

Université
de Montréal
et du monde.

Faculté des sciences
de l'éducation

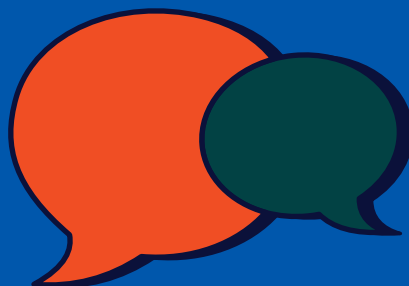
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SLRF 2026



Language teachers and researchers without borders

**1-4 octobre, Université de Montréal
Montréal, Canada**

We are proud to present the SLRF 2026 individual presentation abstracts! Abstracts are presented in English or French, following the authors' choice of language at the time of submission.

This document contains hyperlinks. Clicking on the title of a presentation on the schedule will take you to the abstract for that presentation. To return to the schedule, click the box containing the date and time of day. If you have allowed external hyperlinks on your PDF reader, you can click on the SLRF 2026 logo anywhere in this document to go to the most recent version of the schedule on our website.

Nous sommes fiers de vous présenter les résumés des présentations individuelles du SLRF 2026 ! Les résumés sont présentés en anglais ou en français, selon la langue choisie par les auteurs au moment de la soumission.

Ce document contient des liens hypertextes. En cliquant sur le titre d'une présentation figurant dans le programme, vous accéderez au résumé de cette présentation. Pour revenir au programme, cliquez sur la case indiquant la date et l'heure. Si vous avez autorisé les liens hypertextes externes dans votre lecteur de PDF, vous pouvez cliquer sur le logo SLRF 2026 n'importe où dans ce document pour accéder à la version la plus récente du programme sur notre site web.

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Conference overview

Subject to change – refer to our website for the most recent schedule

Thursday, Oct 1

- 1 p.m. – 5 p.m. – Registration (Pavillon Jean-Brillant, 3200 Jean-Brillant Street)
- 3 p.m. – 7 p.m. – Pre-conference workshops for graduate students
- 7 p.m. – 9 p.m. – Early career researchers / graduate student mixer

Friday, Oct 2

- 8 a.m. – 5:00 p.m. – Registration
- 9:00 a.m. – 11:30 a.m. – Presentations
- 11:30 a.m. – 1:00 p.m. – Lunch and poster session 1
- 1:00 p.m. – 2:40 p.m. – Presentations, colloquium 1 and teacher workshop 1
- 2:40 p.m. – 3:10 p.m. – Coffee break
- 3:10 p.m. – 4:50 p.m. – Presentations and colloquium 2
- 5:00 p.m. – 6:15 p.m. – Opening remarks and plenary 1 (Luke Plonsky)
- 6:15 p.m. – 8:15 p.m. – Welcome reception

Saturday, Oct 3

- 8:00 a.m. – 5:30 p.m. – Registration
- 9:00 a.m. – 10:00 a.m. – Plenary 2 (Sunny Man Chu Lau)
- 10:00 a.m. – 10:30 a.m. – Coffee break
- 10:30 a.m. – 12:10 p.m. – Presentations, colloquium 3 and teacher workshop 2
- 12:10 p.m. – 1:40 p.m. – Lunch and poster session 2
- 1:40 p.m. – 3:55 p.m. – Presentations and colloquium 4
- 3:55 p.m. – 4:25 p.m. – Coffee break
- 4:25 p.m. – 6:05 p.m. – Presentations and teacher workshop 3
- 6:10 p.m. – 7:30 p.m. – Social activity – Walking tour of Mount Royal

Sunday, Oct 4

- 8:00 a.m. – 10:30 a.m. – Registration
- 9:00 a.m. – 11:15 a.m. – Presentations, colloquium 5, teacher workshop 4
- 11:15 a.m. – 11:45 a.m. – Coffee break
- 11:45 a.m. – 1:00 p.m. – Plenary 3 (Yuichi Suzuki) and conference closing
- 1:10 p.m. – 4:15 p.m. – Social activity – Walking tour of the old port

Aperçu de la conférence

Sous réserve de modifications – veuillez consulter notre site web pour connaître le programme le plus récent

Jeudi 1er octobre

13 h – 17 h - Inscriptions (Pavillon Jean-Brillant, 3200 rue Jean-Brillant)

15 h – 19 h - Ateliers pré-conférence pour les étudiants de troisième cycle

19 h – 21 h - Événement social - Rencontre de réseautage pour les jeunes professionnels et étudiants

Vendredi 2 octobre

8 h – 17 h – Inscriptions

9 h – 11 h 30 – Présentations

11 h 30 – 13 h – Dîner et session d'affiches n° 1

13 h – 14 h 40 – Exposés, colloque n° 1 et atelier destiné aux enseignants n° 1

14 h 40 – 15 h 10 – Pause-café

15 h 10 – 16 h 50 – Présentations et colloque n° 2

17 h 00 – 18 h 15 – Discours d'ouverture et séance plénière n° 1 (Luke Plonsky)

18 h 15 – 20 h 15 – Réception de bienvenue

Samedi 3 octobre

8 h 00 – 17 h 30 – Inscriptions

9 h 00 – 10 h 00 – Séance plénière 2 (Sunny Man Chu Lau)

10 h 00 – 10 h 30 – Pause-café

10 h 30 – 12 h 10 – Présentations, colloque n° 3 et atelier destiné aux enseignants n° 2

12 h 10 – 13 h 40 – Déjeuner et session d'affiches n° 2

13 h 40 – 15 h 55 – Présentations et colloque n° 4

15 h 55 – 16 h 25 – Pause-café

16 h 25 – 18 h 05 – Présentations et atelier destiné aux enseignants n° 3

18 h 10 – 19 h 30 – Événement social – Visite guidée à pied du Mont-Royal

Dimanche 4 octobre

8 h 00 – 10 h 30 – Inscriptions

9 h 00 – 11 h 15 – Présentations, colloque n° 5 et atelier destiné aux enseignants n° 4

11 h 15 – 11 h 45 – Pause-café

11 h 45 – 13 h 00 – Séance plénière n° 3 (Yuichi Suzuki) et clôture du congrès

13 h 10 – 16 h 15 – Événement social – Visite guidée à pied du Vieux-Port

Strands Thèmes

Instructed SLA
Acquisition guidée de la L2

L2 teacher development
Développement professionnel des enseignants L2

Bilingualism / multilingualism
Bilinguisme / multilinguisme

L2 literacy
Littératie en L2

Heritage language acquisition
Acquisition de la langue d'héritage

L2 assessment
Évaluation de la L2

Technology in SLA
Technologies en ALS

Formal approaches
Approches formelles

Psycholinguistic approaches
Approches psycholinguistiques

Usage-based approaches
Approches basées sur l'usage

Corpus linguistics
linguistique de corpus

Cognitive approaches
Approches cognitives

Individual differences
Différences individuelles

Contexts of learning
Contextes d'apprentissage

Sociocultural approaches
Approches socioculturelles

L2 culture and socialization
L2 culture et socialisation

Friday, October 2 : Morning

Vendredi 2 octobre : matin

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	B-3345	B-3285	B-4295	Z-200	Z-205	Z-240	Z-260	Z-345	Z-350
9h00-9h30		Short-term study abroad and the acquisition of sociolinguistic competence in L2 French Kristen Kennedy Terry	L1 effects on categorical perception of L2 Mandarin tones across proficiency levels Pin-Yu Eric Chen, Isabelle Darcy and Ken de Jong	Do real words and nonwords measure the same constructs? A bifactor analysis of LexKO across L1 and L2 groups Ji-young Shin and Sunyoung Ahn	Island effects in L2 processing: Nominalized complements across English and Spanish Kevin James de Armas Buchhorsts	Music and the acquisition of L2 grammar Patti Spinner	"They had decided that I should stick to pouring tea": Role models and the anti-ought-to self Amy S. Thompson, Su Yon Yim, Sarah Mercer and Tammy Gregersen		Mapping L2 learner trajectories through vignette-based identity judgments Sophia A. Strietholt
9h35-10h05	Fundamentals of a Bayesian approach to mixed-effect modelling Christopher Nicklin	First results from a long-term project on L2 development in short-term immersion abroad Cristina Sanz and Alfonso Morales-Front	Construal and cross-linguistic priming in L2 English: A cognitive linguistics perspective Shanshan Duan	A large-scale analysis of the vocabulary knowledge of Chinese EFL learners Wanying Lu and Stuart Webb	Towards transformer-based a-maze distractor generation for L1 and L2 processing Kuangzi Li, Kevin James de Armas Buchhorsts, Song Zhou, Kristen Fleckenstein and Juliet Huynh	Teachers' attitudes and strategies for promoting Catalan in classroom and playground interaction Alba Ambrós-Pallarés and Llorenç Comajoan-Colomé	Dancing in chains: The dynamic evolution of the L2MSS among novice English teachers Luna Cui and Amy S. Thompson	A scoping review of task types in automated pronunciation assessment using ASR Carol Johnson, Heike Neumann and Lin Lu	Listening to the LLAMA?: Auditory monitoring while multitasking as a predictor of language analytic ability Guillermo Rodriguez
Break / Pause (20 minutes)									
10h25 - 10h55	Introducing the ADEMP framework in simulation studies: A case study of stepwise regression Akira Murakami	Evaluating L2 phonetic development in short-term study abroad contexts: An approximate replication of Nagle et al. (2016) Sarah Syamken, Alfonso Morales-Front and Cristina Sanz	Homophone priming in L1 Hmong and L1/L2 English: Evidence from eye tracking Zachary J. Peterson, Song Zhou, Thérèse Moua Jasperson and Juliet Huynh	Evaluating yes/no English vocabulary test data as predictors of L1-Arabic and L1-Chinese learner L2-word knowledge Geoffrey G. Pinchbeck, Mastoor Al-Kaboody, Jeffrey Stewart, Pawel Mander and Marc Brysbaert	Learning L2 idioms by reconnecting to their origins: It's in the way you do it Frank Boers and Xiaofei Wang	Little talkers: Active language use by multilingual children in Quebec Andrea Sander-Montant and Erin N. Quirk	Assessments by Spanish L2 and heritage learners in a short-term study abroad program featuring service-learning Cecilia Tocaimaza-Hatch	Fostering equitable postsecondary STEM education through plurilingual and technology-enhanced practices Umit Boz	From measurement contradictions to language classroom: Translating aptitude-treatment interaction research into practice Mireia Toda Cusi
11h00-11h30	In defense of underpowered studies in L2 research?: Insights from simulations Bronson Hui, Danni Zhang, Hyeran Ryu and Ekaterina Sudina	Yo diría "Lo siento mucho": Talking about apologies in study abroad Rachel Shively	Mode-dependent cross-linguistic influence in advanced L2: Dissociation across lexical, semantic, and conceptual levels Hiromi Noguchi and Yasunao Takano	Comparison of general and academic vocabulary sizes of advanced Spanish L2 learners at university level Inés Almendra Villalta Ramirez, Nausica Marcos Miguel and Pablo Robles García	Formats and implementations of language-focused exercise: Focus on verb complementation Alyssa Mengxue Li and Frank Boers	Early literacy trajectories in young EFL learners: results from a phonics-based intervention in primary school Karen Glaser and Anne Schrader	"It's too hard": L2 learners' ideologies of Arabic varieties after study abroad Esha S. Mukherjee	Exploring the potential of mixed-language input for language learning: A longitudinal experimental study Mandy Wigdorowitz, Chrysoula Vassiliu, Margreet Vogelzang and Ianthi Maria Tsimpli	When engagement becomes a grade: Instructor narratives on the assessment of participation in language classrooms César Enrique Hoyos Álvarez and Hasheem Hakeem

11h30-13h00

Lunch (on your own) / Dîner (non compris)
+ Poster session 1 / 1re session de présentations par affiches

Friday, October 2 : 11h30-13h00
Vendredi 2 octobre : 11h30-13h00

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Poster session 1 ■ 1^{re} Session de présentations par affiches

2nd floor
corridor
Corridor 2^e
étage
11h30-13h00

Measuring L2 fluency and complexity development in study abroad using L1 as a baseline Paula De Lucas Barquero	Diagonal mental timelines and second language experience Junya Fukuta, Masato Terai and Daisuke Abe	Cue weighting and contextual effects in the perceptual learning of breathy voiced stops Syed Sazzadul Alam and Stephen Winters	How do L2 writers synthesize discourse? Cognitive and behavioral insights So-Young Lim	The role of social network tie strength in L2 Spanish phonetic convergence during immersion Julia Alexandrakis and Alfonso Morales-Front	Brazilian Capoeiristas as teachers and language learners in the United States Natalie A. Harmon	Dynamic trajectories of CAF in Chinese EFL writing based on Dynamic Systems Theory: A cross-sectional analysis across educational levels Xindi Zhang and Yichang Chen
Causal expression in academic English writing among L1 and L2 writers Song Zhou	Assessing students with disabilities in English: Practices in integrated and special schools Jeongeun Choi	Tuning in to the effects of musicality on learning lexical tones in Thai Diya P. Goyal, L. Robert Slevc and Natasha Tokowicz	A revised sense-level resource and its application to second language research on phrasal verbs Minjung Seo, Eunsil Kim, SungHo Gong, Goeun Park, Seongmin Mun and Donghyun Kim	Heard but not helped: Listener reactions to accent- and appearance-based bias Gento Okawa, Cesar Teló, Ryuichi Suzuki, Lin Lu, Mary O'Brien and Pavel Trofimovich	Articulation rate as a signal for foreigner-directed speech use Rebecca Wheeler	From beliefs to classroom practice: How EFL teachers foster intercultural awareness Ivan Aparicio Sausedo
Lexically driven adaptation to an unfamiliar English r→l accent by L1 and L2 listeners Chalee J. Yates, Rachel Hayes-Harb and Shannon L. Barrios	Studying ChatGPT-supported writing processes: Interviews and interaction logs through an SRL lens Erpin Said	Bridging dialect gaps: Digital participation in Darija learning and maintenance Asia Gillette and Dongping Zheng	Exploring AI-assisted written corrective feedback for addressing cross-linguistic phenomena in L2 writing Yibin Huang and Jérémie Seror	A constructionist approach to teaching phrasal verbs through task-based L2 writing instruction Jihoon Pyo, YouJin Kim and Jiun Baek	Negotiating "good language teaching": An autoethnography of transnational language teacher identity across contexts Yi Li	

Friday, October 2 : Early afternoon

Vendredi 2 octobre : en début d'après-midi

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	B-2305	B-4225	B-3210	B-3202	B-4320	B-4340	A-2403	A-2407	A-2411	C-2090
13h00-13h30	Colloquium Colloque 13h00-14h30 <i>Affective, cognitive and linguistic variation and second language acquisition outcomes: Looking through the psycholinguistic lens</i> Organized by Organisé par Daphnée Simard (UQAM) With/avec: François Pichette Marie Nader Michael Zuniga	Scaling TBLT: Preliminary findings on learner performance and TA implementation in novice Spanish courses Claudia Fernandez	Fonds de connaissances de personnes immigrantes en processus d'alphabetisation et apprentissage du français hors-classe Carl Laberge	Exploring the use of AI-generated speech in the TOEFL Junior® standard test listening section Sanshiroh Ogawa, Ekaterina Sudina, Bronson Hui and Hong Jiao	Phrasal verb usage in Japanese EFL writing: A study of frequency, semantics, and polysemy Brian Strong, Mohammad Reza Montazeri and Elif Once-Buyukerol	Early versus late acquisition of object relative clauses in English: Effects of number mismatches Vera Yunxiao Xia and Lydia White	Input-seeking behavior in Second Language Acquisition: Conceptualization and measurement Michael Leeser, Mostafa Papi, Phil Hiver and Hitoshi Mikami	The acquisition of mood use with temporal adverbial conjunctions in L2 Spanish: A variationist analysis Nicholas M. Blaker	10 out of 10 beautiful perfect: Exploring the evaluative language and feedback in oral feedback Constance Yue	Atelier destiné aux enseignants 13h00-14h00 <i>L'IA au service de la rétroaction en classe de langue : quand, comment et jusqu'où l'utiliser?</i> Animé par Manel Zghidi Sylvain Miklohou (Atelier en français)
13h35-14h05		Formative assessment in TBLT: Comparing rubric use and linguistic features Nicole Ziegler, Meg Montee, Hoa Le and Lara Bryfonski	Les élèves réfugiés en immersion française au Canada : examiner les perspectives des enseignants Stephen Henry Davis	Can AI write for ESL classrooms? Evaluating Khanmigo's potential Shamini Umesh Shetye	To what extent do L1 speakers and L2 learners use derivatives in their writing? Yuhan Zhao	Prosodic sensitivity to the adverbial amelioration of that-trace effects in L2 English Kasumi Takahashi	Investigating students' beliefs about L2 listening comprehension difficulties: A mixed-methods study Lidia Gault	Visual input enhancement and the learning of probabilistic gender patterns in L2 Spanish Valerie Ann Lambert, Sara L. Zahler, Carlos Dominguez Diaz and Sarah Rowe	From written to multimodal feedback: Examining learner engagement with screencast corrective feedback Dante Darmawangsa and Pierre-Luc Paquet	
14h10-14h40		Développer un programme durable d'ELBT en classes d'accueil : Collaborative pathways to sustainable TBLT Caroline Payant and Rachelle Dutil	Adult immigrant learners' interest in communicative activities focused on a grammatical point Sara Zarepakravesh and Philippa Bell	Exploring generative AI in foreign language pronunciation instruction: Focus on secondary school teachers Que Anh Chung and Walcir Cardoso		Adjectival resultatives in English as a second language: An experimental approach Anahí Alba de la Fuente, Olga Borik, Noelia Burdeus-Domingo, Gema Chocano, Consuelo Pérez-Benítez, Silvia Sánchez Calderón and Ismael Teomiro		Explicit phonetic instruction and L2 Spanish VOT: evidence from English-speaking learners Juan J. Garrido-Pozú	Exploring dynamic group and individual task perceptions in a yearlong Chinese EFL TBLT Classroom Xinyi Guan and Koen Van Gorp	

14h40-15h10
Coffee break / Pause café (30 minutes)

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

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	B-2305	B-4225	B-3210	B-3202	B-4320	B-4340	A-2403	A-2407	A-2411
15h10-15h40	Colloquium Colloque 15h10-16h40 <i>Research with adult immigrants developing their print literacy skills: A focus on assessment</i> Organized by Organisé par Véronique Fortier (UQAM) & Suzie Beaulieu (Université Laval) With/avec: Fanny Forsberg Lundell	Feedback-seeking behavior in mobile-assisted pronunciation training: Individual differences, log data, and pronunciation outcomes Kevin Hirschi, Mostafa Papi and Jonás Fouz-González	Proficiency, experience, and dominance as predictors of code-switching grammaticality sensitivity in late L2 bilinguals Bryan Koronkiewicz and Riley VanMeter	How enjoyment drives motivated behavior: The mediating role of L2 grit in L2 Spanish learning Zhiyin Dong and Chao Han	Navigating communication breakdowns during peer interaction: The roles of L2 anxiety and L2 grit Caitlyn A. Pineault	Can high-variability phonetic training through text-to-speech improve L2 aural perception? Forcan Al-Shami and Walcir Cardoso	Becoming a language teacher: Student-teachers in a community-based EAL practicum Albert Maganaka	Navigating forced immersion: Social networks and second language acquisition among Ukrainian refugees learning Polish Michał B. Paradowski, Andrzej Jarynowski and Karolina Czopek	Exploring U.S. collegiate LOTE instructors' self-efficacy for teaching and assessing L2 writing Mathilde Garnier
15h45-16h15		Interaction-seeking behavior in second language learning Mostafa Papi, Masatoshi Sato and Monireh Norouzi	Pre-task planning, task-specific anxiety, and performance in L2 speaking tasks Shujing Zhao	Language learner retention in the "language crisis": A L2 French motivation analysis Magda Tigchelaar and Yuou Sheng	Crossing age, digital, and language borders: Older EFL adults navigating English on Duolingo Joanne Cheng	French without borders: Do multiple accents enhance L2 vocabulary learning and retention? Wynne Wong, Wei Zhou, Marjorie Chan, Thierno Diallo, Deborah Idowu and Matthew Wolfe	Multilingual pre-service teachers' development of professional agency through a translanguaging pedagogy framework Antoniya Encheva	Acquiring L3 Norwegian dialect in Polish migrant communities in Norway Witosław Awedyk and Kamil Malarski	Exploring the effects of collaborative writing on young EFL learners' writing performance in mainland China Lichun Lai
16h20-16h50		Everyday L2 use, anxiety and shame among international university students in Finland Malka Gotthilf	Task complexity, foreign language anxiety, and oral performance in Chinese as a foreign language Zhupeng Li	Student engagement and linguistically and culturally responsive instruction in university immersion courses Valia Spiliotopoulos	Addressing accuracy in lower proficiency learners' output: Insights from research and classroom practice Eva Kartchava, Diane Fraser and Yana Lysiak		Using L2 attrition research to inform language teaching: A roadmap and reflection Henry Aberle, Kelly Kendro and Ludan Yang		The impact of multimodal pre-task planning on beginning L2 Spanish learners' engagement Juan M. Rostrán Valle
17h00-18h15	B-2285 Plenary + opening remarks Séance plénière + discours d'ouverture Luke Plonsky Meta-science in L2 research: From ethics to impact and beyond								

Welcome reception / Réception de bienvenue

Saturday, October 3 : Morning

Samedi 3 octobre : matin

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	B-2325	B-2305	B-3205	B-3215	B-3225	B-3240	B-3245	B-3250	B-3255	B-3260	B-3265
9h00-10h00	B-2285 Plenary Séance plénière Sunny Man Chu Lau Disrupting institutional, language, and curricular boundaries: Reimagining practice through participatory action research										
	10h00-10h30 Coffee break / Pause café (30 minutes)										
10h30-11h00	Colloquium Colloque 10h30-12h00 What does it take to implement and sustain task-based language teaching? : Programmatic and curricular perspectives	Modeling L2 defendants' listening comprehension of Miranda warnings using elicited imitation data Scott Jarvis and Mary Bary	When lexical properties block gender: Evidence from reaction times and accuracy in native and non-native French Francois Pichette and Robin Couture-Matte	Semantic elaboration and second language vocabulary learning: A systematic review of research and citation patterns Joe Barcroft and Friederike Fichtner	Implicit L2 learning of Russian case morphology: Default forms and emerging structure Ekaterina Ausheva, Olesya Kisselev, Evgeny Dengub and Angelina Rubina	Language teacher education and language teacher self-efficacy: What have we learned? Michael Karas, Farahnaz Faez, Funda Ölmez Çağlar and Selçuk Emre Ergüt	Learning to rephrase: A conversation analytic case study in elementary French immersion Julianne Gerbrandt, Josée LeBouthillier, Florian Hameau and Melissa Dockrill	Plurilingual graduate students' agency in AI-assisted academic writing: A multiple-case study Anne-Marie Sénécal	Using text-to-speech to support plurilingual L2 tasks Evelise Rabassa and Walcir Cardoso	Languages in contact, words in motion: Transmodal French vocabulary development in Montréal's multilingual ecology Fanny Macé	Atelier destiné aux enseignant.es 10h30-11h30 Une démarche réflexive pour soutenir le jugement professionnel dans la conception et la validation de tâches d'évaluation en FLS Animé par Louis-David Bibeau Élisabeth Veilleux Narimane Wanis Omar Gamboa Gonzalez (Atelier en français)
	Organized by Organisé par: Lara Bryfonski (Georgetown University) With/avec: Matt Coss & Claudia Fernández	Sounding American: Accent influence on perceived citizenship status across students and law enforcement officers Rebecca Shaw Sullivan, Okim Kang and Audrin Dain Yi	Variable liaison in near-native French Bryan Donaldson and Ivy Shaw	Masked priming as a training tool in second language vocabulary acquisition Gabrielle Klassen, Ray Kaplan-Baird, Corey Davis, Chloe Skinfill, Alexandra Gottardo and John Schwieter	Classroom instruction of Russian case morphology: Usage-based perspective Ryder Myrick, Olesya Kisselev, Angelina Rubina and Ekaterina Ausheva	Constructing a professional self in the teaching philosophy statement Debra Friedman	Dynamicité de la volonté de communiquer en L2 et philosophie pour enfants en immersion française. Florian Hameau, Josée LeBouthillier, Julianne Gerbrandt and Melissa Dockrill	Trust and uptake in AI and human corrective feedback in L2 Hebrew Eihab Abu-Rabiah	Enhancing interaction in L2 classrooms with voice-activated conversational agents Roisin Dewart	Crossing linguistic, institutional and professional boundaries in heritage language teaching in Turkey Nevin Durmaz	
11h05 - 11h35	Qiaona Yu, Caitlyn Pineault, Meg Montee & Alison Mackey										
11h40-12h10	Laura Gurzynski-Weiss Caroline Payant, Rachelle Dutil, Jade Lecours, & Sacha Queval Hoa Le & Nicole Ziegler Melissa Baralt		Regional pragmatics in SLA: The acquisition of conventional expressions in Barcelona Spanish Kathleen Bardovi-Harlig, Llorenç Comajoan-Colomé and Sabrina Mossman	Do modality and frequency matter in predicting reading proficiency from vocabulary knowledge? A comparison of meaning recognition and meaning recall Pablo Robles García, Ji-young Shin, Jeffrey Stewart and Stuart McLean			Défis et opportunités dans l'apprentissage et l'enseignement des langues apparentées : le cas des langues latines Ana Sol Ospina Estrada and Anahi Alba de la Fuente			Competing paradigms in Japanese-English translanguaging in an ESL classroom Ayano Kawasaki	
	12h10-13h40 Lunch (on your own) / Dîner (non compris) + Poster session 2 / 2^e session de présentations par affiches										

Saturday, October 3 : 12h10-13h40
Samedi 3 octobre : 12h10-13h40

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Poster session 2 ■ 2^e Session de présentations par affiches

**2nd floor
corridor**

**Corridor 2^e
étage**

12h10-13h40

Représentations d'élèves de leurs compétences linguistiques après une séquence bi/plurilingue en français et en anglais	Effects of prior vocabulary knowledge and bilingual experience on incidental vocabulary learning through reading in Korean	L1 or L2? Testing cross-linguistic influence in L3 Mandarin stop production	Comparing classic implicit learning & statistical learning on natural language processing	Who belongs in the Spanish classroom? Racialized participation and investment in L2 learning	A behavioral profile analysis of the polysemous verb SEE	Expressing emotion in L2 Chinese: A corpus-based study of affective stance
Andrée-Anne Tremblay	Sayidmurod Abdurahmonov and Donghyun Kim	Yi Zhu	Cristian Rivera and Morten H. Christiansen	Cristina Gomez Sanchez and Candela Sevilla	Seoyeon Kim	Siobhan N. Leavy
Does modality matter? Comparing written and oral elicited imitation tests as language proficiency measures	Comparing repeated reading and reading-while-listening: Effects on ESL reading development	Language pairings in second language speech research: A large-scale machine learning-assisted review	L2 lexical learning trajectories under spoken and written input: Behavioral and N400 measures	Morpho-syntactic integration in L2 Korean: Eye-tracking the role of cue saliency in honorific processing	Social biases influence adult language learners' acquisition of pronunciation in a new language	Beyond acquisition: Linguistic labour and the hidden borders of academic English
Yusuke Kuroki and Aline Godfroid	Naoko Chiba and Ryan Miller	Yue Sheng and Yanhua Liu	Atsushi Miura and Shiro Ojima	Yejin Jung, Kathy Kim, Sunyoung Ahn and Hyeran Ryu	Anna Blum, Shannon L. Barrios and Rachel Hayes-Harb	Aya Ceilidh Halliday, Niah Althea Rolle, Jennifer Burton and Kim McDonough
Performance structure and learner persistence: A cross-group comparison of sports	Who speaks in a compliment? Pronoun choices and sequential stance patterns in English and Korean	Beyond immediate gains: A meta-analysis of AI-supported L2 learning and delayed posttest effects	AI chatbots as potential language partners: Interaction during real-world tasks	Pronunciation, AI and accentism: An examination of the landscape		
Christelle Grace Vignon	Jini Jung	Shinah Ryu and Mina Song	Yuko Nakanishi and Emirhan Yildizhan	Hasan Ibrahim and Walcir Cardoso		

Saturday, October 3 : Early afternoon

Samedi 3 octobre : en début d'après-midi

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	B-2325	B-2305	B-3205	B-3215	B-3225	B-3240	B-3245	B-3250	B-3255	B-3260
13h40-14h10	Round table Table ronde 13h40-15h55 <i>La francisation aux adultes au Québec: bâtir des ponts entre le terrain, la recherche et les décideurs</i> Organized by Organisé par: Gabriel Michaud (Université de Montréal) & Suzie Beaulieu (Université Laval)	The Pronunciation Research Accelerator: A big-team initiative in second language speech research Ryuichi Suzuki, Cesar Teló, Louis Gehrke, Sarah Schaech, Shelby Bruun, Amanda Huensch, Pavel Trofimovich and Charlie Nagle	Spacing task repetition for L2 fluency development: The role of repetition type and working memory John Rogers, Jueyu Lu and Di Zhu	A longitudinal investigation of L2 Italian fluency development in beginner learners Francesca G. Grixoni, AJ Holmberg and Yongzhi Miao	"This has made me more aware": Gender-just French language teaching and critical language awareness development Candice Guerbeau	The effects of reading goal and belief on multiple-text reading in L1 and L2 Yukie Horiba	Pragmatic awareness and production: Honorifics in L1-L2 Korean interactions Devon Renfroe	Word-level factors in the real-time comprehension of Spanish mood among heritage speakers: An eye-tracking study Jill Jegerski and Sara Fernández Cuenca	Enhancing EFL learners' argumentative genre and multimodal meaning-making through digital multimodal composing Rosa Esperanza Martínez Gonzalez, Yvette Coyle and Pedro Antonio Férrez Mora	Input-seeking behaviors for L2 listening: A qualitative study of international doctoral students in the U.S. Chaewon Noh
14h15-14h45		(How) do we justify what to replicate in SLA research? Kevin McManus and Abdullah Alghamdi	What's the T.E.A.? Task repetition, Enjoyment and Anxiety in different time conditions Christina D. Savvidis	Systematic but not sensitive: What rule reports reveal in L2 grammatical judgments Yu Tamura and Junya Fukuta	English for academic purposes learners' flow in a college classroom: A mixed-methods study of lesson design and flow structure Alireza Sobhanmanesh and Stephanie Arnott	French L1 and English L2 literacy development: Effects of an intensive L2 programme Philippa Bell	Exploring L2 Spanish pronunciation learning through the lens of the nativeness and intelligibility principles Leah Metzger	Meanings are not learned at the same rate: An eye-tracking study on L2 ambiguous words Ruirui Jia and Bronson Hui	Beyond monomodal writing in EAP classrooms: Teachers' and students' perceptions of digital multimodal composing Nan Yu	What do the networks reveal? Using Social Networks Analysis to expand language teacher research Martiniano Etchart
14h50-15h20		The prevalence of materials, data, and code sharing in published SLA research Amanda Huensch	Investigating the effects of task complexity and task sequencing on learners' interest and engagement Phil Hiver, Xiaofan Xu and Banban Li	To apply or not to apply: Does theory necessarily have implications for practice? Lydia White	Training preservice EFL teachers to recognize and value nontraditional English dialects Germán Zárate-Sáñez	L'évolution du rapport à la lecture dans le cadre d'un programme de lecture extensive Shanie Gaudet	Making sense of complexity: Examining a preservice teachers' learning in a language teacher preparation course Emily J. Kutz	Uncaptioned audiovisual input and second language learning: Evidence from a meta-analysis Dru Sutton and Stuart Webb	Crossing pragmatic boundaries through collaborative writing in advanced L2 French classrooms Tracy L. Heranic and Leslie Redmond	Humor employment of advanced L2 Chinese speakers in Chinese-mediated peer interactive environment Yang Liu
15h25-15h55		Blurring boundaries: Open scholarship for teacher-researcher collaboration in applied linguistics Laura Gurzynski-Weiss		Does "make sense" matter? The case of phrasal verbs Xiaofei Wang, Frank Boers and Liting Luo			Beyond the EFL classroom: How non-specialist teachers integrate English into French-medium instruction Julie Bouchard	From uneven beginnings to stabilization: The development of evaluative syntax in L2 narratives Hyunjoo Do	Breaking silos, building trust: A case study of cross-institutional dialogue in language teacher education Nuria Alonso García, Jaime Demperio, Sara Djamâa, Tracy Heranic, Martyna Kozłowska and Laura LaFrance	Students' engagement in African L2 classroom tasks: A mixed-methods study Oluwaseyi Grace Fasunhan

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

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	B-2325	B-2305	B-3205	B-3215	B-3225	B-3240	B-3245	B-3250	B-3265
15h55-16h25 Coffee break / Pause café (30 minutes)									
16h25-16h55	Validating the AI-Supported Self-Regulated Learning in Writing Strategies (AISRLWS) questionnaire: Operationalizing critical AI literacy in L2 academic writing Nga Nguyen and Joyce Lim	What do preservice teachers get out of a TBLT course? Profiles of learning outcomes Leila Ranta, Xavier Gutierrez, Gregorie Ogilvie and William Dunn	What do we know about L2 attrition? Reviewing 45 years of empirical human subjects research Kelly Kendro	Lexical access and speech fluency in L2 Spanish: an eye-tracking training study Maria Gabriela Puscama	Dynamics of peer interaction and L2 growth in Arabic study abroad: Longitudinal social network analysis Nicole Whitby, Piotr Bródka, Michal Czuba and Michal B. Paradowski	The current state of digital reading in second language research: A systematic review Dayoung Joo	Accept the QUEST: A framework for evaluating digital games for the language learning classroom Noelle Harris	Teacher-AI co-construction in task-based DMC lesson planning: The role of metacognition Sak Lee, YouJin Kim and HeeJoon Choi	Atelier destiné aux enseignant.es 16h30-17h30 <i>Savoir quoi dire, quand, à qui et comment en L2 : intégrer la pragmatique dans la salle de classe</i> Animé par Florence Reid Caroline Deveau (Atelier en français)
17h00-17h30	When participants use AI: Methodological challenges for (online) survey research in applied linguistics Julia Goetze	Making the case for TBLT: An examination of alignment between tasks and standards-based realities Melissa Baralt, Caitlyn Pineault and Lara Bryfonski	Twenty-five years of stimulated recall: Trends, tendencies, and guidelines for researchers So-Young Lim, Sneha Evangelin Samuel and John Dylan Burton	How does lexical fluency develop through prolonged reading? A longitudinal eye-tracking study Aysen Tuzcu Orta and Eva Puimège	Negotiating interactional expertise in heritage Spanish virtual exchange conversations Angela George	Who performs better when reading on paper than on tablets? Evidence from a multiverse reanalysis Hyeran Ryu and Ekaterina Sudina	Enhancing high school EFL learners' use of appraisal: How cinema can help Pedro Antonio Férrez Mora, Rosa Esperanza Martinez Gonzalez and Yvette Coyle	Comparing GenAI and peer-assisted task-based lesson planning in pre-service teacher education program YouJin Kim and Sak Lee	
17h35-18h05	Towards a taxonomy of AI-related questionable research practices in academic research/publishing: A Delphi study Katherine Yaw, Scott Sterling, Luke Plonsky, Juan M. Rostrán Valle, Tove Larsson, Tania Ferronato and Merja Kytö	What brings teacher educators to TBLT? An autoethnographic investigation Greg Ogilvie, Xavier Gutierrez, Leila Ranta and Bill Dunn	Who benefits from sleep? Individual differences in the consolidation of second language grammar Kathy Kim	Examining the development of novel phonological categories in Thai and Korean Charlie Nagle, Shelby Bruun and Melissa Baese-Berk		Does modality shape process? Writing behaviors in L2 Chinese across handwriting and typing Matt Coss	Différences individuelles en acquisition d'une langue seconde en 1re année d'immersion française Josée LeBouthillier and Renée Bourgoin	Teaching, assessment, and AI: Mapping lexicogrammar in EFL assessment Gyula Tankó	

Sunday, October 4 Dimanche 4 octobre

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	B-2325	B-2305	B-3205	B-3215	B-3225	B-3240	B-3245	B-3250	B-3255	B-3260	B-3265
9h00-9h30	Colloquium Colloque 9h00-10h40 <i>Nurturing multilingual and multicultural mindsets: The role of language learning motivational intelligence</i>	Essentialist beliefs about accented speakers moderate the effect of processing fluency on employability ratings Cesar Teló, Mary O'Brien and Pavel Trofimovich	Cognitive load, explicit approaches and split-attention - A replication Goretta Prieto Botana	How we respond to emotions matters: A mixed-methods study on regulation strategies and L2 proficiency Sachiko Nakamura and Jethro Kenney	Teaching, coding, learning: Using AI to unlock patterns in learner language Robin Couture-Matte, Maura Cruz Enriquez and Francois Pichette	When theory meets practice: clarifying the EMI-CLIL continuum in higher education through language-aware teaching practices Pauline Degraeve	A comparison of explicit and implicit pragmatics instruction in a Japanese secondary EFL classroom Mai Tanaka and Takashi Oba	Receptive meaning-recall knowledge of derivational morphology among EFL learners: A case for L1-population-specific assessment Mastoor Al-Kaboudy and Geoffrey G. Pinchbeck	Writing across three languages in primary CLIL education: Evidence from a trilingual context Irene Guzman	Why students are silent in the second language classroom: A systematic review of antecedents and consequences Shuhong Li, Lianrui Yang and Suzuki Yu	Atelier destiné aux enseignants 9h00-10h00 <i>Et si la motivation se construisait? Des leviers concrets pour l'engagement affectif, cognitif et social</i>
9h35-10h05	Organized by Organisé par Bianca Sandu (University of Las Palmas de Gran Canaria) & Sal Consoli (The Education University of Hong Kong) With/avec: Jennifer Burton Sal Consoli	Effects of examiner ethnicity on L2 speakers' speaking anxiety and speech performance Lin Lu, Pavel Trofimovich and Rachael Lindberg	Can individual differences in memory systems account for variability in second language neurocognitive processing? Kara Morgan-Short, Ana Rodriguez Gallego, Alexis Berles and Marina Ridchenko	Developing and validating a data collection tool for measuring emotions in out-of-class L2 learning Miroslaw Pawlak	Beyond AI-generated texts: A corpus-based, generative AI-informed approach to supporting L2 academic writers Vivian Meurer Lameira, Walcir Cardoso and Ana Eliza Pereira Bocorny	Making sense of metacognitive Instruction in the L2 classroom: A research synthesis Bernard Issa, Nicole Ziegler, Harriet Bowden and Kara Moranski	Explicit instruction in scientific grammatical concepts: does conceptual development lead to performance improvement? Elizabeth M. Kissling, Paul Toth, Loretta Fernandez and Kacie Hoagland	Neuromodulation and second language processing: Evidence from transcranial direct-current stimulation Ezequiel M. Durand-López and Brooke M. Cameron	Multilingual learners' lecture note-taking in EMI: Note quality, comprehension, and meaning-making Pelin Irgin and Nataliya Borkovska	Intercultural interaction without borders: A duoethnography of multilingual identity and agency Jonathan Lee and Joanne Cheng	Animé par Gabriel Michaud Pierre-Luc Paquet (Atelier en français)
10h10-10h40	Christina Gkonou Angelica Galante Bianca M. Sandu & Mégane Lesuisse Toru Yamagami Mostafa Papi	The impact of second language speakers' social roles on second language pronunciation Andrew Lee and Laura Stansfield	Neurocognitive processing of explicit and implicit corrective feedback in adult language learning Ana Rodriguez Gallego and Kara Morgan-Short	How does one feel in a second language? A systematic review of emotionality in L2 Warren Mark Matthews and Mandy Wigdorowitz	The asymmetric development of por and para in dual-language immersion writing: A corpus-based analysis Nick Ott, Yejin Jung and Devin Jenkins	Developing teachers' and researchers' professional metacognition: A practice-based research project Liese Sippel and Masatoshi Sato	Revisiting the strengths and weaknesses of focus on form through experiential learning in L2 classrooms Kiyotaka Suga	What do EFL and FSL pre-service teachers know and believe about pragmatics? A comparative study Alicia Martinez-Flor, Sonia Lopez-Serrano, Suzie Beaulieu, Caroline Deveau and Florence Reid	Supporting crosslingual work in university composition and content courses Jérémy Seror and Guillaume Gentil	Seeing yourself as others see you might just boost your L2 use: An intervention study Rachael Lindberg, Anamaria Bodea, Thao-Nguyen Nina Le, Chaoqun Zheng and Pavel Trofimovich	
10h45-11h15		Beyond the speaker: Listener motivation and listening effort in the processing of L2 Spanish speech Rosario Ternel Mengual and Amanda Huensch		The emotions of study abroad: Preliminary steps towards the design of a context-sensitive instrument Andrea P. Hernandez	Atomicity and L1 transfer in L2 noun usage: A corpus-based analysis of learner revision data Yuichi Ono and Runo Inagawa		Effects of FFI timing on explicit knowledge and oral production in English past counterfactuals Takashi Oba, Atsushi Miura and Mai Tanaka	Pragmatic content in FSL textbooks: What exactly are we looking for? Caroline Deveau, Leila Ranta, Florence Reid and Suzie Beaulieu	Attrition in Spanish and Japanese L2 by English speakers: Evidence that Bahrlick (1984) was wrong Jenifer Larson-Hall and Kelly Kendro	Bridging cultural and cognitive domains: British and American literature in language education Anna Vitalievna Sokolova Grinoveikaya	
11h15-11h45 Coffee break / Pause café (30 minutes)											
11h45-13h00	B-2285 Plenary + closing Séance plénière + clôture Yuichi Suzuki <i>"Timing" matters when "time" is fixed: Optimizing L2 learning in and beyond the foreign language classroom</i>										

Short-term study abroad and the acquisition of sociolinguistic competence in L2 French



Kristen Kennedy Terry

Paper presentation - Présentation orale

B-3285 9h00-9h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Sociocultural approaches
Approches socioculturelles

This study examines the acquisition of sociolinguistic competence in **second language (L2) French** during short-term study abroad (SA). Sociolinguistic competence refers to knowledge about the L2 that incorporates culturally and socially appropriate language use and is considered a critical component of communicative competence (Canale & Swain, 1980; Kanwit & Solon, 2022). More specifically, sociolinguistic competence refers to a learner's ability to alternate, in a target-like manner, between sounds or forms that are used variably by the target language (TL) community and are predicted by a combination of linguistic and extralinguistic factors (Adamson & Regan, 1991; Kanwit, 2022).

In this study, speech data from 12 French learners participating in a 4-week SA program in Lyon, France were analyzed for the acquisition of two sociostylistic variables characteristic of informal spoken French: the deletion of the preverbal negative particle *ne* (i.e., variable *ne* deletion) and the use of the third-person singular pronoun *on* 'one' in place of the first-person plural pronoun *nous* 'we' (i.e., variable *on* vs. *nous*). Quantitative group results indicate that learners are sensitive to linguistic influences constraining TL speakers' use of both variables and that extralinguistic influences, such as pre-SA proficiency and participant gender, are significant predictors of target-like patterns of variable *ne* deletion, although a high level of individual variation exists. Importantly, group results for both variables indicate that a short-term period of SA is a significant predictor of the acquisition of sociolinguistic competence in L2 French.

L1 effects on categorical perception of L2 Mandarin tones across proficiency levels



Pin-Yu Eric Chen, Isabelle Darcy and Ken de Jong

Paper presentation - Présentation orale

B-4295 9h00-9h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Psycholinguistic approaches
Approches psycholinguistiques

This study examines how second language (L2) learners from tonal and nontonal language backgrounds develop categorical perception (CP) of Mandarin lexical tones across proficiency levels. While prior research suggests that listeners can generally detect pitch variation regardless of L1 (e.g., Hallé et al., 2004), the role of L1 tonal experience in shaping CP development remains unclear, with mixed findings regarding facilitation and interference. Previous work has largely focused on either naïve listeners or learners at a single proficiency level, leaving the developmental trajectory of CP underexplored. This study addresses this gap by comparing learners at different stages and from distinct L1 backgrounds.

Participants included English-speaking learners ($n = 30$), Thai-speaking learners ($n = 30$), and native Mandarin speakers ($n = 20$). Proficiency was assessed using LexTALE_CHI. Two Mandarin tones, Tone 1 (high-level) and Tone 4 (high-falling), were tested using two ten-step continua based on /thi/ and /ma/. Participants completed both an ABX discrimination task and an identification (ID) task to assess CP patterns, including discrimination peaks and identification boundary location and sharpness. The ABX task probed sensitivity to acoustic differences along the continua, while the ID task captured category labeling and boundary formation across steps.

Results indicate that native speakers exhibit robust CP. English learners demonstrate a developmental trajectory, with weak CP at lower proficiency but increasingly stable and target-like CP at advanced levels. In contrast, Thai learners display strong CP from early stages, suggesting facilitation through L1 tonal experience. However, their CP patterns show less refinement toward native-like category boundaries over time.

These findings suggest that while tonal L1 experience provides an initial advantage through perceptual assimilation, it may also constrain later restructuring of perceptual categories. In contrast, learners from nontonal backgrounds may develop more target-like CP through gradual refinement.

This study contributes to theoretical accounts of cross-linguistic influence by demonstrating that L1 effects are dynamic and stage-dependent. It also has pedagogical implications for tone instruction, highlighting the need to consider both facilitation and interference in L2 phonological acquisition.

Do real words and nonwords measure the same constructs? A bifactor analysis of LexKO across L1 and L2 groups

Ji-young Shin and Sunyoung Ahn

Paper presentation - Présentation orale

Z-200 9h00-9h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

L2 assessment
Évaluation de la L2

Lexical decision-based tests, known for their reliability and efficiency, are widely used to assess vocabulary proficiency (Lemhöfer & Broersma, 2012; Puig-Mayenco et al., 2023), yet their construct validity remains underexplored. The present study examines the underlying latent structure of LexKO, a Korean vocabulary test that requires distinguishing between real and non-real (nonce) words (Chang et al., 2025). Specifically, the study examined whether LexKO reflects a unidimensional or multidimensional construct (RQ1) and whether this structure is invariant across L1 and L2 Korean speakers (RQ2).

The dataset comprises responses to sixty LexKO items ($N = 22,920$) from L1 ($N = 133$) and L2 Korean speakers ($N = 249$), collected at a Canadian university and from Chang et al. (2025). To examine dimensionality (RQ1, confirmatory factor analyses were conducted. The one-factor model showed poor fit, whereas the two-factor model (real vs. nonce) fit substantially better ($CFI = .93$, $RMSEA = .04$) with a low between-factor correlation ($r = .28$), indicating largely distinct dimensions. The bifactor model was best fitting ($CFI = .98$, $RMSEA = .02$), supporting a strong general lexical knowledge factor alongside distinct real-word and nonword components and highlighting the multidimensionality of LexKO. Interestingly, all real-word items loaded significantly on the Real factor, whereas nonce items were heterogeneous. Half showed significant Nonce-specific loadings, but the remainder primarily reflected the General factor, suggesting variability in capturing discrimination ability and general lexical knowledge.

Next, measurement invariance of the bifactor model was examined (RQ2). Invariance was supported for the structure (configural invariance), all loadings except eight items on the General factor (partial metric invariance), and all thresholds (scalar invariance), indicating overall construct comparability across groups, with minor non-invariance localized to the General factor. Latent mean comparisons further revealed L1 speakers' outperformance on the Real factor ($\Delta = -2.37$, $p < .001$), showing real-word knowledge, rather than nonword discrimination ability, drives group differences.

Taken together, the study underscores the need to consider the multidimensionality of lexical decision tests involving real words and nonwords. Furthermore, partial non-invariance suggests that L1 and L2 speakers engage differently with these item types, requiring cautious cross-group comparisons for research and assessment.

Island effects in L2 processing: Nominalized complements across English and Spanish



Kevin James de Armas Buchhorsts

Paper presentation - Présentation orale

Z-205 9h00-9h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Formal approaches
Approches formelles

Syntactic island constraints limit long-distance dependencies and are typically reflected in reduced acceptability when extraction occurs inside configurations that block movement. In second language research, it remains unclear whether these constraints are represented similarly in L2 grammar or whether they vary with language experience. Prior work in English, including Dillon and Hornstein (2013), shows that nominalized complement constructions (NCCs) behave as islands, in contrast to structurally simpler complements such as naked infinitival complements (NICs). Much of this work relies on factorial comparisons between extraction sentences and matched declarative baselines. However, little is known about how NCCs pattern in Spanish or how island effects are reflected in bilingual speakers who navigate both languages.

This study investigates the acceptability of extraction from NCCs and NICs in English and Spanish using a controlled 2×2 factorial design crossing Structure (NCC vs. NIC) and Sentence Type (Extraction vs. Declarative). Four speaker groups are tested: L1 English speakers, L1 Spanish speakers, L1 English–L2 Spanish bilinguals, and L1 Spanish–L2 English bilinguals. Examining both languages and both learner directions within a unified design enables direct comparison of how these structures are judged across groups.

Participants complete acceptability judgment tasks using a 7-point Likert scale. Each language includes lexically matched item sets with declarative baselines and extraction counterparts, along with fillers balanced for grammaticality and structural variety. Mixed-effects regression models are used to estimate main effects and interactions while accounting for participant- and item-level variability. This design tests whether extraction from NCCs is consistently rated lower than its declarative counterpart, while NICs show a smaller or no difference, and whether this pattern holds across L1 and L2 speakers. It also allows examination of whether bilingual speakers pattern with native speakers in both languages or show differences linked to language experience. By comparing English and Spanish within the same framework, the study provides a direct assessment of whether island effects remain stable across languages or show variability in L2 grammars, contributing to broader debates about the representation of structural constraints in L2 and bilingual grammars.

Patti Spinner

Paper presentation - Présentation orale

Z-240 9h00-9h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Instructed SLA
Acquisition guidée de la L2

Many language instructors report using songs in the classroom. Reasons to include them are that songs are enjoyable, useful for reinforcing stress patterns/pronunciation, and a way to introduce cultural topics (Jolly, 1975). In particular, music has been studied for its promotion of incidental vocabulary learning (Pavia et al., 2019).

However, there may be cognitive benefits beyond these. Musical memory is partly independent from other memory systems and robust even with cognitive impairment (Jacobsen et al., 2015). The acquisition of music and language may also share a number of neurological features (Ettlinger et al., 2011), and music also aids the memory of text (Wallace, 1994).

These qualities raise the possibility that music is useful in ways that are unexplored in current L2 research. In particular, music that includes particular grammatical structures may aid in the acquisition of these structures, both in ways that are currently well understood (e.g., repetition, exposure) and not (e.g., shared implicit/procedural memory, Costa & Ockelford, 2021).

As a preliminary investigation into whether music is effective in teaching L2 grammar, 40 intermediate-level ESL learners with mixed L1s engage in a lesson on infinitive complements of verbs. Twenty participate in a communicative lesson with tasks designed to elicit verbal structures naturally. The other twenty repeatedly hear a song with the same verbs, using a cloze task to fill in the lyrics. Learners take a pre-test, immediate post-test, and 10-day-delayed post-test.

Preliminary results (n=20) indicate that both groups improved from the pre-test to the post-tests (maximum score 16):

	Pre-test	Post-test	Delayed post-test
Communicative group	M=9.8; SD=3.6	M=13.4; SD=4.9	M=12.0; SD=4.9
Music group	M=10.4; SD=4.2	M=13.8; SD=.42	M=12.7; SD=2.9

Paired-sample t-tests indicate that the increase in scores was significant for both groups between the pre-test and post-test (Communicative group: $p=.009$; Music group: $p=.027$). The increase between the pre-test and the delayed post-test was significant for the Music group ($p=.036$). It was not significant for the Communicative group ($p=.107$), although this will likely change with more data.

Results indicate that using songs in the classroom to teach grammar may be as effective as communicative teaching. Implications for future research are discussed.

"They had decided that I should stick to pouring tea": Role models and the anti-ought-to self



Amy S. Thompson, Su Yon Yim, Sarah Mercer and Tammy Gregersen

Paper presentation - Présentation orale

Z-260 9h00-9h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Individual differences
Différences individuelles

Overt and covert types of discrimination towards women in the workforce, including in academia, is well-documented. This study illuminates the lived experiences of 15 women Full Professors in the fields of applied linguistics, TESOL, and cultural studies. The analysis focuses on their anti-ought-to selves (Author, 2015) and role models (Dörnyei, 2009), which are all factors that lead to their academic career success. The participants, 15 women from around the world who the authors either knew personally, or who were recommended for participation (snowball sampling), were interviewed. The data analysis was iterative, annotated using ATLAS.ti 25 by all four authors to identify potential themes (Saldaña, 2015). The team met to review codes, main findings, and finalize the coding process. Additional meetings took place to enhance validity and reflexivity.

The thematic analysis of the data revealed several themes including the anti-ought-to self formation and the importance of role models for these women. The findings suggest that their success was partially due to their strong role models (Morgenroth et al., 2015), many of whom were also women, in the form of family members, aspirational role models with whom they did not have a close relationship, and professional mentors. Their anti-ought-to-selves (Author, 2015) allowed them to thrive in challenging situations and do what was oftentimes unexpected, such as performing high level leadership roles and achieving the rank of Full Professor. The anti-ought-to self as a motivator leads these women to excel and exceed beyond expectations of those around them. This vital component of the L2 Motivational Self System (L2MSS, Dörnyei, 2009) sheds light on how certain people in marginalized groups where social expectations for people are low may succeed despite expectations otherwise. While institutional efforts to promote gender equity, such as intentionally increasing women's representation in faculty and leadership roles, are important, they may inadvertently mask deeper, culturally embedded forms of discrimination that stem from cultural norms and gendered expectations. Systemic equity requires not only structural reform but also ongoing cultural and attitudinal change.

Mapping L2 learner trajectories through vignette-based identity judgments



Sophia A. Strietholt

Paper presentation - Présentation orale

Z-350 9h00-9h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Individual differences
Différences individuelles

Motivation in L2 learning is shaped by how learners understand themselves as language users over time. Rather than functioning as a stable attribute, motivation shifts as learners interpret difficulty, evaluate progress, and imagine future possibilities. Although SLA research has emphasized identity and future selves, much empirical work relies on single-time-point measures that obscure how learners perceive change across their language learning histories.

This study examines how L2 learners perceive change in their language learning identities using a vignette-based approach. Identity is treated not as a set of discrete variables but as a configuration that learners recognize holistically. Short vignettes describe familiar language learner profiles that differ in speaking behavior, responses to classroom environments, and ways of interpreting difficulty and continuation. The vignettes are intentionally non-evaluative and invite learners to locate themselves in familiar learner positions. Vignettes are used because they present language learning as a set of situated learner positions that respondents can recognize and position themselves within.

Participants rate the extent to which each vignette represents them at three learner-defined stages: earlier in their language learning, at the present moment, and in an imagined future if they continue learning the language. This design captures perceived identity movement across time within a single wave of data collection. Although the broader project is structured for repeated administration, the present analysis focuses on these initial trajectory judgments.

The study addresses two research questions:

- (1) What patterns of vignette-based self-ratings emerge across perceived past, present, and future stages of language learning?
- (2) What types of identity trajectories can be identified from learners' retrospective and prospective self-alignment across these stages?

Analyses focus on how learners align with different vignette profiles across perceived past, present, and future stages and on the identity trajectories that emerge from these alignments. Interpreted through an Identity-Based Motivation lens, these trajectories show how learners make sense of difficulty in relation to who they understand themselves to be as language learners. The study offers a scalable way to examine identity and motivation in SLA by tracing how learners' interpretations of change over time shape their orientation toward continuing language learning.

Fundamentals of a Bayesian approach to mixed-effect modelling



Christopher Nicklin

Paper presentation - Présentation orale

B-3345 9h35 - 10h05

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Psycholinguistic approaches
Approches psycholinguistiques

Over the past two decades, linear mixed-effect models have become ubiquitous in second language research, particularly in applied psycholinguistics, for their ability to account for person- and item-level variance via the use of random intercepts and slopes. However, such models can arguably be considered problematic for a number of reasons, including their reliance on a frequentist framework and issues with convergence. In this presentation, I will explain how these problems can be remedied with the use of Bayesian mixed-effects models. Bayesian models employ findings from prior data to inform a probability-based model by sampling data and running models thousands of times. From these samples, probabilities for each effect are calculated, which provide more stable parameter estimates and avoid the need for frequentist *p*-values. I will also show that Bayesian models can successfully fit complex models that fail to converge in frequentist frameworks. Following this, I will demonstrate how researchers with a simple grasp of mixed-effect models in R can easily conduct a Bayesian-equivalent using the *brms* (Bürkner, 2017), *rstan* (Stan Development Team, 2025), and *cmdstanr* (Gabry et al., 2025) packages for R (R Core Team, 2026), along with informed priors based on beta coefficients and standard errors from previous research or pilot study data. I will then present the output from an example using self-paced reading data and detail how the results should be interpreted and explained for publication purposes. Finally, I will show how Bayesian model performance is assessed via convergence checks. Attendees to this presentation will leave with the knowledge and confidence to start conducting Bayesian mixed-effects model analyses with their own data.

First results from a long-term project on L2 development in short-term immersion abroad



Cristina Sanz and Alfonso Morales-Front

Paper presentation - Présentation orale

B-3285 9h35 - 10h05

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Contexts of learning
Contextes d'apprentissage

Research on second language (L2) development in study abroad (SA) contexts has been growing the last two decades. This is a good thing, as SA research has the potential to illuminate matters related to L2 development 'in the wild', with important implications for SA practitioners. Results from this line of research are so far inconclusive, as some studies suggest that immersive contexts accelerate L2 development (ex: L2 phonology (Authors, 2016), others find no effects (general proficiency: Authors, 2025). Additionally, while most research has focused on semester-long programs, the majority of US students now choose to participate in 2-8 week programs (62%, Institute of International Education, 2024), making the investigation into the effects of short-term immersion abroad essential.

Since 2022, we have been collecting data from 6-week summer programs in Spanish-speaking countries with the intention of building a database that facilitates the investigation of the interaction between individual (socio-cognitive, emotions) and contextual factors (social networks, program design) and their effect on Spanish L2 learning. A secondary objective of the project is to improve research methodology bringing in tools from phonetics and cognitive science and to identify good practices in SA program design.

At SLRF'26 we plan on presenting a summary of the first batch of research questions we have been working on recently at our lab, including 1. sources and levels of anxiety, linguistic insecurity, enjoyment and other positive emotions; 2. Identity and the acquisition of regional traits; 3. Prior language experience (bilinguals vs multilinguals); 4. Effects of instruction on pronunciation; and 5. Oral fluency and complexity both in the L1 and the L2, to observe both L2 development and L1 'attrition'.

Construal and cross-linguistic priming in L2 English: A cognitive linguistics perspective



Shanshan Duan

Paper presentation - Présentation orale

B-4295 9h35 - 10h05

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Cognitive approaches
Approches cognitives

Cross-linguistic structural priming has been widely documented between languages with different word orders (e.g., Chen et al., 2013; Son, 2020). However, studies specifically examining Chinese–English passive constructions remain relatively limited. In addition, the interpretation of cross-linguistic priming from a Cognitive Linguistics (CL) perspective has largely been ignored in the literature. From a CL perspective, linguistic constructions are viewed as the product of speakers' construal of a given scene, and structural production cannot be fully understood without considering the role of semantics.

This study aims to add to this discussion by investigating whether cross-linguistic priming occurs between L1 Chinese *bèi* passive constructions and English production among Mandarin Chinese learners of English, with particular attention to the context-dependent semantic feature of adversity in visual stimuli and whether cross-linguistic priming occurs in general production patterns.

Participants completed a picture description task in which Mandarin primes were presented before English target descriptions. The visual stimuli were designed to simultaneously depict events involving adversity while maintaining meaningful agent–action–patient relationships. The results revealed no clear evidence of a consistent cross-linguistic priming effect. Across participants, the majority of productions were active constructions, with only two passive and some alternative structures observed.

Taken together, these findings highlight the importance of conceptualization and task-related factors in shaping sentence production under cross-linguistic priming conditions and demonstrate how a CL perspective provides a useful framework for interpreting production constructions in bilingual contexts.

A large-scale analysis of the vocabulary knowledge of Chinese EFL learners



Wanying Lu and Stuart Webb

Paper presentation - Présentation orale

Z-200 9h35 - 10h05

Friday, October 2 : Morning
Vendredi 2 octobre : matin

L2 assessment
Évaluation de la L2

Lexical development is commonly conceptualized as a cumulative progression across frequency bands (Nation, 2013; Schmitt & Schmitt, 2014), yet learners vary in their rate, trajectory, and outcomes (Peters, 2019; Schmitt, 1998). Empirical evidence further shows that a considerable proportion of EFL learners, including those at the university level, have not mastered the most frequent 2,000-word families (Stæhr, 2008; Dang, 2020), suggesting persistent gaps in foundational lexical knowledge. Despite ongoing interest in vocabulary acquisition, large-scale empirical evidence on EFL learners' vocabulary knowledge across frequency bands at different educational levels remains scarce, and less is known about the variation beneath group-level mean scores.

This study draws on the Updated Vocabulary Level Test (uVLT) response data of over 7,000 Chinese EFL test takers to examine vocabulary acquisition patterns across the five most frequent 1,000-word frequency bands. This study examines a) the extent of vocabulary knowledge at each of the five frequency levels and whether learners meet mastery thresholds; b) whether lexical development follows an efficient, frequency-based trajectory, that is, whether mastery of higher-frequency levels precedes knowledge of lower-frequency ones; and c) using Finite Mixture Modelling, the identification of learner subgroups based on their lexical knowledge profiles and how these vary by educational attainment.

Preliminary findings indicate that lexical knowledge broadly aligns with a frequency-based pattern; yet a substantial proportion of learners fail to reach mastery of the 2,000-level and beyond. Considerable knowledge of lower-frequency words was observed among learners who had not yet mastered higher-frequency levels. Four distinct vocabulary knowledge profiles were identified, differentiated by overall proficiency and rate of decline, with mid-range profiles, accounting for over 63%, showing a marked breakdown at the 2,000 and 3,000 level. Profile membership was systematically associated with educational attainment. Together, these findings aim to provide a clearer picture of the lexical development patterns of Chinese EFL learners and to reveal whether current educational practices are effective for sustained vocabulary growth.

Towards transformer-based a-maze distractor generation for L1 and L2 processing



Kuangzi Li, Kevin James de Armas Buchhorsts, Song Zhou, Kristen Fleckenstein and Juliet Huynh

Paper presentation - Présentation orale

Z-205 9h35 - 10h05

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Psycholinguistic approaches
Approches psycholinguistiques

Real-time sentence processing in a L2 often involves navigating competing structural possibilities, especially when one option leads to a breakdown in grammaticality. The grammatical maze (G-maze) task is well-suited to capturing incremental decision-making, since it requires participants to complete a sentence by choosing between a grammatical continuation and an incompatible alternative at each word. Despite this, its use in L2 research, particularly in cross-linguistic work, remains limited. A key constraint is practical: constructing well-controlled distractors across languages is labor-intensive and difficult to scale.

As such, the automatic maze (A-maze) task was developed using the LSTM model to generate distractors while following the procedure of the G-maze (Boyce et al., 2020). Recent advances in Transformer-based language models can generate context-sensitive continuations, but it remains unclear whether they can be adapted to produce distractors that meet the constraints of the A-maze, especially in multilingual settings. This study examines the use of Transformer-based models to generate distractors in English and Spanish in A-maze experiments with Spanish-English and English-Spanish bilingual groups. Multiple models were tested using constrained prompts designed to elicit incompatible continuations for human-authored maze items. The resulting candidates were filtered and evaluated based on part-of-speech compatibility, semantic overlap, repetition, and whether the distractor introduced a clear local syntactic disruption.

Transformer-based models were largely able to generate usable distractors that meet many of the formal requirements of the A-maze. They typically produced fluent, contextually appropriate alternatives, and many outputs could be adapted into effective distractor sets after filtering. At the same time, some issues remained, particularly in consistently producing localized syntactic violations. Variation across model size and prompt design also affected output quality, highlighting areas for further refinement.

With the generation of these distractors, the two English and Spanish experiments will be conducted with sentences from Witzel et al. (2012) to test the reliability of incorporating Transformer-based models. The sentences focus on relative clause attachment, adverb attachment, and noun phrase and sentence coordination, which highlight potential L1 and L2 structural differences. With the A-maze and integration of the generated distractors, systematic investigation of real-time processing will be enabled across groups.

Teachers' attitudes and strategies for promoting Catalan in classroom and playground interaction



Alba Ambrós-Pallarés and Llorenç Comajoan-Colomé

Paper presentation - Présentation orale

Z-240 9h35 - 10h05

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Bilingualism / multilingualism
Bilinguisme / multilinguisme

The distribution of Catalan and Spanish in the classroom in compulsory education in Catalonia can be understood as a linguistic practice shaped by interlocutors (L1, language attitude) and by whether activities involve vertical (e.g., teacher fronted teaching) or horizontal (e.g., group work) interaction. In this framework, Catalan generally functions as the institutional and teacher language, while among peers (particularly during collaborative work) Spanish gains prominence or coexists with Catalan. Recent data reinforce this dynamic. In the final year of compulsory secondary education (4th year of ESO, age 15-16), 50.3% of students report that teachers use Catalan always or almost always with the whole class. By contrast, in group work among students, Catalan is used “never or almost never” by 33.8% of students. In sixth grade of primary education (age 11-12), results are less polarized but follow a similar pattern (CSASE, 2023 a, b). This pattern does not fully match Catalonia’s language policy, which establishes Catalan as the normal language of schooling and the main language of teaching and school life (Arnau, 2013; Vila, 2022). Research has mainly examined students’ attitudes, with much less attention to teachers’ perspectives and the strategies they use when students speak Spanish in class.

This study examines the declared practices implement by teachers in horizontal interaction situations in the classroom and the playground. A sociolinguistic questionnaire was answered by 173 early-childhood, primary, and secondary teachers in the Barcelona Metropolitan Area. It included items on linguistic attitudes and three open-ended questions on practices in situations involving: a) the use of Spanish during group work, b) Spanish interactions in the playground, and c) negative attitudes toward Catalan. Quantitative data were analysed through frequency and cluster analyses and indicated positive attitudes toward Catalan. Qualitative data were analyzed through thematic content analysis and showed that teachers tend to be more active in the classroom, mainly through exhortative strategies, than in the playground, and that the implemented strategies are rarely planned or assessed. The study concludes highlighting the need to strengthen teacher training in educational sociolinguistics and classroom interaction to improve the promotion of Catalan use across school spaces.

Dancing in chains: The dynamic evolution of the L2MSS among novice English teachers



Luna Cui and Amy S. Thompson

Paper presentation - Présentation orale

Z-260 9h35 - 10h05

Friday, October 2 : Morning
Vendredi 2 octobre : matin

L2 teacher development
Développement professionnel des
enseignants L2

Novice English teachers (within their first three years of practice) in Chinese secondary schools frequently experience profound "reality shock" when their pedagogical ideals collide with rigid systemic constraints. This longitudinal mixed-methods study investigates the dynamic evolution of their L2 Motivational Self System (L2MSS) across diverse ecological contexts. The research design integrated retrospective exploration with prospective tracking. The initial phase featured a baseline survey and in-depth interviews, prompting teachers to retrospectively map their motivational shifts from career entry to their current reality. Subsequently, their ongoing motivational trajectories were prospectively tracked through repeated questionnaires and reflective journals collected at two milestones.

Quantitative baseline results revealed a high Ideal Teacher Self ($M = 4.61$) alongside a counter-intuitive, strong positive correlation between the Ought-to and Anti-Ought-to Selves ($r = .512, p < .01$). Retrospective and longitudinal qualitative data unpacked this anomaly: intense macro-ecological pressures (e.g., student baseline mismatches and "customer-service" parenting) do not merely suppress motivation. Instead, they trigger the Anti-Ought-to Self as an active, defensive coping mechanism—often manifesting as "pedagogical rebellion"—to protect teachers' mental well-being and establish professional boundaries. Furthermore, the data uncovered a unique "Buffer Effect": teachers with a lower initial Ideal Self were paradoxically shielded from severe early burnout. Over time, hyper-sensitivity to systemic "Ought-to" chains forced a critical divergence, solidifying their developmental trajectories into four distinct typologies: The Disillusioned Rebel, The Strategic Achiever, The Assimilated Conformist, and The Resilient Pragmatist. Ultimately, this study demonstrates that the L2 Teacher Motivation System is not an isolated psychological construct but is deeply negotiated within macro-ecological constraints. The findings suggest that pre-service teacher education must move beyond pure pedagogical theory to equip novices with practical survival strategies to navigate the realities of the profession.

A scoping review of task types in automated pronunciation assessment using ASR



Carol Johnson, Heike Neumann and Lin Lu

Paper presentation - Présentation orale

Z-345 9h35-10h05

Friday, October 2 : Morning
Vendredi 2 octobre : matin

L2 assessment
Évaluation de la L2

Task type can influence how pronunciation is produced and how it is evaluated. While it is recognized as an important factor in L2 pronunciation measurement (Saito & Plonsky, 2019), it has received relatively little attention in research on automated scoring using automatic speech recognition (ASR), particularly in studies comparing ASR output with human ratings. This is particularly relevant given the increasing use of ASR in pronunciation assessment and the need to understand how different task types may affect the comparability of ASR-generated scores with human ratings. This scoping study examines how task types have been used in ASR-based pronunciation assessment research between 1990 and 2025 across applied linguistics and computational linguistics.

Following PRISMA-ScR guidelines (Tricco et al., 2018), we conducted systematic searches across major databases to capture research spanning applied linguistics and computational linguistics (LLBA, ERIC, Academic Search Complete, Education Source, LearnTechLib, Web of Science, and Communication & Mass Media Complete). Studies were included if they were empirical, peer-reviewed publications using ASR for L2 pronunciation assessment, compared ASR output with human or automated scores, and were written in English. Studies focused exclusively on pronunciation training were excluded. After two rounds of independent screening with consensus procedures, 71 studies were retained from an initial pool of approximately 1,700. Data were extracted on task type (e.g., read-aloud, monologues), along with contextual variables such as disciplinary orientation (e.g., applied linguistics, computational linguistics), human rater characteristics (e.g., number, expert vs naïve), comparison methods (e.g., correlation, weighted kappa), participant variables (e.g., n, L1), target language, ASR system types (e.g., dictation ASR, forced alignment), aspects of pronunciation (e.g., segmental, suprasegmental), and assessment contexts (e.g., commercial test, placement test). By examining these dimensions together, this review identifies patterns in how task design is embedded within ASR research. The presentation will examine how task types are operationalized across studies and how they relate to key methodological choices in ASR-based pronunciation assessment. It will highlight areas where greater attention to task design may improve the interpretation and comparability of findings across studies.

Listening to the LLAMA?: Auditory monitoring while multitasking as a predictor of language analytic ability



Guillermo Rodriguez

Paper presentation - Présentation orale

Z-350 9h35 - 10h05

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Individual differences
Différences individuelles

Foreign language aptitude (FLA) is usually defined as a multi-componential construct, including domain-general cognitive capacities like working memory (WM) and attention control (AC) (Granena, 2019; Lee & Engle, 2026). While these executive functions predict Language Analytic Ability (LAA; Skehan, 2002) in isolation, recent findings indicate that cognitive multitasking could act as a critical mediator and a more proximal predictor of LAA (Poarch & Bialystok, 2015). Thus, the current study deconstructs multitasking capacity to identify which specific concurrent sub-processes drive its connection to LAA in an instructed second language acquisition (ISLA, Loewen & Sato, 2017) environment.

Using the LLAMA-F subtest (Rogers et al., 2023) as a measure of LAA, 74 adult participants completed the SYNWIN multitasking test (Elsmore, 1994), which requires the simultaneous execution of memory search, math problem-solving, visual monitoring, and auditory monitoring. Additionally, we administered a language-independent WM test (Symmetry Span Task; Foster et al. (2015), and an AC battery, the Squared Tasks (Burgoyne et al., 2023). To account for nonnormal distributions in the multitasking sub-components, the dataset was submitted to a rank-based hierarchical regression followed by a dominance analysis to isolate the independent contributions of these sub-tasks to LAA.

Our results indicate that the multitasking components of SYNWIN captured significant unique variance in LAA beyond WM and AC. Furthermore, the dominance analysis showed that auditory monitoring and math processing were the primary sub-tasks driving the relationship between multitasking and LLAMA-F, accounting for 70% and 26% of the multitasking-related variance, respectively.

LLAMA-F is a purely visual/spatial task that primarily involves looking at pictures and reading text. Thus, the fact that an auditory monitoring task, which shares no sensory modality with LLAMA-F, is the best predictor of success supports the idea of a domain-general central executive bottleneck. This further suggests that LAA is not just about processing the immediate stimuli (the visual input), but about the overall capacity to maintain vigilance and allocate cognitive resources across different modalities under cognitive strain. These findings are discussed in connection with the idea that the ISLA environment (Loewen & Sato, 2017) requires the management of competing, concurrent, and cross-modal tasks to succeed.

Introducing the ADEMP framework in simulation studies: A case study of stepwise regression



Akira Murakami

Paper presentation - Présentation orale

B-3345 10h25-10h55

Friday, October 2 : Morning
Vendredi 2 octobre : matin

L2 assessment
Évaluation de la L2

Although simulation is a powerful tool for evaluating statistical methods, its use remains limited in L2 research despite growing interest in quantitative approaches (e.g., Al-Hoorie & Vitta, 2019). As a result, commonly used analytical practices, such as data-driven variable selection in regression modelling, are rarely evaluated under field-relevant conditions. Yet they remain widely used in current L2 research, including in leading journals. One reason for this lack of evaluation is that many researchers are unfamiliar with how to design and report simulation studies. To address this issue, this talk introduces the ADEMP framework (Morris et al., 2019) as a principled workflow for simulation research in L2 research.

This is illustrated through a simulation evaluating backward stepwise selection in mixed-effects regression models. Data were generated based on predictors of reading comprehension from the ENRO project (Siegelman et al., 2024), with outcomes determined by a subset of true predictors and random intercepts. A full model including true and null predictors was compared with the final model obtained through stepwise selection. Performance was evaluated in terms of false positives, true positive rates, and coefficient bias.

With 300 iterations, the results in Table 1 show that stepwise selection identifies null predictors as significant at substantially higher rates than the full model across sample sizes. Although it more often selects all true predictors, this advantage is smaller. No meaningful difference in coefficient bias was observed. Overall, the results highlight the risks of stepwise procedures commonly used in L2 research.

This approach provides a general and extensible template for evaluating analytical practices in L2 research beyond the present case study.

Table 1. Recovery of true predictors and false inclusion of null predictors

Performance Measure	Sample Size	Full Model		Stepwise Model	
		Proportion	CI	Proportion	CI
All true predictors identified as significant					
	100	0.35	[0.30, 0.40]	0.54	[0.49, 0.60]
	300	0.36	[0.30, 0.41]	0.56	[0.50, 0.61]
	1,000	0.36	[0.31, 0.42]	0.54	[0.49, 0.60]
Any null predictor identified as significant					
	100	0.04	[0.03, 0.07]	0.40	[0.34, 0.45]
	300	0.04	[0.03, 0.07]	0.34	[0.29, 0.40]
	1,000	0.03	[0.02, 0.06]	0.32	[0.27, 0.38]

Notes. CI = Monte Carlo 95% confidence intervals

Evaluating L2 phonetic development in short-term study abroad contexts: An approximate replication of Nagle et al. (2016)

Sarah Syamken, Alfonso Morales-Front and Cristina Sanz



Paper presentation - Présentation orale

B-3285 10h25-10h55

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Contexts of learning
Contextes d'apprentissage

In the 2023-2024 academic year, 298,180 U.S. students studied abroad (Institute of International Education, 2025). Although large numbers of students sojourn each year, linguistic research, especially regarding second language (L2) phonological and phonetic development, has yet to produce consistent empirical findings, especially for short-term programs (i.e., Bongiovanni et al., 2015; Michno & Amengual, 2025; Authors, 2016). A second issue is that, to date, there have been no direct or conceptual replications focusing specifically on phonetic development in SA contexts (Author, 2023).

In response to recent calls for replication research in SA (Author 2018), the present study offers a conceptual replication of Nagle et al. (2016), examining the trajectory of phonetic development in second language (L2) advanced learners of Spanish during short-term SA experiences. Specifically, this study investigates changes in the production of voiced and voiceless occlusive consonants (/b, d, g/ and /p, t, k/) using gradient acoustic measures derived from spontaneous speech recordings, different from the original study's more controlled read aloud elicitation tasks. The study takes on the following research question: How do short-term study abroad programs impact the spontaneous production of voiced and voiceless stop consonants in advanced L2 Spanish learners?

Participants were 18 advanced sequential L2 Spanish learners from a U.S. university who participated in either a five- or six-week intensive SA program in Spanish-speaking countries. Phonetic data were drawn from pre- and post-program monologic diary recordings, enabling analysis of spontaneous, ecologically valid speech. Voice onset time (VOT) was measured for voiceless stops, while lenition in voiced stops was operationalized using continuous intensity-drop measures in PRAAT (Boersma and Weenink, 2023).

Statistical analyses use linear mixed-effects models to account for hierarchical data and unequal token counts, with intensity drop (voiced stops) and VOT (voiceless stops) as dependent variables. Models include participant random intercepts and test effects of time and phonetic context. Preliminary results replicate those in Nagle et al's, showing short-term SA yields gradient phonetic gains, although phonetic development was found to be highly learner-specific. The study contributes to replication research with insights into short-term phonetic development.

Homophone priming in L1 Hmong and L1/L2 English: Evidence from eye tracking



Zachary J. Peterson, Song Zhou, Thérèse Moua Jaspersen and Juliet Huynh

Paper presentation - Présentation orale

B-4295 10h25-10h55

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Psycholinguistic approaches
Approches psycholinguistiques

In a visual preference experiment, participants are presented with stimuli consisting of a set of images and guidelines for how to interact with them to ascertain the real-time processing and implicit reactions of the participants. Previous literature has combined both orthography and images in one frame to investigate priming effects caused by homophones (Thoma et al., 2025). However, this draws into consideration whether the priming effect is due to the semantic information provided by the image or the orthography. Additionally, Burt et al. (2016) found individual language proficiency and word frequency to impact participant performance, demonstrating a bias towards more common words and an overreliance on purely phonological similarity (Jared et al., 1999).

This study aims to investigate possible conceptual and semantic information activation caused by orthographic overlap in homographic homophones (HoH) compared to solely phonological overlap in heterographic homophones (HeH). Specifically, will heritage and L1-dominant Hmong speakers process a HoH pair, such as *crane* (bird) and *crane* (construction equipment) in English and in Hmong *liab* "red" and *liab* "monkey" in the same manner as a HeH pair *sale* and *sail* in English and *paj* "flower" and *pam* "blanket" in Hmong? Note that the orthographic differences in the heterographic pair in Hmong only impacts the tone. Participants are presented with a prime, either a HoH or HeH, embedded within a carrier phrase, followed by the simultaneous presentation of three images: a depiction of the prime (*sale*), a competitor homonym (*sail*), and an unrelated distractor image (*stick*). Eye-movements including fixation count and net dwell time as well as reaction times are collected and statistically analyzed across variables to appraise the processing of varying homophone types.

Initial findings show distinct processing patterns between languages and homonym conditions for each speaker group. Specifically, in Hmong both HoH and HeH exhibited a similar priming effect, whereas in English both speaker groups showed a stronger priming effect for the heterographic condition. This suggests the influence of language-specific features and language dominance on visual-phonological priming. The study will contribute to the growing discussion on phonological processing and how linguistic information is processed within heritage language speakers.

Evaluating yes/no English vocabulary test data as predictors of L1-Arabic and L1-Chinese learner L2-word knowledge

Geoffrey G. Pinchbeck, Mastoor Al-Kaboody, Jeffrey Stewart, Paweł Mander and Marc Brysbaert

Paper presentation - Présentation orale

Z-200 10h25-10h55

Friday, October 2 : Morning
Vendredi 2 octobre : matin

L2 assessment
Évaluation de la L2

Lexical difficulty in second language acquisition is often modeled using native-speaker-derived indices such as word frequency and age of acquisition (AoA). Although these variables are robust predictors in many contexts, their adequacy for learners from typologically distinct first-language (L1) backgrounds remains uncertain. At the same time, large-scale Yes/No (YN) vocabulary test data have been treated cautiously because of concerns about construct validity of form-based responses as evidence of word knowledge (Lee et al., 2025). This study examines whether YN-based word-difficulty estimates can predict tested L2 word difficulty when benchmarked against supervised meaning-recognition data. The analysis employs L1-Arabic (14,193 respondents) and L1-Chinese (38,633 respondents) subsets of Brysbaert et al.'s (2020) YN L2-vocabulary data. From the full wordlists, a shared set of 160 English words was compared to meaning-recognition test data from supervised English for Academic Purposes program L1-Chinese (n=425) or L1-Arabic (n=105) learners in Canada. In the YN dataset, respondents showing evidence of over-guessing were excluded based on pseudoword performance, defined as more than two “yes” responses in 30 pseudoword items. Separate Rasch models were then fitted to each Arabic and Chinese subsets, retaining items with at least 10 valid respondents. Rasch-scaled YN-difficulty estimates for the 160 target words were extracted and entered into linear regression models predicting meaning-recognition difficulty. Models compared the predictive contributions of (a) log-frequency and AoA, (b) YN-based Rasch difficulty, and (c) combined predictors.

Frequency and AoA alone explained moderate variance in meaning-recognition difficulty for both Arabic and Chinese learners ($R^2 = .31$ in both groups, $ps < .001$). YN-based Rasch difficulty showed stronger alignment with meaning-recognition-based lexical difficulty. Adding the YN predictor improved model fit substantially, increasing explained variance to $R^2 = .50$ for Arabic learners and $R^2 = .43$ for Chinese learners, while frequency became non-significant in both combined models. Overall, the findings indicate that appropriately-filtered and psychometrically-modeled YN-vocabulary test data can serve as a strong empirical predictor of tested L2 word difficulty across learner groups. The study supports the use of such data for L1-specific learner-centered vocabulary modeling and for building knowledge-based vocabulary resources (Schmitt et al., 2021).

Learning L2 idioms by reconnecting to their origins: It's in the way you do it



Frank Boers and Xiaofei Wang

Paper presentation - Présentation orale

Z-205 10h25-10h55

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Instructed SLA
Acquisition guidée de la L2

Metaphorical expressions such as figurative idioms (e.g., “pull strings”) often impede L2 learners’ comprehension of discourse (e.g., Littlemore et al., 2011). Given the vast size of an idiom repertoire, instructional techniques must be effective. One approach is to enhance memorability by reconnecting figurative idioms to their original literal contexts, thereby making them more imageable (Boers et al., 2004). However, a recent multi-site study found only weak evidence for this technique. In that between-participants study, learners inferred the meanings of 18 idioms either from two examples of current figurative use or from one such example plus a note about the idiom’s literal origin, followed by corrective feedback. Learning condition showed only a small effect on meaning retention. Inferencing accuracy was the strongest predictor, but inferencing at the learning stage was generally very poor. It was therefore possible that the modest inferencing accuracy concealed the effect of learning condition.

The present study modified the learning procedure to improve inference accuracy. Instead of generating meanings, participants now selected the most plausible option from two meanings, after which they received feedback. The study replicated the original design across the same sites (one ESL and two EFL contexts). At the time of submission, data for two sites (N = 113) have been analysed and data collection for the last site is currently underway.

Preliminary results showed that inferencing accuracy at the learning stage now exceeded 90% in both conditions. Multilevel logistic regressions modelled learning condition, inferencing accuracy, and time on task on meaning recall. This time, learning condition emerged as a much stronger predictor, showing a clear advantage for providing information about idiom origins. Inferencing accuracy was no longer a significant predictor. Knowledge of these origins was also strongly associated with accurate recall in both conditions. Follow-up interviews indicated that deeper engagement with origin-based hints supported retention, though engagement varied by learner and idiom.

This approximate replication suggests that a modest procedural adjustment can substantially influence learning outcomes and the evaluations of an instructional technique.

Little talkers: Active language use by multilingual children in Quebec



Andrea Sander-Montant and Erin N. Quirk

Paper presentation - Présentation orale

Z-240 10h25-10h55

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Globally, many children grow up hearing multiple languages (Grosjean, 2021). However, exposure to a language does not guarantee that children will become *active users* of that language – that is, that they will be able to not only understand but also speak the language (Chevalier, 2015). Indeed, multilingual children's language development outcomes are highly variable, particularly expressive language abilities (Mieszkowska, 2017). Certain environmental factors such as parental language use with children have been explored in relation to active use (De Houwer, 2007), while others, such as book reading and diversity of exposure sources, remain poorly understood.

In this ongoing preregistered study, we examine such environmental predictors of active use through an online questionnaire targeting parents of multilingual children aged 3 to 8 years in Quebec, Canada (current N=38; data collection ending April 30, 2026). We focus on the years spanning school-entry as these years often entail changes in children's language environments. Guided by Ecological Systems Theory (Bronfenbrenner, 1979), we focus on factors from different levels of children's environment, from the more immediate (e.g. the amount and number of sources exposure to the language the child has) to the more distal (e.g. access to books and frequency of reading in the language).

We first run correlation analyses to examine shared variance among outcomes and predictors, and then hierarchical linear mixed-effects models to capture individual variability and examine the contribution of individual factors to active use. Preliminary analyses suggest that these children's active language use is shaped by multiple child- and environment-level factors, in particular active use of heritage languages (languages other than French or English in this context). Specifically, we found that active use was predicted by the number of exposure sources and frequency of book reading in the language, and although of marginal significance, by the quantity of exposure to the language. Importantly, some of these factors are modifiable (e.g. amount of book reading in a particular language), highlighting opportunities for targeted interventions to support multilingual development during the important years spanning children's entry into school.

Assessments by Spanish L2 and heritage learners in a short-term study abroad program featuring service-learning

Cecilia Tocaimaza-Hatch



Paper presentation - Présentation orale

Z-260 10h25-10h55

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Contexts of learning
Contextes d'apprentissage

Short-term study abroad (STSA) programs are increasingly common and frequently incorporate community service, yet there is limited research on how such contexts shape learners' interactional competence (IC). IC focuses on how speakers collaboratively build meaning and alignment in situated interaction through identity, linguistic, and interactional resources. The current study investigates one type of interaction resource, *assessments* (i.e., evaluative listener responses), in the interactions between advanced Spanish L2 (n=4) and heritage learners (HLs; n=4) with individuals from their service-learning sites (e.g., peer, supervisor).

Participants were participating in a five-week program in Spain and completed 10–12 hours a week of service-learning across diverse sites (e.g., nonprofit organizations, summer camp, nursing home). During weeks 4 and 5, they audio recorded two spontaneous conversations (approximately 20 minutes each) with an interlocutor from their service site. Recordings were transcribed and coded for listener assessments; categories included *minimal assessments*, *non-minimal assessments* (adjectival, adverbial, verbal, expanded declarative), *reformulated assessments*, and *emotive assessments* (Dings, 2014; Burch & Kley, 2020).

The analysis of assessments frequency and form (syntactic and lexical content) revealed substantial individual variability in assessment frequency, with no consistent differences between HLs and L2 learner groups. The analysis of form suggests that linguistic background may be relevant under higher production demands as seen in the production of non-minimal assessments. In these instances, HLs displayed greater linguistic fluency and control, while L2 learners produced more non-target forms. Emotive assessments were infrequent overall, though L2 learners used “wow” productively to index surprise; this raises questions about how English affective markers are perceived by Spanish-speaking interlocutors in service contexts.

By focusing on service-learning interactions, this study broadens SA and IC research beyond homestay and peer talk, and contributes to the limited IC literature on HLs abroad. It also identifies priorities for future work on context, interlocutor roles, and developmental timelines in STSA.

Fostering equitable postsecondary STEM education through plurilingual and technology-enhanced practices



Umit Boz

Paper presentation - Présentation orale

Z-345 10h25-10h55

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Despite the growing cultural and linguistic diversity in many Canadian universities and widespread adoption of English Medium Instruction (EMI) globally, higher education continues to operate largely within monolingual norms and practices. In these contexts, multilingual learners' academic and disciplinary literacy development is often mediated through a combination of limited instructor scaffolding, peer collaboration, and students' own self-directed, technology-mediated learning strategies. The absence of structured language support in many institutions places multilingual learners at a disadvantage, particularly when navigating complex discipline-specific writing tasks (e.g., argumentation and articulating uncertainty, using discipline and/or genre-specific lexicogrammatical features and vocabulary in research and lab reports, etc.). Drawing on insights from a Scholarship of Teaching and Learning (SoTL) study, this presentation responds to this challenge and introduces a set of plurilingual and technology-enhanced pedagogical innovations to address multilingual students' academic and disciplinary language needs in postsecondary STEM contexts. The study's conceptual framework is grounded in plurilingual and culturally sustaining pedagogies, which emphasize moving beyond deficit perspectives to recognize students' cultural and linguistic resources as assets for learning and meaning-making (Hernandez Garcia & Schleppegrell, 2021; Paris & Alim, 2017).

The presentation will specifically highlight a series of genre-based, plurilingual and technology-enhanced strategies aimed at: (a) supporting academic writing in postsecondary STEM contexts through genre pedagogy; and (b) leveraging translanguaging and digital practices/resources to facilitate writing growth in reporting and argumentation. The final part of the presentation will focus on a range of assessment tasks designed to support students' vocabulary and writing development in STEM contexts (e.g., discipline-specific digital vocabulary quizzes and multimodal summaries based on interdisciplinary TED Talks). The implications for second language research and practice will also be discussed, focusing on the role of SoTL in contributing novel and transdisciplinary insights to the design and implementation of equitable, linguistically responsive pedagogies in higher education.

From measurement contradictions to language classroom: Translating aptitude-treatment interaction research into practice

Mireia Toda Cosi



Paper presentation - Présentation orale

Z-350 10h25-10h55

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Individual differences
Différences individuelles

Language teachers face a persistent challenge: Learners with identical exposure achieve vastly different outcomes. Aptitude research promises to explain this, yet decades of investigation have produced contradictory findings, leaving educators without actionable guidance. Previous meta-analyses examined aptitude constructs in isolation: explicit aptitude (Li, 2015, 2016), implicit aptitude (Jackson & Maie, 2023), and working memory (Linck et al., 2014). However, these approaches cannot reveal how components function in combination or what the effects of aptitude-treatment interactions are (Robinson, 2001).

This ongoing meta-analysis integrates all three components to address four interrelated questions. RQ1: How do aptitude components relate to L2 outcomes across predictive and intervention studies? RQ2: Do aptitude components differentially predict explicit versus implicit knowledge measures? (aptitude $\times$ outcome interaction). RQ3: Do cognitive profiles interact with instructional approaches, both in two-way (aptitude type $\times$ instructional condition) and in three-way patterns (aptitude type $\times$ instructional condition $\times$ outcome measure)? RQ4: How does measurement reliability impact results?

All RQs will be addressed using three-level mixed effect meta-regression (Assink & Wibbelink, 2016; Cheung, 2019) with learner and contextual moderators. A dual analytical strategy assesses construct classification (author-assigned vs. theory-driven; e.g., LLAMA_D as implicit vs. explicit aptitude), and reliability as both a continuous moderator and a sample filter ($\geq .70$).

We performed systematic searches across 11 databases (including LLBA, ERIC, ProQuest, PsycINFO), supplemented by manual journal searches and backward citation chaining. We screened 9,175 records with ASReview LAB (v2.1.1), yielding 1,296 for full-text screening. A 96-variable coding scheme captures study design, participant characteristics, aptitude measures, instructional conditions, outcome measures, and effect size information. A second coder is double-coding 20% of reports for percent agreement, Cohen's kappa, and the S-index (Norouzian, 2021; Plonsky & Oswald, 2015).

Preliminary results will be available at the time of the presentation. Findings are expected to provide evidence-based recommendations for matching learners' profiles to instructional approaches, building bridges across linguistic and theoretical borders. We anticipate that explicit aptitude will predict both knowledge outcomes, with stronger effects under explicit instruction; implicit aptitude will predict implicit knowledge only with smaller effects; and working memory will show domain-general effects regardless of instruction.

In defense of underpowered studies in L2 research?: Insights from simulations



Bronson Hui, Danni Zhang, Hyeran Ryu and Ekaterina Sudina

Paper presentation - Présentation orale

B-3345 11h00-11h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Instructed SLA
Acquisition guidée de la L2

As L2 researchers place more emphasis on study quality, sufficient statistical power—the probability of correctly rejecting a null hypothesis—has been recognized as an important element in a rigorous research design. Since underpowered studies are more likely to miss true effects and tend to report inflated effect sizes, there seems to be a consensus that researchers should power their studies well. However, researchers continue to face practical constraints (e.g., accessing specific learner populations), representing a difficult dilemma that needs to be resolved. While some argue that underpowered research is inherently flawed and should be excluded from the scientific record, recent methodological discussions suggest a more nuanced view: Underpowered studies can still contribute to cumulative science by providing data for meta-analyses. Building on this perspective, we report a series of simulations to illustrate the interplay between effect sizes, study power, resources, and meta-analytic conclusions. In the first set of simulations, we present multiple scenarios where primary studies are powered at .80, .60, and .40. Preliminary results suggest that the meta-analytic conclusion remains not different across power levels, on the condition that the total number of participants involved is constant (i.e., when there are enough under-powered studies). In the second set, we further manipulated study power as a proportion (e.g., 70% of primary studies are powered at .80; 20% at .60; and 10% at .40) to better reflect the potential realities of L2 research and to pinpoint where the noise (i.e., variability of effect sizes) from small studies might overwhelm the signal. We also compared the meta-analytic conclusions drawn from different resource levels (i.e., how many participants can the field as a whole afford). Overall, we contribute to the discussion on study quality from the perspective of statistical power and provide a point of departure to determine when small data are still big enough to advance cumulative science.

Yo diría "Lo siento mucho": Talking about apologies in study abroad



Rachel Shively

Paper presentation - Présentation orale

B-3285 11h00-11h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Contexts of learning
Contextes d'apprentissage

Being able to apologize effectively and restore harmony in relationships after an offense goes beyond knowing words and structures: the way apologies are handled across cultures varies, so the familiar ways of apologizing in one language cannot necessarily be transferred successfully to another. Through experience using the L2 in a study abroad setting, students can learn how people in their host community realize apologies (e.g., Hernández, 2018). But instruction about apologies can also provide vital support to students abroad and accelerate their learning (e.g., DiBartolomeo et al., 2023). Various techniques to teach apologies in study abroad have been successful, including face-to-face instruction (DiBartolomeo et al., 2023) and a combination of in-class lessons and practice activities with local people (Hernández, 2021). Regarding the latter technique, however, little research to date has closely examined what information students receive when talking about pragmatics with L1 speakers. Hence, the goal of this study is to examine the ways in which L1 speakers talk with study abroad students about apologies and, more specifically, offer models, answer questions, and provide feedback.

The participants were 11 advanced speakers of L2 Spanish who studied for three weeks in Mexico. Students received an instructional intervention about apologies in Spanish that included in-class instruction and structured out-of-class activities with L1 Spanish speakers. Data for the study consist of pre- and post-instruction oral discourse completion tasks, audio-recordings of students' out-of-class talk about apologies with L1 Spanish speakers, and student written reflections. The findings indicate that through the out-of-class activities, students were exposed to models of apologies, received feedback about their own apologies, and gained insight into the social meanings of apology strategies and specific apology expressions in Spanish. This study contributes to better understanding how L1 speakers engage with students in discussions about pragmatics, but also, more generally, responds to calls to examine the nature of L2 interaction in study abroad, specifically focusing on the learning opportunities provided by members of the host community (e.g., Kinginger & Carnine, 2019).

Mode-dependent cross-linguistic influence in advanced L2: Dissociation across lexical, semantic, and conceptual levels

Hiromi Noguchi and Yasunao Takano



Paper presentation - Présentation orale

B-4295 11h00-11h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Cognitive approaches
Approches cognitives

This study examines how production mode (oral vs. written) modulates cross-linguistic influence (CLI) across lexical, semantic, and conceptual levels in highly advanced L2 learners. While prior research has shown that CLI extends beyond lexical encoding to include conceptual attention and event representation, these levels have rarely been examined together in relation to production mode. Drawing on Thinking-for-Speaking (Slobin, 1996) and Talmy's (2000) framework of motion-event lexicalization patterns, this study addresses whether advanced L2 development involves unified restructuring or level-specific reorganization across representational domains.

Twenty-five Japanese advanced learners of English with over 10 years of residence in the U.S. narrated an 8-minute motion event in both oral and written modes in their L1 (Japanese) and L2 (English). The tasks were counterbalanced with 2-week intervals. Narratives were analyzed using four complementary measures: raw frequency, clause-internal rate, proportional allocation, and the rank order of 8 semantic components, allowing us to distinguish event-level structuring from clause-internal encoding of semantic information. Data were analyzed using negative binomial generalized linear mixed models with planned contrasts.

Results revealed a systematic asymmetry across modes: in oral production, learners exhibited crosswise CLI, whereby L2 English narratives aligned more closely with L1 Japanese patterns while L1 Japanese narratives showed convergence toward English, most pronounced at the semantic and conceptual levels in the encoding of Cause and Manner. In contrast, written production, with stronger monitoring and planning, showed greater structural convergence across languages and reduced cross-language divergence at the semantic level.

These findings indicate a dissociation between conceptual attention and lexical encoding in advanced L2 learners, suggesting that CLI is not a uniform transfer of representations but a mode-dependent reorganization, with implications for models of bilingual processing and advanced L2 development.

Comparison of general and academic vocabulary sizes of advanced Spanish L2 learners at university level



Inés Almendra Villalta Ramirez, Nausica Marcos Miguel and Pablo Robles García

Paper presentation - Présentation orale

Z-200 11h00-11h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

L2 assessment
Évaluation de la L2

Most research in second language (L2) vocabulary acquisition has focused on general vocabulary (Webb, 2020). The 3,000 most frequent words in Spanish need to be receptively acquired to achieve at least a B1 proficiency level from the Common European Framework of Reference (Intermediate High and Advance low for receptive skills in the ACTFL scale) (author, xx). However, students majoring in Spanish at the university level are required to go beyond general vocabulary and develop mastery in academic Spanish. The question that remains is whether academic vocabulary follows similar word-size estimates to those of general vocabulary. This study explores the academic and general vocabulary sizes of students working towards B2-C1 proficiency levels.

Data were collected from L1 Dutch speakers in their third and fourth year at the university. General vocabulary size (GVS) was assessed with the *ITT-Receptive Vocabulary Test* (n=42), which follows a meaning-recognition format and measures the first 5,000 most frequent Spanish words (Tschirner, 2021). Academic vocabulary size (AVS) was measured with a self-designed form-recognition test (n=27). Target items were selected from an academic frequency list derived from a large reference corpus of Spanish L1, CORPES XXI (RAE), and validated with a corpus of theses by graduated students from the same major. The test includes verbs between the 2K and 10K academic frequency bands. Mastery of a band was set at 80% of word recognition.

For GVS, most learners knew the most frequent words (2K-3K > 87% of the learners; 4K > 70%), whereas the 5K general band was mastered by only 35% of the students. Findings were comparable to AVS. The most frequent academic bands were well known (2K-3K > 88% of the learners; 4K > 77%); while the 5K academic band was mastered by around 44% of the students. Although around half of the learners demonstrated mastery beyond the 5K academic band (6K and 9K), fewer than 26% did so for the 7K, 8K, and 10K bands.

These findings suggest that measurements of general vocabulary size might be sufficient to provide insight into academic vocabulary size. Future studies should measure bands in general Spanish beyond the 5K.

Formats and implementations of language-focused exercise: Focus on verb complementation



Alyssa Mengxue Li and Frank Boers

Paper presentation - Présentation orale

Z-205 11h00-11h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Instructed SLA
Acquisition guidée de la L2

Many language courses feature exercises that focus on specific language features. It is therefore important to evaluate the effectiveness of combinations of exercise format and implementation to support durable learning. Analyses of ESL/EFL textbooks and online materials have revealed that language-focused exercises are implemented in two ways: they either follow prior study of target forms (i.e., retrieval practice), or they are used to introduce new items or features and students learn from feedback on their guesses (i.e., trial and error). The same analyses have also demonstrated that exercises typically take one of two formats: selected-response (e.g., multiple-choice) or constructed-response (e.g., gap-fill).

Previous research has found that constructed-response formats implemented as retrieval practice are more effective for verb-noun collocation learning than selected-response formats implemented as trial and error. The present study is a conceptual replication that examines whether these findings generalize from vocabulary to grammar, focusing on verb complementation patterns (e.g., consider + -ing vs. decide + to-infinitive).

Approximately 100 high-intermediate English L2 learners participated in a 2×2 (implementation $\times$ format) counterbalanced within-participant design. Participants learned 32 verb-complement combinations (mostly verb + to infinitive and verb + gerund combinations) distributed under four exercise conditions: (a) study followed by multiple-choice, (b) study followed by gap-fill, (c) multiple-choice followed by study, and (d) gap-fill followed by study. Corrective feedback was provided after each of two rounds of exercises. One week later, retention was assessed through a gap-fill test followed by a multiple-choice test. The students were also asked about their beliefs regarding the usefulness of the exercise formats.

Data coding and analysis is currently in progress. Mixed-effects regression models will be used to examine the effects of format, implementation, and their interaction on post-test accuracy. In addition, we examine if learners' perceptions of the exercise formats align with their actual test performance. The findings will contribute to understanding whether the comparative advantage of retrieval-based constructed-response practice extends beyond collocation learning (i.e., a feature of vocabulary) to learning aspects of grammar, informing principled designs of L2 instruction and practice.

Early literacy trajectories in young EFL learners: results from a phonics-based intervention in primary school



Karen Glaser and Anne Schrader

Paper presentation - Présentation orale

Z-240 11h00-11h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

L2 literacy
Littérature en L2

The question of how to effectively teach literacy to young beginning L2 English learners in primary school – both at the word-level and beyond – remains underexplored, resulting in either mainly oral lessons or in teachers’ having to resort to trial-and-error when including the written mode. As empirical evidence shows, however, explicitly fostering literacy benefits the entire L2 learning process, including vocabulary knowledge (Graham et al., 2020; Mlakar et al., 2024). At the same time, there is a dearth of research into teaching methods with which literacy can be effectively imparted without neglecting oral skills and without overtaxing the young learners. While this challenge is gradually being met for reading (e.g., Moradi, 2022; Reckermann, 2018; Ruiz de Zarobe & Zenotz, 2019), it has hardly been addressed with regard to writing (Lee, 2018; but see Trüb, 2022, for a recent exception). Our study addressed this lacuna by means of Design-Based Research (DBR) into the development and effectiveness of instructional materials to teach literacy and writing skills to 50 German EFL learners aged 8-9 in their first year of English education. Spanning three thematic units of ten lessons each, the intervention lasted four months, was implemented twice in two consecutive third grades and addressed written skills at the word, sentence and text levels. It was informed by phonics, an L1-English literacy teaching method which recent research has started to adapt to L2 contexts with promising results (e.g., Beinke, 2020; Frisch, 2013; Hernández-Tomás, 2016; Rendón-Romero et al., 2021). Oral and written proficiency data were collected in a quasi-experimental intervention-control group design via adapted and expanded *Cambridge English Young Learners* pre- and posttests. The talk presents the pedagogical design and the language competence results, with a focus on writing skills, more specifically the accuracy and complexity of the learners’ texts. The findings attest to the supporting role of systematic literacy instruction for young English learners’ L2 development. Implications for language pedagogy and teacher education are derived.

"It's too hard": L2 learners' ideologies of Arabic varieties after study abroad



Esha S. Mukherjee

Paper presentation - Présentation orale

Z-260 11h00-11h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

L2 culture and socialization
L2 culture et socialisation

Strong evidence suggests that positive study abroad experiences foster sociolinguistic learning (Regan, Howard, & Lemée, 2009; Zhaller, Linford, & Long, 2023). However, sociolinguistic learning for Arabic is complicated by the heteroglossic continuum of standard Arabic and distinct spoken varieties, and their accompanying dominant language ideologies. Research on the Arabic language has examined speakers' language ideologies, discussing how power and prestige are traditionally associated with standard Arabic rather than spoken varieties, though in Arabic's sociolinguistic reality, prestige of spoken varieties differs based on social factors (Al Masaeed, 2022). For spoken varieties vis-à-vis each other, additional evidence suggests that North African varieties are stigmatized by both native speakers (Hachimi, 2013), and L2 learners (Soulaïmani, 2019). These ideologies are rarely addressed in classroom instruction, where standard Arabic instruction is privileged (Ryding, 2017). More recent scholarship has found that L2 Arabic learners developed positive attitudes towards stigmatized varieties, such as Moroccan Arabic, once they begin studying abroad in Morocco (Garcia & Al Masaeed, 2025). The current study builds on this research by examining L2 Arabic learners' views of standard Arabic and regional spoken varieties, after varied study abroad experiences for Arabic language-learning. The data come from semi-structured interviews with twelve L2 Arabic learners with diverse experiences of study abroad in different Arabic-speaking countries (e.g., Jordan, Morocco, and Oman). In these post-sojourn retrospective interviews, participants reflected on their use and views of different Arabic varieties.

The data was coded following thematic analysis (Braun & Clarke, 2017). Findings suggest that after studying abroad, learners recognize standard language ideologies and have positive views of learning a spoken variety. However, learners also reproduce ideologies towards North African varieties of Arabic as "undiscernible" or "too difficult to learn." Additionally, findings suggest that learners are socialized into these views through classroom instruction, instructors, and interactions with other Arabic speakers. Pedagogical implications will be discussed, such as introducing critical language awareness pedagogy (Alim, 2010) in the L2 Arabic classroom to equip learners with knowledge of language ideologies and hierarchies and reflect on their own linguistic biases when navigating Arabic heteroglossia, prior to any study abroad experience.

Exploring the potential of mixed-language input for language learning: A longitudinal experimental study



Mandy Wigdorowitz, Chrysoula Vassiliu, Margreet Vogelzang and Ianthi Maria Tsimpli

Paper presentation - Présentation orale

Z-345 11h00-11h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

Contexts of learning
Contextes d'apprentissage

Instructed language teaching practices often adopt unilingual input, but this can overlook the natural communicative practices in many societies where mixing languages is common. It is unknown, however, whether a new language can be learned through mixed input. To investigate this, we present a longitudinal learning study that utilizes language mixing as a pedagogical tool for language learning in our novel Mixed Language Input Paradigm (MiLIP).

Our participants included 52 bi/multilinguals (age 20-40; $M = 31.57$, $SD = 5.61$) living in the UK, whose dominant language is English and who had no prior exposure to Greek. Half were presented with unilingual Greek input (with English translation) and the other half with mixed input (Greek inserted into English sentences), in a web-based learning environment. Learning proceeded through phases over time that introduced Greek nouns (Phase 1), determiners (Phase 2), and verbs (Phase 3), with support from audio, images, videos, and subtitles. Learning outcomes were assessed using picture selection and grammaticality forced-choice tasks at various stages. We also examined the influence of individual differences in participants' cognitive abilities and sociolinguistic diversity on learning outcomes.

Results of our Bayesian and mixed effects models benefited (a) participants learned from mixed input (above chance), both in terms of vocabulary and morphosyntax, indicating the utility and untapped potential of using language mixing as a pedagogical method for language learning, (b) differences between learning attainment of participants in the two groups (unilingual vs mixed) were minimal, but when there were differences, they appeared to favor some learning outcomes of the mixed input condition, and (c) participants raised in more multilingual contexts benefitted more from mixed input than those raised in more monolingual contexts. Overall, exposure to mixed-language input does not hinder language learning and can be just as effective as unilingual input. We recommend that teachers can incorporate controlled language mixing into their instruction, adapting their approaches to both their own teaching styles and the linguistic backgrounds of their learners. For researchers, the MiLIP experimental paradigm can be adapted to study a variety of language combinations.

When engagement becomes a grade: Instructor narratives on the assessment of participation in language classrooms

César Enrique Hoyos Álvarez and Hasheem Hakeem

Paper presentation - Présentation orale

Z-350 11h00-11h30

Friday, October 2 : Morning
Vendredi 2 octobre : matin

L2 assessment
Évaluation de la L2

Classroom participation remains a relatively stagnant and underexplored area of L2 research, despite its widespread use in language education (Rogers, 2011). This is due in part to its vague conceptualization and inconsistent findings regarding the impact of participation on linguistic development (Crosthwaite et al., 2015; Delaney, 2012; Ellis, 2009; Spring, 2021). Although participation has been problematized and framed as a subjective measure of performance and linguistic competence shaped by power and socially constructed norms (Feldman, 2023; Foster & Garrido-Gutierrez, 2024; Morita, 2004, 2009; Nie et al., 2022), there is a paucity of research examining instructors' criteria for assessing participation in language classrooms. Additionally, while the field of critical pedagogies has advanced considerably, assessment practices have not kept pace with these developments, particularly due to the persistent reliance on proficiency-oriented frameworks (Venegas & Leonard, 2023). We argue that the pedagogical construct of participation offers an ideal entry point for (re)thinking language assessment through a critical and equitable lens.

To further explore the role of classroom participation, the present study draws on seven in-depth, semi-structured interviews with postsecondary language instructors in the United States to examine the motivations shaping rubric design in Spanish, Italian, and French language courses. Using a narrative inquiry approach (Clandinin & Huber, 2010), this study analyzes instructors' experiences, assessment practices, and beliefs regarding participation. Preliminary findings suggest that although participation is considered an essential component of instruction, it is largely absent from formal language teacher preparation and professional development. Instead, it tends to be based on instructors' perceived definitions of student engagement and preparedness rather than on evidence-based principles. Furthermore, when asked how they assess participation, instructors seem to equate "successful learning" with a series of behaviors believed to advance language proficiency. The implications of these findings highlight the need to reconceptualize participation in ways that resist proficiency-driven metrics and promote more critically informed approaches to language assessment.

Measuring L2 fluency and complexity development in study abroad using L1 as a baseline



Paula De Lucas Barquero

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Study Abroad (SA) programs are assumed to be the perfect environment for second language (L2) fluency development. Confirmatory evidence identifies higher fluency gains for SA groups (DeKeyser, 1986, 1991; Segalowitz & Freed, 2004; Keppie et al., 2015). However, counter evidence exists (García-Amaya, 2015; Freed et al., 2004) explained by group differences (c.f. Sanz, 2014), increased syntactic complexity and processing demands (García-Amaya, 2023). In search for reliability, more recent studies use the L1 as baseline to predict and understand L2 behavior (c.f. Gao & Sun, 2024; de Jong et al., 2013). However, there are differences in the cutoffs used for fluency measurement (i.e., 100 ms.: Riazantseva, 2001; 200 ms.: Kormos & Denés, 2004; 250 ms.: De Jong, 2013). Consequently, this study contributes to this methodological discussion on fluency measurement, and the role of complexity and L1 speaker's behavior in explaining changes in L2 production.

The current study investigates fluency and complexity development in the L2 Spanish of 30 college students from a Mid-Atlantic university participating in a 5-week SA program in Spain. Data consists of self-recorded monologues in response to a prompt in English (pre-sojourn) and in Spanish (pre and post). Speech was analyzed for [1] disfluencies by measuring speed, breakdowns, and repairs (Tavakoli & Skehan, 2005; cf. García-Amaya, 2018), breakdown distribution (Kahng, 2014), and repair typology (Levelt, 1989), using L1 behavior as the baseline for each participant (L1 breakdown mean); and [2] syntactic complexity (length of T-units, Larsen-Freeman, 1983). RM-ANOVAs and a post-hocs were conducted to compare L1 vs L2 at Time 2, and L2 at Times 1 vs 2).

Preliminary results suggest a statistically significant decrease of filled pauses, filled pauses within clause distribution, and on Accuracy-Repairs from T1 to T2, but no improvements in silence pauses nor speed, which suggest smoother perception of speech after immersion (Kahng, 2014) and a change in overt speech performance during processing. Further analysis is currently in progress to determine syntactic complexity; an increase is expected (García-Amaya, 2023).

Diagonal mental timelines and second language experience



Junya Fukuta, Masato Terai and Daisuke Abe

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Temporal concepts are commonly mapped onto space along horizontal or vertical axes, with these mappings influenced by writing direction and linguistic metaphor. More recently, research has identified diagonal mental timelines that combine horizontal and vertical dimensions and vary across languages.

The present study tested whether diagonal spatial-temporal mappings are determined primarily by writing direction or can be modulated by bilingual language experience. The writing-direction account predicts stable spatial timelines aligned with habitual reading and writing practices (Fincher-Kiefer, 2019). The dual-mapping account, in contrast, proposes that writing direction provides a basic alignment that can be reshaped by language-specific metaphors and linguistic experience (Calbris, 2001). Both accounts predict that Japanese favour a downward-sloping diagonal timeline (upper-left to lower-right), because both writing direction and vertical temporal metaphors align in that orientation. However, the dual-mapping account predicts that exposure to English, whose metaphor tends to associate the future with upward motion, may introduce a competing upward-sloping mapping (lower-left to upper-right) in Japanese-English (bilingual) speakers.

Spatial-temporal mappings were operationalised using a nonverbal temporal-order judgement task. Participants evaluated whether an arrow correctly represented chronological progression between diagonally arranged picture pairs depicting earlier and later stages of events. Faster responses for a given spatial orientation were interpreted as evidence for a preferred mental timeline.

Experiment 1 tested 55 Japanese monolinguals residing in Japan. Bayesian mixed-effects modelling showed faster responses when time progressed from the upper left to the lower right than in the reverse direction, indicating a dominant downward-sloping diagonal timeline.

Experiment 2 tested 57 Japanese-English bilinguals living in English-speaking countries and included age of English acquisition and proficiency as individual-difference predictors. Overall patterns resembled those of monolinguals, with the upper-left to lower-right mapping remaining fastest. However, earlier learners of English showed relatively faster responses for upward-sloping mappings from the lower left to the upper right, reflected in reduced processing costs for these configurations.

These findings support the dual-mapping account: writing direction anchors a canonical timeline, while metaphorical structures associated with an L2 selectively modulate spatial-temporal representations. Diagonal timelines therefore provide a sensitive paradigm for detecting effects of language experience on temporal cognition.

Cue weighting and contextual effects in the perceptual learning of breathy voiced stops



Syed Sazzadul Alam and Stephen Winters

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

Cognitive approaches
Approches cognitives

English listeners struggle to accurately produce and perceive Bengali breathy voiced stops (e.g., /b^h/) even though contrasts based on aspiration (weighted) and stop closure voicing (underweighted) exist in their L1. This work investigates the hypothesis that a significant problem in novel L2 sound category formation lies not in the presence or absence of new acoustic cues, but in how those cues are weighted and integrated within the learner's first-language (L1) system. The talk links experimental work we have done in perception and production with an ongoing perceptual learning study that uses a bimodal distributional exposure paradigm to manipulate weighted versus underweighted cues.

In perception, English listeners predominantly identify [b^h] as /p/ ([p^h]) in word-onset position because of its aspiration but are more likely to identify [b^h] as /b/ ([b]) in word-medial position because of its closure voicing. In a discrimination task, English listeners consistently respond more slowly to pairs including /b^h/ than other Bengali stops, likely because of its novel combination of voicing cues. Production data, similarly, showed more and less stable closure voicing production initially for /b/ and /b^h/ respectively. This means the voicing cue is not unavailable, but aspiration cue is so strong that it pulls production toward /p^h/ in initial position creating a cue conflict.

Ongoing work uses a distributional learning paradigm to test if learning depends on whether a cue is already active in a specific context in one's native language or not. In this paradigm, participants hear sound cues (VOT and Voicing) arranged in either a bimodal or unimodal one and are tested with a free classification task and an ABX discrimination task. Building on an exemplar-based account of category formation (Johnson, 1997), and on the idea of perceptual reorganization as discussed in Pierrehumbert (2008) and we propose two possible routes to category formation, given weighted versus underweighted cues in L1. First, *Exemplar Cloud Shift* occurs when reweighting a familiar cue (e.g., VOT) reorganizes an existing category boundary. Second, *Exemplar Cloud Emergence* occurs when previously underweighted but available cues (e.g., closure voicing) support the formation of a new cluster.

How do L2 writers synthesize discourse? Cognitive and behavioral insights



So-Young Lim

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

Cognitive approaches
Approches cognitives

Discourse synthesis is central to academic writing, which encompasses organizing, selecting, and connecting information across sources (Spivey, 1984). While synthesis quality is a crucial feature of academic writing performance (Kyle, 2020; Plakans & Gebril, 2013), it remains challenging for second language (L2) writers given its high linguistic and cognitive demands (Nelson & King, 2023). Moreover, the complexity of defining and measuring synthesis has contributed to its underrepresentation in process-oriented research, particularly in real-time examinations of how its subprocesses unfold during writing. This study therefore uses keystroke logging, eye-tracking, and stimulated recall to identify behavioral and cognitive indicators of each synthesis subprocess and examine whether these differ across proficiency levels.

In this mixed-methods study, eleven L2 English learners (six high-proficiency, five low-proficiency) completed an integrated argumentative writing task requiring them to read two passages and support or counterargue a position. Typing behaviors (pause duration, revision frequency, and location) were captured via InputLog Standard 9.505, and eye gaze metrics (fixation duration, fixation count, regression count) were recorded using a Smart Eye Aurora 60-Hz tracker. Immediately after the writing, participants completed a stimulated recall interview using their eye gaze path recording as stimulus.

An exploratory sequential design was used for data analysis. Stimulated recall data were transcribed and coded for selecting, organizing, and connecting subprocesses based on Spivey's (1984) discourse synthesis framework. A ± 3 -second temporal window around each utterance timestamp aligned coded utterances with concurrent keystroke and eye-tracking measures. A multinomial mixed-effects model identified behavioral and cognitive measures associated with each subprocess. A series of linear mixed-effects models then examined how these measures differed between higher- and lower-proficiency writers. Findings offered preliminary insights into how writers behaviorally and cognitively engage in discourse synthesis, and how these patterns vary by proficiency level, with implications for writing process research.

The role of social network tie strength in L2 Spanish phonetic convergence during immersion



Julia Alexandrakis and Alfonso Morales-Front

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
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Contexts of learning
Contextes d'apprentissage

Although social network analysis has increasingly been used to explain variability in study abroad outcomes, most research has focused on global proficiency measures rather than fine-grained phonetic development. The present study examines whether specific dimensions of learners' social networks condition decreased centralization of unstressed vowels in L1 English L2 Spanish learners. Unlike English, which exhibits sensitive stress-conditioned vowel reduction, Spanish maintains relatively stable vowel quality across stress positions. For L1 English learners, acquiring this stability rather than transferring English-style reduction poses a persistent challenge even following immersion (Avello, 2013; Long et al., 2018). Because unstressed vowel quality reflects this cross-linguistic contrast, it provides a sensitive site for examining whether varying components of social network composition facilitate phonetic convergence with target language norms.

Participants were 12 L1 English learners of L2 Spanish (intermediate-high to advanced-low) enrolled in a six-week faculty-led study abroad program in Quito, Ecuador. Using acoustic analysis of post-immersion production, convergence towards L2 Spanish targets was operationalized as the Euclidean distance between unstressed vowel tokens and within-speaker stressed means in normalized F1-F2 space. Mixed-effects models tested multiple dimensions of social network composition, including relationship proximity (tie strength), interactional duration, language proportion, and alter proficiency.

Results indicate that affective tie strength—specifically, relationship intensity—emerged as the strongest and most consistent predictor of category-specific convergence. Greater tie strength was associated with significantly reduced unstressed-stressed distance for the high front vowel /i/ ($p < .001$), with more moderate convergence observed for /u/ ($p = .048$) and /o/ ($p = .040$). Conversely, the low central vowel /a/ remained resistant to change, mirroring previous research classifying it as especially susceptible to reduction and resistant to change in L2 Spanish (Simões, 1966; Aldrich, 2014; Menke & Face, 2010). Notably, exposure-based measures such as interactional duration and language proportion yielded no reliable effects.

These findings suggest that the qualitative strength of learners' social ties, rather than the mere quantity of target language exposure, plays a crucial role in shaping fine-grained segmental development and overcoming persistent phonetic transfer during immersion.

Brazilian Capoeiristas as teachers and language learners in the United States



Natalie A. Harmon

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

Contexts of learning
Contextes d'apprentissage

A great deal of previous SLA scholarship has focused on learners in school, classroom, and study abroad contexts (e.g., Anya, 2017; Bashir-Ali, 2006; Talmy, 2010); however, nontraditional learning contexts are rarely studied. Exploring the perspectives of immigrants who hold identities as both teachers and learners can reveal important insights into language learning in nontraditional contexts. This study considers the experiences of Brazilian teachers of capoeira, an Afro-Brazilian martial art form. These teachers occupy roles as both teachers and English learners, where the capoeira teaching context necessitated and even facilitated the participants' English learning. These individuals must navigate and negotiate these identities in transmitting their expert knowledge of capoeira in their nonnative language (Lx).

This study draws on the experiences of three Brazilian capoeira teachers and their journeys to becoming both successful capoeira instructors and English speakers in the United States. Data was collected from language learner autobiographies and semi-structured interviews. Participants' narratives were analyzed through thematic analysis, and by drawing on concepts from language socialization (Ochs & Schieffelin, 2011, 1982) and investment (Norton Peirce, 1995; Norton, 2013). Findings suggested that their strong investment as immigrants and capoeira teachers played a significant role in their learning success; they viewed English as an important resource for advancing their careers, building relationships, and navigating daily life in the United States. Their willingness to learn from their students also contributed to their learning, as they were eager to learn how to best deliver their instructions in English as teachers who are passionate about capoeira. Interestingly, the participants still emphasized the use of Portuguese in some areas of their teaching practice; their teaching philosophies foregrounded Portuguese's importance in maintaining capoeira's Afro-Brazilian roots.

This study highlights how immigrant learners often navigate and negotiate complex identities in non-traditional learning contexts. This dynamic process of simultaneously negotiating their identities as teachers, learners, and immigrants plays a significant role in the second language learning process and success. Such perspectives must be considered to gain more nuanced understandings of diverse language learning experiences.

Dynamic trajectories of CAF in Chinese EFL writing based on Dynamic Systems Theory: A cross-sectional analysis across educational levels

Xindi Zhang and Yichang Chen



Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

Corpus linguistics
linguistique de corpus

This study examines developmental patterns in Chinese EFL learners' writing across educational stages through a cross-sectional analysis. Drawing on Dynamic Systems Theory (DST) and the Complexity–Accuracy–Fluency (CAF) framework (Skehan, 1998; Housen & Kuiken, 2009), it investigates how learners allocate cognitive resources during written production and whether trade-off relationships emerge among complexity, accuracy, and fluency.

A corpus-based cross-sectional design was adopted using the TECCL corpus from Beijing Foreign Studies University. The dataset comprised 95 narrative essays (45 from secondary school students, 50 from university students) of 80–200 words describing a place. Writing performance was analyzed using mainly four CAF indicators: Mean Length of T-unit (MLT), Measure of Textual Lexical Diversity (MTLD), the number of Error-Free T-units (EFT), and the ratio of EFT per T-unit (EFT/T). Automated extraction and statistical comparison were used to examine developmental differences and resource allocation across CAF dimensions.

Significant differences were found between the two groups in syntactic complexity (MLT) and lexical complexity (MTLD), whereas accuracy and fluency measures (the amount of EFT, EFT/T) did not differ significantly.

The significant rise in MTLD coupled with the decline in MLT reflects a non-linear reorganization of the writing system. From a CAF perspective, the higher MLT in high school may stem from a formulaic "attractor state" driven by exam-oriented pedagogy (e.g., memorized templates). In contrast, university learners tend to prioritize lexical diversity, triggering a competitive trade-off that simplifies sentence structures. The stagnation in accuracy (the number of EFT) further suggests that this transition is a non-linear progress. L2 development is characterized by dynamic development. While templates can effectively help learners improve fluency in the early stages of language learning, they are not well-suited for adapting to the versatility required for complex tasks in the long run. Therefore, it is recommended to adjust teaching methods according to the different stages of language learning to facilitate the comprehensive development of their language abilities.

Causal expression in academic English writing among L1 and L2 writers



Song Zhou

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

L2 literacy
Littérature en L2

This study examines how causal relations are expressed in academic English writing, focusing on causal ordering and linguistic devices. In causal discourse, ordering refers to whether writers adopt cause-before-effect or effect-before-cause structures, while linguistic devices refer to nouns, conjunctions, prepositions, verbs, adverbs, and other linguistic forms used within clauses to mark causality.

Prior research shows differences in causal expression by L1 English writers and Chinese-English (CN-EN) L2 writers. Compared to L1 writers, CN-EN L2 writers tend to prefer inductive cause-before-effect patterns and explicit connectives such as 'so' and 'thus'. However, existing literature primarily focuses on undergraduate writers, possibly overlooking how multi-faceted discourse-level causal expression evolves with increasing academic writing experience. That is, with more academic training, writing and publication experience, L2 writers may develop causal expression patterns that more closely align with L1 academic writing norms.

To address this gap, the present study employs a web-based writing task in which participants are instructed to combine clause pairs into sentences to express causal relations (e.g., "Global temperatures continue to rise. Heatwaves are becoming more frequent." → "Heatwaves are becoming more frequent because global temperatures continue to rise."). A background survey collects information on language background, academic writing experience (including training, writing, and publication), and English proficiency is measured by LexTALE. Participants include L1 English writers and CN-EN L2 writers with varying levels of English proficiency and academic writing experience. The writing outputs will be coded for (1) causal ordering and (2) types of linguistic devices used to mark causality. Analyses will examine how these features vary across writers' language background, proficiency, and writing experience.

It is hypothesized that L1 writers will show greater flexibility in both ordering and device use, whereas L2 writers will favor cause-before-effect structures and a narrower range of devices. As proficiency and academic writing experience increase, L2 writers are expected to develop patterns that align more closely with L1 norms.

The findings will contribute to understanding discourse-level development in L2 academic writing. By highlighting how causal expression evolves through both ordering and devices, this study will inform academic writing pedagogy.

Assessing students with disabilities in English: Practices in integrated and special schools



Jeongeun Choi

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
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L2 assessment
Évaluation de la L2

In the global era, English proficiency has become important for students with disabilities as well as for those without disabilities. Assessment plays a critical role in verifying learning outcomes and ensuring educational accountability. However, students with disabilities often require test accommodations to remove disability-related barriers and ensure fair assessment. With the expansion of inclusive education, English teachers in general schools are increasingly expected to assess students with diverse learning needs. Despite this growing demand, empirical research examining English assessment practices and accommodations for students with disabilities in Korea remains limited.

This study investigates how English assessment for students with disabilities is implemented in integrated schools and special schools and explores challenges faced by teachers in these contexts.

The study focuses on students with visual, hearing, and physical disabilities based on the disability classifications used in current test accommodation policies. A questionnaire survey was conducted with 43 English teachers who had administered assessments such as midterm and final examinations to these students. In addition, 72 English teachers from integrated and special schools participated in a survey examining the difficulties they experienced when assessing students with disabilities and the support required for effective assessment practices.

The findings reveal several key issues. First, environmental accommodations related to examination timing and settings were not consistently implemented in integrated schools; for example, extended testing time recommended for students with low vision was not always applied. Second, special schools demonstrated greater diversity in adjusting test presentation and response formats, whereas integrated schools mainly relied on basic accommodations such as large-print materials, Braille, scribes, or hearing aids. Third, achievement standards in performance assessment were rarely adjusted in integrated schools, where students were often evaluated using the same criteria as non-disabled students. Finally, teachers in both integrated and special schools reported difficulties in maintaining fairness while assessing students with disabilities.

These findings highlight the need for stronger institutional support, including revised assessment guidelines reflecting disability characteristics, teacher training programs, and platforms for sharing assessment practices. The presentation will also discuss implications in light of recent policy developments in Korea emphasizing inclusive assessment and flexible evaluation approaches, including UDL.

Tuning in to the effects of musicality on learning lexical tones in Thai



Diya P. Goyal, L. Robert Slevc and Natasha Tokowicz

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

Psycholinguistic approaches
Approches psycholinguistiques

For learners whose first language (L1) is not a tonal language, learning the difference between lexical tones in a tonal language (e.g., Thai) can be difficult (Kaan et al., 2007). However, for learners whose L1 is a tonal language, learning the difference between lexical tones in a tonal second language (L2) can be easier (Wayland & Guion, 2008). Additionally, better tone learning has been associated with individual differences in musicality (e.g., Li & DeKeyser, 2017) – specifically, higher musical ability (latent sensitivity to naturally facilitate understanding of music) and higher musical training (formal learning of an instrument or music theory). Therefore, we investigated the relationship between musicality and Thai tone learning for monolingual non-tonal (English) speakers and bilingual tonal (e.g., Mandarin) speakers. Participants were trained on Thai low and mid tone contrasts using minimal pairs and were administered an identification pre and posttest.

L1 tonal speakers showed a significant four-way interaction between musical ability, musical training, training, and tone. However, a step-down analysis by tone showed that, despite this complex pattern, training improved L2 lexical tone identification overall for L1 tonal speakers. In contrast, L1 non-tonal speakers only improved at identifying the low tone (a significant training by tone interaction). This was qualified by a significant interaction between musical ability, musical training, and tone: L1 non-tonal speakers who were higher on musical ability and musical training were also significantly better at identifying the mid tone than L1 non-tonal speakers who were higher on musical ability but lower on musical training.

These results suggest that lexical tone learning is not only related to individual differences in musical ability and musical training but also differs by L1 language group. Specifically, L1 non-tonal speakers might be tapping into musicality to cognitively scaffold lexical tone learning more than L1 tonal speakers, who can rely more on their pre-existing mappings and metalinguistic awareness of lexical tones. Ultimately, our results suggest that lexical tone learning can be tailored to an individual's strengths and experiences.

A revised sense-level resource and its application to second language research on phrasal verbs



Minjung Seo, Eunsil Kim, SungHo Gong, Goeun Park, Seongmin Mun and Donghyun Kim

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
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Psycholinguistic approaches
Approches psycholinguistiques

English phrasal verbs (PVs) are pervasive in everyday discourse, yet they remain difficult for second language (L2) learners. External factors, including their absence in learners' first language (L1) and limited exposure in instructional settings, contribute to avoidance and underuse. Internal properties also increase the burden: PVs are highly polysemous, with 5.6 senses on average, often semantically opaque, and can occur in separated forms across senses.

An existing pedagogical list focuses on PV polysemy and provides high-frequency PVs together with their major meaning senses and sense-level frequency information in the form of meaning percentages. However, it does not include other properties directly related to learning difficulty and experimental design, such as semantic transparency or separability. In prior studies, researchers sampled only subsets from pedagogical lists, textbooks, or corpora according to their purposes. This has led to inconsistent operationalizations of key variables and reduced comparability across studies.

This study takes the meaning senses identified in an existing list as its starting point and revises the list by adding the following information. Semantic transparency was rated on a 7-point Likert scale by 70 L1 English speakers for all 288 senses ($M = 4.36$, $SD = 1.07$, $range = 2.51-6.56$). This allows transparency to be treated as a continuous variable in experimental research. L1 textbook frequency was calculated from a corpus of 73 of 87 Korean middle- and high-school English textbooks. Separability, transitivity, one-word English synonyms, and Korean meanings were also recorded using major dictionaries at the sense level.

The presentation also introduces a processing experiment that uses the revised resource to examine individual differences in PV processing. In a yes/no task involving particle forms, transparency and separability are examined as item-level predictors, while proficiency and working memory are treated as learner-level factors. Together, the resource and the processing study show how a pedagogically motivated list can be extended into a standardized framework for systematically explaining difficulty in PV learning and processing. They can contribute to more principled stimulus selection, variable control, and clearer interpretation in both laboratory and classroom SLA research contexts. The revised resource also informs syllabus design and materials development for L2 instruction.

Heard but not helped: Listener reactions to accent- and appearance-based bias



Gento Okawa, Cesar Teló, Ryuichi Suzuki, Lin Lu, Mary O'Brien and Pavel Trofimovich

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
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L2 culture and socialization
L2 culture et socialisation

Speakers of stigmatized varieties, including second language (L2) speakers, often experience unfair treatment in professional settings, where they are assigned to low-status positions and semi-skilled roles (Roberts, 2021). These biases rely on socially learned stereotypes which portray L2 speakers as less skilled and competent (Russo et al., 2017).

It is unclear, however, whether listeners both recognize accent bias and are willing to act against it. We drew on cognitive dissonance theory to predict that when people's attitudes clash with their real or projected actions, they minimize mental discomfort by aligning their beliefs and behaviors (Festinger, 1964). Even though accent-based bias is commonly recognized (Maindidze et al., 2025), we expected such an alignment to be stronger for bias based on a person's appearance (inappropriate clothing, face piercings) than accent (low comprehensibility) because accent, unlike appearance, stems from deeply rooted and conflicting beliefs (Hansen, 2020).

We recruited 151 Canadian residents to evaluate four scripted scenarios where women who either sounded L2 accented (68.3, where 100 = *heavily accented*) or more neutrally accented (15.2) described experiences of biased treatment either due to their appearance or accent in a specific situation (e.g., performing a job, interviewing for a position). Listeners used 100-point scales to assess the severity of each case (e.g., *It's an example of discrimination*) and their willingness to act (e.g., *I'm willing to speak up in defense of a person like the speaker*). Listeners also described their own specific actions in response to each scenario.

Mixed-effects analyses ($R^2_{\text{marginal}} = .24$) showed a positive association between listeners' perception of bias and their willingness to act, $b = 7.38$, $p < .001$. However, this relationship was stronger when bias targeted the speaker's appearance than accent, $b = 5.82$, $p < .001$, regardless of the strength of the speaker's own accent. Thematic analysis (Braun & Clarke, 2006) further qualified listeners' behavioral intentions as bystanders. Even when their beliefs and willingness to act were aligned, listeners' actual stated actions were rarely direct or personal, and involved expecting others (often the speaker herself) to address the situation. We discuss implications of these findings for bias mitigation.

Articulation rate as a signal for foreigner-directed speech use



Rebecca Wheeler

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
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L2 culture and socialization
L2 culture et socialisation

Foreigner-directed speech (FDS) is a listener-directed speech style used by native speakers (NS) when conversing with non-native speakers (NNS). Listener-directed speech is a form of accommodation that considers comprehension difficulties signaled from listener to speaker. Many FDS phonetic features have been discussed, although there is disagreement regarding which constitute FDS. Possibilities include longer vowel duration, increased vowel space size, slower articulation rate, greater F0 mean and range, and increased amplitude. The present study examined all listed features.

While listener comprehension benefits from FDS have been proven, listener signals from NNS which prompt NS FDS remain unexplored. This study evaluated whether slow articulation rate constitutes a possible listener signal by examining if differences in articulation rate produced by English NNS influenced the degree of FDS production from English NS. The hypothesis stated NNS slow articulation rate triggers NS to increase use of FDS features.

16 monolingual English NS completed an in-person map task with one fluent, low-accented Hebrew L1/English L2 confederate. The NNS modulated articulation rate with different NS, creating "slower-than-standard" and "standard" conditions ($\beta = -2.78$, $p < 0.01$).

Results from audio analyzed in Praat ($N = 663$) showed NS produced FDS through increased vowel duration ($\beta = -7.59$, $p = 0.03$) and hyperarticulated /a/ ($\beta = -22.64$, $p < 0.01$). Vowel duration further increased consequent to the slower-than-standard articulation rate ($\beta = 10.51$, $p = 0.01$), supporting the stated listener signal hypothesis. Increased vowel duration is the only feature to suggest convergence, although the study's design obscures this, as the NNS result ($\beta = 18.99$, $p < 0.01$) is tied to articulation rate modulation.

This study considered whether NNS slow articulation rate signals greater FDS use. The choice of confederate, likely along with NS concern for over-accommodating toward a proficient NNS, resulted in subtle FDS manifestation, utilizing only two features. The ability of FDS to manifest subtly, concurrent with various possible listener signals of FDS, seems to explain the lack of consensus concerning FDS features. Future work exploring the role that listener signals play in FDS production is warranted.

From beliefs to classroom practice: How EFL teachers foster intercultural awareness



Ivan Aparicio Sausedo

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
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L2 teacher development
Développement professionnel des
enseignants L2

In today's globalised world, developing intercultural awareness is an essential component of English language teaching, as learning a language also involves understanding the cultures connected to it. Scholars such as Byram (1997), Baker (2012), and Liddicoat (2004) have highlighted the importance of integrating intercultural understanding into language teaching, emphasising that teachers play a key role in helping learners interpret, relate, and reflect on cultural meanings.

Despite the increasing emphasis on intercultural awareness in language education, how teachers implement these ideas in the classroom remains complex. Teachers' beliefs are widely recognised as shaping their pedagogical choices and classroom practices. However, there is still limited research examining how EFL teachers' beliefs about intercultural awareness influence the strategies they use. Understanding this connection is important for supporting teachers in integrating intercultural perspectives into their teaching.

This study aims to explore EFL teachers' beliefs about intercultural awareness and examine how these beliefs shape their classroom practices. The main research question guiding this study is: How do EFL teachers' beliefs about intercultural awareness influence their pedagogical approaches? To address this question, the study will investigate the beliefs teachers hold about intercultural awareness, the pedagogical strategies they use to foster it, and the extent to which their beliefs align with their actual teaching practices. Potential participants include EFL teachers working in diverse educational contexts, providing insights into both beliefs and classroom practice.

A mixed-methods approach will be used. Quantitative data will provide an overview of teachers' beliefs and practices, while qualitative data from interviews will offer a deeper understanding of how teachers interpret and apply intercultural awareness in the classroom. Combining these approaches should reveal not only what teachers believe but also how those beliefs guide their teaching in practice.

By examining the relationship between beliefs and pedagogy, this study aims to contribute to a better understanding of the intercultural language teacher profile and provide insights that may enhance teacher education, inform curriculum development, and strengthen classroom practices that cultivate intercultural competence. In doing so, it may also help prepare students to communicate more effectively in diverse global contexts.

Lexically driven adaptation to an unfamiliar English r→l accent by L1 and L2 listeners



Chalee J. Yates, Rachel Hayes-Harb and Shannon L. Barrios

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
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Sociocultural approaches
Approches socioculturelles

Lexically driven accent adaptation occurs when listeners use knowledge of words to adapt to a speaker's accent. In a previous study, Maye et al. (2008) found that English-speaking listeners adjust their perceptual representations after brief exposure to a novel accent. For example, listeners were more likely to accept [tæst] as a word ("test") after hearing "west" pronounced [wæst]. However, lexically driven adaptation is less well researched among second-language (L2) learners. Cooper & Bradlow (2018) suggest that adaptation in L2 learners is modulated by their language background, finding that both first-language (L1) and L2 English listeners showed higher nonword endorsement rates after exposure to a novel accent. For example, listeners were more likely to accept [mawt] as a word ("mouth") after hearing "throw" pronounced as [tɹɔʊ].

Here we first ask whether L1 English listeners adapt to an unfamiliar /r/→[l] English accent, whether they generalize this adaptation to new words, and whether adaptation is specific to the /r/→[l] direction or results in /l/→[r] adaptation as well. Building on the findings for L1 English participants, we further ask the same research questions about L2 English learners.

The experiment has two parts. Part 1: participants complete a task assessing their familiarity with the English words that will be used in Part 2, and words they are not familiar with are excluded from the analysis on a per-participant basis. Part 2: participants complete a pre-exposure lexical decision (LD) task, an accent-exposure phase, and a post-exposure LD task. During the exposure phase, participants listen to words from either a familiar (/r/→[r]) accent, which serves as a control, or an unfamiliar (/r/→[l]) accent. The pre- and post-exposure LD tasks are identical, and include both exposure words and generalization words, as well as items involving both the /r/→[l] and /l/→[r] shifts.

We found that L1 English listeners, after exposure to the unfamiliar /r/→[l] accent, had higher endorsement rates for shifted words at post-test, and this adaptation generalized to generalization words. As well as higher endorsement rates for the /l/→[r] shift at post-test. Data collection for L2 English listeners is ongoing.

Studying ChatGPT-supported writing processes: Interviews and interaction logs through an SRL lens



Erpin Said

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
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Technology in SLA
Technologies en ALS

Generative AI tools such as ChatGPT are increasingly used for academic writing, yet less is known about how writers regulate moment-to-moment decisions when using AI support for higher-order concerns (content development and organization). This pilot study examines how international doctoral writers engage with ChatGPT during academic writing tasks through a self-regulated learning (SRL) lens.

Guided by Zimmerman's cyclical SRL model (forethought, performance/regulation, and self-reflection/evaluation), the study asks: (1) How do writers use ChatGPT across prompting–response–decision cycles to pursue higher-order writing goals? (2) What SRL processes are evident as writers plan, monitor, and evaluate AI-supported writing moves?

Participants include three international doctoral students who have used ChatGPT for academic writing. Data sources include semi-structured interviews (30–45 minutes) and participant-provided interaction logs (e.g., screenshots or transcripts of prompts and responses) from focal writing tasks. The primary analytic unit is an episode: a continuous segment in which a participant describes a coherent practice or decision process. Episodes are selected for coherence and SRL relevance and assigned IDs to support traceability across analytic memos.

Analysis proceeds in two stages. First, episodes and aligned log segments are descriptively coded to summarize actions relevant to tool use (planning, information supplied to the tool, prompt characteristics/constraints, stated purposes, and evaluative judgments). Second, codes are mapped to SRL phases to interpret how writers (a) set goals and plan tool use, (b) implement strategies and monitor output during interaction, and (c) evaluate quality and make adaptive decisions (accept, adapt, reject, or re-prompt). Cross-episode comparison is used to identify recurring patterns and points of variation.

Preliminary patterns highlight verification as a routine practice (e.g., checking alignment with genre expectations, coherence, and source reliability) and authorial gatekeeping through selective uptake of AI suggestions. The poster contributes an episode-based approach for linking interaction traces and interview accounts to SRL processes in AI-supported academic writing.

Bridging dialect gaps: Digital participation in Darija learning and maintenance



Asia Gillette and Dongping Zheng

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

Technology in SLA
Technologies en ALS

This qualitative study examines how learners sustain Maghrebi Arabic (Darija) through digital participation following study abroad in Morocco. Participants were drawn from a recent cohort of Arabic Flagship alumni (2022–2023), primarily L1 English speakers who had studied Modern Standard Arabic (MSA) for at least two years prior to immersion, with most having four years of formal instruction. During their program, primarily based in Meknes, with shorter segments in other Moroccan cities, participants reported substantial linguistic challenges transitioning from MSA and other familiar varieties (e.g., Levantine, Egyptian) to Darija, often describing the experience as linguistic shock due to limited cross-dialect transferability.

The study focuses on two interrelated phenomena. First, it investigates the gap between pre-departure preparation and the functional realities of dialectal immersion, including how participants navigated and overcame initial feelings of unpreparedness during their in-country experience. Second, it examines how learners attempt to sustain Darija proficiency through digital practices after returning to MSA-dominant academic contexts in the United States. Data were collected through semi-structured interviews organized around three phases: (1) perceived readiness for dialectal variation prior to departure, (2) in-country linguistic and cultural experiences, and (3) post-program reflections, including strategies for language maintenance and the role of emerging technologies.

Particular attention is given to learners' engagement with digital platforms, including Instagram, WhatsApp group chats, streaming media, and generative AI tools. Participants described these environments as key sites for continued exposure to Darija in the absence of direct access to speech communities. Analysis of interview data and reported digital practices reveals three main trends. First, participants emphasized the importance of active engagement with Moroccan content and communities, which fostered sustained affective and linguistic connections. Second, algorithm-driven exposure on social media platforms expanded access to diverse linguistic input over time. Third, interactive practices—such as sharing content, commenting, and discussing media with peers—were more effective for maintaining dialectal competence than passive consumption alone.

These findings contribute to research on dialect acquisition, post-immersion language maintenance, and digitally mediated second language learning, highlighting the role of participatory digital environments in sustaining multilingual repertoires.

Exploring AI-assisted written corrective feedback for addressing cross-linguistic phenomena in L2 writing



Yibin Huang and Jérémie Seror

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

Technology in SLA
Technologies en ALS

The influence of cross-linguistic phenomena is frequently observed in second language (L2) learning, as learners draw upon their first language to facilitate L2 acquisition (Yang et al., 2017). Whereas students can mobilize their L1 to scaffold L2 development, these cross-linguistic phenomena can also lead to sentences or collocations that deviate from target norms (Lan, 2019). In this context, the plurilingual affordances of AI tools, at least with respect to the dominant languages in their training data (Wang, 2024), offer an interesting way to provide detailed and contextualized written corrective feedback (WCF) (Holmes & Hamel, 2025), including explanations of the possible L1 influences present in students' written texts (Loem et al., 2023).

The proposed paper reports on a study of Mandarin-speaking learners of English, focusing on their perceptions and their use of AI-generated feedback. It explores how language learners can draw on AI-assisted WCF to recognize cross-linguistic influences, inform revisions, and ultimately raise their metalinguistic awareness. Adopting a case study design (Duff, 2013), the study draws on multiple data sources including semi-structured interviews and screen capture recordings of students engaging in an AI-assisted revision task. In this task, students evaluated and revised English sentences containing Mandarin-influenced collocations using a specially developed ChatGPT prompt. Post-task interviews explored participants' reflections on the AI-mediated revisions and feedback received and their sense of broader implications. Data analysis triangulated participants' linguistic profiles, baseline awareness of cross-linguistic phenomena, and general AI usage with the analysis of students' engagement in the AI-assisted revision task and their perceptions of its value.

Findings indicate that students responded positively to the purpose-designed prompt and perceived AI as a useful tool for raising their metalinguistic awareness of the target language as well as of their L1. By centering on L2 learners' experiences and actual usage, the study provides valuable insights into how students interpret and engage with AI-facilitated feedback. It also contributes to the understanding of how AI-assisted WCF tasks can be designed with a pedagogic intent to support language learners in interrogating and exploring questions arising from perceived instances of cross-linguistic influence.

A constructionist approach to teaching phrasal verbs through task-based L2 writing instruction



Jihoon Pyo, YouJin Kim and Jiun Baek

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

Usage-based approaches
Approches basées sur l'usage

Task-based language teaching (TBLT) has been increasingly used in second language (L2) writing instruction as it promotes meaningful language use through authentic tasks. In TBLT, tasks primarily focus on meaning, but attention to linguistic form can also arise during task performance (Ellis, 2003). A usage-based constructionist approach offers a useful framework for incorporating systematic attention to linguistic forms in task-based instruction (Torres-Martínez, 2017). In this view, learning occurs as learners encounter recurring linguistic patterns in meaningful contexts and gradually internalize form–meaning pairings. Despite their compatibility, relatively little attention has been given to how a constructionist approach can be integrated into TBLT. In particular, phrasal verbs have received limited pedagogical attention in the L2 learning context.

To address these research gaps, the present study examined the effects of construction-centered TBLT on learning phrasal verbs and developing L2 writing skills. 70 beginner-level university EFL students enrolled in college English courses in South Korea participated in the study for eight weeks. The participants were randomly assigned to either an experimental group ($N = 36$) that received construction-centered TBLT instruction or a control group ($N = 34$) that received traditional focus-on-forms instruction. In the experimental group, learners engaged in instructional tasks, including reading tasks with target phrasal verbs and narrative essay writing tasks across two instructional sessions. Learning outcomes were measured through three production tests (pretest, immediate posttest, and one-month delayed posttest), consisting of sentence-completion and Korean-to-English translation tasks that elicited learners' use of phrasal verbs. Narrative essay writing tests were also administered to examine the development of L2 writing performances, and the essays were evaluated using the IELTS writing rubric by two raters. Factorial ANOVAs examined within- and between-group differences in the three production tests.

Results indicated that both groups showed improvement in the use of phrasal verbs and L2 writing scores. However, the construction-centered TBLT group outperformed the control group on the delayed post-test and the writing post-test, indicating greater retention of target phrasal verbs and stronger development of L2 writing skills. These findings suggest the pedagogical benefits of integrating a constructionist approach into TBLT for L2 writing instruction.

Negotiating "good language teaching": An autoethnography of transnational language teacher identity across contexts

Yi Li



Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 11h30-13h00

Friday, October 2 : Poster session 1
Vendredi 2 octobre : 1re session d'affiches

L2 teacher development
Développement professionnel des
enseignants L2

In the field of TESOL and second language teaching, research on language teacher identity has shown that language teaching is not only about methods or techniques, but is closely tied to how teachers understand themselves and their place within specific social and institutional contexts (Norton, 2013; Varghese et al., 2005). For transnational language teachers who move across countries and educational systems, this process becomes more complex, as expectations of teaching, legitimacy, and professionalism shift across contexts (Canagarajah, 2012; De Costa & Norton, 2017).

This study asks: What counts as "good language teaching," and how does a transnational teacher re-negotiate this understanding across different contexts? This study adopts an autoethnographic approach (Adams, et al., 2015), informed by poststructuralist perspectives on identity (Norton, 2013) and Bourdieu's (1991) concepts of capital, habitus, and field. It draws on the researcher's own experiences of teaching English across multiple countries. The analysis focuses on "critical incidents" where the researcher's pedagogy was challenged or questioned.

These incidents include moments of tension, such as being positioned as a "non-native speaker" in one context while being critiqued for being "too Western" in another. Rather than treating these as isolated events, the study approaches them as sites of identity negotiation that prompt reflection on what "good language teaching" should look like.

The findings suggest that "good language teaching" is not a fixed or universal standard, but something that shifts in relation to cultural expectations, institutional norms, and how language teachers are positioned in each context. Experiences of being judged, marginalized, or recognized become important moments where earlier assumptions about teaching are reconsidered. The study highlights that teacher expertise is not just a set of skills, but an evolving process shaped by the interaction between individual history and broader social conditions.

By focusing on lived experience, this study contributes to discussions on language teacher identity in transnational contexts (De Costa & Norton, 2017). It argues for a more context-sensitive understanding of pedagogical excellence, suggesting that teacher education should prepare practitioners for the ideological and identity-based shifts inherent in globalized education.

Scaling TBLT: Preliminary findings on learner performance and TA implementation in novice Spanish courses

Claudia Fernandez



Paper presentation - Présentation orale

B-4225 13h00-13h30

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

While Task-Based Language Teaching (TBLT) is theoretically robust, its scalability in multi-section programs led by novice instructors remains under-researched. This presentation reports preliminary data from a Collaborative Action Research (CAR) project involving 14 sections of second-semester Spanish (102) at a large US university. The study replicates a successful expert-led pilot to determine if the curriculum's benefits—specifically linguistic growth and high student perceived value—are maintainable across a standard departmental distribution of students and instructors.

Data from the first four weeks of the semester will be analyzed, focusing on the first two target tasks. The research addresses two primary questions: (1) To what extent do novice learners successfully incorporate targeted linguistic resources into early communicative tasks? and (2) How do novice graduate Teaching Assistants (TAs) navigate the implementation of TBLT methodological principles during task enactment?

Methodology involves a mixed-methods approach. Quantitative data includes performance scores based on multi-dimensional rubrics evaluating task intent, linguistic resources, and comprehensibility. Qualitative data is derived from instructor reflective journals and a stratified random sample of student portfolios (n=3 per section). Preliminary analysis of the first oral task—processed via AI-assisted transcription—will be presented to illustrate early patterns of linguistic accuracy and "incipient language" use.

Results are expected to shed light on the teachability of TBLT methodological principles for inexperienced instructors and the support structures required for "weaker" learners in the early stages of a task-based program. By presenting these early-stage findings, the study contributes to the ongoing dialogue in SLA research regarding the implementation of research-informed pedagogy in diverse, large-scale educational settings. This report offers a model for sustainable program evaluation that prioritizes both learner outcomes and instructor professional development.

Fonds de connaissances de personnes immigrantes en processus d'alphabétisation et apprentissage du français hors-classe

Carl Laberge



Paper presentation - Présentation orale

B-3210 13h00-13h30

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Sociocultural approaches
Approches socioculturelles

De nombreuses personnes adultes immigrant au Québec doivent en apprendre la langue officielle (le français) et/ou développer leurs compétences écrites au même moment (NCLC, 2017), et peuvent s'inscrire à des cours d'alphabétisation-francisation (Fortier, Beaulieu et Amireault, 2021), même si l'accès à ces cours n'est pas garanti (Commissaire à la langue française du Québec, 2025). Nous nous interrogeons donc sur les manières dont ces personnes immigrantes en processus d'alphabétisation (PIPA) apprennent une langue officielle en dehors des cours de langue et d'alphabétisation (Hooft, 2024), de surcroît alors qu'elles sont souvent décrites à travers des discours déficitaires, lesquels masquent leurs ressources linguistiques, culturelles et pratiques (Browder et al., 2022). Afin d'explorer cette question peu étudiée, nous recourons à une approche fondée sur les fonds de connaissances (FdeC) (Moll et al., 1992) : les FdeC représentent un ensemble de ressources individuelles et collectives partagées au sein d'un réseau de soutien ou d'une communauté (Vélez-Ibáñez, 2024). Nous pouvons ainsi travailler avec les personnes participantes plutôt que sur elles, mettant en lumière les idées et propos de personnes autrement marginalisées (Gani et Khan, 2024; Moll, Soto-Santiago & Schwartz, 2013).

Suivant les pratiques courantes de cette approche (Hogg, 2011), nous menons une étude ethnographique auprès de deux personnes focales et de leur entourage afin de documenter les FdeC de PIPA ayant immigré au Québec. À l'aide d'entrevues semi-structurées bimensuelles, de séances d'observation participante et de photographies prises par les personnes participantes (Moll, 2024), notre analyse thématique concomitante (Paillé et Mucchielli, 2021) révèle 1) les conceptions de la littératie des deux PIPA focales, 2) les pratiques de ces PIPA pour évoluer dans un monde centré sur l'écrit, et 3) les FdeC menant à des opportunités d'apprentissage du français. De plus, pendant les entrevues, nous avons inclus des activités de validation par les personnes participantes (Creswell & Poth, 2025), à la fois pour renforcer la crédibilité des résultats et pour respecter l'agentivité des personnes participantes.

Ces résultats offrent un portrait inédit d'une population apprenante historiquement écartée des études sur l'apprentissage des langues (Andringa et Godfroid, 2020), révélant un ensemble de conceptions et de pratiques d'apprentissage jusqu'alors peu représenté.

Exploring the use of AI-generated speech in the TOEFL Junior® standard test listening section



Sanshiroh Ogawa, Ekaterina Sudina, Bronson Hui and Hong Jiao

Paper presentation - Présentation orale

B-3202 13h00-13h30

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

L2 assessment
Évaluation de la L2

Artificial intelligence (AI) has enabled synthetic speech to sound increasingly human-like. Indeed, high-stakes tests, such as the Duolingo English Test, have already adopted text-to-speech (TTS) technology to generate listening stimuli. However, research suggests potential challenges associated with synthetic speech, including lower perceived naturalness, reduced comprehensibility, and higher cognitive load compared to human speech. These characteristics may impact test takers' listening performance and cognitive processes in listening assessments utilizing synthetic speech. Moreover, research suggests that young learners (YLS) may be particularly susceptible, putting a vulnerable population at risk.

This study explores the use of synthetic speech in L2 listening assessments for YLS. To that end, listening comprehension items from the TOEFL Junior® Standard test were operationalized in three formats: (1) human speech, (2) conventional concatenative TTS, and (3) AI-based TTS. Test responses and voice perception data were collected from 438 middle and high school learners of English as a Foreign Language in Japan. Using a within-subjects, counterbalanced design, each learner completed different portions of the listening section in different voice conditions. A series of statistical analyses was conducted to address the following research questions:

RQ1: To what extent does synthetic speech impact item difficulty (addressed by a differential item functioning, or DIF, analysis)?

RQ2: To what extent does synthetic speech impact test-taker response patterns (addressed by log-linear modeling)?

RQ3: To what extent do test takers' impressions of the voices used in the test predict their item-level accuracy (addressed by logistic mixed-effects models)?

Preliminary results from the DIF analysis indicated minimal evidence of constant substantive DIF across voice conditions. In addition, log-linear modeling showed no systematic differences in test-taker response patterns. Finally, logistic mixed-effects modeling revealed that comprehensibility significantly predicted item-level accuracy after controlling for students' ability levels, whereas naturalness, prosody appropriateness, and social impression did not.

These findings suggest that although AI-based TTS may not impact YLS at the performance level, their subjective perception (i.e., comprehensibility) remains crucial to successful listening comprehension. Implications will be discussed in terms of synthetic speech's impact on YLS' listening performance, ethical considerations for AI-generated stimuli in standardized assessments, and potential pedagogical applications in the classroom.

Phrasal verb usage in Japanese EFL writing: A study of frequency, semantics, and polysemy



Brian Strong, Mohammad Reza Montazeri and Elif Once-Buyukerol

Paper presentation - Présentation orale

B-4320 13h00-13h30

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Corpus linguistics
linguistique de corpus

Phrasal verbs are an essential part of English but are highly difficult for second language (L2) learners. This difficulty is especially clear for learners whose first language, such as Japanese, does not have verb-particle constructions. While previous research shows that L2 learners often avoid phrasal verbs, few studies have analyzed how phrasal verb usage develops across specific proficiency levels or how semantic complexity—such as multiple meanings (polysemy) and idiomaticity—affects this development.

This study uses a corpus-based approach to investigate the frequency, semantic categories, and multiple meanings of phrasal verbs in Japanese EFL writing. The research examines how structural differences between Japanese and English affect how learners use phrasal verbs. In Japanese, direction is usually expressed within a single verb, whereas English often separates the action and direction into a verb and a particle. This study examines whether higher language proficiency results in a more diverse and native-like use of these complex words.

The methodology used the ICNALE corpus to analyze 400 essays written by Japanese learners across four distinct proficiency levels aligned with the Common European Framework of Reference for Languages (CEFR). These were compared against a control group of native speaker essays to establish a point of comparison. Phrasal verbs were identified and categorized using the PHaVE List, which identifies the most frequent phrasal verbs and their common meanings. Each occurrence was manually coded for semantic type: literal, aspectual, or idiomatic. Data were adjusted for frequency to ensure accurate analysis across different essay lengths.

The results indicate that Japanese learners use phrasal verbs significantly less than native speakers at all proficiency levels. Interestingly, while the variety of different phrasal verbs used increased as students reached higher levels, the total number of phrasal verbs used did not. Furthermore, learners focused almost entirely on literal meanings and primary senses. Aspectual and idiomatic meanings were rare, even at the highest levels studied. This suggests that proficiency gains do not always result in native-like phrasal verb use. The study concludes by discussing teaching implications, specifically the need for direct instruction to address the multiple meanings of English phrasal verbs.

Early versus late acquisition of object relative clauses in English: Effects of number mismatches



Vera Yunxiao Xia and Lydia White

Paper presentation - Présentation orale

B-4340 13h00-13h30

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Formal approaches
Approches formelles

Object relative clauses (ORCs) are known to cause difficulties in L1 acquisition (Adani et al. 2010). The intervening subject (*the rhino*) disrupts the connection between the relative head (*the hippo*) and its original object position after the RC verb; see (1).

(1) The hippo that the rhino is washing _ has climbed onto the stool.

This intervention effect is reduced if the relative head and the intervenor differ in features such as number, which leads to greater accuracy (Friedmann et al. 2009); see (2).

(2) The hippo that the rhinos are washing _ has climbed onto the stool.

For L2 learners no advantage has been found for number mismatches (e.g., Franciotti & Martohardjono 2022; Owerdieck & Hopp 2023). However, research so far has only addressed late L2 learners. We hypothesize that young learners will be similar to child L1 acquirers, thus more sensitive to number mismatches than late learners.

An experiment was conducted involving heritage Spanish/English bilinguals (n=28), mean age of acquisition of English 5; Spanish-speaking late learners (n=35), mean age of acquisition of English 15; and a native English speaker control group (n=38). A cloze test showed that the early bilinguals and late learners had the same mean English proficiency.

Our study combined a moving window self-paced reading task with a picture selection task. Sentences (similar to (1) and (2)) were presented in segments, each sentence followed by a set of 4 pictures to choose from. There were 8 sets of 4 sentences manipulating RC type (subject/object) and intervenor type ($\pm$ singular), as well as fillers.

We predicted that early bilinguals would show: (i) greater accuracy on mismatched ORCs and (ii) faster processing of mismatched ORCs than later learners.

Participants in general were more accurate on—but did not show faster processing of—mismatched ORCs. Contrary to hypothesis, earlier acquisition of English did not convey an advantage. While a number mismatch did benefit accuracy, this was not restricted to the early bilinguals. Furthermore, a number mismatch did not convey a processing advantage for any group. We will speculate on the reasons for this failure.

Input-seeking behavior in Second Language Acquisition: Conceptualization and measurement



Michael Leaser, Mostafa Papi, Phil Hiver and Hitoshi Mikami

Paper presentation - Présentation orale

A-2403 13h00-13h30

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Individual differences
Différences individuelles

According to Proactive Language Learning Theory (Papi & Hiver, 2025), learners are proactive agents in their second language (L2) learning process rather than passive recipients of L2 input. The theoretical framework outlined four proactive L2 learning behaviors: *input-seeking behavior*, *interaction-seeking*, *information-seeking*, and *feedback-seeking behavior*. Building on the theoretical underpinning of the notion of input in second language acquisition (e.g., Ellis et al., 2009; Gass, 2018; Krashen, 1981; Long, 2015), Papi and Hiver (2025) defined input-seeking behavior as learners' proactive engagement in seeking and using L2 input for the purpose of L2 learning. This study is the first to formally introduce and operationalize input-seeking behavior as a psychometric construct in the field of second language acquisition, by developing and validating questionnaire scales to measure it quantitatively. This study was conducted in three phases. In the first phase of the study, qualitative data were collected from several L2 learners in the US and in Iran. Based on the themes that emerged from the qualitative study, two components were identified for input-seeking behavior: Proactive Input Exposure, which refers to seeking opportunities to enhance L2 input exposure and understanding, and Proactive Input Monitoring, which concerns cognitively engaging with and analyzing the L2 input available in the environment. Two questionnaire scales representing the themes were developed and administered to 206 Spanish learners in Florida, 294 EFL learners in Iran, and 148 English learners in Japan. In addition, L2-Spanish in the US and L2-English learners in Iran completed proficiency self-assessments, and L2-English learners in Japan completed the listening comprehension test from the standardized Test of English for International Communication (TOEIC). Factor-analytic results based on the three datasets supported our hypothesized two-factor solution, one representing Proactive Exposure and the other representing Proactive Monitoring of L2 input, aligning with theoretical expectations. Next, discriminant and convergent validity were established using confirmatory factor analysis, average variance extracted, and reliability analyses. Finally, hierarchical multiple regression analyses showed that the two components significantly contributed to learners' self-assessed L2 proficiency in Iran and listening comprehension performance in Japan. The theoretical and practical implications of the study and future research directions will be discussed.

The acquisition of mood use with temporal adverbial conjunctions in L2 Spanish: A variationist analysis



Nicholas M. Blaker

Paper presentation - Présentation orale

A-2407 13h00-13h30

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Usage-based approaches
Approches basées sur l'usage

Research on the acquisition of the Spanish subjunctive in L2 Spanish has predominantly examined mood use across noun, adjective, and adverbial clauses within a single investigation, and has often treated subjunctive use as categorical among native speakers (NSs) rather than variable (e.g., Terrell et al., 1987). However, Collentine (2003) has called for a focus on specific mood choice contexts, and Gudmestad (2012) has argued for accounting for NS variation. Thus, the present study investigates mood use with temporal adverbial conjunctions (e.g., *cuando* 'when'), a variable structure with NSs (Kanwit & Geeslin, 2014), from a variationist perspective to examine linguistic and extralinguistic factors on learners' development and NSs' mood use.

A total of 154 L2 Spanish learners and 20 NSs of Spanish completed a 24-item contextualized verb elicitation task (Gudmestad, 2012) that systematically controlled *temporal adverbial conjunction*, *verb form regularity*, and *temporal reference*. The analysis included frequency of mood use and mixed-effects logistic regression models. Both models included the same linguistic predictors; the first tested *group* (i.e., L2 learners vs. NSs), while the second, restricted to L2 learners, tested grammar score as a developmental factor (Gudmestad & Metzger, 2025).

Results showed that L2 learners used the indicative (77.9%) more than the subjunctive (22.1%), whereas NSs used the subjunctive (58.3%) more than the indicative (41.7%). The best-fit mixed-effects model including both groups indicated that *temporal reference* was significant, and future contexts favored the subjunctive, while interactions between *group* × *temporal reference* and *group* × *verb form regularity* were significant. Learners were less likely to use the subjunctive in future contexts than NSs, and more likely to use the subjunctive with irregular verbs. For learners only, grammar score was not a significant main effect, but significantly interacted with each linguistic factor. Learners with higher grammar scores were more likely to use the subjunctive in future contexts, while those with lower scores were less likely to use the subjunctive and were influenced by other linguistic factors (e.g., *verb form regularity*).

Overall, this study provides insights into a single mood choice context, while explicitly accounting for learner and NS variation.

10 out of 10 beautiful perfect: Exploring the evaluative language and facework in oral feedback



Constance Yue

Paper presentation - Présentation orale

A-2411 13h00-13h30

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Sociocultural approaches
Approches socioculturelles

This study examines how evaluative language is used in university office-hour interaction, focusing on how instructors give feedback on student writing while managing face concerns in second language learning contexts. Drawing on Appraisal Theory (Martin & White, 2005) and a facework perspective based on Brown and Levinson (1987), it collected and transcribed the natural oral-feedback data from first-year composition office-hour meetings. Then it deductively analyzed the evaluative expressions and inductively developed the facework strategies used in the evaluative feedback.

The analysis shows that evaluation is often expressed through combined Appraisal meanings. Most instances include Attitude together with Engagement and Graduation, rather than Attitude alone. This means that instructors not only assess student work, but also show their stance and adjust how strong the evaluation is within the interaction. In this way, evaluation is built step by step as the conversation develops.

The findings also show that evaluation and facework are closely connected, 11 primary strategies are found to maintain the facework in evaluative feedback: compliment, suggestion (hearer-oriented, self-oriented, task-oriented), participant inclusion, imagery, repetition, tag question, impersonalization, confirmation and problem framing. While positive facework is common, many instances combine both positive and negative orientations. Instructors support students while also guiding revision within the same stretch of talk. This is achieved through the overlapping use of strategies such as compliments, suggestions, tagging questions, and repetition, which help reduce pressure and keep the interaction open for student response.

Overall, the study shows how evaluative feedback is shaped through ongoing interaction rather than given as fixed comments. It highlights how instructors balance support and guidance in real time. This work hopes to illuminate the instructor-student interaction in L2 learning contexts. Potential implications include improving instructor-student relationships and promoting student motivation by making feedback easier to understand and respond to in second language writing contexts.

Formative assessment in TBLT: Comparing rubric use and linguistic features



Nicole Ziegler, Meg Montee, Hoa Le and Lara Bryfonski

Paper presentation - Présentation orale

B-4225 13h35-14h05

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

L2 assessment
Évaluation de la L2

Within task-based language teaching (TBLT), task completion and real-world communication are key instructional goals (Ellis et al., 2019; Long, 2015). Thus, task-based language assessment (TBLA) provides a representative evaluation of how learners are able to use the target language compared to more traditional assessment measures (Norris, 2016). For example, when used formatively as part of instruction, task-based rubrics can serve as a way to raise “learner and teacher awareness about language learning processes and outcomes” (Norris, 2016, p. 238), providing educators with the means to assess learner performance as well as generate iterative feedback related to the efficacy of instruction and practice (e.g., East, 2012; Weaver, 2012). However, despite the potential for TBLA to draw learners’ attention to target features or functions, thus facilitating washback related to interaction and communication, few studies have examined the role of rubrics for assessment purposes in the TBLT classroom.

Taking a longitudinal perspective, the current study explores the development of student task performance in L2 writing as measured by general, criterion-referenced, analytic rubrics across five semester-long Vietnamese courses. The relationship between rubric scores and learners’ L2 complexity, accuracy, and fluency was also investigated. Adult participants (N = 37) were enrolled in intact Vietnamese college courses consisting of novice through advanced levels. Every three weeks throughout the semester, each class completed four rounds of assessment consisting of two narrative and two descriptive writing tasks. Rubric criteria included task fulfillment and content, organization and coherence, vocabulary use, grammar and sentence structures, and mechanics and format. Total rubric scores ranged from 0-20 and were rated by three teacher-raters. Fluency was defined as the total number of words and sentences, while complexity was operationalized as mean sentence length. Overall grammatical accuracy was also explored. Results demonstrate that learners’ rubric scores decreased over time, although functional differences between proficiency and rounds were minimal. Results are discussed in terms of the tensions instructors face in evaluating and providing feedback on student language use in classroom settings. Findings also demonstrate interesting and complex relationships between rubric and CAF scores, and pedagogical implications for the task-based classroom are addressed.

Les élèves réfugiés en immersion française au Canada : examiner les perspectives des enseignants



Stephen Henry Davis

Paper presentation - Présentation orale

B-3210 13h35-14h05

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Bilingualism / multilingualism
Bilinguisme / multilinguisme

La démographie des programmes d'immersion française devient de plus en plus diversifiée, tant sur le plan culturel que linguistique, grâce à la migration globale grandissante au Canada. Les familles et les élèves immigrants et plurilingues sont souvent très motivés à apprendre le français et l'anglais au Canada (Dagenais & Jacquet, 2000; Dagenais & Moore, 2008; Davis et al., 2019). D'ailleurs, ces élèves ont tendance à développer de fortes compétences langagières en immersion française (Bourgoin & Dicks, 2019; Knouzi & Mady, 2017; Mady, 2015). Cependant, les élèves immigrants sont souvent exclus des programmes d'immersion sous prétexte que leurs compétences langagières en anglais sont insuffisantes (Bourgoin, 2016; Mady & Masson, 2018; Roy, 2015). D'ailleurs, certains enseignants croient que les programmes d'immersion française sont appropriés pour quelques élèves immigrants, mais pas forcément pour les élèves réfugiés (Davis et al., 2021). Dans la présente étude, nous avons exploré les perspectives et les idéologies des enseignants par rapport aux élèves réfugiés en immersion française dans huit conseils scolaires en Saskatchewan, au Manitoba et en Alberta. Adoptant la perspective théorique critique de la sociolinguistique pour le changement (Auger et al., 2007; Dalley & Roy, 2008; Roy, 2020), nous examinons les perspectives des enseignants à travers une enquête par questionnaire (n=126) et des entrevues semi-dirigées (n=40) quant aux huit thèmes suivants: 1) la diversité en immersion; 2) la pertinence de l'immersion; 3) les défis des élèves réfugiés; 4) l'apprentissage; 5) l'inclusion; 6) l'exclusion; 7) les politiques; et 8) les ressources. Les résultats démontrent que la majorité des enseignants croit que les élèves réfugiés devraient être inclus en immersion; cependant, certains enseignants ont exprimé que l'immersion n'était pas forcément appropriée pour ces élèves en raison d'un manque de ressources équitables pour les soutenir. Portant un regard critique sur les idéologies déficitaires par rapport aux élèves réfugiés, nous recommandons que les enseignants et les administrateurs adoptent des approches pédagogiques plurilingues, créent des politiques équitables et offrent des ressources suffisantes pour inclure et soutenir les élèves réfugiés en immersion française au Canada.

Can AI write for ESL classrooms? Evaluating Khanmigo's potential



Shamini Umesh Shetye

Paper presentation - Présentation orale

B-3202 13h35-14h05

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Technology in SLA
Technologies en ALS

Artificial intelligence generated content (AIGC) is an emerging technology that uses artificial intelligence (AI) to automatically produce personalized content, including images, text, and videos, based on user preferences (Wu et al., 2023). In ESL contexts, teachers often face challenges in locating relevant, level-appropriate instructional materials, particularly for grammar and writing instruction. Designing tasks that effectively integrate academic vocabulary with new grammatical structures requires careful planning and can be time-consuming. Generative AI tools such as *Khanmigo*, powered by OpenAI's GPT-4 (Khan Academy, 2022), offer promising solutions by enabling efficient and accurate text generation. Developers claim that such tools can assist with lesson and activity planning, thereby reducing teachers' workload and supporting more responsive instruction.

This paper investigates Khanmigo's effectiveness as an assistive technology in intermediate ESL Grammar and Writing classes at a U.S. university. The tool was prompted to generate 16 reading passages, each approximately 300 words in length, representing five genres and eleven grammar forms. Prompts were systematically adjusted to incorporate targeted grammatical structures, academic vocabulary, and genre-specific features, allowing for flexible material design. Two experienced linguists conducted both quantitative and qualitative analyses of the generated texts, focusing on grammatical accuracy, lexical complexity, and genre appropriateness.

The findings indicate that over 80% of the generated passages effectively supported implicit grammar instruction while successfully incorporating academic vocabulary. The texts were also found to be appropriate for the learners' proficiency level and sufficiently challenging to promote engagement and language development. In terms of genre, most passages aligned with expected conventions; however, minor inconsistencies were observed, suggesting that instructor review remains necessary prior to classroom use. Despite these limitations, the results demonstrate Khanmigo's strong potential to streamline lesson preparation and enhance instructional efficiency. By rapidly generating relevant and adaptable reading materials, the tool can support ESL instructors in creating more dynamic and targeted learning experiences.

To what extent do L1 speakers and L2 learners use derivatives in their writing?

Yuhan Zhao

Paper presentation - Présentation orale

B-4320 13h35-14h05

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Corpus linguistics
linguistique de corpus

Recently, there has been debate about the degree to which L2 learners have knowledge of derivatives (see Webb, 2021). An early study by Schmitt and Zimmerman (2002) indicated that L1 speakers were able to produce significantly more derivatives than L2 learners. However, more recently Iwaizumi and Webb (2022) found that advanced L2 learners were able to produce a similar number of derivatives to L1 speakers and that the ability to produce derivatives might be a function of gaining knowledge of morphological systems (Iwaizumi & Webb, 2023). However, all these studies examined derivative production in cued recall tests and little is known about the extent to which derivatives are produced by L1 speakers and L2 learners in written discourse. The present study addresses this gap by examining derivative production in L1 and L2 writing corpora.

Two corpora were used: LOCNESS (Louvain Corpus of Native English Essays, Granger, 1998), comprising argumentative essays by British and American university and A-level students, and ICLE (International Corpus of Learner English, Granger et al., 2020), consisting of essays by high-intermediate to advanced L2 learners from 25 first language backgrounds. All potentially affixed words were extracted using AntConc, followed by spelling correction and cross-referencing against the BNC/COCA word family lists and dictionaries to retain only derivatives. These were then classified according to Bauer and Nation's (1993) affix level framework.

Results indicate that L2 learners used derivatives at a higher frequency than L1 speakers (L2: 14.17%, L1: 11.93%), with L2 learners outperforming L1 speakers across all individual affix categories. These findings diverge from previous cued recall studies, suggesting that derivative use in written discourse may be shaped by factors beyond morphological knowledge alone. The study provides an L1 baseline for future L2 comparisons and suggests a need for greater instructional focus on derivative production in written communication.

Prosodic sensitivity to the adverbial amelioration of that-trace effects in L2 English



Kasumi Takahashi

Paper presentation - Présentation orale

B-4340 13h35-14h05

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Formal approaches
Approches formelles

This study explores grammatical knowledge related to prosodic cues in second language (L2) acquisition by examining whether Japanese learners of English (JLEs) show sensitivity to the “adverbial amelioration effect” in *that*-trace structures. The *that*-trace violation is ameliorated when an adverbial parenthetically intervenes between the complementizer *that* and the subject gap (e.g., Who do you think that, after much deliberation, __ decided to meet Sue?). Based on prosodic accounts (e.g., Kandybowicz, 2006; Sato & Dobashi, 2016), it is argued that these effects arise from constraints on prosodic/ intonational phrasing (Chaves & Putnam, 2020). However, previous L2 studies (e.g., Kim & Goodall, 2024; Aldosari & Covey, 2024) have relied on written acceptability judgment tasks (AJTs), leaving the role of explicit prosodic cues under-investigated. This study addresses this gap by using audio stimuli to test whether JLEs exhibit sensitivity to the adverbial amelioration of that-trace effects when provided with prosodic cues. Twenty-two English native speakers (ENSs) and 15 JLEs (CEFR: B1-B2) participated in a preliminary AJT. Test stimuli were designed under a 2×2 factorial design: ±*that* (presence/absence of the complementizer *that*) and adverbial position (initial/middle of the sentence), resulting in four conditions (e.g., [initial-adverbial]: *To my surprise, who do you think (*that) passed the test?* / [middle-adverbial]: *Who do you think (that), to my surprise, passed the test?*), where pauses were presented at comma positions to manipulate prosodic boundaries in audio stimuli. Participants rated sentences using a 7-point Likert scale while listening to the corresponding audio. Pilot results showed that ENSs rated the [+*that*_middle-adverbial] condition significantly higher than the ungrammatical [+*that*_initial-adverbial] condition (a significant interaction between two factors of CLMM results: $\beta = -0.60$, $SE = 0.30$, $t = -1.99$, $p < .047^*$), confirming the adverbial amelioration of that-trace effects. On the other hand, JLEs did not show native-like sensitivity; they consistently provided lower acceptability for [middle-adverbial] condition, which indicates that JLEs appear to be insensitive to these grammatical constraints even with prosodic cues. These findings suggest the L2 learners have difficulty utilizing prosodic cues in complicated structures, which highlights the potential need for integrating prosodic cues into explicit grammar instruction to facilitate advanced grammatical acquisition.

Visual input enhancement and the learning of probabilistic gender patterns in L2 Spanish



Valerie Ann Lambert, Sara L. Zahler, Carlos Dominguez Diaz and Sarah Rowe

Paper presentation - Présentation orale

A-2407 13h35-14h05

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Usage-based approaches
Approches basées sur l'usage

Knowledge, processing, and production of grammatical gender remain challenging for English-speaking L2 learners of Spanish until advanced levels (e.g., Alarcón, 2010; Gudmestad et al., 2019). Corpus research shows that most noun endings in Spanish, beyond canonical -o and -a, exhibit probabilistic gender biases (e.g., -l, -r, -n typically masculine; -d or -ión typically feminine; Clegg, 2011). Learners are sensitive to the frequency and reliability of these cues, along with individual noun frequency (Edmonds et al., 2010; Gudmestad et al., 2019). However, this sensitivity develops gradually, and noun endings that conflict with these tendencies often remain unstable in L2 interlanguage across proficiency levels.

What remains unclear is whether visually-enhanced input can enhance acquisition of gender assignment and agreement for probabilistic noun-ending patterns beyond explicit instruction alone. Input enhancement has been argued to increase attention to form through heightened salience, thereby facilitating encoding and retrieval of morphosyntactic cues that learners might otherwise overlook due to learned attention and general L2 processing constraints (e.g., Ellis, 2017).

We compare acquisition of gendered noun-ending patterns (L-O-N-E-R-S = masculine; A-D-Z-IÓN-UMBRE = feminine) across two instructional conditions. In the treatment group, gender morphology was visually enhanced throughout the semester with color-coded noun endings, determiners, and adjective agreement markers; mismatched nouns were additionally flagged. The control group received identical instructional materials and activities without visual enhancement or mismatch flagging, isolating the effect of perceptual salience.

Approximately 70 students across four sections of introductory Spanish (two instructors, each teaching one control and one experimental section) completed pre- and posttest written gender tasks from previously-developed materials. These tasks were manipulated for noun ending consistency, frequency and noun frequency.

Accuracy will be analyzed using mixed-effect regression models with interactions between time, instructional condition and noun ending characteristics. Both groups are expected to improve, due to explicit instruction and repeated exposure, with greater predicted gains in the enhanced-input group, particularly for highly reliable and mismatched nouns. Such findings would suggest that perceptual salience strengthens sensitivity to cue reliability and supports consolidation of probabilistic gender representations in interlanguage.

From written to multimodal feedback: Examining learner engagement with screencast corrective feedback



Dante Darmawangsa and Pierre-Luc Paquet

Paper presentation - Présentation orale

A-2411 13h35-14h05

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Technology in SLA
Technologies en ALS

The emergence of written and multimodal corrective feedback (audio and visual) in writing instruction (Campbell & Feldmann, 2017) calls for closer examination of how learners engage with these modalities. This need is further reinforced by the role of modality in influencing student engagement during feedback treatment (Bitchener & Storch, 2016; Storch, 2018), from unimodal written corrective feedback (WCF) to multimodal corrective feedback (MCF) using screen-capture video (Screencast). Drawing on a multidimensional student engagement (affective, cognitive, and behavioral) framework from Han & Hyland (2015), this present study aims to investigate how students' engagement with corrective feedback differs across these two modalities and to explore how students perceive these distinct modalities. This study involved second-year university students ($n=58$) from fourth-semester intact classrooms in a French as a second language writing course. All participants completed a diagnostic written assignment to assess their proficiency across groups. A counterbalanced design was employed, with four groups of students receiving WCF and MCF alternately across four writing tasks. Revision tasks were also assigned after each task to examine students' uptake (the degree to which feedback was integrated), which reflects the behavioral dimension of engagement. A post-task Likert-scale engagement questionnaire and an open-ended question regarding students' perception were administered. A focus group discussion was also conducted to triangulate the data. The preliminary results suggest that students actively responded to feedback in both modalities. However, when receiving MCF, students exhibited a notably higher level of affective and behavioral engagement, whereas their cognitive engagement was only slightly higher than when they received WCF. This can be attributed to the findings that students value the MCF more and perceive that its oral and visual format (i.e., highlighting, cursor movement) helps them more easily understand the feedback. The findings also highlight that students with higher proficiency levels were able to integrate more feedback into revised texts. Pedagogically, the findings show the importance of teachers taking students' proficiency levels into account when tailoring feedback techniques.

Développer un programme durable d'ELBT en classes d'accueil : Collaborative pathways to sustainable TBLT



Caroline Payant and Rachelle Dutil

Paper presentation - Présentation orale

B-4225 14h10-14h40

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

Au Québec, le français est la langue de scolarisation obligatoire pour la majorité des élèves nouvellement arrivés. Pour ceux dont la compétence en français est insuffisante, des services sont prévus, notamment par le biais de la classe d'accueil, une classe transitoire visant l'intégration linguistique, scolaire et sociale (MELS, 2014). Dans ce contexte marqué par une forte hétérogénéité, les enseignantes doivent adapter leurs pratiques pour répondre aux besoins spécifiques de ces élèves (Kharchi et Koubeissy, 2023). Dans ce contexte, l'enseignement des langues basé sur les tâches (ELBT), une approche pédagogique centrée sur les apprenants, apparaît prometteuse. Bien que les recherches montrent que l'ELBT favorise l'interaction authentique et le développement langagier (Ellis, 2019; Kim, 2024), on sait encore peu de choses sur la manière dont des tâches sont conçues et mises en œuvre avec des élèves en classes d'accueil.

C'est dans cette perspective qu'un partenariat a été mis en place entre conseillères pédagogiques, enseignantes et une équipe universitaire. L'objectif de ce projet était non seulement de concevoir des tâches adaptées à la classe d'accueil, mais également de développer un modèle de formation durable à l'ELBT reposant sur un travail réflexif et collaboratif entre les parties prenantes. Les données analysées proviennent de six séances de travail réunissant l'équipe de conseillères pédagogiques et de chercheuses, menées pour partager les tâches développées, discuter des enjeux de conception et affiner la compréhension commune des principes au cœur de l'approche.

Une analyse thématique qualitative met en lumière les apports et les défis associés à ce modèle de développement professionnel. Les résultats montrent que ce processus collaboratif favorise l'émergence de tâches ancrées dans les réalités pédagogiques locales et adaptées au contexte des classes d'accueil. Toutefois, l'analyse révèle également que la mise en place d'un tel programme est exigeante pour les conseillères pédagogiques, qui doivent constamment négocier entre les principes de l'ELBT, les priorités institutionnelles et les contraintes du milieu scolaire. La présentation discutera de ces tensions ainsi que des formes de créativité pédagogique qui émergent de ce processus de co-construction. La communication sera présentée en français et anglais afin de favoriser le dialogue avec un public international.

Adult immigrant learners' interest in communicative activities focused on a grammatical point



Sara Zarepakravesh and Philippa Bell

Paper presentation - Présentation orale

B-3210 14h10-14h40

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

The integration of newcomers in Quebec depends on French proficiency to support autonomy and civic participation (Government of Quebec, 2015). As such, French as a second language (FSL) classes are offered to adult immigrants using a government FSL programme. Given the central role of this program for social and professional integration (Government of Quebec, 2025), it is important to understand the relationship between teaching approaches and learners' perceptions.

Previous research has explored L2 learners' perceptions of specific types of tasks, such as cross-linguistic tasks (Dault & Collins, 2017) and communicative tasks focusing on a specific grammar point (Shak & Gardner, 2008). However, a gap remains in our understanding of how adult newcomers perceive the utility of the government programme for their grammatical learning. More specifically, despite the well-established importance of the communicative approach in second language teaching (Richards & Rodgers, 2014), little is known about adult immigrant learners' perceptions of using a communicative approach for grammar learning.

This study addresses this gap through a qualitative research design involving adult immigrant learners enrolled in levels 4 and 5 (out of 8) of the francisation program. The treatment consisted of five communicative activities implemented in the participants' classes to support the learning of the *passé composé*. These activities included: an oral construction activity, a typical-day narrative task, a discussion about professional experiences, a role-play activity, and a chain-story activity. Following the implementation of these activities, 10 learners were invited to participate in group interviews. They were asked five open-ended questions aimed at exploring their perceptions of the effectiveness of these activities, as well as the difficulties they encountered while completing them.

The results suggest that participants perceived the communicative activities as having a positive impact on their understanding of the *passé composé*. They believed that using the tense in meaningful, real-life contexts allowed them to learn it better. Working in groups also permitted participants to feel as though they resolved some of their difficulties with the *passé composé*, particularly with pronominal verbs. However, participants also reported that their limited vocabulary made discussing their professional experiences with the *passé composé* challenging.

Exploring generative AI in foreign language pronunciation instruction: Focus on secondary school teachers

Que Anh Chung and Walcir Cardoso



Paper presentation - Présentation orale

B-3202 14h10-14h40

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Technology in SLA
Technologies en ALS

There has been growing interest in the potential of generative artificial intelligence (Gen-AI) in language education (Albedah, 2025; Chapelle et al., 2025). However, comparatively little research has explored its application in second language pronunciation instruction (Vančová, 2023). To address this gap and positioning the study within Stage 2 of Cardoso's (2022) chronological framework for conducting computer-assisted language learning research (i.e., exploring pedagogical affordances and suitability), this qualitative study investigates Vietnamese secondary school EFL teachers' experiences and beliefs about Gen-AI integration in English pronunciation teaching as well as the perceived benefits and challenges of such integration.

Drawing on Acocella and Cataldi's (2021) insights on focus group methodology, data were collected through focus group interviews with 24 EFL teachers (four teachers per group) from three Vietnamese secondary schools who had prior experience using Gen-AI-based pronunciation tools. Following Saldaña (2021), a thematic analysis approach was employed to interpret the data (e.g., through first- and second-cycle coding procedures leading to the identification of recurrent categories and themes).

The findings revealed that teachers mainly employed ELSA Speak for gamified pronunciation practice and ChatGPT for developing teaching materials. Additionally, teachers held both positive and negative beliefs regarding using Gen-AI in teaching pronunciation. They recognized several benefits of integrating Gen-AI into pronunciation instruction, including more engaging pronunciation activities, individualized corrective feedback, increased opportunities for practice, enhanced support for communicative pronunciation tasks, and potential improvements in learners' listening and speaking skills. However, they also identified challenges such as limited teacher knowledge of Gen-AI use, unstable internet connection, and insufficient parental support. By examining teachers' perspectives, this study contributes to the emerging literature on Gen-AI-assisted pronunciation instruction and offers practical implications for educators, curriculum developers, and educational technology designers.

Adjectival resultatives in English as a second language: An experimental approach



Anahi Alba de la Fuente, Olga Borik, Noelia Burdeus-Domingo, Gema Chocano, Consuelo Pérez-Benitez, Silvia Sánchez Calderón and Ismael Teomiro

Paper presentation - Présentation orale

B-4340 14h10-14h40

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Formal approaches
Approches formelles

Adjectival resultatives (ARs), such as *John burnt the wood black*, are attested in English, but Spanish does not permit an equivalent structure to convey the meaning “Juan burned the wood until it became black”.

ARs are idiomatic, but relatively infrequent and not included in official English-language teaching curricula. As a result, learners are not expected to receive formal instruction on their correct use or interpretation. Therefore, successful L2 acquisition of ARs must be attributed to acquired structural linguistic knowledge rather than explicit teaching.

This study investigates whether Spanish L1 speakers learning English as an L2 interpret ARs similarly to native English speakers. An Acceptability Judgment Task was administered to three groups of Spanish-speaking learners of English—beginner (N = 24), intermediate (N = 39), and advanced (N = 55)—and to a control group of native English speakers (N = 23). Each test sentence was presented in a contextualized scenario, and participants judged whether the sentence was acceptable in that context using a 4-point Likert scale. The stimuli included AR constructions that varied by verb type (transitive vs. unaccusative) and by acceptability (target vs. non-target).

All groups distinguish target from non-target conditions. There is a main effect of group ($p < 0.05$) and of acceptability ($p < 0.001$), as well as a significant interaction between these factors ($p < 0.001$). In the target condition, beginners differ from the other groups (significant differences with advanced $p < 0.05$; near significant differences with native $p = 0.073$), whereas advanced learners patterned similarly to native speakers ($p = 1.00$). In the non-target condition, beginner and intermediate participants behave alike ($p = .115$) and differ from the advanced ($p < 0.01$) and native ($p < 0.01$) groups.

Overall, the findings suggest that learners of English as an L2 gradually acquire ARs despite the absence of explicit instruction. All groups exhibit sensitivity to acceptability contrasts, including beginners. However, the advanced group's native-like behavior indicates that mastery of ARs is closely linked to L2 proficiency. Further research is needed to determine whether these results reflect time-dependent processes such as feature reassembly or parameter resetting, or whether they arise from partial overlap with structures in the L1.

Investigating students' beliefs about L2 listening comprehension difficulties: A mixed-methods study



Lidia Gault

Paper presentation - Présentation orale

A-2403 13h35-14h05

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Individual differences
Différences individuelles

Understanding L2 learners' beliefs is essential for improving learning outcomes because those beliefs can shape both learning and achievement. For L2 Russian in a collegiate U.S. context, students reach an average of just ACTFL Intermediate Low in listening after four years of instruction (Winke et al., 2020). Prior experimental research has provided insights into factors that influence L2 listening comprehension (LC), but there are few studies on L2 students' perceptions about L2 LC difficulties, and none of those studies focus on L2 Russian. The present study investigates beliefs that U.S. L2 Russian students have about the factors that make LC difficult and compares those beliefs with empirically established predictors of L2 LC.

The study is grounded in the metacognitive knowledge framework (Kalaja & Barcelos, 2019) and its application to language learning. It employs a sequential explanatory mixed-methods design, using vignette methodology in a questionnaire and semi-structured follow-up interviews. Participants ($N = 81$) were students enrolled in a second- or third-year Russian course at a U.S. university. Sixteen vignettes in the questionnaire, based on four factors that experimental research suggests impact L2 LC (*length, authenticity, accent, speech rate*), describe a situation in which a student is listening to a passage in Russian. Participants were asked to indicate the degree of difficulty of the vignettes and then to indicate the degree to which the four factors contributed to their ratings. In the follow-up interviews, participants ($n = 13$) elaborated on their ratings in the questionnaire and on their beliefs about L2 LC difficulties in Russian.

Analytic procedures included descriptive and inferential statistics for the quantitative data and a content analysis for themes for the qualitative data. Preliminary results indicate that students perceived *speech rate* and *authenticity* as factors contributing the most to their rating of L2 LC difficulty; *passage length* and *accent* were not perceived as major challenges.

Findings contribute to research on L2 learner cognition by illustrating how LC difficulties are conceptualized by L2 learners and how these beliefs align or diverge from empirically established predictors of L2 LC.

Explicit phonetic instruction and L2 Spanish VOT: evidence from English-speaking learners



Juan J. Garrido-Pozú

Paper presentation - Présentation orale

A-2407 14h10-14h40

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

Research on cross-linguistic phonetic influence has shown that bilingual speakers transfer phonetic properties across languages (e.g., Zampini, 2008), particularly when phonological systems differ in temporal features like voice onset time (VOT). English voiceless stops (/p,t,k/) are typically produced with long-lag VOT due to aspiration, whereas Spanish counterparts exhibit short-lag VOT. This discrepancy poses a challenge for English-speaking learners of Spanish, who often produce overly long VOT values in their L2. Previous studies suggest that explicit phonetic instruction can mitigate such cross-language interference and facilitate more target-like production (Lord, 2005).

The present study investigates whether explicit phonetic instruction in a university-level Spanish Phonetics and Phonology course leads to measurable improvements in L2 Spanish VOT production. Additionally, it examines whether lexical factors, specifically cognate status, modulate phonetic performance, given prior evidence that cross-linguistic similarity may increase phonetic interference (Amengual, 2012).

Sixteen native English-speaking learners of Spanish participated in two recording sessions conducted before and after instruction. Ten participants were enrolled in a Spanish Phonetics and Phonology course and six were in a Spanish Sociolinguistics course. In each session, participants read aloud Spanish and English words beginning with /t/, including cognates and noncognates. Acoustic measurements of VOT were obtained using Praat. This design allowed for the assessment of instructional effects on L2 production, comparisons across lexical categories, and potential bidirectional influence on L1 English.

Results revealed a robust language effect. All participants produced higher VOT in English than in Spanish in both sessions. Critically, only those who received instruction on Phonetics and Phonology showed a significant reduction in Spanish VOT. In contrast, English VOT remained stable, suggesting no transfer of training effects to L1 phonetic settings. Furthermore, cognate status did not significantly influence VOT outcomes in either session. These findings indicate that explicit phonetic instruction effectively reduces cross-language phonetic interference and promotes more accurate L2 speech production. The absence of cognate effects suggests that targeted training may override lexical influences on phonetic realization. The study underscores the pedagogical value of integrating explicit pronunciation instruction into advanced language curricula and contributes to broader discussions on the interaction between instruction and lexical factors in L2 phonetic development.

Exploring dynamic group and individual task perceptions in a yearlong Chinese EFL TBLT Classroom



Xinyi Guan and Koen Van Gorp

Paper presentation - Présentation orale

A-2411 14h10-14h40

Friday, October 2 : Early afternoon
Vendredi 2 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

As task-based language teaching (TBLT) continues to expand globally, understanding how learners experience and respond to task-based instruction over time remains an important yet underexplored area, particularly in exam-oriented educational contexts. While prior research has begun to document dynamic learner responses, most studies have focused on short timeframes, a limited number of task types or small samples. This study adopts a complex dynamic systems theory (CDST) perspective to examine how learners' task perceptions develop over an extended period in a Chinese EFL setting.

The study followed 42 students enrolled in a two-semester task-based business English course at a Chinese college. Data collection combined repeated quantitative and qualitative measures, including 27 post-task surveys administered throughout the course, periodic reflection surveys, and post-course interviews with a subset of participants. To model changes in learner experience, multilevel factor analyses were conducted to identify key dimensions of task perception, followed by Generalized Additive Mixed Models to capture nonlinear developmental trajectories over time.

Three core constructs emerged: integrated task-affective-social-cognitive engagement, multidimensional task interest, and cognitive-emotional load. Results indicate that learner responses did not follow linear patterns but instead fluctuated in relation to task features and instructional sequencing. Early stages of the course were characterized by elevated cognitive-emotional load, even for relatively simple tasks, whereas later stages showed increased engagement and interest alongside reduced cognitive-emotional load, particularly as learners encountered more complex and repeated tasks. Substantial variability was observed between individuals, highlighting the importance of accounting for learner-specific pathways.

Qualitative analyses of learner reflections and interviews suggest that perceived task relevance, opportunities for repetition, and alignment with learners' personal and professional goals played a central role in shaping these trajectories. Overall, the findings underscore the importance of viewing learner experience in TBLT as dynamic, context-sensitive, and individually variable. The study contributes to a growing body of work advocating for longitudinal and learner-centered approaches to understanding how pedagogical design influences task perceptions over time.

Feedback-seeking behavior in mobile-assisted pronunciation training: Individual differences, log data, and pronunciation outcomes

Kevin Hirschi, Mostafa Papi and Jonás Fouz-González

Paper presentation - Présentation orale

B-4225 15h10-15h40

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Individual differences
Différences individuelles

Mobile-Assisted Pronunciation Training (MAPT) offers L2 learners a low-face-threat environment for practicing production and receiving feedback with a device that is fundamentally designed for communication (Neri et al., 2003; Kaiser, 2018). On the other hand, Feedback-Seeking Behavior (FSB) (Papi et al., 2019, 2026) posits that individuals vary in their orientation to eliciting, monitoring, and using feedback in their learning. This study explores the relationships between L2 English learners' engagement and outcomes using a MAPT program embedded in their English skills courses at a university in Spain. Seventy-five participants completed an FSB questionnaire prior to using a MAPT app that provided automatic feedback on their pronunciation. Questionnaire data were analyzed using Exploratory Factor Analysis, resulting in three FSB constructs of Feedback Elicitation, Monitoring, and Use. Data from user logs which contained the number of instances participants elicited feedback from the system were collected, as well as learning gains in both perception and production. Results indicate that participants' preferences for feedback elicitation predicted engagement patterns of more instances of feedback within the MAPT app ($b = 49.10, p = .031$). However, those who reported higher use of feedback in their learning tended to seek MAPT feedback less often ($b = -75.43, p = .030$). Preliminary results of the perception and production improvements made by the participants suggest a nonsignificant trend of improvement in perception skills ($b = 0.01, p = .233$). Additional forthcoming analyses of speaking test results are expected to shed light on the interplay between FSB, MAPT feedback, and pronunciation development. The results provide nuanced insights into the different relationships of FSB constructs, particularly in the relationship between learners who prefer to seek more feedback and, conversely, others who pay more attention to the feedback. Furthermore, the study validates the relationship of FSB and L2 development in technology-assisted learning contexts in which learners have the option to seek feedback.

Proficiency, experience, and dominance as predictors of code-switching grammaticality sensitivity in late L2 bilinguals

Bryan Koronkiewicz and Riley VanMeter



Paper presentation - Présentation orale

B-3210 15h10-15h40

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Intrasentential code-switching (CS) is governed by systematic syntactic constraints. For example, Spanish-English bilinguals generally accept and produce verb-object switches (e.g., *he speaks varias lenguas* 'he speaks multiple languages') but reject pronoun-verb switches (e.g., **he habla varias lenguas* 'he speaks multiple languages'; Timm, 1975; Poplack, 1980). But can late L2 learners acquire these same constraints? L2 proficiency and CS experience have been shown to facilitate such acquisition in acceptability tasks (Toribio, 2001; Giancaspro, 2015; Koronkiewicz, 2018), but (i) whether dominance plays a role and (ii) whether learners are sensitive to these restrictions in production as well remains unexplored.

L1-English/L2-Spanish late bilinguals ($N = 100$) in first-through-third year university language courses completed an acceptability judgment task (AJT) and elicited production task (EPT) targeting pronoun and auxiliary CS restrictions. To predict CS grammaticality sensitivity, we examined L2 proficiency (Montrul & Slabakova, 2003), CS experience (BCSP; Olson, 2022), and dominance (BLP; Birdsong et al., 2012). CLMMs on AJT data revealed that higher proficiency predicted stronger discrimination of grammatical from ungrammatical CS conditions across both auxiliary and pronoun items ($p < .001$). CS experience showed the same pattern, likewise predicting stronger discrimination across both structures ($p < .001$). Dominance predicted sensitivity for auxiliary items only ($p < .001$), with more balanced bilinguals showing greater sensitivity to the grammaticality distinction. EPT GLMMs showed that higher proficiency and greater CS experience positively predicted grammatical responses across both structures ($p \leq .047$), while more balanced bilinguals were more likely to produce grammatical CS across both structures as well ($p < .001$).

These findings confirm that proficiency, CS experience, and language balance all contribute to CS grammaticality sensitivity among late L2 bilinguals. Critically, proficiency effects emerged even in learners with limited CS exposure, suggesting that developing L2 grammatical competence generalizes to language-mixing contexts rather than depending entirely on CS-specific input. Additionally, the structure-specific dominance effect on the AJT suggests that acquisition of CS restrictions is not all-or-nothing, but rather emerges differentially across structures, mirroring the variability well-documented in L2 grammatical development. More broadly, these results position CS grammaticality as a promising diagnostic for L2 grammatical depth and bilingual competence.

How enjoyment drives motivated behavior: The mediating role of L2 grit in L2 Spanish learning



Zhiyin Dong and Chao Han

Paper presentation - Présentation orale

B-3202 15h10-15h40

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Individual differences
Différences individuelles

Research on non-cognitive individual differences in second language acquisition (SLA) has expanded considerably in recent years; however, empirical evidence remains heavily concentrated in English as a Foreign Language (EFL) contexts, with limited work on Languages Other Than English (LOTE). In addition, although constructs such as L2 grit and foreign language enjoyment (FLE) have received growing attention, their interplay and dimensional structure remain insufficiently theorized. Guided by Positive Psychology and the broaden-and-build theory, the present study investigates how multidimensional FLE and L2 grit jointly contribute to motivated learning behavior among U.S. college-level learners of Spanish.

Data from 481 participants were analyzed using structural equation modeling. FLE was modeled as three correlated dimensions (self-, teacher-, and class-related enjoyment), L2 grit as perseverance of effort (PE) and consistency of interest (CI), and motivated behavior (MB) as a latent outcome. Results showed that both grit components positively predicted MB, with a significantly stronger effect for PE than for CI ($\Delta\chi^2(1) = 32.40, p < .001$; CI: $p = .005$). A partial mediation model demonstrated significantly better fit than a full mediation model ($\Delta\chi^2(3) = 11.95, p = .008$), indicating that grit functions as a central—but not exclusive—mechanism linking enjoyment to motivated behavior.

At the dimensional level, self-related enjoyment emerged as the most robust predictor, positively associated with both PE and CI (both $ps < .001$). In contrast, after accounting for self-related enjoyment, teacher- and class-related enjoyment showed negative associations with grit components due to shared variance among FLE dimensions rather than substantively negative influences. FLE-to-MB direct effects further revealed that only class-related enjoyment retained a unique positive association ($p = .042$) with MB.

Overall, the findings support a resource-building account in which enjoyment contributes to motivated learning behavior primarily by fostering L2 grit, while also highlighting the differential roles of grit components and FLE dimensions. By providing evidence from an understudied LOTE context, this study advances understanding of how multidimensional learner variables jointly shape motivated learning behavior in L2 learning.

Navigating communication breakdowns during peer interaction: The roles of L2 anxiety and L2 grit



Caitlyn A. Pineault

Paper presentation - Présentation orale

B-4320 15h10-15h40

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Instructed SLA
Acquisition guidée de la L2

Interaction is recognized as a crucial site for L2 development (e.g., Hatch, 1978; Long, 1996; Mackey & Goo, 2007), with peer interaction regarded as unique communicative context (Philp et al., 2014; Sato & Ballinger, 2016). During instances of communicative breakdowns, peers have been shown to provide each other with more and higher quantity feedback than native speakers (e.g., Sato & Lyster, 2007) and elicit more frequent modified output (e.g., McDonough, 2004). Since this foundational work, individual difference (ID) variables have been increasingly studied for their role in L2 development (see Li et al., 2022). To better understand the complex interplay between ID variables, scholars have called for future investigation that juxtaposes variables with inverse associations in L2 learning processes, behaviors, and outcomes (e.g., Demir, 2024).

This longitudinal study addresses these calls and makes contributions to theoretical and pedagogical understandings of variation in peer interaction. Conducted over 16 weeks, the study explores the relationship between L2 anxiety, L2 grit, and interactional patterns of beginning Spanish L2 learners ($n = 46$) in dyadic communicative tasks. To examine variation in how learners with differing anxiety and grit levels engage in peer interaction, participants completed Horowitz et al.'s (1986) FLCAS questionnaire and Teimouri et al.'s (2022) L2 grit scale before and after the semester. Interactional data was collected from participants' midterm and final speaking task performance.

The audio-recorded interactions were transcribed and analyzed for (1) type of language related episode (LRE), (2) nature of peer support (i.e., feedback), (3) peer response, and (4) LRE resolution. Descriptive statistics and correlational analyses reveal the relationships between the two individual differences, L2 grit and L2 anxiety, and learners' interactional patterns, respectively. Results show that all participants employed word searches, prompts, and recasts to resolve communication breakdowns with their peers. However, the nature of and response to feedback varied by participants ID profile (high grit/low anxiety, high grit/high anxiety, low grit/low anxiety, low grit/high anxiety). Findings have implications for researchers and practitioners, providing insights on learner-specific factors that may account for variability in L2 interaction during speaking tasks, as well as practitioner-oriented recommendations for supporting L2 development.

Becoming a language teacher: Student-teachers in a community-based EAL practicum



Albert Maganaka

Paper presentation - Présentation orale

A-2403 15h10-15h40

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

Aligned with the SLRF 2026 theme Language teachers and researchers without borders, this study examines community-based ESL practicum as a border crossing space for student teacher learning. Community based programs operate beyond institutional, curricular, and linguistic boundaries, yet their role in shaping student teacher professional identity remains underexplored. This study investigates how graduate student teachers negotiate emerging professional identities while teaching adult learners in a community based EAL practicum in Montréal, a French dominant sociolinguistic context.

The study draws on Barkhuizen's narrative approach to language teacher identity, which conceptualizes identity as dynamic, relational, and constructed through lived experience and storytelling. This is complemented by Norton's theory of identity and investment, foregrounding legitimacy, power, and access across social spaces. These perspectives are situated within the Douglas Fir Group's (2016) multiscalar framework, enabling analysis of how identity works across micro (individual), meso (institutional), and macro (ideological) levels. Together, these frameworks conceptualize teaching as a border crossing practice that traverses languages, institutions, and ideological boundaries.

Using a qualitative research design, data were generated through semi structured, one on one MS Teams interviews with five graduate student teachers enrolled in a TESL practicum course. Interviews explored pedagogical decision making, intercultural encounters, use of plurilingual strategies, and experiences of legitimacy and belonging. Data were analyzed thematically, foregrounding moments where student teachers crossed, challenged, or redefined pedagogical, linguistic, and professional boundaries.

Findings indicate that student teachers engaged in sustained identity negotiation as they navigated professional roles in a nonformal, volunteer driven setting. Key themes include pedagogical flexibility across linguistic boundaries, encounters with native speakerism and cultural bias, translanguaging as a border crossing pedagogical stance, and professional growth fostered through relational teaching. Institutional constraints simultaneously challenged and enabled innovation, reflexivity, and resilience.

The study concludes that community based EAL practicum functions as a critical borderless space for teacher development—one that prepares educators to work across linguistic, cultural, and institutional divisions. By foregrounding student teacher experiences, the study contributes to SLRF conversations on teachers and researchers without borders and underscores the value of community-based practicum in cultivating equity oriented, globally responsive language educators.

Navigating forced immersion: Social networks and second language acquisition among Ukrainian refugees learning Polish



Michał B. Paradowski, Andrzej Jarynowski and Karolina Czopek

Paper presentation - Présentation orale

A-2407 15h10-15h40

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Contexts of learning
Contextes d'apprentissage

Following the 2022 Russian invasion of Ukraine, Poland became a primary destination for millions of refugees. While host-country language proficiency is recognised as a cornerstone of refugee resilience, research remains scarce that would combine computational network-analytic approaches with rigorous linguistic investigations in forced migration settings. This study addresses this gap by examining how social network structures and individual background factors influence SLA among 251 Ukrainian refugees enrolled in an intensive course of L2/L3 Polish. The forced migration context is particularly noteworthy given the participants' complex language constellation profiles, with most being functionally bilingual in Ukrainian and Russian, but exhibiting different degrees of dominance in each language and complicated attitudes toward the latter.

Utilising a pre-/post-test design and a custom-devised name-interpreter survey, we leverage computational Social Network Analysis (SNA) to i) map peer interaction networks beyond the classroom, and ii) investigate how language dominance (Ukrainian vs. Russian), psychological factors, and network positioning affected both subjective and objective linguistic progress.

Results reveal that network centrality serves as a vital form of social capital that directly correlates with linguistic gains. Ukrainian-dominant speakers exhibited greater network centrality and higher motivation to integrate, whereas Russian-dominant participants often concealed their use of this language and were frequently found at the network periphery, suggesting linguistic segregation or marginalization.

Objective linguistic gains were most strongly influenced by course enjoyment, sociability, and the frequency of interaction in the target language, and showed a strong negative correlation with length of residence in Poland. Conversely, subjective progress was tied to popularity within the group and group integration. These findings highlight that L2 trajectories in forced immersion are shaped by a complex interplay of structural (network position), affective (motivation), and sociopolitical (identity) factors. The findings fill a crucial gap in refugee language learning scholarship and have far-reaching implications for the design of language courses tailored to forced migrant groups with varied background dynamics and ideologies.

Exploring U.S. collegiate LOTE instructors' self-efficacy for teaching and assessing L2 writing



Mathilde Garnier

Paper presentation - Présentation orale

A-2411 15h10-15h40

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

Although L2 writing has established itself as a prominent area within SLA, many L2 teachers report feeling unprepared to teach and assess writing (Hubert & Bonzo, 2010, 2019; Karaca & Uysal, 2023; O'Donnell, 2007). In response, L2 writing scholars (e.g., Hirvela & Belcher, 2022) have called for increased attention to L2 teacher cognition (i.e., teachers' beliefs, knowledge, and thoughts) (Borg, 2003) in relation to writing instruction. However, existing research in this area (e.g., Karaca & Uysal, 2023; Yiğitoğlu & Belcher, 2018) has focused almost exclusively on teachers of English as a second or foreign language (ESL/EFL), often overlooking teachers of languages other than English (LOTE), who remain largely underrepresented in the L2 writing and teacher cognition literature (Allen, 2025).

To address this gap, this study adopts a social-cognitive framework (Bandura, 1986) and draws on self-efficacy theory (Bandura, 1977, 1997) to examine LOTE teachers' beliefs about L2 writing instruction. Specifically, it explores LOTE teachers' self-efficacy beliefs as L1 and L2 writers, as well as their perceived ability to teach and assess L2 writing. Additionally, this study examines the extent to which teacher writing self-efficacy predicts self-efficacy for teaching and assessing L2 writing. Using a revised version of Tschannen-Moran and Woolfolk-Hoy's (2001) Teacher Sense of Efficacy (TSE) model, data were collected from 87 LOTE collegiate instructors in the United States via an online questionnaire.

Results indicate that participants reported generally high levels of self-efficacy as L1 and L2 writers, as well as in teaching and assessing L2 writing. Multiple regression analyses further revealed that self-efficacy for L1 and L2 writing significantly—but moderately—predicted self-efficacy for teaching L2 writing, but not for assessing it. These findings suggest that while writing self-efficacy contributes to LOTE teachers' confidence in teaching writing, it may not be sufficient to account for their confidence in assessing writing. This provides further evidence for the task-specific nature of self-efficacy beliefs (Wyatt, 2018) and points to the potential role of additional contextual and/or external factors shaping teachers' self-efficacy in L2 writing instruction, which are being examined through follow-up interviews. Implications for research and foreign language teacher education are discussed.

Interaction-seeking behavior in second language learning



Mostafa Papi, Masatoshi Sato and Monireh Norouzi

Paper presentation - Présentation orale

B-4225 15h45-16h15

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Individual differences
Différences individuelles

Challenging the predominantly cognitive view of second language acquisition (SLA), Proactive Language Learning Theory (Papi & Hiver, 2025) offers a more organic perspective, with the proactive learner at its center. The theoretical framework outlines four proactive L2 learning behaviors: *input-seeking behavior*, *interaction-seeking*, *information-seeking*, and *feedback-seeking behavior*. Building on this theoretical framework and based on previous research and understanding of the notion of L2 interaction (e.g., Gass, 2018; Long, 2015; Swain, 1985), this study attempted to conceptualize and operationalize the construct of interaction-seeking behavior in the field of SLA through the development of a questionnaire to measure this proactive learning behavior. This study was conducted in the L2-Spanish learning of Florida (United States) and the L2-English context of Iran. Defined as learners' proactive engagement in seeking and using L2 interaction opportunities for the purpose of L2 learning, interaction-seeking behavior was first conceptualized through semi-structured interviews with 10 L2 learners in the United States and 21 advanced English learners in Iran. Second, based on the themes that emerged from the qualitative data, two questionnaire scales were developed to measure interaction-seeking behavior: Proactive Interaction, which refers to seeking and creating opportunities for interaction, and Proactive Interaction Monitoring, characterized by cognitive engagement in the analysis, evaluation, and adjustment of one's L2 interaction patterns. In addition, an ACTFL proficiency self-assessment was used to assess students' perceived L2 proficiency. Based on qualitative data, two questionnaire scales were developed and administered to 208 L2-Spanish learners in the US and 533 L2-English learners in Iran. Exploratory factor analyses yielded a two-factor solution: Proactive Interaction, which refers to seeking and creating opportunities for interaction, and Interaction Monitoring, characterized by analysis, evaluation, and adjustment of one's L2 interaction. Exploratory factor analysis using SPSS supported our hypothesized two-factor solution, confirming the construct validity of the scales. Next, discriminant and convergent validity were established using confirmatory factor analysis, correlational, and reliability analyses. Finally, hierarchical multiple regression modelling showed that the components significantly predicted learners' self-assessed L2 speaking proficiency, providing evidence for the predictive validity of the scales. The theoretical and practical implications of the study and future research directions will be discussed.

Pre-task planning, task-specific anxiety, and performance in L2 speaking tasks

Shujing Zhao

Paper presentation - Présentation orale

B-3210 15h45-16h15

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Instructed SLA
Acquisition guidée de la L2

Recent work in task-based language teaching (TBLT) has examined how task design interacts with cognition and emotion (Ellis, 2009; Li, 2024). Pre-task planning is often shown to improve L2 performance (e.g., Brown Nielson & DeKeyser, 2021; Yuan & Ellis, 2003), but it is still not clearly defined, especially regarding the difference between guided and unguided planning. At the same time, L2 anxiety is now viewed as task-specific and dynamic (Gregersen, 2020; MacIntyre & McGillivray, 2023), while common measures (e.g., questionnaires vs. real-time ratings) have not been sufficiently cross-validated in task contexts. As a result, it remains unclear how different types of planning influence learners' real-time emotional experiences and how these experiences relate to performance outcomes. Therefore, this study investigates how pre-task planning conditions influence learners' L2 task anxiety and L2 task performance during speaking tasks.

46 L2 English learners at a U.S. university were randomly assigned to no planning (NP, $n = 16$), free planning (FP, $n = 15$), or guided planning (GP, $n = 15$). Participants completed a 3-minute monologic problem-solving task. L2 task anxiety was measured using a Visual Analog Scale (VAS; Lindberg et al., 2023) at three time points and a post-task Task Anxiety Questionnaire (Wang et al., 2021, 2024). Task performance was assessed using measures of grammatical complexity, accuracy, lexis (diversity, density), fluency (speed, breakdown, repair), and functional adequacy. One-way ANOVAs examined group differences in anxiety, k-means clustering explored anxiety trajectories, and regression models tested effects of anxiety and planning on performance. Pilot results showed no significant differences in anxiety across conditions, although the GP group consistently had lower average anxiety. Cluster analysis identified three anxiety trajectory patterns within each planning condition: low-stable, rise-then-stabilize, and increasing (or high). Anxiety had little effect on most performance measures, with stronger patterns for lexical use and breakdown fluency. Planning effects were selective: FP was associated with greater grammatical complexity, while GP more clearly supported fluency and functional adequacy. These findings suggest that structured, meaning-focused planning may support fluency and task completion without increasing anxiety. Findings from a larger dataset will be available at the time of presentation.

Language learner retention in the "language crisis:" A L2 French motivation analysis



Magda Tigchelaar and Yuou Sheng

Paper presentation - Présentation orale

B-3202 15h45-16h15

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Individual differences
Différences individuelles

In recent years, the “language crisis” (Bowler, 2025) has seen drastic enrolment declines in languages other than English (LOTE) (Lusin et al, 2023; Parrish, 2025), raising concerns about learner retention and prompting researchers to reassess LOTE learner motivation (Lanvers, 2024) and demotivation (Gau & Liu, 2022). Earlier motivation theories (Dörnyei, 2005) are based on L2 English learners and emphasize utilitarian rationales for language learning, which may not apply to LOTE learners (Oakes & Howard, 2022). Lanvers (2024) suggested LOTE learners may be more motivated by non-material rationales and proposed a motivational framework along personal-societal and material-nonmaterial continuums. The current study employs this matrix to assess declining enrolment and to identify factors that (de)motivate learners in a Canadian university L2 French program.

Participants (N=128) included undergraduate L2 French learners grouped into 1) continuing students who had completed at least one French course and 2) students who discontinued their studies after their first year. Continuing students completed an open-ended questionnaire, and four participated in semi-structured interviews. Statements of motivation were coded using Lanvers’ (2024) matrix as a) personal non-material (e.g., cognitive benefits), b) personal material (e.g., employment), c) societal non-material (e.g., cultural awareness), d) societal material (e.g., global citizenship). Discontinuing students completed a closed-item questionnaire addressing personal, social, and program factors.

Analysis of continuing students’ rationales showed that personal material (42.7%; e.g., future jobs) and non-material motivations (40.6%; e.g., enjoyment of challenge) were most common. Societal material (8.3%) and non-material (10.4%) motivations were far less frequent. Preliminary findings from discontinuing students suggest that personal material motivations (e.g., degree requirements) initially motivate students, but only until these goals are met. Non-material factors also contribute to demotivation: 100% rated “lack of opportunities to use French outside of school” as at least somewhat important and 42% rated “I did not think there were cognitive advantages to multilingualism” as important. These findings support calls to motivate LOTE learners by highlighting non-material benefits (Lanvers, 2024). Nonetheless, in the Canadian context, where French holds official status, material motivation remains important. Implications include highlighting the cognitive benefits of multilingualism (Lanvers et al, 2019) and increasing opportunities for social engagement.

Crossing age, digital, and language borders: Older EFL adults navigating English on Duolingo



Joanne Cheng

Paper presentation - Présentation orale

B-4320 15h45-16h15

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Instructed SLA
Acquisition guidée de la L2

Mobile-assisted language learning (MALL) has become an increasingly popular mode of second language study, offering learners flexibility “to study an additional language anywhere and anytime” (Loewen, 2025, p.254). Li et al. (2024) indicate that extensive research has focused on university English as a Foreign Language (EFL) learners (Almayez et al., 2025; Ma & Chen, 2024). However, only more recently have researchers begun to explore how older adult EFL learners navigate commercial language-learning apps like Duolingo (Chua & Pan, 2026; Kim, 2026; Klimova, 2026). In response to calls for broader representation in MALL research, particularly among older EFL learners and those outside traditional educational contexts, this longitudinal case study investigates how two older Taiwanese adults (both aged 67) engage with Duolingo over a ten-month period.

Guided by an Instructed Second Language Acquisition (ISLA) framework, this study explored explicit and implicit knowledge development (DeKeyser, 2017; Ellis, 2005) and learners’ motivation (Dörnyei, 2005) to assess how older EFL learners benefit from MALL in acquiring English skills. Data collection included semi-structured interviews (in Taiwanese and Chinese), Duolingo usage statistics, and observations of app interaction. Both participants were novice-level learners without structured English learning backgrounds. After training participants on the app's features, the researcher provided daily encouragement through Duolingo’s social features. Descriptive statistics were used to present the Duolingo data, and interview transcripts were analyzed using thematic analysis.

Findings show notable improvements in vocabulary-matching tasks, aligning with research indicating that apps are effective for receptive skills (Chua & Pan, 2026). However, both participants struggled with spelling and writing tasks due to limited productive language opportunities offered solely through the app. Participants’ motivation increased upon completing short lessons but declined when encountering animated tasks without clear guidance, leading to frustration. Results emphasize the need for teacher support, including training on task types, troubleshooting, and regular check-ins to enhance learners’ agency and persistence in MALL contexts. Findings also suggest that positive social interaction within apps and digital literacy growth are crucial for sustained engagement. Future research should focus on older adult learners, culturally responsive MALL design, and app-supported communicative practice beyond decontextualized drills.

Can high-variability phonetic training through text-to-speech improve L2 aural perception?



Forcan Al-Shami and Walcir Cardoso

Paper presentation - Présentation orale

B-4340 15h10-15h40

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Technology in SLA
Technologies en ALS

Pronunciation instruction receives limited attention in ESL/EFL contexts, where time constraints and restricted exposure to varied spoken input hinder learners' phonological development (Collins & Muñoz, 2016; Thomson, 2018). High-Variability Phonetic Training (HVPT) has been proposed as an effective approach to address this limitation by exposing learners to varied phonetic input (e.g., Bradlow & Bent, 2008). However, despite its documented benefits, its implementation in classroom settings remains challenging (Barriuso & Hayes-Harb, 2018). This study explores the potential of Text-to-Speech (TTS) technology as a practical means of delivering HVPT in semi-autonomous learning environments.

Grounded in interactionist approaches to Computer-Assisted Language Learning (Chapelle, 2003), this study builds on prior research demonstrating that TTS can support the development of learners' phonological awareness of regular past tense marking in English: -ed suffixation and its allomorphic variants: walk/t/, play/d/, visit/ɪd/. Extending this work, the present study shifts to aural perception (operationalized as learners' ability to identify and discriminate -ed allomorphs), a critical stage in the development of oral production (Celce-Murcia et al., 2010). Specifically, it examines the pedagogical effects of TTS-assisted HVPT in supporting learners' perception of past-tense -ed allomorphs, which are known to pose challenges for L2 learners (Collins et al., 2009). Using a mixed-method design with pretest-posttest evaluations, 30 intermediate Arabic-speaking ESL learners in Kuwait were assigned to either a Treatment Group (exposed to varied TTS voices stratified by region, gender, age) or a Control Group (exposed to a single TTS voice). Over a four-week period, participants engaged in ten self-paced TTS-based activities (e.g., fill-in-the-blanks, comprehension questions).

Findings revealed that both groups improved significantly in overall aural perception. However, the treatment group demonstrated greater gains than the control group, particularly in the perception of the voiced /d/ allomorph, whereas no significant between-group differences were observed for /t/ and /ɪd/. These results add to previous evidence that TTS facilitates broader phonological learning (Al-Shami & Cardoso, 2025) and suggest that TTS-based HVPT can further enhance the development of L2 aural perception. More broadly, the study contributes to ongoing discussions on how technology can expand access to rich and varied linguistic input beyond traditional classroom constraints.

Multilingual pre-service teachers' development of professional agency through a translanguaging pedagogy framework

Antoniya Encheva



Paper presentation - Présentation orale

A-2403 15h45-16h15

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

In a country as linguistically diverse as Canada, the language teacher profession is bound to attract future teachers who have complex linguistic backgrounds. However, many multilingual teachers do not get to fully consider and explore their own multilingual identity, which could make it difficult to relate to and advocate for their multilingual students and their diverse languaging practices. Furthermore, there is a notable gap between the expectation for multilingual teachers to be able to support multilingual students and their linguistic diversity while still enforcing an English-only classroom policy in public schools that broadly uphold a French-only standard. While there is research addressing the multilingual reality of ESL teachers in Quebec, this study specifically focuses on the experiences of “allophone” ESL teachers, whose marginalization in the ESL teaching field intersects with the limits of the two-solitudes Canadian paradigm.

In this narrative inquiry, data were collected through semi-structured interviews and reflective journals with three multilingual pre-service teachers enrolled in a Canadian TESL program. Guided by a translanguaging framework, the analysis explores how participants make sense of their multilingual identities, how they respond to monolingual expectations during internships, and how they negotiate the use of their linguistic resources in the classroom. Findings reveal that participants viewed their multilingual identities and linguistic repertoires as enriching resources that shaped their relationships with students, colleagues, friends, and family. Simultaneously, they internalized messages that their linguistic backgrounds were best concealed in formal teaching spaces. While often limited to French-English bilingualism rather than their full linguistic repertoires, participants found pockets of agency, moments where they mobilized their multilingual knowledge to support students.

This study centers the narratives of allophone pre-service teachers, a group rarely examined in Quebec’s ESL research, and reveals how monolingual norms shape their professional identities and constrain their agency. Analyzing how they negotiate identity, agency, and linguistic hierarchies offers new insights into the structural barriers that influence their practice. This research highlights the need to re-examine what currently disempowers multilingual pre-service teachers from enacting linguistically inclusive pedagogies and, in turn, what structural changes are necessary to better support teachers who work, often quietly, across and beyond linguistic borders.

Acquiring L3 Norwegian dialect in Polish migrant communities in Norway



Witoslaw Awedyk and Kamil Malarski

Paper presentation - Présentation orale

A-2407 15h45-16h15

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Norwegian is characterized by an exceptional degree of dialectal variation across all levels of linguistic structure, including phonology, lexicon, and morphosyntax (Kristoffersen 2000; Helleland & Papazian 2005). For foreign learners, the difficulty of acquiring local dialect forms may hinder their integration into the Norwegian society. This is why, the present study aims to investigate the acquisition of Norwegian dialects as a third language (L3) among Polish-born speakers, focusing on both production and perception.

We examined dialect use with sociolinguistic interviews conducted in three linguistically distinct urban dialect areas: Oslo, Trondheim, and Tromsø. The interviews included multiple elicitation tasks (spontaneous conversation, wordlist reading, story reading, and Polish–Norwegian translation) designed to capture a range of dialectal features. The participants ($N = 46$) had a mean age of 36.1 years and an average length of residence in Norway of 7.3 years. All recordings were transcribed and coded, and a dialect index score (0–6) was assigned to each speaker. Additional data were collected by means of a language proficiency test and a sociodemographic questionnaire.

Overall, L3 speakers exhibited relatively low levels of dialect use compared to L1 controls. However, dialect acquisition showed significant positive correlations with Norwegian proficiency ($r(46) = 0.65$, $p < 0.05$), the proportion of L1 Norwegian speakers in participants' social networks ($r(46) = 0.62$, $p < 0.05$), and length of residence ($r(46) = 0.33$, $p < 0.05$), although not necessarily within the target dialect region.

The perception study included three groups: L1 Norwegian speakers, naturalistic L3 learners in Norway, and formal L3 learners abroad (both learner groups L1 Polish) ($N = 117$). Participants rated ten Norwegian accents on a 7-point Likert scale across social attributes and identified the origins of particular dialect samples. Formal learners performed poorly in dialect identification, whereas naturalistic learners' evaluative judgments closely resembled those of L1 speakers.

These findings suggest that acquisition of vernacular variation in both production and perception is attainable under favourable conditions. We argue that successful dialect acquisition operates at a pragmatic level, requiring the interaction of linguistic factors (e.g. proficiency, exposure) and socio-cultural factors (e.g. sustained contact with L1 speakers).

Exploring the effects of collaborative writing on young EFL learners' writing performance in mainland China



Lichun Lai

Paper presentation - Présentation orale

A-2411 15h45-16h15

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Sociocultural approaches
Approches socioculturelles

Over the past three decades, collaborative writing, defined as a task where two or more learners interact together to produce a single text throughout the writing process (Ede & Lunsford, 1990; Storch, 2013), has received increasing interest in the field of second language acquisition (SLA) (Elabdali, 2021; Storch, 2019). While its facilitating effects on L2 learning are widely acknowledged in SLA research, previous studies in collaborative L2 writing have mainly focused on university students with intermediate or advanced proficiency, leaving limited attention given to young learners (Azkarai & Kopinska, 2020; Zhang & Plonsky, 2020).

Focusing on the English as a foreign language (EFL) context of mainland China, the study aims to investigate the potential impact of collaborative writing on the writing outcomes (i.e., text quality) of primary school EFL students.

Collaborative writing, with interaction and the writing activity as its two key components (Storch, 2013), is informed by psycholinguistic and sociocultural perspectives. It is primarily grounded in the interaction hypothesis (Long, 1983, 1996), the output hypothesis (Swain, 1993, 2005), and the sociocultural theory (Vygotsky, 1978, 1986).

The study adopts a quantitative approach with a pretest-posttest, quasi-experimental design, involving 67 Grade 6 EFL students (female=36, male=31, aged 10–12) from three intact classes in a public primary school in mainland China. Within each class, students were randomly assigned to either a control group (n=25) that wrote individually or an experimental group (n=42) that write in pairs (n=21).

To investigate the effects of collaborative writing on EFL writing outcomes, written texts produced by students from both groups were collected through four descriptive writing tasks administered during the pretest, two interventions, and the posttest. Their text quality was evaluated using the analytic rubric and the measures of fluency, accuracy, complexity to provide granular insights into L2 writing performance. The inter-coder reliability was assessed through Cohen's Kappa. Mixed ANOVAs were conducted to examine between-group differences. Findings indicated that comparative group did not significantly differ from the control group in their analytic scores or text length. Implications for L2 learning and teaching are discussed.

Everyday L2 use, anxiety and shame among international university students in Finland



Malka Gotthilf

Paper presentation - Présentation orale

B-4225 16h20-16h50

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Psycholinguistic approaches
Approches psycholinguistiques

Finland's recent government program emphasizes the importance of international students' linguistic and social integration through active use of the local language, alongside academic success. However, emotions associated with second language (L2) use—particularly language anxiety and language shame—may inhibit participation precisely in the contexts where learning, networking, and belonging are formed. While L2 anxiety has been widely studied in classroom and testing settings, less is known about how anxiety and shame interact in shaping everyday language use beyond the classroom, or how these emotions are influenced by institutional expectations and learners' personal goals.

This study examines the role of language anxiety and shame in the integration experiences of highly educated migrant students pursuing degrees in Finland and intending to remain in the country. It focuses on their everyday use of Finnish across different regions and aims to generate knowledge to support the development of language teaching, higher education practices, and regional services.

The study addresses four research questions:

- (1) How are language anxiety and shame conceptualized in L2 research within higher education, and how are they linked to everyday language use, avoidance, and integration?
- (2) How do perceived language proficiency requirements and students' own learning and career goals relate to emotional experiences and L2 use?
- (3) How do anxiety and shame manifest in practice, and how do they influence participation and language use (e.g., avoidance, self-confidence)?
- (4) What individual and institutional level strategies support emotion regulation and everyday L2 use?

Methodologically, the study adopts a mixed-methods design, combining a critical scoping review, a multi-site survey (N≈300) with mediation and group-comparison analyses, and a qualitative component (20–30 interviews, mobile-app diaries, and focus groups). An innovative feature is the development of a mobile application using experience-sampling micro-diaries to capture real-time emotional fluctuations during L2 use.

The study refines the conceptualization of anxiety and shame in everyday L2 use and demonstrates how structural and personal factors jointly shape emotional experiences and language behavior. It provides practical insights for reducing language-related avoidance and supporting international students' participation and integration.

Task complexity, foreign language anxiety, and oral performance in Chinese as a foreign language



Zhupeng Li

Paper presentation - Présentation orale

B-3210 16h20-16h50

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Cognitive approaches
Approches cognitives

This study investigates how task complexity and foreign language anxiety jointly shape L2 speech production in Chinese as a foreign language (CFL). Drawing on both task-based language teaching and individual differences research, it integrates cognitive and affective perspectives to better explain variability in learners' oral performance.

Research on task complexity has been largely framed by two competing models. Robinson's Cognition Hypothesis predicts that increased task complexity promotes deeper processing and improved performance, whereas Skehan's Limited Attentional Capacity Model predicts trade-offs among complexity, accuracy, and fluency (CAF). At the same time, research on foreign language anxiety has predominantly relied on subjective measures, with limited attention to physiological indicators and their relationship to performance.

Importantly, research integrating task complexity and anxiety remains scarce, and this gap is even more pronounced in CFL contexts, where studies on task complexity are limited and investigations of anxiety have largely focused on subjective measures. To date, no study has systematically examined how task complexity and both subjective and physiological anxiety jointly shape CFL learners' speech production.

Thirty-four CFL learners completed simple and complex speaking tasks in a repeated-measures design. Speech production was analyzed in terms of CAF, while anxiety was measured using both task-specific self-reports and physiological indicators (pulse rate, pulse rate variability, electrodermal activity, and skin temperature). Data were analyzed using linear mixed-effects models to account for individual variability.

Results showed that task complexity had selective effects, increasing lexical complexity but reducing fluency, with no significant effects on accuracy. This pattern suggests a trade-off, providing stronger support for Skehan's model than for the Cognition Hypothesis. Task complexity also had limited effects on anxiety. Subjective anxiety was related to performance only in the simple task, whereas physiological measures showed weak and inconsistent relationships, with selective effects for specific indices. In combined models, task complexity emerged as the most consistent predictor, while anxiety showed limited and dimension-specific contributions.

Overall, the findings suggest that task complexity does not uniformly enhance performance and that anxiety is a multidimensional construct whose effects depend on both task conditions and measurement approaches. By integrating cognitive and affective perspectives, this study contributes to ongoing debates in task-based research and highlights the need for multi-method approaches to anxiety, particularly in underexplored CFL contexts.

Student engagement and linguistically and culturally responsive instruction in university immersion courses



Valia Spiliotopoulos

Paper presentation - Présentation orale

B-3202 16h20-16h50

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Bilingualism / multilingualism
Bilinguisme / multilinguisme

This presentation examines the case of a university immersion program implemented in Canada's largest bilingual (French-English) university in the world (Knoerr & Weinberg, 2020). The university immersion program was implemented 20 years ago to support the learning of French and applies the pedagogical principles of CLIL (the "teaching of a subject through the integration of a foreign language") (Dalton-Puffer et al., 2014) or what is better known in Canada as "immersion" (Seror & Weinberg, 2021). An immersion approach combined with the principles of linguistically and culturally responsive instruction (Gallager and Haan, 2022) makes it possible to engage and support students from different language and cultural backgrounds by leveraging their language repertoires, cultures, and disciplinary knowledge.

The paper outlines the university's recent efforts to expand the scope of the program to accommodate not only French but also English learners. A case study approach (Duff, 2020) and mixed methods are used to analyse quantitative data from student questionnaires, as well as qualitative data from transcripts of student interviews, as well as pedagogical documentation. The analysis explores student engagement (Kuh, 2008; Groccia, 2018) and motivations in immersion within the complex context of promoting national bilingualism, as well as internationalization and multilingualism in higher education. It also addresses the importance of the internationalization of the curriculum across content areas, as well as explicit support for metalinguistic thinking and greater intercultural awareness.

While the results suggest overall positive student engagement with immersion and bi/plurilingualism from a cognitive, behavioural, and socio-emotional perspective even during the tumultuous period of the COVID-19 pandemic, the the university English immersion program faces institutional challenges and missed opportunities that could further strengthen both student and faculty engagement. However, English immersion remains an interesting option for welcoming, supporting, and engaging a population of learners looking for an experience that values their plurilingual identities, as well as their academic and professional aspirations. To that end, the presentation positions disciplinary-based bilingual education as an approach that can embrace the inclusion of different languages and cultures within post-secondary institutions.

Addressing accuracy in lower proficiency learners' output: Insights from research and classroom practice



Eva Kartchava, Diane Fraser and Yana Lysiak

Paper presentation - Présentation orale

B-4320 16h20-16h50

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Instructed SLA
Acquisition guidée de la L2

The importance of corrective feedback (CF, the information learners receive about the accuracy of their linguistic output) in successful language learning has largely been ascertained by both second language (L2) researchers and teachers alike (e.g., Mackey, 2020; Nassaji & Kartchava, 2017, 2021). The complexity of CF provision as well as a myriad of learner and contextual factors that affect it, however, make its implementation a challenge in practice. This is especially the case when working with lower proficiency learners who often struggle to focus on the language form more than their higher-level counterparts. CF provision to these learners is exacerbated further by such factors as the amount of correction offered, skills and error types addressed, corrective techniques implemented, and the learners' willingness to engage with CF.

To begin to understand whether, and if so, then how, these factors impact CF provision in actual lower-level classrooms in a Canadian metropolitan center, two in-service ESL practitioners and an L2 researcher came together to exchange and reflect on their views on the matter. This presentation is the result of that collaboration. Its goal is to present the teachers' thoughts and practical considerations when providing CF and to then juxtapose these against currently available classroom-based research findings on the topic. Results offer remarkable similarities between the teachers' practices and the research findings but also point to distinct intricacies that teachers consider when choosing (or abstaining from) CF practices. The talk speaks directly to the conference theme and may attract L2 researchers and teachers alike.

French without borders: Do multiple accents enhance L2 vocabulary learning and retention?



Wynne Wong, Wei Zhou, Marjorie Chan, Thierno Diallo, Deborah Idowu and Matthew Wolfe

Paper presentation - Présentation orale

B-4340 15h45-16h15

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Instructed SLA
Acquisition guidée de la L2

In borderless communicative spaces, L2 learners engage with French across regional and social varieties (media and online interaction), yet classroom input often privileges a single prestige norm (e.g., Berns & van Vuuren, 2023). This study examines whether exposure to multiple French accents affects L2 vocabulary learning and whether any effects persist over time. Building on findings that sociophonetic variability supports word learning (e.g., Fichtner et al., 2025), we focus on accent/dialect differences while controlling for talker identity.

Forty-eight English-speaking intermediate learners of French completed an intentional vocabulary learning task involving 24 novel words presented as picture–word pairings. In a within-subjects design, each participant learned half of the words in a high-variability condition and half in a low-variability condition. In the high-variability condition, each word was repeated six times across six accents: Metropolitan France, Quebec, Maritime Canada, Belgium, Haitian Creole, and Senegal. In the low-variability condition, each word was repeated six times in a single accent; the specific low-variability accent was rotated across counterbalanced lists so that the comparison targeted variability level rather than any particular accent. To isolate accent effects from voice differences, all accents were produced by one professional voice actor.

Learning was assessed via immediate and delayed posttests (3–5 days later) using an L2–L1 translation task and a cued picture-production task. Logistic mixed-effects modeling of translation accuracy shows better performance at immediate than delayed posttest, indicating forgetting over time. Sociophonetic variability does not yield a statistically reliable advantage on translation; however, raw scores are consistently higher for high-variability items at both time points, suggesting that multi-accent exposure does not hinder meaning access. Analyses of picture-production data are nearing completion and will be reported in the presentation; these results will test whether variability effects emerge more strongly on a form-retrieval measure.

This study contributes evidence on accent diversity effects in L2 vocabulary learning under tight talker control and extends prior sociophonetic-variability designs by including retention. Findings inform “language teachers and researchers without borders” by clarifying whether multi-accent input can be incorporated into vocabulary-focused instruction for transnational communication without compromising vocabulary learning outcomes.

Using L2 attrition research to inform language teaching: A roadmap and reflection



Henry Aberle, Kelly Kendro and Ludan Yang

Paper presentation - Présentation orale

A-2403 16h20-16h50

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Demonstrating the “return on investment” of language learning requires instructors to consider students’ language beyond the classroom. Language attrition researchers have been doing this for decades (Bahrick, 1984; Clark & Jordan, 1984) by tracing how language knowledge changes after the conclusion of instruction (e.g., Tracy-Ventura et al., 2025). Although the L2 attrition process is symbiotically linked to acquisition (Brehmer & Treffers-Daller, 2020; Larsen-Freeman, 2015), L2 attrition and retention are typically not discussed in depth in language teacher training (Bardovi-Harlig & Burghardt, 2020; Schmid, 2023). At the same time, L2 learners bring their own concerns to the classroom. They may be worried about “losing” language skills, show skepticism regarding the efficacy of pedagogical choices, or question the relevance of a foreign language requirement to their intended career (e.g., Wesely, 2012). Instructors may not be ready to address these topics if they are unfamiliar with the current language attrition literature.

This presentation will explore ways in which language instructors can adapt their pedagogy to include methods and findings from attrition research to facilitate retention and student success. In reflecting on our identities as second language teachers and language attrition researchers, we take an autoethnographic approach to examine the role of attrition within the L2 classroom for both learners and instructors. In addition to identifying pedagogical strategies from the L2 acquisition and attrition literatures (e.g., Kupske, 2019), we will reflect on how our individual language journeys and attrition experiences inform our choices as L2 instructors. We will address the effect of L1-L2 and L2-L3 interaction over time, pointing to language acquisition and attrition as dynamic and non-linear processes. We will share how attrition-conscious pedagogy can address student concerns regarding proficiency outcomes and “buy-in” for language courses. We will conclude by demonstrating the need for a broader application of attrition research in L2 pedagogy.

The impact of multimodal pre-task planning on beginning L2 Spanish learners' engagement



Juan M. Rostrán Valle

Paper presentation - Présentation orale

A-2411 16h20-16h50

Friday, October 2 : Late afternoon
Vendredi 2 octobre : en fin d'après-midi

Sociocultural approaches
Approches socioculturelles

Within Second Writing (L2) research, numerous studies have investigated different aspects of pre-task planning, including comparisons of structured and unstructured discussions (e.g., Neumann & McDonough, 2015), collaborative-prewriting interactions (e.g., Fernández Dobao, 2012), and learners' L1 and L2 use in planning (e.g., Gao & Min, 2021; Zhang, 2019). Other work has explored how pre-task planning shapes performance in subsequent individual writing (e.g., Ellis & Yuan 2004; McDonough & De Vleeschauwer, 2019). However, the role of multimodality in shaping pre-task planning engagement among lower-proficiency learners remains underexplored. This mixed-methods study examines the impact of collaborative multimodal visualization reflections (MVRs) (Kessler, 2024) on beginning L2 Spanish learners' engagement while completing a pre-writing task. A total of 29 dyads produced an MVR about Spanish reflexive verbs; in this presentation I report findings based on 10 dyads only. I used the Engagement Framework (Fredricks et al., 2004) to examine students' levels of cognitive, behavioral, and emotional engagement. The audio-recorded conversation produced by each dyad were transcribed verbatim and segmented into individual turns for analysis. Each turn was coded for evidence of cognitive engagement (metalinguistic reasoning, problem-solving, clarification of reflexive verbs forms, and decision-making about the multimodal task), behavioral engagement (task-directed actions, coordination, and procedural task), and emotional engagement (expressions of frustration, uncertainty, encouragement, humor, or affective stance). After all transcripts were coded, I calculated the frequencies of each engagement type for each dyad and across the full dataset. In addition, I conducted a thematic analysis of three semi-structured interviews to complement the quantitative engagement coding, which provided insight into learners' perceptions, challenges, and decision-making during the task. Interview transcripts were inductively coded to identify recurring themes relates to cognitive effort, emotional responses, and collaborative dynamics. Preliminary results show that multimodal pre-task planning have the potential to enhance learners' overall engagement, with cognitive engagement appearing to be the most strongly impacted. Learners also found the task to be different, enjoyable, and helpful to review a challenging grammatical concept.

Modeling L2 defendants' listening comprehension of Miranda warnings using elicited imitation data



Scott Jarvis and Mary Bary

Paper presentation - Présentation orale

B-2305 10h30-11h00

Saturday, October 3 : Morning
Samedi 3 octobre : matin

L2 assessment
Évaluation de la L2

The 1966 *Miranda v. Arizona* U.S. Supreme Court decision requires police officers to inform suspects of their Miranda rights before interrogating them. Arrestees can waive their rights, but only if they do so “voluntarily, knowingly, and intelligently.” Linguistic experts are sometimes called upon to assess whether defendants—particularly L2 defendants—are likely to have understood the Miranda warning prior to the interrogation and therefore to have waived their rights knowingly when answering the police officer’s questions. Recent studies by Pavlenko et al. (2019) and Benzaia et al. (2024) provide useful methods and benchmarks for assessing defendants’ likelihood of understanding a particular version of the Miranda warning. However, with nearly 900 variations of Miranda warnings (Rogers et al., 2008) in use across different jurisdictions in the U.S., forensic experts lack a generalized method for assessing whether an L2 defendant is likely to have comprehended the specific version of the Miranda warning that they were arrested with. The present study addresses this need by proposing a solution that can in theory apply to any sentence from any version of the Miranda warning. The solution involves two general statistical models: a model of sentence difficulty (Model A) and a model of sentence comprehension (Model B). Model A uses the linguistic and textual features of a sentence to estimate its difficulty in the form of a predicted population mean score for that sentence in an elicited imitation (EI) task. Model B uses sentence difficulty indices together with participants’ EI scores to generate a predictive model that estimates the probability that a particular person (e.g., a defendant with a given EI score) will understand a particular sentence (e.g., a sentence conveying the right to silence, with a given estimated sentence difficulty index). Using EI data from 41 participants (31 L2 immigrants and 10 L1 speakers), which included performance on seven Miranda warning sentences and 30 commonly used EI sentences, the results show an adjusted R^2 of .901 for Model A and a prediction accuracy of 87.1% for Model B. We discuss the implications and limitations of our study and suggest next steps for future research.

When lexical properties block gender: Evidence from reaction times and accuracy in native and non-native French

Francois Pichette and Robin Couture-Matte

Paper presentation - Présentation orale

B-3205 10h30-11h00

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Psycholinguistic approaches
Approches psycholinguistiques

This study examines how three lexical features (initial vowels, pluralia tantum, and mass nouns) affect grammatical gender assignment in French among native (L1) and non-native (L2) speakers. Grammatical gender is known to be challenging even for native speakers (Ayoun, 2018), and speakers often rely on strategies such as pairing nouns with indefinite articles (un/une) when uncertain. However, certain noun types may disrupt this strategy, including vowel-initial nouns (Edmonds et al., 2020), pluralia tantum (Corbett, 1991), and mass nouns (Acquaviva, 2020).

The study used 40 nouns with gender-neutral endings, carefully matched for length and frequency (Lexique 3.83; Lexique, 2025). These were divided into four categories: the three experimental types and a control group. Participants were 251 native speakers and 245 L2 learners from proficiency levels A1 to C2 and six L1 backgrounds. They completed an online auditory task, identifying each noun as masculine or feminine.

Performance was assessed using both accuracy and response times, the latter offering a more sensitive measure of processing difficulty than traditional binary scores. Mixed-effects logistic regression (accuracy) and linear regression (response times) revealed distinct patterns across groups.

For native speakers, nouns beginning with a vowel produced the strongest disruption ($\beta = -0.84$, $SE = 0.21$, $z = -4.02$, $p < .001$), significantly reducing accuracy and increasing response times. This suggests that phonological factors interfere with rapid access to gender representations. In contrast, L2 learners showed greatest difficulty with pluralia tantum nouns ($\beta = -0.71$, $SE = 0.18$, $z = -3.94$, $p < .001$), indicating challenges when lexical items are primarily encountered in plural form. Mass nouns had only a modest impact on both groups, with performance close to that of control nouns, contrary to initial expectations.

Overall, the findings demonstrate that lexical features differentially affect gender assignment in L1 and L2 speakers. They also highlight the importance of response time as a sensitive tool for capturing processing differences, addressing a gap in previous research. These results contribute to a better understanding of lexical accessibility and processing strategies in grammatical gender assignment.

Semantic elaboration and second language vocabulary learning: A systematic review of research and citation patterns

Joe Barcroft and Friederike Fichtner



Paper presentation - Présentation orale

B-3215 10h30-11h00

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Psycholinguistic approaches
Approches psycholinguistiques

In this presentation, we systematically review studies pertinent to Rice and Tokowicz's (2019) claim that *semantic elaboration*, or increased processing focused on word meaning, facilitates second language (L2) vocabulary learning. The review was guided by three main questions: (1) To what extent do existing studies on semantic elaboration and vocabulary learning support Rice and Tokowicz's claim? (2) What are the implications of the answer to Question 1 for the Revised Hierarchical Model Repetition Elaboration Retrieval (RHM-RER) model that Rice and Tokowicz proposed? (3) How and to what extent have Rice and Tokowicz's claim and the RHM-RER model impacted the larger field?

Analyses involving over 80 peer-reviewed published articles were conducted. To address Questions 1 and 2, all existing studies on effects of semantic elaboration on intentional L2 vocabulary learning were summarized in one table. For inclusion, each study must have tested effects of any semantically oriented task or any semantically elaborative manner of presenting target words. Key features noted in columns included participants, type of semantic manipulation, posttest measure(s), time on task, absence/presence of confounding variable(s), and results (with effect sizes). To address Question 3, database searches were conducted to identify all publications that have cited Rice and Tokowicz's (2019) model. Totals were calculated for citations and purpose for citing, including whether a citation was used as support for positive effects of semantic elaboration.

After identifying cases of confounding variables in the studies reviewed, results indicated no support for Rice and Tokowicz's claim about semantic elaboration and L2 vocabulary learning and substantial evidence against it. These results imply that the elaboration component of the RHM-RER model is erroneous. Analyses also revealed over 50 citations of the 2019 publication and a range of purposes for citing it, including as support for positive effects of semantic elaboration on L2 word learning. These findings are interpreted from a historical perspective, beginning with Craik and Lockhart's (1972) levels-of-processing claim that semantic processing facilitates memory for "items" in human memory. For decades now, attempts to extend this proposal to mean that semantic elaboration should facilitate word novel form learning have failed when tested empirically.

Implicit L2 learning of Russian case morphology: Default forms and emerging structure



Ekaterina Ausheva, Olesya Kisselev, Evgeny Dengub and Angelina Rubina

Paper presentation - Présentation orale

B-3225 10h30-11h00

**Saturday, October 3 : Morning
Samedi 3 octobre : matin**

**Usage-based approaches
Approches basées sur l'usage**

A central debate in second language acquisition (SLA) concerns whether adult learners retain access to implicit learning mechanisms or rely primarily on explicit, declarative knowledge to acquire grammatical structure (Rebuschat, 2015). This issue is especially salient for morphologically rich languages such as Russian, whose case system encodes grammatical relations through inflection rather than word order. The present study addresses this question through an in-depth case study of naturalistic L2 Russian acquisition, examining whether systematic patterns of case use, error distribution, and agreement can emerge in the near-absence of explicit instruction.

The study analyzes spoken production from a 27-year-old English-speaking learner who acquired Russian exclusively through self-directed, naturalistic exposure over 2,5 years and tested at Advanced Low proficiency at the time of data collection. The learner reported minimal engagement with explicit grammar and relied on communicative interaction, digital tools (e.g., Duolingo), and authentic input. Three interview sessions were conducted: one biographic interview, one OPI-style interview and one stimulated recall session. Data were transcribed, manually annotated, and compiled into a mini corpus of 609 analyzable nominal phrases.

The analysis targeted (1) distribution and accuracy of nominal cases, (2) patterns of case substitution errors, and (3) gender–number agreement within noun phrases. Results reveal a non-random, internally structured system. Overall case accuracy on nominal morphology reached 67%, with clear hierarchies across cases. Nominative and accusative forms dominated both correct usage and errors, while dative and instrumental cases were rare or absent. Error analysis showed pervasive nominative overgeneralization across contexts requiring other cases.

Gender–number agreement emerged selectively, occurring most often with high-frequency nominative and accusative forms and rarely with oblique cases. When agreement was accurate, it often co-occurred with incorrect case marking, suggesting partial morphological knowledge rather than full paradigm integration. These dissociations point to item-based learning and form–frequency effects characteristic of usage-based, implicitly driven acquisition.

The findings challenge claims that adult learners depend primarily on explicit learning to acquire inflectional morphology. Instead, they support a model in which implicit processes yield gradient representations shaped by input and experience, while persistent reliance on default forms highlights limits on implicit learning in adulthood.

Learning to rephrase: A conversation analytic case study in elementary French immersion



Julianne Gerbrandt, Josée LeBouthillier, Florian Hameau and Melissa Dockrill

Paper presentation - Présentation orale

B-3245 10h30-11h00

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Sociocultural approaches
Approches socioculturelles

This presentation reports on emerging findings from an in-progress, classroom-based exploratory study involving two groups of elementary French immersion (FI) students in New Brunswick (one Grade 2 class and one Grade 4 class). The study involves facilitating twice monthly workshops grounded in Philosophy for Children (P4C), an educational approach that uses structured dialogue to foster critical, creative, caring, and collaborative thinking (Lipman & Sharpe, 1978). Research suggests that P4C supports language development by promoting discursive interaction, encouraging students to reformulate ideas and justify reasoning; however, less is known about how students appropriate explicitly modeled discourse structures in real-time interaction and how these structures become resources for participation in dialogic learning. This study asks: how do young FI students adopt explicitly taught reformulation structures in peer interaction?

Social interaction is central to second language acquisition, and several studies have examined interactional competence development using a conversation analysis approach (CA-SLA) (Eskildsen, 2026). Reformulation (Koch & Thörle, 2021), operationalized here through instructional activities focused on rephrasing, is an aspect of interactional competence that permits students to confirm their understanding and contribute to discussions about complex philosophical topics. During P4C workshops in November and December 2025, we explicitly focused on teaching two types of reformulations: mirror rephrasing and echoing. We modeled both types of reformulations in short dialogic texts and asked students to identify what linguistic moves indicated that characters were listening. We then guided students to rephrase using « si j'ai bien compris,... » and « tu veux dire que... » during a whole group discussion before recording small group interactions. Data collection involved observational notetaking and video and audio recordings of both the guided whole group discussion and small group discussions (3–5 students) across two 50-minute P4C workshops.

Using CA-SLA methodology (Hasegawa, 2024), we present early findings from a conversation analytic case study focusing on one Grade 2 student's (age 7) interactions within this corpus, providing a microanalytic account of how rephrasing structures become interactional resources in peer discussion. The presentation will examine several interactional sequences illustrating how these expressions serve as resources for confirming understanding and building on peers' ideas during P4C discussions.

Using text-to-speech to support plurilingual L2 tasks



Evelise Rabassa and Walcir Cardoso

Paper presentation - Présentation orale

B-3255 10h30-11h00

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Plurilingual approaches to second language (L2) learning encourage learners to draw on their full linguistic repertoires, supporting flexible meaning-making and promoting linguistic diversity (García & Wei, 2014). However, implementing plurilingual pedagogy in practice is often constrained by limited access to varied multilingual input, particularly in contexts where classroom time and teacher proficiency across multiple languages are restricted (Cenoz & Gorter, 2017; Galante, 2020). From an SLA perspective, reduced exposure to diverse input restricts opportunities for noticing, limits cross-linguistic comparisons, and can hinder learners' participation and subsequent development in communicative tasks (Collins & Muñoz, 2016).

Text-to-Speech (TTS) technology offers a promising avenue for addressing these challenges by providing on-demand, multilingual input that can be integrated into plurilingual learning tasks (Cardoso, 2022; Liakin et al., 2017). Research on synthesized voices demonstrates that TTS can produce intelligible and natural output in multiple languages (Bione & Cardoso, 2020), though questions remain regarding its performance in mixed-language contexts and its pedagogical acceptability. Building on this emerging work, this proposal presents a set of research-informed pedagogical tasks that illustrate how TTS can support plurilingual L2 learning.

The tasks are grounded in SLA constructs such as input quality, noticing, cross-linguistic influence, and processing. They demonstrate how TTS-mediated input can expand learners' access to multilingual models and enable engagement in activities that require comparing linguistic forms across languages, attending to phonological and prosodic cues, and mobilizing their linguistic repertoires in flexible ways. Examples include plurilingual listening cycles using TTS-generated audio, cross-linguistic noticing tasks that prompt learners to compare structures across languages, and plurilingual pronunciation exploration supported by TTS models in multiple languages. These tasks are presented not as prescriptive classroom activities, but as illustrations of how TTS can operationalize plurilingual principles in ways that align with SLA research on input and processing.

By integrating insights from SLA research with pedagogically grounded task design, this proposal argues that TTS can serve as a research-informed tool for supporting plurilingual L2 learning. The contribution lies in demonstrating concrete ways technology-mediated input can enhance opportunities for noticing, cross-linguistic activation, and plurilingual processing, offering a foundation for future empirical investigation.

Languages in contact, words in motion: Transmodal French vocabulary development in Montréal's multilingual ecology

Fanny Macé



Paper presentation - Présentation orale

B-3260 10h30-11h00

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Recent research in second language acquisition increasingly challenges monolingual views of vocabulary learning. Rather than developing lexical knowledge within a single language system, multilingual learners draw on multiple linguistic resources and communicative modes simultaneously. Situated within the multilingual turn in SLA, this study examines plurilingual vocabulary development in a transmodal learning environment. It explores plurilingual lexical development through the lens of transmodality, understood as the integrated use of speech, writing, gesture, image, and sound in meaning-making.

The project is grounded in research on plurilingualism and translanguaging (García & Wei, 2014; Piccardo et al., 2022), as well as in the view that lexical access in multilinguals is non-selective, with multiple languages activated in parallel within the mental lexicon (Dijkstra & Van Heuven, 2002). It extends this perspective by examining how such activation can be strengthened through transmodal, arts-based learning environments. The study is situated in Montréal, a highly multilingual urban context where French, English, and numerous additional and heritage languages interact in everyday communication, making it a particularly relevant setting for investigating multilingual lexical processes.

Participants are bilingual and plurilingual university learners whose initial French vocabulary level is identified through a diagnostic pre-test aligned with the Échelle québécoise. This pre-test establishes a baseline lexical and communicative profile and confirms that most learners begin around levels 1–2, approximately corresponding to A1 (CEFR). Learners then participate in a twelve-week program of weekly three-hour artistic workshops conducted in French, with the aim of progressing toward levels 4–5 (A2+/B1.1).

The workshops integrate arts- and well-being-based activities such as multimodal storytelling, collaborative creation, co-performance, and reflective discussion. These activities encourage learners to mobilize their full linguistic repertoire while engaging multiple modalities in an integrated way. The pedagogical design is iterative and participatory, incorporating learner feedback to refine tasks throughout the program.

A mixed-methods approach combines lexical tasks, think-aloud protocols, learner productions, and reflective tools. Development is assessed through a post-program exit test, also aligned with the Échelle québécoise, including receptive, productive, mediation, and short oral performance tasks calibrated across levels 3–5.

Sounding American: Accent influence on perceived citizenship status across students and law enforcement officers

Rebecca Shaw Sullivan, Okim Kang and Audrin Dain Yi



Paper presentation - Présentation orale

B-2305 11h05 -11h35

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Sociocultural approaches
Approches socioculturelles

Non-native English speakers in the US have long faced accent discrimination in the housing and employment sectors (Purnell et al., 1988; Timming, 2016; and others). With Executive Order 14224 designating English as the official language of the US and a growing nativist movement across the nation, lawmakers and laymen alike have expanded these impacts past the workplace by acting against immigrants who are perceived to infringe on the rights of the “white working class” (Young, 2018), as was the case with Ramon Menera, who was detained on the sole basis of his accent (Monzon, 2026). Studies have shown a significant tie between language and political ideology (Hopkins, 2013) and an influence of “non-nativelike” accentedness on whether a speaker is perceived to be deserving of US citizenship (Whitaker, & Doces, 2021). Although previous studies have explored several factors affecting perceived citizenship status, such as nationality, education, and age of entry (Whitaker & Doces, 2021), extremely limited research has investigated the impact of ethnicity and accentedness, especially from a second language (L2) speech perspective.

The present study explores the relationship between accent and perceived immigration status and its stereotyping effects on perceived citizenship ratings. In a survey of university students, law enforcement officers, and civil servants, listeners (n=150) responded to short, courtroom-based audio clips of speakers from the top 15 immigrant populations in the US and assessed an array of features, including speakers’ accentedness, comprehensibility, social belongingness, and citizenship status. Participants responded to audio with and without visual guises to explore effects of reverse linguistic stereotyping (Kang & Rubin, 2009). Mixed-linear effect models examine the impact of speaker factors as fixed effects (e.g., level of accentedness, perceived nationality, and political affiliation), on whether listeners believe the speaker should be deported or granted US citizenship as dependent variables.

This presentation offers important implications for the state of immigration and its decision-making processes in the US today. It further opens up discussion on our experience and observations of accent stereotyping within immigration and on linguists’ role in combatting negative effects of linguistic and ethnic stereotyping. Findings contribute to real world application in L2 speech research and practices.

Bryan Donaldson and Ivy Shaw

Paper presentation - Présentation orale

B-3205 11h05 -11h35

Saturday, October 3 : Morning
Samedi 3 octobre : matin

L2 culture and socialization
L2 culture et socialisation

French liaison is a sandhi phenomenon in which the normally unrealized final consonant of a word is realized as the onset of the following vowel-initial word (e.g., *pas encore* [pa. zã.kɔ̃ʁ] ‘not yet’). The conditioning of liaison is complex: it is (quasi-)obligatory in some contexts, essentially forbidden in others, and variable in others. Realization of variable liaison is conditioned by numerous linguistic and sociostylistic factors, including specific lexical items (e.g., *quand* ‘when’), length of liaison-generating word, social class, and register. This complexity poses challenges to L2 learners, whose conditioning and overall use of variable liaison have been shown to differ from native norms (including generalized overuse; Gautier & Chevrot 2015, 2021; Howard 2008, 2012; Wauquier 2009).

Our study analyzes 2,614 instances of variable liaison contexts in an ecologically valid 8.5 hour corpus of spontaneous dyadic conversations in an informal register between near-native and native speakers with comparable levels of education and from comparable social classes. The near-native speakers’ overall rates of realization of variable liaison (13.2%) do not differ significantly from the native speakers (11.8%), although both groups present individual variation. Some of these near-native speakers’ rates are among the lowest reported for L2 French. To further probe the near-natives’ grammar of variable liaison, we report a variationist analysis of linguistic factors such as context (e.g., *quand*, *pas* ‘not,’ *très* ‘very,’ *c’est* ‘it is,’ common verb forms, plural noun + adjective, formulaic expressions, etc.), liaison consonant, and length of liaison-generating word; and sociostylistic factors (e.g., topic seriousness, emphasis). Results reveal that the L2 speakers realize variable liaison comparably to native speakers in nearly every variable context (e.g., *quand*, 3rd singular present *est* ‘is;’ *c’est*; 1st singular *suis* ‘[I] am;’ *très*) but appear to (slightly) over-realize liaison after negative *pas* compared to the L1 norm.

Overall, in their spontaneous informal speech, the L2 speakers vary their use of liaison in numerous variable contexts and evince only minimal evidence of the generalized overuse of variable liaison reported in some previous studies. These findings contribute to our understanding of variable liaison and sociolinguistic competence more generally at the highest levels of L2 French proficiency.

Masked priming as a training tool in second language vocabulary acquisition



Gabrielle Klassen, Ray Kaplan-Baird, Corey Davis, Chloe Skinfill, Alexandra Gottardo and John Schwieter

Paper presentation - Présentation orale

B-3215 11h05 -11h35

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Psycholinguistic approaches
Approches psycholinguistiques

In this project, we test the use of masked translation priming (traditionally a laboratory testing method) as a potential vocabulary training tool. L2 vocabulary learning is an area of L2 development that is widely undersupported in adult learners (e.g., Mehring, 2018). Priming has been argued to be closely related to the language learning mechanism (e.g., Chang et al., 2006; Malhotra et al., 2008; Reitter et al., 2011), but it has not yet been systematically tested as a training or teaching method. Priming has also been argued to use the same mechanism as implicit training (Bock & Griffin, 2000; Jackson, 2018), which has been broadly identified as a level of knowledge that is difficult for L2 learners.

As exposure to a masked prime activates both the form of the prime and the corresponding meaning, we hypothesize that an L1 translation prime for an L2 target word would pre-activate the meaning, potentially fostering L2 form-meaning mappings.

Fifteen beginner/intermediate L1 English-L2 Spanish undergraduate learners were asked to complete 8 sessions of vocabulary training, followed by a testing session. Participants were shown vocabulary items in a “flashcard” style task. First, they were shown the Spanish word and asked for the English translation/meaning (same words repeated three times). Then, they did the same task in reverse (English into Spanish). Participants were assigned to one of three groups: long delay (150 ms), short delay (50 ms), and control (no prime). Accuracy rates and reaction times were recorded and analyzed.

Preliminary results show that the long-delay group experienced the greatest boost in accuracy in that they asked for help on fewer occasions and made fewer errors (long: 7; short: 51; control: 131). Reaction time results, however, suggest that the short-delay group may experience the most benefit in terms of processing cost, as they experienced the fastest average reaction times (long: 2.4 seconds; short: 1.8 seconds; control: 2.8 seconds) and the greatest decrease in reaction times between the first and second repetition. Together, these results suggest that the long-delay condition may elicit fewer errors, but the short-delay condition may better support L2 lexical learning.

Classroom instruction of Russian case morphology: Usage-based perspective



Ryder Myrick, Olesya Kisselev, Angelina Rubina and Ekaterina Ausheva

Paper presentation - Présentation orale

B-3225 11h05 -11h35

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Usage-based approaches
Approches basées sur l'usage

Learners of Russian as a second language (L2) have long been shown to struggle with the case system (Cherepovskaia et al., 2022; Rubinstein, 1995). As a core feature of Russian—a fusional language with flexible word order—case relies on nominal morphology to encode grammatical relations, but despite its centrality, classroom-based research on case acquisition remains limited. Existing studies tend either to document learner errors (e.g., Rubinstein, 1995) or to outline general instructional principles (e.g., Comer, 2020), with relatively little work linking pedagogy to empirically grounded models of L2 learning.

Addressing this gap, Kisselev, Rubina, and McManus (2025) examined a usage-based pedagogical intervention targeting the nominative–accusative distinction. Grounded in usage-based theory (e.g., McManus, 2024), the intervention emphasized systematic attention to form–meaning mappings alongside guided automatization. The original study, based on the results from 48 English-speaking beginner learners of Russian who received the experimental instruction, showed clear advantages for the experimental group, which achieved over 90% accuracy on an immediate post-test, compared to 45% in the control group, which followed a traditional approach and where performance also varied widely. However, the absence of a delayed post-test left questions of retention unresolved.

The present study offers a partial and extended replication of Kisselev et al. (2025). A new cohort of beginner learners ($n = 30$) received the same instructional approach and materials, with the addition of a one-on-one tutoring sessions and delayed post-test. Quantitative findings replicate the original results, with the new results from the delayed post-test showing stable control over form and function (86% accuracy rate) providing further evidence for the effectiveness of usage-based instruction in developing Russian case morphology. Qualitative analysis of the recordings made during tutoring sessions identifies additional factors shaping outcomes, including prior language background and learner agency, and supports a developmental perspective that traces progression from initial concept formation to independent use of nominative and accusative forms.

The discussion evaluates the benefits and challenges of implementing a usage-based framework, particularly in comparison with traditional grammar instruction. The paper concludes by outlining directions for future research, including extending this approach to other grammatical domains and additional target languages.

Language teacher education and language teacher self-efficacy: What have we learned?



Michael Karas, Farahnaz Faez, Funda Ölmez Çağlar and Selçuk Emre Ergüt

Paper presentation - Présentation orale

B-3240 10h30-11h00

Saturday, October 3 : Morning
Samedi 3 octobre : matin

L2 teacher development
Développement professionnel des
enseignants L2

This presentation looks at the relationship between language teacher education (LTE) and language teacher self-efficacy (LTSE) (i.e., teachers' confidence in their abilities to successfully accomplish different teaching tasks). Developing and nurturing teachers' confidence in LTE programs has been a key focus of research, but different methodologies have been used, and results are at times inconsistent. Intervention studies that look at some component of LTE (e.g., coursework, practicum, etc.) have shown that teachers' self-efficacy can be positively impacted by LTE interventions, but at times, LTSE is not impacted and can even decrease as (pre-service) teachers experience a 'reality shock'. Another common approach has been to compare teachers with different degrees/qualifications (e.g., BA vs MA). In some cases, more advanced degrees have been positively related to higher LTSE, but again, results are inconsistent and other studies show no benefit. Finally, limited qualitative studies have been conducted that add further nuance to this relationship. This presentation begins by synthesizing this previous literature, with a focus on critically analyzing results in relation to study methodologies.

The second part of the presentation extends this focus on LTSE, LTE and study methodology and looks at the results of two recent cross-sectional studies with pre-service teachers in Türkiye. Drawing data from English language teachers (N = 261) and Turkish language teachers (N = 245) across 4 LTE programs in Türkiye, pre-service teachers' self-efficacy levels were in line with previous studies, but analyses showed few significant differences in pre-service teachers' confidence as they progressed through their 4-year programs. For some LTSE areas, teachers' confidence developed linearly as they gained teaching confidence in each year of the program, but for other areas, development was more varied and, in some instances, decreased. Results are discussed in relation to previous study methodologies as well as LTE programs in Türkiye and other contexts. Practical language teacher education strategies that can be used to develop and nurture confident language teachers are also noted.

Dynamique de la volonté de communiquer en L2 et philosophie pour enfants en immersion française.



Florian Hameau, Josée LeBouthillier, Julianne Gerbrandt and Melissa Dockrill

Paper presentation - Présentation orale

B-3245 11h05 -11h35

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Psycholinguistic approaches
Approches psycholinguistiques

Les programmes canadiens d'immersion française (IF) offrent un environnement d'apprentissage unique où le français constitue à la fois la langue d'enseignement et l'objet d'apprentissage (Cammarata et coll., 2018). Dans ce contexte, la *volonté de communiquer en langue seconde* (VDC en L2), définie comme « la volonté d'initier un discours à un moment donné avec une ou plusieurs personnes spécifiques en utilisant une L2 » (MacIntyre et coll., 1998, p. 547), est fondamentale, puisqu'elle influence directement la fréquence des échanges et, par conséquent, l'apprentissage des contenus (MacIntyre et Charos, 1996). Conçue comme un état dynamique façonné par des facteurs individuels et sociaux (MacIntyre, 2020), la VDC fluctue selon les interactions et les tâches proposées en classe, lesquelles peuvent la soutenir ou la fragiliser (Nematizadeh, 2021).

Dans cette optique, il importe d'examiner des dispositifs favorisant l'engagement dialogique et la co-construction du sens entre pairs. La *philosophie pour enfants* (PPE), qui vise le développement de la réflexivité et du dialogue entre enfants (Lipman, 1995, 2009), représente un cadre prometteur pour susciter des échanges authentiques en L2 et soutenir ainsi la VDC. Toutefois, aucune étude n'a encore analysé l'évolution dynamique de la VDC d'apprenants en IF lors de tâches inspirées de la PPE.

Nous avons donc mené une étude exploratoire auprès d'une classe élémentaire en IF participant à des ateliers mensuels de PPE. Après trois mois, 16 élèves, répartis en dyades ou triades, ont réalisé une tâche collaborative fondée sur la PPE. À l'aide de la méthode idiodynamique, ils ont ensuite autoévalué leur VDC pendant la tâche, puis participé à un entretien de rappel suscité (MacIntyre, 2012). La triangulation des fluctuations de la VDC avec l'analyse de contenu des entretiens révèle une forte interdépendance des dynamiques interactionnelles au sein des groupes, ainsi qu'une articulation étroite entre facteurs psychoaffectifs et sociaux (accord interjuges de .89 obtenu). Ces résultats, qui seront discutés à la lumière des travaux antérieurs, apportent un éclairage inédit sur les apports potentiels de la PPE aux dynamiques interactionnelles en L2 et rendent également compte, pour la première fois, des fluctuations de la VDC en L2 chez des enfants.

Plurilingual graduate students' agency in AI-assisted academic writing: A multiple-case study



Anne-Marie Sénécal

Paper presentation - Présentation orale

B-3250 10h30 -11h00

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Technology in SLA
Technologies en ALS

Technological innovations, particularly generative AI (GenAI), are reshaping language education and redefining academic writing (Barrot, 2023; Godwin-Jones, 2024). While GenAI tools can support plurilingual students by facilitating writing-related tasks (Shi et al., 2025), their increasing sophistication has intensified concerns about over-reliance on technology and its implications for learners' agency (Jacob et al., 2025). Scholars caution that when students offload academic tasks to AI, they may achieve desired outcomes without engaging deeply in the underlying writing processes (Fan et al., 2024), effectively using AI as a non-human agent in the writing process (Bandura, 2001). These issues are especially salient for plurilingual graduate students, whose academic writing experiences are shaped by emerging disciplinary expertise and complex linguistic and cultural backgrounds (Booth Olson et al., 2023).

This presentation establishes the conceptual and methodological coherence of a project that explores AI-assisted academic writing by plurilingual graduate students. I first situate the problem within current scholarship, highlighting the gap in research on how human-AI interaction shapes learner agency in academic writing. The second part elaborates the project's theoretical framework, integrating concepts of agency (Bandura, 2001), plurilingualism (Piccardo, 2020), and AI-assisted writing (Feuerriegel et al., 2024; OECD, 2025). The third part details the qualitative, descriptive, longitudinal, instrumental multiple-case study design used to investigate this issue.

The presentation concludes by outlining the broader implications for applied linguistics and writing pedagogy in higher education, recognizing GenAI as a potential step toward "linguistic democratization" in contexts where language remains entangled with power structures (Chapelle, 2025, p. 2).

Enhancing interaction in L2 classrooms with voice-activated conversational agents



Roisin Dewart

Paper presentation - Présentation orale

B-3255 11h05 -11h35

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Technology in SLA
Technologies en ALS

Meaningful interaction is essential for developing a second language (L2) (Gass & Mackey, 2020; Long, 1996), yet traditional classrooms often struggle to provide sufficient opportunities for speaking practice (Siddiqi & Whyte, 2025). Limited instructional time, rigid curriculum requirements, and the pressure of evaluation can hinder these interactions. From a theoretical perspective, integrating voice-activated conversational agents (VACAs; e.g., ChatGPT's Advanced Voice Mode, Google Gemini) offers a promising approach to address these challenges by extending principles from language learning theories into classroom practice.

Framed by stage 2 of Cardoso's (2022) chronological framework for conducting CALL research, this study explores the potential affordances of integrating VACAs in L2 learning. Couched in interactionist (Gass & Mackey, 2020) and sociocultural theories (Lantolf et al., 2015), this exploratory analysis details how VACAs can be used to promote interaction by providing learners with authentic L2 input reflecting natural speech patterns, promoting opportunities for output in the form of spontaneous responses, and providing opportunities to negotiate meaning (through clarification requests, repetition and reformulation).

Our analysis reveals that there is a strong theoretical basis for using VACAs to rethink classroom participation. Students who are hesitant during peer or teacher-led interactions may benefit from a lower-pressure environment in which to experiment with language (Liu et al. 2024). This supports sociocultural theories that emphasize learning through mediation and the use of cultural tools, with VACAs functioning as mediational tools that can scaffold willingness to communicate (Ding & Yusof, 2025). Furthermore, viewing VACAs as a flexible extension of the classroom opens possibilities for independent learning inside and outside the walls of the classroom (Zhou & Divekar, 2025). Integrated into lesson design, VACAs can support tasks where learners prepare, practice, and reflect on their interactions, reinforcing language structures through social interaction.

The results of this study reveal the alignment of VACA functionalities with interactionist and sociocultural principles, suggesting that VACAs, by serving as additional mediational tools, can enrich the communicative classroom, help address the persistent lack of interaction opportunities, and contribute to a more inclusive environment for L2 development.

Crossing linguistic, institutional and professional boundaries in heritage language teaching in Turkey



Nevin Durmaz

Paper presentation - Présentation orale

B-3205 11h05 -11h35

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Following long-standing pressure to abandon their languages and ongoing language loss, ethnolinguistic communities have increasingly advocated for heritage language maintenance while recognizing bilingualism as essential for meaningful communication in the 21st century (García, 2009). Bilingualism uncovers marginalized forms of existence, knowledge, identity and thinking in the borderlands (Anzaldúa, 1987, as cited in Pacheco & Hamilton, 2020). Biliteracy encourages students to establish and mediate relationships between two language systems and social worlds (Dworin, 2003). It helps create knowledge and transform it for meaningful purposes. This is why, biliteracy skills function as vital linguistic and cultural resources to aid intellectual development that lack in monolingual education.

In Turkey, however, the demands of linguistically minoritized communities for bilingual education have largely remained unaddressed because of monolingual nation-state policies (Kurt, 2020). At the middle school level, only seven heritage languages are currently offered as elective courses (Derince, 2021). One of these languages is Zazaki, a North-West Iranian language (Paul, 2010), and it is currently recognized as endangered (Yilmaz, 2015).

In the context of Zazaki heritage language education, scarce information is known about the challenges teachers encounter in their daily practice, how they negotiate these challenges, and how this process shapes their teaching practices. The current study addresses this gap by exploring the heritage language teaching experiences of three Zazaki teachers from three different schools in Eastern Turkey, with particular attention to the linguistic, institutional, and professional role boundaries they navigate. Drawing on a raciolinguistic lens (Rosa & Flores, 2017), the study examines the dominant ideologies that shape the legitimacy and value of languages in Turkey, as well as the ideological boundaries that influence whose language is recognized and legitimized. The study thematically analyzes data from in-depth interviews conducted as part of a qualitative case study. The findings highlight that teachers cross multiple boundaries in their day-to-day teaching, including dialect differences between home and curriculum languages, constraints related to policy promises and limited resources, and professional role negotiations. The study offers implications for how heritage language education policies and institutional structures should be better aligned with the actual linguistic and professional realities of teachers.

Regional pragmatics in SLA: The acquisition of conventional expressions in Barcelona Spanish



Kathleen Bardovi-Harlig, Llorenç Comajoan-Colomé and Sabrina Mossman

Paper presentation - Présentation orale

B-3205 11h40-12h10

Saturday, October 3 : Morning
Samedi 3 octobre : matin

L2 culture and socialization
L2 culture et socialisation

Conventional expressions exhibit regional variation in pluricentric languages such as Spanish (Authors, 2026) and Chinese (Liu & Liles, 2026), suggesting that studies of L2/Ln acquisition of conventional expressions should draw L1 speakers and L2 learners from the same region. This study investigates the use of conventional expressions by native speakers of Spanish and their acquisition by second-language learners in Barcelona. Conventional expressions are pragmlinguistic resources that are closely tied to specific speech acts and situations; they indicate the illocutionary force of the speech acts in which they occur. Conventional expressions include *I'm sorry* and *Lo siento* used as condolences, and *No thanks* and *No, gracias* used as refusals.

L1 participants were 38 university students in their second or third year of study in degree programs in Psychology, Social Education, or Spanish Philology at two public universities (mean age 22.6 years). All participants reported Spanish as their L1, alone or in combination with other languages (Authors, 2026). Data collection from L2 participants is ongoing and thus far includes data from 43 L2 speakers (mean age 23.6 years). Most learners were enrolled in an L2 Spanish-language program for full-time language study, some were international students taking a Spanish-language grammar class, and four were MA students in ELE (Spanish as a foreign language). Proficiency levels were CEFR B1 (11), B2 (23), C1 (3), C2 (2), and graduate students (4). Additional data will be collected at the higher levels.

Participants completed a computer-delivered oral discourse completion task (ODCT; Author1, 2009; Taguchi et al., 2013). The ODCT included 58 speech-act scenarios voiced by Barcelona speakers. Multimorphemic expressions that occur in 50% or more of the L1 responses are identified as conventional expressions (Author1, 2009; Culpeper, 2010; Taguchi et al., 2013). Learner data will be analyzed for exact matches to conventional expressions in the Barcelona data, interlanguage forms containing lexical cores (key words) of the conventional expressions (Author1 & Colleague, 2017), and presence of expressions favored in other regions. We expect exact matches to increase with proficiency and uses of lexical cores to decrease concomitantly. It is an open question whether outside regional expressions will persist.

Do modality and frequency matter in predicting reading proficiency from vocabulary knowledge? A comparison of meaning recognition and meaning recall

Pablo Robles García, Ji-young Shin, Jeffrey Stewart and Stuart McLean

Paper presentation - Présentation orale

B-3215 11h40-12h10

Saturday, October 3 : Morning
Samedi 3 octobre : matin

L2 assessment
Évaluation de la L2

While vocabulary is known as the foundation of reading (Schmitt et al., 2011), mixed results have been reported regarding how different modalities of vocabulary knowledge—meaning recognition and meaning recall—predict reading comprehension (Kremmel & Schmitt, 2016; Laufer & Aviad-Levitzky, 2017). This study compared the prediction of reading by two modalities of vocabulary knowledge, focusing on test lengths and frequency bands, and examined whether these relationships differed across proficiency levels and for learners whose L1s are linguistically distant from English.

A total of 119 L2 English speakers took one reading test (TOEFL reading section) and two vocabulary tests: the Updated Vocabulary Levels Test (Webb et al., 2017), a multiple-choice meaning-recognition format, and its meaning-recall version, which required translation of the words in their L1s. Both included 150 items with 30 words selected from each 1,000-frequency band of the 5,000 most frequent words. Total and frequency-band scores of the vocabulary tests were correlated with reading to compare the two modalities (RQ1), examine differences by test lengths and frequency bands (RQ2), assess the benefit of combining both modalities (RQ3), and determine whether proficiency level and L1 background moderated these relationships (RQ4).

Results showed that the two vocabulary tests displayed high reliability (.94 for meaning recall and .97 for meaning recognition) and were significantly correlated with reading ($r = .53$ and $.58$, respectively), with little difference between them ($ZH = .79$, $p = .22$). Interestingly, shorter meaning-recall tests generally maintained strong associations. Conversely, meaning recognition showed significant increases from the 1K band to longer tests, particularly from the two-band test (1K to 2K) to the four-band (1K to 4K) and full-length tests (1K to 5K). Additional analyses indicated that combining both modalities yielded only slight improvements in predictive power, and that the stronger sensitivity of meaning recognition to expanded frequency coverage held across both higher- and lower-proficiency readers as well as learners whose L1s are linguistically distant from English.

The findings support strong links between both vocabulary modalities and reading. Meaning recognition appears particularly sensitive to lower-frequency vocabulary, whereas meaning recall may be useful when a full-length test is unavailable or impractical.

Constructing a professional self in the teaching philosophy statement



Debra Friedman

Paper presentation - Présentation orale

B-3240 11h05-11h35

Saturday, October 3 : Morning
Samedi 3 octobre : matin

L2 teacher development
Développement professionnel des
enseignants L2

Teaching philosophy statements (TPSs) represent a rich resource for the study of language teachers' identity construction that has received relatively little attention in applied linguistics (Supasiraprapa & De Costa, 2016). Taking a poststructuralist approach, this paper analyzes the discursive construction of professional identities in TPSs written by 12 MA-TESOL students (7 female, 5 male) during their TESOL Practicum at a U.S. university. Using Ivanić's (1998) framework for analyzing identity in written discourse, it focuses on three aspects of writer identity: the *discoursal self* (i.e., characters that writers "perform" through their texts), *self as author* (writers' presence in their text as evidenced by expressions of stance and self-positioning), and *possibilities for self-hood* (i.e., how this positioning is shaped by the subject positions that are available and privileged within the institutional, disciplinary, or sociocultural communities in which the writing takes place). Analysis includes a linguistic analysis of language features (e.g., lexicon, stance markers) and an intertextual analysis (Fairclough, 1992) that examines how writers draw from discourses related to research, theories and best practices for language teaching.

Preliminary results suggest three broad identity categories: (a) the *caring teacher* in which writers identify themselves as "coaches" or "facilitators" and emphasize learners' affective needs and interpersonal relationships, (b) the *expert teacher* in which writers identify themselves as providers of skills and knowledge, emphasize learners' practical communicative needs, and display expertise in SLA theory and research, and (c) the *teacher as learner*, in which writers highlight their teaching and student experiences as sources of inspiration and professional development. The presentation will delve more deeply into these results and consider their implications for the development of novice teacher professional identity and the use of TPSs as a source of data.

Défis et opportunités dans l'apprentissage et l'enseignement des langues apparentées : le cas des langues latines

Ana Sol Ospina Estrada and Anahi Alba de la Fuente



Paper presentation - Présentation orale

B-3245 11h40-12h10

Saturday, October 3 : Morning
Samedi 3 octobre : matin

L2 teacher development
Développement professionnel des
enseignants L2

Le présent travail propose une réflexion sur les effets de la proximité typologique dans l'acquisition des langues étrangères afin d'identifier des orientations pédagogiques permettant de gérer les défis propres à ce contexte d'apprentissage.

L'enseignement de langues typologiquement apparentées, telles que l'espagnol pour des apprenants francophones et lusophones, soulève des défis spécifiques. Bien que ces langues partagent des caractéristiques lexicales, grammaticales et phonologiques, ces similarités ne garantissent pas une acquisition complète. Le transfert entre la langue maternelle (L1) et la langue seconde (L2) peut avoir un effet facilitateur, mais il peut également conduire à des transferts incorrects de règles grammaticales, lexicales ou phonologiques, favorisant la fossilisation des erreurs s'ils ne sont pas traités explicitement. Aux stades initiaux de l'apprentissage, les apprenants peuvent éprouver des difficultés dans l'élaboration de règles linguistiques à partir d'un input perçu comme similaire, mais structurellement non équivalent, entre la L1 et la L2. Il est donc essentiel que les enseignants identifient ces risques et conçoivent des stratégies didactiques visant à limiter l'interférence et à mettre en évidence les différences pertinentes.

Dans cette perspective, le travail analyse le rôle de la fossilisation et de l'influence de la L1 dans des contextes où la proximité typologique accroît le risque d'interférence linguistique. Il présente ensuite les résultats d'une étude sur l'attribution du genre grammatical en espagnol L2 (niveau initial) menée auprès de locuteurs du portugais et du français comme L1 (N = 11 et N = 22). Les deux groupes obtiennent de meilleurs résultats lorsque le genre coïncide entre les langues, et montrent une sensibilité à la transparence morphologique, plus marquée chez les francophones. Ces résultats mettent en évidence une interaction complexe entre morphologie, similitudes structurelles et connaissances de la L1.

Enfin, ce travail souligne l'importance pour les enseignants de tenir compte des effets spécifiques de la proximité typologique afin d'adapter leur approche pédagogique et de renforcer l'efficacité du processus d'enseignement-apprentissage, tout en enrichissant l'expérience éducative tant pour les apprenants que pour les enseignants.

Trust and uptake in AI and human corrective feedback in L2 Hebrew



Eihab Abu-Rabiah

Paper presentation - Présentation orale

B-3250 11h05 -11h35

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Instructed SLA
Acquisition guidée de la L2

As AI-generated feedback increasingly transcends institutional and geographic boundaries, corrective feedback in second language writing is no longer confined to teacher–student interaction. Although research on AI-mediated corrective feedback is expanding rapidly (Shi & Aryadoust, 2024), most studies focus on English and examine either perceived trust or behavioral uptake in isolation. The present study integrates both dimensions within a single instructional task in a morphologically and sociolinguistically complex context: Arabic-speaking learners of Hebrew. It contributes to instructed SLA research by foregrounding feedback processing, learner cognition, and selective uptake in AI-mediated environments.

Twenty-three Arabic-speaking learners (A2–B1 CEFR) completed a timed argumentative writing task, received ChatGPT-generated corrective feedback, and conducted a structured audit explicitly accepting or rejecting each correction. Acceptance rates served as a behavioral proxy for trust, while acknowledging that uptake may reflect strategic decision-making or task constraints rather than trust alone. Participants then produced reflections comparing AI and human feedback, capturing perceived trust. Quantitative alignment was examined using paired-samples t-tests, and reflections were analyzed through frequency-weighted thematic analysis to identify shared patterns.

Results revealed no significant difference between perceived and behavioral trust at the group level, contrasting with findings that learners may undervalue AI feedback despite measurable gains (Hirschi et al., 2025). However, substantial individual variability suggested domain-specific selectivity in uptake. Qualitative findings identified a functional–relational divide — also observed in AI–human comparisons (Escalante et al., 2023) — whereby AI was valued for affective safety, immediacy, and grammatical reliability, whereas human feedback was preferred for semantic nuance, contextual interpretation, and relational attunement to learner intent.

Given the exploratory, context-bound nature of the study, findings are interpreted as indicative rather than generalizable. Nevertheless, they extend corrective feedback research beyond English-dominant settings and conceptualize trust in AI as a situated, task-sensitive construct. The study proposes a Sequenced Hybrid Model in which AI supports early drafting and surface-level accuracy, while teachers guide discourse-level and sociolinguistic development — illustrating how technological and human expertise intersect in contemporary instructed SLA.

Competing paradigms in Japanese-English translanguaging in an ESL classroom



Ayano Kawasaki

Paper presentation - Présentation orale

B-3260 11h40-12h10

Saturday, October 3 : Morning
Samedi 3 octobre : matin

Bilingualism / multilingualism
Bilinguisme / multilinguisme

The global spread of English has brought about a new framework for Global Englishes for Language Teaching (GELT) (Rose & Galloway, 2019), grounded in a theoretical notion of Global Englishes (GE). GE is an umbrella term encompassing related fields of World Englishes (WE), English as an International Language (EIL), English as a Lingua Franca (ELF), and translanguaging. GE presents a paradigm shift in the field of SLA that departs from the traditional English-language teaching model, based on a native speaker (NS) versus non-native speaker (NNS) dichotomy. Despite the proposed paradigm shift to GELT in academic circles, discussions on GELT remain mostly theoretical. Given that the reality in classrooms is likely more complex, constrained by underlying ideologies held by multiple stakeholders, including teachers and students, alongside institutional policies, more boots-on-the-ground, classroom-based studies are needed (Crowther et al., 2025).

To address this issue, the current study examines Japanese-English translanguaging practices—situated within the GE paradigm—between an American teacher and 14 Japanese students—who share advanced Japanese linguistic and cultural knowledge—in a US-based English as a second language classroom with an English-only policy. Eight hours of audio recordings of classroom interactions and a semi-structured retrospective interview were transcribed using the conversation analytic notation (Jefferson, 2004; Wong & Waring, 2010) and analyzed based on the Interactional Sociolinguistic framework (Gumperz, 2001). The mixed-method analysis of the classroom observations and interview data revealed (1) a wide range of Japanese-English translanguaging practices, including phonological, lexical, and semantic aspects and (2) the discrepancy between the teacher's classroom practices and expressed ideologies toward translanguaging. More specifically, the extent to which Japanese-English variation was accepted depended on its category: phonological aspects of Japanese-English were more likely to be policed, while lexical and semantic features were more readily welcomed. In the interview, however, the teacher expressed strong resistance to Japanese-English, and his criteria for accepting the variation were whether the terms could be understood by NSs without Japanese knowledge. This study contributes to previous research on GELT by highlighting the potential of translanguaging as a means of expanding both NS and NNS's linguistic repertoires.

Représentations d'élèves de leurs compétences linguistiques après une séquence bi/plurilingue en français et en anglais

Andrée-Anne Tremblay



Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Dans cette communication, j'examine les représentations d'élèves québécois de 11 ans ayant participé à une séquence d'enseignement-apprentissage plurilingue intégrant la littérature jeunesse. La séquence visait le développement de leurs compétences en français, langue d'enseignement (FLEns), et en anglais, langue seconde (ALS). Ce projet de recherche s'inscrit dans le contexte québécois marqué par un monolingisme institutionnel persistant malgré une diversité croissante dans les écoles (Beacco et Byram, 2007 ; Coste et al., 2009). Au Québec, le Programme de formation de l'école québécoise (PFEQ) cloisonne les langues, privilégiant le français comme valeur symbolique supérieure et reléguant l'anglais à une logique fonctionnelle, sans interconnexion explicite entre les deux langues (Boisvert et al., 2020).

Le cadre conceptuel s'appuie sur trois concepts centraux : le plurilinguisme comme système fluide et dynamique (Coste et Moore, 2009), le répertoire plurilingue qui active l'ensemble des ressources langagières (Busch, 2017) et les approches plurilingues, fondées sur des activités intégrant plusieurs langues connues ou non des élèves (Maynard, 2019). Inscrite dans une recherche source (Lau et al., 2023-2027) et utilisant des données secondaires (Turgeon et Bernatchez, 2010), une posture post-qualitative est adoptée dans l'analyse des données, qui se centre sur trois élèves d'une classe de 6e année ayant participé à une séquence d'enseignement-apprentissage plurilingue autour du livre jeunesse *Voices in the Park* (Browne).

À partir d'entrevues semi-dirigées, d'observations en classe et de travaux d'élèves, j'analyse les données en mobilisant les approches de *glowing data* (MacLure, 2010, 2013) et de *thinking with theory* (Jackson & Mazzei, 2012). Cette analyse vise à faire émerger des représentations singulières que les élèves construisent de leurs compétences en FLEns et en ALS. Par exemple, un *glowing moment* a mis en évidence le fait que la séquence bi/plurilingue était « fun » pour un élève, mais surtout qu'elle lui offrait l'espace pour s'exprimer en anglais ET en français librement. Pour lui, toutes ses langues ont leur place dans ses apprentissages. La communication examine la portée de l'analyse de mes *glowing moments*, ainsi que leur portée et leur signification pour l'enseignement et la recherche en didactique des langues.

Effects of prior vocabulary knowledge and bilingual experience on incidental vocabulary learning through reading in Korean

Sayidmurod Abdurahmonov and Donghyun Kim



Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Bilingualism / multilingualism
Bilinguisme / multilinguisme

This study investigates the effects of prior vocabulary knowledge and bilingual experience on incidental vocabulary learning through reading among learners of Korean as a foreign language. Incidental vocabulary acquisition is a key mechanism in second language development, yet individual differences such as bilingual background and lexical knowledge remain unexplored, particularly in the context of Korean language learning. This study aims to examine whether Uzbek–English bilingual learners outperform monolingual learners in acquiring new vocabulary incidentally through reading, and to what extent prior vocabulary knowledge predicts learning gains and retention. A total of 40 intermediate-level learners of Korean (TOPIK Levels 3–4) will participate in the study. Participants will be divided into two groups: Uzbek–English bilinguals and monolingual learners without significant additional language experience. All participants will currently reside in South Korea and be regularly exposed to Korean. Bilingual participants' English proficiency will be verified through standardized test scores or self-report measures, and a background questionnaire will ensure consistency in language profiles.

The study will employ reading materials adapted from authentic Korean texts, with lexical difficulty controlled to match intermediate proficiency levels. Twelve target lexical items will be replaced with pseudowords to eliminate prior knowledge effects. Participants will first complete a vocabulary level test to assess prior lexical knowledge. This will be followed by reading tasks across three sessions, after which incidental vocabulary learning will be measured using form recognition and meaning recall tests. A delayed post-test administered two weeks later will assess retention. Data will be analyzed using linear mixed-effects modeling, with bilingual experience and prior vocabulary knowledge as fixed effects, and participants and items as random effects. The interaction between bilingualism and vocabulary knowledge will also be examined.

It is expected that bilingual learners will demonstrate greater incidental vocabulary gains due to enhanced cross-linguistic transfer and cognitive flexibility. Additionally, higher prior vocabulary knowledge is anticipated to significantly predict both immediate learning outcomes and long-term retention. The findings will contribute to a deeper understanding of individual differences in second language vocabulary acquisition and provide pedagogical implications for optimizing reading-based vocabulary learning in multilingual contexts.

L1 or L2? Testing cross-linguistic influence in L3 Mandarin stop production



Yi Zhu

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Cross-linguistic influence (CLI) in third language (L3) phonetic acquisition remains underexplored, particularly in relation to competing accounts such as the Typological Primacy Model and the L2 Status Factor. This study investigates how prior linguistic knowledge shapes L3 Mandarin stop production among learners with L1 Urdu, Thai, or Japanese and L2 English.

These L1s represent typologically distinct stop systems, including four-way voicing contrasts (Urdu), three-way aspiration contrasts (Thai), and two-way voicing contrasts (Japanese), while Mandarin employs a two-way aspirated–unaspirated distinction. This variation provides a testing ground for examining whether L3 phonetic patterns reflect L1 transfer, L2 influence, or selective integration across languages.

The study addresses two main questions:

- (1) whether learners with different L1 backgrounds exhibit distinct VOT patterns in L3 Mandarin
- (2) which existing CLI models better account for these patterns.

Participants are beginner-level multilingual learners, including 20 speakers each with L1 Urdu, Thai, or Japanese, alongside two control groups of 20 L1 Mandarin and 20 L1 English speakers.

In the production task, each learner produces 82 monosyllabic Mandarin items designed to control vowel and tonal environments while targeting word-initial stops. In addition, participants produce 59 English CVC words and a set of L1 items to establish baseline comparisons. Voice onset time (VOT) is extracted using Praat. The data are analyzed in R using linear mixed-effects models, with group and stop category as fixed effects and participant and item as random effects.

We expect CLI to be selective and language-specific. By comparing multiple learner groups, this study provides empirical evidence on how typological differences shape phonetic transfer in L3 acquisition, highlighting systematic differences across groups and interactions across linguistic boundaries.

Comparing classic implicit learning & statistical learning on natural language processing



Cristian Rivera and Morten H. Christiansen

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Cognitive approaches
Approches cognitives

Statistical learning (SL) is frequently characterized as a domain-general mechanism underlying second language (L2) development. However, the tasks used to operationalize SL vary substantially in domain specificity, processing demands, and psychometric stability. Classic implicit learning paradigms such as the Alternating Serial Reaction Time (ASRT) task are widely employed in SLA research, yet their construct validity in relation to online natural language processing remains relatively unclear. In contrast, domain-specific measures such as the Statistically-Induced Chunk Recall (SICR) task directly assess sensitivity to distributional regularities within linguistic input. To date, these approaches have not been systematically compared in relation to L2 processing outcomes.

This study examines whether a classic implicit learning measure (ASRT) and a domain-specific SL measure (SICR) differentially account for variance in L2 performance. Eighty-eight adult non-native speakers of English will complete: (a) an Elicited Imitation Task (EIT) indexing real-time processing-based language ability, (b) a Grammaticality Judgment Task (GJT) indexing reflection-based proficiency, (c) the SICR task, and (d) the ASRT task. The ASRT will be administered a second time within 2-5 days to evaluate test-retest reliability, a property that has received limited empirical scrutiny despite the task's prevalence in SLA research.

Separate linear mixed-effects models will be fit for EIT recall and GJT accuracy. The EIT model will include ASRT indices and SICR recall (syllable and word trigram) as predictors, and the GJT model will include SICR recall as the primary predictor. ASRT indices are expected to account for limited variance in EIT outcomes, whereas SICR is expected to show stronger predictive power. Conversely, SICR is expected to show limited association with GJT performance. Test-retest reliability of the ASRT will also be estimated across multiple indices (learning, reaction time, temporal variability), with the prediction that stability will be modest relative to domain-sensitive SL measures.

By directly comparing classic implicit learning and domain-specific SL, this study advances ongoing debates regarding the construct validity of SL measures in L2 research. Findings are expected to clarify whether sequence learning mechanisms contributing to language processing are domain-general or better characterized as domain-sensitive, with implications for SLA theory and measurement practices.

Who belongs in the Spanish classroom? Racialized participation and investment in L2 learning



Cristina Gomez Sanchez and Candela Sevilla

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Contexts of learning
Contextes d'apprentissage

While prior SLA research has extensively explored individual differences such as motivation and aptitude, less attention has been paid to how structural and social factors, particularly race, create invisible “borders” that shape learners’ engagement and outcomes in the L2 classroom. This study examines how students’ racial and educational backgrounds influence their participation, academic performance, and classroom experience in university-level Spanish as a second language (L2) courses.

Drawing on a sociocultural framework, this study integrates the concept of investment (Norton, 2013; Darvin & Norton, 2015) with research on motivation and classroom engagement (Dörnyei, 2001), emphasizing how learners’ identities and access to participation are socially mediated. It also incorporates pedagogical perspectives such as Universal Design for Learning (CAST, 2018) and differentiated instruction (Tomlinson, 2014), alongside research highlighting the impact of instructional practices on student achievement (Hattie, 2009). Together, these frameworks provide a lens to examine how teaching practices and classroom structures may either reinforce or help dismantle these classroom borders.

Data were collected from Spanish L2 courses at a public university in the southeastern United States, characterized by racially and socioeconomically diverse student populations. Analysis focuses on how participation patterns, academic outcomes, and reported classroom experiences relate to students’ racial and educational backgrounds. It also examines how classroom practices shape learners’ sense of belonging, comfort, and engagement, and how these factors interact with performance. Particular attention is given to African American students’ experiences in comparison with their peers. In doing so, the study investigates how classroom borders are constructed, maintained, or challenged through everyday pedagogical and interactional practices.

This study challenges deficit-oriented interpretations of achievement gaps by reframing them as the result of socially constructed boundaries within the classroom. It contributes to SLA research by foregrounding race and educational background as central variables in classroom interaction and learning outcomes. Pedagogically, it calls for reimagining language education “without borders” not only as a global ideal, but as a commitment to dismantling inequities within the classroom itself.

Seoyeon Kim

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Corpus linguistics
linguistique de corpus

This study aims to revisit the semantic network of the polysemous verb see by employing a corpus-driven Behavioral Profile (BP) approach. While dictionaries provide one-to-one translations that facilitate mapping between the form of the target language and the meaning in L1, they often fail to account for how multiple related senses of a single word are used across different contexts.

To examine the linguistic environments that determine the verb's meaning in actual usage, 600 instances sampled from the Corpus of Contemporary American English (COCA) were annotated with 59 linguistic predictors (ID tags), including morphological, syntactic, and semantic features. The primary objective is to identify which linguistic features serve as the strongest predictors in the shift from prototypical (physical perception) to peripheral senses (cognitive understanding or social interaction).

First, a Conditional Random Forest model was utilized to rank the importance of the ID tags. The results indicated that verb transitivity is the strongest predictor (Importance ≈ 0.033), followed by the animacy of the Patient or Theme and the semantic type of the Patient or Theme. The analysis also identified inflectional morphology plays a significant role. On the other hand, Agent-related features such as the semantic type of the Agent or Experiencer served as minimal predictors.

Second, a Hierarchical Clustering Analysis (HCA) was conducted to compare dictionary-based sense categories with corpus-based meaning clusters. Multiscale bootstrap resampling ($n = 1,000$) was performed to reduce bias in cluster significant estimation. By mapping the behavioral distances among fine-grained senses, the HCA dendrogram revealed that senses of cognition and interpretation are significantly close with 99% AU p-value. Senses of confirmation based on evidence and investigation were clustered with 98% AU p-value. Senses related to visual perception such as watching media content and witnessing a situation tended to form clusters with 97% AU p-value, suggesting underlying semantic relationships.

This study offers a data-driven framework for understanding the nature of verbal polysemy and highlights the importance of empirical, usage-based data in addressing polysemy through a comparison between dictionary definitions and corpus-based usage.

Expressing emotion in L2 Chinese: A corpus-based study of affective stance



Siobhan N. Leavy

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Corpus linguistics
linguistique de corpus

Despite extensive research on stance-taking in English, studies of Chinese have focused primarily on epistemic stance, leaving affective stance—particularly among L2 learners—underexplored. This study addresses this gap by examining how L2 Chinese learners express emotion in written discourse. Drawing on a hybrid framework that combines Hyland's (2005) model of stance with Martin and White's (2005) Appraisal Theory, the study focuses on affective stance as realized through emotion words.

Using a learner corpus of L2 Chinese writing and speaking, this study analyzes 369 texts spanning elementary to advanced proficiency levels (101–302) to identify patterns in the use of emotion expressions, including items such as 高兴 (gāoxìng, happy), 快乐 (Kuàilè, joyful), 伤心 (shāngxīn, sad), and 担心 (dānxīn, worried). Within the appraisal framework, these lexical items are treated as realizations of Affect, while Hyland's model is used to examine how stance is linguistically constructed through features such as boosters (e.g., 很: hěn, very; 非常: fēicháng, extremely) and hedges (e.g., 我觉得: wǒ juéde, I think). This combined approach enables an integrated analysis of both the semantic content of emotion and its discourse-level realization.

The analysis focuses on three key aspects: the frequency of emotion words, the types of emotions expressed (e.g., positive vs. negative), and the linguistic patterns used to construct affective stance, particularly the role of intensifiers and hedges. Preliminary expectations suggest that learners rely on a limited set of high-frequency emotion words and frequently construct affective stance through relatively simple, formulaic patterns combining self-mention, boosters, and emotion (e.g., 我很高兴: wǒ hěn gāoxìng "I am happy").

This study contributes to research in corpus linguistics and second language acquisition by not only providing insight into how learners express affective meaning in Chinese but by also expanding existing research on stance-taking in Chinese beyond its predominant focus on epistemic context.

Does modality matter? Comparing written and oral elicited imitation tests as language proficiency measures

Yusuke Kuroki and Aline Godfroid



Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

L2 assessment
Évaluation de la L2

The elicited imitation (EI) test, in which second language (L2) learners listen to a sentence and repeat it correctly, has been employed to measure second language oral proficiency and implicit grammatical knowledge (Kostromitina & Plonsky, 2022; Yan et al., 2016). The scoring of the EI test has traditionally relied on product-oriented features (i.e., accuracy of L2 production) rather than process-oriented aspects that reflect the degree of automaticity. However, the sensitivity of the EI test can be influenced by the scoring method (e.g., Gaillard & Tremblay, 2016). Considering that the temporal features of the learners' oral production (i.e., fluency) could affect the assessment approach, Sun et al. (2025) developed a written EI test. Unlike oral fluency measurements (see Tavakoli & Skehan, 2005), fluency in the written EI test is assessed based on the time intervals between keystrokes. Although Sun et al. (2025) found that both fluency and accuracy measures of the written EI test can predict L2 learners' proficiency, few studies have examined the comparability of this approach with the oral EI test. Therefore, this study replicates Sun et al. (2025) and examines whether the relationship between accuracy and fluency on the written EI test and L2 learners' language proficiency is similar to that in the oral EI test.

A total of 40 adult English L2 learners will complete both written and oral EI tests, in which they listen to grammatical and ungrammatical sentences in English, rate the ease of comprehension, and either type or repeat orally the stimulus in a correct form. After collecting the data, the relationships between the accuracy and fluency measures of the EI tests and the participants' language proficiency measured by a cloze test and self-assessment will be analyzed using multivariate data analyses.

As in Sun et al. (2025), this study hypothesizes that accuracy and fluency in the written EI test predict L2 proficiency, but the sensitivity of the written EI test differs from that of the oral EI test.

The study ends with a discussion regarding the potential advantages and disadvantages of employing the written EI test instead of the oral EI test.

Comparing repeated reading and reading-while-listening: Effects on ESL reading development



Naoko Chiba and Ryan Miller

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Instructed SLA
Acquisition guidée de la L2

This study investigated the differential effects of reading while listening (RWL; reading a text while listening to an audio recording of the text being read) and oral repeated reading (RR; reading the same text aloud multiple times) on ESL learners' reading fluency and motivation. Reading fluency refers to quick and accurate reading with little cognitive effort (Rasinski, 2004) and is essential for comprehension (Grabe & Yamashita, 2022). Fluency has been found to enhance learners' motivation to read (Taguchi et al., 2004). Previous studies suggest that both RWL and RR promote reading fluency (Padberg, 2020; Taguchi et al., 2016). However, few studies have directly compared the effects of these two methods on silent reading fluency, comprehension and motivational outcomes in adult ESL contexts.

The objectives of this study were to compare the two methods in terms of their effects on (1) reading fluency, (2) comprehension, and (3) motivation. Participants were international students (N=22) in two high-intermediate ESL classes at a midwestern US university. For seven-weeks, one group practiced RWL and the other group practiced RR. Reading speed, comprehension, and motivation were measured. Reading speed was measured in words per minute, comprehension accuracy was assessed through one literal question and two inferential questions, and motivation was examined using a questionnaire administered in weeks 1, 4, and 7. The findings suggest that both groups showed statistically significant gains in reading speed, indicating improved reading rate from first silent reading to second silent reading within each group and across session. However, no statistically significant differences were found between the two groups in reading speed, comprehension accuracy, or changes in motivation. However, the trend of the second reading differed between the two groups. While the RWL group showed modest speed gains, likely due to the consistent pacing provided by the audio, the RR group demonstrated more noticeable improvements, which may reflect the benefits of self-paced repeated reading practice. In addition, several participants reported that both practices were helpful for improving their reading. Pedagogical implications for integrating these approaches into EFL contexts to support fluency development without compromising comprehension or learner motivation will also be discussed.

Language pairings in second language speech research: A large-scale machine learning-assisted review



Yuou Sheng and Yanhua Liu

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Psycholinguistic approaches
Approches psycholinguistiques

Second language (L2) speech research has flourished in the past decades, yet the languages represented in the literature may not reflect the full diversity of language learning worldwide. There is a general impression that a few first language (L1s) and target languages (L2s) dominate the research landscape, leaving other language pairings largely unexplored. Nevertheless, the actual distribution of L1–L2 pairings in the literature has not been systematically mapped.

This study presents a large-scale machine-learning-assisted systematic review of language pairings in L2 speech research. The primary goal is to map the frequency of L1–L2 pairings and examine how these pairings are distributed across different research methods and domains within the field. In particular, the study addresses three questions: (1) Which L1–L2 language pairings are most frequently studied in L2 speech research? (2) How do these pairings vary across research methods (i.e., quantitative, qualitative and mix-methods)? and (3) How are language pairings distributed across major research domains (e.g., production and perception)?

To address these questions, we compiled data from Web of Science and Scopus, yielding over 8,000 peer-reviewed articles. After screening titles and abstracts based on predefined inclusion criteria, eligible studies were coded for learners' L1, L2, research method, and research domain using a machine-learning-assisted coding approach (e.g., Hampson, Cargos & McKinley, 2025; Marshall & Wallace, 2019). To validate the automated coding, 20% of the dataset was manually coded and compared against the machine-generated coding, with discrepancies reviewed and used to refine the procedure, resulting in high reliability. The final dataset enables a quantitative analysis of language pairing frequencies and their distribution across methodological and thematic categories.

By charting the languages represented in L2 speech research, this study provides a clearer view of the field's linguistic coverage. The findings highlight both dominant language pairings and underrepresented linguistic contexts, informing ongoing discussions of linguistic diversity and representativeness L2 speech research and pointing to future research directions. Methodologically, the study also demonstrates the potential of a machine learning-assisted systematic review approach, which remains relatively novel in applied linguistics, as a scalable and efficient method to synthesize large research corpora.

L2 lexical learning trajectories under spoken and written input: Behavioral and N400 measures



Atsushi Miura and Shiro Ojima

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Psycholinguistic approaches
Approches psycholinguistiques

One widely accepted view in second language (L2) acquisition research is that target language input is essential for language learning. Previous studies comparing spoken and written input have yielded inconsistent findings, with some studies showing auditory advantages and others orthographic advantages. However, these findings are primarily based on post-training outcomes, and little is known about how lexical learning develops over time under spoken and written input conditions. To investigate lexical learning at a neural level, N400 is a useful index because it reflects semantic processing. Thus, N400 is widely used as an index of L2 lexical proficiency. Combining both behavioral and neural measurements, the present study examines the developmental trajectory of lexical acquisition under spoken and written input conditions.

Participants were assigned to both spoken and written input conditions and learned 20 pseudowords in each modality through a picture–word association task. The order of conditions was randomized across participants. Each condition included a lexical learning task in which participants learned picture–word pairs, followed by a lexical judgment task where they judged whether each pair is correctly matched. During the judgment task, participants receive feedback on each response with the correct pair. The task includes 400 trials (20 pseudowords × 20 repetitions). Accuracy and reaction time were analyzed as behavioral measures to examine trial-by-trial learning. ERPs were recorded using 25 active electrodes and time-locked to target word onset, yielding match and mismatch conditions.

Data collection is currently ongoing, with a target sample of 60 participants. Preliminary results from 14 participants show an advantage for the spoken modality in both behavioral and neural measures. That is, the spoken condition shows higher accuracy and an earlier N400 effect in early learning stages. While behavioral accuracy in the orthographic condition approaches ceiling in later trials, the N400 effect remains attenuated, suggesting that neural-level learning is not yet fully established. These findings suggest that spoken input facilitates more efficient lexical learning, whereas orthographic input imposes higher cognitive load, possibly reflecting slower form–meaning mapping.

Morpho-syntactic integration in L2 Korean: Eye-tracking the role of cue salience in honorific processing



Yejin Jung, Kathy Kim, Sunyoung Ahn and Hyeran Ryu

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Psycholinguistic approaches
Approches psycholinguistiques

Research into Korean subject-verb honorific agreement reveals a complex interaction between morpho-syntactic rules and social deixis. While the honorific verbal suffix $-(u)si$ is a robust marker of agreement, recent findings with L2 speakers (Jung & Kim, 2025; Kwon & Shin, 2025) suggest that L2 learners often exhibit a "blind spot" for the non-honorific subject/honorific verb (NH-H) condition in offline tasks. Given that $-(u)si$ is a highly salient and frequent cue in pedagogical input, its presence may "shadow" the preceding subject marker (Ellis, 2006). In this view, the learner's processing of the verb satisfies the requirement for honorification, effectively blocking the detection of the mismatched subject-level morpho-syntax.

To investigate the real-time nature of this phenomenon, this study reports an eye-tracking experiment focusing on the online integration of honorific cues. Extending the work of Jung and Kim (2025), we report data from 30 advanced L2 Korean speakers and 30 L1 Korean speakers. Using a 2 (Subject: Honorifiable vs. Non-honorifiable) $\times$ 2 (Verb: Honorific vs. Non-honorific) design, we analyze two key eye-movement measures—regressive path durations and total fixation times—across the verbal suffix and spillover regions.

We hypothesize that advanced L2 learners will exhibit "covert" sensitivity to the NH-H condition, characterized by increased regressions and total fixation times at the verb, even if offline judgments remain null. By investigating the online processing of these mismatches, this study clarifies whether L2 honorific difficulties are a result of a representational deficit or a byproduct of cue-weighting, where high-salience markers override subtle grammatical constraints. The findings contribute to a more nuanced understanding of how L2 learners navigate the interface of morpho-syntax and pragmatics.

Social biases influence adult language learners' acquisition of pronunciation in a new language



Anna Blum, Shannon L. Barrios and Rachel Hayes-Harb

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Psycholinguistic approaches
Approches psycholinguistiques

"Native speakerism", an ideology that positions so-called "native" speakers as inherently superior to "nonnative" language users, produces biases that yield significant consequences for language learners and language educators. For example, in a simulated language classroom experiment, Authors (under review) demonstrated that learners prefer the accent of a language teacher who is described as a "native" speaker relative to one who is described as a "nonnative" speaker. The present study employs a similar study paradigm to investigate whether the preference for the speech pattern of a talker identified as a "native speaker" is also observed outside of the simulated classroom context. In our study, English-speaking participants were exposed to nonwords produced by two speakers representing two accents: an [s]-accent and a [z]-accent (e.g., [s/z]ego 'fork' and [s/z]inu 'chicken'). The assignment of accent to speaker was counterbalanced across participants. Just prior to exposure, participants read a vignette where one of two speakers (Speaker 1) was explicitly labeled as either a "native" or "nonnative" speaker of the language (Speaker 2's language background was not described). In Experiment 1, participants selected which of two productions was "better" (a production similar to Speaker 1's accent or Speaker 2's accent). In Experiment 2, participants instead name the word. The dependent variable in both experiments is the participants' choice of the [s]-accent or the [z]-accent. Participants in Experiment 1 (n=87) exhibited a preference for Speaker 1's accent when they were characterized as a "native" speaker, and a preference for Speaker 2's accent when Speaker 1 was labeled a "nonnative" speaker. We expect that participants in Experiment 2 (data collection ongoing) will exhibit similar preferences through their naming responses. These findings suggest that the pattern observed in an artificial classroom setting extends to generic talkers who are not assigned a "teacher" role, demonstrating that learner preferences for so-called "native" accents extend beyond settings explicitly labeled as classrooms. Our aim in this work is to document and describe native speakerism to support efforts to mitigate its influence across contexts.

Beyond acquisition: Linguistic labour and the hidden borders of academic English



Aya Ceilidh Halliday, Niah Althea Rolle, Jennifer Burton and Kim McDonough

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

L2 culture and socialization
L2 culture et socialisation

The field of Second Language Acquisition (SLA) often celebrates language learning as a pathway to transnational mobility, cultural diversity, and multilingualism. Less frequently examined, however, are the ideological borders that persist beyond acquisition—borders that continue to regulate the linguistic practices of racially and linguistically minoritized students. Even within multilingual, internationalized universities, standardized language norms and racialized listening practices position certain language users as perpetually deficient (Flores & Rosa, 2015). In response, racialized, multilingual, and language-minoritized students frequently engage in forms of linguistic labour (Holliday & Squires, 2021; Ramjattan, 2023) to navigate and survive raciolinguistic hierarchies in the academy. Practices commonly framed in SLA as strategic competence, such as code-switching, accent modification, or interlanguage development, can also be understood as labour undertaken to meet institutionalized expectations of “academic English” (Urciuoli & LaDousa, 2013).

For students enrolled in English-medium universities in Québec, this linguistic climate is shaped by a distinctive sociolinguistic borderland in which provincial, national and global language hierarchies intersect. English functions simultaneously as a global academic lingua franca, a national majority language, and a provincially minoritized language, producing layered and sometimes contradictory forms of privilege and marginalization. Drawing on qualitative focus group interviews (n=16) with undergraduate and graduate students at English-medium universities in Montréal, Québec, the study explores how students experience, navigate, (re)produce, and challenge linguistic norms, practices, and labour in higher education. Each 90-minute focus group, consisting of three to five students, discussed researcher-created scenarios to reflect on the implicit linguistic standards embedded in academia, the invisibilized nature of linguistic discrimination, and the labour employed in navigating such discrimination. The focus groups were transcribed, and the transcripts were analyzed using thematic analysis (Clarke & Braun, 2017). Preliminary findings suggest that language-minoritized students encounter pervasive forms of linguistic and racialized discrimination that position their language practices through a persistent deficit lens, resulting in ongoing forms of linguistic labour to align with institutionalized linguistic norms. Implications point to the need for English-medium universities to critically examine how language operates as a gatekeeping mechanism within a complex sociolinguistic landscape, by addressing racialized listening practices and making visible the often-invisibilized linguistic labour performed by students.

Performance structure and learner persistence: A cross-group comparison of sports



Christelle Grace Vignon

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

L2 teacher development
Développement professionnel des
enseignants L2

Second language development requires sustained effort, tolerance of repeated failure, and long-term engagement with complex procedural knowledge. While Self-Determination Theory (Deci & Ryan, 2000) demonstrates that autonomy and competence are central to sustained motivation, and Self-Regulated Learning research (Zimmerman, 2000) identifies cyclical processes of planning, monitoring, and reflection as mechanisms of persistence, less attention has been paid to how instructional environments support learners when motivation declines. Sports coaching provides a contrasting performance context in which persistence is actively cultivated through structured goal-setting, continuous feedback, and sustained mentorship (Lyle & Cushion, 2017).

This ongoing study adopts a comparative, cross-group perspective to examine how sports coaching and L2 instructional contexts structure autonomy support and self-regulated learning. Rather than positioning coaching as superior to language teaching, the project seeks to identify how coaching practices related to discipline, consistency, and motivational support may illuminate mechanisms of sustained engagement in L2 development. Coaching is thus approached as a structured performance model offering a complementary lens for analyzing language teaching practices.

The study addresses three research questions: (1) How do learners and practitioners perceive autonomy support, goal clarity, and feedback structure across sports coaching and L2 instructional contexts? (2) Do individuals engaged in organized sports and those enrolled in L2 programs report distinct profiles of self-regulated learning behaviors? (3) To what extent do perceived autonomy support and regulatory structure predict reported persistence across learning contexts?

Data collection is in progress and will consist of an anonymous survey administered to four participant groups: (1) students in L2 programs, (2) students in organized sports with coaching support, (3) language instructors, and (4) sports coaches. The survey will measure autonomy satisfaction, self-regulated learning behaviors, goal-structure clarity, and feedback practices across domains. Quantitative analyses will examine cross-group comparisons and predictive relationships, while open-ended responses will explore how participants interpret motivation and persistence.

By comparing distinct performance environments and participant roles, this study contributes to SLA by identifying structural conditions that support sustained engagement in second language development.

Who speaks in a compliment? Pronoun choices and sequential stance patterns in English and Korean



Jini Jung

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Sociocultural approaches
Approches socioculturelles

Language and culture are inextricably linked, but this relationship becomes visible when speakers position themselves in interaction. This is particularly evident in speech acts such as compliments, where speakers manage social relations and construct personal identities. For teachers and researchers working “without borders,” understanding how different cultures position the self is crucial for preventing communicative failure and fostering intercultural competence.

Data were collected from 50 L1 English speakers and 59 L1 Korean speakers using a Discourse Completion Task with ten everyday scenarios. Responses were coded for subject pronoun use (“I,” “you,” “it”) and analyzed at the participant level. In addition to frequency, the study examines the placement of the first-person pronoun “I” within compliment expressions, distinguishing among I-initiated, I-followed, and idiomatic uses. Two mixed-design ANOVAs were conducted to analyze both frequency and sequential patterns.

The results reveal clear cross-linguistic contrasts at both macro and micro levels. At the macro level, English speakers use “I” more frequently, while Korean speakers favor “you,” reflecting speaker- versus addressee-oriented framing. More importantly, findings reveal systematic micro-level differences in stance timing. English speakers introduce first-person stance early (I-initiated), whereas Korean speakers background self-reference, placing “I” later or embedding it in formulaic expressions. This suggests that pronoun use is not only a matter of choice but also of temporal positioning in interaction.

Furthermore, the Korean data reveal substantial speaker-level variation, including zero-inflated distributions and weak correlations among sequence types, indicating that self-reference functions as a flexible and strategic resource rather than a fixed grammatical default. In contrast, English speakers display a more uniform pattern, suggesting a stabilized norm of self-oriented stance.

This study highlights how subtle grammatical choices mark boundaries not only between languages but also in how speakers enter interaction. It underscores the role of teachers and researchers in helping learners navigate these linguistic and cultural boundaries by fostering awareness of how stance is constructed. This role is particularly critical in multilingual classrooms, where such differences must be actively interpreted and mediated. This study ultimately shows that cross-linguistic differences lie not only in what speakers say, but in when and how they enter interaction.

Beyond immediate gains: A meta-analysis of AI-supported L2 learning and delayed posttest effects



Shinah Ryu and Mina Song

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Technology in SLA
Technologies en ALS

This meta-analysis examines whether the effects of artificial intelligence (AI) on second language (L2) learning are retained over time, an issue that remains unclear as prior research (Wu, 2024; Xu & Wang, 2024) has focused primarily on immediate posttest outcomes. Additionally, existing syntheses have largely categorized AI interventions by tool type (e.g., chatbots, automated writing evaluation; Zhu & Wang, 2025), omitting their pedagogical functions. To address these gaps, the present study focuses on delayed posttest outcomes, compares them with immediate effects, and examines variation by retention interval, pedagogical function of AI, and language skill domain.

The study is guided by the following research questions: (1) What is the overall effect of AI-supported interventions on delayed outcomes? (random-effects meta-analysis using Hedges' g); (2) When both are reported, how do delayed effects compare to immediate effects? (multilevel meta-analysis); (3) Does retention interval moderate delayed effects? (meta-regression); (4) Do pedagogical functions of AI (e.g., feedback, task support, conversational practice) moderate delayed effects? (mixed-effects moderator analysis); and (5) Do delayed effects vary across language skill domains (e.g., speaking, reading, writing)? (mixed-effects moderator analysis).

A PRISMA-informed search and screening process is currently underway. Eligible studies ($k = 49$ at the time of writing this abstract) are (quasi)-experimental AI-supported L2 studies reporting at least one delayed posttest outcome, with immediate outcomes extracted when available. The coding scheme captures variation in (a) AI-related characteristics (e.g., pedagogical function, interactivity), (b) outcome-related characteristics (e.g., skill domain, outcome construct), (c) temporal characteristics (e.g., immediate outcome availability, retention interval), and (d) effect size information (e.g., derivation method, baseline equivalence). Inter-rater reliability is assessed on a subset of studies using Cohen's kappa and the S index for categorical variables and intraclass correlations for continuous variables (Norouzzian, 2021; Shrout & Fleiss, 1979).

AI-supported L2 learning is expected to show positive immediate effects, with attenuated but meaningful gains at delayed posttests. Effects are expected to decline as retention interval increases, with more interactive pedagogical functions (e.g., conversational practice) yielding larger and more durable gains across skill domains. These findings will refine our understanding of AI-supported L2 development and inform instructional design for durable learning.

AI chatbots as potential language partners: Interaction during real-world tasks



Yuko Nakanishi and Emirhan Yildizhan

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Technology in SLA
Technologies en ALS

AI chatbots have been shown to take on various roles, such as tutors (Sim et al., 2025) and text-based role-play interlocutors (Sok & Shin, 2025) to support learners' oral performance. Previous research has also highlighted the "unnaturalness" of AI-mediated interaction (Voss & Waring, 2025). Moreover, AI chatbots tend to guess what learners mean when utterances are unclear or incomplete, potentially limiting interactional processes such as negotiation of meaning and learner repairs (Timpe-Laughlin et al., 2025). These findings underscore the need to better understand how interaction unfolds in AI-mediated communication.

While most previous studies have focused on written interaction, the present study examines oral communication between English second language (L2) learners and an AI chatbot. It investigates how prompt design and chatbot behavior influence interactional processes, particularly negotiation of meaning and responses to communication breakdowns during real-life tasks. The study addresses the following research questions:

1. How do communication breakdowns occur during L2 learners' interactions with an AI chatbot?
2. How do learners respond to communication breakdowns?
3. What are learners' perceptions of interacting with an AI chatbot?

Drawing on Long's (2015) Interactional Hypothesis and task-based language teaching (TBLT) framework, this study employs real-world tasks (e.g., travel suggestions, negotiating house rules) designed for English L2 learners. To promote negotiation of meaning, AI prompts were designed to prevent the AI chatbot from over-accommodation and to encourage the chatbot to request clarification or confirmation when the learners' responses are unclear. Interactional data are qualitatively analyzed to identify instances of negotiation of meaning and responses to communication breakdowns.

Preliminary results from six participants indicate that interaction with the AI chatbot was perceived as relatively similar to human interaction. Although chatbot-initiated meaning negotiation was not always consistent, some patterns emerged in how learners responded to clarification moves. Learners tended to avoid repeating prior utterances in response to general clarification requests (e.g., "Could you repeat that?"), but responded more successfully to more specific questions. These targeted prompts appeared to support continued interaction and, in some cases, led to more elaborated learner output. Tentative findings suggest that prompt design may facilitate opportunities for meaningful AI-mediated interaction.

Pronunciation, AI and accentism: An examination of the landscape



Hasan Ibrahim and Walcir Cardoso

Poster presentation - Présentation par affiche

2nd floor corridor 2e étage 12h10-13h40

Saturday, October 3 : Poster session 2
Samedi 3 octobre : 2e session d'affiches

Technology in SLA
Technologies en ALS

The recent surge in the usage of generative artificial intelligence (GenAI) is altering the landscape of myriad fields, including education (Ng & Ho, 2025). Within this broader shift, pronunciation teaching has seen significant changes, through the emergence of new, AI-powered computer-assisted pronunciation training (CAPT) tools now accessible to English second language (ESL) learners (Wang et al., 2024). However, as these technologies gain prominence, concerns about their underlying assumptions become increasingly relevant. In particular, bias has been documented in both AI (Suchithra & Arya, 2025) and language education, where accent-based bias (or accentism) has been particularly prominent (Derwing & Munro, 2005). Given these concerns, this study aims to examine the landscape of AI-powered CAPT tools through an accentism-informed perspective.

PronounceAI, BoldVoice and ELSA Speak are three of many AI-powered CAPT tools available to ESL learners. Despite being paid services, these tools have amassed sizable userbases through presenting themselves as more affordable and accessible alternatives to traditional pronunciation teaching. Informed by Chapelle's (2001) criteria for evaluating CALL software, the aforementioned tools are evaluated with a focus on how their design and pedagogical affordances respond to the needs and learning objectives of accent-diverse ESL learners.

Our analyses indicate that these AI-powered CAPT tools often reproduce language ideologies, learning objectives, and methodologies associated with accentism. For example, their interfaces tend to reinforce accent hierarchies, presenting an American or British accent as the assumed end goal of pronunciation learning. The interactive feedback mechanisms embedded in these tools frequently give corrective feedback based on accentism (e.g., how far a learner's production deviates from a "native" accent) rather than intelligibility (Levis, 2005; e.g., whether the system can understand accented speech). This study highlights the importance of raising language learners' and teachers' awareness of how accentism can shape the design and feedback practices of AI-powered CAPT tools.

The Pronunciation Research Accelerator: A big-team initiative in second language speech research



Ryuichi Suzuki, Cesar Teló, Louis Gehrke, Sarah Schaeck, Shelby Bruun, Amanda Huensch, Pavel Trofimovich and Charlie Nagle

Paper presentation - Présentation orale

B-2305 13h40-14h10

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Psycholinguistic approaches
Approches psycholinguistiques

Open science practices for greater reproducibility and transparency have gained traction across disciplines, including second language (L2) research and applied linguistics (Plonsky, 2024). Central to this movement is big-team science, which rests on the premise that researchers are better positioned to accelerate the accumulation of reliable and generalizable evidence through large, multi-site collaborations. Such collaborations allow researchers to pool intellectual and material resources across institutions and global contexts so they can address persistent research challenges, including limited sample diversity, low statistical power, and issues of generalizability (Baumgartner et al., 2023; Coles et al., 2022). Inspired by prior big-team initiatives (Moshontz et al., 2018) and work demonstrating the value of multi-site L2 research (Morgan-Short et al., 2018), we present a recently launched big-team initiative in L2 speech research, the Pronunciation Research Accelerator (PRA).

The PRA brings together researchers committed to advancing collaborative, big-team speech science into topics aligned with applied interests and those that bridge the research–practice and research–policy divide. The PRA consists of an administrative team of senior and early-career researchers and over 10 research teams across North and South America, Asia, and Europe. It functions as an ongoing, distributed laboratory network. In this presentation, we trace the PRA’s development from its inception to its current status as a growing, multi-career-stage collaboration. We describe how the initiative has evolved as the team expanded, developed its first project (Optimizing Perception Learning), and addressed initial organizational and methodological challenges. Reflecting on the process of building a collaborative research ecosystem, we discuss key administrative and methodological considerations and underscore the potential of big-team science to broaden research access and impact across diverse institutional contexts. We conclude by outlining a forward-looking vision for the PRA as a sustainable, principle-driven model in applied linguistics and invite researchers and practitioners to contribute to transparent and reproducible L2 research.

Spacing task repetition for L2 fluency development: The role of repetition type and working memory



John Rogers, Jueyu Lu and Di Zhu

Paper presentation - Présentation orale

B-3205 13h40-14h10

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

Task repetition, defined as learners repeating a task after having completed it, has gained recognition as an effective pedagogical approach for second language (L2) fluency development. Two key variables have been identified as particularly influential: the time between task repetitions (spacing) and the type of repetition (e.g., exact vs. procedural). However, little is known about how these factors interact with individual difference factors to shape fluency development over time. This study investigates the combined effects of task repetition type, spacing, and working memory on L2 oral fluency.

150 Chinese L1, upper-intermediate English L2 speakers were randomly assigned to six treatment conditions in a 3×2 between-subjects design: task type (exact vs. hybrid vs. procedural) $\times$ spacing (1 day vs. 7 days between experimental meetings). Learners completed three training sessions and a final testing session, narrating picture-based stories (Heaton, 1966). These sessions included three measures of working memory: an operation span task, a nonword span, and a digit span task. The Exact Repetition group performed the same narrative task nine times (AAA-AAA-AAA-J). The Procedural group completed nine procedurally similar but content-different tasks (ABC-DEF-GHI-J). The Hybrid group repeated the same tasks within each session but changed tasks across sessions (AAA-BBB-CCC-J). In the final session, all groups completed a novel narrative prompt. Data were collected online via Gorilla, and only participants who completed all sessions with acceptable audio quality were included.

Four fluency measures were analyzed, aimed to provide a validated composite picture L2 fluency: articulation rate, mean pause duration, pause ratio, and speech rate (Lu & Rogers, 2026). Generalized linear mixed models (GLMMs) were used to examine developmental trajectories and interactions between task type and spacing. Multiple regression was used to analyze the relationship between working memory capacity and fluency development.

Preliminary results revealed a spacing $\times$ task type interaction for some fluency indices, particularly articulation rate. Across measures, exact task repetition emerged as the primary source of variance, showing distinct developmental patterns compared to procedural and hybrid conditions, especially from intermediate stages onward. We discuss these findings and conclude with avenues for future research.

"This has made me more aware": Gender-just French language teaching and critical language awareness development

Candice Guerbeau



Paper presentation - Présentation orale

B-3225 13h40-14h10

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

Gender-inclusive language (GIL) has gained visibility across French-speaking contexts (Gygax et al., 2021; Haddad, 2023). Although the Académie française (2017) claims that it will discourage foreigners from learning French, second language (L2) scholars are encouraging teachers to integrate GIL through gender-just language teaching, defined as “pedagogies of language education to be more inclusive of people of all genders” (Knisely, 2022a, p. 644). While there is much non-empirical research providing guidelines on GIL for French as a second language (FSL) educators (Knisely, 2025; Kosnick, 2022), only a few studies have empirically investigated the impact on student learning outcomes. Although gender-just pedagogies can contribute to developing FSL learners’ linguistic proficiency (Knisely, 2022a) and intersectional thinking (Knisely, 2022b) while improving their attitudes towards diverse cultures and practices (Knisely, 2024), no studies have looked at critical language awareness (CLA), nonetheless central in L2 education (Kumaravadivelu, 2006). Therefore, this exploratory study investigates how gender-just language teaching in an Elementary French I course supported L2 learners’ CLA development, particularly around gender norms in French. Following the principles of gender-just pedagogy, this French course included binary and non-binary forms of GIL alongside traditional gender norms. Over the 2025 Spring semester, 12 students were asked to critically engage with issues related to gender in language, through questionnaires and reflective writings. Considering my dual role as teacher-researcher, data was collected throughout the semester but was only analyzed at the end of the semester. Using Shapiro’s (2022) framework for CLA goals (self-reflection, social justice, rhetorical agency), the data was coded with thematic analysis (Braun & Clarke, 2006, 2021). Findings suggest that students developed a finer understanding of both French and English, while reflecting on the social justice implications of GIL for women and gender minorities. Interestingly, they displayed a strong sense of rhetorical agency, as they articulated preferences around GIL and made deliberate linguistic choices in their own writings in French, using GIL strategies like contracted forms, gender-neutral pronouns, and masculine-feminine repetitions. Pedagogical implications encourage the use of a CLA-informed gender-just pedagogy to empower learners to cultivate critical consciousness and agency while learning and developing language skills.

The effects of reading goal and belief on multiple-text reading in L1 and L2



Yukie Horiba

Paper presentation - Présentation orale

B-3240 13h40-14h10

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

L2 literacy
Littérature en L2

Research has shown that readers process and comprehend texts differently depending on reading goals or perspectives (e.g., Magliano et al., 1999; McCrudden et al., 2005; van den Broek et al., 2001). Research also has shown that readers tend to comprehend texts that are consistent with their belief better than non-consistent ones (Maier & Richter, 2013). Educationally speaking, it is important for students to comprehend texts, both consistent and inconsistent with their beliefs, and develop a balanced knowledge base. In the field of foreign or second language education research, the relation between reading task, belief, and comprehension has little been investigated so far.

In this study a total of eighty-four college students read two texts, which presented conflicting claims on a single topic (the NS vs. NNS superiority as FL teachers) (c.f., Karimi & Richter, 2021). Half of the students read in L2 (English); the other half read in L1 (Japanese). They were asked to read for "general comprehension" or "comprehension and critique." After reading, they produced recall of the content of the texts (and their opinions) in their L1. Prior beliefs were assessed using a questionnaire (two targets and 16 dummies; five-point scales). A vocabulary size test and a post-test questionnaire (belief change, text and task evaluation) were also administered.

The preliminary results are as follows. When reading in L2, recall scores significantly correlated with vocabulary scores in the read-for-critique condition, but not in the read-for-comprehension condition. Recall scores did not significantly differ between the two task conditions. The relative strength of the pro-NS belief had significant positive correlations with recall of the pro-NNS text (i.e., the belief-text inconsistency effect). On the other hand, when reading in L1, recall did not correlate with vocabulary and did not differ between the two task conditions. Although the relative strength of the pro-NS belief did not significantly correlate with recall, when vocabulary was statistically controlled, the read-for-comprehension condition lead to better recall of the pro-NS text (but not the pro-NNS text), compared with the read-for-critique condition. The findings are discussed regarding cognitive load and resources allocation and mode of text processing and learning.

Pragmatic awareness and production: Honorifics in L1-L2 Korean interactions



Devon Renfroe

Paper presentation - Présentation orale

B-3245 13h40-14h10

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Sociocultural approaches
Approches socioculturelles

This study investigates the relationship between pragmatic *awareness* and pragmatic *performance* in interactions between first language (L1) and second language (L2) Korean speakers, focusing specifically on honorific and non-honorific language use in the context of existing relationships. While much research has outlined what L2 speakers know *about* the pragmatics of their L2, less work has focused how these features are understood by L2 speakers in their L2 speaking lives.

Korean as a second language (KSL), and particularly L1–L2 interactions in Korean, provide a uniquely appropriate context for investigating pragmatic awareness and performance. The honorific system of Korean makes it such that speakers cannot form a single utterance without making choices about the relationship they have with their interlocutor and the communicative context. While many European languages maintain a T/V distinction that has been the source of much work on L2 pragmatics, Korean provides an opportunity to go beyond how speakers position each other through address terms and pronoun use by adding layers of nuance through speech styles, honorific verb suffixes, honorific subject marking particles, and honorific lexical items. The indexical nature of these choices makes complex relational dynamics visible through pragmatic choices in a way that is highly codified in interaction.

This study seeks to answer the following question: How do both L1 and L2 Korean speakers perceive their language use with each other compared to their actual language use in recorded interactions? To address this question, I compare participants' survey responses about their perceived language use with their conversational partners to recordings of their natural conversations and follow-up interviews discussing their language choices and beliefs. Data are taken from 14 participants, 7 pairs of L1 and L2 speakers with varying types of relationships such as student/teacher, friend/friend, and coworker/coworker. Findings reveal consistent mismatches not only between the L1 and L2 speakers' perceptions of what was happening between the two of them but also what was shown to occur in the natural conversation data. These discrepancies appeared in nearly all pairs, highlighting the importance of examining pragmatic awareness and performance within real interpersonal relationships in Korean L1–L2 interaction.

Word-level factors in the real-time comprehension of Spanish mood among heritage speakers: An eye-tracking study

Jill Jegerski and Sara Fernández Cuenca



Paper presentation - Présentation orale

B-3250 13h40-14h10

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Heritage language acquisition
Acquisition de la langue d'héritage

Current trends in research on the minoritized language of heritage speakers shift the focus away from traditional between-group comparisons (e.g., with monolinguals) and toward a closer examination of variability within the group (Montrul, 2023) and within individual speakers (Perez-Cortes & Giancaspro, 2022).

Several prior studies have investigated within-speaker variability in morphosyntax and found evidence that word-level factors such as lexical frequency can play a role. Only two such studies have employed a real-time measure of sentence processing (eye tracking; Jegerski et al., 2025; pupillometry; López-Beltrán & Dussias, 2024), despite the well-known sensitivity of such methods to word-level factors and the proposal by prominent scholars that such real-time methodologies could be particularly appropriate for research on heritage speakers.

The present study addressed this gap with an eye-tracking study of the role of verb regularity in the processing of the Spanish subjunctive mood by 48 U.S. heritage speakers. A total of 32 stimulus sentences contained a lexical trigger verb in a matrix clause that necessitated the subjunctive mood on a verb in a subordinate clause. Morphological regularity of the critical subjunctive verb was crossed with sentence grammaticality. Thirty-two stimuli appeared in the resulting four conditions and were rotated across four counterbalanced lists with 96 fillers each. A comprehension question followed each stimulus.

Analysis of early and late eye movement measures via mixed-effects models revealed online sensitivity to mood morphology with both regular and irregular verbs, only in later measures. Thus, it appears that variability in sentence processing among heritage speakers is not necessarily due to differences in morphosyntax, as it can also be related to the demands of accessing lexical items in real time. Additionally, sensitivity was more pronounced with irregular verbs (probably due to greater visual salience), with higher proficiency scores, and with a higher age of acquisition of English (the majority language). These findings are consistent with the proposal that word-level factors should be a consideration in research on heritage language morphosyntax (Perez-Cortes & Giancaspro, 2022; Putnam & Sánchez, 2013). Furthermore, the role of individual participant variables highlights the connection between variability among heritage speakers and their language experience as bilinguals (Montrul, 2023).

Enhancing EFL learners' argumentative genre and multimodal meaning-making through digital multimodal composing

Rosa Esperanza Martinez Gonzalez, Yvette Coyle and Pedro Antonio Férez Mora

Paper presentation - Présentation orale

B-3255 13h40-14h10

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Technology in SLA
Technologies en ALS

Traditional print-based literacy has expanded to include digital multimodal practices integrating linguistic, visual, and spatial modes (New London Group, 1996). While research on digital multimodal composing (DMC) has documented positive effects on second language development and learner engagement (Kim et al., 2023; Vandommele et al., 2017), less is known about how genre-based instruction, combined with cinema, can specifically support argumentative competence in adolescent EFL learners. The present study addresses this gap by examining the effects of a genre-based DMC intervention on learners' control of the argumentative genre and the subsequent changes in their multimodal meaning-making and ideational development when expressing positions on the topic of arranged marriage.

Adopting a within-groups pre-test/post-test design, the study involved fifty 12–13-year-old EFL students in a public secondary school. The core of the intervention was a pedagogical unit that integrated explicit instruction on argumentative stages (claims, counterclaims, and rebuttals) with a guided multimodal analysis of the animated film *Brave*. The film functioned as a shared cultural scaffold to support idea development and prompt critical engagement. Students produced digital presentations before and after this instructional sequence to express their stances. Data were analyzed quantitatively and qualitatively, focusing on textual length, orchestration of multimodal resources (images, GIFs, sound), references to the film, and the inclusion of key argumentative moves.

The findings reveal significant progress from pre- to post-test. Students' final compositions were longer, addressed a wider range of themes, and displayed a more strategic use of multimodal resources. Most notably, there was a substantial increase in the inclusion of counterarguments and rebuttals, suggesting an enhanced awareness of the dialogic nature of argumentation and improved writing competence. At an ideational level, learners developed a more nuanced and complex understanding of the target topic, moving beyond the one-sided perspectives identified in the pre-test. Overall, the results provide evidence that a didactic sequence linking DMC with genre-based pedagogy effectively enhances adolescent learners' argumentative writing, multimodal competence, and critical meaning-making. This study contributes to SLA research by highlighting the affordances of film-based DMC for developing complex literacy skills in secondary contexts.

Input-seeking behaviors for L2 listening: A qualitative study of international doctoral students in the U.S.



Chaewon Noh

Paper presentation - Présentation orale

B-3260 13h40-14h10

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Individual differences
Différences individuelles

Traditional second language acquisition (SLA) research has focused primarily on the cognitive mechanisms underlying learners' processing of input. However, Proactive Language Learning Theory (PLLT) challenges this view by framing learners as active agents and strategic architects of their second language (L2) learning (Papi & Hiver, 2025). Studies have explored different dimensions of PLLT, such as feedback-seeking and interaction-seeking behaviors (Farhang & Papi, 2025; Papi et al., 2024). However, no studies have examined the input-seeking dimension of PLLT.

To address this gap, this study investigates how 14 international doctoral students in the United States, who have lived in the United States for at least 1 year, actively seek and use oral input in various contexts to enhance their L2 knowledge and skills. Data were collected through semi-structured interviews lasting 50 to 70 minutes and analyzed using a thematic approach.

The analysis revealed three related themes that show how learners take an active role in their learning. First, *Proactive Exposure* refers to self-initiated efforts to expose themselves to oral L2 input through various sources, such as podcasts, films, and social media, alongside real-world social opportunities. Second, *Proactive Input Monitoring* reflects learners' cognitive engagement with the input. Rather than simply listening, learners critically analyze the input to extract and learn syntactic, lexical, pragmatic, and cultural aspects of the target language. Finally, *Proactive Input Engineering* describes how the learners proactively manipulate and adapt their environment to overcome comprehension breakdowns. This involves strategies such as using subtitles for videos, pausing/replaying media, and changing the language on their digital devices to English. In interpersonal settings, learners use clarification requests, paraphrasing to confirm, or even shifting to different modalities (e.g., texting) to address listening barriers and enhance learning affordances.

This study contributes to the future development of PLLT by offering a learner-centered framework for understanding learners' input-seeking behavior.

A longitudinal investigation of L2 Italian fluency development in beginner learners



Francesca G. Grixoni, AJ Holmberg and Yongzhi Miao

Paper presentation - Présentation orale

B-3215 13h40-14h10

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

Oral fluency is a critical skill in second language (L2) development. However, this body of research has focused predominantly on English as the target language (see Suzuki et al., 2021 for a meta-analysis). The present study addresses this gap by longitudinally tracking oral fluency development in beginner L2 Italian learners, with the following research question: *How do L2 Italian fluency measures change over the course of an academic year for beginner learners?*

Data were collected across one academic year from 89 undergraduate students enrolled in introductory Italian courses. Speaking samples consisted of dialogic oral exams conducted between each student and their instructor, lasting approximately 10 minutes each, at the end of the first (Time 1) and second semester (Time 2). Oral fluency was operationalized through the frequency and duration of both silent and filled pauses, as well as speech rate and articulation rate.

Preliminary results on a smaller sample of 22 indicate meaningful changes in pause behavior between Time 1 and Time 2. Both silent and filled pause frequency decreased, with total pauses declining by approximately 8 pauses per minute on average. Despite this reduction in pause frequency, average pause duration increased slightly. This pattern may be explained from a cognitive fluency perspective where learners experience growing cognitive demands that come with a larger lexical and grammatical repertoire at more advanced stages of beginner proficiency (Segalowitz, 2010). For the rate measures, there were no notable changes in speech rate from Time 1 to Time 2, but there was a slight increase in articulation rate for the same time points, most likely attributed to the decrease in overall pauses. These findings suggest that the most substantive fluency gains in early L2 Italian development are reflected in pause reduction rather than increases in speech rate. The analysis of the full dataset will allow for a more comprehensive examination of longitudinal fluency development in beginner learners of Italian and contribute empirical data to a research area that remains underrepresented in L2 fluency studies.

(How) do we justify what to replicate in SLA research?



Kevin McManus and Abdullah Alghamdi

Paper presentation - Présentation orale

B-2305 14h15-14h45

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Cognitive approaches
Approches cognitives

The impact of low study quality and infrequent amounts of replication on the growth and credibility of the discipline have been repeatedly discussed (e.g., Gass et al. 2021; Tarone et al., 1976). Without replication, the validity and reliability of our claims, hypotheses, and theories about SLA remain unknown, which is why replication is considered a cornerstone of the research process (Porte, 2012; Schmidt, 2009). In the field of SLA, researchers have mostly focused on the ethics, role, and need for replication studies (Porte, 2013), and, more recently, syntheses of current practices and recommendations for future work (e.g., Bardovi-Harlig, 2026; Marsden et al., 2018). However, even though deciding what to replicate and why is the most important step to doing replications (Isager et al., 2021), this component of the replication research process is rarely discussed. The current study addresses this issue.

Following a comprehensive search, this systematic review examined 179 self-identified replication studies from 1973-2024, including dissertations and book chapters. Each study was coded for (a) justification for the study to replicate and (b) justification for the design of the replication study. Half of the studies were coded by a second rater. Justification categories for study selection were developed from Isager et al. (2018) and included theoretical impact, public/social impact, generalizability, and methodological concerns. Results showed that the most common reasons for conducting a replication were generalizability (75%) and methodological concerns (55%), especially small sample sizes. Few replications addressed theoretical impact (8%) or methodology beyond sampling (e.g., threats to validity, inconsistent results, low precision). Taken together, these findings indicate that SLA researchers primarily use replication studies to explore whether a prior study's findings are generalizable (e.g., different populations, context, methods). In addition to contextualizing these findings alongside discussions of replication value from neighboring disciplines, we review the long-term impact of using replication designs to explore questions of potential generalizability in SLA research. We conclude by outlining recommendations to maximize the contribution of replication studies to SLA research.

What's the T.E.A.? Task repetition, Enjoyment and Anxiety in different time conditions



Christina D. Savvidis

Paper presentation - Présentation orale

B-3205 14h15-14h45

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

Task repetition has been shown to improve L2 speaking fluency (e.g., Bui et al., 2019; Kakitani & Kormos, 2024; Y. Suzuki & Hanzawa, 2022). Yet, a recent meta-analysis noted that task repetition shows overall stronger effects in complexity and accuracy over fluency (Abdi Tabari et al., 2025). Considering that oral communication is a highly prioritized goal for language learners (Lin, 2025; Magnan et al., 2014) and fluency plays a significant role in L2 comprehensibility (S. Suzuki & Kormos, 2020), it is worthwhile to explore what task repetition conditions specifically target fluency. A promising contender seems to be shrinking time conditions, where learners must repeat a task in sequentially smaller amounts of time (Boers, 2014; De Jong & Perfetti, 2011; Thai & Boers, 2016). However, time pressure can contribute to learner anxiety (Donate & Leow, 2024), which in turn can have detrimental effects on oral fluency (Bielak, 2025; Pérez Castillejo, 2019, 2021). Teachers have also raised concerns about task repetition in general, speculating that learner engagement may be negatively affected (Ahmadian et al., 2017; Foster & Hunter, 2016; Tavakoli, 2023). The current study investigated differences in oral fluency development between shrinking and constant time conditions and the relationships between fluency, learner state anxiety and state enjoyment. Conducted in an intermediate adult ESL classroom, learners experienced task repetition under counterbalanced constant and shrinking time conditions. Enjoyment and anxiety were measured via numeric rating scales before, after and between repetitions. Fluency was operationalized as mean length of run due to its alignment with L2 comprehensibility measures (Suzuki & Kormos, 2020) and to maximize comparability with adjacent studies (Bielak, 2025; Pérez Castillejo, 2019, 2021). Analyses compared fluency changes between shrinking and constant time conditions and uncovered the relationship between (1) state anxiety and fluency and (2) state enjoyment and fluency. With its dynamic approach, the study adds nuance to the field's growing understanding of links between individual learner affect and fluency development. It also points to trade-offs between shrinking and constant time repetition in relation to learners' emotional states in adult language classrooms.

Systematic but not sensitive: What rule reports reveal in L2 grammatical judgments



Yu Tamura and Junya Fukuta

Paper presentation - Présentation orale

B-3215 14h15-14h45

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Psycholinguistic approaches
Approches psycholinguistiques

In second language acquisition research, source attribution (rule vs intuition; Rebuschat & Williams, 2012) is often used to index implicit and explicit knowledge in grammaticality judgment tasks (GJTs). A common assumption is that self-reported “rule” responses reflect the application of explicit knowledge. However, this assumption is frequently applied uniformly across constructions, without considering whether learners can reliably discriminate well-formed from ill-formed sentences of the target structure. This study therefore examines whether the interpretation of source attribution as genuine knowledge or response bias depends on the discriminability of the target construction, and whether systematic rule-based responding necessarily reflects explicit grammatical knowledge. We compare two constructions: over-passivization of unaccusatives (e.g., The train arrived/*was arrived at the station) and a tough-movement construction (e.g., The tension is impossible to ignore / *arise).

154 CEFR B1–B2 Japanese learners of English judged 56 sentences (12 simple-unaccusative pairs, 12 tough-movement pairs, and 32 fillers). After each judgment, participants reported whether they relied on a rule or intuition. Acceptance responses were analyzed using probit mixed-effects models that directly estimate Signal Detection Theory parameters, sensitivity (d') and response criterion (c), with grammaticality, structure type, and source attribution as predictors.

Results revealed that sensitivity differed sharply by construction: learners showed functional discriminability for unaccusatives but near-zero sensitivity for tough-movement items. Crucially, source attribution did not reliably modulate sensitivity. Instead, “rule” reports systematically shifted the response criterion toward a stronger “yes” tendency, increasing acceptance of both grammatical and ungrammatical items. When sensitivity was absent (tough-movement), this criterion shift inflated acceptance rates without improving discriminability, though the criterion parameter alone cannot identify the basis of that acceptance tendency.

Notably, the criterion shift associated with rule reports was highly systematic, operating consistently across both constructions, yet entirely independent of grammatical sensitivity. This pattern is consistent with cognitive accounts in which awareness amplifies existing representations regardless of their accuracy, but inconsistent with the assumption that systematic rule-based responding reflects explicit grammatical knowledge. Rule reports may thus capture a coherent decision strategy whose content depends on the learner’s underlying representations, rather than necessarily reflecting grammatical knowledge.

English for academic purposes learners' flow in a college classroom: A mixed-methods study of lesson design and flow structure

Alireza Sobhanmanesh and Stephanie Arnott



Paper presentation - Présentation orale

B-3225 14h15-14h45

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Individual differences
Différences individuelles

English for Academic Purposes (EAP) learners face social and academic challenges, including integrating into the campus community and broader society, and maintaining focus on their studies (Keefe & Shi, 2017; Tweedie & Kim, 2015). While research highlights the possibility of regular flow experiences (i.e., complete absorption in an activity (Csikszentmihalyi, 1990)) in the language classroom (Czimmermann & Piniel, 2016; Egbert, 2003; Zuniga, 2023), few studies have explored flow, or its internal structure, within EAP classroom environments.

To address this gap, this study examined flow in a Canadian college EAP classroom by identifying flow-inducing lesson characteristics and the internal structure of the flow construct. To this end, a classroom community was formed with 20 learners and their teacher through a participatory action research approach, collaboratively designing lessons and social activities. A longitudinal, mixed-methods design was employed, with data collected using recurrent Experience Sampling Forms (n=315; Hektner et al., 2006), semi-structured interviews (n=8), and the researcher's journal and field notes. Quantitative analyses examined the frequency and structure of flow, while qualitative data provided insight into lesson characteristics and learners' experiences.

Findings showed that nine out of twenty lessons and social activities were flow-inducing, including one lesson generating intense flow, suggesting that flow was relatively common while intense flow was rare. These lessons enabled learners to cognitively engage with multiple lesson characteristics (e.g., critical analysis, reflexive self-evaluation, future-oriented planning), while socially engaging with various other elements. Intense flow was comparable to flow but differed in intensity, depth, and personal impact. Specifically, this state included transformative qualities, such as cognitive depth, motivational surge, heightened affect, and increased immersion-features that were present in other flow-inducing lessons to varying degrees but not co-occurring at the same level of intensity.

Moreover, a confirmatory factor analysis indicated that cognitive efficiency and motivation loaded more strongly on the general flow construct than activation and affect, suggesting that flow was more closely associated with cognitive-motivational processes. A linear mixed-effects analysis corroborated this finding. Overall, findings revealed complex, dynamic interactions between lesson characteristics, learner-internal elements, and the classroom environment, highlighting ways for learners to overcome participation barriers and experience flow.

French L1 and English L2 literacy development: Effects of an intensive L2 programme



Philippa Bell

Paper presentation - Présentation orale

B-3240 14h15-14h45

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

L2 literacy
Littérature en L2

Intensive exposure to a second language during compulsory schooling occurs for approximately 15% of students in French-medium schools in Quebec. Even though a variety of models exist, the underlying principle of this intensive exposure, referred to as Intensive English, is to provide grade 5 and/or grade 6 students in French-medium schools the opportunity to have half of their school year spent studying English as a second language (ESL). Intensive English has been shown to be positive for English development and not deleterious to French development as measured on Ministry exams, grades on report cards (Anstett et al., 2014), grammatical spelling (AUTHOR, 2014), and student interest for reading and writing (Dezutter, 2017). However, questions remain as stakeholders continue to query its potential impact on French (MEQ, 2018). Of particular importance is understanding how L1 and L2 literacy evolve during the time spent studying ESL.

To address this research objective, 24 ESL students in an intact, grade-six, Intensive English classroom participated in this quasi-experimental study. Students L1 and L2 literacy skills were measured in week 3 (pretest) and week 17 (post-test) of their intensive programme, which followed the five-month model. Literacy was conceptualised as reading and writing skills. The reading tests were created and normed in French, L1 classrooms (Godbout et al., 2015) then versions were translated in English. These reading tests include comprehension questions that focus on reading skills that are simple (e.g., define a word in the text) and complex (e.g., inferencing). The writing tests were created and normed in English, L2 classrooms (AUTHOR, 2021). The tests were counter-balanced across the participants.

The tests were scored based on normed grids (Godbout et al., 2015; Kyle, Crossley, & Verspoor, 2020). The results demonstrated that English reading and writing scores increased significantly. French writing scores remained stable, but there was a small, but significant decline in French reading.

The discussion focuses on the importance of collecting data from numerous sources when analysing the effects of ESL on French development, and the necessity of measuring development across schooling rather than immediately after a break from L1 instruction.

Humor employment of advanced L2 Chinese speakers in Chinese-mediated peer interactive environment



Yang Liu

Paper presentation - Présentation orale

B-3260 14h50-15h20

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Sociocultural approaches
Approches socioculturelles

This study investigates how advanced learners of Chinese as a second language (L2) employ humor in peer interaction, an area that remains underexplored in L2 pragmatics. While previous research has examined humor in intercultural communication, relatively little attention has been paid to how L2 speakers actively construct humor in real-time interaction and how such practices relate to shared knowledge and social meaning-making. Adopting a socio-cognitive approach, this study analyzes conversational humor produced by advanced L2 Chinese speakers in a Chinese-mediated peer interactive environment. The data are drawn from multiple episodes of a Chinese talk show featuring interactions among L1 and L2 speakers, with analysis based on a subset of currently transcribed data. To enhance analytic rigor, the study adopts a triangulated approach, integrating quantitative coding of humor instances with qualitative conversation analysis of interactional sequences. A total of 157 instances of humor have been identified and coded for genre, function, initiation, and types of common ground.

The findings show that L2 speakers are active agents in humorous interaction, initiating over half of the humorous exchanges. They employ a wide range of humor strategies, including teasing, self-deprecating humor, parody, and wordplay, often in ways that differ from native speakers. Compared to native speakers, who favor more performative and direct humor, L2 speakers display a more diverse and relationally oriented use of humor. Importantly, their humor production demonstrates the ability to creatively manipulate linguistic resources and draw on both core and emergent common ground to co-construct meaning in interaction. These findings highlight humor as a form of creative language play and a key resource for social interaction and identity construction in L2 use. The study contributes to research on L2 pragmatics by showing that advanced L2 speakers are capable of sophisticated, context-sensitive humor, and underscores the importance of interactional and sociocultural perspectives in understanding second language development. Ongoing data collection and analysis will further extend the dataset and allow for a more comprehensive account of L2 humor practices across interactional contexts.

Meanings are not learned at the same rate: An eye-tracking study on L2 ambiguous words



Ruirui Jia and Bronson Hui

Paper presentation - Présentation orale

B-3250 14h15-14h45

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Cognitive approaches
Approches cognitives

Lexical ambiguity (i.e., one word corresponds to multiple meanings) is ubiquitous in natural languages (Klepousniotou, 2002). However, current second language (L2) vocabulary acquisition research has predominantly focused on form learning and the mapping of a word form to its most frequently-encountered meaning, giving little attention to how learners acquire new meanings of words they already know. Moreover, studies examining new meaning acquisition with L2 learners have yielded inconsistent findings regarding how new meaning acquisition would be influenced by the meaning already acquired (e.g., González-Fernández & Webb, 2024; cf. Zhang et al., 2018). Also, these studies have exclusively focused on intentional learning. No study has examined new meaning acquisition in context while examining the underlying processing mechanism. Thus, by using eye-tracking, the present study aims to fill the gaps by examining the relative learning and processing difficulty associated with acquiring new meanings for homonyms (i.e., words with unrelated meanings), polysemes (i.e., words with related senses), and entirely new words in context.

The study comprises two learning phases: an intentional learning phase for learning the primary meaning of the target words, followed by a contextual learning phase for learning their secondary meanings. Forty learners of English participated in the study. On Day 1, participants were instructed to establish the primary meaning of 48 ambiguous words (i.e., 24 homonyms and 24 polysemes) through a learning task. They were required to achieve at least 90% accuracy in meaning recall on Day 2 with extra practice at home. On Day 2, participants acquired the secondary meaning through reading. Two counterbalanced reading lists were created, each containing half of the words participants learned on Day 1 (i.e., 12 homonyms and 12 polysemes), along with 12 entirely new words. Participants' eye movements were recorded during reading to track how they process the target words across six exposures in the text. The newly-learned meanings were assessed using meaning recall and meaning recognition tests. Data collection is in progress. The current data exhibited an ambiguous word learning advantage, relative to new words, with polysemes acquired more efficiently than homonyms. Pedagogy implications will be discussed.

Beyond monomodal writing in EAP classrooms: Teachers' and students' perceptions of digital multimodal composing

Nan Yu



Paper presentation - Présentation orale

B-3260 14h15-14h45

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

L2 literacy
Littérature en L2

Digital multimodal composing (DMC) has developed as a burgeoning area of research in SLA. However, existing research mainly focuses on digital storytelling and video in general EFL/ESL contexts, leaving the role of DMC in other genres and contexts underexplored (Kessler, 2024). Against this background, the present study examined both teachers' and students' perceptions of the implementation of a specific DMC genre, namely, academic digital poster, in EAP classrooms.

This qualitative study was situated in an EAP course for doctoral students from multiple disciplines, including science, social science, and humanities. The course was delivered across multiple classes with a shared syllabus and pedagogical framework. Specifically, students were required to individually design an academic digital poster, which presented a finished or ongoing research project that they worked on. Following a process-based model (Hafner & Ho, 2020), the DMC task was carried out as a multi-stage activity in 10 weeks: pre-design, design, sharing, and reflection. 3 EAP teachers and 9 PhD students were recruited via maximum variation sampling. Multiple data sources were collected, including classroom observations, poster artifacts, and semi-structured interviews. Thematic analysis was adopted to provide a systematic account of stakeholders' perceptions of the less-studied DMC genre in the EAP course.

Findings indicated that (1) The DMC task was perceived as authentic and useful, supporting students' development of academic and multimodal literacy, as well as critical and creative thinking; (2) The process-based model served as a useful guideline for instruction, though more sustained scaffolding and formative feedback were needed; and (3) Learner-, task-, and context-related conditions collectively mediated the whole process, highlighting wider considerations for learner background, task design, and contextual adaptation for future implementation. In particular, disciplinary variations in poster genres challenged both teachers' and students' disciplinary knowledge, highlighting the need for cross-border collaboration between language teachers and subject specialists.

Overall, the study contributes to L2 writing research and practice by demonstrating the potential of DMC in EAP education. It calls for more cross-disciplinary, genre-specific, and context-sensitive studies in this line of inquiry.

What do the networks reveal? Using Social Networks Analysis to expand language teacher research



Martiniano Etchart

Paper presentation - Présentation orale

B-3260 14h15-14h45

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

Social Network Analysis (SNA) has been utilized to understand the formation of socio-relational structures that emerge from individuals' interactions and how those relationships may impact people differently (Grunspan et al., 2014). The use of this method has allowed scholars to find explanations about the elements that influence the formation of social groupings and how interactional structures can affect other elements (e.g., enhanced/hindered peer support) or shape outcomes (e.g., learning interest or grade results). In applied linguistics, there has been a recent increase in the theoretical (e.g., Paradowski et al., 2024) and analytical (e.g., Kennedy-Terry, 2022) employment of SNA, which has been applied to different contexts (e.g., Cuartero-Marco, 2024). Notably, however, SNA has primarily been implemented in the context of study abroad (e.g., Paradowski et al., 2022), where the focus has been on student interactions, leaving the teacher population overlooked.

The present work addresses this gap and explores the usefulness of SNA for the study of language teacher well-being (TWB) and their socio-emotional experiences across institutional contexts. Responding to calls from applied linguists (e.g., Sulis et al., 2023) to pay special attention to the specific interpersonal relations and professional contexts where language teachers work within TWB research, I investigated the influence of language teachers' professional social networks on their socio-emotional institutional experiences. Compositional data was first extracted from the ego-based networks that 207 secondary-school language teachers self-reported via an online survey. Teachers' network structures were then explored for size, density, and homophily, and relational attributes (i.e., closeness and support) between members were examined. Finally, the influence of both structural and relational social network properties on socio-emotional variables (i.e., belonging and enjoyment) was tested. Multiple linear regression analysis showed that while network structures did not play a major role on teachers' socio-emotional experiences, relational characteristics had a significant effect. That is, whereas teachers' institutional experiences were not strongly influenced by the overall structure of the networks, the individual relationships teachers developed with each member of their social networks were much more socio-emotionally meaningful. Findings are discussed in relation to how methodologically beneficial SNA can be for the expansion of language teacher research.

Exploring L2 Spanish pronunciation learning through the lens of the nativeness and intelligibility principles



Leah Metzger

Paper presentation - Présentation orale

B-3245 14h15-14h45

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

Levis (2005, 2020) defined two opposing ideologies in second language (L2) pronunciation research and teaching: the nativeness principle, which prioritizes the pursuit of nativelike, unaccented pronunciation, and the intelligibility principle, which prioritizes the pursuit of pronunciation that is simply intelligible and comprehensible. Over the past two decades, researchers have consistently advocated for the latter principle over the former (e.g., Nagle et al., 2018), citing evidence that achieving nativelike pronunciation in an L2 learned in adulthood is both unlikely (e.g., Moyer, 1999) and unnecessary for successful communication (e.g., Munro & Derwing, 1995, 1999). It is not clear, however, whether L2 students and instructors share these beliefs about the nativeness and intelligibility principles, particularly in non-English L2 contexts. Nor is it clear whether there is a relationship between these beliefs and students' actual pronunciation abilities. This study addresses these gaps by exploring L2-Spanish students' and their Spanish instructors' beliefs about pronunciation learning and instruction, particularly in regards to alignment with the nativeness principle versus the intelligibility principle. The study also compares students' and instructors' beliefs with each other. Finally, it explores the relationship between students' beliefs and their pronunciation abilities in Spanish. 149 L2-Spanish university students and their 8 Spanish instructors responded to questionnaires specially designed to capture their beliefs about pronunciation learning and the nativeness and intelligibility principles. A subgroup of 92 students also completed a series of pronunciation tasks to assess their pronunciation in both controlled and spontaneous speech. Pronunciation ability was operationalized in terms of accentedness and comprehensibility, which were rated by both expert Spanish speakers and participants themselves. Both quantitative and qualitative analyses will be performed to identify any discrepancies between students' and instructors' beliefs, and to provide more insight into the relationship between students' beliefs and their pronunciation. They will also help determine whether the dominance of the intelligibility principle in the L2 pronunciation research community reflects the reality of L2 Spanish classrooms in US universities.

The prevalence of materials, data, and code sharing in published SLA research



Amanda Huensch

Paper presentation - Présentation orale

B-2305 14h50-15h20

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Cognitive approaches
Approches cognitives

Open science transparency initiatives seek to make the research process open to public scrutiny (Grant et al., 2025) and are a prerequisite for evaluating the credibility of scientific claims (Plonsky, 2024). Practices like materials and data sharing allow us to improve the reproducibility and replicability of our work which can increase credibility, reliability, and validity (McManus, 2024). To promote these practices, efforts have been made on multiple fronts, such as incentivization, encouragement, and mandate. Despite the potential advantages, adoption of these practices does not appear to be the norm (Derrick, 2016; Marsden et al., 2019). Nevertheless, actual prevalence of these practices remains unknown. Thus, the current study examines the availability of study materials, data, and analysis code in articles published in 2025 at four top-tier journals who 'encourage' sharing: *Language Learning*, *Studies in Second Language Acquisition*, *TESOL Quarterly* and *The Modern Language Journal*. This sample is compared to manuscripts published in two journals who require sharing: *Applied Psycholinguistics* and *The Journal of Memory and Language*.

Study piloting is ongoing with protocol preregistration planned for April 15. Manuscripts pdfs are downloaded from the journals' websites, stored in Zotero, and screened for inclusion criteria (e.g., to exclude front matter, book reviews). Manuscripts are coded for multiple variables including whether materials, data, and analysis code are available as well as information such as where data availability statements are located, whether links are accessible, and what repositories are used. Two researchers independently code the manuscripts. Preliminary pilot analyses indicate that materials sharing is more common than analysis code (67% vs. 7%) and that research paradigm/methodology (e.g., quantitative vs. qualitative) impacts sharing rates. Little consistency is found regarding where data availability statements are located, and links are regularly inaccessible. Perhaps not surprisingly, sharing rates are much higher for manuscripts published in journals that mandate practices. The findings of this study will not only provide a clear indication of our current participation in transparency practices but also have the potential to offer valuable insights regarding barriers to uptake and to inform the development of guidelines to help researchers continue to adopt open practices.

Investigating the effects of task complexity and task sequencing on learners' interest and engagement



Phil Hiver, Xiaofan Xu and Banban Li

Paper presentation - Présentation orale

B-3205 14h50-15h20

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

Interest mobilizes specific cognitive, motivational, and emotional systems that can sustain learners' attention, deepen their understanding, and accelerate their development in classroom settings and in learning activity. In this study we set out to investigate connections between two task factors related to task design (task complexity) and implementation (task sequencing), and two learner factors related to how individuals orient to and get involved in tasks (task interest and task engagement). Specifically, we wanted to know (1) whether different levels of task complexity stimulated different levels of task interest, (2) whether different task sequences impacted students' levels of interest, and (3) whether learners' task interest affected their cognitive task engagement and task performance. College-level L2 learners of English in China (N = 292) completed three speaking tasks whose cognitive complexity was graded in both resource-directing and resource-dispersing dimensions. Students were assigned to one of three task sequencing conditions: (a) simple-medium-hard group, (b) hard-medium-simple group, or (c) a more random medium-simple-hard group. Students performed all three tasks in their respective sequences, and for each task reported their situational interest, cognitive engagement, perceived task difficulty, and amount of mental effort expended. Our analyses showed that across different levels of actual task complexity, even when faced with more cognitively demanding tasks, learners maintained steady task interest. Learners' perceived task difficulty did not initially match actual task complexity and only calibrated over multiple instances of performing a task. Across the sequence of tasks, higher perceptions of task difficulty led students to report lower levels of task interest. We also found that performing these tasks in different task sequences also did not affect learners' reported levels interest, and students were equally interested in all tasks regardless of their sequencing. Finally, for all learners, task interest was a significant predictor of their cognitive task engagement. Our results show that interest is essential for sustaining students' focus and fostering their engagement with learning tasks. They also suggest that instruction should rely less on task complexity or task sequencing manipulation to boost interest and focus instead on interest-enhancing features (relevance, choice) to sustain task engagement.

To apply or not to apply: Does theory necessarily have implications for practice?

Lydia White

Paper presentation - Présentation orale

B-3215 14h50-15h20

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Formal approaches
Approches formelles

Theoretical approaches to second language acquisition (particularly approaches based in generative grammar) address the nature of the implicit competence of learners (how language is represented in the mind) and how this competence is acquired. Such approaches have been dismissed as irrelevant by applied linguists because they do not provide direct applications for language teaching (e.g. De Bot, 2015). This objection is based on the misconception: theories of second language acquisition (SLA) explore the nature of language learning, not language teaching; these are two distinct domains (e.g., Widdowson, 2020). Understanding how languages are learned does not necessarily translate into insights as to how languages should be taught. No theory of SLA entails that language must be taught in a particular way.

Nevertheless, applications may be discovered and there is currently a growing interest in considering whether and how findings from linguistic theory and SLA theory could be applied to language pedagogy. Indeed, there has recently been a surge in interest in this topic (see, for example, Trotzke & Kupisch, 2020; Whong, Gil & Marsden, 2013; Widdowson, 2020), even to the extent of identifying a domain known as *pedagogical linguistics* (Trotzke & Rankin, 2020).

In this paper, I will argue that what linguistic theory and SLA theory may have to offer is a consideration of which aspects of language might be taught rather than how languages should be taught. A deeper understanding of linguistic systems can help to identify what is hard to learn and what might require special attention in the classroom. This is particularly true in cases involving cross-linguistic influence, or transfer from the L1 to the L2. I will present examples drawn from current research, including cases where explicit correction may be required, cases where classroom input fails to exemplify properties of the L2, and cases where textbooks provide misleading information about properties of the language being learned.

Research that was not intended to have pedagogical implications may turn out to do so when considered from this perspective. At the same time, we should be wary of necessarily requiring applications from theoretically oriented research.

Training preservice EFL teachers to recognize and value nontraditional English dialects



Germán Zárate-Sández

Paper presentation - Présentation orale

B-3225 14h50-15h20

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

This paper examines whether exposure-based phonetic training can help preservice teachers of English as a foreign language (EFL) develop greater dialectal competence, defined here as knowledge of and attitudes toward nontraditional dialects. The study responds to a persistent challenge in language teacher education: when English teaching prioritizes prestigious varieties, it can marginalize other English-speaking communities and reinforce deficit views of linguistic variation (Devereaux, 2015). In Brazil, these tensions are especially relevant, as teacher education programs have historically privileged American and British English over other varieties (Gimenez et al., 2016).

The study addressed the following question: To what extent does a pedagogical intervention designed to familiarize preservice teachers with South African English pronunciation affect their dialectal competence? Pronunciation was selected as the focus because dialectal differences are often especially salient at the phonetic level, making speech a productive entry point for expanding teachers' awareness of variation.

Participants were 20 Portuguese-speaking students enrolled in an EFL teacher-education program at a public university in southern Brazil. Twelve participants in the experimental group completed four computer-delivered sessions using high variability phonetic training (HVPT), through which they learned to discriminate and classify features of South African English. HVPT exposes learners to multiple speakers and has been shown to support gains in L2 speech perception (Barriuso & Hayes-Harb, 2018; Thomson, 2018). Eight additional participants formed a control group and completed the same testing procedures without training.

Pre- and posttests included surveys and interviews eliciting attitudes and beliefs about nontraditional dialects, as well as comprehensibility tasks measuring participants' understanding of South African English. A subset of participants from both groups also completed semistructured interviews that explored how they positioned this variety in relation to their identities as English learners and future teachers.

Quantitative analyses examined Time-by-Group patterns across pre- and posttest measures, while qualitative analyses identified major themes in interview and survey responses. Relative to controls, trained participants showed greater sensitivity to dialect-specific phonetic features and more favorable attitudes toward South African English. At the same time, individual trajectories were uneven and closely tied to participants' self-positioning as L2 learners and teachers. The paper contributes to research on dialect familiarity in L2 speech processing (Lui & Gibbon, 2022; Ross et al., 2021) and to scholarship on language teacher identity development (Karimi & Mofidi, 2019).

L'évolution du rapport à la lecture dans le cadre d'un programme de lecture extensive



Shanie Gaudet

Paper presentation - Présentation orale

B-3240 14h50-15h20

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

L2 literacy
Littératie en L2

L'enseignement de la lecture aux personnes adultes immigrantes en processus d'alphabétisation (PIPA) est principalement axé sur le décodage et sur la lecture guidée de courts énoncés (Moore, 1999 ; Ollerhead, 2012 ; Strube, 2010). Or, des approches centrées sur la compréhension de textes authentiques et signifiants et sur le plaisir de lire, comme la lecture extensive (soit lire librement, pour le plaisir et sans contrainte d'évaluation [Palmer, 1921]), pourraient mieux soutenir la motivation et l'engagement des apprenant·e·s (Leather et Uden, 2021). Par le fait même, ces approches permettraient le développement d'un rapport à la lecture, envisagé selon quatre dimensions (affective, conceptuelle, axiologique et praxéologique [Chartrand et Blaser, 2008]), favorable aux apprentissages (Chartrand et Prince 2009).

Cette communication examine l'évolution du rapport à la lecture de PIPA participant à un programme de lecture extensive. Pour ce faire, une étude de cas multiple a été menée auprès de cinq PIPA qui lisaient entre 15 et 45 minutes, quatre jours par semaine, pendant huit semaines. Trois outils de collecte de données ont été mobilisés : des entretiens semi-dirigés menés à l'aide d'un guide d'entretien adapté de Maynard et al. (2021-2026), des groupes de discussion inspirés de Laymon (2015) et des observations en classe. L'analyse thématique montre une évolution positive du rapport à la lecture, marquée par un gain de plaisir, une plus grande confiance en soi et une diversification des pratiques, confirmant la pertinence de la lecture extensive pour les lecteurs·trices émergent·e·s.

Making sense of complexity: Examining a preservice teachers' learning in a language teacher preparation course

Emily J. Kutz



Paper presentation - Présentation orale

B-3245 14h50-15h20

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

This study examines how preservice language teachers' pedagogical cognition develops across a 15-week graduate TESOL literacy methods course paired with practicum experiences in PreK-6 dual language classrooms. Grounded in Complex Dynamic Systems Theory (CDST), the study conceptualizes teacher learning as nonlinear, context-sensitive, and emergent rather than as linear accumulation of discrete skills. The research asks:

1. To what extent do preservice teachers connect course-based theoretical knowledge with practicum observations?
2. What patterns of self-organization emerge at the theory-practice boundary?
3. How do critical incidents function as attractors in pedagogical decision-making systems?

Using a convergent mixed-methods design, quantitative data included pre/post surveys measuring boundary crossing, self-organization, attractors, and adaptive reasoning, as well as rubric-based evaluations of three iterative lesson plans. Qualitative data consisted of practicum reflections and lesson plan reflective commentaries analyzed through a CDST-informed coding framework. Data were analyzed independently and integrated through joint display analysis.

Findings indicate substantial system-level reorganization in preservice teachers' pedagogical reasoning. Survey results showed significant pre/post increases across all subscales, while lesson planning demonstrated nonlinear developmental trajectories characterized by rapid early growth followed by stabilization. Qualitative analyses revealed consistent boundary crossing, gradual integration of instructional components, and productive tensions between theoretical ideals and classroom realities. For some participants, salient classroom or feedback moments functioned as attractors that stabilized future instructional commitments; for others, development emerged through sustained engagement with constraint and revision.

Rather than uniform gains, development was heterogeneous and nonlinear, supporting a CDST-informed view of teacher learning as dynamic and adaptive. The study highlights the importance of iterative design cycles, structured reflection, and practicum mediation in fostering pedagogical cognition development. Findings contribute to teacher education research and practice by demonstrating how mixed-methods approaches can capture the complex processes through which preservice teachers reorganize instructional reasoning over time.

Uncaptioned audiovisual input and second language learning: Evidence from a meta-analysis



Dru Sutton and Stuart Webb

Paper presentation - Présentation orale

B-3250 14h50-15h20

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Technology in SLA
Technologies en ALS

Prior research syntheses (e.g., Kurokawa et al., 2024) have examined the benefits of captioned audiovisual input for L2 learning. However, Lavour and Bairstow (2011) argue that captions may serve as a distraction for advanced learners, suggesting there is merit in identifying the extent to which uncaptioned audiovisual input benefits L2 learning. Despite this, no meta-analysis has quantified the effects of uncaptioned audiovisual input. This study addresses that gap.

A systematic search of major databases (PsycINFO, ERIC, LLBA, Google Scholar, ProQuest) identified 56 experiments, from which 75 effect sizes were extracted ($n = 1,954$). Inclusion criteria required an uncaptioned condition with a pre- and post-test. Effect sizes were calculated using a within-group summeta-analytic approach. Moderator analyses were conducted using a mixed-effects model, and variables analyzed included: (1) age, (2) first language, (3) L2, (4) L2 proficiency, (5) L2 domain, (6) number of viewings, (7) language-focused versus non-language-focused input, (8) video genre, (9) viewing time, (10) supplementary activities, (11) test modality, and (12) receptive versus productive test.

The overall analysis revealed a small to medium positive effect of uncaptioned audiovisual input on L2 learning ($g = 0.89$, 95% CI [0.69, 1.09]), with high between-study heterogeneity ($I^2 = 87\%$). Moderator analyses indicated that video type mattered. Educational content such as TED Talks and documentaries produced greater gains than entertainment-focused materials such as television series. Language-focused audiovisual input also showed stronger effects than non-language-focused input. Across learning domains, vocabulary and listening showed reliable gains, while evidence for grammar, speaking, and pronunciation was less conclusive, likely due to smaller sample sizes.

The findings confirm that audiovisual input, even without captions, can make measurable contributions to L2 learning. The results also reveal gaps in the evidence base, particularly for younger learners and in underrepresented domains such as pronunciation and speaking.

Crossing pragmatic boundaries through collaborative writing in advanced L2 French classrooms



Tracy L. Heranic and Leslie Redmond

Paper presentation - Présentation orale

B-3255 14h50-15h20

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Corpus linguistics
linguistique de corpus

This study examines how pedagogical practices can encourage learners to cross linguistic and pragmatic boundaries by focusing on the development of pragmatic awareness among advanced L2 learners. The action-research intervention was centered on collaborative subtitling tasks—incorporating the advantages of subtitling, an activity inherently situated at the intersection of languages, cultures, and communicative norms, as well as collective writing, which is recognized for being able to foster metalinguistic reflection (Kowal & Swain, 1994) and for scaffolding the development of linguistic skills (Bruner, 1966, 1985; Vygotsky, 1978). Even for advanced learners, navigating pragmatic variation across contexts remains a significant challenge (Kasper & Rose, 2002), as does developing explicit awareness of these pragmatic dimensions (Bardovi-Harlig, 2018). Specifically targeted, collaborative subtitling tasks, which require learners to mediate meaning across linguistic and cultural systems, offer a particularly interesting context for exploring these issues.

This study documents a five-week intervention conducted in an advanced French L2 postsecondary classroom with 21 participants. Working in small groups, students translated and subtitled excerpts from varying anglophone television series into French. Each session combined a collaborative subtitling task, each presenting a different and targeted pragmatic competence, with a guided class discussion addressing the specific pragmatic challenges encountered during the activity. In parallel, participants maintained individual reflective journals, first engaging in open reflection on their evolving pragmatic awareness, then responding to more structured prompts targeting specific pragmatic concepts. Multiple Correspondence Analysis is used to identify patterns, and as we propose, an evolution, in the development of learners' pragmatic awareness. The subtitles produced in class are then considered, enabling an examination of how learners negotiate pragmatic meaning across languages and how this awareness is reflected in their written performance. By positioning learners as mediators across linguistic and cultural boundaries, this study highlights how classroom-based research can inform pedagogical practices that transcend traditional divides between languages, cultures, as well as the roles of teachers and researchers.

Students' engagement in African L2 classroom tasks: A mixed-methods study



Oluwaseyi Grace Fasunhan

Paper presentation - Présentation orale

B-3260 15h25-15h55

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Usage-based approaches
Approches basées sur l'usage

Engagement refers to the ways in which learners actively position themselves within classroom environments and display behaviors that align with their social and personal needs (Hiver, Al-Hoorie, & Mercer, 2021). Although numerous studies have examined task engagement in EFL/ESL contexts (e.g., Aubrey et al., 2022; Han & Hyland, 2015; Oga Baldwin, 2019), little/no research has explored engagement in less commonly taught languages, especially African languages. To address this gap, the present study investigates task engagement in African L2 classrooms using the four multidimensional aspects of engagement (Ellis, 2010). Specifically, it examines how Swahili L2 learners engage with tasks at cognitive, social, behavioral, and emotional levels and analyzes how task design shapes these engagement patterns. Additionally, the study considers how task engagement influences learners' outcomes and overall classroom experiences. Understanding engagement in this context can help instructors design more effective tasks and potentially improve retention in African language programs.

Data are currently being collected from students enrolled in a university level Swahili program using a sequential explanatory design (Creswell, 2021). In the quantitative phase, learners complete an engagement questionnaire, and task characteristics are evaluated using Long's (2016) methodological principles for task based language teaching (TBLT). Responses are measured on a 10 point Likert scale. Descriptive statistics and Pearson correlation analyses will be conducted in JASP to examine how different task types relate to engagement levels. The qualitative phase includes stimulated recall interviews, classroom observations, and fieldnotes, which will be coded thematically using MAXQDA to provide deeper insights into learners' and teachers' perceptions of tasks and engagement.

Preliminary findings suggest that specific task characteristics may influence students' engagement, and early observation data indicate that small class sizes might limit opportunities for social engagement. Moreover, variation across the four dimensions of engagement appears to shape the quality of students' learning outcomes. This study offers several implications for African L2 instruction. It may help teachers make informed decisions about task design, highlight the potential benefits of integrating TBLT principles into African language classrooms, and underscore the importance of student-centered tasks that align with learners' needs to promote meaningful engagement and learning.

Blurring boundaries: Open scholarship for teacher–researcher collaboration in applied linguistics



Laura Gurzynski-Weiss

Paper presentation - Présentation orale

B-2305 15h25-15h55

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

Open scholarship is increasingly positioned as a means of addressing structural inequities in knowledge production and access. In applied linguistics, these inequities often manifest as divides between researchers and language teachers, as well as barriers created by paywalls, institutional affiliation, and limited access to research dissemination and collaboration. This paper argues that open scholarship initiatives function as a mechanism for reducing these divides by fostering more direct, equitable, and sustainable forms of collaboration.

Drawing on an under-contract edited volume with an open-access publisher, this presentation examines how different forms of open scholarship—open infrastructure, open outputs, and open engagement—function within applied linguistics to facilitate participation across stakeholder groups. The analysis highlights several initiatives that exemplify these dimensions, including an open-access task repository supporting task-based language teaching, a platform for open and collaborative scholarly exchange, open-access publishing, and community-driven engagement spaces. Together, these initiatives illustrate how open scholarship can create conditions for real-time collaboration, shared knowledge construction, and broader participation beyond traditional academic boundaries.

The presentation synthesizes insights from contributing chapters and ongoing collaborative work within the volume. Particular attention is given to how these initiatives expand access for individuals regardless of position and affiliation, enabling more inclusive and just participation in knowledge creation and dissemination.

The session offers concrete entry points for both language teachers and researchers seeking to engage with open scholarship, including practical strategies for sharing work, initiating collaborations, and contributing to existing initiatives in ways that are immediately applicable across teaching and research contexts. It also invites input on the development of the edited volume, positioning the presentation itself as part of an ongoing, collaborative process.

By foregrounding open scholarship as both a conceptual framework and a set of practices, this paper contributes to ongoing discussions about how applied linguistics can move toward more equitable, accessible, and collaborative futures in which language teachers and researchers collaborate as equal partners.

Does "make sense" matter? The case of phrasal verbs



Xiaofei Wang, Frank Boers and Liting Luo

Paper presentation - Présentation orale

B-3215 15h25-15h55

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

Phrasal verbs (PVs), combinations of a verb and a particle, are pervasive in natural English discourse (e.g., Biber et al., 1999; Gardner & Davies, 2007), yet they remain a persistent challenge for English learners (e.g., Condon, 2008; Liao & Fukuya, 2004). Traditional instruction often treats PVs as arbitrary form–meaning pairings and emphasizes repeated exposure in meaningful contexts. In contrast, cognitive linguistic research (e.g., Boers, 2000; Condon, 2008) suggests that making learners aware of the systematic semantic contributions of particles can facilitate learning. However, the reported learning gains have generally been modest, and pictorial illustrations, despite their potential in elucidating abstract semantic relations, have rarely been incorporated into particle-based instruction.

Generative learning theory (e.g., Meyers, 2010; Wittrock & Carter, 1975) further highlights the importance of engaging learners in actively making sense of instructional materials. However, to date, only one study on PV learning (White, 2012) has explicitly required learners to make sense of particle–PV relationships, and it did not compare learner-generated explanations with either traditional contextual learning or teacher-provided particle-based explanations.

The present study addresses these gaps through a within-subjects design. Participants ($N > 70$) learned 18 PVs grouped by particle ("up," "out," and "off") under three learning conditions: (1) contextual learning from two example sentences; (2) teacher-provided verbal and pictorial explanations of how particles contributed to the construction of a PV's overall meaning; and (3) learner-generated particle-based explanations. All participants experienced all three conditions applied to different PV sets. Prior knowledge and learning gains were measured using identical pre- and post-tests, in which each target PV was embedded in a minimally informative sentence. Learning gains across conditions were compared. In addition, participants rated the perceived usefulness of each learning procedure during learning and retrospectively after the post-test.

This study investigates whether making sense of the particle-PV relations—particularly through learner-generated explanations—leads to greater gains in PV acquisition than contextual exposure or teacher-provided explanations. At the time of submission of this abstract, data collection has just been completed and data are ready for analysis.

Beyond the EFL classroom: How non-specialist teachers integrate English into French-medium instruction



Julie Bouchard

Paper presentation - Présentation orale

B-3245 15h25-15h55

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

Instructed SLA
Acquisition guidée de la L2

In the province of Quebec, francophone students are required to learn English as a foreign language (EFL) primarily through designated English classes. In one elementary school, however, a locally initiated project encouraged homeroom teachers to incorporate English into their regular classroom instruction despite having no formal training in EFL pedagogy. Teachers were advised to introduce English through routine activities and recurrent expressions in order to increase students' exposure to the language across the school day.

This presentation examines how these teachers integrated English into their classroom practices and what interactional purposes this language use served. Specifically, it addresses two research questions: (1) When and how do teachers use English during regular classroom instruction? and (2) What interactional goals are accomplished through the use of English in these contexts?

Data were collected through audio- and video-recordings in four classrooms taught by four different teachers over three consecutive school days. The recordings were transcribed, and all instances involving English were compiled into a collection. These extracts were then analyzed using conversation analytic methodology to examine the sequential organization and interactional functions of language alternation in situ.

The analysis identified four recurrent language codes in classroom interaction: French, English, Spanish, and a mixed French–English code in which English lexical items were embedded within otherwise French discourse. Results show that teachers used mixed-code practices to routinized key classroom expressions, employed code-switching both to carry out activities in English and to provide implicit language teaching, and strategically switched codes to emphasize or reinforce instructions, particularly when compliance was at issue.

By documenting how non-specialist teachers integrate English into everyday classroom interaction, this study contributes to ongoing discussions on language alternation, incidental language learning, and the role of teacher language practices in contexts where exposure to the target language is institutionally limited. Excerpts from transcripts and corresponding audio data will be presented to illustrate these interactional practices.

From uneven beginnings to stabilization: The development of evaluative syntax in L2 narratives



Hyunjoo Do

Paper presentation - Présentation orale

B-3250 15h25-15h55

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

L2 literacy
Littérature en L2

Recent narrative research highlights the role of evaluative language in expressing stance and constructing meaning in storytelling (e.g., Drijbooms et al., 2017; Nicolopoulou et al., 2022; Westerveld et al., 2023; Greco et al., 2022). Within this tradition, William Labov (1972) identifies intensifiers, comparators, correlatives, and explicatives as key linguistic resources through which narrators signal the significance of events. While evaluation has been widely examined in first language contexts, less is known about how these evaluative devices develop across proficiency levels in second language (L2) narrative production.

This study analyzes narratives produced by 42 Spanish-speaking ESL high school students across three proficiency levels (beginning, intermediate, and advanced), along with a native-speaker comparison group. Narratives were elicited using a wordless picture sequence (*Clifford's Kitten*), transcribed, and coded for Labov's four evaluative devices. Frequencies were calculated per narrative and analyzed using descriptive statistics and one-way ANOVA. In addition to overall frequency patterns, variability across learners was examined to capture developmental differences in the consistency with which evaluative devices were used.

Results reveal a non-linear developmental pattern. Beginning learners show uneven use of evaluative devices, particularly in correlatives and comparators, indicating limited control of narrative structure. Intermediate learners exhibit the highest use and variability of intensifiers, suggesting a stage of expansion in evaluative expression. Advanced learners demonstrate reduced variability and more balanced use across devices, reflecting increased control and integration of evaluation into narrative discourse. ANOVA results indicate that intensifier use differs significantly across proficiency levels, highlighting its sensitivity to developmental change.

These findings partially align with Labov's observation that evaluative resources increase with narrative maturity; however, the present results suggest that in L2 development, evaluative syntax does not increase linearly but instead follows a non-linear trajectory, with a peak at the intermediate stage and subsequent stabilization. This pattern indicates that evaluative language development involves not only accumulation but also restructuring and refinement across proficiency levels. More broadly, the findings highlight evaluative syntax as a useful indicator of discourse-level competence and underscore the importance of incorporating evaluative language into models of L2 development beyond sentence-level accuracy.

Breaking silos, building trust: A case study of cross-institutional dialogue in language teacher education



Nuria Alonso Garcia, Jaime Demperio, Sara Djamàa, Tracy Heranic, Martyna Kozłowska and Laura Lafrance

Paper presentation - Présentation orale

B-3255 15h25-15h55

Saturday, October 3 : Early afternoon
Samedi 3 octobre : en début d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

Language teaching and learning in higher education are unfolding against a backdrop of rapid change and real strain. Educators navigate disinformation, sociopolitical polarization, and the emotional labor of diverse classrooms (Kendeou & Johnson, 2024; Johnson, 2026), yet institutional support for this work remains partial at best. Professional development, with its emphasis on standardization and measurable outcomes (Tomlinson, 2018), rarely makes space for the vulnerability, experiential knowledge, or shared inquiry that sustain teaching under such conditions. While scholarship frames well-being as relational and institutionally structured (Mercer, 2021; Pentón Herrera & Darragh, 2024), the question of *how to meaningfully* enact it—how to bridge theory and lived experience—remains urgent and unresolved.

This presentation explores that question through a case study of a series of interconnected academic initiatives—interdisciplinary gatherings and a collective writing project creating space for educators across borders to engage with the lived concerns of their work: identity, power, precarity, and the institutional structures shaping their professional lives. Unlike conventional professional development, which privileges expertise and standardization, these initiatives were structured as non-hierarchical, dialogic exchanges. Grounded in a transdisciplinary framework (Douglas Fir Group, 2016), the gatherings and the writing project functioned as relational and pedagogical infrastructure where participants could test ideas, validate experiences, and make sense of their roles' complexities. This study examines how these initiatives triggered a move beyond individual resilience to co-constructing knowledge through exchange. The initiative also exposed a tension: while dialogic spaces can cultivate well-being, their sustainability depends on institutional recognition. Without structural alignment, even generative conversations risk becoming another demand on stretched time and energy.

By treating dialogue as infrastructure, this work points to possibilities for cultivating well-being that are collaborative, context-specific, and deeply connected to the realities of educators' work. What emerges is a vision of professional care that is rooted in collective capacity and institutional responsibility—a vision that invites further conversation and exploration.

Validating the AI-Supported Self-Regulated Learning in Writing Strategies (AISRLWS) questionnaire: Operationalizing critical AI literacy in L2 academic writing

Nga Nguyen and Joyce Lim



Paper presentation - Présentation orale

B-2325 16h25-16h55

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Technology in SLA
Technologies en ALS

The growing presence of artificial intelligence (AI) in language education demands not only technical competence but also critical awareness of how learners engage with AI systems to regulate their own learning (Jin et al, 2025). This study develops and validates the AI-Supported Self-Regulated Learning in Writing Strategies (AISRLWS) questionnaire, designed to capture the underlying self-regulatory strategies students employ when interacting with AI tools for L2 academic writing.

Grounded in Zimmerman's (2000) cyclical model of self-regulated learning (SRL), which conceptualizes learning as a recursive cycle of forethought, performance, and self-reflection, and Pintrich's (2004) multidimensional framework, which structures SRL into cognitive, metacognitive, motivational, and contextual regulation domains, the AISRLWS positions AI literacy as an active process of learner agency and critical engagement. The study addresses three research questions:

1. What factor structure underlies the AISRLWS questionnaire for assessing AI-supported self-regulated learning in L2 academic writing?
2. To what extent does the AISRLWS questionnaire provide a coherent and reliable measure of these AI-supported self-regulated learning strategies?
3. To what extent do AI-supported self-regulated learning strategies measured by the AISRLWS predict L2 learners' academic writing performance?

Data were collected from first-year university EFL students enrolled in an academic English course. Exploratory factor analysis (EFA) was first conducted on 2xx students to examine the underlying factor structure of the questionnaire, followed by confirmatory factor analysis (CFA) on another group of 2xx students to test the fit of the resulting measurement model.

The analyses supported a coherent four-factor structure aligned with the theoretical dimensions of AI-supported self-regulation. The validated questionnaire demonstrated strong psychometric properties, and predictive validity testing revealed a positive relationship between AISRLWS scores and IELTS academic writing performance. These findings suggest that critical and reflective engagement with AI meaningfully contributes to writing outcomes.

By integrating self-regulated learning theory with the emerging construct of critical AI literacy, this study provides a validated instrument for assessing learners' strategic and reflective engagement with AI tools in L2 writing. The AISRLWS also offers pedagogical value by enabling educators to identify students' self-regulatory profiles in AI-mediated contexts and to design targeted interventions that support learner agency, ethical awareness, and effective AI integration.

What do preservice teachers get out of a TBLT course?

Profiles of learning outcomes



Leila Ranta, Xavier Gutierrez, Gregorie Ogilvie and William Dunn

Paper presentation - Présentation orale

B-2305 16h25-16h55

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

Learning how to design task-based lessons has become an important component of language teacher education courses. While it is fairly straightforward to determine what topics to cover in a TBLT-oriented course for pre-service teachers, it is more difficult to know what students actually get out of such courses. Indeed, even experienced teachers are reported to find some aspects of task design challenging (Erlam, 2016). Reported challenges include teachers' lack of understanding of TBLT principles (e.g., Brandl, 2017; Erlam, 2016), as well as mismatches between TBLT principles and teachers' prior pedagogical beliefs and established practices (e.g., Erlam, 2016; Van den Branden, 2006).

The context of the study reported here is on the learning outcomes from 25 preservice teachers enrolled in a 13-week course on teaching Spanish as a foreign language. The course emphasized principles of TBLT while also following a constructivist perspective on teacher education by using students' prior knowledge and L2 learning experiences as the starting point. The study included several different measures including a pre/post-course questionnaire; written reflections gathered throughout the course; and a detailed lesson plan for a task sequence along with a justification for their pedagogical decisions. Previous analyses focused on group results in which dispositions towards TBLT significantly improved from pre- to post-course. Although there was evidence of change in beliefs and attitudes towards TBLT for the class as a whole, other measures of learning varied across individuals.

The present phase of analysis involves the mapping of the learning outcomes of six students who represent different profiles with respect to (1) their disposition towards TBLT (low/mid/high) and (2) the quality of their task design (strong/weak). No clear pattern is apparent across the six profiles. At the end of the course, a student could have a high disposition towards TBLT as well as a good understanding of TBLT principles, but be unable to design a task that met all of the criteria for a task. The discussion will consider the challenges involved in learning how to implement TBLT as well as those involved in measuring the pedagogical impact of TBLT content in teacher education courses.

What do we know about L2 attrition? Reviewing 45 years of empirical human subjects research



Kelly Kendro

Paper presentation - Présentation orale

B-3205 16h25-16h55

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Second languages are often differentiated from first languages due to the assumption that first languages will almost always be successfully acquired, whereas second language acquisition is a process with varied outcomes. The study of language acquisition and retention, however, is incomplete without an understanding of what leads to and comprises language attrition, used here to mean “non-pathological decrease in language proficiency that had previously been acquired by an individual” (Köpke & Schmid, 2004, p. 5). Despite this symbiotic relationship, L2 attrition has been characterized as “the final frontier” amid concerns regarding a perceived decline in its study (Schmid, 2022).

Following a systematic selection, screening, and coding procedure, this presentation will explore trends in 202 empirical human subjects research papers on L2 attrition published from 1980 to 2025. Specifically, it will examine 1) which dimensions of L2 attrition (e.g., lexical, morphosyntactic, phonetic) have been studied, 2) how L2 attrition has been assessed, 3) which populations are included in this research, and 4) which languages and L1-L2 pairs have been studied. Terminological choices in characterizing L1 versus L2 attrition (e.g., attrition, loss, retention) will also be discussed.

Across studies, the lexicon was the most studied aspect of L2 attrition, followed by morphology and fluency, and English was the most studied L2. Additionally, some studies of L2 attrition included languages learned in childhood (prior to age 10), raising questions about whether an L2 should be considered any language learned sequentially after the L1 or instead implies some maturational threshold. These results reveal areas of L2 attrition research that require additional investigation as well as theoretical and methodological issues that need to be clarified. The presentation will conclude with the brief introduction of a new searchable repository of language attrition research to support future systematic research syntheses and literature reviews of empirical work on attrition.

Lexical access and speech fluency in L2 Spanish: an eye-tracking training study



Maria Gabriela Puscama

Paper presentation - Présentation orale

B-3215 16h25-16h55

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Psycholinguistic approaches
Approches psycholinguistiques

Lexicon size is essential for second language (L2) communication, and it has been found to correlate with receptive and productive skills (Stæhr, 2009; Koizumi & In'nami, 2013; Hwang et al., 2020). Vocabulary has a strong presence in the L2 curriculum, but learners often struggle to remember words during spontaneous communication. This difficulty may not relate to vocabulary size, but rather to the way words are taught. One goal of L2 instruction should be to teach vocabulary in a way that favors meaningful semantic associations. In the L2 classroom, there is typically a focus on teaching categorical lists (e.g., *clothing*). This approach creates associations based on feature similarity, which may induce semantic interference during vocabulary retrieval (Oppenheim & Nozari, 2024). This project is motivated by these research questions: 1) How does vocabulary training affect L2 lexical retrieval, speech planning, and production? 2) Is training effectiveness modulated by learner's initial proficiency?

A vocabulary training study was conducted, in which L2 Spanish learners were trained under one of two conditions: categorical lists (CL) or random order in visual scenes (RS). Training effects were assessed using picture naming (PN) and a storytelling task with eye-tracking, during pre-test, immediate post-test, and delayed post-test. During the storytelling task, participants saw sets of 8 trained items (4 from the same categorical list, e.g., *clothing*, and 4 unrelated); and they were asked to incorporate the items into their stories. In the PN task, both training conditions were equally effective in the short term, but the RS training induced higher retention in the long term. In the storytelling task, both participant groups showed gains in speech fluency (words/minute), but the long-term effectiveness of the RS training was modulated by initial proficiency. The eye-tracking data shows that the CL group launched more looks to categorically related items than the RS group. Finally, correlations were found between gaze duration and items mentioned, with the words that were fixated longer being incorporated into the stories, indicating speech planning. This research has pedagogical implications for vocabulary teaching, especially item selection and grouping to induce higher retention and facilitate word retrieval during spontaneous speech.

Teacher-AI co-construction in task-based DMC lesson planning: The role of metacognition



Sak Lee, YouJin Kim and HeeJoon Choi

Paper presentation - Présentation orale

B-3250 16h25-16h55

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

Recent advances in generative AI (GenAI) have transformed how teachers access pedagogical support during instructional design. In second language (L2) teacher education, GenAI can function as a collaborative tool for generating lesson ideas and materials development. However, little is known about how teachers cognitively engage with GenAI during pedagogical decision-making process or how such engagement influences the quality of task-based lesson design. Situated at the intersection of task-based language teaching (TBLT), digital multimodal composing (DMC), and GenAI in teacher education, this study investigates how pre-service EFL teachers engage with GenAI during task-based DMC lesson planning and how their metacognitive engagement during AI use is associated with the lesson plan quality.

Participants were ten pre-service elementary English teachers enrolled in a teacher education program in Korea. Data were collected across three instructional sessions: a TBLT workshop, a DMC workshop, and a GenAI-assisted lesson planning session. During the final session, participants created an initial task-based DMC lesson plan using GenAI, completed a self-reflection protocol, and revised their lesson plans accordingly. Data sources included GenAI-participant interaction logs, initial and revised lesson plans, and written self-reflection responses. Interactional logs were segmented into task-creation episodes (TCEs) to identify focal topics during lesson planning. Each episode was coded for the level of metacognitive engagement reflected in GenAI prompts, ranging from delegation (Level 1) to evaluation and regulation (Level 4). Lesson plans were scored using an analytic rubric aligned with TBLT principles. Spearman correlation analysis and cross-case qualitative analysis were conducted to examine relationships between metacognitive prompting and lesson plan quality.

Findings reveal substantial variation in how teachers used GenAI across lesson planning stages. Importantly, the proportion of higher-level metacognitive prompting was strongly associated with higher-quality task-based lesson plans. In contrast, the number of revisions alone was not associated with lesson plan quality. These findings suggest that effective AI-supported lesson planning depends less on the quantity of interaction with AI but more on teachers' metacognitive engagement in regulating AI-generated ideas. This study informs metacognition mediates teacher-AI collaboration in the development of theory-informed task-based lesson planning and offers suggestions for the use of GenAI in teacher education programs.

The current state of digital reading in second language research: A systematic review



Dayoung Joo

Paper presentation - Présentation orale

B-3240 16h25-16h55

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

L2 literacy
Littérature en L2

As digital technologies continue to evolve and generative artificial intelligence (GenAI) becomes increasingly integrated into educational contexts, reading practices are undergoing significant change. Although a growing range of digital platforms are utilized to support second language (L2) reading instruction, less attention has been paid to how reading is mediated through interactive and adaptive features embedded within these platforms. Drawing on contemporary conceptualizations of digital reading as a nonlinear, socially situated, and tool-mediated process (Coiro, 2021), this study reports a systematic review that examines how digital platforms in L2 contexts conceptualize reading, synthesizing the current theoretical and methodological positioning of L2 digital reading research.

Following PRISMA 2020 guidelines, 45 empirical studies published between 2010 and 2025 were identified through database searches and manual screening. Inclusion criteria required studies involving L2 learners and digital platforms with interactive or adaptive features designed to support reading. The studies were coded for platform types, technological features, learning outcomes, and reported technology-related challenges.

Across the reviewed studies, platforms incorporating interactive features and AI-mediated functions were most frequently reported, with an increase in AI-mediated systems after 2023. Most platforms were designed to support individual reading, while platforms for collaborative reading were relatively uncommon. In terms of technological features, platforms primarily supported text-level comprehension through features such as embedded questions, vocabulary support, and multimedia resources. More recent AI-enhanced systems incorporated conversational support and adaptive feedback; however, features supporting navigation across digital texts, critical evaluation, or cross-text synthesis were limited.

Learning outcomes were most often operationalized through perception-related measures, typically assessed through questionnaires. Reading comprehension was commonly measured using traditional tests, which may not align with contemporary conceptualizations of digital reading and therefore offer limited insight into digital reading processes. Technology-related challenges associated with platform use were inconsistently addressed across studies, with limited discussion of learner readiness, AI reliability, and data privacy concerns.

The findings suggest a misalignment between contemporary theories of digital reading and current platform design and evaluation practices. The study calls for more theory-informed approaches that align platform design, instructional use, and assessment practices with evolving understandings of L2 digital reading.

When participants use AI: Methodological challenges for (online) survey research in applied linguistics



Julia Goetze

Paper presentation - Présentation orale

B-2325 17h00-17h30

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Individual differences
Différences individuelles

(Online) surveys remain one of the most common data collection methods in applied linguistics (e.g., Brown, 2001; Dewaele, 2018; Dörnyei & Taguchi, 2010), providing an efficient, cost-effective approach to eliciting participants' beliefs, experiences, and reflections. While their convenience has led to widespread use, the rapid expansion of generative AI (GenAI) introduces methodological and ethical challenges for survey research relying on self-report. Although recent work has called for safeguards against AI-generated bot responses (Sudina et al., 2025) and emphasized the importance of value and trust in researcher-participant relationships (Kim & Chen, 2025), little attention has been paid to how researchers should treat participants' deliberate use of GenAI in open-ended survey responses.

When participants use GenAI to draft, refine, or generate responses, the epistemic link between respondent and data becomes uncertain. This raises three concerns: (1) epistemic integrity, as responses can no longer be confidently attributed to participants; (2) construct and content validity, as AI-generated text may not reflect lived experience; and (3) ethical transparency, as participants' GenAI use is rarely disclosed or addressed in research design or reporting. Despite growing awareness of GenAI-related risks, our field still lacks shared standards and systematic protocols for handling GenAI-mediated responses in survey data.

This paper draws on an empirical online survey study with 259 (post)secondary German instructors in the United States in summer 2024. Participants responded to three open-ended questions, yielding 777 qualitative data points that were prepared for thematic analysis (Braun & Clarke, 2021; Naeem et al., 2023). During initial familiarization, recurring linguistic patterns and output formats indicative of GenAI use were identified. In response, I developed a multi-stage procedure to detect and systematically handle the data, including iterative tagging, documented exclusion decisions, and external data evaluation by five expert raters. The talk proceeds in four parts: (1) outlining conceptual and ethical challenges of participants' GenAI use; (2) presenting the empirical case and data handling procedure; (3) discussing ethical tensions in evaluating AI-mediated data; and (4) proposing methodological recommendations and guidelines for future survey research in applied linguistics.

Making the case for TBLT: An examination of alignment between tasks and standards-based realities



Melissa Baralt, Caitlyn Pineault and Lara Bryfonski

Paper presentation - Présentation orale

B-2305 17h00-17h30

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

Task-based language teaching (TBLT) is often promoted as a research-informed approach to language teaching (Long, 2015). Yet, classroom teachers do not adopt pedagogical approaches in a vacuum; rather, they employ an eclectic mix of approaches shaped by contextual factors (Andon & Eckerth, 2009). In many contexts, teachers' instructional decisions are shaped by state, district, or program standards that define curricular goals and learning expectations. Despite growing enthusiasm for TBLT, relatively little attention has been paid to whether and how task-based approaches align with the standards-based frameworks most language teachers work within. If TBLT is to be meaningfully adopted beyond research or university settings, researchers should be invested in the extent to which task-based materials align with these broader educational aims.

This presentation provides a conceptual analysis and practical framework using the U.S. as a case study. In the absence of a national world language curriculum, U.S. stakeholders often draw on two guiding documents, the *World Readiness Standards for Language Learning* (National Standards Collaborative Board, 2015) and the *Can-Do Statements* (National Council of State Supervisors for Languages & ACTFL, 2017), to shape programs and guide instruction. Using Florida as an illustrative example, we examine alignment between its state-provided guiding documents, and task-based materials from the TBLT Language Learning Task Bank (Gurzynski-Weiss & IATBLT [n.d.]). In doing so, we demonstrate one way standards-task alignment can be examined while also surfacing broader questions for the field of TBLT.

Our analysis suggests a substantial overlap between the guiding principles of the *World Readiness Standards* and the methodological principles of TBLT, particularly with respect to Communication. Closer examination, however, revealed less consistent alignment with the remaining standards: Cultures, Connections, Comparisons, and Communities. These areas were less clearly reflected in the pedagogic materials used in task-based empirical studies and shared in open access repositories. We argue that this reveals an important gap: the materials that TBLT researchers have designed and disseminated may not fully address the educational goals most widely used in U.S. language education. The study highlights the importance of engaging more directly with standards-based realities to expand task design and TBLT research agendas accordingly.

Twenty-five years of stimulated recall: Trends, tendencies, and guidelines for researchers



So-Young Lim, Sneha Evangalin Samuvel and John Dylan Burton

Paper presentation - Présentation orale

B-3205 17h00-17h30

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Cognitive approaches
Approches cognitives

Since Gass and Mackey (2000), stimulated recall has become one of the most common introspective methods in Applied Linguistics. It has been used across disciplines to explore language users' thought processes and perceptions (Bowles, 2018; Egi, 2008). Nevertheless, despite methodological emphasis on careful design to mitigate inherent pitfalls (Gass & Mackey, 2020), published manuscripts vary widely in how they report stimulated recall research. Establishing robust and transparent reporting practices for this method is imperative; it can enhance the quality of published papers (Plonsky, 2013) and also promote the replicability of study designs (McManus, 2024).

To develop empirically-derived reporting guidelines, this systematic review analyzed empirical studies that used stimulated recall published from 2000 to 2024. Sixteen Q1 journals in applied linguistics from a range of subdisciplines were targeted to represent highly visible and diverse practices, following Godfroid (2024). After screening for suitability, 171 studies were included in the dataset. Both deductive and inductive approaches were used to develop a coding scheme of 62 variables to capture trends and tendencies in the use and reporting of the method.

Findings showed major inconsistencies in reporting practices. Studies generally reported the epistemological focus of the method but were inconsistent when providing theoretical backing or acknowledging limitations. Technical details such as stimuli type, modality, time delay were commonly reported, but critical information about stimulus length, participants' language proficiency, instruction, prompt questions, and other analytical details was often missing. Based on these findings, this presentation will propose and share reporting guidelines for stimulated recall research, in relation to those outlined by Gass and Mackey (2000). The study has important implications for the use and reporting of this qualitative method in applied linguistics, as greater transparency can enhance the validity and interpretability of research findings.

How does lexical fluency develop through prolonged reading? A longitudinal eye-tracking study



Aysen Tuzcu Orta and Eva Puimège

Paper presentation - Présentation orale

B-3215 17h00-17h30

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Psycholinguistic approaches
Approches psycholinguistiques

Lexical fluency, i.e., the ability to rapidly and reliably retrieve word form and meaning during real-time processing, is central to L2 vocabulary development, yet how it develops through reading remains unclear. Eye-tracking studies have shown that repeated exposure accelerates novel word processing during reading, indicating increased fluency (e.g., Pellicer-Sanchez, 2016). However, these gains tend to disappear in new contexts (e.g., Elgort et al., 2018), suggesting that faster processing reflects context-specific familiarity rather than lexical fluency development. Given that vocabulary knowledge develops incrementally through exposure over time (Godfroid et al., 2018), longer learning periods might be needed to capture lexical fluency development.

This study examines lexical fluency development through prolonged exposure. In a within-subjects design, 20 Dutch-speaking L2 English learners read two 15,000-word stories in Dutch (L1) and English (L2) over a five-week period. Each story contains 20 target pseudowords repeated 17 times. The learning phase consists of 14 sessions, with lexical fluency development assessed at four testing sessions distributed across five weeks. The first and last learning sessions and all testing sessions take place in the eye-tracking lab; the remaining sessions are completed online. Fluency development is measured weekly using a sentence reading test in which learners read target pseudowords, real words, and nonwords in neutral contexts while their eye movements are recorded. Declarative vocabulary knowledge is assessed at the end of the learning period using form and meaning recall tests.

Lexical fluency is operationalized as processing speed (gaze duration, rereading time, and total reading time), and processing stability (coefficient of variation across exposures). Results will be analyzed in mixed effects models with repetition (exposure count) as key predictor, and additional models will compare processing patterns in L1 and L2 reading. Findings will provide the first longitudinal evidence of how L2 lexical fluency develops through reading, offering novel insights into the trajectory of L2 vocabulary learning from reading. Data collection is ongoing, and will be finalized in May 2026.

Dynamics of peer interaction and L2 growth in Arabic study abroad: Longitudinal social network analysis



Nicole Whitby, Piotr Bródka, Michal Czuba and Michal B. Paradowski

Paper presentation - Présentation orale

B-3225 16h25-16h55

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Sociocultural approaches
Approches socioculturelles

Target-language (TL, L2) gains are often listed as the primary outcomes and goals of international student mobility. However, despite “folk beliefs” that mere presence in an L2-speaking environment will automatically facilitate language acquisition virtually through osmosis, not all learners benefit equally from study-abroad sojourns, and considerable variation has been evinced in their linguistic attainment.

One line of enquiry that has attempted to explain the varied picture has investigated students’ social networks as a factor conditioning their interactions and subsequently progress. This contribution analyses the longitudinal development of the social interaction network and its influence on L2 gains of 41 U.S. sojourners enrolled in a 3-month intensive study abroad Arabic program. Unlike extant research, the current study i) focuses on students’ interactions with their alma mater *classmates* as well as other agents, ii) reconstructing their *complete* network, iii) tracing the impact of each individual student’s *position* in the social graph using *centrality metrics*, and iv) includes a *dynamic* developmental perspective with three measurement points at 4-week intervals each.

Objective proficiency gains measured with the Oral Proficiency Interview were most influenced by predeparture proficiency (negatively), multilingualism, perceived integration of the peer learner group (negatively), and the number of fellow L2 learners speaking to the student. Snapshots of the whole student network taken after each month reveal relative stable same-gender cliques, but with changes in the patterns and strength of interaction. We discuss interesting divergent trajectories of centrality metrics, L2 use and progress, especially in the final month of the sojourn, predictors of self-perceived progress across skills, as well as gender differences underscoring the importance of understanding the cultural milieu. We also comment on the consequences of different ways of operationalizing (counting) multilingualism as a variable in quantitative linguistic research.

Examining the development of novel phonological categories in Thai and Korean



Charlie Nagle, Shelby Bruun and Melissa Baese-Berk

Paper presentation - Présentation orale

B-3215 17h35-18h05

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Cognitive approaches
Approches cognitives

Learning to perceive and produce novel phonological categories is a challenge for many second language (L2) learners. Prominent models of L2 speech learning converge on the idea that the relationship between native and non-native categories shapes learning difficulty. For example, the Speech Learning Model (Flege, 1995; Flege & Bohn, 2021) predicts that “similar” sounds—where non-native categories are assimilated to a native category—are especially difficult to acquire. However, defining and operationalizing “similarity” at phonological and phonetic levels remains an open issue.

The present study examines this problem through the acquisition of Thai and Korean stop consonant systems by native English speakers. Both languages exhibit a three-way stop consonant contrast. Crucially, however, they differ in cue structure: Thai primarily relies on a familiar cue, Voice Onset Time (VOT), whereas Korean contrasts are signaled by both VOT and fundamental frequency (F0), requiring attention to an acoustic dimension that is secondary in English.

Twenty-nine native English speakers with no prior exposure to either language were randomly assigned to Thai (N = 13) or Korean (N = 16) training groups. The stimuli were 30 words (ten minimal triplets) recorded by 8 native talkers of each language (four male, four female). Participants completed six perception-based training sessions over three weeks. Each training session included familiarization and identification tasks (120 trials each). Learning was assessed through weekly tests, and retention and generalization were assessed on immediate and delayed posttests. Perception was measured via identification accuracy, and production via picture naming, the latter analyzed using an acoustic distinctiveness metric based on VOT and F0.

Bayesian mixed-effects models revealed improvements in both perception and production, with gains sustained at the delayed posttest. Additionally, learners showed generalization to novel talkers in perception. Cross-language differences emerged: perception accuracy was higher for Thai, though learning trajectories were comparable, while production showed an initial Thai advantage that diminished over time. These findings inform models of second language speech learning by highlighting the role of cue structure in shaping category acquisition.

Accept the QUEST: A framework for evaluating digital games for the language learning classroom



Noelle Harris

Paper presentation - Présentation orale

B-3245 16h25-16h55

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Technology in SLA
Technologies en ALS

Gaming is a multibillion-dollar enterprise that continues to expand globally (Newzoo, 2022). Despite the multitude of users, this technology is under-utilized in second language (L2) classrooms (Li et al., 2024). However, many language learners already interact with the target language through digital means (including games) outside of formal instruction, increasing opportunities for L2 exposure and expanding learner autonomy. Such increased exposure, autonomy, and meaningful interactions have all been linked to learner retention across diverse educational levels and contexts (Hung et al., 2018). Furthermore, these digitally mediated environments allow learners to engage with language across geographical, cultural, and institutional boundaries, extending learning beyond the traditional classroom. Despite these demonstrated affordances, there remains limited guidance on how gaming can be systematically integrated into L2 classrooms (Ibrahim, 2022).

In response to this gap, this paper provides a framework for implementing a game-enhanced teaching environment. The framework outlines pedagogically grounded strategies and guidelines to support teachers in integrating game-enhanced technology into classroom practice. Where previous studies have focused on the efficacy of tools targeting particular aspects of language acquisition (e.g., vocabulary: Chen & Hsu, 2020; motivation: Ahmed et al., 2022), this research proposes a unified framework encompassing key features that support language learning. Organized by type of game (e.g., adventure, role-playing, simulation; Reinhardt, 2019), the framework presents discipline-informed guidelines and strategies for implementation, connecting pedagogical research to practical application, and supporting the development of a holistic game-enhanced learning environment.

This framework not only connects researchers and educators across contexts but also supports the integration of globally situated, digitally mediated language practices into classroom instruction. In doing so, it facilitates the adoption and use of game-related technologies that support L2 learning in authentic classroom contexts. Moreover, by offering a collection of strategies and guidelines, this framework demonstrates how game-enhanced approaches can remain aligned with curriculum objectives and learning outcomes. Building on this foundation, future research can evaluate the efficacy of a language classroom modelled on this design and further refine its pedagogical potential.

Comparing GenAI and peer-assisted task-based lesson planning in pre-service teacher education program



YouJin Kim and Sak Lee

Paper presentation - Présentation orale

B-3250 17h00-17h30

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

Despite advances in research and practice in task-based language teaching (TBLT) in recent decades, teacher education, which is central to effective task design and implementation remains an ongoing challenge (East, 2023; Van den Branden, 2016). This study explores the affordances and usefulness of generative artificial intelligence (GenAI) for task-based lesson planning in comparison with a peer-assisted condition as a part of elementary English teacher education program in South Korea. Grounded in Sociocultural Theory (Vygotsky, 1978) and a collaborative lesson-planning perspective, the study compares GenAI-assisted and peer-assisted conditions in terms of TBLT lesson planning processes, lesson plan quality, and learner perceptions.

Thirty-eight pre-service elementary school teachers participated in a TBLT workshop (150 minutes) as part of their practicum course and designed three task-based lessons either with GenAI or with peers over the course of 3 weeks. Participants also completed a perception survey that focuses on perceived benefits, challenges, and overall helpfulness. Chatlogs generated during collaborative lesson planning were collected and analyzed for task creation episodes (TCEs), and lesson plan outcomes were evaluated using an analytic rubric developed based on TBLT principles (e.g., meaning-focused, real-world relevance). The findings revealed that the peer-assisted group produced significantly more TCEs than the GenAI-assisted group, although no significant differences were found between the two groups in the quality of the lesson plans. Regarding participant perceptions, both groups reported positive attitudes toward their collaborative lesson-planning experiences, while also identifying distinct challenges specific to each condition. These findings have implications for the design of TBLT teacher-education workshops and for optimizing the use of GenAI and peer-assisted approaches in collaborative task-based lesson planning. While the use of GenAI in teacher education is still in its infancy, the presenters suggest potential avenues that teacher trainers could cautiously consider and explore.

Who performs better when reading on paper than on tablets? Evidence from a multiverse reanalysis



Hyeran Ryu and Ekaterina Sudina

Paper presentation - Présentation orale

B-3240 17h00-17h30

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Instructed SLA
Acquisition guidée de la L2

Researchers often encounter multiple, equally defensible decisions at different stages of the research process, such as data processing and statistical analysis. Such flexibility—often referred to as researchers’ degrees of freedom (Simmons et al., 2011)—can influence the magnitude, significance, and interpretation of empirical findings. The *multiverse approach* systematically evaluates how alternative analytic decisions affect research conclusions (Steege et al., 2016). However, despite growing attention to research transparency in second language (L2) research, multiverse analyses remain relatively rare (e.g., Maie et al., 2024). The present study re-examined a previous study investigating screen inferiority, defined as lower reading comprehension accuracy when reading on screens compared to paper, among adolescent EFL learners. Specifically, we examined whether screen inferiority interacts with readers’ L2 proficiency and digital device usage within a multiverse framework. Participants were 240 eighth-grade Korean EFL learners who completed two sets of TOEFL Junior practice reading tests under paper and tablet conditions in a counterbalanced design. L2 proficiency and digital device usage were measured using a multiple-choice proficiency test and a five-point Likert-scale questionnaire.

Multiverse analyses varied several analytic decisions. First, reading comprehension was operationalized at different levels—literal, inferential, or combined comprehension. Second, statistical models included either no covariates or text length as a covariate, which served as a proxy for scrolling demands in tablet reading. Third, L2 proficiency was operationalized using sum scores with quantile-based outlier exclusion or Rasch-based person measures with underfit exclusion criteria. Finally, digital device usage was operationalized using factor scores or Rasch-based person measures from rating scale models. Rasch-based measures were included as alternatives because they estimate person ability or latent traits while accounting for item characteristics and converting raw or ordinal responses into interval-level measures (Bond et al., 2020).

Across analytic specifications estimated using generalized mixed-effects models, a broadly consistent pattern emerged. Screen inferiority became more pronounced as L2 proficiency increased, whereas no reliable interaction with digital device usage was observed. These findings strengthen the robustness of previous conclusions, demonstrate how analytic choices incorporated into multiverse analyses may yield different conclusions, and highlight the importance of transparency in methodological decision-making in L2 research.

Towards a taxonomy of AI-related questionable research practices in academic research/publishing: A Delphi study



Katherine Yaw, Scott Sterling, Luke Plonsky, Juan M. Rostrán Valle, Tove Larsson, Tania Ferronato and Merja Kytö

Paper presentation - Présentation orale

B-2325 17h35-18h05

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Technology in SLA
Technologies en ALS

Technological tools have greatly facilitated second language research across all stages of the research cycle. One of the most recent tool categories is generative AI (GenAI), which can be used to complete common research tasks (e.g., synthesize information, generate figures and code, produce manuscript abstracts). Beyond its potential utility for researchers, GenAI is also available to other stakeholders in academic publishing, namely peer reviewers and journal editors (e.g., Moorhouse et al., 2025; Yin & Chapelle, 2025). Yet the ethicality of GenAI use across the research and publishing cycle remains very much up for debate. When it comes to ethical dimensions of researcher decisions (e.g., if, when, and how to use GenAI), there exists an ethical grey zone with decision points known as questionable research practices (QRPs; Isbell et al., 2022; Plonsky et al., 2024), which include decisions like using GenAI to code study data or adjust the tone of reviewer feedback. Indeed, GenAI-related QRPs have not yet been systematically explored, which could help in determining a shared set of norms regarding AI use in academic research and publishing.

In the current ongoing project, we respond to the need for a greater understanding of the ethical dimensions of AI use by developing a community-generated taxonomy of GenAI-related QRPs. To achieve this, we employed the Delphi method, which is an iterative asynchronous communication technique that promotes systematic group consensus-building (see Sterling et al., 2023). A panel of experts from across the social sciences, including (applied) linguistics, were recruited to provide initial observations on GenAI-related QRPs from the perspectives of researchers, peer reviewers, and editors. This qualitative input was then coded to develop a working list of GenAI-related QRPs which was supplemented by an analysis of journal policy documents and previous literature. In the next phases of the Delphi, panelists refined the QRP items by providing additional feedback on content and wording, resulting in a working taxonomy of GenAI-related QRPs.

In this presentation, we share the resulting full taxonomy of QRPs for GenAI use in research and publishing. This serves as a basis for recommendations for researcher training and mentoring in L2 scholarship.

What brings teacher educators to TBLT? An autoethnographic investigation



Greg Ogilvie, Xavier Gutierrez, Leila Ranta and Bill Dunn

Paper presentation - Présentation orale

B-2305 17h35-18h05

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

L2 teacher development
Développement professionnel des
enseignants L2

Task-based language teaching (TBLT) is a pedagogical approach that has gained prominence over the past four decades. A plethora of research has been conducted about task characteristics and their impact on language acquisition and numerous books have explored the approach and its pedagogical applications (e.g., Ellis, 2003; Willis & Willis, 2007; Long, 2015). Recently, greater attention has also been directed towards the impact of teacher education on the application of TBLT in language classrooms, as evidenced by the recent special issue about TBLT and teacher education in the journal *TASK*. Despite recognition about the pivotal role teacher education plays in the implementation of TBLT, limited attention has been directed towards an important stakeholder, teacher educators, in the literature. This paper will address this gap by exploring the experiences of four teacher educators working with the approach in diPerent contexts. Employing an autoethnographic approach (Chang, Ngunjiri, & Hernandez, 2013), the paper explores the unique narratives of teacher educators with diPerent academic backgrounds, pedagogical contexts, and research interests to unpack the broad influences on the manner in which they take up TBLT in their work as teacher educators. The paper highlights diPerent access points, resonances, and approaches to working with TBLT that could inform other teacher educators, and through this process elucidates identity markers related to these teacher educators that should inform subsequent investigations into task-based language teaching and teacher education.

Who benefits from sleep? Individual differences in the consolidation of second language grammar



Kathy Kim

Paper presentation - Présentation orale

B-3205 17h35-18h05

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Cognitive approaches
Approches cognitives

Sleep-dependent memory consolidation has been proposed as a mechanism that strengthens newly learned syntactic knowledge (Batterink et al., 2014; Nieuwenhuis et al., 2013; Kim & Fenn, 2020). Evidence from second language (L2) grammar learning suggests that the benefits of sleep may not apply uniformly across learners (Kim & Fenn, 2020). Sleep enhances L2 rule generalization only among learners who develop awareness of the underlying grammatical rules prior to sleep, whereas learners without such awareness do not show comparable improvements. This pattern raises a question of what learner characteristics predict online learning, and subsequent offline, sleep-related consolidation?

The present study investigates the role of individual differences in shaping sleep-dependent L2 grammar learning. 100 participants were trained on a semi-artificial language (Rebuschat, 2008) and completed grammaticality judgment tests immediately after training and following a retention interval filled with either sleep or wakefulness. Individual differences tests were assessed using a cognitive battery tapping working memory capacity (Operation Span, Reading Span), executive planning ability (Tower of London), and paired-associate learning ability (MLAT 5).

Aligned with previous literature, those who were aware of the patterns prior to sleep benefited from offline consolidation. A Bayesian multilevel model tests will explore whether cognitive abilities predict variability in consolidation-related changes in language performance. We hypothesize that measures tapping declarative memory (MLAT5) will predict initial, online incidental learning (see Hamrick, 2015) and working memory (OSPAN, RSPAN) will predict the magnitude of overnight improvement in rule generalization (see Fenn & Hambrick, 2011), reflecting individual differences in sleep-dependent memory consolidation.

Negotiating interactional expertise in heritage Spanish virtual exchange conversations



Angela George

Paper presentation - Présentation orale

B-3225 17h00-17h30

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Heritage language acquisition
Acquisition de la langue d'héritage

Research in SLA has increasingly emphasized the interactional nature of linguistic expertise. Rather than reflecting stable proficiency categories, conversational authority often emerges through interactional practices such as questioning, topic management, and narrative positioning (Henderson & Marrero-Rivera, 2025). Studies of heritage speakers' strategic repertoires similarly show that resources such as repair, code-switching, borrowing, and clarification requests function as tools for achieving communicative goals rather than merely compensating for linguistic gaps (Gavriilidou et al., 2023).

Despite growing research on interaction involving heritage speakers, most studies focus on heritage–L2 interaction, leaving heritage–heritage conversational dynamics comparatively underexplored (Henderson & Marrero-Rivera, 2025). This study addresses that gap by examining how interactional expertise is negotiated among heritage speakers themselves in repeated peer conversation.

The data come from a virtual exchange between university students in Canada and the United States who share Spanish as a heritage language but differ in linguistic confidence, personal histories, and everyday patterns of Spanish use. The analysis focuses on two recorded Spanish-language conversations involving the same three participants conducted approximately one month apart.

Using conversation analysis, the study examines interactional practices including topic initiation, question design, narrative positioning, repair, and metalinguistic reflection as participants discuss family histories, bilingual practices, and experiences with Spanish in North America. Particular attention is given to how participants claim, negotiate, and redistribute epistemic authority during conversation.

The analysis shows that interactional expertise is not fixed but emerges through conversational practices. One participant frequently assumes interactional leadership by initiating topics and guiding conversational transitions, while the others claim authority through personal narratives, cultural knowledge, and evaluations of language use. Compared with the first conversation, the second shows greater narrative elaboration, stronger metalinguistic reflection, and more stable participation patterns, suggesting that repeated interaction shapes the development of conversational authority over time.

The study contributes to research on heritage speaker interaction by demonstrating that interactional expertise among heritage speakers is collaboratively constructed through conversational practices rather than determined solely by linguistic proficiency. It also highlights virtual exchange as a productive context for examining how bilingual speakers negotiate linguistic legitimacy, participation, and belonging across institutional and national settings.

Enhancing high school EFL learners' use of appraisal: How cinema can help



Pedro Antonio Férez Mora, Rosa Esperanza Martinez Gonzalez and Yvette Coyle

Paper presentation - Présentation orale

B-3245 17h00-17h30

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

L2 literacy
Littérature en L2

This study investigates the impact of cinema-based instruction on the development of evaluative language, specifically affect and judgment, among secondary school English as a Foreign Language (EFL) learners. Evaluative language, conceptualized within the appraisal framework of Systemic Functional Linguistics, plays a key role in interpersonal meaning-making and literacy development. Despite its importance, research on appraisal in EFL contexts has largely been descriptive rather than instructional, and little is known about how pedagogical interventions can support learners' development of evaluative language. This study addresses this gap by examining the effects of a two-cycle cinema-based instructional intervention implemented over eight months with 55 Year 1 secondary school students in Spain. The study adopted a mixed-method longitudinal within-subject design to analyze changes in students' recognition and expression of affect and judgment over four testing points. Instruction was based on selected clips from the animated films *Brave* and *Elemental*, which provided multimodal contexts for teaching and practicing evaluative language. Data were collected through receptive and productive vocabulary tests as well as students' written reflections on their learning experience. Results showed statistically significant improvements in both recognition and expression of affect and judgment over time, with particularly strong gains following instructional cycles. Although performance decreased slightly during the testing phase without prior instruction, overall results demonstrated both short- and long-term learning effects. Improvements were more pronounced in the expression of affect than judgment, suggesting that judgment-related language may require more sustained instructional support due to its greater cognitive and linguistic complexity. A qualitative analysis of students' written production also revealed an increase in the variety and sophistication of evaluative adjectives used over time. Students' perceptions of the cinema-based instructional approach were overwhelmingly positive, highlighting both motivational benefits and perceived learning benefits, particularly vocabulary development and improved ability to express opinions and emotions in English. Overall, the study demonstrates that cinema-based instruction can be an effective pedagogical tool for developing evaluative language in EFL contexts, supporting both linguistic development and student motivation.

Teaching, assessment, and AI: Mapping lexicogrammar in EFL assessment



Gyula Tankó

Paper presentation - Présentation orale

B-3250 17h35-18h05

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

L2 assessment
Évaluation de la L2

This paper focuses on the construct of lexicogrammar in Use of English (UoE) tasks. Interviews with secondary school teachers conducted in a national assessment project revealed that they struggled to explain to learners what UoE papers measure beyond vocabulary and grammar, despite students requiring guidance specifically on lexicogrammatical knowledge. A review of the literature indicates that operationalizable knowledge of lexicogrammar is rarely accessible to teachers: Construct definitions in systemic functional linguistics (Halliday & Matthiessen, 2014), text analysis (Gledhill, 2011), and corpus linguistics (Biber et al., 1998) are highly technical; seminal methodological texts largely overlook the construct (Celce-Murcia & Larsen-Freeman, 1999); and definitions in assessment literature remain incomplete (Hawkey, 2009) despite growing consensus that lexicogrammar is an independent construct (Paquot et al., 2020) and lexicogrammatical knowledge should be measured from (upper-)intermediate level up (Matthiessen, 2006; Paquot & Granger, 2012).

Ten B2-level UoE examination papers were analyzed, comprising 40 tasks, using a new, comprehensive, and actionable UoE taxonomy. The UoE items (N = 400) were double-coded by human coders, using the directed approach to content analysis, and ChatGPT-5.2. While both human and AI coders demonstrated consistent coding for lexis- and syntax-focused items, notable weaknesses emerged when items targeting lexicogrammatical knowledge were coded, highlighting the weaknesses and strengths of both human and AI-assisted coding.

The findings have implications for language assessment and teacher development. They provide evidence to support the design of tasks targeting lexicogrammar, inform training in assessment literacy for teachers, and offer insights on integrating AI tools into assessment practice. The study contributes to the field by operationalizing a new lexicogrammar taxonomy for assessment purposes and exploring innovative coding approaches, advancing both theoretical understanding and practical applications in EFL assessment.

Différences individuelles en acquisition d'une langue seconde en 1^{re} année d'immersion française



Josée LeBouthillier and Renée Bourgoin

Paper presentation - Présentation orale

B-3245 17h35-18h05

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Individual differences
Différences individuelles

Cette étude de cas transversale examine les différences individuelles en acquisition orale d'une langue seconde chez six élèves de première année en immersion française après quatre mois. L'analyse du discours révèle des profils de compétence distincts et souligne des implications pédagogiques pour soutenir des parcours d'apprentissage linguistique variés en classe.

Cette communication s'inscrit dans le champ de l'acquisition du français langue seconde en contexte scolaire et s'intéresse aux différences individuelles chez de jeunes apprenants de première année en immersion française au Nouveau Brunswick. Elle s'appuie sur une étude de cas transversale (Yin, 2018) visant à décrire les profils de compétence orale d'élèves après quatre mois d'exposition intensive au français.

Dans le contexte néobrunswickois, les élèves du programme d'immersion précoce reçoivent environ 90 % de leur enseignement en français. Bien que la majorité atteigne une compétence orale fonctionnelle à la fin du programme, des écarts importants de maîtrise sont observés (Michaud, 2021). Ces variations sont associées à une combinaison de facteurs individuels, notamment les aptitudes langagières, la motivation, la volonté de communiquer et la personnalité (Chen & Fu, 2024). Peu d'études se sont penchées sur ces différences individuelles chez de très jeunes élèves en immersion française, et celles existantes se sont surtout concentrées sur des facteurs liés à la réussite à plus long terme (p.ex., Paradis, 2011).

Ancrée dans la théorie de la complexité, cette recherche conçoit le langage comme un système dynamique, non linéaire et ouvert, résultant de l'interaction de variables individuelles, pédagogiques et environnementales (Larsen Freeman, 1997). Elle adopte une perspective développementale sensible à la variabilité interindividuelle.

Les données ont été recueillies auprès de onze élèves d'une même école à l'aide d'enregistrements audiovisuels d'activités en classe, de tâches d'élicitation du discours et de notes de terrain issues d'observations en classe, dans une perspective de triangulation. Pour cette communication, une analyse discursive qualitative de type analyse de la conversation (Gee, 2011) portera sur quatre élèves et un moment ciblé de la collecte (17 janvier 2020). Une approche axée sur les forces a été privilégiée afin de décrire ce que les élèves sont en mesure de faire en langue seconde. Les résultats mettent en évidence des profils de compétence orale distincts dès le début de l'immersion et soulignent des implications pédagogiques liées au suivi précoce et à la différenciation de l'enseignement.

Does modality shape process? Writing behaviors in L2 Chinese across handwriting and typing



Matt Coss

Paper presentation - Présentation orale

B-3240 17h35-18h05

Saturday, October 3 : Late afternoon
Samedi 3 octobre : en fin d'après-midi

Technology in SLA
Technologies en ALS

The influence of writing modality—handwriting versus typing—on assessment outcomes remains an active area of debate in L2 writing research (e.g., Canz et al., 2020). In the context of Chinese as an additional language (L2 Chinese), recent studies consistently show modality-based differences in learner performance across proficiency levels (Zhu et al., 2016; Zhang & Min, 2019; Liao, 2023; Bourgerie et al., 2023; Coss, 2025). The present multi-site study examines how writing modality shapes learners' writing processes in L2 Chinese (RQ1) and how any observed process differences relate to variation in writing scores across modalities (RQ2).

Sixty university students enrolled in intermediate-level Chinese courses at three universities in the United States completed two counterbalanced 20-minute writing tasks: one handwritten and one typed. Immediately after each task, participants completed a post-writing questionnaire reporting how they allocated time across four subprocesses—planning, conceptualizing, writing, and editing—based on Hayes' (1996) model. They also rated task difficulty using Likert-scale and open-ended items. Students' writing performances were holistically scored by two certified and experienced Chinese proficiency test raters (reported in detail in Author, 2025).

Data were analyzed using both quantitative (i.e., linear mixed-effects regression modeling) and qualitative (i.e., cross-case thematic analysis). RQ1 results revealed systematic modality-related differences in learners' writing behaviors. During typed tasks, students reported allocating more time to content planning and composing, whereas handwritten tasks prompted greater attention to vocabulary form retrieval. Proofreading time was substantially higher during typing. Students also described different types of difficulty across modalities: both handwriting and typing were perceived as challenging, but for distinct reasons tied to cognitive and linguistic demands. RQ2 results also showed clear and systematic differences in the relationship between writing sub-processes and scores.

These findings suggest that modality influences not only the scores learners receive on writing tasks, but also impacts their writing process. The study contributes to ongoing discussions about assessment design and developmental measurement in L2 writing, underscoring the importance of considering writing modality in instructional practice and in low-, mid-, and high-stakes assessments of learning.

Essentialist beliefs about accented speakers moderate the effect of processing fluency on employability ratings

Cesar Teló, Mary O'Brien and Pavel Trofimovich

Paper presentation - Présentation orale

B-2305 9h00-9h30

Sunday, October 4
Dimanche 4 octobre

Individual differences
Différences individuelles

Accented second language (L2) speakers are often evaluated less favorably than first language (L1) speakers in employment contexts (e.g., Roberts, 2021). Processing fluency (the subjective ease of understanding a speaker) has been identified as an experiential variable that helps explain why L2 speakers tend to receive lower workplace-relevant evaluations (Dragojevic & Giles, 2016; Dragojevic et al., 2017). However, less is known about how listeners convert processing difficulty into downstream penalties to the speaker, such as in employability evaluations.

Drawing on lay theory accounts to processing fluency (Schwarz et al., 2021; Winkielman et al., 2025), the present study examines whether listeners' essentialist beliefs about accented speakers moderate the relationship between processing fluency and employability judgments. Essentialist beliefs refer to the assumption that social categories reflect deep, stable, and informative characteristics (Haslam et al., 2002). In the case of L2-accented speakers, they include beliefs that accents are diagnostic of underlying speaker characteristics and are amenable to speaker control (Hansen, 2020).

We analyzed data from 192 listeners who rated the employability of four L1 English and four L1 Spanish (L2 English) speakers using a 100-point sliding scale. After rating, listeners completed a six-item scale (adapted from Hansen, 2020) assessing essentialist beliefs about accented speakers (e.g., *it is possible to tell how someone will act by hearing their accent; people are capable of eliminating their accent*). A moderation analysis revealed that listeners who more strongly endorsed accent-related essentialist beliefs showed a stronger association between processing fluency and employability ratings. This effect was most pronounced under conditions of low processing fluency, where stronger essentialist beliefs were associated with especially negative evaluations.

Results provide exploratory evidence that listeners' lay theories about accents and accented speakers influence how processing experiences are interpreted and translated into evaluative judgments. Specifically, when listeners treat accent as stable and personally attributable, they appear to more readily convert a momentary processing difficulty into an employability penalty for speakers. This suggests that essentialist beliefs may be a boundary condition on processing fluency effects when evaluating L2 speakers, with implications for understanding how processing fluency relates to language attitudes and bias in employment contexts.

Cognitive load, explicit approaches and split-attention - A replication



Goretti Prieto Botana

Paper presentation - Présentation orale

B-3205 9h00-9h30

Sunday, October 4
Dimanche 4 octobre

Instructed SLA
Acquisition guidée de la L2

Cognitive Load Theory (CLT) has long strived to identify forms of instruction that maximize learning outcomes (Sweller et al., 2019). In second language learning, previous CLT research suggests that explicit instructional designs are superior as compared with designs requiring learners to find the solution themselves (Kyun et al., 2013). However, not all explicit instruction facilitates learning (Bahari et al, 2023), with some resulting in split-attention due to their overly elaborate nature (Ayres & Sweller, 2022). Two studies were designed to gauge the differential effects of four different explicit information (EI) treatments in recognition and production. The targeted linguistic structures were Spanish real and hypothetical conditional or *si*-clauses. For Study 1, 171 participants completed a multiple-choice recognition task and, for Study 2, 148 completed a guided-production task. In each case, the Reading (R) group received EI in text form. The Reading+Hearing (RH) group received the same text with auditory support. The Reading+Hearing+Enhancement (RHE) group received the same text and audio, plus textual enhancement. Finally, the Reading+Hearing+Enhancement+Indexing (RHEI) group received text, audio, and textual enhancement with indexing (i.e., animations linking parts of EI to relevant portions of model sentences). A fifth group, included as a control, completed identical outcome measures but received unrelated treatments. Results from recognition revealed that all groups except the control improved significantly from pretest to posttest in both types of conditionals. In production results revealed that all groups except the control improved significantly from pretest to posttest, in the case of Real Conditionals, and all groups except control and RHEI made significant gains with Hypothetical Conditionals. No other contrasts were significant. These findings largely replicate results from a prior, identical iteration of this study. Together, our research suggests EI may deserve a place in instruction, as it may have the potential of facilitating recognition and production.

This paper reports on two pretest-posttest studies aimed at gauging the differential merits of four multimodal explicit information (EI) treatments, on two types of Spanish *si*-clauses. Results from a recognition and a production task suggest that the benefits of EI depend on task and linguistic target complexity.

How we respond to emotions matters: A mixed-methods study on regulation strategies and L2 proficiency

Sachiko Nakamura and Jethro Kenney

Paper presentation - Présentation orale

B-3215 9h00-9h30

Sunday, October 4
Dimanche 4 octobre

Individual differences
Différences individuelles

While ample research has demonstrated the critical role of learner emotions in language learning (Dewaele & Botes, 2025; Plonsky et al., 2022), few empirical studies have examined how learners regulate these emotions. To address this gap, this three-phase mixed-methods study identified strategies used to regulate anxiety, boredom, and enjoyment in academic language learning contexts and examined their links with L2 proficiency. The first two phases involved exploratory analyses to identify focal emotions and inform the design of the main study. The participants were 252 students from diverse majors enrolled in EFL courses at six universities in Japan. Students first engaged in a preparatory session on emotions and emotion regulation (ER) and then responded to an anonymous open-ended questionnaire listing strategies used to regulate anxiety, boredom, and enjoyment in academic language learning contexts. L2 proficiency was measured using self-reported TOEIC scores. Content analysis of the questionnaire responses yielded 14 distinct ER strategies and revealed striking differences in strategy use across the three emotions. Strategies used to regulate anxiety were predominantly approach-oriented, including competence development, reappraisal, and social support seeking. In contrast, boredom was mainly regulated through the avoidance-oriented strategy of distraction. Logistic regression analyses showed that intrinsic value enhancement and reappraisal were positively associated with L2 proficiency. The results also indicated that learners with higher L2 proficiency were more likely to use strategies to proactively enhance enjoyment. These findings provide nuanced empirical insights into L2 emotions, including a possible facilitative role of anxiety that encourages learners to perceive challenges as opportunities for further L2 development and social bonding. The study also suggests classroom approaches, such as strategy instruction, to help students raise awareness of their emotional responses and develop adaptive regulation strategies that support their academic development.

Teaching, coding, learning: Using AI to unlock patterns in learner language



Robin Couture-Matte, Maura Cruz Enriquez and Francois Pichette

Paper presentation - Présentation orale

B-3225 9h00-9h30

Sunday, October 4
Dimanche 4 octobre

Corpus linguistics
linguistique de corpus

In second language acquisition (SLA), analyzing learner production data provides valuable insights into language development and informs pedagogical practices. However, processing large corpora of student assignments can be time-consuming and technically demanding. Although advances in natural language processing have made automated analysis more accessible, programming expertise remains a barrier for many applied linguistics professionals. In this context, generative artificial intelligence (AI) offers a promising solution for researchers with limited coding experience (Kim, 2023).

This study examined how AI tools can support linguists and language teachers in automating corpus analysis. Specifically, we explored whether ChatGPT and Copilot could be integrated across the research workflow to assist researchers with limited coding knowledge with data manipulation, library selection, code generation, troubleshooting, and output verification. The dataset consisted of a Spanish corpus of more than 350,000 words drawn from the assignments of 219 learners (A1–A2: 77; B1–B2: 62; C1–C2: 80) and an English corpus of over 45,000 words from 98 learners (A2: 50; B1: 49). All participants were adult francophone learners at a Canadian university. The analysis examined patterns in learner writing, focusing on gender assignment in Spanish and the use of gerunds and participles in English.

For the Spanish corpus, AI-assisted procedures enabled data processing in Python (Python Software Foundation, 2025) using the spaCy library (Honnibal et al., 2020), followed by Bayesian mixed-effects logistic regression in R (brms package). Results identified key predictors of gender assignment, including proficiency level ($\beta = 1.96$, 95% CrI [1.62, 2.32]), non-prototypical gender markers ($\beta = -2.47$, 95% CrI [-3.25, -1.71]), and cross-linguistic gender mismatches ($\beta = -1.45$, 95% CrI [-1.81, -1.10]). For the English corpus, AI-supported analyses using spaCy and SciPy revealed significantly greater complexity in gerund and participle use at higher proficiency levels ($\chi^2(15) = 26.85$, $p = .043$).

Findings aligned with previous research and expert evaluations, demonstrating that AI can effectively support corpus analysis workflows and generate functional code. This study highlights the potential of generative AI to make corpus linguistics more accessible, while also underscoring the value of medium-scale learner corpora for identifying systematic patterns in L2 development.

A comparison of explicit and implicit pragmatics instruction in a Japanese secondary EFL classroom



Mai Tanaka and Takashi Oba

Paper presentation - Présentation orale

B-3245 9h00-9h30

Sunday, October 4
Dimanche 4 octobre

Instructed SLA
Acquisition guidée de la L2

In English education in Japan, developing learners' pragmatic competence has been emphasized; however, its effectiveness remains unclear, particularly in junior high school EFL classrooms. In EFL contexts, opportunities for learners to notice and acquire pragmatic features through interaction alone are often limited. In addition, few empirical studies have directly compared the effects of explicit and implicit pragmatics instruction in this context. Therefore, the present study investigated the effects of explicit and implicit pragmatics instruction on Japanese junior high school EFL learners' development of English request expressions.

The participants were three intact classes of third-year Japanese junior high school students ($N = 91$), assigned to an explicit instruction group, an implicit instruction group, and a control group. During the intervention, the explicit instruction group received metapragmatic explanation focusing on levels of politeness and contextual factors, whereas the implicit instruction group engaged in communicative activities supported by video-based model input without explicit metapragmatic explanation, and the control group participated in meaning-focused communicative tasks without pragmatics-focused instructional support. The intervention was conducted over two 50-minute lessons.

To examine the effects of instruction, a pragmatic performance test was administered at three points: before instruction (pre-test), immediately after instruction (immediate post-test), and two weeks later (delayed post-test). In addition, a questionnaire was used to examine learners' pragmatic awareness and perceptions of the activities. The results showed that the explicit instruction group demonstrated significant improvement in pragmatic performance across testing times, while the implicit instruction group also showed gains, though to a lesser extent. Questionnaire results further suggested that pragmatics-focused tasks contributed to learners' pragmatic awareness. Overall, these findings suggest that explicit pragmatics instruction may play an important role in fostering pragmatic competence and awareness among Japanese junior high school EFL learners.

Receptive meaning-recall knowledge of derivational morphology among EFL learners: A case for L1-population-specific assessment

Mastoor Al-Kaboody and Geoffrey G. Pinchbeck

Paper presentation - Présentation orale

B-3250 9h00-9h30

Sunday, October 4
Dimanche 4 octobre

L2 assessment
Évaluation de la L2

Vocabulary assessment research practice has often assumed that knowledge of a base word extends to its derivational forms. This assumption underlies word-family-based frameworks widely used in lexical profiling and vocabulary testing and is operationalized in instruments such as the Vocabulary Size Test (Nation & Beglar, 2007). While efficient for sampling lexical knowledge, this approach has been increasingly questioned. Derivational forms often remain difficult for second language learners even when the base word is known (Kim et al., 2023; McLean, 2018; Snoder & Laufer, 2022). These findings raise broader concerns about the validity of word-family-based scales, particularly when learners' first languages differ morphologically from English.

This study examines whether knowledge of base words predicts comprehension of derivational forms among Arabic-speaking learners of English and whether proficiency moderates this relationship. A total of 108 learners from Qatar, Saudi Arabia, and Bahrain, spanning CEFR levels from Below A1 to B1+, completed a meaning-recall vocabulary test consisting of 30 base words and 46 derivational forms representing common English affixes (Laufer & Cobb, 2021; Sánchez-Gutiérrez et al., 2018). Items were piloted, validated, and scored by four trained Arabic-speaking, bilingual, expert raters. Responses were analyzed using a generalized linear mixed-effects model with random intercepts for participants and items and fixed effects for word type, proficiency, and a Rasch-calibrated index of word prevalence for L1-Arabic learners of English (Brysaert et al., 2020; Nicklin et al., 2025).

Results revealed a robust knowledge gap. Learners were significantly more accurate on base forms than on derivational forms, with the odds of success on derivations reduced by 73% relative to base items ($B = -1.32$, $SE = 0.28$, $OR = 0.27$, $p < .001$). Model estimates indicated predicted accuracies of 0.83 for base forms and 0.47 for derivations among A1 learners, compared to 0.99 and 0.91 respectively for B1+ learners. Although proficiency reduced the gap, derivational forms remained consistently more difficult across levels. These findings suggest that derivational morphology develops more gradually and cannot be assumed to follow automatically from base-word knowledge. The results therefore challenge the universal application of word-family-based vocabulary measurement and support population-sensitive approaches to lexical assessment.

Writing across three languages in primary CLIL education: Evidence from a trilingual context



Irene Guzman

Paper presentation - Présentation orale

B-3255 9h00-9h30

Sunday, October 4
Dimanche 4 octobre

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Many students worldwide are enrolled in multilingual education programmes, such as CLIL, where they learn content in a language that is not their L1. Recent publications have broadened theoretical and pedagogical perspectives on CLIL (Ball & Kelly, 2016; Coyle et al., 2023; Banegas & Zappa-Hollman, 2023; Codó, 2022), but little empirical evidence exists on how CLIL shapes multilingual writing in specific multilingual educational contexts. In addition, although research in multilingual education emphasises the importance of addressing all the languages of the curriculum to promote linguistic transfer and third language acquisition (Lorenzo & Trujillo, 2017; Safont, 2024; Cenoz & Gorter, 2025), further research is needed to understand how CLIL programmes are implemented in third language contexts, where CLIL programmes coexist with two official languages. From this perspective, this study investigates students' writing in a third language context. More specifically, it examines students' communicative appropriateness in Catalan, Spanish, and English, exploring to what extent CLIL, bilingualism, and stakeholders' perceptions have an impact on students' writing. A total of 392 Year-6 students from three representative schools in the Valencian Community participated. Data were collected through a written task on the water cycle, completed in the three languages, and a questionnaire, adapted from Lasagabaster and Huguet (2007) on language attitudes and out-of-school exposure. Written texts were analysed quantitatively using an analytic rubric that assessed the pragmatic, textual, and linguistic dimensions of communicative appropriateness (adapted from Kuiken & Vedder, 2017; Jacobs et al., 1981). Quantitative analyses were complemented by qualitative insights from semi-structured interviews with teachers and families. Results revealed strong cross-linguistic interdependence: students who perform well in one language tend to transfer discourse and lexical strategies to the others. However, language at home and perceived language prestige mediate these effects. In addition, stakeholders expressed both enthusiasm and concern about CLIL implementation, highlighting tensions between language balance and content mastery. Considering these findings, the study proposes some pedagogical tools designed to make CLIL more inclusive, effective, and responsive to the realities of third language educational contexts.

Why students are silent in the second language classroom: A systematic review of antecedents and consequences

Shuhong Li, Lianrui Yang and Suzuki Yu



Paper presentation - Présentation orale

B-3260 9h00-9h30

Sunday, October 4
Dimanche 4 octobre

L2 culture and socialization
L2 culture et socialisation

Silence, also termed reticence, is typically manifested in students' reluctance or inability to answer questions, seek clarification, express understanding, support peers, or challenge ideas. However, silence in second language classrooms has been interpreted in contrasting ways across cultural contexts, either as disengagement or as a meaningful practice. Existing studies are fragmented across publication periods, research designs, and theoretical perspectives, resulting in a lack of integrated understanding. This study systematically reviews 40 empirical articles that investigate the antecedents and consequences of classroom silence in second language acquisition (SLA). Using a comprehensive search strategy and rigorous inclusion criteria, the review identifies an upward trend in scholarly attention, suggesting growing interest and potential for further exploration. It further identifies ten categories of antecedents and five categories of consequences, spanning learner-, lesson-, and culture-related factors. Research in this area has been dominated by qualitative and mixed-methods designs, focusing largely on university-level learners in Asian contexts. Six theoretical perspectives, including sociocultural, agency-oriented, psychological, complexity-oriented, socio-pragmatic, and social-psychological perspectives, frame current interpretations. The findings highlight methodological gaps and underscore the need for broader cross-cultural and longitudinal research. Practical implications are offered for educators and learners, reframing silence as a multifaceted and context-dependent aspect of classroom interaction. Moreover, the study emphasizes that learners' engagement should not be judged solely by verbal performance, but rather through a more comprehensive and multimodal lens.

Effects of examiner ethnicity on L2 speakers' speaking anxiety and speech performance



Lin Lu, Pavel Trofimovich and Rachael Lindberg

Paper presentation - Présentation orale

B-2305 9h35-10h05

Sunday, October 4
Dimanche 4 octobre

Psycholinguistic approaches
Approches psycholinguistiques

Reverse Linguistic Stereotyping (RLS) occurs when listeners react to speakers differently based on expectations of speaker identity (Rubin, 1992) such as when speech is considered more accented when it is paired with visuals of Asian than White people (Kang & Rubin, 2009). Although RLS effects on listeners' judgments of speakers are well established, it is unclear whether RLS has consequences for second language (L2) speakers themselves, for instance, in terms of their affective state (e.g., anxiety) or speech performance. We addressed this gap by examining whether a test examiner's presumed ethnicity triggers anxiety for L2 test-takers and impacts their speech performance.

We recruited 40 L2 English university-level speakers (all from China) to take two video-prompted speaking tests. Each test targeted comparable topics (AI, social media), with three prompts requiring a 45-second response. Test audios were recorded by speakers of Canadian English, but the videos featured different examiners (South Asian vs. White). Speakers rated their anxiety on a 100-point scale first after seeing the examiner's visual (before each test) and again after speaking (after each test). Their performance was measured through articulation rate (fluency) and moving average type-token ratio (lexical diversity).

In Test 1, speakers' anxiety was similar regardless of the examiner's ethnicity ($M_{diff} = 9$ points, $p > .132$). However, in Test 2, their anxiety was greater for the Asian than White examiner ($M_{diff} = 20$ points, $p = .016$, $d = 0.80$). Despite the spike in pre-test anxiety, performance remained stable: Neither lexical diversity nor articulation rate differed significantly by examiner ethnicity in either test ($p > .05$). Nevertheless, post-test anxiety was associated with lexical diversity for both the Asian ($r = -0.36$) and White ($r = -0.46$) examiners, where speakers with greater anxiety produced less diverse responses.

We distinguish between biased expectations and communicative reality in an L2 speaking task. Triggered by examiner ethnicity, RLS effects appear short-lived, extending only to L2 speakers' pre-test anxiety. L2 speakers' actual experience with objective acoustic reality (as they listen and respond to the examiner) mitigates RLS effects on their performance. We discuss the critical role of listening in L2 assessment tasks.

Developing and validating a data collection tool for measuring emotions in out-of-class L2 learning



Mirosław Pawlak

Paper presentation - Présentation orale

B-3215 9h35-10h05

Sunday, October 4
Dimanche 4 octobre

Individual differences
Différences individuelles

Research into positive and negative emotions in second language (L2) learning has gained momentum over the last decade. Numerous studies have examined specific emotional reactions (e.g., anxiety, boredom, enjoyment, embarrassment, curiosity, hope, pride), links between these emotions and other individual difference factors and, less frequently, their effect on attainment (e.g., Dewaele, Botes, & Greiff, 2023; Dewaele & Proietti, 2020; Li & Wei, 2023; Pawlak et al., 2022; Kruk & Pawlak, 2022; Plonsky et al., 2022; Resnik et al., 2025). Although such research has offered invaluable insights into the role of emotions in L2 learning and teaching, it has primarily focused on in-class emotions. This is unfortunate in view of the fact that currently, thanks to the development of new technologies and in particular artificial intelligence (Koç & Savaş, 2025), much L2 learning occurs outside instructional settings. One reason for the paucity of such research is the lack of relevant data collection tools. The study addressed this gap by developing and validating a research instrument for tapping into two positive (i.e., curiosity, enjoyment) and two negative (i.e., anxiety, boredom) in out-of-class L2 learning. The data were collected from 1504 secondary school learners in Poland through a composite questionnaire. In addition to eliciting demographic information (e.g., sex, experience in learning English, self-assessment), the questionnaire included short versions of existing and newly developed scales for tapping into the four emotions based on tools for measuring in-class emotions (e.g., Botes et al., 2021, 2022; Mahmoodzadeh & Khajavy, 2019; Pawlak et al., 2025) as well as measures of engagement and motivation to establish convergent and divergent validity. An initial principal component analysis led to the removal of several poorly performing items, followed by a confirmatory factor analysis which demonstrated a robust four-factor model fit. In addition, the resulting subscales were characterized by high reliability and their correlations with engagement, motivation and attainment were in line with prior studies. The analysis also yielded evidence for measurement invariance with respect to gender and self-perceived proficiency in English. Based on the findings, directions for future research into out-of-class L2 emotions are discussed.

Beyond AI-generated texts: A corpus-based, generative AI-informed approach to supporting L2 academic writers



Vivian Meurer Lameira, Walcir Cardoso and Ana Eliza Pereira Bocorny

Paper presentation - Présentation orale

B-3225 9h35-10h05

Sunday, October 4
Dimanche 4 octobre

Corpus linguistics
linguistique de corpus

The emergence of generative AI tools has led researchers to ask whether corpus-based approaches still have a role in supporting academic writing (Crosthwaite & Baisa, 2023). To address this question, studies have compared human-authored and AI-generated texts, focusing on features such as lexical bundles (Jiang & Hyland, 2024), metadiscourse markers (Jiang & Hyland, 2025), and register variation (Berber Sardinha, 2024). These studies report that AI-generated texts tend to differ from expert-written academic texts in a number of systematic ways. In addition, they tend to focus on individual linguistic features (e.g., lexical bundles).

This paper reports on a systematic literature review that maps the features, methods, and tools used in existing comparisons, with the aim of building a more integrated analytical approach and, in turn, proposing a corpus-based tool to address some of the limitations of AI-generated academic texts. Studies were identified through Google Scholar using search terms that combined three concepts: AI-generated text (e.g., "ChatGPT," "LLM-generated"), academic writing (e.g., "research articles"), and linguistic analysis (e.g., "lexical bundles," "register").

The review shows that lexical bundles, interactional metadiscourse, rhetorical moves, and register variation are the most frequently examined features. Across these studies, a recurrent pattern is that AI-generated texts tend to diverge from expert-written academic writing in their use of discipline-specific language and stance markers (e.g., hedges, modal verbs), though the degree of divergence varies across tools and contexts. From a pedagogical standpoint, these results support the design of a corpus-driven AI writing assistant for L2 academic writers, which is currently being developed: INPACT AI. The tool is not intended as a text generator; rather, it functions as a pedagogically oriented resource that provides corpus-informed feedback. It draws on Large Language Models combined with Retrieval-Augmented Generation strategies, so that feedback is based on expert-written disciplinary language patterns, including lexical bundles and rhetorical moves drawn from annotated academic corpora.

Taken together, this systematic literature review and the proposed tool (INPACT AI) show how corpus evidence may serve both as a basis for understanding the limitations of AI-generated academic language and as a resource for AI-assisted L2 writing instruction.

When theory meets practice: clarifying the EMI-CLIL continuum in higher education through language-aware teaching practices

Pauline Degrave



Paper presentation - Présentation orale

B-3240 9h00-9h30

Sunday, October 4
Dimanche 4 octobre

L2 teacher development
Développement professionnel des
enseignants L2

Research on teaching disciplinary subjects through an additional language in higher education often describes a spectrum ranging from models centred primarily on content transmission, such as EMI, to approaches that deliberately integrate both content and language learning goals, such as CLIL or ICLHE (Macaro, 2018). Yet this conceptual distinction tends to face practical challenges. Regardless of where a course is positioned on the continuum, linguistic demands inevitably emerge and shape both teaching and learning. As a result, content teachers must negotiate how to manage these language-related challenges while maintaining the integrity of their disciplinary objectives (Lasagabaster & Fernández-Costales, 2025).

Drawing on calls for practice driven theory development (Rose 2019), this study reports on how content lecturers negotiate the presence of an additional language in content courses. The data presented in this study originate from a community of practice bringing together twelve lecturers who teach in English or Dutch at a French speaking university. From this group, four courses (psychology, law, biomedical sciences, and bioengineering) were selected for closer examination, as they illustrate different ways in which the additional language is taken into account within learning objectives, teaching practices, and assessment methods. Drawing on focus group discussions and analysis of course documentation, the study shows how these content teachers integrate language related challenges into their pedagogical design, thereby revealing concrete forms of language aware teaching across disciplinary contexts. Their teaching practices also highlight the important role of language teachers in supporting this work. Building on these empirical insights, the study proposes an illustrated, practice based representation of the content-focused vs. content and language focused continuum, demonstrating how concrete teaching practices occupy different positions along it. The findings contribute to refining theoretical constructs in the field, but also underscores the role played by language teachers in content courses given in an additional language.

Explicit instruction in scientific grammatical concepts: does conceptual development lead to performance improvement?



Elizabeth M. Kissling, Paul Toth, Loretta Fernandez and Kacie Hoagland

Paper presentation - Présentation orale

B-3245 9h35-10h05

Sunday, October 4
Dimanche 4 octobre

Sociocultural approaches
Approches socioculturelles

The study recruited four high-intermediate L2 Spanish classes at two U.S. universities ($n = 55$), one C-BLI and one rules-of-thumb class at each institution. In the C-BLI classes, an initial presentation of the cognitive linguistics-based concept of mood was followed by a step-by-step visual depiction of its meaningful function in a text (SCOPA; Gal'perin, 1989). In the rules-of-thumb classes, students learned semantic and syntactic triggers for use of the subjunctive with the same text, and a mnemonic device. All learners engaged in episodes of overt languaging (Swain, 2010) with teacher feedback as they verbally justified their own mood choices in classroom tasks and homework assignments. Instruction was embedded in a three-week unit of task-based discussions about technology in everyday life.

At issue is the extent to which efforts to develop abstract, systemic grammatical concepts pay off in learners' oral and written L2 production, as compared to the more concrete but less descriptively adequate rules-of-thumb. Data included recordings of all whole-class and small-group interactions, homework assignments, pre-post-delayed gap-fill tests soliciting mood choices with justifications, and pre-post compositions which were analyzed for the frequency, variety, and accuracy of subjunctive constructions.

Although learners under both instructional conditions showed comparable improvements in the accuracy of their mood choices on the gap-filling assessments, the post-test compositions of C-BLI learners showed an overall greater frequency and variety of contexts for subjunctive constructions than those of rules-of-thumb learners. Meanwhile, languaging data from homework assignments and small-group and whole-class activities suggested that CBLI learners often struggled to reconcile the new, abstract concept of mood with prior metalinguistic knowledge, whereas the rules-of-thumb group were more able to readily integrate the mnemonic device within their prior knowledge. Given the evidence of stronger outcomes for the writing assessments among C-BLI learners, we argue, with Vygotsky (1986), that conflicts between newly-presented "scientific concepts" and pre-existing "everyday concepts" are an important part of L2 linguistic development, and that they potentially position learners more optimally for long-term growth than traditional rules of thumb.

Neuromodulation and second language processing: Evidence from transcranial direct-current stimulation



Ezequiel M. Durand-López and Brooke M. Cameron

Paper presentation - Présentation orale

B-3250 9h35-10h05

Sunday, October 4
Dimanche 4 octobre

Cognitive approaches
Approches cognitives

Second language (L2) processing places substantial demands on domain-general cognitive resources, including executive control and working memory. Because these processes are associated with the left dorsolateral prefrontal cortex (IDL PFC), neuromodulation of this region may modulate L2 comprehension. The present study examines whether anodal transcranial direct-current stimulation (tDCS) over the IDL PFC facilitates L2 listening and reading comprehension.

Thirty right-handed English intermediate learners of Spanish were randomly assigned to a treatment group or a control group. Participants completed pre-test and post-test sessions separated by approximately seven days. In both sessions, they completed two listening comprehension tasks and two reading comprehension tasks derived from the B1 level of the official DELE examination. In between sessions, the active group completed two 20-minute stimulation sessions of 2.0 mA anodal tDCS over the F3 region (IDL PFC), while the control group received brief stimulation at the beginning and end of the tDCS sessions to mimic the sensory experience of stimulation.

Poisson regression models were used to model the number of correct responses across conditions. Results revealed a significant improvement in L2 listening comprehension for the active stimulation group from pre-test to post-test and relative to the control group (estimate = 0.50, SE = 0.17, $p < .005$), with a large effect size ($d = 1.34$). In contrast, no significant improvements were observed in reading comprehension.

The selective improvement in listening comprehension suggests that neuromodulation of the IDL PFC may preferentially benefit processes that place greater demands on executive control. Listening comprehension in an L2 requires rapid processing of speech rate, accent, and prosodic cues without the possibility of revisiting the input, which may increase reliance on these control processes. In contrast, reading allows learners to regulate processing pace and revisit textual information, potentially reducing reliance on executive control. This may explain why there was greater potential for improvement in this task: average pre-test scores were approximately 45%, whereas reading comprehension scores were higher. From this perspective, the observed pattern may reflect differences in control demands associated with skill-specific L2 proficiency, such that neuromodulation of the IDL PFC preferentially benefits comprehension processes that require greater engagement of conflict resolution mechanisms.

Multilingual learners' lecture note-taking in EMI: Note quality, comprehension, and meaning-making



Pelin Irgin and Nataliya Borkovska

Paper presentation - Présentation orale

B-3255 9h35-10h05

Sunday, October 4
Dimanche 4 octobre

Contexts of learning
Contextes d'apprentissage

Despite growing interest in note quality, understanding its relationship with lecture listening comprehension remains limited, particularly in multilingual and English-medium instruction (EMI) contexts. This study investigates how multilingual learners take notes during academic lectures and explores the relationship between note quality and lecture listening comprehension. The study addresses two research questions:

1. Is there a correlation between multilingual learners' notes and their lecture listening comprehension?
2. In what ways do multilingual learners employ their linguistic and semiotic resources when taking notes during academic listening?

Forty-one multilingual graduate students enrolled in a TESOL program in Canada participated in the study. Participants attended a 50-minute in-person lecture on second language assessment concepts and issues. They were divided into two groups: one used a structured (Cornell) note-taking method, while the other adopted a conventional note-taking approach. None received explicit guidance or instruction on note-taking prior to the lecture. During and immediately after the lecture, participants took notes and completed a lecture listening comprehension test. A total of 41 note samples were collected for analysis.

Data from the lecture listening comprehension test and participants' notes were analyzed using Pearson's correlation coefficient, descriptive statistics, and regression analysis. Note quality was evaluated using a rubric assessing multiple dimensions of note construction, alongside content and semiotic analysis (Flick, 2014; Kress & van Leeuwen, 2006; Krippendorff, 2018).

The findings show that multilingual learners generally demonstrated a solid understanding of the lecture content, despite individual variation, and that note quality scores were positively correlated with lecture listening comprehension scores. Participants drew on diverse linguistic resources in their notes, including their first language (L1), second language (L2) English, and translanguaging practices. They also employed a range of note-taking strategies, such as sentence- and phrase-level notes, abbreviations, and examples, alongside semiotic resources including graphic organizers, arrows, stars, underlining, headings, subheadings, and circling.

These findings underscore the importance of conceptualizing note-taking as a strategic, multilingual, and multimodal meaning-making process. The study also highlights the need for further research on how multilingual and semiotic note-taking practices relate to longer-term learning outcomes and how explicit instructional support may influence note-taking effectiveness in EMI settings.

Intercultural interaction without borders: A duoethnography of multilingual identity and agency



Jonathan Lee and Joanne Cheng

Paper presentation - Présentation orale

B-3260 9h35-10h05

Sunday, October 4
Dimanche 4 octobre

L2 culture and socialization
L2 culture et socialisation

This duoethnographic study draws on Burleigh and Burm's (2022) inquiry approaches to explore how we, as two multilingual researchers, negotiate our identities, motivations, and investments as second language (L2) users across intercultural interactions. The first author is a L1 English, L2 Chinese heritage speaker, and the second author is a L1 Taiwanese and Chinese, L2 English speaker. Through sustained conversations and our "openness to emotional engagement in the co-investigation of experience and memory" (Ahmed & Morgan, 2026, p. 2), we examine how our linguistic repertoires, social positions, and affective stances shape our communicative practices with one another. Guided by Darvin and Norton's (2015) Model of Investment, we analyze how identity, ideology, and capital intersect in our lived experiences as multilingual speakers navigating each other's L1s. Data sources include recorded conversations, social media text messages (i.e., LINE app) exchanged between September 2024 and March 2026, reflective journals, and social media posts (e.g., Facebook, Instagram). These multimodal artifacts allow us to trace how our linguistic choices, emotional responses, and shifting agency emerge across everyday interactions. Our analysis highlights two major themes. First, we articulate our ideal-self and imagined-community orientations, including shared values of co-constructing knowledge, maintaining mutual respect, and navigating power dynamics with care. These orientations shape how we position ourselves—and are positioned by one another—during intercultural communication. Second, we examine how ideology influences our sense of agency when speaking each other's L1. While both of us experience heightened self-monitoring and vulnerability when communicating with native speakers, we also note that interactions with other L2 Chinese or L2 English speakers often feel more relaxed. In these contexts, we treat our L2s as communicative tools rather than extensions of identity, revealing how interlocutor type mediates affective experience and investment. We conclude by emphasizing the value of ongoing reflexive dialogue among multilingual speakers. Such reflection illuminates how identities are continually constructed through language use, emotional engagement, and investment in social interaction. We argue that language learners benefit from cultivating agency across diverse contexts, as doing so supports the emergence of new, more flexible identities within multilingual spaces.

The impact of second language speakers' social roles on second language pronunciation



Andrew Lee and Laura Stansfield

Paper presentation - Présentation orale

B-2305 10h10-10h40

Sunday, October 4
Dimanche 4 octobre

Contexts of learning
Contextes d'apprentissage

Previous studies (e.g., Bergeron & Trofimovich, 2017; Huensch & Nagle, 2023) have examined the degree to which factors such as task type, listeners' linguistic backgrounds, and speaker proficiency influence listener judgments of second language (L2) speech. Building on this line of research, the present study investigates the extent to which L2 speakers' social roles influence listener judgments, with particular attention to accentedness, comprehensibility, perceived tempo, and acceptability.

To this end, 56 English-dominant flight attendants from a Canadian airline participated in the study by completing two speaking tasks in French. In a controlled reading task, they read aloud a modified onboard announcement. In a picture-description task, they narrated a sequence of six industry-related images. Following previous research (e.g., Isaacs & Trofimovich, 2012), the first 30 seconds of each recording were extracted and prepared as representative samples. A total of 75 native French listeners then rated all speech samples in a randomized order via an online experimental platform. For each presentation, the listeners were asked to imagine the speaker as a close friend, a flight attendant, or a professor. Subsequently, they rated accentedness (from strong nonnative accent to nativelike accent), comprehensibility (from difficult to understand to easy to understand), perceived tempo (from too slow or too fast to optimal), and acceptability (from not acceptable to strongly acceptable for the given social role) using 100-point sliding scales. At the end of the judgment task, the listeners also completed an exit questionnaire in which they reflected on whether their ratings changed across the social roles and explained their rationale.

Results indicate that listener judgments of the four pronunciation constructs, along with the relationships among them, varied across the social roles and tasks, particularly for comprehensibility and acceptability when the speaker was perceived as a flight attendant in the controlled reading task and as a professor in the picture-description task. The exit questionnaire further revealed that listeners exhibited diverse expectations linked to the different social roles. Overall, the current study provides novel empirical evidence of the dynamic nature of listener judgments and underscores the significance of considering social context in research and practice in L2 pronunciation learning and teaching.

Can individual differences in memory systems account for variability in second language neurocognitive processing?



Kara Morgan-Short, Ana Rodriguez Gallego, Alexis Berles and Marina Ridchenko

Paper presentation - Présentation orale

B-3205 9h35-10h05

Sunday, October 4
Dimanche 4 octobre

Cognitive approaches
Approches cognitives

Substantial variability among individuals has been evidenced in second/additional language (L2/A) neurocognitive processing (Luque & Covey, 2023). However, the cognitive factors underlying this variability are poorly understood. Evidence suggests that individual differences in working memory play a role in L2/A neurocognitive processing (Gabriele et al., 2021). However, little is known about the role of declarative and procedural memory in processing, despite evidence of their roles in L2/A learning (Morgan-Short et al., 2021). Our study examines whether individual differences in these memory systems account for variability in L2/A processing, focusing on the P600 event-related potential component associated with grammatical processing.

Thirty-seven intermediate learners of L2/A Spanish were tested on their cognitive abilities including working memory, using complex span tasks (Oswald et al., 2015), declarative memory, using an encoding and recognition task (Hedenius et al., 2013), and procedural memory, using a serial reaction time task (Nissen & Bullemer, 1987). Electrophysiological data were recorded while participants performed a judgment task with 244 Spanish sentences (half correct/half violations) across four linguistic conditions: phrase structure (PS), subject-verb agreement (SV), noun-phrase number and gender agreement (NPn, NPg). P600 effects were computed for the 600-1000ms time window. Preliminary analyses were conducted to examine associations between memory abilities and the P600.

Participants demonstrated reasonable accuracy (61%-82%) on the judgment task across the four conditions. ERP analyses revealed small positivities for all conditions, with a clear P600 effect only for the NPn condition. Correlational results showed that (a) working memory was positively associated with the P600 for PS ($r=.37, p=.03$), but not the other conditions; (b) declarative memory was not significantly associated with the P600 for any condition; and (c) procedural memory was positively correlated with NPg ($r=.37, p=.04$), negatively correlated with NPn ($r=-.35, p=.05$), and not associated with other conditions.

Overall, these preliminary findings do not yet show a clear pattern between the development of the P600 and individual differences within these memory systems. Although some associations emerged, others were non-significant or unexpected. Ongoing data collection and full data analyses will help clarify these patterns to elucidate the role of memory in accounting for variability in L2/A neurocognition.

How does one feel in a second language? A systematic review of emotionality in L2



Warren Mark Matthews and Mandy Wigdorowitz

Paper presentation - Présentation orale

B-3215 10h10-10h40

Sunday, October 4
Dimanche 4 octobre

Psycholinguistic approaches
Approches psycholinguistiques

A widely held assumption in emotionality research is that emotional responses are attenuated in the L2 relative to the L1 (Paap, 2018), meaning they elicit less physiological activity. However, physiological evidence (e.g., skin conductance, pupillometry) remains mixed, with some studies report stronger autonomic responses in L1 than L2 (e.g., Eilola & Havelka, 2011; Yao et al., 2023), and others finding L1-L2 parity or partial parity (e.g., Huang & Nicoladis, 2020; Simcox et al., 2012; Vanek & Tovalovich, 2022). Given the important implications of emotionality, including in SLA, marketing (Caldwell-Harris, 2014), and legal matters (Pavlenko, 2017), a systematic review of autonomic responses to emotion-laden stimuli in L2 is timely and necessary.

Following PRISMA guidelines (Page et al., 2020), this study searched across six databases and identified 18 articles about emotionality in the L2 (L2E) published between 2003 and 2025. Included studies used skin conductance response and pupillometry to examine emotional reactivity to words, phrases, narratives, and videos in bilingual participants. The review compares participant populations, age of acquisition, proficiency measures, stimuli generation, stimuli modality, stimuli categorization, and analytic procedures.

The findings suggest that strong claims of reduced L2E are premature due to immense variation in research design, participant populations, stimuli selection, and analytic procedures. Competing explanations such as the Context of Learning Theory (Harris, 2004; Pavlenko, 2008) and Processing Accounts (Simcox et al., 2012; Thoma & Baum, 2019) do not fully explain current evidence, while the Cultural Frame-Switching Theory (Panayiotou, 2004; Thoma et al., 2024) remains untested in emotionality research, but is a likely theoretical candidate for the findings.

Based on the findings, we recommend that future L2E research (1) use normed corpora and/or native speakers for stimuli generation (where available), (2) use multiple word categories (e.g., positive, negative, taboo, neutral words) to delineate stimuli, rather than binary categories (e.g., neutral vs taboo words), (3) standardize an analysis procedure for autonomic measures, preferably prior to data collection, and (4) empirically test the Cultural Frame-Switching Theory.

The asymmetric development of *por* and *para* in dual-language immersion writing: A corpus-based analysis



Nick Ott, Yejin Jung and Devin Jenkins

Paper presentation - Présentation orale

B-3225 10h10-10h40

Sunday, October 4
Dimanche 4 octobre

Corpus linguistics
linguistique de corpus

The Spanish prepositions *por* and *para* constitute a persistent challenge for L2 learners due to their high frequency, semantic polysemy, and non-isomorphic mapping onto English prepositions. Although prior research has documented widespread inaccuracy and variability in learner use (e.g., Kissling, 2024; Kissling et al., 2018), existing studies have largely relied on small-scale oral data and have not explored the developmental trajectories of these prepositions. Drawing on cognitive, usage-based frameworks, the present study addresses this gap through a corpus-based investigation of how *por* and *para* develop across proficiency levels in learner writing.

This study investigates how 200 U.S. American K-12 learners of Spanish in dual-language immersion (DLI) programs used these two prepositions in their ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) tests. Each occurrence of *por* and *para* was dually-coded into one of three categories (i.e., formulaic expressions, noun-phrase constructions, and verb-clause constructions) and normalized frequencies were calculated per 1,000 words. Statistical analyses included descriptive measures, Pearson correlations between proficiency and usage patterns, and multiple regression to examine the effects of proficiency, immersion type, and gender.

Results reveal clear asymmetries in the developmental patterns of the two prepositions. While both *por* and *para* increase in frequency as proficiency increases, *para* shows relatively stable proportional distributions across usage categories. However, *por* exhibits substantial redistribution across categories at higher proficiency levels, reflecting delayed qualitative restructuring rather than steady expansion. Proficiency emerges as the strongest predictor of use for both prepositions, though its effect is larger for *para*. Gender also shows a significant effect for *para*, but not for *por*, and immersion type is not a significant predictor of the frequency of production of either preposition.

These findings challenge the assumption that *por* and *para* are acquired in parallel and challenge the practice of teaching the two prepositions in tandem. From a usage-based perspective, the results support a view of grammatical development as gradual restructuring rather than linear accumulation. Pedagogically, the study argues for a proficiency-sensitive approach to instruction, assessment, and teacher education that moves beyond the traditional simultaneous treatment of *por* and *para* to align instructional focus with learners' developmental readiness.

Making sense of metacognitive Instruction in the L2 classroom: A research synthesis



Bernard Issa, Nicole Ziegler, Harriet Bowden and Kara Moranski

Paper presentation - Présentation orale

B-3240 9h35-10h05

Sunday, October 4
Dimanche 4 octobre

Instructed SLA
Acquisition guidée de la L2

Recent syntheses have highlighted the efficacy of task-based language teaching (TBLT), with findings demonstrating benefits for task-based interaction and interactional feedback in a wide range of contexts (e.g., Bryfonski et al., 2025; Chong & Reinders, 2020). However, studies also show that learners sometimes fail to benefit from task-based interaction due to lack of confidence or perceptions of feedback as face-threatening (e.g., Toth et al., 2013). For example, learners may avoid negotiation when faced with misunderstandings (Foster, 1998), thus constraining potential developmental benefits. A growing body of work has explored to what extent metacognitive training, defined as instruction that supports “learners’ knowledge related to peer feedback (e.g., what it is and does, how it functions, why it is useful)” (Sippel, 2024, p. 6), can raise learners’ awareness of interactional features and facilitate the provision of interactional feedback and negotiation. Results, however, have been mixed, with some studies indicating positive results (e.g., Fujii et al., 2016; Sippel, 2019; Ziegler et al., 2020) and others demonstrating limited effects on learners’ production (e.g., Moranski et al., 2024) or cognitive engagement (Ziegler et al., 2025).

This study synthesizes and reviews major findings related to the effects of metacognitive instruction on learners’ production and engagement in face-to-face and technology-mediated contexts. Major academic databases (ERIC, LLBA, Google Scholar) will be searched using various combinations of key words, such as: “Metacognitive instruction”, “TBLT”, “Interaction”, “Corrective Feedback”, among others. Forward searches and citation chaining will also be used for study identification. Following the application of inclusion and exclusion criteria, studies will be coded for measures of task engagement, types of corrective feedback, learner demographic information, features of metacognitive instruction, as well as additional variables that emerge from the literature, such as target language or type of technology. A random effects model will be used to obtain an aggregate effect size across included studies as well as the results of relevant moderator analyses. Methodological practices and study design (Leow, 1999) will also be reviewed. Identified gaps in the research agenda will be discussed, and substantive and methodological recommendations will be made for future research.

Revisiting the strengths and weaknesses of focus on form through experiential learning in L2 classrooms



Kiyotaka Suga

Paper presentation - Présentation orale

B-3245 10h10-10h40

Sunday, October 4
Dimanche 4 octobre

Instructed SLA
Acquisition guidée de la L2

Based on the pedagogical debates about whether instructional emphasis should be placed on form or meaning through explicit grammar-oriented instruction (focus on forms [FonFS]) or meaning-oriented communicative instruction (focus on meaning [FonM]), previous Instructed Second Language Acquisition (ISLA) research have shown the importance of integrating both form- and meaning-focused instruction (Doughty & Williams, 1998; Loewen, 2013). Such an integrated approach was termed by Long (1991) as focus on form (FonF), which aims to draw second language (L2) learners' attention to certain linguistic forms within meaning-oriented L2 classrooms. Although beneficial effects of FonF have been reported in previous ISLA studies (Loewen, 2020), few studies directly compared these three instructional approaches in real classroom contexts.

To fully understand the roles of FonF and further develop the theory of ISLA, the current study investigated the impact of FonF through experiential learning on Japanese as a foreign language (JFL) learners' acquisition of the past-perfect markers of Japanese achievement verbs (--natta/--narimasita), which has been found to be one of the problematic forms for adult JFL learners (Li & Shirai, 2011). Three different instructional conditions were systematically designed and operationalized based on Long's (1991) tripartite notions of instructional approaches: (1) FonF (explicit grammar explanation plus a content-based science-report task [Task]); (2) FonM (Task Only); and (3) FonFS (explicit grammar explanation plus a drill practice). Fifty-six JFL university learners were assigned to one of these three instructional conditions and went through 30 minutes instructional treatments. To compare the effects of each instructional conditions, both oral and written picture description tasks were implemented in the pretest, the immediate posttest, and the delayed posttest.

The results revealed that the FonFS and the FonF groups, both of which received explicit grammar explanation, demonstrated significant improvements on their posttest-performances both in oral and written modes. However, the FonM group, which only engaged in the meaning-oriented task, failed to show their learning of the target form. Detailed analyses of the learners' picture-description-test encodings indicated the FonFS groups' substantial overuses of the target form in non-obligatory contexts, which highlighted a nuanced re-interpretation of the strengths and weaknesses of FonF, FonFS, and FonM.

What do EFL and FSL pre-service teachers know and believe about pragmatics? A comparative study



Alicia Martinez-Flor, Sonia Lopez-Serrano, Suzie Beaulieu, Caroline Deveau and Florence Reid

Paper presentation - Présentation orale

B-3250 10h10-10h40

Sunday, October 4
Dimanche 4 octobre

L2 teacher development
Développement professionnel des
enseignants L2

Pragmatic competence, the ability to produce and interpret meanings and intentions appropriately in a specific sociocultural context of communication, has recently become an area of interest in language teacher education research. Given teachers' key role in integrating pragmatics into classroom practice (Ishihara & Cohen, 2022), their knowledge of pragmatics and their beliefs about its place in L2 language instruction have received considerable attention in recent years (Schauer, 2022; Ton-Nu & Newton, 2025; Tosounidou & Terkourafi, 2026). Studies often report limited pragmatic knowledge and a tendency to prioritise other areas of communicative competence (e.g., Savvidou & Economidou-Kogetsidis, 2019). Since teachers' views are likely shaped by the sociolinguistic environments in which they learn, use and teach languages (Borg, 2015), it is crucial to examine how such contexts influence their beliefs and knowledge of L2 pragmatics.

To shed light on this area, this exploratory study aims to examine pre-service teachers' knowledge and beliefs of L2 pragmatics in two distinct instructional contexts. Participants included a group of Spanish-speaking trainee teachers of English as a foreign language (EFL) in Spain and a group of French-speaking trainee teachers of French as a second language (FSL) in Canada. Both groups completed a questionnaire designed to assess: i) their conceptual understanding of pragmatics; ii) their ability to identify pragmatic infelicities; iii) their beliefs about the importance of pragmatics in L2 instruction; and iv) their perceived preparedness to teach it. Likert-scale data from both groups were examined through Mann-Whitney U tests and responses to the open-ended questions were analysed using thematic analysis (Braun & Clarke, 2006).

By comparing an EFL context characterised by limited societal exposure to the target language, where trainee teachers are themselves L2 users, with an FSL context in which the target language is the majority language and trainee teachers teach their L1, this study seeks to explore how sociolinguistic environments shape pre-service teachers' conceptualisations of pragmatics. As part of an ongoing project, preliminary findings aim to contribute to a more context-sensitive understanding of pragmatic knowledge and beliefs in teacher education and to inform the design of training programmes for future teachers' implementation of pragmatics.

Supporting crosslingual work in university composition and content courses



Jérémie Seror and Guillaume Gentil

Paper presentation - Présentation orale

B-3255 10h10-10h40

Sunday, October 4
Dimanche 4 octobre

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Plurilingual learners in North American universities often study in contexts where the primary language of instruction, English in many institutions, is not their dominant language. Consequently, over the course of their studies, they must develop the ability to work with and across multiple languages, consulting sources and drafting notes in French while composing an assignment in English (Lau et al., 2024). Such crosslingual literacy practices can generate valuable metalinguistic insights while fostering a greater awareness and competences required to mobilize and expand plurilingual repertoires, including the capacity to communicate and mediate across textual and linguistic boundaries (Bessie Dendrinis, 2024; Van Viegen, 2020). At the same time, engaging in such crosslingual work presents unique linguistic, ideological and technical challenges. Learners must be able to question and resist monolingual ideologies while developing knowledge of crosslingual processes, strategies and resources, such as machine translation and plurilingual digital literacies (Bowker & Ciro, 2019; Coulson & Denman, 2025). Yet, these elements are rarely addressed explicitly in traditional curricula, leaving plurilingual students to navigate with little support and limited recognition of the linguistic labour involved.

Drawing on data from a five-year, SSHRC-funded longitudinal case study of eight university students' academic bi/pluriliteracy development, this presentation reports on the strategies, resources, and practices participants identified as shaping both their development and capacity to engage in crosslingual work. Framed within a bi/pluriliteracy perspective (Cross et al., 2022; Hornberger, 2022; Meunier, 2025), the study drew on a varied dataset comprising questionnaires, bi-semester interviews, samples of course documents and screen capture recordings of students' literacy practices. These findings inform the development of initiatives for both language and content classrooms aimed at addressing the value and nature of crosslingual work more deliberately and systematically. The presentation will conclude by highlighting the potential of such initiatives to cultivate richer, more equitable, and culturally responsive learning environments for all learners that make visible and explicitly value those competences required to access and produce knowledge across languages and perspectives.

Seeing yourself as others see you might just boost your L2 use: An intervention study



Rachael Lindberg, Anamaria Bodea, Thao-Nguyen Nina Le, Chaoqun Zheng and Pavel Trofimovich

Paper presentation - Présentation orale

B-3260 10h10-10h40

Sunday, October 4
Dimanche 4 octobre

L2 culture and socialization
L2 culture et socialisation

L2 speakers often think about how their interlocutor views them (referred to as metaperceptions). However, any negative assumptions that speakers might make (e.g., That person thinks poorly of my accent) are often inaccurate and can limit their desire to engage in future interactions (Boothby et al., 2018; Mastroianni et al., 2021). Given the importance of interaction for L2 speakers' language development and social integration, our study tested whether an intervention targeting metaperceptions could increase their L2 use.

Participants were 26 L2 French speakers from Québec, divided equally between an intervention group and a control group, balanced in French use and proficiency, and length of residence in Québec. Both groups completed the same pre-test questions, using 100-point scales to rate their perceived accent discrimination experiences, the quality of their interactions with L1 French speakers, and their weekly French use. Participants in the intervention group completed a 10-minute introductory conversation task with a previously unacquainted L1 French speaker, followed by a reflection on their metaperceptions during the interaction. They also watched a four-minute, research-informed, pedagogical video on metaperceptions, illustrating how they are viewed more positively than they think. The control group participants did not complete any tasks. Four weeks later, both groups completed the same post-test questions, identical to the pre-test. Intervention participants additionally commented on the intervention's impact on their subsequent daily interactions in French. Paired-samples t-tests between the pre- and post-test measures were run separately for both groups.

The intervention group showed greater increases in weekly French use post-intervention than the control group (mean increase of 3.77 vs. 1.92 points), alongside larger increases in pleasant interactions with L1 speakers (9.47 vs. 3.08 points). Furthermore, intervention participants reported a significant 8.19-point increase in perceived discrimination ($p = .033$), whereas no significant change was observed in the control group ($p = .492$). Individual-level analyses supported these trends, illustrating a notably consistent positive directional shift among intervention participants that was less evident in controls. Qualitative comments highlighted how the intervention boosted participants' confidence in interacting with L1 speakers, weakened stereotypes, fostered positive self-perceptions, and led to them initiating more conversations in French.

Beyond the speaker: Listener motivation and listening effort in the processing of L2 Spanish speech



Rosario Tornel Mengual and Amanda Huensch

Paper presentation - Présentation orale

B-2305 10h45-11h15

Sunday, October 4
Dimanche 4 octobre

Individual differences
Différences individuelles

Although L2 pronunciation research has traditionally emphasized speaker-related factors, growing evidence suggests that speech perception is co-constructed and shaped by listener characteristics (Kennedy & Trofimovich, 2008). One such factor is motivation. Drawing on Self-Determination Theory (Ryan & Deci, 2000), this study examines autonomous motivation, including intrinsic motivation (interest and enjoyment) and identified regulation (personally endorsed values). These orientations influence attentional engagement, persistence, and the allocation of cognitive resources, which may shape how listeners engage with L2 speech. Accordingly, higher levels of autonomous motivation are expected to be associated with lower perceived listening effort and improved comprehension.

The study addresses these research questions: (1) To what extent does listener autonomous motivation predict perceived listening effort during L2 Spanish speech processing? (2) How is perceived listening effort associated with evaluations of L2 Spanish speech, particularly comprehensibility and intelligibility? (3) To what extent does perceived listening effort account for the relationship between listener-related factors and L2 speech comprehension outcomes?

Data were collected from an initial sample of 20 native Spanish speakers (10 instructors and 10 non-instructors) in the U.S., with further data collection ongoing. Participants completed an 8-item motivation questionnaire using adapted Intrinsic Motivation Inventory items (IMI; Deci & Ryan, 1985). Participants then listened to 10 excerpts of L2 Spanish speech from the L2 Spanish Listener Ratings Database (L2SLRD; Huensch & Nagle, 2026). After each clip, they transcribed what they understood and provided ratings of comprehensibility and perceived listening effort on 7-point Likert scales.

Linear mixed-effects models examined whether motivation predicted listening effort and whether effort predicted comprehensibility and intelligibility, controlling for acoustic factors. Group differences between instructors and non-instructors were examined using independent-samples t-tests. Preliminary results suggest that higher autonomous motivation and greater exposure are associated with lower perceived listening effort. Effort strongly predicts comprehensibility, while its effect on intelligibility appears smaller. In contrast, intelligibility is primarily predicted by exposure. Instructors also report higher motivation and lower effort than non-instructors.

These findings support a listener-centered account of L2 pronunciation, suggesting that motivation shapes engagement with L2 speech and that listening effort serves as a mechanism linking listener characteristics to comprehension.

Neurocognitive processing of explicit and implicit corrective feedback in adult language learning



Ana Rodriguez Gallego and Kara Morgan-Short

Paper presentation - Présentation orale

B-3205 10h10-10h40

Sunday, October 4
Dimanche 4 octobre

Cognitive approaches
Approches cognitives

Corrective feedback (CF) plays an essential role in second/additional language (L2/A) learning (e.g., Loewen & Sato, 2018). A large body of behavioral studies have examined the effectiveness of explicit and implicit CF (e.g., Li, 2010). However, the neurocognitive processes underlying these CF types are poorly understood. For explicit L2/A feedback, emerging research shows evidence of two event-related potential processing components: the feedback-related negativity (FRN), elicited in response to external feedback, and the error-related negativity (ERN), associated with internal error detection (Bultena et al., 2017). To date, however, no studies have investigated the neurocognitive mechanisms associated with implicit CF.

The present study investigates the neurocognitive processes underlying both explicit and implicit CF in L2/A learning. Twenty-four beginner-level learners of Spanish completed a picture-sentence matching training task targeting direct object pronouns and received either explicit or implicit CF (Issa and Morgan-Short, 2019). Electrophysiological data were recorded during response production and feedback presentation. Learning outcomes were assessed via pre-, post-, and delayed tests. ERN and FRN effects were computed using standard time windows (0–150 ms post-response for ERN; 200–350 ms post-feedback onset for FRN). Linear mixed-effects models were conducted to examine the presence of these components, their development over time, and their interaction with CF type.

Preliminary results indicate statistically significant learning gains only for explicit CF. Regarding error monitoring, ERN effects were found to emerge over the course of training for explicit CF. Regarding feedback processing, emerging FRN effects were observed to increase over training for implicit CF. These findings suggest that explicit CF, due to its higher saliency, facilitates the development of internal error-monitoring mechanisms, as reflected in the emergence of the ERN. In contrast, implicit CF, due to its lower saliency, appears to rely more heavily on external feedback processing, as indicated by increasing FRN amplitudes over training. Together, these preliminary results point to distinct neurocognitive mechanisms underlying explicit and implicit CF. Ongoing data collection will further assess the robustness of these effects and refine our understanding of the neurocognitive mechanisms of CF in L2/A learning.

The emotions of study abroad: Preliminary steps towards the design of a context-sensitive instrument



Andrea P. Hernando

Paper presentation - Présentation orale

B-3215 10h45-11h15

Sunday, October 4
Dimanche 4 octobre

Bilingualism / multilingualism
Bilinguisme / multilinguisme

Study abroad (SA) participation has grown continuously since the COVID-19 pandemic (Institute of International Education, 2025), together with increasing interest from academia, reflected in publications (e.g., Kasun et al., 2023; Pérez-Vidal & Sanz, 2023; Pozzi et al., 2021), conferences (e.g., Georgetown Roundtable, 2024), and journals (e.g., *Frontiers: The Interdisciplinary Journal of Study Abroad*) specialized in this context. Considering how individuals can undergo the same experience but achieve different outcomes (Botes et al., 2021), multiple dimensions of the SA experience have been explored, including emotions.

SA has often been described as an emotionally charged experience (Thompson & Lee, 2014), and researchers have examined how students emotional trajectories are marked by the linguistic, social, and cultural environments in which these evolve (Allen & Herron, 2009; Dewey et al., 2018; Lee & Jang, 2023). However, much of this work relies on constructs and instruments developed in classroom settings, which may not fully capture the complexity of the emotional experience abroad. As a *pracademic* (i.e., individuals who are both practitioners and academics: Posner, 2009) working in teaching and research on SA programs, this project addresses the need to better understand sojourners experiences beyond the classroom.

This presentation focuses on the initial stages of a larger project aimed at developing a context-sensitive instrument to measure emotions in SA programs. 28 undergraduate participants enrolled in 3-8 week programs completed a series of oral reflexive journals documenting their emotional experiences throughout their time abroad. Using thematic analysis (Naeem et al., 2023), the study identifies a range of emotions associated with participants' narratives, as well as the contexts and interactions in which they arise. Building on this, participants were contacted to refine the identified emotional constructs through interviews. Results show the emergence of a series of salient emotions including, for example, pride, enthusiasm, confidence, insecurity and shame. These are preliminary steps towards the design of a scale to observe emotional fluctuations in SA contexts. In this way, the study contributes to the creation of tools that are relevant not only for researchers but also for educators and practitioners working across diverse SA contexts.

Atomicity and L1 transfer in L2 noun usage: A corpus-based analysis of learner revision data



Yuichi Ono and Runo Inagawa

Paper presentation - Présentation orale

B-3225 10h45-11h15

Sunday, October 4
Dimanche 4 octobre

Corpus linguistics
linguistique de corpus

The acquisition of the count/mass distinction in L2 English has been widely investigated in second language acquisition (SLA), with particular attention to the roles of semantic universals and cross-linguistic influence. A central concept in this domain is “atomicity,” a semantic property that distinguishes between nouns that denote discrete minimal units and those that do not. Previous research shows that L2 learners are sensitive to atomicity, often mapping atomic nouns onto count and non-atomic nouns onto mass, even when this conflicts with target-like grammar (Choi & Ionin, 2021). At the same time, learner behavior is shaped by L1-specific lexical and morphosyntactic properties, indicating that L2 acquisition reflects the interaction of semantic constraints and transfer (Similarly, Tang, Fiorentino, & Gabriele, 2021).

Despite these advances, most existing evidence is based on controlled experimental tasks, such as grammaticality judgment and self-paced reading, which may not fully capture learners’ behavior in natural production. The present study addresses this limitation by examining large-scale learner corpus data from EFCAMDAT, which contains paired learner texts and teacher-corrected versions. By extracting and aligning common noun tokens, we constructed a dataset of over 4.7 million tokens across more than 355,000 writing samples. Each token was annotated for lexical, morphosyntactic, and semantic properties, including noun class, atomicity, learner L1, and proficiency level (CEFR).

A generalized linear mixed-effects model revealed significant effects of atomicity, L1, and proficiency on noun modification. Non-atomic nouns were less likely to undergo modification than atomic nouns ($\beta = -0.48, p < .001$). Proficiency had a strong effect, with advanced learners exhibiting lower change rates than beginners (all p s $< .001$). Significant L1 differences were also observed, with several groups showing reduced modification rates relative to the reference.

Importantly, the effect of atomicity varied across L1 groups. While atomic nouns were generally more prone to change, this contrast was attenuated for some L1s (e.g., German, Italian) and reversed for others (e.g., Portuguese), indicating that atomicity is not uniformly applied. Overall, these findings suggest that noun modification reflects the interaction of semantic constraints, L1-specific influences, and developmental factors, consistent with a probabilistic account of L2 acquisition.

Developing teachers' and researchers' professional metacognition: A practice-based research project



Liese Sippel and Masatoshi Sato

Paper presentation - Présentation orale

B-3240 10h10-10h40

Sunday, October 4
Dimanche 4 octobre

L2 teacher development
Développement professionnel des
enseignants L2

Practice-based research (PBR; Sato & Loewen, 2022) has been gaining attention as a valuable approach for bridging the gap between second language (L2) teaching and research, allowing teachers and researchers to collaboratively address real classroom challenges. The present study examined the impact of a PBR project designed to foster bidirectional collaboration between L2 teachers and researchers. Participants included two L2 researchers and five experienced L2 teachers of five different languages (English, French, German, Japanese, and Turkish) at a research-focused public university in the US. Over the course of one academic semester, the group held biweekly meetings and worked together to identify pedagogical challenges in L2 classrooms, experiment with research-informed solutions, and evaluate their feasibility in intact classrooms (Stage 1 of PBR). During the following semester, the team conducted a quasi-experimental study (Stage 2), based on the issues identified in Stage 1. To examine the teachers' perceptions of the collaboration, semi-structured interviews were conducted at four time points. The interview data were analyzed using grounded-theory methodology. In addition, video recordings of the group's biweekly meetings and the researchers' reflective journals served as supplementary data sources. Findings indicate that the participants perceived several benefits of the PBR project, including increased trust, motivation, and metacognition. Specifically, after developing a trusting relationship with the researchers over time, the teachers reported higher research engagement and motivation to use research in their teaching. In addition, while the teachers developed greater metacognition of their teaching, the researchers became more metacognitively aware of the complexities of using research in the L2 classroom. Challenges included time constraints, cross-linguistic applicability, and power dynamics. In particular, navigating the complexities of five languages and five unique teaching contexts was difficult, and because the researchers held higher institutional positions, the teachers tended to follow the researchers' lead rather than engaging as equal collaborators. These challenges mediated the impact of the PBR project and the development of an equitable and truly bidirectional exchange of knowledge between teachers and researchers. We conclude by offering practical recommendations for future PBR projects in which both teachers and researchers benefit from the shared knowledge and space.

Effects of FFI timing on explicit knowledge and oral production in English past counterfactuals



Takashi Oba, Atsushi Miura and Mai Tanaka

Paper presentation - Présentation orale

B-3245 10h45-11h15

Sunday, October 4
Dimanche 4 octobre

Instructed SLA
Acquisition guidée de la L2

Previous research shows that form-focused instruction (FFI) can improve L2 grammatical accuracy when integrated into communicative activities. However, the optimal timing of FFI, whether provided before or after a task, remains a key issue in instructed second language acquisition (e.g., Xu & Li, 2021; Michaud & Ammar, 2022). While skill acquisition theory (DeKeyser, 2015) supports pre-task instruction as a means of reducing cognitive load and facilitating initial performance, the interaction hypothesis (Long, 1996) suggests that post-task FFI may promote noticing by creating a need-to-know state. However, little research has examined the effectiveness of FFI timing in relation to learner readiness. This study investigates the effects of FFI timing and learner readiness on acquisition of English past counterfactuals.

Participants were 58 Japanese EFL university students assigned to three groups: pre FFI, post FFI, and task only. The pre FFI group received explicit instruction followed by two focused communication tasks (dictogloss and role-play) designed to elicit the target structure, whereas the post FFI group completed the same tasks prior to receiving instruction. Learning outcomes were measured using a written error correction test (explicit knowledge) and an oral story reconstruction test (automatized explicit knowledge), administered at pretest, immediate posttest, and delayed posttest.

Preliminary results indicated that the pre FFI group, which showed lower initial readiness, and the post FFI group, which showed higher readiness, both improved in written test accuracy over time. In oral production, both treatment groups produced the target structure more frequently than the task only group, suggesting that FFI, regardless of timing, may have helped reduce reluctance to use complex forms and increased willingness to attempt target like production. Analyses of oral accuracy gains will be reported in the presentation.

These findings suggest that optimal FFI timing may not be uniform and could be related to multiple factors, such as learner readiness. Pre task FFI may provide scaffolding for less ready learners, while post task conditions may promote noticing and more efficient practice for more ready learners. Pedagogical implications will be discussed in relation to cognitive load and practice efficiency.

Pragmatic content in FSL textbooks: What exactly are we looking for?



Caroline Deveau, Leila Ranta, Florence Reid and Suzie Beaulieu

Paper presentation - Présentation orale

B-3250 10h45-11h15

Sunday, October 4
Dimanche 4 octobre

Instructed SLA
Acquisition guidée de la L2

The role of instruction in L2 pragmatic development is a growing area of research (Ren et al., 2023). Given the central role of textbooks in many L2 classrooms (Guerrettaz et al., 2022), analysing pedagogical materials can provide important insights into how pragmatics is currently represented.

This paper examines the methodological challenges involved in identifying and quantifying pragmatic content in French as a second language (FSL) textbooks designed for adult learners in Quebec. An initial analysis of 15 textbooks was conducted using a coding scheme based on Diepenbroek and Derwing (2013) to identify speech acts and conversational strategies, alongside a classification of type of instructional activities (Ranta & Lyster, 2018). The corpus was first analysed by the first author, and one third was subsequently coded by three research assistants. This process yielded very low interrater reliability, pointing to limitations with commonly used analytic approaches. Coding inconsistencies included difficulties in distinguishing pragmatic from sociolinguistic content (e.g. tu/vous) and in identifying implicit pragmatic targets that are not captured through keyword-based searches. Taken together, these issues highlighted the need for more robust and transparent methodological procedures to assess pragmatic coverage in commercial textbooks. In response, we piloted a more holistic coding framework applied to the teaching units from a Par Ici textbook, incorporating both student materials (Desjardins et al., 2015) and teacher guide (Dault, 2015). Rather than coding isolated activities, this approach examined how pragmatic content is introduced, developed, and reinforced across sequences, and took into account both explicit instruction and implicit pedagogical cues provided to learners and instructors. This revised approach aimed to better capture the distribution and pedagogical treatment of pragmatic content across instructional sequences.

This presentation will compare the initial and revised analyses and will offer a methodological reflection on how pragmatic content in FSL materials can be more reliably identified and interpreted. It will also provide practical guidelines for researchers and practitioners seeking to evaluate or design pedagogical materials that more effectively integrate pragmatics.

Attrition in Spanish and Japanese L2 by English speakers: Evidence that Bahrack (1984) was wrong



Jenifer Larson-Hall and Kelly Kendro

Paper presentation - Présentation orale

B-3255 10h45-11h15

Sunday, October 4
Dimanche 4 octobre

Bilingualism / multilingualism
Bilinguisme / multilinguisme

The mechanisms underlying L2 attrition remain poorly understood, particularly regarding whether attrition patterns generalize across typologically-distinct languages. Bahrack (1984) claimed that after a critical threshold, L2 abilities continue in permastore without significant attrition. Meara's Constant Decay Hypothesis (CDH; 1989, 2004) proposes that the lexicon functions as a network of connections that degrades when language input ceases, with visible collapse occurring unpredictably upon reaching a critical threshold of degraded connections. Prior research among Spanish-speaking missionary returnees found no significant differences in vocabulary knowledge or fluency across groups defined by length of language disuse, and no predictive role for peak proficiency, current contact, or attitudes, consistent with both Bahrack and the CDH.

The present study extends the analysis to L2 Japanese, a language typologically and orthographically distant from English. Its acquisition places higher overall learning demands on L1 English speakers. We ask whether attrition of L2 Japanese mirrors the patterns found in L2 Spanish. Results from Hansen et al. (2012) suggest that findings may indeed differ; however, Hansen et al. (2012) only compared attrition data using a discrete vocabulary test, whereas this study also includes spontaneous and prompted speaking data. Participants were 60 L1 English speakers who returned from missions in Japanese-speaking contexts between <1 and 50+ years ago, compared to the previously reported sample of 92 L2 Spanish speakers. Participants completed a questionnaire assessing motivation, self-reported peak and current proficiency and language use history, then participated in a one-hour interview to assess current lexical knowledge, semantic fluency, and letter fluency. We compare outcomes across language groups to determine whether group (Japanese vs. Spanish), length of disuse, peak proficiency, and current contact predict attrition differently across the two languages. Preliminary analyses show that the Japanese group has substantially greater attrition effects in vocabulary, which translates into less fluent speech, as well as less lexical diversity, sophistication and density. We will address the theoretical implications of these data for the CDH, but claim they invalidate Bahrack (1984). Findings will contribute to understanding whether lexical attrition is governed by language-general mechanisms or is modulated by properties of the target language itself.

Bridging cultural and cognitive domains: British and American literature in language education



Anna Vitalievna Sokolova Grinoveivkaya

Paper presentation - Présentation orale

B-3260 10h45-11h15

Sunday, October 4
Dimanche 4 octobre

L2 culture and socialization
L2 culture et socialisation

This study investigates the extent to which engagement with British and American literature facilitates the development of intercultural competence and higher-order cognitive skills among Mexican university EFL learners. Positioned at the intersection of language variation, literary pedagogy, and cognitive development, the research addresses three guiding questions: (1) How do learners perceive British and American English within academic and cultural frameworks? (2) To what extent does dual-variant literary exposure enhance intercultural awareness and analytical reasoning? (3) Which pedagogical strategies optimize learning outcomes across these domains? The study adopts a mixed-methods design involving approximately ninety A1–A2 students enrolled in English courses at a Mexican public university during 2025. Data collection integrates interactive classroom interventions, structured observation, and survey instruments combining quantitative and qualitative measures, enabling a multidimensional analysis of learner engagement, preferences, and perceived challenges. The analytical framework draws on Bourdieu's (1991) notion of linguistic capital, Seidlhofer's (2011) conceptualization of English as a lingua franca, and Lazar's (2015) work on literature in language education, providing a theoretically grounded lens for interpreting the pedagogical value of literary input across English variants. Findings indicate that systematic exposure to British and American literary texts functions as an enabler for both intercultural and cognitive development. Learners demonstrate increased sensitivity to cultural diversity, enhanced interpretive and inferential skills, and higher levels of motivation and engagement. Notably, participants report a more nuanced understanding of global perspectives alongside measurable gains in critical reasoning. However, persistent limitations in productive skills (oral and written) underscore the need for targeted scaffolding and structured pedagogical support. The study contributes to ongoing debates on the role of literature in EFL by providing empirical evidence for the efficacy of dual-variant instruction. It argues that integrating literary texts is not merely an additive pedagogical strategy but a transformative approach that bridges cultural and cognitive domains. Pedagogical implications include the strategic use of dialogic interaction, reflective practice, and digitally mediated resources to foster inclusive and intellectually rigorous learning environments. Ultimately, prioritizing exposure to multiple English variants equips learners with the linguistic, cultural, and cognitive competencies required for effective participation in globalized academic and professional contexts.