Book of Abstracts

Lexical Studies Research Network Conferences
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Kazumi Aizawa (Tokyo Denki University)
Mind the gaps: Modals and quasi-modals

The purpose of this study is (1) to analyze the way of introducing modals and quasi-modals in grammar-based reference books published in Japan, and (2) to investigate how accurately university students can use them in different contexts. The modals (must, can, will) and their counterpart quasi-modals (have to, be able to, be going to) were focused upon in this study. The results showed that reference books tend to overgeneralize the different usage of modals and quasi-modals. This finding may help to explain why learners cannot distinguish them precisely. There appears to be a trade-off between retention of (quasi-) modals and understanding them accurately and precisely.

Stephen Cutler (Cardiff University PGR)
At the risk of (not) repeating myself: Investigating the memorisation of multiword utterances by Japanese Speakers of English

The memorisation of multiword utterances by language learners has potential communicative benefits in specific performance situations and also possibly for learning language more generally. However, the usefulness of such memorisation is likely to depend on the type and selection of the utterances to be memorised and the potential for flexibility in their use. This presentation reports on a replication of a study by Wray and Fitzgerald (Fitzgerald & Wray, 2006; Wray & Fitzgerald, 2008, 2009) which investigated the memorisation of nativelike model utterances by L2 learners and their subsequent use in practice and real performances. The study looks at individual differences between participants in the closeness of the performance utterances to the target utterances and in their propensity to use them. It also investigates the number and nature of deviations which occurred and the extent to which these deviations are 'nativelike' or not. A particular hypothesis from the original study, further explored here, is that the proportion of non-nativelike deviations may be related to over-optimistic risk-taking as well as poor attention focus and lower proficiency.

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Fourteen adult Japanese speakers of English were recruited and identified messages that they wanted to convey in a subsequent conversations with a native English speaker that they had (initially) not met before. Participant are to undertake two or three conversation cycles each with around 10-14 nativelike model utterances to be memorised and used per cycle. The study is currently on-going with some cycles still to be completed. The presentation will therefore report on the set-up of the study, the main differences with the original and some initial observations from the data collected so far.

Fitzpatrick, T. & A. Wray (2006). Breaking up is not so hard to do: individual differences in L2 memorisation. *Canadian Modern Language Review 63* (1), 35–57

Wray, A. and Fitzpatrick, T. (2008). Why can't you just leave it alone? Deviations from memorised language as a guide to nativelike competence. In Meunier, F. & Granger, S. (Eds.) *Phraseology in language learning and teaching* (pp.123-148), Amsterdam: John Benjamins

Wray, A. and Fitzpatrick, T. (2009). Pushing learners to the extreme: the artificial use of pre-fabricated material in conversation, *Innovations in Language Learning and Teaching,* 1, 1-15

Mike Green (Cardiff University PGR)
The effect of assonance on the recall and retention of formulaic sequences

This presentation will describe an approximate replication of a study on the mnemonic effect of phonological patterns in collocations and compound noun phrases. The original study compared EFL students' recall of assonating and non-assonating items after a dictation activity. I will describe the original study, the results of the replication study and its limitations. Future directions will also be explored.

Christopher J Hall (York St John University)
The lemma as lexical hub: Parasitic connections in the multilingual lexicon

In this presentation I review evidence for the Parasitic Model of lexical development, a conceptual framework for understanding the cognitive processes and representations involved in the earliest stages of word learning in a second or subsequent language (cf. Hall, 2002; Sills & Hall, 2005; Hall *et al*. 2009; Hall & Reyes, 2009; Ecke, 2014). In the model, the grammatical frame (or "lemma") level of lexical knowledge plays a key role, as the default 'hub' around which learning (and loss) typically pivot. I present evidence from the analysis of written L2 production, patterns of inter-generational loss, and grammaticality judgement tests in L2 and L3 learning. I consider also the role of cognate forms, typological proximity, and proficiency level. I conclude with some remarks about teaching implications and ontological challenges.

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Ecke, P. (2014). Parasitic vocabulary acquisition, cross-linguistic influence, and lexical retrieval in multilinguals. *Bilingualism: Language and Cognition*, first view. doi:10.1017/S1366728913000722.

Hall, C. J. (2002). The automatic cognate form assumption: Evidence for the Parasitic Model of vocabulary development. *International Review of Applied Linguistics*, 40, 69-87.

Hall, C. J., Newbrand, D., Ecke, P., Sperr. U., Marchand, V. & Hayes, L. (2009). Learners' implicit assumptions about syntactic frames in new L3 words: The role of cognates, typological proximity and L2 status. *Language Learning*, 59, 1, 153-202.

Hall, C. J. & Reyes, A. (2009). Cross-linguistic influence in L2 verb frames: the effects of word familiarity and language proficiency. In Benati, A. & Roehr, K. (Ed.), *Issues in second language proficiency* (pp. 24-44). London: Continuum.

Sills, R. & Hall, C. J. (2005). Cambios léxicos en el véneto: una perspectiva psicolingüística. *Lingüística Mexicana*, II, 2, 277-293.

Aran Jones (SSiW CEO)
SaySomethingin(Welsh)

SaySomethingin is an audio-based learning approach which focuses principally on spoken production. It aims to build early confidence in speaking by prompting the learner to combine words in different ways, which appears to increase sensitivity to some important early collocations. The method makes use of an extensive pattern of spaced repetition in an attempt to drive early formation of longer term memory.

Aran will give a brief overview of some key points of the method and some anecdotal responses from learners, and look quickly at some possibilities and some challenges for the future.

Tadamitsu Kamimoto (Kumamoto Gakuen University)
Title: EFL vocabulary development: What would happen to words once learned?

There has been growing research on L2 vocabulary acquisition but there is scant research on lexical attrition. Researchers have accumulated knowledge on acquisition, but how much do we know about forgetting? Vocabulary development consists of processes of gain and loss. There is a two-month summer holiday between two terms in Japanese university academic calendar. During the period, students of English have no contact with English. What is going to happen to words they have learned when students come back on campus? To learn about forgetting should help students learn better. Research questions are: (1) How much vocabulary do students retain after 2-month no contact with English? (2) What is relationship between vocabulary gain and loss in an EFL situation? Does it support the regression hypothesis – the process of language loss is a mirror-image of the process of language acquisition (cf. de Bot and Weltens, 1991)?

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During the first term of 15 weeks, students were instructed to learn 1,000 words of level 5 of a total of 12 levels with a CALL programme (it may seem extremely demanding, but as shown below, an average of 60% of them were known already in April). The CALL task is made up of five drills such as multiple-choice questions and a matching exercise. A vocabulary test of 60 items was constructed and given three times to measure vocabulary development as a pre-test in April, as an immediate post-test in July, and as a delayed post-test in September. Some students failed to take all the three tests. Their data were removed from the following analyses. In the end, the data of 25 students were analysed.

Results showed that means of participants' vocabulary increased from 59.18% in April to 74.80% in July and decreased to 72.28% in September. A difference between July and September was not statistically significant. A within-subject analysis showed a correlation of -.698 between gain and loss, implying that students had a marked inclination to lose what they gained. A within-item analysis showed a correlation of -.351 between gain and loss, implying that items that have been gained are not necessarily forgotten. Further analyses of 8 higher- and 8 lower-proficient students showed that the higher group successfully retained what it had gained in July, but the lower group lost some of gain.

Overall high retention after 2-month summer was rather surprising but it should be noted that there was variation among students. A partial written production exercise in the CALL programme may be a large part of the reason, helping students process words deeply and perform better on a written receptive test. The study also presented evidence supporting the regression hypothesis for the subjects, but not for the items, indicating that there is a clear need for much further work on EFL lexical attrition. Vocabulary acquisition and attrition research should benefit each other.

Kimberly Klassen (Cardiff University PGR)
Do proper nouns affect L2 reading comprehension?

This presentation centers on a 'puzzle' that I hope can be unraveled during the discussion. The puzzle concerns difficulties that L2 readers sometimes have with proper names. I will briefly recap two completed experiments, along with three mini investigations done this year. I will then present several possible ways to move forward for discussion.

Michael McCarthy (University of Nottingham)
Collocation and the learner: wading into the depths

In this talk, I use evidence from the error-coded segment of the Cambridge Learner Corpus to examine three persistent problem areas under the general heading of collocation: (1) delexical verb collocations (verbs such as make, take, get and their nominal complements), where progress in depth of knowledge can be observed among learners at the different levels of the CEFR, but where interesting problems remain, even at the highest levels (2) binomial ordering, where problems with the ordering of fixed binomial expressions (e.g. safe and sound, peace and quiet) persist among learners at the various levels of the CEFR (3) tautological collocations, where (near-)synonymous words are collocated in unexpected ways (e.g. a stench smell, urban cities), which also persist at the higher levels. I discuss possible approaches to these different issues in teaching.

Paul Meara (Cardiff University)
Lexical Choices: an Exploration of Aizawa's Problem
This paper describes some of my recent work on minimal vocabulary tests. Specifically it describes a test of Lexical Originality – the unique lexical choices that people make when they use words.
The paper decribes some of the thinking that went into developing a simple test for Originality and some of the issues that this test format raises.
The wider context of this paper is a set of questions posed by Aizawa:
Where do good ideas for research come from?
How do you avoid doing things that are obvious?
How do you develop innovative ideas and methods for research?

The paper is designed to stimulate a discussion around these wider questions.

Paul Meara (Cardiff University)
The Other Vocabulary Research: Life without Nation

Most bibliometric studies of vocabulary research suggest that the field is dominated by a very large, homogeneous cluster of people whose central reference point is Paul Nation. However, these analyses don't pick up on a substantial body of research which does not cite Nation's work. This work is theoretically much more eclectic than the mainstream research we usually cite and talk about, and it tends to have a rather different set of priorities from those of mainstream research.

This paper tries to explore this "underground" research by presenting a standard bibliometric analysis of a set of papers that do NOT include Nation in their citations. The resulting maps present a surprisingly different view of vocabulary research.

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John P. Racine (Cardiff University PGR)
Procedural Priming in Second Language Word Association

To determine the effects of priming on word association (WA) responses two studies were performed. These were designed to examine the influence of cue order and prior tasks on WA responses in English as both a first and second language. The purpose of these studies was to determine whether, and to what extent, participants continue to respond in accordance with their individual response profiles despite priming manipulations. Broadly, the results of both studies showed that tasks undertaken by respondents immediately preceding WA trials, and the order in which cues are presented, do have significant effects on response patterns. Results are discussed in terms of second language proficiency and response profile strength. Methodological issues are examined and future research is proposed.

Catherine Richards (Swansea University PGR)
The devil in the detail: the significance of text type in specialised corpora

In our quest to better understand the language used by professionals, and thanks in the main to the availability of user-friendly corpus software, it has never been more straightforward to build and analyse specialised, small-scale corpora. It is sometimes the case, however, that the text type used in domain-specific corpora is not always the most suitable for the research objective or indeed appropriate for the purposes to which the results of the analyses are then put. Two specialised corpora of comparable size from the field of radiography were built from different text types and a key word analysis ran which found some significant differences between the two. These differences suggest that however specialised, the category of 'domain' or 'field' can be too broad and that caution is advised when making claims about the generalisability or even the usefulness of the data without consideration also being paid to text type.

Matthew Rooks (Cardiff University PGR)
Self-directed lexical development strategies: Facilitating efficient student learning

Self-directed learning is an important aspect of lexical development, and learners can often benefit from learning how to identify effective strategies that suit their individual learning styles. This presentation will provide a brief overview of how the fields of autonomous learning and vocabulary acquisition intersect, and discuss results of a study that investigated the effects of autonomous vocabulary logs on lexical development over the course of a 15-week semester. An analysis of collected data indicates some potential emerging patterns, which may suggest that increasing student autonomy in regards to vocabulary learning may result in more efficient lexical development. Further analysis reveals that specific types of strategies used by the study's participants had less of an effect on increased vocabulary gains than the number of different strategies used and or adapted throughout the study. These findings can potentially shed some light on how strategies can be effectively taught by teachers to give language learners a better chance of discovering strategies that fit their individual learning styles.

Per Snoder (Stockholm University PGR)
Teaching Collocation. Report from a pilot study

This presentation will report a pilot study recently conducted in two secondary schools in Stockholm, Sweden. The aim of the pilot study was to test all the components of my quasi-experimental study comparing two different ways of teaching collocation to intermediate learners of L2 English. This mixed-methods study had a pretest-treatment-posttest design. The treatment phases stretched over five lessons during which the two groups were taught the same content – three texts with 35 English verb-noun collocations – in two different conditions. In the experimental group, the participants processed the target items intentionally and explicitly, which meant that the term *collocation* was defined and put to extensive use. In contrast, in the comparison group the texts were processed with an exclusive focus on meaning and production, thus with an incidental and implicit approach to the target items. Great care was taken to make the two conditions as comparable as possible, apart from the instructional approach taken. Statistical analyses will be used to compare the scores on the posttests for the two conditions. For the qualitative part, two types of verbal commentaries were utilized to probe mnemonic processes. Think-aloud protocols did not yield any useful data, but stimulated recall proved to offer insights into these participants' mental lives.

Jeff Stewart (Cardiff University PGR)
A multiple-choice test of "Active Recall" vocabulary knowledge

Paper-based vocabulary tests employed in second language acquisition such as the Vocabulary Levels Test and Vocabulary Size Test frequently employ multiple-choice and fixed-option item formats, resulting in tests of passive recognition that test learner's ability to make a form-meaning link when presented with options. In contrast, tests of active recall vocabulary knowledge, in which learners recall L2 word form without fixed options to choose from, are rarer due to the difficulty involved in hand-marking answers. This presentation will overview a new multiple-choice format test of active recall knowledge, in which learners confirm their knowledge of an English word by selecting its first letter. As there are 25 possible options, odds of guessing the correct answer by chance are reduced to 0.04. Findings of the study include that word difficulty estimates and scores are highly correlated to those of conventional, full-word active recall tests (>0.90), and that test reliability is higher on a form using the proposed format than on that of a receptive test of the same words.

Naoki Sugino (Ritsumeikan University), **Simon Fraser** (Hiroshima University), Noriko Aotani (Tokai Gakuen University), Kojiro Shojima (National Centre for University Entrance Examinations), Yuya Koga (Waseda University)
Visual representation of asymmetries in word association responses by Japanese EFL learners

With the aim of contributing towards an understanding of the network properties of learners' lexical knowledge, this study employs *Gephi* to visualise interrelatedness among basic English words in the lexicon. Using the Edinburgh Associative Thesaurus (EAT) as a source, a set of five candidate associates was selected for each of thirty verbs considered to be sufficiently familiar to Japanese EFL learners; for the most frequently associated word in each set, another set of candidate associates was chosen, including the verbs in the first set. *Gephi* provided a network representation of these words on the basis of their frequencies in the EAT, and could depict (a)symmetries between each verb and its most frequently associated candidates. A two-part word association test (verbs in Part 1; their most frequent associates in Part 2) was administered to 31 EFL learners, one English-Japanese bilingual, and one native speaker of English. Participants were instructed to judge the strength of relatedness of the target word with each of the candidate associates using a 5-point Likert scale. The resulting network structures were compared with the network representation based on the frequencies in the EAT. The findings of the study will be discussed focusing on the types of associations, (a)symmetries between the target verbs and their associates, and other features of the overall network structures. The presentation will conclude with a discussion of the limitations pertaining to the elicitation procedures.

Peter Thwaites (Cardiff University, PGR)
What's behind "collocational" responses in Word Association Tests?

Researchers using a word association test (WAT) paradigm have long used a "syntagmatic", or position-based, category to group WAT responses, and support for this category is both intuitively logical and supported by various sources of data. However, recent studies suggest that there is little correlation between this type of WAT response and corpus-based collocation data. So what type of word knowledge are respondents drawing on when they produce this type of response? In this seminar, I will review evidence both for and against the hypothesis (cf. Mollin, 2009) that respondents use *only* semantic knowledge when producing WAT responses, before suggesting some possible ways forward.

Hongshan Zuo (Sichuan University)

Facilitating L2 Learners' Retention of Formulaic Sequences through the Use of Electronic Glosses -- A Study based on a Computerized Reading Task

Formulaic sequences abound in both spoken and written English, yet they are particularly thorny in second language learning process. A major reason contributing to the difficulty is second language learners' ignorance of the holistic nature of formulaic sequences. Based on a computerized reading task, the present study probes into the effects of using electronic glosses in Chinese EFL learners' acquisition of formulaic sequences, examining the roles that input enhancement, test announcement and task type might play on the noticing and acquisition of these sequences. Results show that input enhancement could effectively draw the learners' attention to the target formulaic sequences and was conducive to learning of these sequences. The subjects who were forewarned of an upcoming test of formulaic sequences not only noticed significantly more target formulaic sequences than those subjects who were not forewarned of the test, but also outperformed in the acquisition of the target formulaic sequences. Finally, compared with the subjects who undertook True / False reading comprehension tasks, the subjects who completed translation tasks noticed significantly more target formulaic sequences and scored significantly higher in the test of formulaic sequences.
Key Words: formulaic sequences; electronic glosses; input enhancement; test announcement; task type