



LLRC

TOOLS FOR
LANGUAGE
TEACHERS
& STUDENTS

Full program including abstracts LLRC 2021: Language teaching: the interplay between practice, theory, and research

KEYNOTE in room 1: 09.00-09.45

Might second-language instruction benefit from the view of Language as a Complex Adaptive System?

Prof. Jan Hulstijn (UvA)

Over the past 100 years, foreign/second-language instruction has been informed, to lesser or larger degree, by three main schools in linguistics (structuralism; generative linguistics; usage based linguistics) and psychology (behaviorism; first-wave cognitive psychology; second-wave neural-network psychology). Currently, there is an increasing awareness in linguistics that theories of language, language acquisition, language use, and language change must be in line with Darwinian thinking and Complex Adaptive Systems. In this presentation I will consider to what extent the view of Language as a Complex Adaptive System (LCAS) might be fruitful for L2 instruction, L2 learning and multilingualism. Having been a second-language instructor myself for many years (until 1997), and having witnessed the coming and going of several fashions in L2 instruction, I will critically ask myself: What would I have done differently in my teaching then, had I been familiar with the view of LCAS? Or is LCAS likely to disappear soon, as so many other fashionable trends did before?

PARRALEL PRESENTATIONS 1 – 4: more research than practice

room 1 09.50-10.20

Digital tasks in the foreign language classroom: effects on target language use and learner affect.

Marrit van de Guchte (UvA) and Eline van Batenburg (HvA)

Interaction in the target language (TL) is essential to foreign language learning. Although meaningful tasks should evoke interaction between learners (e.g. Pica, Kanagy & Falodun, 2009), Van de Guchte & Rijlaarsdam's (2018) study showed that Dutch secondary school learners barely used the TL during task preparations, despite them following a task-based curriculum. Learners reportedly were embarrassed to use the TL in face-to-face settings. In this current study we therefore investigate whether the use of online interaction tools can increase TL use, can boost enjoyment, self-efficacy and willingness to communicate (WTC), and can decrease learner anxiety. In an experimental study involving Dutch learners of German (grade 9), we compare the effects of audio-, video-, and text-chat interaction on the quantity and quality of learners' TL use during online task interaction and subsequent oral F2F task performance. For this study, 44 students were randomly assigned to three preparation conditions: audio-, video, and text-chat, in which they performed four 20' online tasks in pairs over a period of four weeks. Pre-tests (vocabulary size; experience with digital tools; ratings of WTC, self-efficacy, anxiety, enjoyment; intro/extraversion) and post-tests (paired oral F2F task; ratings of WTC, self-efficacy, anxiety, enjoyment) were conducted. Results from this study will be presented and ensuing implications will be discussed.

room 1 10.35-11.05

Improvisational Drama Techniques: An Affective Foundation for Stimulating Spoken Interaction

Kristina Goodnight, Rick de Graaff, & Catherine van Beuningen (HU University of Applied Sciences)

When a foreign language (FL) teacher announces to her class that it is time to do a speaking activity, learners often want to crawl under their desks (or turn off their cameras and microphones). Yet perhaps a bit of hiding is exactly what the learner needs. Improvisational drama techniques (IDTs), such as role-plays and other theatre games, allow learners to hide behind the safety of a character mask while they practice using the language—and possibly even have some fun. Studies from six continents in FL classrooms ranging from kindergarten to university have shown that such techniques can foster affective responses conducive to spoken interaction, such as decreased anxiety (Atas, 2015), motivation (Ntelioglu, 2012), group bonding (Reed & Seong, 2013) and creativity (Even, 2011). The presenter will share both a theoretical foundation for IDTs as tools to create the positive affective conditions that can in turn stimulate willingness to communicate (MacIntyre et al., 1998), as well as her experiences as a researcher and teacher educator that have shown that time and again even reluctant FL speakers or those who profess not to be 'drama people' can find their voices as space travellers or eccentric hotel guests, and eventually, as themselves.

References

Atas, M. (2015). The Reduction of speaking anxiety in EFL learners through drama techniques. *Procedia-Social and Behavioral Sciences*, 176, 961-969, doi: 10.1016/j.sbspro.2015.01.565

Even, S. (2011). Drama grammar: Towards a performative postmethod pedagogy. *Language Learning Journal* 39/3, 299-312, doi: [10.1080/09571736.2010.543287](https://doi.org/10.1080/09571736.2010.543287)

Ntelioglou, B.Y. (2012). Insights from a drama-EAL classroom. In J. Winston (Ed.), *Second language learning through drama*. Oxon: Routledge.

MacIntyre, P., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562. doi: [10.1111/j.1540-4781.1998.tb05543.x](https://doi.org/10.1111/j.1540-4781.1998.tb05543.x)

Reed, J., & Seong, M. H. (2013). Suggestions for an Effective Drama-Based EFL Course at a Korean University. *Journal of Pan-Pacific Association of Applied Linguistics*, 17(2), 91-106.

room 1 11.10-11.40

Teaching English to primary-school children with developmental language disorder

Elena Tribushinina (Utrecht University) & Joyce Meuwissen (Royal Kentalis)

Second language (L2) acquisition scholarship lacks insights into how children with developmental language disorder (DLD) learn L2 in a school context. Based on indirectly relevant evidence, we predict that children with DLD will benefit from a metalinguistic teaching approach, making similarities between L1 and L2 explicit. This prediction is tested in a longitudinal intervention study.

Seventy-one children with DLD were recruited from two special primary schools in the Netherlands (Grade 5–7). A subset of the participants followed their regular English lessons (control group, N=34). The remaining participants participated in an intervention explicitly targeting similarities/differences between L1 Dutch and L2 English, in both vocabulary and grammar (intervention group, N=37). The participants were tested twice: at the beginning of the school-year (prior to intervention) and halfway through the school-year (after 15 weeks of intervention). The tests included a Receptive Vocabulary Task and a Grammaticality Judgment Task.

There were no differences between groups at pre-test. However, the intervention group revealed significant development between Time 1 and Time 2 (on both tasks), and the control group did not. Interestingly, the intervention group showed improvement not only on the words and sentences targeted in the intervention, but also on non-treated cognates and grammatical constructions.

room 1 11.55-12.25

From Dutch to French tenses: a translation corpus study with advanced learners

David J.E. Bremmers & Bert Le Bruyn (Uil-OTS, Universiteit Utrecht)

There's an ongoing debate on L1 influence in the L2 acquisition of tense/aspect (see Domínguez et al. 2017). Up till now, English and Spanish have dominated as L1s and L2s. We turn to L2 French by learners with L1 Dutch. French shares the Perfective/Imperfective distinction with Spanish but realises it with the opposition between a complex (Passé Composé) and a simplex (Imparfait) tense. Dutch also has a complex/simplex tense opposition for reference to past events but expresses a different distinction with it than French (van der Klis et al. 2020).

We constructed an L2 translation corpus consisting of translations of the same narrative text by 15 advanced learners of French. The corpus was further enriched with the transcriptions of language related episodes (LREs, Swain & Lapkin 1998) from the pairwise discussions the learners had about their translations. Accuracy was evaluated based on the translations of two bilinguals.

Results reveal individual variation, but overall, the Imparfait was overused in contexts where Dutch uses a simplex tense and French requires a Passé Composé. The contrast with the bilinguals shows that this is not a mere translation effect. LREs confirm the role of L1 influence and the learners' struggle with the Passé Composé/Imparfait.

PRESENTATIONS 5 – 8: More practice than research

room 2 09.50-10.20

***Hama?* Reduced pronunciations in a second language obstruct at least bottom-up processing in high-school students' comprehension**

Karin Wanrooij (Utrecht University) & Maartje Raijmakers (Free University)

When speaking naturally, native speakers shorten and merge words. For instance, German native speakers may say “*hama*” for “*haben wir*” (‘have we’). Such reductions challenge second-language learners (e.g., Dutch learners of German), who often do not recognize or mis-recognize words (e.g., *Hammer* ‘hammer’). We examined to what extent reductions are problematic for adolescent learners of a second language, after four years of high-school training; and whether the problems can be related to inadequate bottom-up and top-down processing.

For this, 39 Dutch and 38 German adolescents heard either reduced or unreduced German phrases (phrase-intelligibility-task) and words (lexical decision), representing well-known vocabulary. Learners presented with reduced speech had dramatically lower accuracies (both tasks) and intelligibility judgments, and made more errors of several types (phrase-intelligibility-task). The results indicate that (1) Reduced pronunciations in a second language still impair high-school students' perception near the end of high-school training; (2) This seems due to at least inadequate bottom-up processing of acoustic-phonetic cues; (3) Experience with natural speech varying in reductions is key for strengthening linguistic representations (theory) and improving comprehension of real-life speech (practice). Outcomes will be discussed in the context of practices in classrooms, as observed in a concurrent, nation-wide questionnaire among Dutch teachers of German.

room 2 10.35-11.05

From theory into practice: comprehensive grammar exercises based on input processing theory

Titia Boers & Chrissy Hosea (VUNT2 Amsterdam)

Most grammar training offered as part of a second language learning programme is based upon traditional methods of explanation and application of grammar rules: the activities are output-based. However, the efficacy of this method is doubtful, especially for adults with little experience in formal language learning.

As an alternative, Van Patten proposed ‘structured input activities’ based on his ‘input processing theory’. He inspired Van de Craats to develop ‘smalle context’ exercises. With these principles as starting point, we have now designed a complete grammar learning programme for students of level A0 to B1 (CEFR). It comprises exercises that all start with listening, aimed at noticing a specific grammatical form or structure. In this way we try to maximize the intake of these structures. In the presentation we will demonstrate these exercises.

room 2 11.10-11.40

Tools for corpus analysis to promote natural-sounding language use in second language acquisition

Nadia Wijers (Leiden University)

Nowadays, there is still too much credence given to the unlimited creativity in language. Even in language education it is often assumed that language learners could form correct, natural-sounding sentences with the single words they have learnt. However, there is evidence that these utterances are not always in line with what native speakers consider correct and natural language use.

One insight that methodologies of language learning can gain from corpus linguistics is that native speakers show only a limited amount of creativity when forming utterances. In fact, analyses of large databases have shown that native speakers' language contains a significant number of repetitions, collocations and "preferred ways of saying", to use Michael Lewis' expression. It is therefore of great importance for language learners to be able to observe what is sanctioned by native speakers. Sketch Engine, an online collection of corpora and tools for corpus analysis, offers such opportunities.

This presentation will present Sketch Engine (a platform to which Leiden University and other Dutch universities have free access) and show how it can be used effectively for language learning. A number of useful functions will be demonstrated and the benefits for both teachers and language learners will be briefly discussed.

room 2 11.55-12.25

Student Ludens - Physical Activity in L2 Education

Marieke van Brandwijk (Nederlands als tweede taal en meertaligheid/UvA; Dutch Studies/Leiden University) & Liesbet Winkelmolen (Dutch Studies/Leiden University)

1-2-3-step forward! buigen – boog – ik heb gebogen

1-2-3-knees high! ik stóp het in de doos en dan zít het in de doos

1-2-3-push up! na 'omdat' gaat de persoonsvorm naar het eind

Physical activity benefits L2-learning when they are simultaneous (e.g., Liu et al. 2017; Schmidt-Kassow et al., 2010), and for our intermediate students Dutch Studies, we explored how we could introduce more physical exercise in the language classes. What does research teach us and how can we help our students benefit from the outcomes? How can we translate these outcomes into significant and meaningful exercises without giving the students the impression that they have ended up in an aerobics class?

In our presentation we will go into these questions and also give some examples of exercises we developed. To practice what we preach, our presentation will be an activating one. So, do your brain a favor and come and enjoy not only our presentation, but also the many positive effects that come from being active in the classroom.

Liu, F., Sulpizio, S., Kornpetpanee, S., Job, R. (2017). It takes biking to learn: Physical activity improves learning a second language. *PLoS ONE* 12(5): e0177624.

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