Lund University

LAMiNATE Conference 2022

Online event:
January 13–14, 2022

LAMiNATE

WELCOME!

Main room (for keynotes and opening): https://lu-se.zoom.us/j/61240482299
Sessions 1 and 2 A: https://lu-se.zoom.us/j/61029644657
Sessions 1 and 2 B: https://lu-se.zoom.us/j/69059814760
Break room in Gathertown: https://tinyurl.com/LamConf2022

Although this is unlikely to be your first online event, we would like to remind participants of two simple things to make the conference run smoothly. You are more than welcome to use your camera but we kindly ask that you keep your microphone off during presentations. Use the "raise hand" function to ask questions during the Q&A.

Our keynote speakers have generously agreed to make themselves available for short individual talks. You can sign up for a talk by sending an e-mail to frida.splendido@nordlund.lu.se. The slots are limited so first come, first served.

PROGRAMME OVERVIEW

THURSDAY

14.00–14.15
Conference Opening
M. Gullberg & J. Granfeldt
https://lu-se.zoom.us/j/61240482299

14.15–15.45
1A: Narrative and expository texts across modalities
https://lu-se.zoom.us/j/61029644657

1B: Input, tools and acquisition

https://lu-se.zoom.us/j/69059814760

B R E A K

16.00–17.00
Keynote 1
*Quant*iously Optimistic: On the State of Quantitative Methods in the Applied Language Sciences
Luke Plonsky
https://lu-se.zoom.us/j/61240482299

17.00 Individual talks with Luke Plonsky

17.00–18.30
Mingle in Gathertown
https://tinyurl.com/LamConf2022

FRIDAY

8.30 Individual talks with Ping Li

9.00–10.00
Keynote 2
Digital Language Learning (DLL): Insights from Behavior, Cognition, and the Brain
Ping Li
https://lu-se.zoom.us/j/61240482299

B R E A K

10.15–11.45
2A: Grammar and vocabulary in L2 and L3
https://lu-se.zoom.us/j/61029644657

2B: Motivation, willingness to communicate and teacher practices in the language classroom
https://lu-se.zoom.us/j/69059814760

B R E A K

12.00–13.00
Keynote 3
Children's learning of more than one language in the family: Policies and practices, input and experience
Elizabeth Lanza
https://lu-se.zoom.us/j/61240482299

13.00 Individual talks with Elizabeth Lanza

Join us in our Gathertown lounge during the breaks: https://tinyurl.com/LamConf2022 .

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SESSION 1A
Thursday • Jan. 13 • 2022
https://lu-se.zoom.us/j/61029644657

NARRATIVE AND EXPOSITORY TEXTS ACROSS MODALITIES

Narrative skills in Swedish in mono- and multilingual children in school year 1 and 2
Kristina Hansson, Ketty Andersson, Olof Sandgren, Ida Rosqvist, Viveka Lyberg-Åhlander and Birgitta Sahlén

14.15

On the development of narrative structure in speech and gesture: evidence from Italian children's retellings
Maria Graziano

14.45

A developmental perspective on how pausing during written language production correlate with the type of clauses produced in the final texts
Victoria Johansson

15.15

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SESSION 1B

Thursday • Jan. 13 • 2022

https://lu-se.zoom.us/j/69059814760

INPUT, TOOLS AND ACQUISITION

Breaking into language in a new modality: The role of input and individual differences
Julia Hofweber, Lizzy Aumônier, Vikki Janke, Marianne Gullberg, Chloë Marshall

14.15

Using the LANG-TRACK-APP to explore inter-individual differences in language exposure and use in study abroad
Henriette Arndt, Jonas Granfeldt, Marianne Gullberg

14.45

First language acquisition in a second language context – how research can become a tool of revitalization
Petra Bernardini

15.15

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SESSION 2A

Friday • Jan. 14 • 2022

GRAMMAR AND VOCABULARY IN L2 AND L3

Similarities and differences: Comparing language proficiency in French, German and Spanish in Swedish lower secondary school *Malin Ågren, Camilla Bardel & Susan Sayehli*	**10.15**
Longitudinal Aspects of Naturalistic L3 Lexical acquisition: Cross-Linguistic Influence in the Multilingual Mental Lexicon *Lari-Valtteri Suhonen*	**10.45**
Prosody, grammar, and prediction: Neural correlates of learning *Sabine Gosselke Berthelsen & Mikael Roll*	**11.15**

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SESSION 2B

Friday · Jan. 14 · 2022

https://lu-se.zoom.us/j/69059814760

MOTIVATION, WILLINGNESS TO COMMUNICATE AND TEACHER PRACTICES IN THE LANGUAGE CLASSROOM

Teachers' language learning activities and interactions in the classroom – can CPDs change the picture?
Birgitta Sahlén, K. Jonas Brännström, Sebastian Waechter, Agneta Gulz, Roger Johansson, Johanna Carlie, Emmy Dieden, Ketty Andersson

10.15

Introducing and researching the Teacher Motivator Self Concept
Céline Rocher Hahlin, Jonas Granfeldt, Tomas Jungert

10.45

Willingness to Communicate and multilingualism: Examining patterns of change
Alastair Henry

11.15

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ABSTRACTS: KEYNOTES

LUKE PLONSKY

Luke Plonsky is an Associate Professor of Applied Linguistics at Northern Arizona University. His research mainly focuses on SLA and instructed language learning. Consult Plonsky's list of publications here.

KEYNOTE 1
QUANTIOUSLY OPTIMISTIC: ON THE STATE OF QUANTITATIVE METHODS IN THE APPLIED LANGUAGE SCIENCES

Methods matter. This is obvious, I know. But it wasn't until fairly recently that we as a field began to reflect on and systematically examine our methodological practices (see Gass et al., 2021). This work has led to real progress on fronts ranging from sampling and design to data analysis, researcher training, and open science (e.g., Marsden & Plonsky, 2018; Norouzian, 2020; Sudina, 2021; Veríssimo, 2021). But we're not out of the woods yet. In this talk, I discuss several major methodological challenges we face as well as several advances—the "methodological turn", as Heidi Byrnes (2013) put it—that has been taking place in recent years. In particular, I'll address the need for stronger validity arguments behind our instruments, and I will encourage a healthy skepticism toward quantitative approaches which (still) dominate in the field. I will also explain why, despite these concerns and reservations, I am generally (if cautiously) optimistic about the future of research methods in the applied language sciences.

ABSTRACTS: KEYNOTES

PING LI

Ping Li is Chair Professor of Neurolinguistics and Bilingual Studies at the Hong Kong Polytechnic University. His research focuses on the neuro-computational bases of language learning. Read more about Li's research here.

KEYNOTE 2
DIGITAL LANGUAGE LEARNING (DLL): INSIGHTS FROM BEHAVIOR, COGNITION, AND THE BRAIN

How can we leverage digital technologies to enhance second language learning and bilingual representation? In the era of pervasive digital applications, our theories and practices for the learning and teaching of L2 lag significantly behind the pace of scientific advances and technological innovations. In this talk, I outline the approach of digital language learning (DLL) for L2 acquisition and representation, and provide a theoretical synthesis and analytical framework with respect to DLL's current and future promises. Theoretically, based on findings from learner behaviors, cognitive abilities, and brain correlates, the DLL approach serves as the basis for understanding differences between child language learning and adult L2 learning, and for understanding the nature of learning context and learner differences. Practically, DLL studies can inform pedagogical designs and L2 instructional practices, providing new tools and platforms for multilingual communication and intercultural adaptation. Finally, because of its highly interdisciplinary nature, DLL also serves to integrate cognitive science and linguistics with emerging technologies including AI and data analytic applications in education.

ABSTRACTS: KEYNOTES

ELIZABETH LANZA

Elizabeth Lanza is Professor of Linguistic at the University of Oslo. Her research focuses on multilingualism from cognitive, social and socieatal perspectives. Find more information and Lanza's list of publications here.

KEYNOTE 3:
CHILDREN'S LEARNING OF MORE THAN ONE LANGUAGE IN THE FAMILY:
POLICIES AND PRACTICES, INPUT AND EXPERIENCE

With increased transnational migration in recent years, raising children with more than one language has become more and more common as people cross borders, integrate into new cultural-linguistic landscapes, form intermarriages and partnerships, and create multilingual families. The family as a context for the child's learning of language(s) has been addressed from various epistemological approaches. Developmental psycholinguistics has held a long tradition in studying children's language acquisition in the home with a more recent focus on input and experience. On the other hand, sociolinguistics has increasingly turned its attention to children's language learning in the home through the burgeoning field of family language policy, which draws especially on theoretical frameworks of language policy, language socialization, literacy studies as well as child language acquisition. The field has on the whole drawn on a myriad of methods with an increasing use of ethnography and digital media. In my presentation, I will present developments in the field of family language policy from its earlier emphasis on the question of what (socio)linguistic environments are conducive to the learning of two or more languages in the family to more critical perspectives on family, identity and ideology. In my talk, I will project my own vision for the future of this research domain, including a discussion of how and why we as researchers should reach out across disciplines in our attempts to gain understanding of why some children who are exposed to more than one language in the home actually speak those languages, while others do not.

ABSTRACTS: SESSION 1A

Narrative skills in Swedish in mono- and multilingual children in school year 1 and 2

Kristina Hansson*, Ketty Andersson*, Olof Sandgren*, Ida Rosqvist*, Viveka Lyberg-Åhlander*° and Birgitta Sahlén*
*Logopedics, Phoniatrics and Audiology, Department of Clinical
   Sciences, Lund, Lund University, Lund, Sweden
°Speech Language Pathology, Faculty of Arts, Psychology and
   Theology, Åbo Akademi University, Turku, Finland

Background: Narrative skills are important for both school and social success. Producing a narrative that can be comprehended by a listener requires the ability to select and organize necessary content (macro level) as well as lexical and grammatical skills (micro level) to express the content, thus an integration of cognitive, linguistic, and social skills. Narratives are considered an ecologically valid approach to assessing linguistic and communicative competence in different clinical groups (Botting, 2002; Norbury & Bishop, 2003), capturing more of functional language than for example standardized test measures. It is therefore also appropriate to use in assessing second language skills in multilingual populations (Lindgren & Bohnacker, 2021; Uccelli & Páez, 2007). In an earlier study (Andersson et al., 2019) we found that performance on a standardized language test was associated with bilingualism as well as SES factors.

Aim: To investigate narrative skills in Swedish at macro- and micro level in mono- and multilingual children in school year 1 and 2, and how their narrative skills are associated with bilingualism, which schoolyear they are in, and SES background factors.

Methods: Participants were 212 (113 girls) children from two different communities in Southern Sweden. The children were in school year 1 (age 6-7, n=92) and school year 2 (age 7-8, n=120); 96 were multilingual with another language than Swedish as their first language. Narratives were elicited using MAIN Baby Birds Stimulus Pictures (Gagarina et al., 2012), and were transcribed orthographically. The narratives were analysed with respect to number of macrostructure elements, macrostructural complexity, number of utterances, MLU, use of subordinate clauses and frequency of word order errors.

Results: School year 2 children tended to produce narratives which are more complex both with respect to content (macrostructure) and form (microstructure). The same pattern was even more true when comparing
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monolingual and multilingual children. Parent education level influenced micro level more than macro level. Production of macro elements was associated with productivity, grammatical complexity and accuracy.

Conclusions: Having Swedish as a first language is more important than whether being in school year 1 or 2 for narrative skills on both macro and micro level.

On the development of narrative structure in speech and gesture: evidence from Italian children's retellings

Maria Graziano
Lund Universities Humanities Lab

Despite its frequency in a person's life, narrative is a complex form of extended discourse whose mastering requires the development of linguistic, cognitive, and pragmatic skills (Berman and Slobin, 1994). One aspect that children need to learn is that a good narrative is characterized by as a sequence of temporally and logically related clauses (referential information), expressed from a particular point of view (evaluative information) (Labov, 1972; Stein & Glenn, 1979). McNeill (1992) proposed that oral narratives based on the viewing of a visual stimulus, such as an animated cartoon, can be structured on multiple levels: narrative (i.e., mentions to characters' actions and sequence of events); metarrative (i.e., all explicit references either to the act of watching the cartoon or to the structuring of the story); and paranarrative (i.e., references to the narrator's own experience and relation with the listener). These levels of information are encoded not only through linguistic devices but also through gestures, and McNeill proposed that different gesture functions are differentially distributed over the narrative structure, thus providing clues on the process of narrative elaboration. Analogously to speech development, children's gesture production also changes in relation to the increase of linguistic, cognitive, and pragmatic abilities (e.g., Capirci et al., 2011; Colletta, 2004; Graziano, 2009). Yet, little is known about how the alignment between gesture functions and narrative structure develops.

This study therefore examines the narrative structure and gesture functions distribution in narratives of 33 Italian children (4-, 6- and 9-year-olds) and 12 Italian adults. Narrative structure was analysed in narrative, metanarrative and paranarrative levels (McNeill, 1992). Gestures were coded for function (referential vs. pragmatic; Kendon, 2004). Gesture function distribution over the three narrative levels was analysed.

Results indicate that 1) narrative structure is similar in all groups of

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 children with a predominance of narrative clauses, adults instead produce more metanarrative and paranarrative clauses than children; 2) gestures are overall functionally aligned with narrative structure: both adults and all groups of children mainly produced referential gestures with narrative clauses, and pragmatic gestures with metanarrative and paranarrative clauses. Moreover, adults produce a fair number of pragmatic gestures also with narrative clauses, an alignment that appears only in 9-year-olds; 3) the use of pragmatic gestures shows a developmental trend with a steady increase at age 9.

Overall, the findings corroborate McNeill's proposal that gestures functionally align with narrative structure, which reinforces the view that speech and gesture are co-expressive and cooperate in achieving discourse cohesion. The data also indicate that a developmental change occurs at the age of 9 when co-speech gestures are used similarly to adults (both representing and commenting on one's own production). Importantly, although globally the narrative structure doesn't show significant differences in three child age groups, a qualitative analysis reveals a link between the development of pragmatic gestures and the usage of different types of connectives. This provides further evidence that the two modalities develop in parallel.

A developmental perspective on how pausing during written language production correlate with the type of clauses produced in the final texts

Victoria Johansson
Lund university

In the field of studying writing in real time, pausing during writing has often been investigated, following the underlying assumption that increased pause time during writing indicate processes like planning and reading (see for instance Hayes & Flower's writing model from 1980). This in turn builds on theories of how limited working memory capacity leads to increased pausing behavior in accordance with increased cognitive demands (Kellogg, 1996; McCutchen 2000). The location of the pause will further say something about e.g. what kind of linguistic units that are more taxing to produce. Developmental models of writing also describe how pause distribution change over time, depending on such things as increased writing fluency, cognitive development and general linguistic knowledge (Berninger & Swanson, 1994). Longer pauses have been associated with clause boundaries (see a summary in Spelman-Miller 2006), and in a developmental perspective pausing are often connected with the complexity of the linguistic unit, where especially younger writers pause in clause boundaries (Ailhaud et al., 2016).

ABSTRACTS: SESSION 1A

This study aims to explore the connection between text properties, such as syntactic structures and lexical diversity, and pause location and duration in a developmental perspective beyond the school years: from 10-year-olds to adults. The overarching research question is whether it is possible to identify and describe age-typical differences through the correlations between pausing during writing and clause properties.

Participants in this study were L1 Swedish speakers from the age groups 10-year-olds, 13-year-olds, 17-year-olds and adults. Their 94 expository texts were experimentally collected by means of key-logging, which allows for the possibility to analyze the real-time process of writing, and to afterwards access information on revisions, as well as pause duration and pause location. These processes can then be compared with text properties in the final, written texts. All participants were fairly good typists, and they were allowed to write for 30 minutes. All expository texts were elicited through a word-less film, which prompted them to discuss problems such as cheating and bullying. The data was manually coded and analyzed regarding text properties and pauses (n≈12 000 pauses), with focus on pause proportion of total writing time, and pauses in clause boundaries. The pause data was correlated with text properties related to the clause: a) number of clauses, b) lexical diversity; and c) types of clauses (declarative, interrogative, imperative and clause fragments).

The first overall results showed correlations between number of clauses and lexical diversity. Both these measures were also correlated with less pause time. This indicates that writers pause less when they write longer texts, but, also when they use a more varied lexicon. This is something that coincides for all writers, but is more typical for the adults. Fewer pauses are also correlated with the use of clauses with sentence-initial subjects, and with initial conditional adverbials.

The more detailed developmental perspective is more complex: 10-year-olds with many subjects in initial clause-position had shorter pause proportion in general, which may show that a simple clause structures require less planning. 13-year-olds showed a correlation between lexical diversity and a high pause proportion connected to revision in clause boundaries, which may indicate that lexical variation is effortful for this group. 17-year-olds mainly had a strong correlation between the number of clauses and little pause time, indicating that pausing was closely connected with a more fluent text production, and that writing in general was easy for this group. The adults showed correlations between clause fragments and a) short pause proportion and b) high lexical variation, which may illustrate an automatized use of rhetorical elements.

The presentation will discuss the results and possible explanations in more detail.

ABSTRACTS: SESSION 2A

Breaking into language in a new modality: The role of input and individual differences

Julia Hofweber*, Lizzy Aumônier°, Vikki Janke°, Marianne Gullberg•, Chloë Marshall*
*University College London
°University of Kent
•Lund University

A key challenge when learning language implicitly in naturalistic circumstances is to identify individual lexical items from a continuous information stream and to assign meaning to these items. We present two studies that investigate this challenge amongst adults exposed to a new language in a new modality.

Our adult participants were speakers of British-English who knew no sign language, and the new target language was Swedish Sign Language (STS). In both studies, the input material was a video-recorded weather forecast presented in STS, shown either once or twice in a between-subjects manipulation, and in an adaptation of the paradigm used by Gullberg et al. (2010, 2012). We were interested in whether participants would show any evidence of learning something about this new language, and also the extent to which (1) properties of the input and (2) individual differences in participants' language background and cognitive skills (e.g., language-learning aptitude and executive functions) predicted successful learning.

Study 1 took place pre-pandemic, in face-to-face testing conditions. After viewing the weather forecast (once, N=50 or twice, N=43), participants were tested on their ability to recognise 22 target sign forms that had been viewed in the forecast as opposed to 44 target signs that had not. The target items differed in their occurrence frequency in the forecast, and in their degree of iconicity. Overall accuracy on this task was low, but the results revealed that both frequency and iconicity facilitated recognition of target signs cumulatively. In contrast, individual differences in language background and cognitive skills did not predict recognition

Study 2 took place during the pandemic, with data collected online. In this study, we investigated whether a different set of participants were able to assign meaning to signs viewed in the weather forecast. Participants were asked to assign meaning to the same 22 target signs as in Study 1. We explored several possible predictors of meaning assignment, i.e., target item frequency, iconicity, transparency and gesture similarity, and individuals' language background. Accuracy was enhanced by exposure and item frequency. It
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was also contingent on iconicity and transparency, but not on gesture similarity. Meaning assignment at first exposure to a sign language is thus visually-motivated, although post-hoc qualitative analyses suggest that visually-motivated meaning assignment is not always successful. Importantly, individual differences in language background did not contribute to performance.

Together, these two studies reveal that the adult mechanism for language learning operates similarly on sign and spoken languages as regards frequency, but also exploits modality-salient properties, e.g., iconicity for sign languages. Individual differences in cognitive skills did not predict recognition or meaning assignment. The properties of the input thus influenced adults' language learning abilities at first exposure more than individual differences.

Using the LANG-TRACK-APP to explore inter-individual differences in language exposure and use in study abroad
Henriette Arndt, Jonas Granfeldt, Marianne Gullberg
Lund University

Current theories commonly conceptualise second language acquisition (SLA) as a gradual process which involves making inferences from language samples to which learners are exposed in the classroom and beyond (Ellis, 2009). Therefore, the role of target language exposure and use (TL use) in learning is a central issue for SLA researchers. Due to its highly individualized and fragmented nature, TL use remains difficult to investigate, especially in informal contexts (e.g., during study abroad or in the context of migration). Prior research has primarily relied on summative recall questionnaires, which have been criticised for being too broad-strokes and severely limited in the aspects of TL use which they capture. More specifically, these methods have focused primarily on measuring the frequency and quantity of TL use, rather than more qualitative aspects such as the context in which TL use occurs, with whom, and the extent to which learners concentrate on, understand, or enjoy the language they encounter (Briggs Baffoe-Djan and Zhou, 2020).

To aid researchers in gathering richer data on various aspects of TL use, we have developed the LANG-TRACK-APP, a smartphone application for collecting survey responses from research participants and sending push notifications when new surveys are assigned (Arndt et al., 2021). We will present a selection of findings from the first LANG-TRACK-APP study, which investigated TL use during study abroad. The participants were 25 newly arrived international students at Lund University and 19 Swedish students on Erasmus exchange in

various European countries. During three week-long periods, spaced out evenly across three months, the participants were prompted via the LANG-TRACK-APP to complete brief self-report surveys multiple times per day. They reported the activities in which they had been engaged prior to receiving each survey and for how long; who, if anyone, they were with; and whether and how they had been using different languages (the language of the host country, English, their native language, or another language).

Participants' practices were highly individualised in terms of the range of activities in which they engaged and the languages they used during their study abroad sojourn. Some relied primarily on English for their daily communication and never reported using the language of the host country, whereas others were up to 80 times as likely to use the community language than English. In our presentation, we will discuss the similarities and differences in the usage patterns of selected 'high' and 'low TL users', in terms of the activities in which they engaged, the speakers with whom they interacted, their subjective language use experiences, and the ways in which these factors changed over the course of their stay. This serves to illustrate the richness of the data that can be collected with the LANG-TRACK-APP, which offers insight into not just the quantitative but also qualitative aspects of learners' everyday use of and exposure to different languages, thus ultimately contributing to our understanding of individual differences in language acquisition.

First language acquisition in a second language context – how research can become a tool of revitalization

Petra Bernardini
Lund University

The body of research which has focused on bilingual first language acquisition, the first three years of the bilingual child's life, is impressive, and enough to confirm that it is a process similar to monolingual acquisition, although with language contact, and its' effects.

There is also by now much research on adult heritage language learners, often compared to L2 learners.

In this contribution we focus on how the knowledge of bilingual first language acquisition and heritage language learners may contribute to language revitalization of minority languages. By minority language we here mean the first language of speakers in a community where another language is the majority language, without taking account of formal status.

ABSTRACTS: SESSION 1B

We will present two actions of revitalization, one is the creation of a program for teachers of heritage languages and the other is a creation of a platform of communication and learning for minority language speakers.

We argue that research on bilingual first language acquisition in children, and hence on plurilingualism in general, should benefit from taking into account the need of peer interaction and schooling in the heritage language, which are two key differences from acquisition of a first language in a majority context, and that there are different sorts heritage language types, which depend on the specific micro and macro context in which the heritage language speaking individual is situated.

ABSTRACTS: SESSION 2A

Similarities and differences: Comparing language proficiency in French, German and Spanish in Swedish lower secondary school
Malin Ågren*, Camilla Bardel° & Susan Sayehli°
*Lund University
°Stockholm University

In Sweden, second foreign languages (SFL) are introduced after English in the 6th year (age 11-12) and French, German and Spanish are the most often studied SFLs. Despite their differences, these SFLs share an identical curriculum. Furthermore, learners are expected to attain the same proficiency level at the end of year 9 (Bardel, Erickson & Österberg 2019).

The aim of this paper is to examine whether pupils in year 9 do in fact attain a comparable proficiency level as measured by means of a C-test across languages (Klein-Brailey 1997; Norris, 2018). 144 pupils (Spanish n= 41, German n= 44 and French n= 59) distributed over 15 Swedish compulsory schools took a C-test as part of a larger test battery included in the TAL-project (Granfeldt et al. 2016).

Results indicate that when learners are scored on a binary scale, indicating correct versus incorrect answers, French learners' proficiency is significantly lower than German and Spanish learners' proficiency, which do not differ. However, when scored on a more fine-grained 6-grade scale that rank morphological and lexical errors as more severe than spelling errors, the difference between language groups disappears.

These results suggest that similarities and differences in learners' proficiency across languages vary depending on the linguistic features studied and on the measuring scale that is used. Furthermore, we show that French spelling in particular is an area of difficulty for Swedish learners. We argue that these observations have implications for both teachers and researchers in the SFL context.

ABSTRACTS: SESSION 2A

Longitudinal Aspects of Naturalistic L3 Lexical acquisition: Cross-Linguistic Influence in the Multilingual Mental Lexicon

Lari-Valtteri Suhonen
Lund University, University of Borås, Linköping University

Recent decades have seen extensive research on multilingual lexical activity in third language acquisition in oral production and writing. However, much less research has been done regarding the underlying changes in representation over the course of learning and the acquisition of conscious rules as a compensatory mechanism. The interplay between the two represents changes not necessarily noticeable in production. The focus of the present study is on change over the course of learning, departing from the notion that language acquisition is characterised by fluctuating competence (Ecke, 2015).

 The particular phenomenon, representing a challenge for language learners, that is the main focus of interest in the present study is translation ambiguity (Eddington & Tokowicz, 2013). Translation ambiguity refers to a situation where the meanings of words are different in a speaker's languages, which has been proposed to increase the learner's reliance on explicit rules (Jiang, 2002). The present study examined the learning of such words in a third language. More specifically, the present study examined longitudinal data – beginner to advanced fluency in the L3 – from L1 German and L2 English naturalistic learners of L3 Swedish (N=8). All six directions of cross-linguistic influence (CLI) were explored, both in relation to the participants' conceptualizations of similarity as well as the time it took to make the evaluations. Additionally, the effects of psychotypology and cognitive control were analysed.

 In the data, forward CLI in the L3 seemed unavoidable during the tested stages of learning and the results corroborate the hypothesis that the participants were dependent on explicit rules in resolving translation ambiguity in the L3. That is, time on task was a reliable predictor of the quantity of CLI. Reverse CLI from the L3 in the L2 and the L1 seemed to primarily manifest at the language level in global inhibition effects. That is, when the proficiency in the L3 increased, not only did the specific items with translation ambiguity take longer to respond to, but the participants became successively slower in all items in the L2 and the L1 in those blocks that contained L3-derived translation ambiguous items. An unexpected effect of avoidance (Schachter, 1974) was found in the L2. A higher perceived similarity (between L1 and L2, as well as L2 and L3) correlated with longer time on task when the L2 (English) was the target language.

Prosody, grammar, and prediction: Neural correlates of learning

Sabine Gosselke Berthelsen & Mikael Roll
Lund University

In many languages, prosody is an important predictor of grammatical structure. Stress in English, for instance, can predict suffixes as some suffixes productively affect stress assignment while others do not. Thus, stress on the initial word fragment [ˈsensə] will cue possible adjectival (ble; tive) or adverbial (-bly; -tively) but not nominalising suffixes (bility; tivity). In other languages, including Swedish, the prosody-grammar interaction is complemented by morphologically conditioned, predictive tones (often referred to as pitch accents). A low tone on the Central Swedish stem låt 'sound', for instance, can be a cue for the definite suffix (en) but not the plural suffix (ar) or the infinitive marker (a).

It has been shown that native listeners constantly use prosodic cues in the speech signal to predict upcoming grammatical structure both at the word and the sentence level. As the cues are often perceptually subtle, however, they are difficult to acquire in a second language context. Using event-related potentials, we have found that second language learners can be trained to predict prosody and that they produce native-like brain responses of prediction after intensive training. However, the processing of prosodic cues seems to be influenced considerably by transfer, at least initially. Thus, Swedish participants quickly developed neural patterns indicative of ultra-fast prosody-to-morphology mapping in an L2 with morphological tone. Neural evidence of this fast mapping emerged within 20 min, but only when the prosodic cues physically resembled those of the speakers' native language.

ABSTRACTS: SESSION 2B

Teachers' language learning activities and interactions in the classroom – can CPDs change the picture?
Birgitta Sahlén, K. Jonas Brännström, Sebastian Waechter, Agneta Gulz, Roger Johansson, Johanna Carlie, Emmy Dieden, Ketty Andersson
Lund University

Few studies describe how teachers actually interact with students in order to foster language and communication in the classroom. A plethora of studies report on what teachers think or say they do, typically based on what they express in focus groups, structured conversations, questionnaires and case descriptions (Karjalainen et al, 2020; Andersson et al, 2021 ms, Lyberg-Åhlander al, ms, Nordberg, 2019, 2020). There is evidence that interactive book reading promotes students' language development (Dobinson & Dockrell, 2021). Eleven primary school teachers' use of language and communication supporting techniques during shared book reading was analysed. The teachers video recorded themselves during a book reading activity in the classroom (10-20 minutes) and also filled in questionnaires about their self-efficacy and class room actions/interactions. Video recordings were analyzed by two blind raters using the CSCOT (Dockrell et al 2015), a protocol that was developed on the basis of a detailed study of the research literature of factors that support the development of language and communication skills in the classroom. The analysis of the language learning interactions in the protocol showed that all teachers use gestures and reinforce what they say or do with pictures and objects. Only four teachers regularly use open questioning to expand the child's thinking, and none of them offer students spoken alternatives for actions. No significant correlation was found between number or type of techniques used and year in teacher profession or teachers' own perceptions of activities and interactions in the classroom or their self-efficacy. Thus, participating teachers use evidence-based techniques (visual support) to facilitate students' participation and text comprehension. However, the shared book-reading activity offer teachers ample opportunities to use a higher number and a wider range of language learning interaction techniques to support students' language development as for form, content and use. This study represents the first step in a practice-embedded program for Continous Professional Development (CPD).

The presentation will offer an overview of a series of practice-embedded CPDs, offered to schools by reseachers/SLPs in our research groups between 2016 and 2021. The CPDs all aim at improving the use of evidence-based language learning activities and interactions in the classroom. Teachers either use the
(cont.)

CSCOT in collaborative learning settings. In the above reported study, the CSCOT is also used as an outcome measure. According to questionnaires and focus group reflections post intervention teachers report a range of new insights and appreciate what they learned. It is, however, still an open question whether the CPDs really lead to any changes as for teachers' behaviours in the classroom. The complex task of disseminating academic knowledge to practitioners will be discussed.

Introducing and researching the Teacher Motivator Self Concept

Céline Rocher Hahlin*, Jonas Granfeldt°, Tomas Jungert°
*Dalarna University
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It is easy to argue that at the heart of language learning research we find the learner. At the end of the day, the learner is the main character of the mystery that language learning still represents to researchers in the field. Therefore, it is unsurprising that the bulk of research carried out on motivation within the field of language learning psychology so far has focused almost exclusively on the language learner (Gardner & Lambert, 1959;Dörnyei, 2009).

The understandable focus on the language learner has led to a corresponding neglect of research on the language teacher. This is unfortunate since the language teacher is at the centre of the language classroom and teachers' emotions, thoughts and motivations can have a profound impact on the language learning environment and ultimately the success of instructed language learning.

In the last few years this situation has begun to change. The emerging field of language teacher psychology (Mercer, 2018;Mercer & Kostoulas, 2018) has so far focused on teachers' cognition (Borg, 2003), teachers' emotions (Gknonou, Dewaele & King, 2019), and teachers' selves and identity (Clarke, 2008). Teachers' beliefs about language learners' motivation and their perception of themselves as motivators is another potentially important factor that may affect learning outcomes.But so far there has been no concept or construct in the field that has allowed researchers to investigate it in a structured way.

Therefore, we developed the Teacher Motivator Self concept (TMS) which focuses on the teacher's perception of their role in stimulating the learner's commitment to learn a foreign language (Rocher Hahlin, 2020).

In this presentation, we will introduce and discuss the theoretical
(cont.)

underpinnings of the TMS, demonstrate how it can be researched and present the results of a first empirical study with 294 secondary teachers of French in Sweden. We will also discuss some ideas for future studies of the TMS in the field of language learning psychology.

Willingness to Communicate and multilingualism: Examining patterns of change
Alastair Henry
University West

Communication and learning are intimately interconnected; choosing to communicate or not is one of the most important decisions a language learner makes (Gregersen & MacIntyre, 2014). A learner's willingness to communicate (WTC) is defined as the probability she/he will choose to initiate communication given opportunity (MacIntyre et al., 1998). In multilingual contexts, WTC will involve situated assessments of the 'usability' of different languages made by learners/speakers. In contexts of adult second language education, such as Sweden, a contact language (usually English) and the target language (Swedish) both provide viable communication options. This presentation reports on a mixed-methods, individual-level, time-serial study (n=6) examining the WTC of adult migrants learning Swedish for whom English was a contact language (Henry et al., 2021a, 2021b). The research examines WTC in two languages during a period when learner/speaker functional skills in Swedish first develop. Results of change point analyses reveal patterns of co-evolutionary development. They show how WTC is characterised by patterns of stability and 'change points' when shifts into new communicative orientations occur. Findings are discussed in the context of (i) the conceptualization of WTC in relation to the multilingual and dynamic turns in SLA (Ortega, 2014; Ortega & Han, 2017), and (ii) educational practice in contexts of multilingualism.

PROGRAMME OVERVIEW

THURSDAY

14.00–14.15
Conference Opening
M. Gullberg & J. Granfeldt
https://lu-se.zoom.us/j/61240482299

14.15–15.45
1A: Narrative and expository texts
across modalities
https://lu-se.zoom.us/j/61029644657

1B: Input, tools and acquisition

https://lu-se.zoom.us/j/69059814760

BREAK

16.00–17.00
Keynote 1
*Quant*iously Optimistic: On the State of
Quantitative Methods in the Applied
Language Sciences
Luke Plonsky
https://lu-se.zoom.us/j/61240482299

17.00 Individual talks with Luke Plonsky

17.00–18.30
Mingle in Gathertown
https://tinyurl.com/LamConf2022

FRIDAY

8.30 Individual talks with Ping Li

9.00–10.00
Keynote 2
Digital Language Learning (DLL):
Insights from Behavior,
Cognition, and the Brain
Ping Li
https://lu-se.zoom.us/j/61240482299

BREAK

10.15–11.45
2A: Grammar and vocabulary in L2
and L3
https://lu-se.zoom.us/j/61029644657

2B: Motivation, willingness to
communicate and teacher practices in
the language classroom
https://lu-se.zoom.us/j/69059814760

BREAK

12.00–13.00
Keynote 3
TBA
Elizabeth Lanza

13.00 Individual talks with Elizabeth Lanza

Join us in our Gathertown lounge during the
breaks: https://tinyurl.com/LamConf2022 .

LAMiNATE

WELCOME!

Welcome to this first LAMiNATE Conference! This document contains programme and abstracts for the conference.

We will be using four different online spaces during the conference:
Main room (for keynotes and opening): https://lu-se.zoom.us/j/61240482299
Sessions 1 and 2 A: https://lu-se.zoom.us/j/61029644657
Sessions 1 and 2 B: https://lu-se.zoom.us/j/69059814760
Break room in Gathertown: https://tinyurl.com/LamConf2022

Although this is unlikely to be your first online event, we would like to remind participants of two simple things to make the conference run smoothly. You are more than welcome to use your camera but we kindly ask that you keep your microphone off during presentations. Use the "raise hand" function to ask questions during the Q&A.

Our keynote speakers have generously agreed to make themselves available for short individual talks. You can sign up for a talk by sending an e-mail to frida.splendido@nordlund.lu.se. The slots are limited so first come, first served.