Saturday 19 - **Abstracts**

STRAND 1

Vasylets & Marín

Investigating the role of working memory in L2 written production

Acquisition and use of a second language (L2) requires implication of a wide range of cognitive processes, such as working memory (WM), which refers to the capacity to temporarily store and process information (Baddeley & Loggie, 1999). Previous research on WM in L2 has primarily focused on the oral mode of performance and the produced findings are of mixed nature (Juffs & Harrington, 2011). Even less is known about the role of WM in L2 writing, as this line of investigation is an acknowledged gap in L2 research (Kormos, 2012). Exploration of the impact of WM on L2 production is important as it contributes to the knowledge about the relevance of individual differences in L2 acquisition.

In line with these considerations, this study explored therole of WM in L2 written production. 60 Spanish/Catalan EFL were the participants of this study. The subjects took the verbal WM test (Unsworth, Heitz, Schrock, & Engler, 2005) and also performed the Oxford Placement Test, LLAMA Test of Language Aptitude, timed and untimed grammaticality judgment tests, as well as L1 and L2 receptive vocabulary tests. The participants performed a video-retelling writing tasks in L1 Spanish and in L2 English. In the analysis, the subjects were divided into low, medium and high WM groups, which were compared (i) in terms of their L2 knowledge and learning abilities, and (ii) quality of their L2 written production while controlling for L1 writing proficiency. The connection of WM with L2 knowledge and written production in learners with different levels of working memory capacity was also explored. The study`s findings are discussed and contextualized within the paradigm of individual differences in SLA and within the theorizing of the language-learning-potential of L2 writing (Manchón & Williams, 2016).

Al-Saadi & Galbraith

The effects of EFL language proficiency, gender and writing beliefs on the writing processes and products of ELT undergraduate Omani students

The study aimed to explore the influence of English language proficiency, gender and writing beliefs on the L1 (Arabic) and FL (English) writing processes and text quality of 77 undergraduate Omani writers. Keystroke logging was used as the main instrument to record and analyse the participants' writing processes. This was complemented by the participants' responses to an immediate recall questionnaire. The Writing Beliefs Survey was used to identify writers' writing beliefs.

The results showed that writers produced better text quality, wrote more fluently, revised and paused less, and required less time to complete the writing task when writing in L1 in comparison to FL. A key feature of this difference was that writers in Arabic were able to produce language in larger bursts than in English. Writers with better English language proficiency were also able to produce larger bursts when writing in English. Generally, English language proficiency played an important role in FL

writers' writing process and product. High FL language proficiency was associated with better text quality, and more importantly, influenced writing processes. Low FL language proficiency reduced the extent to which initial planning focused on text organization and the audience and disrupted writers' ability to carry out more global revisions. Interestingly, the results indicated that FL language proficiency was associated with L1 writing as well.

The study also found that females had better English language skills and were more motivated towards writing than males in both languages. This enabled them to produce better text quality and to cope with the writing process demands more successfully than males. The study also suggested that Omani writers' writing beliefs were consistent with those found in previous research. There was evidence that FL writers' beliefs about audience and writing as a recursive process were related to both writing process and text quality.

McBride

Writing-to-Learn Content in a CLIL Spanish Compulsory Secondary Education environment. An exploratory study

Writing to learn language (WLL) is an approach that has been researched to a great extent within Second Language Acquisition studies and the benefits that have been found are plentiful. However, the investigations into Writing to Learn Content (WLC) are scarce and follow an array of investigative methodologies leading to the lack of general and clear results for this type of learning. WLC is a teaching approach that explores the benefits writing may hold in terms of non-linguistic content acquisition. This paper is an exploratory study into the potential benefits writing may have for students to acquire content knowledge, with a specific emphasis on Spanish Secondary school students studying History within a CLIL environment. The paper is divided into two parts; the first part explores the background research relating to WLC and the current CLIL methodology implemented within the Spanish education system. The second part consists in the exploratory study on WLC and the effects WLC tasks have on Secondary school students by implementing a pre/post-test design. The results show that those students, who participated in WLC tasks obtained slightly higher results in the post-task writing activity.

Whitakker & McCabe

Writing on history in a Content and Language Integrated Learning (CLIL) context: development of grammatical metaphor as evidence of language learning

64 texts (12,500 words) from history classes taught in English in a Spanish state secondary school, written by the same 16 students over 4 years, were coded for grammatical metaphor using an adaptation of Ryshina-Pankova & Byrnes (2013). Nominalizations and abstractions were significantly higher and more accurate in second cycle.

This paper presents a study of written production by sixteen students learning history through English in a Madrid state school during four years of secondary education. The project aimed to discover the language use and needs of students studying a content subject through a foreign language, by analyzing recordings of class sessions and in-class written work on the same topic, with the purpose of informing support for subject teachers using a FL.

A feature characteristic of writing for academic contexts is the nominal group, which often incorporates grammatical metaphor (Burns 2009, 2011, Halliday 1996, Halliday & Matthiesen 2004, Christie 2012, Schleppegrell 2004, Rose & Martin 2012). In history, for example, concrete happenings and events are expressed as abstract entities. When writing history, L1 students gradually incorporate more nominalization and generalization/abstraction through more complex nominal groups (Christie & Derewianka 2008, Coffin 2006). Thus, the FL texts were analysed for grammatical metaphor and expression of abstraction through the nominal group.

The 64 texts were coded using a scheme for grammatical metaphor based on Ryshina-Pankova & Byrnes 2013, and Liardet 2013, 2015, in O'Donnell's UAM CorpusTool. Nearly 1,500 instances of grammatical metaphor were identified. Comparing by cycle (first/second year vs. third/fourth year), a significantly higher use of grammatical metaphor and greater correction in form was found in the second cycle. There was also a significant increase in expressions of temporal and spatial location. The findings are considered in relation to the voice of the subject expert, and to an integrated focus on meaning-making.

Marcus Saller

The learning potential of L2 collaborative writing: A study of syntactic complexity development at tertiary level

Contemporary L2 writing instructors increasingly embrace collaborative writing as a complementary, social-constructivist approach in their composition classes. Mounting research suggests that the meta-talk between interactants during their collaborative endeavours fosters L2 learning. It should be noted, however, that studies in this field have been predominantly cross-sectional, situated in ESL classes, and concerned with linguistic accuracy. As such, research on the long-term affordances of L2 collaborative writing on syntactic complexity development is scarce. Biber et al. (2011) propose a developmental index of syntactic complexity for L2 learners, hypothesising that advanced features, such as noun phrase expansions, are acquired in later developmental stages. Yet, to date, little empirical evidence supports this index. In this vein, multidimensional measures that go beyond traditional T-unit metrics are required to account for both the functionality of syntactic complexity and the communicative demands imposed by the academic writing genre.

Such observations have inspired the design of the present longitudinal study with one control group (n=11) and one experimental group (n=15). Data were collected during the winter term of 2017/18 (t=12) at the University of Münster, Germany, using four instruments: expository essays to better account for potential meaning expansions in informational academic prose; audio-recordings of collaborative dialogues to examine whether dyads engage in meaning negotiations that relate to the meaning dimensions of complexity; questionnaire surveys and post-intervention interviews to analyse students' attitudes towards collaborative writing in an L2 academic setting.

This study employs a mixed-method approach with a concurrent triangulation strategy to arrive at a deeper understanding of syntactic complexity as one performance parameter in L2 academic writing. Preliminary findings from corpus and questionnaire analyses and the results from an independent IELTS language proficiency test will be presented and discussed.

Imaz-Aguirre & García Mayo

The impact of agency in degree of participation: Evidence from young EFL learners' collaboration

The main goal of the present study is to examine the impact of agency in pair formation method on degree of participation when young learners complete an oral task and an oral task with a written outcome. Recent research with adult learners has shown that pair formation has an impact on peer interaction and the interactional patterns formed (Gagné& Parks, 2016; Mozaffari, 2017; Storch&Aldosari, 2012). Thus, teacher-assigned pairs seem to generate more language-related episodes (LREs) (Swain &Lapkin, 2001) than student-selected pairs and there is more off-task behavior in the latter (Mozaffari, 2017).

The participants were 64 Spanish EFL young learners in 6th grade of Primary Education (age range 11-12) with an elementary proficiency level. The children were divided into three groups: a researcher-assigned (RA) group (12 dyads), a teacher-assigned (TA) group (8 dyads) and a student-selected (SS) group (12 dyads). The oral task consisted of 13 black and white cards with cartoon vignettes that children had to order working collaboratively. In the oral+written task, they completed a problem-solving activity.

Degree of participation was measured in terms of quantity and quality. Regarding quantity, findings indicated that in the RA group the amount of participation was the same in both tasks, whereas in the TA and SS, learners produced more turns in the oral task and fewer turns were left without answer than in the oral + written task. Concerning the quality of the dialogue, the language within each turn was considered (i.e. if the children used English, Spanish or both languages in their responses). Results indicated that in the RA group, students produced significantly more turns in English than Spanish, whereas in the TA and the SS groups Spanish was the dominant language, which would point to the influence of proficiency and agency.

Stiefenhöfer

Investigating peer interaction in computer supported collaborative L2 writing. An eye-tracking and stimulated recall study

In recent years, much research has been conducted on second language (L2) learner-learner interaction during collaborative writing tasks in face-to-face (FTF) contexts (e.g. McDonough, Crawford, & Vleeschauwer, 2016; Fernández Dobao, 2014). However, relatively little is known about the dynamics of peer interaction in computer supported collaborative writing (CSCW) (Cho, 2017; Rouhshad & Storch, 2016).

The present study explores interaction in CSCW by combining data from eye-tracking methodology, screen recordings and stimulated recall interviews. Four advanced EFL learner dyads completed two collaborative writing tasks, with a duration of 30 minutes. Both tasks required participants to jointly produce a text with recommendations for studying abroad. Task 2 additionally required the use of provided sources (figures and tables) for the composition of texts. Participants completed the tasks sitting in separate rooms, using Google Docs for writing, and written skype chat for communicating with each other. After the final task, participants were shown a video replay of their performance including their eye gazes, and were asked to comment on their thoughts during the task in a stimulated recall (SR) interview.

Chats and written texts were analysed for patterns of contribution. SR interviews were analysed using Atlas.ti, focusing on participants' task representation and role perception. The recording of the learner's eye-gaze behaviour provided insights into participants' allocation of attention to the text, their partner's input and the provided sources. Results indicate that dyads seemed to primarily adopt a cooperative mode of interaction (Storch, 2002), with very limited direct interaction.

Findings will be discussed in light of models of dyadic interaction (Storch, 2002; Meier, Spada, & Rummel, 2007) focusing on the applicability of existing models for collaborative writing in CSCW contexts and implications for the design of computer-mediated collaborative writing tasks. Furthermore, methodological affordances and challenges of using eye-tracking methodology in CSCW research will be addressed.

STRAND 2

Mercader

The effects of written languaging on grammatical complexity, accuracy, and fluency. A study with advanced EFL writers in a revision task

Languaging is a form of verbalization used to mediate cognitively demanding activity. From a SLA perspective, languaging about language is one of the ways we learn a second language to an advanced level (Swain, 2006:96).The present study is concerned with written languaging—written reflections about the corrections provided on the errors made on a piece of writing, as it is agreed that it "can promote the internal coding of information, facilitating subsequent performance" (Suzuki, 2012:1112) —i.e., learners who notice and reflect on the corrections are more likely to acquire the L2 forms involved. The current study explores the effectiveness of written languaging on two types of unfocused grammatical Error Correction (EC) in 38 Spanish advanced EFL writers. As a pretest, our participants produced a narrative piece of writing. For the treatment, they were divided in two larger groups, one who was required to process feedback via written languaging and another one who was not. Each of these two larger groups was in turn divided in three subgroups, according to feedback type: direct EC (i.e., correct form is provided), indirect EC (i.e., no correct forms provided; instead, errors are highlighted and coded), and no EC (i.e., self-editing; control). Following the feedback processing session, and as a way of posttest, participants were required to revise (i.e., write again) their initial writing (pretest). The effects of EC and written languaging are studied by using a number of direct measures of linguistic complexity, accuracy, and fluency (CAF). Synlex was used to assess complexity; error reduction to assess accuracy; and words (using WordCalc) per minute to assess fluency. Results reveal an improvement in accuracy and in fluency for the languaging group, but no significant improvements in terms of syntactic complexity were identified.

Boggs

A mixed-methods longitudinal investigation of facilitating L2 writers' use of corrective feedback

Experts might now agree that corrective feedback (CF) can, under the right conditions, aid second language (L2) writers' development of grammatical accuracy. However, much SLA research has examined effects of types of CF, but often without consideration of different types of learners and how they might engage differently with the CF. In order to understand how and when CF might be most useful, experts need a better understanding of how learners make use of CF; research that brings together methodologies from SLA and L2 writing research can contribute to this understanding. The present mixed-methods longitudinal study considers two ways experts can facilitate learners' use of CF and how learners respond to these facilitation techniques.

Using a process writing protocol, EFL learners (n=122) produced four samples of new writing, receiving CF twice. Within a cognitive framework, learners' attention was focused on the CF during the two treatments. This was done using one of two methods, drawn from socio-cultural theory and L2 writing research: (a) one-to-one conferences, where tutors engaged learners, drawing attention to errors and eliciting metalinguistic reflections; or (b) worksheets, which prompted learners to reflect on the CF, and write metalinguistic reflections. Results were compared to a Comparison group, which received direct written CF without facilitation. Findings indicate that all groups made similar improvements in grammatical accuracy. Perhaps surprisingly, learners seemed to engage more with the worksheets than with their tutor. The findings are discussed in reference to contextual factors. Pedagogical and theoretical implications will be discussed.

Larsen

The learning potential of feedback on the L2 writing of sociology students

As Scandinavian universities continue to make extensive use of English as a medium of instruction alongside or instead of the domestic languages (Wächter and Maiworm 2014), there is a growing need to support students' second language (L2) writing skills in English at these institutions. The University of Copenhagen is a case in point with a sizeable proportion of master's programmes and courses taught in English by lecturers with no experience in language instruction. A recent five-year language strategy has sought to align language support with students' disciplinary needs (Larsen & Holmen, 2017), resulting in ten pilot projects that have explored different ways of integrating English writing instruction and/or feedback into academic courses in different programmes across the University. In an effort to support the potential long-term integration of these initiatives, this study explored the language learning potential of feedback activities developed in connection with a two-year pilot project at the Department of Sociology. Students were offered electronic feedback by a language consultant on a draft version of a portfolio paper to be included in the final course examination. The electronic feedback was preceded by a lecture at the beginning of the semester on academic writing tailored to writing in sociology. A subsequent feedback workshop, which gave students the opportunity to ask clarifying questions about the electronic feedback, sought to give the students a basis for implementing the feedback in the final exam submission. To explore the language learning potential of these feedback activities, we triangulate analyses of student drafts and final exam submissions with data from a questionnaire and student interviews. The findings are discussed in relation to different models of integrating content and language with a focus on how to promote a stronger focus on L2 writing instruction and feedback in academic courses across the university.

Chacón

Learning English with the help of Grammar Checker: What can we expect from written correcive feedback?

This presentation starts by describing a new Grammar Checker designed at the UNED (Universidad Nacional de Educación a Distancia), Spain, to help students of English enrolled in distance and blended learning programs detect and correct errors in their writing.

A tool like this has, no doubt, many advantages for students and teachers alike. Students take responsibility for their own learning, learn autonomously and self-correct their own mistakes. From a psycholinguistic point of view this learning experience is more valuable than having their mistakes spotted and/or corrected by the teacher, and is also less stressful as students can work at their own pace. The use of this tool allows teachers to devote more time to other aspects of teaching writing.

This software makes use of a large corpus of written language as a normative corpus for error correction. The program highlights mistakes in students' compositions and provides personalised feedback explaining the nature of each error and how to correct it. Such feedback was prepared from a corpus of approximately 257,000 words and phrases containing errors either found in the writing of Spanish speaking A2 and B1 level learners, or errors, which, while not actually found, were typical of learners at this level of competence. For a sample of 68 student compositions comprising a total of 12,063 words, the software delivered error-specific feedback on approximately 46 per cent of the errors in the students' work. Adding feedback on a further 103,000 words and phrases to the diagnostic corpora subsequently increased the error-specific feedback rate to 59 per cent. The feasibility of further increasing this percentage is outlined, and the pedagogical significance of the findings discussed.

This presentation will describe the research procedures followed in the development of Grammar Checker and will analyse the implications of this tool for distance and blended learning.

González-Cruz

Evidence of the effectiveness of Error Correction on the improvement of CAF measures in L2 writing: An exploratory study

Since Truscott's claims that error correction "has harmful effects" (1996), its role has been an issue of considerable controversy among theorists and researchers alike. Acknowledging the language learning potential of Error Correction (EC) along with most recent empirical research (see Bitchener & Storch, 2016 for a review), the current study is mainly directed at questioning its effectiveness. Even though EC has been proved to effectively contribute to the development of accuracy in written output, it is not so clear that it is equally effective with complexity and fluency. The present study sets out to quantitatively examine the processes underlying the learners' initial output and whether comprehensive EC has any effect on 44 high-intermediate EFL learners' grammatical development measures. The study consisted of three stages. First, after completing the initial writing task (pretest) on day 1, participants were sorted into three treatment groups (direct EC, indirect EC, and no feedback/control). Then, having processed the feedback (via written languaging), they were required to revise their initial writing (thus producing the posttest) to measure differences in CAF (day 15). To look for evidence of improvement in accuracy, the data was analyzed for global error reduction between pretest and posttest scores. Then, taking into account the time that students were given to produce their essays, differences in fluency were measured by comparing the total number of words written (pretest vs. revision/posttest).

Finally, the L2 Syntactic Complexity Analyzer was employed to measure pretest-posttest differences in six indices (MLS, MLT, MLC, C/S, VP/T, C/T). The results obtained confirm the null hypothesis of the study, the lack of significant improvement in other measures of L2 ability aside from accuracy. From these findings, we might conclude that rather than abandoning EC, L2 instructors should be aware that different traits of L2 development need of different corrective feedback treatment(s).

García-Pastor

Implementing a genre-based pedagogy in L2 writing instruction: raising students' awareness of genre and the use of evaluative language in EFL

The present study is to be situated within the "learning-to-write" (LW) and the "writing-to-learn-language" (WLL) approaches to the study of L2 writing (Hirvela et al., 2016; Manchón, 2011a, 2011b), since it is concerned with the use of writing to learn discourse genres and the use of evaluative language in EFL. More specifically, in this research, a genre-based pedagogy (e.g. Brisk, 2015; Martin & Rose, 2008; Rose & Martin, 2012; Johns, 2002, 2011; Tardy, 2011) was implemented in a TEFL course to raise learners' awareness of genre, grammar, and language metafunctions in the writing of a linguistic autobiography. In particular, this study aims to enquire whether such approach to L2 writing instruction yields differences in students' writing in terms of the general linguistic, structural, and functional features of this genre, and learners' use of evaluative language. To this end, a pre-test, post-test and delayed-post-test design was followed according to the "teaching and learning cycle" characteristic of textual perspectives on L2 writing (Hylland, 2003). Students were thus asked to produce 6 pieces of the genre, namely, an uncoached piece for the pre-test; three more writings, one per each genre stage, and a final piece for the post-test; and another writing for the delayed post-test. Learners produced all these writings through individual and group tasks that involved the analysis and discussion of mentor texts in class, and the individual and joint negotiation and construction of these writings both in class and at home. Brisk's (2015) genre-specific analysis guidelines were followed along with Martin's (2000) appraisal framework for the analysis of students' writings. Findings suggest that learners generally improved their linguistic autobiographies, especially the orientation stage. Evaluative language was also observed to be more frequent and varied in the post-test. However, this improvement was not observed in the delayed post-test.

Al ´Adawi

Modelling self-regulation strategies and writing performance

Training on self-regulation learning strategies (SRLS) have been proposed to eliminate learning deficiencies as being able to be a pro-active learner who is ware of his/her own abilities and the resources available to set achievable goals is of high importance for this generation who have access to different sources of information. Self-regulation strategies were found to be effective in different fields among of which is education and learning. Directing oneself towards a learning goal is likely to be effective in situation where the teacher cannot help a student to reach his/her full potential. This paper reports the effect of implementing self-regualtion strategies via modelling on students' writing skills. As a quasi-experimental study that make use of a pre and post- writing task to evaluate students' written performance in a control and an experimental group throughout an academic semester (4 months). Forethought, performance and evaluation SRLS are modelled in the experimental group at different stages of the semester and for different tasks. Students' pre-and post-writing test, their assessed tasks, mid-term and final exam of both groups are to be compared to evaluate the extent of effect of SRLS in the experimental group performance. Modelling SRLS in the experimental group is assumed to improve students' written work as

opposed to those registered in the control group and have not been trained on SRLS. Students' marks, quality of written work is likely to indicate whether SRLS can actually improve writing performance.

Cornejo-Sosa

Self-regulated assessment of the writing of first year university students of education through scripts and peer review

(Evaluación autorregulada de la escritura de estudiantes universitarios a través de guiones y de revisión por pares)

Dos de las metas del EEES eran lograr el aprendizaje autónomo del alumno y el desarrollo de la capacidad de aprender a aprender. En la base de ambas subyace la competencia autorreguladora definida como proceso formado por pensamientos, emociones y acciones planificadas y adaptadas para conseguir los objetivos personales (Zimmerman, 2000). Investigaciones han demostrado que una autorregulación eficaz influye en mayor rendimiento (Dignath, Büttner y Langfeldt, 2008); por ello, merece la pena profundizar en cómo fomentarla en el estudiante universitario. Uno de los ámbitos menos explorado en este sentido son las tareas de escritura a lo largo del Grado, a pesar de que la escritura constituye un instrumento para revisar y transformar el conocimiento y facilita la construcción de ideas propias (Bazerman 2009; Greene y Lidinsky, 2012; Kielft, Rijlaarsdam, y Bergh, 2008; Butler, 2006). En este sentido, el objetivo de esta comunicación es presentar resultados parciales de la Tesis Doctoral sobre una intervención en escritura que permite al profesor imbricar orientación sobre las tareas de escritura que encomienda en la materia que imparte para aumentar la comprensión y para desarrollar una mayor conciencia autorreguladora en el estudiante durante el proceso de textualización y de revisión. El programa contempla el uso conjunto de dos instrumentos con fundamentación teórica y empírica: guiones definidos como preguntas estructuradas según el modelo de ejecución del experto, que cubren y acompañan desde el inicio hasta el final de la tarea (Panadero, Alonso-Tapia y Huertas, 2012) y retroalimentación que implica al alumno en un tipo de evaluación en la que toma conciencia de cuándo, qué y cómo es preciso corregir en cada momento del proceso de composición. (Graham y Karen, 2000; Graham, Hebert & Harris, 2015; Pekrun, Cusack, Murayama, Elliot y Thomas, 2014). Los resultados son positivos en cuanto a profundidad de revisión y percepción de autoeficacia.