Kiegan Odell, *Ritsumeikan University*

Understanding the most frequently used words in English is crucial for language acquisition, as even the first 1,000 high-frequency words cover upwards of 84% of texts (Nation & Waring, 1997). These words are essential for providing students with a strong vocabulary base. The New General Service List (NGSL) offers coverage of about 90% of words in texts (Browne, 2013). Browne's (1998) findings revealed that 58% of new words introduced in English textbooks in Japan are low-frequency words. Textbooks, being primary resources for vocabulary instruction, play a pivotal role in introducing high-frequency words in the classroom. This study investigates vocabulary acquisition by analyzing the prevalence of high-frequency English words in public high school textbooks in Japan. Utilizing the NGSL, this research examines the distribution of these words within the textbooks. Building on prior findings by Nakayama (2022), which revealed that only a portion of the 2,801 NGSL words are frequently used in the textbooks with an emphasis on the first 560 words and a subsequent sharp decline. This study aims to extend the analysis by including a comparison with textbooks used in Taiwan. Additionally, this study explores the frequency of collocations within these textbooks. This is based on Nation's (2001) model of word knowledge, suggesting there are 18 aspects required for a complete understanding of a word, with collocations being a crucial component. The PHRASE List (Martinez & Schmitt, 2012) contains the 505 most commonly used multi-word phrases and was employed in this analysis. The analysis was conducted using the AntWordProfiler (Anthony, 2024) to determine the coverage of the NGSL and PHRASE list within the textbooks and assess how much of the lists are presented to students. By comparing findings from Japanese and Taiwanese textbooks, this study provides further confirmation of previous research, highlighting areas for potential improvement in educational materials.

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# A Case Study of Applying Extensive Reading Programs in Macau

**Presenters**: Ning Ren, *University of Macau*; Barry Lee Reynolds, *University of Macau*

Extensive reading involves learners' independent reading of abundant materials that match their language proficiency. Research has shown extensive reading as effective for improving various aspects of second language (L2) proficiency. Despite these benefits, many secondary schools in Macau have scaled back or reduced their extensive reading programs (ERPs), prompting the need for a qualitative study to investigate these modifications. This case study involved semi-constructed interviews with five L2 English teachers from different Macau secondary schools, who shared their beliefs and practices in the ERPs. Qualitative content analysis of the interviews indicated that all teachers endorsed incorporating extensive reading in their respective English curriculums. They believed students' participation in ERPs improved their reading fluency and comprehension, vocabulary knowledge, and L2 learning motivation and confidence. However, the teachers also believed limited time and lack of student engagement as obstacles to the ERPs. The schools' misunderstandings about extensive reading and unrealistic expectations towards short-term returns against limited investment in extensive reading were possible causes for ERP elimination or reduction. To better engage students in ERPs, the study suggests that schools should allow students to choose their own reading materials, reduce the emphasis on extensive reading tests, incorporate more intrinsic and extrinsic motivators, and consider combining extensive reading with reading strategy instruction.

# Comparing Word Family Knowledge at Three Levels of Contextualization

**Presenters**: Tim Stoeckel, *University of Niigata Prefecture*; Allie Patterson, *Rikkyo University*; **Contributing Authors**: Stuart McLean, *Kindai University*; Young Ae Kim, *Kyoto Seika University*; Yukie Shinhara, *Kwansei Gakuin University*

There is a current debate regarding how to define the lexical unit for L2 pedagogy and research. For the receptive skills, the definition used is based on an assumption that when a learner knows one member of the lexical unit, they should also be able to work out the meaning of unfamiliar members from meaningful context and morphological knowledge. Studies examining this assumption have found that when learners of low and intermediate proficiency levels know a baseword (e.g., access), they usually know related inflectional forms (accessing, accessed) but often have trouble with derivational forms (accessible, inaccessible). These studies have been criticized, however, because they assessed word knowledge in isolation or in relatively non-contextualized prompts.

To address these criticisms, the presenters will describe research in which 172 Japanese university students of low and intermediate proficiency levels (CEFR A2 and B1) were tested on their knowledge of 16 basewords and 48 related forms at three levels of contextualization: word only (Test 1), non-contextualized sentence (Test 2), and page-length passage (Test 3). Test 2 produced the highest mean score; however, linear mixed effects regression revealed that although differences in mean scores were significant, the effect size was small (Cohen's $d = .04$). Similarly, baseword knowledge ($d = .04$) and context ($d = .02$) were significant but weak predictors of derivational form knowledge. Hence, assumptions underlying use of the level-six word-family were unsupported regardless of context. These findings also suggest that criticisms of past research methodology may be unwarranted, as the provision of relatively natural context produced results similar to those obtained using past methods.

# The Development of Formulaic Language for Small Group Discussions

**Presenter**: Thomas Stones, *Kwansei Gakuin University*; **Contributing Author**: Jon Clenton, *Hiroshima University*

Recently, there has been an increase in the use of group speaking tests that require participants to interact with one or more interlocutors (Bonk & Ockey, 2003; Cambridge, 2008; Nitta & Nakatsuhara, 2014; Stones, 2024; Wang-Taylor et al., 2024). The successful completion of these tests relies on the utilization of interactional competence skills. These skills encompass the ability to effectively employ resources like turn-taking and repair to accomplish the objectives within the context of the interaction (Leaper & Brawn, 2019; Nitta & Nakatsuhara, 2014) and formulaic sequences, defined as 'a word or word string… processed like a morpheme' (Wray, 2008: 12) are central. Despite this, there have been limited investigations into the formation of the fixed phrases required to enhance successful communication in these specific testing situations. There have been many studies conducted on multi-word expressions and monologic fluency (Hougham et al. 2024; Tavakoli and Uchihara 2020) or vocabulary size and speaking proficiency (Clenton et al., 2020). Few studies, however, have examined longitudinal development of formulaic language for interaction (e.g., Bardovi-Harlig, 2014). Consequently, this study documents the developments made by L2 participants in employing formulaic language for group discussion assessments.

A pilot study was conducted to investigate 60 participants, all of whom were first-year Japanese university students with a proficiency level ranging from A2 to B1. The researchers based the rationale for the study on an intervention of various formulaic phrases and discussion skills during at 14-week semester. The initial informal group discussion and the final group discussion test were recorded, and an analysis was conducted to study the use of formulaic phrases at the beginning and transitional parts of the conversation.

According to the results, the learners were mostly successful in integrating the formulaic language that was taught during the course into their interactions. However, they encountered difficulties when it came to effectively developing topics during discussions. The discussion includes an analysis of the results as well as an examination of the teaching method employed, while also exploring the implications for the instruction and evaluation of international competence and formulaic language."

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# Effects of Literal Underpinnings of Idioms and Distribution Schedules on Contextual Learning and Retention of Idioms

**Presenter**: Mojtaba Tadayonifar, *Victoria University of Wellington*

This presentation is an overview of a planned research project. Research has found that explicit teaching of the literal underpinning of idioms enhances idiom learning (Yu & Boers, 2023). However, it is not clear how literal underpinnings contribute to learning and retention of idioms under contextual vocabulary learning conditions. Also, it is not clear how distribution schedules affect this. Blocking has been shown to be beneficial for initial exposure to idioms, facilitating the development of new declarative knowledge (Hwang, 2024). However, interleaving has proven more effective for promoting deeper understanding, contextualization, and transfer of these items to new contexts (Kim & Webb, 2022). To investigate this potential interaction further, the present study will investigate the effects of providing the literal underpinnings of idioms within the text as well as practice distribution schedules on contextual learning and retention of 24 verb + noun idioms (e.g. *jump the gun; stay the course*). The target idioms will be divided into four sets of six semantically unrelated idioms. Twelve texts will be developed in which two idioms will be repeated three times. In a counterbalanced design, literal underpinning of the idioms (+/- literal meanings) and distribution schedule (blocked vs interleaved) will be manipulated. Sixty EFL learners in four groups (of 15 participants) will read the texts in four learning sessions. In each learning session, three texts will be read. The learning and retention of the target idioms will be measured through immediate and delayed form-recall and meaning-recall post-tests.

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# Technical Vocabulary and Multi-Word Expressions in Agriculture

**Presenters**: Warren Tang, *Fukuyama University*; Gavin Brooks, *Kyoto Sangyo University*

This study builds upon previous work on how to differentiate vocabulary in texts by categorizing them from general to technical (Nation, 2016; Schmitt & Schmitt, 2020). Since technical vocabulary can constitute over 30% of the words in a domain-specific text (Coxhead, 2017; Chung & Nation, 2003) it is crucial that we recognize and focus upon them. While domain-specific word lists already exist for various fields such as medicine (Lei & Liu, 2016) and engineering (Hsu, 2014), further research is needed on the use of technical vocabulary in agriculture (Martínez et al., 2009). We aim to address this gap by examining the composition, size, and density of the technical vocabulary used in a standard agricultural textbook. Building on previous studies (Chung & Nation, 2003, 2004; Fraser, 2010), three raters will categorize the vocabulary from textbooks in agriculture, medicine, and applied linguistics into four categories: 1) general words, 2) words minimally related to the field, 3) words closely related to the field, and 4) words with a meaning specific to the field (technical words). Additionally, the study will analyze multi-word expressions (MWE) in which the technical words appear to identify critical technical phrases in the texts. We will compare the technical words found in these three fields, demonstrating how the quantity and significance of technical vocabulary and MWE in agricultural texts have been previously underestimated.

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# Beyond the Books: Exploring Factors Shaping Chinese English Learners' Engagement with Large Language Models for Vocabulary Learning

**Presenters**: Xiaochen Wang, *Xi'an Jiaotong University*; Barry Lee Reynolds, *University of Macau*

Informal English learning plays a crucial role in vocabulary learning, yet few scholars have explored the use of large language models for this purpose. In light of this, our study, integrating Self-Determination Theory (SDT) and the Unified Theory of Acceptance and Use of Technology (UTAUT), employed Structural Equation Modeling (SEM) to investigate factors influencing 568 Chinese English learners' use of large language models for vocabulary learning. Our findings identified six significant factors from those models— perceived autonomy, perceived competence, perceived relatedness, performance expectancy, effort expectancy, and social influence—that significantly shape learners' intentions and behaviors towards utilizing large language models for vocabulary learning. Notably, effort expectancy emerged as the most influential factor, while facilitating conditions did not significantly impact usage intentions. This research offers insights for future curriculum design and policy formulation, highlighting the importance of understanding learners' perspectives on technology use in education.

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# Impact of Interactive Factor on Chinese Advanced L2 Learners' Vocabulary Use in Spoken Output

**Presenters**: Yixin Wang-Taylor, *Bangor University*; Jon Clenton, *Hiroshima University*; Yinna Ren, *Nankai University*

The main objective of this study is to investigate how interactive factors affect the vocabulary usage of second language learners in their spoken language. Participants were 24 L1 Chinese undergraduate students of L2 English at an advanced level. L2 learners' vocabulary use was assessed via tokens, lexical diversity, and frequency-based lexical sophistication. Participants provided speech data in response to seven persuasive speaking tasks across three speaking modes: two monologic, two dialogic, and three multilogic. The study showed that the interactive factor has a varied effect on L2 learners' vocabulary usage. It positively influences the use of advanced vocabulary but does not affect the total number of words produced or the diversity of words used. Second, of all three speaking modes, the dialogic speaking mode is the best speaking condition to trigger L2 learners' use of advanced words. Third, the vocabulary employed in dialogues and multilogues can vary due to the inherent disparities between the two modes of speech. Therefore, we propose the use of dialogic interactive factor and trialogic interactive factor instead of the term "interactive factor" to encompass two specific conditions in which there was a noticeable difference in the performance of L2 learners.

# English Vocabulary Learning Activities for English-as-a-Foreign-Language Young Learners

**Presenters**: Wensi Yang, *University of Macau, KK Women's and Children's Hospital;* Barry Lee Reynolds, *University of Macau*

Learning English vocabulary is essential for young English as a foreign language (EFL) learners to lay the foundation for future English proficiency. This systematic review study aimed at investigating the types of activities that have been empirically demonstrated to be effective for English vocabulary learning at the primary education level. A total of 2,134 entries were found across five databases. Fifty-seven vocabulary learning activities were selected from 22 empirical studies that met the inclusion criteria. The findings revealed ten types of intentional and eight types of incidental learning activities. Furthermore, the empirically proven most effective intentional learning activities involved more psychological conditions than incidental ones. Moreover, using the involvement load hypothesis (ILH) as a tool, activities involving various combinations of psychological conditions inducing in the highest and lowest involvement loads (ILs) were identified. In general, the more psychological conditions an activity meets, the deeper the vocabulary learning processes become, and the higher the IL, the more effective the vocabulary learning. This study sheds light on how to select age-appropriate English vocabulary learning activities.

# L1 and L2 Perception of Semantically Prosodic Verbs' Emotional Tendencies

**Presenter**: Zhentong (Francis) ZHAN, *Victoria University of Wellington*; **Contributing Authors**: Irina Elgort, Centre for Academic Development, *Victoria University of Wellington*; Anna Siyanova-Chanturia, *Victoria University of Wellington*

Semantic prosody is a tendency of a word that itself does not carry positive or negative meaning to co-occur with other words that carry obvious positive or negative meanings (e.g., "restore + peace/health/confidence; cause + damage/problem/harm," e.g., Louw, 1993; Stubbs, 2001; Warriner et al., 2013). Thus, words such as "restore" and "cause" are called semantically prosodic words/verbs. While semantic prosody has received some attention in corpus linguistics (e.g., Grabowski, 2022; Partington, 2004; Xiao & McEnery, 2006), it remains largely unexplored in the field of second language acquisition (also see Grabowski & Trklja, 2024; Omidian & Siyanova–Chanturia, 2020).

The current experiment tested whether semantically prosodic verbs influence L1 and L2 readers' evaluations of neutral objects (outcomes) as more or less positive or negative (e.g., "tradition" in "restore a tradition"; "change" in "cause a change"). We adopted 14 semantically prosodic verbs (7 positive, 7 negative). Some of the verbs were selected from previous studies, while others were newly selected based on the analysis of their object collocates' emotional valence in the corpus enTenTen 21 (Sketch Engine, 2021). A repeated-measures experimental design was adopted. In total, 50 L1 and 50 L2 English-speaking volunteers read 56 neutral sentences containing a semantically prosodic verb or its neutral near synonym without semantic prosody, together with a neutral object (e.g., "cause/produce + change") and evaluated whether the neutral objects were positive or negative, using a slider. Mixed-effects modeling was used for data analysis.

The talk will focus on how neutral objects embedded in sentences were positively or negatively interpreted by L1 and L2 speakers. This study contributes to our better understanding of L1 and L2 perceptions of semantically prosodic words.

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