

LAMiNATE Talks

Abstracts

Autumn 2022

LAMiNATE Talks is a seminar series that aims to foster interdisciplinary discussion on language acquisition, multilingualism and language teaching. Talks are held every other Tuesday afternoon 15.15-16.30 CET, with participants from Lund and beyond.

The autumn Talks series starts on September 20 and will host 7 events with presentations given both by LAMiNATE members at Lund University and by international colleagues. This term we have two themes. We also have three presentations outside of thematic sessions.

Theme 1: Writing and writing development

Debra Myhill: *Language talk: the importance of metalinguistic talk about writing*

Maria Levlin & Christian Waldmann: *Writing development from Grade 3 to 6 in students with a history of reading difficulties*

Theme 2 : Multilingualism and the psychology of language learning and teaching

Peter D. MacIntyre: *Willingness to communicate: How language learners become language speakers*

Linda Fischer, Michael Evans, Yongcan Liu & Karen Forbes: *'We are multilingual': Multilingual identity development through participation in the languages classroom*

September 20

Karolina Larsson (Lund University), **Polly Björk-Willén** (Halmstad Kommun) **Katarina Haraldsson** (University of Gothenburg) & **Kristina Hansson** (Lund University)

Children's use of English as lingua franca in Swedish preschools

This paper highlights a current phenomenon reported from preschools placed in multilingual areas in Sweden, namely that some preschoolers with mutually different language backgrounds use English as lingua franca instead of Swedish during play. The data stems from a study of language environments in Swedish preschools situated in both monolingual and multilingual areas. The analyses reveal that many children are influenced by the English language in both areas, but to a much greater extent in multilingual areas. An interesting situation arises when the majority language of society, which is also the language of education and lingua franca of the preschool, acquires a subordinate role in children's accomplishment of everyday practices.

Data show that the participating children are exposed to and speak English to a varying extent. They learn and teach each other English, and speak English in an array of pragmatic purposes; to position themselves in the social hierarchies of the preschool group, to create meaning within their shared peer culture and for the purpose of exclusion of intruders. English is also used as a secret language of friendship.

October 4 **Theme 1: Writing and writing development**

Debra Myhill (University of Exeter)

Language talk: the importance of metalinguistic talk about writing

The importance of talk for learning, and how talk is a crucial resource for generating, developing and consolidating learning is well-known. Specifically, dialogic talk has been positioned as particularly significant in promoting learning and a rich body of research on dialogic, exploratory talk points to its significance in developing and securing student learning. Yet, few studies have researched the role of dialogic talk in the teaching and learning of writing, and how it can support developing writers' metalinguistic understanding of how linguistic choices shape meaning in written texts. This presentation will synthesise findings from two studies, conducted in English primary schools, both investigating the development of metalinguistic understanding of writing through teaching grammar as a choice which shapes meaning. The pedagogy foregrounds the importance of metalinguistic talk about language choices, and explored how teachers managed this kind of talk in the classroom. The analysis will show how dialogic talk can support developing writers' metalinguistic understanding of how linguistic choices shape meaning in written texts, and will present a set of 'talk moves' which might support teachers in extending children's metalinguistic thinking about the language choices they make in their own writing, and help children become increasingly assured in 'writerly' decision-making.

October 18 **Theme 1: Writing and writing development**

Maria Levlin (Umeå University) & **Christian Waldmann** (Linnaeus University)

Writing development from Grade 3 to 6 in students with a history of reading difficulties

In this study, we explore writing development from Grade 3 to 6 in three groups of students with varying reading abilities as measured in a screening in Grade 2: students with 1) poor word reading, 2) poor reading comprehension and, 3) typical reading. The written texts were collected from the narrative writing assignments in the National Assessment Tests in Swedish (L1) in Grade 3 and 6. The texts were analysed in relation to linguistic complexity (lexical variation VocD), narrative text quality (Narrative Scoring Scheme, Heilmann et al., 2010; Miller et al., 2015) and text length. Results from Grade 3 indicate that students with reading comprehension difficulties struggle with narrative text quality and lexical variation, while students with word reading difficulties perform on par with students with typical reading. In this presentation, we will add new results from Grade 6 on how the participants writing has developed over time. The results will be discussed in relation to the different reading profiles and in relation to possible educational implications.

Heilmann, J., Miller, J. F., Nockerts, A., & Dunaway, C. (2010). Properties of the narrative scoring scheme using narrative retells in young school-age children. *American Journal of Speech-Language Pathology*, 19(2), 154–166. doi:10.1044/1058-0360(2009/08-0024)

Miller, J., Andriacchi, K., & Nockerts, A. (2015). *Assessing Language Production Using SALT Software: A Clinician's Guide to Language Sample Analysis* (2nd Edition). Middleton, WI: SALT Software, LLC.

November 1 **Theme 2: Multilingualism and the psychology of language learning and teaching**

Peter D. MacIntyre (Cape Breton University)

Willingness to communicate: How language learners become language speakers

Communication provides a most intriguing context in which to study the interactions among psychological processes (such as cognition and emotion) and social context. It is not unusual for individuals to have two, three or more languages in which they can choose to communicate. If we add the ideas that communication can take place among two or more people with different language abilities, from native speakers to functioning bilinguals to novice second language learners, the whole process is teeming with complexity. Willingness to communicate (WTC) is defined as the probability that one will initiate communication with another person, given the opportunity (McCroskey & Baer, 1985). WTC refers to a readiness to speak that can be studied either as a general personality disposition or in a more contextualized sense the willingness to talk with a specific person in a specific situation (MacIntyre, Clément, Dornyei & Noels, 1998). Recent research taking a dynamic view of WTC emphasizes how WTC changes moment-to-moment within a person, recognizing also that there is stability over time and differences from one person to the next. We know that emotions also can change rapidly from moment-to-moment, occurring in continuous interaction with WTC. Prior research methods have examined WTC and its correlations with personality traits, perceived communication competence, and anxiety; a recent meta-analysis calls these the high evidence correlates of WTC (Shirvan, Khajavy, MacIntyre, & Taherian, 2019). Less well studied is the complexity of relationships among emotions, and how combinations of positive and negative emotions contribute to rapid changes in WTC. Recently we have examined the development of WTC in a multilingual context. In this 45-minute presentation we will review key findings from experimental, correlational, and qualitative research to explain the complex processes underlying something we do every day – choose to speak up or remain silent – which just might be the most important decision a language learner can make.

November 15 **Theme 2: Multilingualism and the psychology of language learning and teaching**

Linda Fischer, Michael Evans, Yongcan Liu & Karen Forbes

(University of Cambridge)

'We are multilingual': Multilingual identity development through participation in the languages classroom

Education has a fundamental role in shaping the identity of young people. Language is centrally important in this; it is through language that we (re)negotiate our identity(ies) and as our communicative repertoires change during schooling and across the lifespan so too might our identity(ies). Perhaps surprisingly, explicit engagement with linguistic and multilingual identity is rather uncommon in languages classrooms. This talk begins with a brief discussion of identity research in the SLA field, clarifying our understanding of identity as a psychological, situated and relational construct. We consider multilingual identity to be shaped by what we refer to as the 'three Es'. The first 'E' is learners' experiences with languages and language learning (i.e. their exposure to and use of the various languages in their repertoire across a range of social contexts). The second is learners' evaluations of languages and language learning. This includes both self-evaluations (e.g. self-efficacy, future self) and other-evaluations (e.g. of parents, teachers and friends). The third 'E' is learners' emotions in relation to languages and language learning (e.g. feelings of pride, enjoyment, motivation etc.).

Premised on the idea that all learners are in fact multilingual, whether they identify as such or not, a case is made for using the language classroom as a site where learners are (explicitly) offered the agency to develop their multilingual identity. We discuss reasons why multilingual identity development might be important in a school context and beyond and offer findings from empirical research that show additional learning gains might relate to a multilingual outlook. A model that provides a structure within which students might explore the extent of their current linguistic repertoire, their linguistic identity and identifications and which offers them the agency to (re)negotiate these in terms of a multilingual identity is presented and empirical results from a classroom intervention presented. Finally, we introduce our teaching programme - "We are multilingual" (WAM) - built on our research and empirically tested in a range of secondary schools in England.

November 29

Makiko Hirakawa (Chuo University)

Language Proficiency and Children's Iconic Gesture Use

People gesture spontaneously when speaking by moving their hands, arms etc. This is true of children and adults who speak different languages and come from different cultures (McNeil, 1992). Iconic co-speech gestures visually represent aspects of concrete events and objects. Previous studies have examined factors that affect speakers' use of iconic co-speech gestures, including language proficiency. Despite extensive examination, the relationship between language proficiency and iconic gesture use remains unclear due to inconsistent findings. The present study investigates how language proficiency influences children's use of iconic co-speech gestures in French and Japanese by controlling for factors that might have contributed to the inconsistent findings.

December 13

Simone Löhndorf (Lund University)

Development of Adjectival Use and Meaning Structures in Swedish Students' Written Production

This talk is about the development of adjective use and meaning structures examined from a cognitive linguistic perspective. Adjectives modify nominal meanings and it is in context, in the interaction with the noun that the adjective meaning and configuration is determined. Nearly 13,000 adjective-noun combinations from texts written by Swedish students in grades 3, 5, 9, and 11/12 were analysed according to the LOC model (Ontologies and Construals in Lexical Semantics, Paradis, 2005) with regard to domains, noun ontology, adjective gradability, adjective position, and adjective function. Furthermore, the use of figurative language was studied. The results show a development from adjectives predominantly modifying concrete nouns to increasingly abstract meanings from a broad range of adjective and noun domains. The younger students use adjectives predominantly in the predicative position but there is a gradual shift towards attributive use, and attributive uses are the most common in the highest grade. Adjectives are primarily used in a descriptive function, but in the highest grade approximately one third of all adjectives are used in a classifying function. Scalar adjective construal is the most common in all grades, but the proportion of scalar uses decreases in favour of an increase in non-gradable uses. Figurative language is rare in all grades, but there is an increase in metaphorical language over the school years.