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Organisatiecommissie

Beppie van den Bogaerde (Amsterdam)
June Eyckmans (Gent)
Nivja de Jong (Leiden)
Maaike van Naerssen (Leiden)
Audrey Rousse-Malpat (Groningen)
Rasmus Steinkrauss (Groningen)

Contact: anela.conference2018 at gmail.com

Administratieve ondersteuning

Anneke Smits (Secretariaat Anéla)

Correspondentieadres Anéla

Secretaris

B. (Bert) Le Bruyn
Universiteit Utrecht
UIL-OTS
Trans 10
3512 JK Utrecht
b.s.w.lebruyn at uu.nl

Ledenadministratie

anela-admin at uvt.nl

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VOORWOORD

Welkom op het 9de congres van de Anéla. Drie jaar geleden hielden wij het congres óók in Egmond aan Zee. Het was toen lekker weer, en dat was vanuit de zalen op de vierde etage van hotel Zuiderduin goed te zien. Dit jaar zal het vast weer lekker weer zijn, maar zitten we gelukkig in zalen beneden, waar we minder afgeleid kunnen worden door vergezichten over zee.

Maar ook al zou de aantrekkingskracht van die vergezichten groot zijn, wij vermoeden dat het diverse programma van het driejaarlijkse Anéla-congres u toch wel binnen zou houden. Er zijn drie keynotes. Het congres opent met de lezing van Daniel Perrin (over “professional tekst production”), op zaterdagochtend spreekt Rob Schoonen (over “operationalization of language ability”), en op zaterdagmiddag luisteren we naar Claire Kramsch (over “Teaching language in the age of Trump”).

Voor de precieze inhoud van dit congres verwijzen wij u uiteraard naar de rest van dit programmaboekje, met daarin de abstracts van de drie keynotes, 35 presentaties, 52 mondelinge presentaties, en 7 posters. Daarnaast zijn er maar liefst 11 Colloquia. Dat wordt moeilijk kiezen! De posters zullen op zaterdag twee keer aandacht krijgen: tussen 10.15 - 10.45, maar ook tijdens de tweede helft van de lunch op zaterdag.

Naast het volle programma hopen wij ook dat de omgeving zal inspireren tot veel interessante, collegiale uitwisseling in de wandelgangen, in het zwembad, tijdens de lunch, in een sauna, bij het diner, of tijdens een verfrissende strandwandeling.

Ten slotte danken wij onze sponsors (Brill, John Benjamins, en hotel Zuiderduin) en daarnaast danken wij Anneke Smits, zonder wie dit congres (en dit programmaboekje) niet had bestaan!

Veel plezier gewenst,

De organisatiecommissie

FOREWORD

A special welcome to the international guests attending the Dutch national conference on applied linguistics. The 2018 edition is the 9th edition of the Anéla conference (held every three years). Three years ago, we were also gathered in Egmond aan Zee. The weather was nice, and the conference rooms at the fourth floor had beautiful seaside views for us to show this weather. As it is usually nice weather in The Netherlands, it probably will be nice weather this time round as well. So perhaps it is better that we are now situated downstairs, without captivating views to distract us.

But even if the seaside views would attempt to lure our attention elsewhere than to applied linguistics, we suspect that the diverse programme will keep you inside anyway. There are three keynotes. We open the conference with the lecture by Daniel Perrin (on professional text production), on Saturday morning, Rob Schoonen will talk about operationalization of language ability, and Saturday afternoon we will listen to Claire Kramsch talking about teaching language in the age of Trump.

For all abstracts and other information, we refer to the contents of this booklet.You will find the abstracts of the three invited keynote presentations, of 35 oral presentations, and of 7 posters. Additionally, no less than 11 Colloquia are hosted throughout today and tomorrow. Good luck choosing the right parallel session! Posters will be presented twice: Saturday between 10.15 - 10.45, and also on the same day during the second half of the lunch.

We hope that, besides the full programme, you will have find the opportunity to enjoy the surroundings. We hope that during lunch, in the swimming pool, the sauna, or in the evening whilst bowling or a walk on the beach, you will have the chance to informally interact with your colleagues, perhaps leasing to new connections and networks.

Finally, we wish to thank our sponsors (Brill, John Benjamins, and hotel Zuiderduin). We also thank Anneke Smits, because without her there would not have been a conference (or booklet)!

Enjoy the conference,

The organizers

8.45 - 10.00	**Registration**				
10.00 - 11.00	**Keynote lecture 1: Lamoraalzaal** *Investigating linguistic practices: The case of scalability in professional text production* Daniel Perrin ZHAW Zuric				
11.00 – 11.30	**Coffee/tea**				
	Room 537	*Room 532*	*Room 533*	*Room 535*	*Room 536*
	Presentations **Migration and language**	**Presentations** **Types of instruction and learning in SLA**	**Presentations** **Teaching resources: Teachers, materials and curricula**	**Presentations** **Individual differences and L2 acquisition**	
11.30 - 12.00	*Multilingualism and (cognitive) aging in the northern Netherlands* Pot	*Tracking language learning on the fly: is awareness the product of implicit learning?* Andringa & Williams	*Integrating improvisation and drama into EFL Teacher Training; Psychological outcomes and performance* Zondag & Wanphet	*Lexical variation in adolescents'online writing: The impact of age, gender and education* Hilte, Vandekerckhove, Daelemans	
12.00 - 12.30	*Applying knowledge of multilingualism to classroom strategies* Dekker, Baauw, Le Pichon-Vorstman, Steffens	*The effectiveness of Processing Instruction and the Delft Method for teaching Dutch verbal morphology and the mediating role of declarative and procedural memory* De Jong, Van Boxtel & Hemerik	*Taalcompetencies van MBOers voor een dynamische arbeidsmarkt* De Glopper & Krips	*Motivational factors in listening-to-write and listening-to-speak tasks* Michel, Kormos & Brunfaut	
12.30 - 13.00	*The influence of the Test Language on the performance of Young Newly Arrived Migrant Syrian (NAMS) Pupils at Mathematics* Attar & Le Picho	*Nominal agreement in the interlanguage of Dutch L2 learners of Spanish* Gonzalez & Mayans	*How do teacher-pertinent factors and teacher motivation affect L2 teachers' motivational behaviours?* Lee	*Incidental word learning through L2 listening: The effect of listener related variables* Hatami	
13.00 - 14.00	**Lunch**				

	Room 537	*Room 532*	*Room 533*	*Room 535*	*Room 536*
	Colloquium Professionalisering van leraren in onderwijs aan nieuwkomers - een vergelijkende studie in Vlaanderen en Zweden en de betekenis voor Nederland	Colloquium Explicit versus implicit? Long-term interventions and free response oral and written data	Colloquium Interactie tussen artsen: intersubjectiviteit en verantwoordelijkheid	Colloquium Language contact, social network development and language acquisition during study abroad	Colloquium Inhoud in de moderne vreemde talenles: actieonderzoek voor en door docenten
14.00 - 16.00	*Convenors: Maaike Hajer, Gerrit Jan Kootstra & Marian van Popta-Ekelens*	*Convenor: Marjolijn Verspoor & Merel Keijzer*	*Convenor: Tom Koole*	*Convenor: June Eyckmans & Kristof Baten*	*Convenor: Tessa Mearns*
	Presentations Multilingual classrooms	**Presentations Language development in children**	**Presentations Corpus analysis**	**Presentations Individual differences in L2 acquisition**	**Presentations Perception and identification**
16.00 - 16.30	*SLA & productive interaction in (multilingual) classrooms* Frijns	*Kindergartner's use of statistical learning in mapping semantics unto syntax* Spit	Constructions and patterns: Exploiting the common ground Hunston	*Extramural exposure, not motivation, is critical to children's second language learning* Leona	*Identificeerbaarheid van kinderen met een gehoorbeperking: een vergelijkende benadering* (full paper) Boonen, Kloots & Gillis
16.30 - 17.00	*Talige dilemma's op een meertalige school* Goossens	*The younger the better? Age and incidental language learning* De Wilde, Keijzer & Eyckmans	*And who takes people's financial literacy into account?* Whitehouse	**Language change** *Language change as a learnability effect* Efrat-Kowalsky	*The matched-guise technique revisited for speech evaluation research on native compared to non-native English accents* Nejjari, Gerritsen, Gussenhoven, Van Hout & Planken
17.00 - 19.00	Break / Walk on the beach **Anéla yearly meeting (Lamoraalzaal)**				
19.00 - ….	Dinner Drinks				

8.30 - 9.00	Registration				
9.00 - 10.00	**Keynote lecture 2: Lamoraalzaal** *From task to ability. Issues in the operationalization of language ability.* Rob Schoonen, Radboud Universiteit Nijmegen				
10.00 - 10.15	**Poster-pitch session** **Lamoraalzaal**				
10.15 - 10.45	**First poster session** *and coffee/tea*				
	Room 537	*Room 532*	*Room 533*	*Room 535*	*Room 536*
	Colloquium Language and critical thinking integrated teaching in the college EFL context: principles and methods	**Presentations Conversation and representation**	**Presentations Bilingualism and bilingual education**	**Presentations Academic literacy and writing**	**Presentations Teaching resources: Teachers, materials and curricula**
10.45 - 11.15	*Convenors: Sun Youzhong, Jin Limin, Zhang Lian, Lan Chun*	*Politieverhoren met kind-getuigen: Het dilemma tussen neutraliteit en interactionele relevantie* Jol, Stommel & Spooren	*Code-switching from Dutch to Frisian requires more cognitive control than code-switching from Frisian to Dutch* Bosma & Blom	*The role and impact of studying in a second language* Zijlmans	*Towards a democratic Algerian curriculum development through secondary school EFL teachers' involvement* Gherzouli
11.15 - 11.45		*Impact of a language promotion campaign on language use on social media* Jongbloed-Faber	*Improving L3 English speaking perfor-mance of balanced Frisian Dutch and non-balanced Dutch Frisian bilinguals through trilingual Frisian-Dutch-English education* Günther-Van der Meij & Klinkerberg	*Functionele adequaatheid van mondelinge en schriftelijke T2-productie* Kuiken & Vedder	*Teacher perceptions of change in government schools in the United Arab Emirates* El Gamal

	Room 537	*Room 532*	*Room 533*	*Room 535*	*Room 536*
11.45 - 12.15		*From Housewife to Business woman? A diachronic perspective on gendered professional titles in Dutch language textbooks* Koster	*A holistic approach for multilingual education: the case of translanguaging Frisian primary schools* Günther-van der Meij & Duarte	*Schrijfvaardigheid in ontwikkeling: een praktijkgericht onderzoek onder have- en vwo-leerlingen* De Glopper & Krips	*Transforming Faculty Classroom Practices in an English Teacher Preparation Program: Challenges and opportunities* Gitsaki
12.15 - 12.45				*De toekomst van DuJAL* Petra Poelmans	**L2 processing** *Processing of complex English sentences by native and non-native speakers of English* Haemon Lee
12.45 - 13.45	**Lunch** **(including second poster session 13.15 – 13.45)**				
	Room 537	*Room 532*	*Room 533*	*Room 535*	*Room 536*
	Colloquium **Language policy, management and use in Asia in relation to sustainable development goals**	**Colloquium** **Nachbarsprache & buurcultuur**	**Colloquium** **Onderwijs in tekststructuur en leesstrategieën**	**Colloquium** **Innoverende schrijfdidactiek: de relatie tussen interventie, proces en product**	**Colloquium** **Processes and outcomes of Content and Language Integrated Learning research in the Netherlands**
13.45 - 15.45	*Convenors: Hashim Azirah & Ee Ling Low, Anne Pakir*	*Convenors: Sabine Jentges & Eva Schmidt*	*Convenor: Jacqueline Evers-Vermeul*	*Convenor: Catherine van Beuningen & Marije Michel*	*Convenors: Rick de Graaff & Tessa Mearns*
15.45 - 16.45	**Keynote lecture 3: Lamoraalzaal** *Teaching language in the age of Trump* Claire Kramsch, Berkeley				
16.45 - 17.45	**'Borrel', poster price, book lottery and closing**				

KEYNOTE LECTURES

Investigating linguistic practices: The case of scalability in professional text production

Room: Lamoraalzaal

Daniel Perrin, *Zurich University of Applied Sciences,* daniel.perrin at bluewin.ch

This keynote uses the case of collaborative professional text production to discuss the concept of linguistic practice from both theoretical and practical perspectives. By drawing on large corpora of real-life data and applying the multi-method approach of progression analysis, practices are identified that allow for flexible planning in the dynamic system of text production.
Findings show that key features of the text production practices under investigation, as well as of the writing phases they dominate, scale up. This means that the patterns found in both practices and phases recur in similar forms throughout the various levels and time frames of text production. They are manifested during the split seconds it takes to make stylistic decisions as well as over the days, weeks and months of organizational document cycling. This understanding of scalability reaches far beyond former concepts of planning in text production research.
In conclusion, it appears text production research conducted in real-life contexts sharpens theoretical approaches to linguistic practices on one hand, and contributes to sustainably solving practical problems on the other.

From task to ability. Issues in the operationalization of language ability

Room: Lamoraalzaal

Rob Schoonen, *Radboud Universiteit Nijmegen*, r.schoonen at let.ru.nl

In applied linguistic research, we investigate the language ability of first and second language learners, of subpopulations of language users with specific histories or certain linguistic challenges, and we are interested in their language performance under various circumstances. We make claims about language abilities, that is, abilities to perform certain language tasks in real life and real time. The validity of our research outcomes and the interpretation thereof depends to a large extent on the quality of the operationalization of language ability. Which tasks do we administer to the participants in our studies and what can we infer about their language ability on the basis of these tasks? In this talk, I will address some of the issues we have to face when we conduct our applied linguistic research and want to make claims about language learners' language ability. To what extent will these claims be depend on the task we have used to collect our data, the items we have used in our test, or to what extent will they depend on the raters that were involved in the grading of speaking or writing samples? It turns out that trying to answer these questions about the psychometric quality of our measurements leads us back to fundamental questions about our theoretical framework for language ability.

Teaching language in the age of Trump

Room: Lamoraalzaal

Claire Kramsch, *UC Berkeley,* ckramsch at berkeley.edu

The age of Trump is not only the age of alternative facts and post-truths. It is also the age of tweets, reality TV, branding and other verbal entrepreneurship, and of the multiple manifestations of what Harcourt has called "the expository society" (Harcourt 2013). In the last two years, the Trump tsunami has changed not only the political landscape in the U.S., but most worryingly for applied linguists, it has changed the very use of language in everyday life. Language as a social institution is under attack, not only in its structure, but also in its use on mass and social media, and in the halls of political power. If there is one thing that Trump's use of language has revealed it is the use and abuse of symbolic power and the way it is transforming the discourse of politics, business and the media. As a fundamentally structuralist field of inquiry, applied linguistics has not paid enough attention to the post-structural, symbolic dimensions of power in language. Drawing on theoretical insights from Louis Marin, Michel Foucault and Judith Butler, this paper looks at how language in Trump's discourse is providing a (negative) model of language use that should prompt researchers and teachers in applied linguistics to reflect on the political and moral dimensions of foreign language education.

Alfabetical sorted on name of the title

COLLOQUIUM ROOM 532

EXPLICIT VERSUS IMPLICIT? LONG-TERM INTERVENTIONS AND FREE RESPONSE ORAL AND WRITTEN DATA

Marjolijn Verspoor, *University of Groningen*, m.h.verspoor at rug.nl
Keijzer Merel, *University of Groningen*, m.c.j.keijzer at rug.nl

A wide range of studies have found that explicit instruction within a meaning-based approach is more effective than implicit instruction with relatively large effect sizes and durable positive effects (Norris & Ortega, 2000; Spada & Tomita, 2010). However, these findings may be biased as treatments have been brief, which is a disadvantage for implicit learning. Moreover, they have used "highly constrained discrete-focus linguistic tasks" that favor explicit instruction (Spada, 2011, p. 228). To meet such flaws, DeKeyser (2003) suggests conducting more realistic experiments "in actual classrooms, with much larger fragments of language" where students are learning to achieve communicative ability rather than "just learning for the sake of the experiment" (p. 337). This suggestion sketches out the purpose of the current symposium. We will first review and synthesize the details of previous studies. Then three papers (one on L2 English and two on L2 French) will report on classroom studies after 2, 3, and 6 years of implicit or explicit instruction with free oral and written response data. The studies collectively address the differences in effectiveness of both implicit and explicit instruction, operationalized as both holistic proficiency scores and analytic complexity, accuracy and fluency (CAF) measures. The findings indicate that long-term intervention shows no advantage to explicit instruction when tested on communicative tasks.

DeKeyser, R.M. (2003). Implicit and explicit learning. In C. Doughty, & M. Long (Eds.), *Handbook of Second Language Acquisition* (pp. 313-348). Oxford, UK: Blackwell

Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, *50*(3), 417-528.

Spada, N. (2011). Beyond form-focused instruction: Reflections on past, present and future research. *Language Teaching*, *44*(02), 225-236.

Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A Meta-Analysis. *Language learning*, *60*(2), 263-308.

Exposure confound in form-focused instruction research: A meta-reanalysis and extension of Spada & Tomita 2010

Sible Andringa & Katie Schultz, *University of Amsterdam*, s.j.andringa at uva.nl

According to the results of well-known meta-analyses of L2 instructional research, such as Norris & Ortega (2000) and Spada & Tomita (2010), explicit instruction generally yields larger effect sizes than implicit instruction in terms of short-term treatment effects. From a theoretical perspective, it would be important to understand why explicit instruction generally results in larger effect sizes. There are two likely explanations: the favorable effects of explicit instruction may be due either to learners' ability to profit from the explicit metalinguistic information, or they may be the result of concomitant implicit learning processes due to the exposure to the target structure that learners receive in explicit treatments, which is often

more intensive as each and every item in a practice exercise offers examples of the target structure. In short: the effects of metalinguistic information and exposure may be confounded. A limitation of the meta-analyses published so far is that the effect sizes calculated to illustrate the effectiveness of treatment conditions have been based on comparisons with no-exposure control conditions. Very few studies directly pitted explicit instruction against implicit instruction; most compared one instruction type with a no exposure control condition. Even fewer studies have controlled for exposure differences in their research designs. In the current study, a subset of the results reported in Spada & Tomita's 2010 meta-analysis was reanalyzed whilst accounting for differences in L2 target exposure across groups. In addition, recent studies comparing implicit and explicit instruction types were added. The studies were coded as either including an equal-exposure comparison group, a non-equal-exposure comparison group, or a no-exposure control group as a comparative baseline, and reanalyzed to determine the true effect of instructional treatment. The results of this analysis revealed small but significantly different from zero effect sizes for both explicit and implicit treatments. Importantly, after controlling for exposure differences, explicit instruction was no more beneficial than implicit instruction. This implies that, exposure conditions being equal, learners do not seem to profit from the metalinguistic information they receive; the larger effect sizes of explicit instruction appear to be due to more intensive exposure to the target structure.

Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning*, *50*(3), 417-528.

Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature: A Meta-analysis. *Language learning*, *60*(2), 263-308.

English without grammar instruction? L2 English written proficiency after two years

Leslie Piggott, *Universiteit Utrecht*, L.E.B.Piggott at uu.nl

Foreign language classrooms in the Netherlands and elsewhere are predominantly form-focussed with explicit instruction on grammatical features. Teachers often find explicit form-focussed instruction more reassuring as an instructional tool and are concerned that leaving out this explicit instruction will not get their students to the required level of language proficiency in the classroom hours available (Phipps & Borg, 2009).

This study investigated the longitudinal effects of leaving out explicit form-focused instruction in the English classroom over a period of two years. Participants in this study included a total of 463 Dutch junior high school students (age 12-15) divided over two cohorts. The explicit cohort (N=222) received explicit form-focussed instruction integrated in the course book materials. The implicit cohort (N=241) used the same course book materials but excluded all explicit form-focussed instruction and related form-focussed exercises; these were replaced by additional meaning-focussed reading, listening and vocabulary assignments.

Several language proficiency tests were administered throughout these two years and at the end of each school year the participants completed a timed writing task. The written texts were first holistically rated on a five-point scale on lexical and syntactic dimensions as well as on overall functional adequacy. Subsequently, a subset of the data (N=200) was analysed on 23 different measures of syntactic complexity.

After the first year of L2 English education no significant differences were found. After the second year, the holistic ratings showed that receiving explicit instruction was a significant

predictor for higher ratings of syntactic complexity and diversity. Yet, the analysis on the 23 measures of syntactic complexity showed that implicit instruction resulted in significantly higher scores.
Results are discussed in terms of implications for L2 curriculum development and research.

Phipps, S., & Borg, S. (2009). *Exploring tensions between teachers' grammar teaching beliefs and practices*. System, 37(3), 380-390.

Parlez-vous français? L2 French oral and written proficiency after three years

Audrey Rousse-Malpat, *Rijksuniversiteit Groningen*, a.rousse-malpat at rug.nl

Explicit methods of instruction are very common in foreign language teaching, and there is still a strong belief that explicit grammar instruction is a prerequisite for successful second language learning. In the Netherlands, a great deal of time is spent on grammar explanations in the L1, and the L2 is rarely used, as in the case of French (Oosterhof, Jansma & Tammenga-Helmantel, 2014).
The current study explores the effect of an explicit vs. an implicit teaching method for L2 French in the Netherlands. 229 junior high school students were followed during their first three years of French instruction on the development of their oral and written skills (from age 12 to 15). They wrote 16 narratives and took three oral tests over the course of three years. The oral tests were scored using the protocol and grid from the SOPA method developed by CAL (Thompson, Kenyon & Rhodes, 2002) and the narratives were scored on a similar grid developed for this particular study.
Results showed that, overall, the implicit method with high L2 exposure was much more effective on both written and oral skills, already after 6 months of instruction. However, after three years one explicit group who had received a relatively high degree of L2 input showed similar results to the implicit groups. A detailed analysis of oral output revealed that the implicit group significantly outperformed the explicit group not only on grammatical accuracy but also on analytical measures such as speech rate, sentence complexity and the limited use of L1.

Oosterhof, J., Jansma, J., & Tammenga-Helmantel, M. (2014). Et si on parlait français? Onderzoek naar doeltaal = voertaalgebruik van docenten Frans in de onderbouw. *Levende Talen Tijdschrift*,*15*(3),15-27.
Thompson, L., Kenyon, D., & Rhodes, N. (2002*). A Validation Study of the Student Oral Proficiency Assessment (SOPA)*. Ames, IA, and Washington, DC: Iowa State University.

J'AIMe le français: L2 French written proficiency after six years

Wim Gombert, *Rijksuniversiteit Groningen*, w.gombert at rug.nl

In this classroom study, two cohorts of L2 French students were compared during their entire high school education. The first cohort, consisting of 55 students, received explicit instruction throughout their six years of study. Both in class and at home, students focussed on developing grammar knowledge and reading and listening strategies. The second cohort, consisting of 58 students, received no explicit grammar instruction during their six years of schooling. Instead, the focus in class was predominantly on authentic input and developing speaking skills using various activities. At home, students focussed on reading and listening

tasks with online learning systems, but without explicit focus on grammar. The final task after six years of instruction was the same for both cohorts: a writing task based on content that had been dealt with previously in class by means of videos and reading texts.
All texts were assessed holistically by a group of experienced raters on general proficiency operationalized by means of a rubric on both content and language and analytically by means of common complexity, accuracy and fluency (CAF) measures. Some of the measures result from an automated analysis (Direkt Profil by Granfeldt et al., 2006).
Analyses show similar results for both groups in complexity and accuracy measures, but not in fluency, which is operationalized as text length and the use of chunks, where the implicit group (with more exposure to authentic input) has the advantage.

Granfeldt, J., & Nugues, P. (2006). CEFLE and Direkt Profil: A new computer learner corpus in French L2 and a system for grammatical profiling. In *LREC* (pp. 565-570).

COLLOQUIUM — ROOM 533

INTERACTIE TUSSEN ARTSEN: INTERSUBJECTIVITEIT EN VERANTWOORDELIJKHEID

Tom Koole, *Rijksuniversiteit Groningen*, tom.koole at rug.nl
Mario Veen, *Erasmus Medisch Centrum*, m.veen.1 at erasmusmc.nl
Mike Huiskes, *Rijksuniversiteit Groningen/UMCG*, m.huiskes at rug.nl

Intersubjectiviteit in Intensive Care overdrachten

Paulien Harms, *UMCG*, p.harms at umcg.nl
Tom Koole, *Rijksuniversiteit Groningen*, tom.koole at rug.nl

Dit onderzoek werpt licht op het communicatieve gedrag van beginnende artsen tijdens Intensive Care overdrachten. Huidige overdrachtstrainingen richten zich primair op de zendende arts, waarmee niet alleen voorbij gegaan wordt aan de rol van de ontvangende arts, maar ook impliciet het beeld geschetst wordt dat de zender verantwoordelijk is voor een succesvolle overdracht. Het doel van dit onderzoek is tweeledig. Ten eerste zijn we geïnteresseerd in het interactionele gedrag van de ontvangende artsen tijdens de overdracht: hoe laten zij zien dat ze de informatie begrepen hebben? Het tweede doel heeft betrekking op de manier waarop verantwoordelijkheid voor het tot stand brengen en behouden van gedeeld begrip duidelijk wordt. Voor dit onderzoek zijn twaalf geënsceneerde overdrachten tussen beginnend artsen op de Intensive Care opgenomen en geanalyseerd vanuit een conversatie-analytisch perspectief. Uit het onderzoek blijkt dat ontvangstgedrag samenhangt met de activiteit die centraal staat en het verschil in epistemische status tussen de zender en ontvanger. Verder blijkt dat er verschillende manieren zijn waarop zowel de zender als ontvanger verantwoordelijkheid tonen voor het construeren van gedeeld begrip maar dat de ontvangende artsen zich vaak passiever opstellen in vergelijking tot de zendende arts. Deze studie suggereert dat er een verandering van perspectief nodig is waarbij ontvangende artsen zich meer verantwoordelijk (kunnen) opstellen voor het construeren van gedeeld begrip en dat dit meegenomen moet worden bij het ontwerpen van trainingsmethoden.

Dit onderzoek werpt licht op het communicatieve gedrag van beginnende artsen tijdens Intensive Care overdrachten. Huidige overdrachtstrainingen richten zich primair op de zendende arts, waarmee niet alleen voorbij gegaan wordt aan de rol van de ontvangende arts, maar ook impliciet het beeld geschetst wordt dat de zender verantwoordelijk is voor een succesvolle overdracht. Het doel van dit onderzoek is tweeledig. Ten eerste zijn we geïnteresseerd in het interactionele gedrag van de ontvangende artsen tijdens de overdracht: hoe laten zij zien dat ze de informatie begrepen hebben? Het tweede doel heeft betrekking op de manier waarop verantwoordelijkheid voor het tot stand brengen en behouden van gedeeld begrip duidelijk wordt. Voor dit onderzoek zijn twaalf geënsceneerde overdrachten tussen beginnend artsen op de Intensive Care opgenomen en geanalyseerd vanuit een conversatie-analytisch perspectief. Uit het onderzoek blijkt dat ontvangstgedrag samenhangt met de activiteit die centraal staat en het verschil in epistemische status tussen de zender en ontvanger. Verder blijkt dat er verschillende manieren zijn waarop zowel de zender als ontvanger verantwoordelijkheid tonen voor het construeren van gedeeld begrip maar dat de ontvangende artsen zich vaak passiever opstellen in vergelijking tot de zendende arts. Deze studie suggereert dat er een verandering van perspectief nodig is waarbij ontvangende artsen zich meer verantwoordelijk (kunnen) opstellen voor het construeren van gedeeld begrip en dat dit meegenomen moet worden bij het ontwerpen van trainingsmethoden.

Leren in de operatiekamer: een conversatie-analytisch perspectief

Mike Huiskes, *Rijksuniversiteit Groningen/UMCG*, m.huiskes at rug.nl
Patrick Nieboer, *UMCG*, p.nieboer01 at umcg.nl

In de opleiding tot specialist is er historisch een verandering zichtbaar van leren door observatie naar leren door participatie. Chirurgen in opleiding (AIOS) participeren gedurende hun gehele opleiding in procedures en verwerven zo cruciale vaardigheden. Kennis over hoe AIOS leren in de operatiekamer is echter beperkt voorhanden in de literatuur. Het leerproces en de daarbij gebruikte leerstrategieën blijven daarmee onbekend.
In deze presentatie kijken we naar de wijze waarop leren gezamenlijk wordt vormgegeven door AIOS en supervisor. We analyseren de interactionele strategieën die AIOS gebruiken om expertise te ontlokken van hun supervisor en de wijze waarop supervisoren deze gelegenheden aangrijpen om leren situationeel vorm te geven.

Van drie AIOS (met oplopende ervaring) zijn alle interacties tijdens een gestandaardiseerde procedure (ongecementeerde heup arthroplastiek) vastgelegd op video. De initiatieven van AIOS om expertise te ontlokken zijn geanalyseerd en geclassificeerd door middel van conversatie analyse.
AIOS gebruiken vier strategieën om expertise te ontlokken in een spectrum van expliciet tot impliciet:

1. Een verzoek tot een evaluatie en beslissing van de supervisor
2. Een eigen oordeel met een verzoek tot een tweede opinie van de supervisor
3. Een eigen oordeel met een verzoek tot een bevestiging door de supervisor
4. Op zichzelf staande beoordeling door de AIOS (online commentary)

Ervaren AIOS gebruiken minder strategieën en maken meer gebruik van de meest impliciete strategie (online commentary).

Inzicht in de concrete leerstrategieën van de AIOS en docentstrategieën van de supervisor maken beschrijving, vergelijking en uiteindelijk evaluatie en optimalisering van het leerproces in de operatiekamer mogelijk.

Het gezamenlijk maken van individuele ervaringen: een interactioneel dilemma in onderwijscontext

Marije van Braak, *Erasmus MC Rotterdam*, m.vanbraak at erasmusmc.nl
Mario Veen, *Erasmus MC Rotterdam*, m.veen.1 at erasmusmc.nl
Mike Huiskes, *Rijksuniversiteit Groningen*, m.huiskes at rug.nl

Leren reflecteren is belangrijk in de Nederlandse huisartsopleiding. Op de wekelijkse terugkomdag wordt in verschillende onderwijsvormen aandacht besteed aan de ontwikkeling van reflectievaardigheden van aios, onder andere tijdens het Uitwisselen van Ervaringen (UvE). Tijdens deze onderwijsvorm brengen 8-15 aios onder begeleiding van één of twee docenten praktijkervaringen in voor bespreking, met als doel gezamenlijk te reflecteren op uiteenlopende aspecten van het toekomstige beroep. De casusinbreng (het vertellen van de praktijkervaring) is echter een voornamelijk individuele activiteit en participatie in de casusbespreking is vaak beperkt tot een deel van de aanwezige aios. Hierdoor ontstaat voor UvE-docenten een interactioneel dilemma: het gezamenlijk maken van iets dat voornamelijk individueel lijkt. Dit dilemma komt duidelijk tot uiting in de casusafsluitingen; in deze presentatie laten we daarom zien hoe docenten en aios intersubjectiviteit tot stand brengen tijdens casusafsluitingen in UvE-sessies. Op basis van een conversatieanalyse van casusafsluitingen uit videodata van UvE-sessies op acht Nederlandse huisartsopleidingen komen drie deelnemeroriëntaties naar voren die wijzen op het intersubjectieve karakter van casusafsluitingen: 1. een oriëntatie op gezamenlijkheid door concluderende docentopmerkingen en in koor geuite instemming, 2. een oriëntatie op een door de casusinbrenger en docent gedeelde verantwoordelijkheid voor de casusafsluiting, en 3. een oriëntatie op het gezamenlijke doel van de onderwijsactiviteit. Deze interactionele strategieën bieden de mogelijkheid individuele ervaringen tot een gezamenlijke leeractiviteit te maken; tegelijkertijd illustreren ze de complexiteit van UvE-begeleiding. Met het inventariseren van docent practices tijdens de casusafsluitingen hopen we uiteindelijk een evidence-base te ontwikkelen voor een docenttraining over het geven van UvE-sessies.

COLLOQUIUM — ROOM 536

INHOUD IN DE MODERN VREEMDE TALENLES: ACTIEONDERZOEK VOOR EN DOOR DOCENTEN

Tessa Mearns, *Universiteit Leiden/Meesterschapsteam MVT*, t.l.mearns at iclon.leidenuniv.nl
Discussiant: Wander Lowie, *Rijksuniversiteit Groningen/Meesterschapsteam MVT*, w.m.lowie at rug.nl

In het Nederlandse mvt-onderwijs ligt de nadruk op een communicatieve aanpak. Toch wordt de doeltaal in veel lokalen niet actief gebruikt voor authentieke doeleinden, waardoor leerlingen weinig ervaring krijgen van betekenisvolle en succesvolle communicatie. Talen worden vaak gezien als een combinatie van vaardigheden en niet als inhoudelijke vakken. In de

visie van het Meesterschapsteam staat de integratie van taal en inhoud centraal. Door het betekenisvol inzetten van bijvoorbeeld taalkundige of culturele inhoud in combinatie met doeltaalgebruik kunnen inhoudelijke kennis, taalvaardigheid en interculturele competenties tegelijk worden versterkt.
De rol van de leraar hierin is niet te ontkennen. Wie beter dus om dit thema te onderzoeken dan de leraren zelf? En in welke context kunnen zij dat beter onderzoeken dan in hun eigen klaslokaal?
In het najaar van 2017 begon een groep mvt-docenten, ondersteund door het Meesterschapsteam, aan een actieonderzoekscyclus waardoor zij een aspect van hun eigen lespraktijk op een systematische wijze onderzoeken en verfijnen. De onderzoeksthema's zijn divers maar allemaal gebonden aan het overkoepelend kopje 'Inhoud in de mvt-les'. Wat is onze inhoud als taaldocenten? En hoe kunnen we deze inhoud inzetten om het leren van talen een zinvolle en authentieke ervaring te maken? Kunnen taalverwerving en het opbouwen van kennis elkaar ondersteunen en versterken? Hoe reageren leerlingen hierop? Deze vragen willen deze docent-onderzoekers vanuit hun eigen context beantwoorden.
In dit colloquium worden de processen en de voorlopige resultaten van een aantal van deze actieonderzoeksprojecten gepresenteerd en besproken aan de hand van de visie van het Meesterschapsteam voor de toekomst van het moderne vreemde talenonderwijs in Nederland.

Gespreksvaardigheid en Interculturele Competentie in de Italiaanse les

Elisa Candido, *Volksuniversiteit*, candidoelisa at hotmail.com

"Wie verre reizen maakt, kent veel verhalen; wie meerdere talen spreekt, leeft duizend malen" zo weten ook de vijf cursisten van de beginnerscursus Italiaans. Zoals tijdens de eerste les unaniem werd aangegeven, zou de jaarlijks terugkerende vakantie(s) in Italië nog mooier worden als er zonder al teveel gestuntel en gestotter met de lokale bevolking en/of andere Italiaanse toeristen gecommuniceerd zou kunnen worden. De wens spreek- en gespreksvaardiger te worden in de vreemde taal, had hen dus naar de taalcursus gebracht; en voor hen al zoveel anderen. Als docent wilde ik echter graag een stapje verder gaan en mijn cursisten ook intercultureel competenter maken. Een pizza kunnen en durven bestellen in het Italiaans is één, maar wordt dit niet veel leuker en interessanter als je ook weet waar deze vandaan komt? Bij een voorzichtige rondvraag bleken de cursisten razend enthousiast. Mijn missie vanaf dat moment: deze cursisten in 18 lessen op A1 niveau niet alleen het zelfvertrouwen en enthousiasme geven om in het Italiaans te communiceren, maar er ook voor te zorgen dat ze dit op een intercultureel bewuste wijze zouden doen. Maar waar begin je dan? In welke subdoelen kun je je hoofddoel opdelen? Welke thema's laat je aan bod komen? Wat wordt er al in de lesmethode behandeld? Hoe integreer je deze leerstof met ander lesmateriaal? En is het mogelijk om hierbij de focus op inhoud i.p.v. vorm te leggen? Hierover meer in mijn presentatie.

Presenteren in het Frans

Peter Kas, *RSG Wolfsbos De Groene Driehoek*

Elk jaar weer Franse keuken, de Eiffeltoren en *haute couture*. Voorspelbare onderwerpen van Franse presentaties in de examenklas Havo. Presentaties ook vaak in "Google vertalen Frans". Mijn wens is om de examenleerlingen een goed opgebouwde, goed te volgen presentatie te laten geven. Daarnaast vind ik het belangrijk om de leerlingen iets te laten presenteren waarbij zij zich op hun gemak voelen, iets waarover ze ook daadwerkelijk iets te vertellen hebben, kortom: de presentatie zou zoveel mogelijk moeten aansluiten bij de belevingswereld van de leerlingen.
Om hiermee te beginnen, ben ik dit schooljaar met mijn huidige examenklas in het diepe gesprongen. Ik heb materiaal verzameld door met de leerlingen in gesprek te gaan, verschillende manieren van feedback te geven en ze ook te laten oefenen met verschillende onderwerpen van een presentatie. Uiteindelijk is het doel dat er een lessenserie ontstaat waarbij ik ervoor kan zorgen dat de leerlingen, op hun gemak, in goed te volgen Frans een presentatie geven die aansluit bij wat zij interessant vinden. In mijn presentatie over dit actieonderzoek zal ik het ontworpen materiaal, de lessenserie en de voorlopige resultaten uitleggen en bespreken.

Taalvaardiger en cultureel competenter met een tweede identiteit

Erik van Nieuwenhoven, *Lyceum Ypenburg*, evannieuwenhoven at gmail.com

Leerlingen in mijn klassen oefenen vaak hun spreek- en gespreksvaardigheid door over zichzelf en hun biografie te vertellen. Met behulp van woordenschat en woordenboek vertellen ze steeds hetzelfde verhaal. Dat doen ze ook bij de andere moderne vreemde talen. Op zich gaat dat goed, maar ik mis in de gesprekken twee dingen: ten eerste wordt het in de loop der jaren saai en soms een afgeraffeld (want bekend) verhaal. Bovendien blijft het perspectief nogal eenzijdig: leerlingen "duiken" niet in de Duitse cultuur, de inhoud blijft als het ware nogal eendimensionaal.
Door middel van actieonderzoek en interventie(s) wil ik die twee problemen tegelijk aanpakken. Ik maak nu gebruik van een al eerder ontwikkeld idee om leerlingen een tweede identiteit te laten ontwikkelen. Deze identiteit moet realistisch zijn, met deze identiteit moeten ze ook handelingen verrichten al dan niet met de tweede identiteit van een klasgenoot. Anders dan met een uitwisselingsproject zijn ze nu zelf een Duitse persoonlijkheid. Deze manier van werken dient twee doelen: leerlingen zijn gemotiveerder, vertellen over iets nieuws en tegelijk maken ze een diepere duik in de Duitse cultuur. Wordt hun interculturele competentie zo versterkt? Vragen die beantwoord moeten worden: Hoe zorg ik ervoor dat de leerlingen in dit traject een verdiepingsslag maken? Hoe meet ik (naast de vorderingen in spreek- en gespreksvaardigheid) hun inhoudelijke vaardigheden? Hoe kan ik ervoor zorgen dat de tijd die leerlingen erin steken goed bewaakt wordt? In deze presentatie licht ik de werkwijze en achtergrond nader toe en geef een overzicht van de voorlopige resultaten van dit project.

COLLOQUIUM ROOM 535

INNOVERENDE SCHRIJFDIDACTIEK: DE RELATIE TUSSEN INTERVENTIE, PROCES EN PRODUCT

Schrijfvaardigheid en schrijfonderwijs in de moedertaal (T1) of een tweede/vreemde taal (T2) hebben al decennia lang de aandacht van toegepaste taalwetenschappers, zowel nationaal als internationaal. In eerste instantie richtte het onderzoek zich met name op teksten die schrijvers produceren als *product* van schrijfonderwijs. Meer recent vond er, zowel in schrijfonderwijs als – onderzoek, een verschuiving plaats naar een nadruk op het schrijf*proces*: de manieren waarop schrijvers een tekst plannen, formuleren en reviseren.
In dit colloquium bekijken we in hoeverre inzichten uit schrijfonderzoek geleid hebben en/of kunnen leiden tot vernieuwende schrijfdidactiek, in zowel T1- als T2-onderwijs. In de introductie nemen we de huidige stand van zaken in schrijfonderwijs kritisch onder de loep. Aansluitend worden vier empirische studies gepresenteerd, waarin relaties tussen schrijfinterventies, schrijfprocessen en/of schrijfproducten centraal staan. Ten slotte beschouwen we de gepresenteerde onderzoeken in samenhang, met specifieke aandacht voor hun methodologische en/of didactische innovaties, gevolgd door een plenaire discussie tussen presentatoren en toehoorders.

Programma

- Introductie - Van Beuningen (HU): *Schrijfonderwijs in T1 en T2: stand van zaken* (10 min.)
- Elving et al. (UU): *Learning to write in the upper grades of secondary education* (20 min.)
- Van Steendam et al. (KU Leuven): *Het effect van observationeel leren op het schrijf(revisie)proces en -product van vreemdetaalleerders Engels* (20 min.)
- Leijten (UA): *Hoe schrijven masterstudenten syntheseteksten? Het brongebruik in kaart gebracht.* (20 min.)
- Schetters et al. (UvA/UZH): *Indirecte correctieve feedback en schriftelijk reflecteren op fouten bij vergevorderde vreemdetaalleerders* (20 min.)
- Beschouwing – Michel (UU): *De toekomst van (onderzoek naar) schrijfdidactiek* (10 min.)
- Discussie (20 min.)

Learning to write in the upper grades of secondary education

Klaske Elving, *Universiteit Utrecht*, elv at hetbaarnschlyceum.nl
Gert Rijlaarsdam, *Universiteit van Amsterdam*, g.c.w.rijlaarsdam at uva.nl
Huub van den Bergh, *Universiteit Utrecht*, h.vandenbergh at uu.nl

Too many Dutch students in the upper grades of secondary education have poor writing skills. An adjustment of writing education for students aged 15 to 18 is required in The Netherlands (Nederlandse Taalunie, 2015).

Research question
The main purpose of this study was to enhance students' overall writing performance by offering them a newly developed writing course, *Booster*, that consists of ten online writing lessons built upon evidence based pedagogies: strategy instruction, observational learning and peer interaction. We investigated whether *Booster* improved the writing performance of students in the upper grades of secondary education.

Method and result
Our study involved 320 students and 12 teachers. The intervention design with switching replications included three writing assignments: a descriptive, a persuasive and a reflective text, during a period of six months. The improvement of global text quality caused by the intervention was significant (p = 0,016).

Significance
Booster is a promising approach to improve the writing performance of students aged 15 to 18. Learning to write in the upper grades of secondary education now involves watching and discussing videos of coping peers and reading, writing, evaluating and comparing texts with various classmates (Elving & Van den Bergh, 2107). *(196 woorden)*

Elving, K., & Bergh, H. van den (2017). Doen we weer Booster? Het effect van een digitale en interactieve schrijfcursus op tekstkwaliteit in havo 4. *Pedagogische Studiën, 94*(4), 330-347.
Nederlandse Taalunie (2015). *Schrijfonderwijs in de schijnwerpers. Naar een betere schrijfvaardigheid van Nederlandse en Vlaamse leerlingen*.

Het effect van observationeel leren op het schrijf(revisie)proces en -product van vreemdetaalleerders Engels

Elke van Steendam, *KU Leuven*, elke.vansteendam at kuleuven.be
Gert Rijlaarsdam, *Universiteit van Amsterdam*, g.c.w.rijlaarsdam at uva.nl
Huub van den Bergh, *Universiteit Utrecht*, h.vandenbergh at uu.nl

In het vreemdetalenonderwijs vragen docenten vaak aan studenten elkaars teksten te beoordelen. Door samen (elkaars) teksten te verbeteren, kunnen studenten bijvoorbeeld meer leren over wat het schrijven van een goede tekst inhoudt (Rijlaarsdam & Couzijn, 2000). Opvallend is dat studenten daarbij eerder aandacht besteden aan correctheid (spelling, grammatica) dan aan inhoud en opbouw. Eén reden daarvoor kan zijn dat zij onvoldoende kennis hebben van genrekenmerken of tekstcriteria voor opbouw en inhoud ('knowledge deficit' cf. Chanquoy, 2009). In het hoger onderwijs heeft het niet opmerken of verbeteren van inhoudelijke en structurele tekstproblemen echter vaker te maken met de taakomschrijving van studenten ('processing deficit' cf. Hayes' *Control Structure Hypothesis*, Hayes, 1996). Met een korte instructie kan die taakomschrijving voor evaluatie- of revisietaken uitgebreid worden (Wallace & Hayes, 1996). In deze studie tonen we aan dat modelleren zo'n effectieve instructiemethode is voor vreemdetaalleerders die samen argumentatieve teksten van leeftijdsgenoten verbeteren. Een 90-tal eerstejaars universiteitsstudenten werd toegewezen aan twee condities: een observerend-leren-groep waarin peer modellen een globale en lokale strategie demonstreren (cf. Rijlaarsdam et al., 2008) of een controlegroep. Triangulatie van schrijfproduct en -procesdata wijst uit dat studenten in de observerend-leren-groep meer globale fouten reviseren en hun revisieproces significant aanpassen in vergelijking met studenten in een controlegroep.

Chanquoy, L. (2009). Revision processes. In R. Beard, D. Myhill, S. Nystrand, & J. Riley (Eds.), *The Sage Handbook of Writing Development* (pp. 80-93). London: Sage.
Hayes, J. (1996). A new framework for understanding cognition and affect in writing. In C.M. Levy, & S. Ransdell (Eds.), *The science of writing: Theories, methods, individual differences and applications* (pp. 1-27). Mahwah, NJ: Lawrence Erlbaum Associates.

Rijlaarsdam, G., & Couzijn, M. (s2000). Stimulating awareness of learning in the writing curriculum. In G. Rijlaarsdam, & E. Espéret (Series Eds.) & A. Camps, & M. Milian (Vol. Eds.), *Studies in writing: Vol. 6. Metalinguistic activity in learning to write* (pp. 167-202). Amsterdam: Amsterdam University Press.

Rijlaarsdam, G., Braaksma, M., Couzijn, M., Janssen, T., Raedts, M., Van Steendam, E., et al. (2008). Observation of peers in learning to write, Practice and research. *Journal of Writing Research, 1*(1), 53-83.

Wallace, D. L., Hayes, J., Hatch, J., Miller, W., Moser, G., & Silk, C. (1996). Better revision in eight minutes? Prompting first-year college writers to revise globally. *Journal of Educational Psychology, 88*(4), 682-688.

Hoe schrijven masterstudenten syntheseteksten? Het brongebruik in kaart gebracht

Mariëlle Leijten, *Universiteit Antwerpen*, marielle.leijten at uantwerpen.be

In het hedendaags schrijfvaardigheidsonderwijs is 'schrijven op basis van externe bronnen' een belangrijke vaardigheid. In dit onderzoek gaan we na op welke manier masterstudenten bronnen consulteren en hoe ze deze informatie verwerken in syntheseschrijftaken. Daarnaast gaan we na in welke mate de aanpak van het brongebruik stabiel blijft binnen proefpersonen en hoe de aanpak zich verhoudt tot de productkwaliteit.

Methode

In dit onderzoek schreven 60 masterstudenten aan het begin en aan het einde van het academisch jaar een synthesetekst. Er werden hun twee thema's voorgelegd en per thema kregen de studenten drie onlinebronnen aangeboden: een rapport van de Europese Unie, een beknopte webtekst en een krantenartikel. De schrijfprocessen en het brongebruik werden geregistreerd via het toetsregistratieprogramma Inputlog om te bepalen welke indicatoren we het beste kunnen gebruiken om de omgang met bronnen te beschrijven. De kwaliteit van de syntheseteksten werd vervolgens holistisch beoordeeld door vier beoordelaars op basis van schaalvoorbeelden.

Resultaten

Uit de factoranalyse blijkt dat er drie componenten zijn die de aanpak van het brongebruik van de masterstudenten kunnen bepalen (75% van de totale datavariantie): (a) initiële leestijd, (b) interactie met de bronnen en (c) de mate van variantie in brongebruik in de loop van het schrijfproces. De manier waarop bronnen worden geconsulteerd en verwerkt, blijkt stabiel te zijn van meetmoment 1 naar meetmoment 2. Ook de productkwaliteit blijft onveranderd. In de presentatie bespreken we de implicaties voor de onderwijspraktijk en bespreken we enkele mogelijke interventies. *(237 woorden)*

Indirecte correctieve feedback en schriftelijk reflecteren op fouten bij vergevorderde vreemdetaalleerders

Patrick Schetters, *Universiteit van Amsterdam/Universität Zürich*, p.l.w.schetters at uva.nl

In het tweede-/vreemdetalenonderwijs kiezen docenten vaak voor correctieve feedback (CF) om leerders te ondersteunen in de ontwikkeling van hun (schriftelijke) taalvaardigheid. Beschikbaar onderzoek laat zien dat CF daadwerkelijk de potentie heeft het taalleerproces te bevorderen (vgl. Bitchener & Storch 2016). Ook reflectie op taalproductie (*languaging*, bv. Swain 2006, 2010; Suzuki 2012) zou een positieve bijdrage leveren aan het taalleerproces. Er is echter nog weinig onderzoek waarin verkend wordt in welke mate en op welke manier

schriftelijke reflectie (d.w.z. *written* languaging), in combinatie met CF, leerders helpt hun taalvaardigheid te ontwikkelen.
In de huidige kwalitatieve studie wordt daarom verkend (in) hoe(verre) vergevorderde leerders van het Nederlands als vreemde taal (N=13) profiteren van indirecte CF (enkel aanwijzen van fouten, d.m.v. onderstreping) en schriftelijke reflectie op hun fouten. De vragen die centraal staan, zijn: Welke fouttypen zijn meer/minder ontvankelijk voor indirecte CF en reflectie? Welke strategieën passen vergevorderde leerders toe als ze op basis van indirecte CF en reflectie hun teksten reviseren? Welke rol spelen affectieve factoren, zoals houding tegenover foutenreflectie en gepercipieerde leeropbrengst, in bijvoorbeeld revisiesucces of strategiegebruik? Om deze vragen te beantwoorden, trianguleren we verschillende databronnen: schrijfproducten, revisies, verslagen van foutreflecties, stimulated recall interviews en learner reports.
Eerste resultaten laten onder andere zien dat met name die fouten in latere teksten terugkomen, die leerders onmiddellijk (d.w.z. zonder reflectie of inzet van strategieën) konden verbeteren. Correcties die meer diepgaande reflectie en/of inzet van aanvullende strategieën (bv. raadplegen van hulpbronnen) vereisten, lijken daarentegen tot meer feedbackretentie te leiden. *(245 woorden)*

Bitchener, J., & Storch, N. (2016). *Written corrective feedback for L2 development.* Bristol: Multilingual Matters.
Suzuki, W. (2012). Written languaging, direct correction, and second language writing revision. *Language Learning 62*(4), 1110-1133.
Swain, M. (2006). Languaging, agency and collaboration in advanced second language proficiency. In H. Byrnes (Ed.), *Advanced language learning* (pp. 95-108). London/New York: Continuum.
Swain, M. (2010). Talking-it-through: languaging as a source of learning. In R. Batstone (Ed.), *Sociocognitive perspectives on language use and language learning* (pp. 112 – 130). Oxford: Oxford University Press.

COLLOQUIUM — ROOM 537

LANGUAGE AND CRITICAL THINKING INTEGRATED TEACHING IN THE COLLEGE EFL CONTEXT: PRINCIPLES AND METHODS

Sun Youzhong, Jin Limin, Zhang Lian, Lan Chun, *Beijing Foreign Studies University*

In this colloquium we intend to propose Language and Critical Thinking Integrated Teaching (LCTIT), a new approach to college EFL instruction that has been put into practice in Beijing Foreign Studies University and many other Chinese universities over the past few years. This new teaching approach is based on the principles of TERRIFIC: target, evaluate, routinize, reflect, integrate, fulfill, inquire and cooperate. We will report on the achievements we have made and the challenges to overcome in implementing LCTIT in the language skill courses of speaking, writing and reading in the English departments of Chinese universities.

Eight principles for teaching *Think English*

Sun Youzhong, *Beijing Foreign Studies University*, lihq at fltrp.com

Think English is a College EFL textbook series that aims at teaching language and critical thinking (CT) in an integrated way. As the chief editor of this ambitious series of growing

popularity in Chinese universities, I propose eight principles (TERRIFIC) for language and critical thinking integrated instruction: 1) *targeting* CT in the curriculum objectives; 2) *evaluating* student performance with CT criteria; 3) *routinizing* the training of CT in the language classroom; 4) providing opportunities for *reflecting* on the learning process to enhance meta-cognition; 5) *integrating* CT into language instruction; 6) *fulfilling* the learners' learning potential and the potential of liberal English education; 7) *inquiring* with language for knowledge learning; 8) *cooperating* in a CT-friendly learning community. Teachers are encouraged to apply these principles in generating multiple strategies and methods for teaching language and CT simultaneously.

An integrated approach to developing L2 speaking and critical thinking skills

Jin Limin, *Beijing Foreign Studies University,* lihq at fltrp.com

Second language acquisition research has largely focused on learners' L2 development, and language teaching programmes also tend to concentrate on the development of L2 proficiency. However, it has been recognized by many philosophers, psychologists, and linguists that language has a close relationship with thinking and cognition. Errors in language use at post-intermediate levels often times result from problems in clarity and precision of thinking or transfer of patterns of thinking in L1. In recent years, some English Departments in China have started a curriculum reform of trying to incorporate the training of critical thinking in their traditional English language courses. In this presentation I will first introduce this curriculum reform, focusing especially on the reform of the Speaking courses, which have changed from Speaking 1, 2, 3 and 4 to Intercultural Conversations, Interpersonal Discussions, Public Speaking, and Topical Debates. I will then illustrate how the integrated approach to the development of L2 proficiency and critical thinking skills is applied in the design of speaking activities to achieve our multidimensional goals in language education.

Ecological integration of language, critical thinking and disciplinary literacy: A sociocultural proposal (towards college EFL writing curriculum transformation)

Zhang Lian, *Beijing Foreign Studies University,* lihq at fltrp.com

This presentation discusses the theory and practice of EFL writing curriculum transformation and that of classroom teaching and learning. The discussion is based on a case study of curriculum transformational efforts made in Beijing Foreign Studies University. Following the insights of Sociocultural Theory and its central concepts like mediation, activity and tools in relation to learning, the presentation will first discuss the rationale behind the transformational initiation and then report the focal aspects of the transformational practice that creates an EFL writing activity system where language learning is integrated with the development of critical thinking and disciplinary literacy. Research findings from small-scale research projects are introduced to demonstrate currently perceived effect of the transformation. At the end of the presentation problems and challenges that are emerging in practice are also discussed.

To bridge the gap between skill courses and content courses - reflections on the teaching of *reading critically*

Lan Chun, *Beijing Foreign Studies University,* lihq at fltrp.com

The new course "Reading Critically" of the School of English and International Studies, Beijing Foreign Studies University offers a platform for teachers to combine language skills practice and the acquisition of knowledge via English, thus bridging the gap between skill courses and content courses. Adopting content-based instruction, this paper reviews the author's teaching of the course from September, 2015 to January, 2018 and reflects on how input & output, learning & using, and language & knowledge can be integrated at each teaching stage. To tackle the problems of insufficient information and knowledge, lack of academic training and critical thinking, and too much and too narrow focus on the coursebook itself in the traditional Intensive Reading classroom in China, the author proposes that teachers can stimulate critical thinking by valid questioning, that learning should take place in effective interactions among students and between students and the teacher, and that academic research practice can enhance both language learning and knowledge acquisition.

COLLOQUIUM — ROOM 535

LANGUAGE CONTACT, SOCIAL NETWORK DEVELOPMENT AND LANGUAGE ACQUISITION DURING STUDY ABROAD

June Eyckmans, *Ghent University*, june.eyckmans at ugent.be
Kristof Baten, *Ghent University,* kristof.baten at ugent.be

The fast increase of international exchange programmes has led to a surge of research into the linguistic, social and cultural benefits of residences abroad. Apart from investigating the nature of linguistic development as a result of a study abroad, scholars have looked into the nature of communicative interaction, the role of socio-biographical factors in exploiting the affordances of residences abroad and the development of cultural competence and personality. In this colloquium we aim to further explore the benefits and limitations of study abroad for second language learners by drawing on different methodological approaches (quantitative, qualitative and mixed method). In a first and plenary presentation Dan P. Dewey (Brigham Young University) will focus on the role of social networks for second language acquisition. Following up on this specific theme, Carola Strobl and Kristof Baten (Ghent University) will discuss the findings of a study that examined the connections between social network development and writing development. Next, Klara Arvidsson and Fanny Forsberg Lundell (University of Stockholm) will zoom in on the development of four learners' idiomatic competence in spoken L2 during a stay abroad. Finally, June Eyckmans, Ana Moreno Bruna and Patrick Goethals (Ghent University) will present the results of research that led to the development of a blended learning tool and computer app (Study Abroad Language Support App) directed at supporting students in the face of linguistic and cultural challenges. The colloquium concludes with a discussion of key themes related to linguistic, social and cultural development and learning opportunities while abroad.

Plenary: The role of social interaction in SLA during study abroad

Dan P. Dewey, *Brigham Young University*, ddewey at byu.edu

This presentation focuses on the role of social interaction in SLA during study abroad. Specifically, it summarizes findings suggesting the importance of considering the various types of social interactions one can have in addition to amount of time spent interacting. It also addresses ways of measuring (assigning numbers to) social interaction and language use during study abroad. It reviews the development of instruments for such measurement and describes some of the connections that have been made between quantitative measures of social second language use and language development while abroad. Measures addressed include the Language Contact Profile, language logs, the Social Network Questionnaire, the Study Abroad Social Interaction Questionnaire, online social media, photo elicitation, mobile phone surveys, and other computational methodologies. The paper examines how mixed methods can elucidate well how social interaction occurs abroad, how it contributes to SLA and how this varies from culture to culture.

Presentations

Changes in German L2 writing after study abroad: Insights from multiple measures

Carola Strobl & Kristof Baten, *Ghent University*, kristof.baten at ugent.be

We present the results of a comparative pre-test post-test study that explored the impact of study abroad on written language production. While studying abroad has been shown to foster L2 speaking proficiency, its effect on writing is unclear (Llanes et al., 2011). The objective of the study is to contribute to the understanding of potential changes in writing after study abroad by combining different measures of analysis. Participants involved 30 Dutch-speaking students of L2 German, 12 of which went to a German-speaking country (the experimental group) and 18 to other countries (the control group). They wrote two reflective essays under controlled conditions: one just before and one just after the half-year study abroad. The essays were annotated for lexical and syntactic complexity, accuracy, and fluency (CAF) (Housen et al., 2012), as well as for functional adequacy (FA) (Kuiken & Vedder, 2017). In addition, data was gathered about the students´ language use and social network formation, which revealed that both groups significantly differed in written (and oral) language engagement and in size, dispersion and density of their social networks with regard to the target language. The study found that the learners' writing in the experimental group improved mainly in terms of coherence and cohesion (FA), lexical sophistication and variation (CAF), as compared to no significant improvement in the control group. In neither of the groups, evidence was found of significant improvement in syntactic complexity, accuracy and fluency.

Housen, A., Kuiken, F., & Vedder, I. (Eds.) (2012). *Dimensions of L2 performance and proficiency: complexity, accuracy and fluency in SLA*. Amsterdam: Benjamins.

Kuiken, F., & Vedder, I. (2017). Functional adequacy in L2 writing: Towards a new rating scale. *Language Testing 34*, 321-336.

Llanes, À. (2011). The many faces of study abroad: An update on the research on L2 gains emerged during a SA experience. *International Journal of Multilingualism 8*, 189-215.

Social network formation and the development of idiomaticity in spoken L2 French during a semester abroad

Klara Arvidsson & Fanny Forsberg Lundell, *University of Stockholm*, klara.arvidsson at su.se

Research on second language learning in study abroad suggests that there is a relationship between sojourners' social network development and their linguistic development. There is still however a lack of research into the nature of such a relationship. For example, studies are scarce which document both individuals' social network formation and their language use over time. In this talk, we will present a longitudinal study, which aims to contribute to this line of research. The study explores the link between social network formation and the development of idiomaticity in spoken L2 French, referring to the use of multiword expressions conventionally used in the target language speech community. By adopting a case study design, the study analyses two Swedish participants' oral production at the beginning and at the end of the semester in France. It closely documents their social network formation at four points during the semester, through interviews and the Social Networking Questionnaire (Mitchell, Tracy-Ventura & McManus, 2017). During the talk, the individual learner trajectories, with respect to idiomaticity, will be discussed in the light of their social network formation.

Need for SALSA? The development of a Study Abroad Language Support App

June Eyckmans, Ana Moreno Bruna & Patrick Goethals, *Ghent University*, june.eyckmans at ugent.be, ana.moreno at ugent.be

Study Abroad experiences are reputed to enhance not only foreign language skills but also individuals' ability to successfully deal with intercultural environments. However, annually collected data at Ghent University have revealed that the aforementioned gains show large individual variation: (1) Comparison of pre and post scores on the Multicultural Personality Questionnaire (MPQ) expose growth as well as decline in our students' multicultural effectiveness after a sojourn abroad; (2) The survey we use to investigate students' intensity of language contact during their sojourn points to disappointingly few hours of target language use in a restricted range of communicative contexts.
It would seem that the linguistic and intercultural benefits of sojourns abroad cannot be taken for granted, particularly in study programs in which the sojourn abroad is compulsory, which is the case at the department of Translation, Interpreting and Communication of Ghent University.
In order to enhance the quality of the study abroad experience in terms of intercultural interaction and to improve students' engagement with language input, a blended learning tool is currently being developed. The tool is directed at making students more aware of the linguistic and cultural challenges they face when studying abroad. In this paper we will hone in on the design of the computer application (Study Abroad Language Support App, SALSA) and on the research that led to its development.

COLLOQUIUM ROOM 537

LANGUAGE POLICY, MANAGEMENT AND USE IN ASIA IN RELATION TO SUSTAINABLE DEVELOPMENT GOALS

Symposium Convenors: Azirah Hashim & Ee Ling Low

Authors:
Azirah Hashim, University of Malaya, azirahh at um.edu.my
Beng Soon Lim, *Singapore University of Social Sciences*
Ee Ling Low, *Nanyang Technological University, Singapore,* eeling.low at nie.edu.sg
Anne Pakir, *National University of Singapore*
Richard Powell, *Nihon University*

Asia presents a rich linguistic laboratory worthy of study because of the multiple nationalities, ethnicities, languages and identities of its people. Sustainable development for countries and polities is increasingly viewed from not only an economic perspective, but also from social and environmental lenses. Language and communication are crucial enabling factors needed for societies to grow, collaborate and become more inclusive. In September 2015, the United Nations adopted the new Sustainable Development Goals (SDGs). This panel provides a timely opportunity to explore the role of language in striving to achieve these new, ambitious and universal goals. The panel will comprise three papers focusing on the role of language in supporting the SDGs in particular on the provision of inclusive education opportunities, economic growth coupled with equity for the attainment of overall justice and peace for all nations. With focal attention on Asia, the papers will discuss and examine language planning, policy and management for quality, equity and inclusivity, language use in the workplace to enable the development of relevant future-ready skills or sustainable economic growth and finally, the role of language in legal contexts for overall peace and justice in the region and globally will also be explored.

COLLOQUIUM ROOM 532

NACHBARSPRACHE & BUURCULTUR

Learning neighboring languages and cultures: Multilingual encounters in German-Dutch school exchange (Interreg-Project: Nachbarsprache & buurcultuur)

Dr. Sabine Jentges, *Radboud University Nijmegen*, s.jentges at let.ru.nl
Dr. Eva Schmidt, *Universität Duisburg-Essen*, eva.schmidt at uni-due.de

Border regions represent cultural and linguistic contact-zones. The extent of this, however, strongly depends on the socio-political and historical situation.
By means of intensified school exchanges, the project “Nachbarsprache & buurcultur” (http://www.ru.nl/nachbarsprache/) aims at overcoming cultural and linguistic borders in the Dutch-German border-zone. Over the course of four years (2017-2020), the project, which is funded as part of the Interreg-Programme by the EU, will facilitate the exchange of students, teachers and school-administrators from 50 German and Dutch schools to a total of 8.500 students and 360 adults. These exchange encounters will be monitored and investigated by

research-teams from Radboud University in Nijmegen, NL (RU) and the University of Duisburg-Essen in Germany (UDE) with the goal of developing supportive and relevant teaching materials and teacher trainings.
In terms of research, we consider attitudes towards intra- and inter-individual multilingualism and the handling of multilingual and -cultural encounters during exchanges, as well as in every-day school-life at the center of attention. As part of this, strengthening the appreciation of multilingualism in the perspective of students, teachers and institutions is one of our main goals. Furthermore, we aim to foster reflexive and dynamic approaches of neighboring cultures. Therefore, we invite discussions on attitudes towards multilingualism and intercultural competences as well as on the effects of settings that strengthen skills in multilingual classrooms in order to enhance future educational achievements.

Structure of the colloquium:
- Welcome & presentation of the program (5 min.)
- Prof. dr. Paul Sars: *Nachbarsprache & buurcultuur:* het ontwikkelen van vo uitwisselingstrajecten ter bevordering van taalverwerving, meertalig en intercultureel leren in de Duits-Nederlandse grensregio (25 min., incl. discussion)
- Dr. Eva Knopp & Dr. Eva Schmidt: Status of and attitudes towards multilingualism in the Dutch-German educational cross-border context (25 min., incl. discussion)
- Jana Hermann: Competentiefactoren en subjectieve (inter- en intralinguale en -culturele) attitudes van leraren in schooluitwisselingsprojecten (25 min., incl. discussion)
- Julia Plainer: Speaking about texts: multilingual writing and text revision in bi-national school exchange situations (25 min., incl. discussion)
- Concluding discussion (15 min.)

Nachbarsprache & buurcultuur: Het ontwikkelen van vo uitwisselingstrajecten ter bevordering van taalverwerving, meertalig en intercultureel leren in de Duits-Nederlandse grensregio

Prof. dr. Paul Sars, *Radboud University Nijmegen,* p.sars at let.ru.nl

Ter inleiding op het colloquium vindt een korte presentatie plaats van het Euregio-Interreg-Project ‘Nachbarsprache & buurcultuur’ (2017-2020), zoals dat door de Radboud Universiteit Nijmegen (NL) en de Universität Duisburg-Essen (D) gezamenlijk werd ontwikkeld. De presentatie gaat in op zowel de bijzondere relevantie van het buurtaal-leren in grensregio’s, als op de betekenis van het leren van buurtaal- en cultuur door middle van directe persoonlijke ontmoetingen en uitwisselingen met de buren, resp. op het belang van de wetenschappelijke bestudering daarvan. Tot slot wordt een kort overzicht gegeven van de inmiddels verrichte onderzoeksactiviteiten, die deels in het verdere verloop van het symposium op gedetailleerd worden toegelicht.

Status of and attitudes towards multilingualism in the Dutch-German educational cross-border context

Eva Knopp, *Radboud University Njmegen*, e.knopp at let.ru.nl
Dr. Eva Schmidt, *Universität Duisburg-Essen*, eva.schmidt at uni-due.de

Despite their similar multicultural and multilingual make-up, the status that multilingualism has had in the debate on educational policy differs between the Netherlands and Germany.

Initiated by the “pisa-shock” in 2000, the question of how best to cater for an increasingly multilingual student-body has been hotly debated in Germany. In the Netherlands, on the other hand, multilingualism has not been given the same amount of attention, although initiatives such as http://www.meertalig.nl/ are slowly changing this.
Nevertheless, the multilingualism debate is divided along similar lines in both countries. While it is considered an asset and resource to be multilingual in languages with high social prestige, such as English, it is considered an educational disadvantage to be brought up with a language of low social prestige, such as Turkish or Russian. So far, neighbouring languages, such as German and Dutch, respectively, have hardly featured in this debate.
Within the Interreg-Project *Nachbarsprache & buurcultur* we aim to investigate two interrelated questions that follow from the above-made observations. We aim to investigate (1) the status that is attributed to multilingualism, in general, as an educational challenge and/or as a resource in the respective curricula and teaching materials in Germany and the Netherlands. Furthermore, we would like to (2) display differences between highly prestigious foreign languages (e.g. English, French and less prestigious heritage languages (e.g. Turkish, Arabic, Russian) to find out how the respective neighbor languages are represented on that scale. We will present preliminary results from a comparative analysis of curricula, teaching materials and policy documents from the two countries.

Competentiefactoren en subjectieve (inter- en intra-linguale en -culturele) attitudes van leraren in een Nederlands-Duits schooluitwisselingsproject

Jana Hermann, *Radboud University Nijmegen*, j.hermann at let.ru.nl

Dit onderzoek focust op leraren, die individuele schooltandem-uitwisselingen mogelijk maken met hun kennis, enthousiasme en competentie. Bij de uitwisseling spelen de leraren een belangrijke rol. De nadruk van dit onderzoek ligt op de houding en waarneming van leraren, de zogenaamde subjectieve waarneming (Kursisa, 2012). Onderzocht worden hun attitudes ten aanzien van meertaligheid, de buurtaal en de buurcultuur evenals ten aanzien van het onderwijs en de uitwisselingen zelf. Er wordt een competentiemodel voor leraren voor bi-/internationale schooluitwisselingen opgesteld met als doel oriëntatie en steun bij de uitvoering van een uitwisselingsproject te bieden.
Binnen een driedelige methodische onderzoeksopzet worden kwalitatieve en kwantitatieve methodes gecombineerd. Ter opsporing van relevante competentiefactoren worden individuele half gestandaardiseerde vraaggesprekken met de bij het project betrokken leraren gevoerd. Voorafgaand aan de interviews wordt een vragenlijst ingevuld om persoonlijke gegevens en de mening over meertaligheid en buurtaal en -cultuur te verkrijgen. Bovendien worden observatieverslagen van de uitwisselingen bij de analyse betrokken om een terugkoppeling naar de praktijk te waarborgen.
In het colloquium worden eerste resultaten van de vragenlijst over attitudes (inter- en intra-linguale en -culturele factoren) gepresenteerd.

Speaking about texts: multilingual writing and text revision in bi-national school exchange situations

Julia Plainer, *University of Duisburg-Essen*, julia.plainer at uni-due.de

Writings skills are crucial for educational achievements (Graham & Perin, 2007). Students participating in the exchanges organised by the INTERREG project Nachbarsprache & buurcultur are encouraged to write multilingual texts according to criteria based advice, problem-solving in-process writing tasks (Baurmann, 2002; Bachmann & Becker-Mrotzek, 2010). These criteria serve as a basis to guide the processes of text production and revision (Fritzsche, 2005). Therefore, the design of the present research project includes a step-by-step writing task based on questions that trigger the writing of a story.
During their writing process, students are tutored by peers. Text revision is a vital part of these writing consultations. Like this, authentic discussions about texts, ownership and revision are fostered and multilingual writing skills can be developed within the social setting of collegiate peer groups.
The present research project aims to examine transcripts of the above described text discussions. Therefore, it focusses on aims and purposes of language use within multilingual peer tutoring settings.
Data will be collected by questionnaires, language biographies, audio recordings and writing protocols. Furthermore, different versions of texts will be collected to analyse possible influence of writing consultation on the student's writing progress. At this stage, piloted data collected in Dutch and German schools as well as a pilot of the writing task will serve as a basis for the discussion on expanding writing skills in multilingual classroom settings. Possible conclusions and advice on further research are very welcome.
The presentation of the research project will be held in German.

COLOQUIUM ROOM 533

ONDERWIJS IN TEKSTSTRUCTUUR EN LEESSTRATEGIEËN

Convenor: Jacqueline Evers-Vermeul, *Universiteit Utrecht,* J.Evers at uu.nl

Doelstelling

In onze samenleving is een goede leesvaardigheid onmisbaar. Helaas zijn er in Nederland relatief veel scholieren met een onvoldoende leesvaardigheid (PISA, 2015). Effectief onderwijs over leesstrategieën en tekststructuur biedt echter kansen (Hebert et al., 2016). In dit colloquium verkennen we welk leesstrategieonderwijs effectief is en waarom.

Overzicht en structuur van de sessie

Het colloquium bestaat uit

A. een algemene inleiding (10 minuten) door de voorzitter van het symposium (Jacqueline Evers-Vermeul);
B. drie presentaties (van elk 20 minuten + 5 minuten discussie), waarin complementaire onderzoeksmethodes gehanteerd zijn:
    1. *Tekststructuurinstructie in de bovenbouw van het primair onderwijs: een meta-analyse*

door Suzanne Bogaerds-Hazenberg, Jacqueline Evers-Vermeul & Huub van den Bergh; een meta-analyse over effectieve ingrediënten van tekststructuur- en leesstrategieonderwijs in het primair onderwijs
2. *Observerend leren bij begrijpend lezen in het vmbo* door Jacqueline Evers-Vermeul & José *van* der Hoeven;
3. The impact of L2 reading strategy instruction on first year student's reading in English in higher education: A one-year study door Deborah Yapp, Rick de Graaff & Huub van den Bergh;

C. een kritische bespreking door een referent en discussie met de zaal (35 minuten).

De wetenschappelijke betekenis

Leesstrategieonderwijs is niet altijd effectief. Met deze bijdragen krijgen we beter zicht op de werkzame ingrediënten van dergelijk onderwijs, zowel in PO- en VO-leesonderwijs als in L2-leesonderwijs in het hbo. Daarnaast bieden de complementaire onderzoeksmethodes ruimte voor reflectie op methodologische keuzes binnen dit domein.

Tekststructuurinstructie in de bovenbouw van het primair onderwijs: een meta-analyse

Suzanne Bogaerds-Hazenberg, Jacqueline Evers-Vermeul & Huub van den Bergh (UU)

Leerlingen moeten aan het eind van de basisschool in staat zijn om met verschillende genres en tekststructuren om te gaan. Tekststructuurinstructie is echter slechts beperkt aanwezig in huidige begrijpendleesmethodes op de basisschool (Bogaerds-Hazenberg et al., 2017). Dit is mogelijk een gemiste kans: diverse onderzoeken tonen dat lezers die zich bewust zijn van de opbouw van een tekst beter in staat om de informatie in de tekst geordend te verwerken, waardoor zij deze beter zullen begrijpen en onthouden (Meyer & Ray, 2011). Hoewel eerdere meta-analyses aangetoond hebben dat onderwijs in tekststructuur een positieve uitwerking heeft op tekstbegrip (Hebert et al., 2016; Pyle et al., 2017), is onvoldoende duidelijk in hoeverre deze resultaten te generaliseren zijn naar het primair onderwijs, en welke interventie-ingrediënten de grootste kans van slagen hebben bij deze leeftijdsgroep.
Tijdens deze presentatie, bespreek ik een meta-analyse over 43 studies, waarbij met mixed-effect model analyses in kaart is gebracht welke methodologische, inhoudelijke en didactische kenmerken de effectiviteit van tekststructuurinstructie beïnvloeden. Tekststructuurinstructie blijkt positieve effecten te hebben op tekstbegrip, ongeacht of de instructie gericht was op informatieve of op narratieve teksten. De effectgroottes hangen echter sterk af van de wijze waarop tekstbegrip gemeten is. Met samenvatten als uitkomstmaat is bijvoorbeeld tekststructuurinstructie op alineaniveau van belang, terwijl dat geen toegevoegde waarde heeft voor tekstbegripsvragen. Voor langetermijneffecten is het van belang dat leerlingen meerdere tekststructuren leren herkennen en dat interventieprogramma's naast expliciete instructie ook ruimte bieden aan leerkrachtmodeling en zelfstandige verwerking.

Observerend leren bij begrijpend lezen in het vmbo

Jacqueline Evers-Vermeul (UU) & José van der Hoeven (CED Groep)

Leesstrategieën aanleren heeft vaak positieve effecten heeft op het tekstbegrip van leerlingen (Bimmel, 2001; Roberts et al., 2008; Spörer & Burnstein, 2009). Het nut van leesstrategieën lijkt echter afhankelijk te zijn van de manier waarop deze onderwezen worden. Een

veelbelovende didactiek is observerend leren, waarvoor bij schrijven reeds positieve effecten zijn aangetoond, zowel in PO (Bouwer & Koster, 2016) als VO (Rijlaarsdam et al., 2005). Een eerste studie op het gebied van lezen rapporteerde positieve effecten onder vwo-studenten (Keehnen et al., 2015).
Gegeven deze eerdere positieve resultaten hebben we in een quasi-experimenteel onderzoek met een cross-lagged panel design getest of deze didactiek ook werkt onder 12- tot 15-jarige vmbo'ers. We hebben de didactiek van observerend toegepast in een lessenserie over leesstrategieën zoals voorkennis activeren, lokale coherentie achterhalen, kernzinnen herkennen en woordbetekenissen herleiden (vgl. Bimmel, 2001). Omdat de effectiviteit van de interventie mede afhankelijk is van degene die onderwijst (Dignath & Büttner, 2008), focust deze studie op de transfer van de observerend-lerendidactiek. Een eerste groep vmbo-docenten is door onderzoekers getraind hoe ze observerend leren bij leesonderwijs in de praktijk kunnen brengen. Op hun beurt trainden deze docenten ieder één of meer collega's. In deze presentatie geven we antwoord op de volgende onderzoeksvragen: 1) Welke kennis en vaardigheden dragen onderzoekers-getrainde docenten over aan hun collega's? 2) Hoe verschillen onderzoekers-getrainde en docent-getrainde docenten in hun toepassing van observerend leren? 3) Wat zijn de effecten van observerend leren in het tekstbegrip van vmbo-leerlingen in de verschillende trainingscondities?

The impact of L2 reading strategy instruction on first year student's reading in English in higher education: A one-year study

Deborah Yapp, Rick de Graaff & Huub van den Bergh (UU)

Not all students entering higher education are sufficiently equipped in L2 reading skills to deal effectively or adequately with the amounts of complex and detailed texts that a college study necessitates (Chall et al., 2009). Essential L1 reading skills such as extensive reading or the ability to distinguish key facts from lesser ones may not manifest in the L2 or are even absent in the L1 (Beeker, 2012). Students entering higher education from lower levels of education and from first language backgrounds other than Dutch appear to have the most disadvantages in their L2 reading abilities, supported by the preliminary findings of this study. What impact would a specifically designed English reading strategy programme have on L2 reading scores of first year students? Which teaching approach is the most effective in improving L2 reading performance? These research questions underpinned the study which examines the reading performance of approximately one thousand students who followed an eight week English reading strategy programme intended to train undergraduates in their metacognitive awareness in reading comprehension using a number of key reading strategies. Quantitative data is collected in the form of pretest and posttest reading scores, a questionnaire on reading habits and strategy use, control group scores and teacher activity log books. Qualitative data is generated through interviews with students on their reading processes and observations of teacher activity during reading class. The necessity of L2 reading support programmes in higher education especially for those most at risk, is one issue discussed in the results.

COLLOQUIUM ROOM 536

PROCESSES AND OUTCOMES OF CONTENT AND LANGUAGE INTEGRATED LEARNING IN THE NETHERLANDS

Rick de Graaff, *Universiteit Utrecht; Hogeschool Utrecht (coordinator AILA CLIL Research Network)*, r.degraaff at uu.nl
Tessa Mearns, *Universiteit Leiden (member Meesterschapsteam MVT)*, t.l.mearns at iclon.leidenuniv.nl
Discussant: Dominik Rumlich, Universität Münster, dominik.rumlich at uni-muenster.de

With more than 25 years' experience of bilingual education, the Netherlands has been one of Europe's frontrunners in Content and Language Integrated Learning (CLIL). With the expansion of bilingual education, so too has come the expansion of research in CLIL in the Dutch context. Where the focus was initially on L2 proficiency development through content lessons, recent years have seen this focus expand to encompass different approaches, disciplines and perspectives.
This colloquium presents and discusses an overview of recent studies with a focus on content and language development and use in the Dutch CLIL context. The contributions, which are due to be published in a special edition of the Dutch Journal of Applied Linguistics (DuJAL) in Autumn 2018, report on research from a number of different angles: language focus in CLIL subject lessons (Huub Oattes); the role of the language teacher in CLIL (Liz Dale); CLIL's impact on attitudes and learning outcomes at the pre-vocational level (Jenny Denman); and the effects of L2 CLIL on L3 learning (Rosalinde Stadt);. The colloquium will also include a review of Dutch research on CLIL pedagogies placed against an international backdrop (Evelyn van Kampen and Tessa Mearns), and an exploration of similarities and differences between language-oriented content teaching (LOCT) and CLIL approaches in L1 and L2 (Maaike Hajer). From an international perspective, the discussion will be initiated by Prof. Dr. Dominik Rumlich, CLIL researcher at Universität Münster, Germany.

How do we measure up? A review of Dutch CLIL subject pedagogies against an international backdrop

Evelyn van Kampen, *Universiteit Leiden*, e.van.kampen at iclon.leidenuniv.nl
Tessa Mearn, t.l.mearns at iclon.leidenuniv.nl

Research into the specific pedagogical practices employed by CLIL teachers has been limited to date and, as such, has been identified as a key area in need of further investigation (Pérez-Cañado 2012; Dalton-Puffer & Smit 2013). This presentation will summarise the findings of a review study in which an elaborated 4Cs Analysis Framework (adapted from Coyle, Hood and Marsh 2010; Coyle 2015a, 2015b) was used as a basis for analysis of studies of pedagogies used by CLIL subject teachers internationally and in Dutch classrooms. This allows us to place the Dutch situation in an international context and to identify avenues for future research and development. The following research questions guided the review: 1) What appear to be the most prominent international trends with regard to the implementation of the 4Cs in CLIL subject pedagogies?; and, 2) To what extent do Dutch CLIL subject pedagogies appear to reflect these international trends? Findings of what we know about pedagogies based on the

reviewed studies suggest that, in general, studies from the Netherlands stand out compared to international studies in a number of respects.
Specifically, there is evidence of a relatively strong focus in the Netherlands on language development and on developing students' intercultural competence. The Dutch studies also stand out, however, for not addressing the role that the L1 can play in CLIL pedagogy. Furthermore, they provide little insight into aspects of CLIL pedagogy related to subject-specific culture, classroom teaching and learning culture and ways in which content and language are integrated.

How Dutch history teachers focus on second language teaching

Huub Oattes, *Hogeschool van Amsterdam*, h.oattes at hva.nl

This presentation focuses on the second language (L2) teaching activities of the subject teacher when teaching content and language integrated learning (CLIL) to bilingual education students. A small scale exploratory study examined how eight Dutch bilingual education history teachers (BHTs) dealt with the L2 component when teaching. How do Dutch bilingual education history teachers implement L2 teaching in their CLIL lessons? We observed and rated BHTs on five necessary language learning elements using an assessment instrument that is based on Westhoff's 'penta pie' (2004) of second language acquisition. Results show that Dutch BHTs focus more strongly on the categories that use the L2 to teach subject content and that they are cautious when it comes to teaching specific second language topics. These results fit in with earlier research demonstrating the difficulty CLIL subject teachers experience trying to balance content and langue learning (Cammarata & Tedick, 2012; Koopman, Skeet & de Graaff 2014; Lorenzo, 2007). Suggestions for improving the BHTs L2 focus are put forward together with a plea for a realistic CLIL definition that takes into account that subject teachers prefer teaching subject content to second language development.

Juggling ideals and constraints: The position of English teachers in CLIL contexts

Liz Dale, *Hogeschool van Amsterdam*, e.m.dale@hva.nl

In bilingual streams in the Netherlands, school subjects are taught in an additional language so that pupils learn both subject content and the target language by using language meaningfully. Teachers of English in bilingual streams (TEBs) are often expected to collaborate with subject teacher colleagues (STs). In addition, they teach separate language lessons. This provides TEBs with specific challenges. This article reports on a focus group (FG) study exploring the extent to which the ideals of stakeholders in bilingual schools in the Netherlands reflect the literature on this topic, using a frame of reference developed for this purpose (Dale, Oostdam & Verspoor, 2017).
Five FGs were held with TEBs and STs from Dutch schools in the network for bilingual education and with members of the network's quality assurance panels. Each FG consisted of between three and six participants with a similar role in bilingual education; audit panel chairpersons, audit panel secretaries and STs and TEBs from different schools. Participants were asked to discuss what an ideal English teacher would do in English lessons and in cooperation with subject colleagues.

Data consists of five transcripts of the FG discussions. On the basis of inductive and deductive analyses (using MaxQDA), the ideals of stakeholders are positioned in the framework to explore to what extent different types of stakeholders have complementary or conflicting views. The findings suggest that stakeholders need to develop more shared understandings and a shared language to allow TEBs to realise their ambitions.

Attitude and language proficiency for CLIL pupils at junior vocational secondary level

Jenny Denman, *Hogeschool Rotterdam*, J.L.Denman at hr.nl

In the Netherlands there are over 130 pre-university and pre-college secondary schools offering a CLIL track, while CLIL is only offered at about 27 junior vocational secondary schools. Research has shown that CLIL pupils in the academic secondary schools gain a significantly higher level of English language proficiency; is this also true of the lower-tiered streams, given their less academic population?
In a first study, the effect of CLIL on the attitude towards learning English of pupils in bilingual (CLIL) junior vocational education in the Netherlands, grade 7, 8 and 9 (n=488) was investigated. Attitude was measured by means of the Model of Planned Behavior (MPB). After receiving one or more years of CLIL, pupils scored higher than their non-CLIL counterparts on four of the five attitudinal constructs distinguished in the MPB. CLIL appears to positively influence the attitude towards learning English of junior vocational students in grades 7 to 9.
In a subsequent longitudinal study, three cohorts of junior vocational secondary pupils were followed, and included CLIL pupils (n=313) and a non-CLIL control group (n=290). Three repeated measurements of language proficiency in English included vocabulary, grammar, writing, speaking and self-reported willingness to communicate. All pupils advanced in their English language proficiency over time, but the CLIL pupils in most cohorts and for most measurement instruments showed a small but statistically significant positive growth advantage over the non-CLIL pupils. The greatest growth for all pupils in most skills areas occurs in the first two years of the four-year junior vocational program.

The influence of L2 English on L3 French acquisition in a CLIL-context: The role of input and proficiency

Rosalinde Stadt, *Universiteit van Amsterdam*, r.t.stadt@uva.nl

Bilingual education entails a different approach of second language (L2) learning: the L2 is learned in a bilingual school environment, which results in more L2 exposure in the daily school context. An interesting question is if learning an L2 in a bilingual school context rather than in a regular school context influences third language acquisition (L3A) and, if this is the case, why this should be so.
In this paper, we compare the cross-sectional developmental pattern in French L3A of first-year and third-year students from both a bilingual Dutch/English CLIL-programme and a regular programme, the students having Dutch as their L1 and English as their L2. We studied the negative influence of English word order on French in declarative root clauses by using a gap-filling test. The results show that L2 influence increases significantly from first- to third-year bilingual students, which is not the case in the 'regular' group. This raises the question if the more important L2 influence on L3 in the bilingual context is the result of the increased L2

input or of a higher L2 proficiency. These are factors that both have been claimed to play a role in L3A (Hammarberg 2001; Tremblay 2006;
Jaensch 2009), but are generally not sufficiently disentangled. The second aim of our paper is to do so.
Our results show that there is no individual correlation between L2 proficiency and the role of the L2 in L3A. Therefore, our results suggest that it is the increased L2 input, hence L2 activation, in a bilingual school context rather than a higher L2 proficiency that leads to a more important influence of the L2 in L3A.

CLIL's twin-sister: insights from 'Language Oriented Content Teaching' in Dutch secondary education

Maaike Hajer, *Hogeschool Utrecht*, maaike.hajer at hu.nl

Content and Language Integrated Learning (CLIL) in L2 and 'Language Oriented Content Teaching' (LOCT) in mainstream classes through Dutch both have their roots in content based language instruction (Brinton, Snow & Wesche 1989) and exploit similar pedagogies. The current definition of LOCT is 'content teaching in which language objectives are explicitly formulated, and in which the pedagogy contextualizes learning, offers ample opportunities for language use in interaction, and in which feedback on language is provided.' (Hajer & Meestringa 2014). This paper characterizes main research on LOCT in content area teaching through Dutch in multilingual schools during the last two decades and discusses its relevance for CLIL development. Four groups of studies are identified: descriptive and explorative studies of content classrooms, analyses of content specific language requirements, design studies yielding teaching and training materials, and studies on teacher learning. It is discussed how ongoing multidisciplinary cooperation between subject and language experts (scholars, teacher trainers, curriculum development and others) created networks that promoted identification of disciplinary literacies and subject specific language pedagogies. Reflecting on results show how contribution to the broader field of content and language integrated instruction is made , namely a renewed conceptualization of the classic concept of ' content obligatory language' (Snow, Met & Genesee 1988) , and - in this same line - a specification of content teachers' Knowledge About Language, which can be used in the inclusion of a language perspective in pre- and in-service teacher training for both LOCT and CLIL contexts.

COLLOQUIUM ROOM 537

PROFESSIONALISERING VAN LERAREN IN ONDERWIJS AAN NIEUWKOMERS – EEN VERGELIJKENDE STUDIE IN VLAANDEREN EN ZWEDEN EN DE BETEKENIS VOOR NEDERLAND

Maaike Hajer, *Hogeschool Utrecht/Uni Malmö*, maaike.hajer at hu.nl
Gerrit Jan Kootstra, *Hogeschool WIndesheim/RUN*, gj.kootstra at windesheim.nl
Marian van Popta-Erkelens, *Marnix Academie*, m.vanpopta at hsmarnix.nl

Colloquium met als structuur:
- Inleiding op de opzet en het analysekader: Gerrit Jan Kootstra
- Vlaanderen: Marian van Popta

- Zweden: Maaike Hajer
- Reacties vanuit de praktijk weergegeven; inbreng uit/via het Lectoreninitiatief
- Professionalisering Taalonderwijs Nieuwkomers
- Discussianten

Discussies over migratiepolitiek op Europees niveau betreffen nog weinig het taalonderwijs aan de nieuwkomers. De onderwijspraktijken wisselen intussen enorm in opzet en inhoud, evenals de opleidingspraktijk. Er zijn in Nederland structurele vragen rond bekwaamheden van leraren in basis- en voortgezet onderwijs met nieuwkomers (Onderwijsraad 2017). Er lijkt geen eenduidige wetenschappelijk onderbouwde visie te zijn op het gebied van intake, de mogelijke rol van meertaligheid en ondersteuning van voortgezette tweedetaalverwerving in regulier onderwijs. Wij voerden een vergelijkende studie uit binnen het NRO-onderzoeksprogramma rond nieuwkomers, naar de manier waarop Zweden en Vlaanderen vorm en inhoud geven aan de professionalisering van leraren rond onderwijs aan nieuwkomers, en naar hoe het aanbod van de professionalisering georganiseerd en gestuurd wordt.

In ons onderzoek stonden de volgende 3 onderzoeksvragen centraal:
1. Hoe wordt in Zweden en Vlaanderen vorm en inhoud gegeven aan de professionaliseringspraktijk van leraren die onderwijs verzorgen aan nieuwkomers in de eerste-opvangfase en in reguliere klassen?
2. In hoeverre beschouwen belanghebbenden de bevindingen uit Zweden en Vlaanderen omtrent vorm en inhoud van professionalisering als bruikbaar voor de Nederlandse context?
3. Welke concrete acties zijn aan te bevelen om de vergaarde inzichten verder naar de Nederlandse praktijk van professionalisering van leraren te vertalen?

In het colloquium beschrijven we eerst vanuit welke wetenschappelijke inzichten we naar de professionaliseringspraktijk (initieel en post-initieel) in de verschillende landen hebben gekeken, en diepen dan de praktijken in Vlaanderen en Zweden uit naar organisatie, opzet en inhoud. Een belangrijk aandachtspunt is hoe actuele wetenschappelijke inzichten in tweede-taaldidactiek via professionalisering de weg naar de praktijk vinden en welke rol de overheid daarbij speelt. De vertaling naar de Nederlandse praktijk en de mogelijke beleidsadviezen ten behoeve van versterking van de professionalisering in Nederland die hieruit voortvloeien worden in de laatste twee presentaties van het colloquium besproken.

Inleiding op de opzet en het analysekader

De gegevens werden verzameld in een combinatie van deskresearch (beleidsdocumenten, inspectierapporten, cursusbeschrijvingen, evaluatiegegevens), interviews met beleidsmakers, opleiders en mensen uit schoolpraktijk, en veldbezoeken, waarbij professionaliseringsvragen vanuit de praktijk nadrukkelijk een rol hebben gespeeld. Om te komen tot een systematische en gefocuste analyse van professionalisering in Zweden en Vlaanderen, hebben we een analysekader ontwikkeld dat zich richt op drie niveaus:
(1) Aanbod/organisatie van de professionalisering en de rol die de overheid hierbij speelt. Hierbij gaat het bijvoorbeeld om regelgeving, richtlijnen en financiering van professionalisering, de mate waarin professionalisering aanbod- of vraaggestuurd is, de mate

waarin kwaliteitscontrole en sturing van professionalisering plaatsvindt, en de doelgroepen waar de professionalisering zich op richt.
(2) Opzet/vorm van de professionalisering. Hier gaat het bijvoorbeeld om de duur van professionalisering, de mate waarin opgedane kennis ook begeleid wordt toegepast in eigen praktijk, de link tussen vakinhoud en vakdidactiek, en de vraag in hoeverre professionalisering individueel of teamgericht is.
(3) Inhoud van de professionalisering. Op basis van eerdere verkenningen en onderzoek (zie LPTN, 2017) hebben we ons hierbij specifiek gericht op drie professionaliseringsinhouden, namelijk (1) de intake van nieuwkomers, (2) de verhouding tussen onderwijs in de tweede taal en de positie van moedertalen, en (3) de methodiek van tweede-taalonderwijs, in het bijzonder de keuzes in leerstofordening van deelvaardigheden en integratie van tweede-taalontwikkeling als onderdeel van verschillende schoolvakken. In hoeverre komen deze inhouden aan de orde, en welke plek heeft scholing op deze gebieden in de initiële opleidingen en welke in de post-initiële opleidingen?
Om onze analyse van de Zweedse en Vlaamse situatie (zie hieronder voor samenvattingen) te kunnen vertalen naar de Nederlandse context hebben we bijeenkomsten gehouden met belanghebbenden en beleidsmakers in Nederland. Zo hopen wij een bijdrage te leveren aan de agendering van professionalisering op beleidsagenda's en aan versnelde kennisontwikkeling en netwerkopbouw van opleidingen en onderwijsadviesinstellingen en via hen scholen en docenten die te maken hebben met nieuwkomers. De verbinding met onderzoek naar de taalonderwijspraktijk is daarbij onontbeerlijk.

De opzet en inhoud van professionalisering van leraren rond onderwijs aan nieuwkomers in Vlaanderen

Marian van Popta, *Marnix Academie*, m.vanpopta at hsmarnix.nl

In Vlaanderen concentreert de professionalisering van leraren op het gebied van nieuwkomersonderwijs zich in het post-initiële onderwijs. De initiële opleidingen verzorgen weinig specifiek onderwijs over de professionaliseringsthema's rond nieuwkomersonderwijs als intake, meertaligheid en tweede taaldidactiek. Voor professionalisering rond de thema's intake, tweede taaldidactiek, en -in mindere mate- meertaligheid, zijn professionals aangewezen op post-intiële opleidingen en het nascholingsaanbod van pedagogische begeleidingsdiensten en commerciële nascholingsinstanties.
De wetenschappelijke kwaliteit van het aanbod van met name de commerciële nascholingsinstanties is in Vlaanderen goed te noemen. Doordat de meeste nascholingsinstanties nauwe banden hebben met of zelfs gevestigd zijn binnen universiteiten, speelt wetenschappelijke kennis een vanzelfsprekende rol in de ontwikkeling van het aanbod. Daarnaast zijn de meeste lerarenopleiders, zowel in de initiële opleidingen als de nascholers, zelf ook onderzoeker.
De overheid heeft in Vlaanderen weinig invloed op de organisatie van het onderwijs, dit wordt in grote mate bepaald door de pedagogische begeleidingsdiensten die verbonden zijn aan de zogenaamde netten (Gesubsidieerd officieel onderwijs, Gemeenschapsonderwijs, Gesubsidieerd vrij onderwijs). Pedagogisch begeleiders zijn over het algemeen geen onderzoekers en hebben niet noodzakelijkerwijs expertise op het gebied van tweede taaldidactiek of de intake van nieuwkomersleerlingen.

Terwijl de inhoud van het nascholingsaanbod dat er is, in lijn is met recente wetenschappelijke inzichten, blijken in Vlaanderen de professionals op de werkvloer maar zeer beperkt gebruik te maken van dit aanbod (Van Avermaet, et al., 2017). De belangrijkste redenen hiervoor lijken niet zozeer bij de wetenschappelijke kennis of het curriculum te liggen, maar eerder in de sociaal-culturele en onderwijspolitieke context van Vlaanderen.

De opzet en inhoud van professionalisering van leraren rond onderwijs aan nieuwkomers in Zweden

Maaike Hajer, *Hogeschool Utrecht*, maaike.hajer at hu.nl

Onderwijs aan nieuwkomers is in Zweden al vele jaren een deel van een sterk geprofessionaliseerd veld. Dit hangt samen met de invoering van ZT2 als apart vak in basis- en voortgezet onderwijs waarvoor een specifieke bevoegdheid nodig was. Dit heeft ertoe geleid dat er gevestigde initiële opleidingen voor ZT2-docenten bestaan op BA en MA-niveau waarna men ook in het vak kan promoveren. De relatie tussen onderzoek en onderwijs aan de universiteiten en hogescholen die de opleidingen aanbieden is daardoor vanzelfsprekend geworden. De grote toestroom van nieuwkomers vanaf 2015 leidde tot een intensivering van dit opleidingsaanbod, waarop door de overheid gericht werd gestuurd door leraren vrij te stellen om onder werktijd de bevoegdheid tot ZT2 docent te gaan halen. Er zijn landelijk vele duizenden bevoegde ZT2 docenten en er is landelijk sprake van een hoge mate van eensgezindheid over de benodigde competenties, al kunnen er qua invulling lokale accenten gelegd worden.
De eerste fase van nieuwkomersonderwijs wordt sinds enkele jaren gekenmerkt door de wettelijke verplichting om de kennis en mogelijkheden van alle leerlingen individueel vanuit hun sterkste taal in beeld te brengen, waarna tot plaatsing in de passende stamgroep besloten wordt. Binnen die stamgroep kan dan ZT2-onderwijs en ondersteuning via de moedertaal in andere vakken geregeld worden. Van alle leraren wordt echter een taalgerichte vakdidactiek verwacht, opdat de voortgezette taalontwikkeling geen struikelblok in vakonderwijs vormt. Naast de initiële opleidingen in ZT" is er mede daarom een enorm aanbod aan professionaliseringsmogelijkheden. Zowel als onderdeel van generieke innovaties als specifiek gericht op gemeenten die eerder weinig ervaring met nieuwkomersonderwijs hadden opgedaan. De landelijke overheid zowel als de lokale, gemeentelijke bevoegde gezagen sturen op deelname van veelal teams om aanvankelijk en voortgezet ZT2-onderwijs kwalitatief te ondersteunen. Om de professionalisering inhoudelijk te ondersteunen is een schier onwaarschijnlijke verzameling van speciaal ontwikkelde, peer-reviewde populair-wetenschappelijke teksten met bijbehorend videomateriaal ontwikkeld en digitaal beschikbaar gesteld. (www.larportalen.skolverket.se)
De enorme discrepantie tussen de drie landen in aansturing van professionalisering en opleiding van leraren in het onderwij s aan nieuwkomers is naar ons idee vooral terug te voeren op de stelselverschillen en beleidsculturen. De Zweedse overheid neemt een sterk sturende rol in, anticiperend op mogelijke knelpunten. Er zijn rechte lijnen van centrale naar lokale overheid en naar scholen. Via de opleidingen is een tweede continue stroom die door het bestaan van ZT2 als vak een gevestigde routine en kwaliteitszorg kent.

Full Paper

Identificeerbaarheid van kinderen met een gehoorbeperking: een vergelijkende benadering

Room 536

Nathalie Boonen, Hanne Kloots & Steven Gillis, *Universiteit Antwerpen*, nathalie.boonen at uantwerpen.be, hanne.kloots at uantwerpen.be, steven.gillis at uantwerpen.be

Kernwoorden: taalverwerving, spraakperceptie, cochleair implantaat, akoestisch hoorapparaat, comparatieve beoordeling

Studies on the language development of hearing-impaired children often focus on (deviations in) the children's speech production. However, it is unclear if listeners also perceive differences between the speech of normally hearing and hearing-impaired children. This contribution wants to fill this void. Three groups of listeners (audiologists, primary school teachers and inexperienced listeners) judged 126 utterances of seven normally hearing children, seven children with an acoustic hearing aid and seven children with a cochlear implant, using a comparative judgment task. All children were approximately 7 years old. The listeners compared the stimuli in pairs and decided which stimulus sounded best.
The speech of normally hearing children was preferred by the listeners. Within the group of hearing-impaired children, cochlear implanted children had a higher perceived speech quality than acoustically hearing aided children, especially after longer device use. Listeners, irrespectively of their degree of experience with (hearing-impaired) children's speech, completed the task similarly.

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PRESENTATIES

Tracking language learning on the fly: Is awareness the product of implicit learning? Room 532

Sible Andringa, *University of Amsterdam*, s.j.andringa at uva.nl
John Williams, *Cambridge University*, jnw12 at cam.ac.uk

The construct of awareness plays a pivotal role in several big debates in the field of second language acquisition. For example, it lies at the heart of discussions about the (im)possibility of learning without awareness, or conversely, whether some degree of awareness is a requirement for learning to take place. Several studies have shown that implicit learning may arise (e.g., Williams 2005). However, implicit learning effects tend to be small and it seems unlikely that language learning can be implicit only. Surprisingly, we know quite little about the relationship between implicit learning and awareness. Cleeremans (2011) suggests two possibilities: either implicit learning and awareness are entirely unrelated, or implicit learning is instrumental in learners capabilities of noticing the target structure: Awareness may be the product of implicit learning. The present study was designed to investigate this using an innovative design in which there was no functional separation between the learning and testing phases of the experiment. Visual world eye tracking was used to monitor learners on the fly as they learned a fully unknown artificial language with a determiner system marking for distance and animacy. While word meanings were learned easily, twenty out of 38 participants did not work out the determiner system; some became half aware and some fully. Analyses still to be carried out should tell us whether there were predictive eye movements, whether these depend on (self-developed) awareness of the grammatical structure, or whether learners can become sensitive to the cue without being aware of the structure.

Code-switching from Dutch to Frisian requires more cognitive control than code-switching from Frisian to Dutch Room 533

Evelyn Bosma, *Leiden University*, e.bosma at hum.leidenuniv.nl
Elma Blom, *Utrecht University*, w.b.t.blom at uu.nl

Recent research suggests that cognitive control plays a role in code-switching, both in bilingual adults (Verreyt et al., 2016) and in bilingual children (Gross & Kaushanskaya, 2015). However, code-switching would only require cognitive control when bilinguals maintain some degree of separation between their two languages, not when they completely mix their languages (Green & Wei, 2014).
The Frisian-Dutch bilingual context is interesting in this respect because mixing of Dutch (the majority language) into Frisian (the minority language) is common, but mixing of Frisian into Dutch is not (Breuker, 2001). Therefore, Frisian-Dutch bilingual speakers need to maintain some degree of language separation when they speak Dutch, but not when they speak Frisian, leading to the prediction that only code-switching from Dutch to Frisian practises cognitive control.

To test this hypothesis, we analyzed data from 120 5- and 6-year-old Frisian-Dutch bilingual children. Cognitive control was measured with a Flanker task and information about children's

code-switching behavior was obtained through a parental questionnaire. Age, non-verbal IQ, SES, Frisian and Dutch language scores were included as control variables.

Multiple regression analyses showed that frequency of code-switching from Dutch to Frisian significantly predicted performance on the Flanker task, β = -.24, *p* = .03, but that frequency of code-switching from Frisian to Dutch did not, β = .08, *p* = .45. This suggests that switching from a majority to a minority language is related to cognitive control, whereas switching from a minority to a majority language is not.

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Applying knowledge of multilingualism to classroom strategies

Room 537

Suzanne Dekker, *Universiteit Utrecht*, s.v.dekker at uu.nl
Sergio Baauw, *Universiteit Utrecht*, s.baauw at uu.nl
Emmanuelle Le Pichon-Vorstman, *Universiteit Utrecht* , e.m.m.lepichon at uu.nl
Marie Steffens, *Universiteit Utrecht*, m.g.steffens at uu.nl

Due to a recent influx of newly arrived migrant pupils, classrooms in the Netherlands are increasingly heterogeneous. Many students have moved across countries, and speak more than one language before arriving in the Netherlands. The current focus of the Dutch schooling system for newly arrived pupils lies on stimulating Dutch as a second language. This system is starting to show its limitations as it does not take into account the complexities of increasingly multilingual classrooms. In an effort to keep up with the individual needs of multilingual pupils, teachers are developing practices that make better use of the knowledge of the pupils.
Within the EDINA project, which supports municipalities, schools and teachers in rethinking education for students acquiring L2 Dutch, we collected qualitative longitudinal data via three interview sessions with 28 newly arrived migrant pupils aging between 6 and 17. We investigated their developing views on the Dutch schooling system with increased educational experience. Interviews took place after arrival, after one year in the classroom and after approximately 18 months. This data was compared to data from primary and secondary school stakeholders (teachers, supervisors, board members, and principals) to illustrate different perspectives on multilingualism.
Highlighting the importance of adopting a wholistic view on emergent bilingualism, we argue that didactic practices should be adapted based on the needs of multilingual pupils, and discuss applied strategies such as translanguaging to make better use of pupils´ elaborate skillsets.

Language change as a learnability effect

Room 535

Nour Efrat-Kowalsky, *University of Amsterdam*, noor.efrat-kowalsky at student.uva.nl

This paper investigates the mechanisms that drive language change. It takes the point of view of diachronic change as a population change, where each speaker acquires a slightly different variety at the time of acquisition. Therefore, the research question that is investigated in this paper is: Are the mechanisms behind language acquisition the ones driving language change? This research question is divided into four specific questions:

1. Are the mechanisms behind L1 acquisition the ones driving language change?
2. Are the mechanisms behind 2L1 acquisition the ones driving language change?
3. Are the mechanisms behind L2 acquisition the ones driving language change?
    a. Are the mechanisms behind Child L2 acquisition the ones driving language change?
    b. Are the mechanisms behind Adult L2 acquisition the ones driving language change?

In order to answer these questions, I analyze the mechanisms behind the acquisition of grammatical gender in Dutch in the four groups of learners outlined above. This analysis shows that the acquisition of grammatical gender in Dutch is a complex and long process for all four learner groups. Moreover, all groups go through the same stages during acquisition. Namely, they start off overgeneralizing the common gender definite determiner *de* with neuter nouns. It takes all groups of learners a substantial amount of time for the incorrect uses of *de* to decrease considerably. There is no agreement in the literature whether or not 2L1 and L2 learners ever reach 'ultimate attainment' of this feature (i.e. over 90% correct *het* use).
In the next stage of my investigation I build a twitter corpus of neuter nouns in Dutch and analyze the use of the common determiner *de* in combination with them. The twitter corpus allows me access to sociolinguistic information that the speakers deem as relevant to them. According to the information they provide on their profiles I am able to group the speakers into different learner and user groups. Preliminary results suggest that even monolingual Dutch learners do not reach ceiling with respect to this feature, and the "incomplete acquisition" of the different 2L1 and L2 groups represents language change that has seeped into the monolingual group as well.
Grammatical gender in Dutch is a vulnerable domain. In order to deal with the difficult learnability of this feature, learners employ a strategy of overgeneralization of one gender determiner. This strategy is then reflected in language change. The corpus analysis shows the same exact process in language change as in language acquisition: overgeneralization of the common determiner to neuter contexts. Thus, the main hypothesis of this paper is corroborated. Because language acquisition is the locus of language change, the source of the processes that we see in language change can be found in processes of language acquisition. Moreover, an added conclusion from this study is that the processes of L1, 2L1 and L2 acquisition are not inherently different.

SLA and productive interaction in (multilingual) classrooms

Room 537

Carolien Frijns, *Centre for Language and Education (KU Leuven) & Artevelde University College*, carolien.frijns at kuleuven.be

In Flemish schools, a high proportion of children with an ethnic minority background underachieves (OECD, 2010). Since the 1980s it has been widely recognized that limited

proficiency in Dutch is one of the most serious educational challenges minority children are facing. To help them overcome this challenge, the government has introduced extensive support programs. Although these programs seem to have had a significant effect, they have not succeeded in helping minority children close the language gap with the mainstream school population. The limited success of educational attempts to bridge the language gap has been related to the question of the nature of the language learning process (Jaspaert, 2010). Especially with regard to younger children it is argued that their success in learning a second language depends on implicit rather than explicit learning processes (Paradis, 2004; 2009). As implicit learning is an unconscious process (Hulstijn, 2002) that varies according to a number of contextual characteristics, detailed insight in how to manipulate the context in order to raise the effectiveness of early second language acquisition (SLA) is needed. Within the framework of a larger research project (Frijns, 2017), the language learning situation of 109 Turkish preschoolers in Flanders has been monitored. Daily classroom practices were recorded and teacher-class interaction was analyzed in terms of productive and non-productive interactions (Black, 2004). To measure participants' SLA, a standardized language task was used. Moreover, data were gathered with regard to teachers' and participants' perceptions of multilingualism in a – except for one classroom – monolingual learning environment. In this presentation, we will focus on the relationship between three types of daily teacher-class interaction, ranging from very productive to not productive at all, and SLA. On the basis of the research findings, we will present an updated version of a practice-oriented model of a powerful language learning context (Van den Branden, 2010), addressing the question which learning context we need in order to boost implicit SLA of all learners-at-risk.

Transforming faculty classroom practices in an English teacher preparation program: Challenges and opportunities

Room 536

Christina Gitsaki, *Zayed University*, christina.gitsaki at gmail.com

The use of mobile technology in the higher education context has seen an unprecedented increase in recent years. This session describes a professional development (PD) program designed to help faculty teaching in a pre-service English language teacher preparation program at a higher-education institution in the United Arab Emirates enhance their use of mobile technology in the classroom in order to meet institutional expectations for smart and innovative teaching practices as well as become role models for their pre-service English language teachers. A Community of Practice (CoP) model was adopted for the PD program which was carried out over a semester across two campuses. Research results will be presented showing how faculty involvement in a series of reflective activities and sharing of best practices have led to the innovation of their practice.

Taalcompetenties van mbo'ers voor een dynamische arbeidsmarkt

Room 533

Kees de Glopper, *Rijksuniversiteit Groningen*, c.m.de.glopper at rug.nl
Kevin Krips, *Rijksuniversiteit Groningen,* k.krips at rug.nl

Taalcompetenties maken onlosmakelijk deel uit van vakmanschap. Beroepen hebben hun eigen taal of register en hun eigen genres. Professionele beroepsuitoefening krijgt dan ook in belangrijke mate gestalte in en door taalgebruik. Voorbereiding daarop binnen vormen van

initieel onderwijs is daarom van groot belang. Praktijkervaringen en onderzoek binnen het mbo maken echter duidelijk dat er aan teaching for transfer van taalcompetenties nog vele vragen kleven. Binnen het mbo speelt de problematiek van de aansluiting van het taalonderwijs op de eisen van de veranderende arbeidsmarkt al geruime tijd.
In praktijkgericht onderzoek van een consortium van vier mbo- en twee onderzoeksinstellingen wordt in een door het NRO gesubsidieerd project onderzocht welke taalcompetenties nodig zijn op de dynamische arbeidsmarkt en welke opleidingspraktijken bijdragen aan het vermogen van opleidingsteams om in te spelen op de eisen die de dynamische arbeidsmarkt stelt. Het project krijgt vorm in vier case studies bij vier mbo-instellingen, waarin bovenstaande problematiek op basis van een mix aan methoden wordt onderzocht. Participanten zijn: opleidingsteams, taal- en vakdocenten, studenten en hun begeleiders op de werkplek, alumni, hun leidinggevenden en cliënten.
Het NRO-project loopt van september 2017 tot augustus 2020. Tijdens de Anela-conferentie rapporteren we over de eerste uitkomsten van de verkennende startfase. In deze fase vindt literatuuronderzoek plaats en worden taaleisen in kaart gebracht op basis van interviews, vragenlijsten, document- en genreanalyse.

Schrijfvaardigheid in ontwikkeling: een praktijkgericht onderzoek onder havo- en vwo-leerlingen

Room 535

Kees de Glopper, *Rijksuniversiteit Groningen*, c.m.de.glopper at rug.nl
Kevin Krips, *Rijksuniversiteit Groningen,* k.krips at rug.nl

Deze presentatie doet verslag van een praktijkgericht onderzoek naar de ontwikkeling van schrijfvaardigheid van leerlingen van een lyceum in het westen van het land. De schoolleiding en de sectie Nederlands van de betreffende school ervaren problemen met de schriftelijke taalbeheersing van de havo- en vwo-leerlingen. Zowel het instroomniveau in de brugklas als het behaalde eindniveau laten te wensen over. De schrijfproblemen van de leerlingen spitsen zich toe op hun formuleervaardigheid. Het ontbreekt de school echter aan een samenhangend beeld van de schrijfprestaties van de leerlingen en aan een richting waarin oplossingen voor de geconstateerde problemen moeten worden gezocht.
Met behulp van subsidie van het NRO is daarom een onderzoek verricht naar schrijfprestaties in het eerste, het derde en het voorlaatste leerjaar (havo 1/3/4 en vwo 1/3/5). In het onderzoek zijn ruim 500 leerlingen betrokken. Per leerling zijn twee teksten verzameld en vragenlijstgegevens over hun achtergronden, lees- en schrijfgewoonten en opvattingen over schrijven. De teksten van de leerlingen zijn beoordeeld door de eigen leerkracht (met behulp van een scoringsmodel) en door getrainde beoordelaars (met behulp van schaalbeoordeling). In de presentatie wordt verslag gedaan over de opzet en resultaten van het project. De focus ligt daarbij op de aard van de formuleerproblemen van leerlingen. We gaan na welke schrijffouten leerlingen maken en of die fouten qua aard overeenkomen met de stijlfouten die deel uitmaken van de standaardfoutenlijst die in het voortgezet onderwijs veel wordt gebruikt.

Nominal agreement in the interlanguage of Dutch L2 learners of Spanish

Room 532

Paz Gonzalez, *LUCL/Leiden*, p.gonzalez at hum.leidenuniv.nl
Damaris Mayans, *University of Florida*, mayansr1 at ufl.edu

Previous research has attested that inflectional morphology causes persistent difficulties for second language (L2) learners (Montrul and Potowski 2007, and Montrul et al 2013). Former findings on the L2 acquisition of Spanish grammatical gender show that learners operate with a default gender value, and overgeneralize the masculine forms of determiners and modifiers (White et al 2004, Shlig 2003). Data for this study was collected from compositions written by Dutch students following Spanish courses at the University of Leiden. 111 essays were collected containing 799 correct uses and 281 errors from students whose written ability in Spanish is A2 (Common European Framework). Several logit models were fitted to the data. The effects were gender, number and type of word. Only the final model with the three main effects and interactions fits significantly to the observed data ($x2 = 12.25$; $df = 1$; $p= 0.0005$). The results show that singular masculine nominal agreement marking at the determiner is significantly better produced by Dutch L2 learners of Spanish than when the marking of nominal agreement is plural, feminine or at the adjective. This study corroborates the results found by White et al, where learners operate with a default gender value and overgeneralize the masculine forms of determiners. Also these results concur with their finding that L2 learners of Spanish are significantly less accurate in gender agreement with adjectives than with determiners.

Talige dilemma's op een meertalige school

Room 537

Sue Goossens, *Université libre de Bruxelles (ULB)*, sue.goossens at ulb.ac.be

Nederlandstalige scholen in Brussel krijgen de laatste twee decennia te maken met toenemende aantallen Frans- en anderstalige leerlingen, aangezien taalvaardigheid Nederlands gezien wordt als een toegevoegde waarde die de slaagkansen van jongeren verbetert in de officieel tweetalige regio. De meeste scholen reageren op dit veranderende doelpubliek door een strikt eentalig taalbeleid in te voeren, alsook verschillende maatregelen die taalverwerving faciliteren. In deze paper ligt de focus echter op een middelbare school die de aanwezigheid van andere talen omarmt, en zo wil beantwoorden aan de meertalige realiteit.
Door middel van etnografisch veldwerk zal ik in kaart brengen hoe leerkrachten meertaligheid aanmoedigden en er tegelijk over waakten dat leerlingen kwaliteitsvol onderwijs kregen en taalvaardigheid Nederlands konden opbouwen. Deze tegengestelde belangen leidden tot een 'light' opvatting van meertaligheid, gericht op economisch waardevolle vreemde talen, tot nieuwe dilemma's en tot ambigu gedrag; leerkrachten stelden zich open voor meertaligheid, maar ze uitten ook hun bezorgdheid om de trage vooruitgang van leerlingen bij het opbouwen van taalvaardigheid Nederlands, en weerden de aanwezigheid van andere talen in de klas af. Leerlingen ervaarden de meertalige missie van de school als een vrijgeleide om Frans te spreken en zagen hun eigen taalvaardigheid Nederlands als beperkt, maar ridiculiseerden ook de taalfouten die klasgenoten maakten. Leerkrachten en leerlingen keurden dus in gelijke mate het gebruik van Frans af als dat ze erin meegingen, en tolereerden taalfouten Nederlands even vaak als ze die problematiseerden.

A holistic approach for multilingual education: the case of translanguaging in Frisian primary schools

Room 533

Joana Duarte, *Rijksuniversiteit Groningen*, j.duarte at rug.nl
Mirjam Günther-van der Meij, *NHL Hogeschool*, Mirjam.Gunther-VanDerMeij at nhl.nl

The rapid increase of the amount and types of multilingual pupils in European schools has led to the investigation of models of multilingual education (MLE; Cenoz 2009; Hobbs 2012) as possible means to improve school outcomes of multilingual pupils across European schools. Traditionally, MLE includes approaches towards learning the national languages of instruction, in combination with second or foreign languages, but less frequently features regional minority languages, such as Frisian. One peculiarity of these models is that they, to some extent, include the family languages of their pupils as a resource in instruction. In terms of including pupils' languages in instruction, the term translanguaging has been put forward not only to describe multilingual practices that include "the full range of linguistic performances of multilingual language users" (Wei 2011: 2), but also to propose a pedagogical approach in which such practices are systematically used in education (García 2009; Duarte 2016; Cenoz & Gorter 2015). While this approach has enjoyed a positive scientific echoing in the study of migrant-induced multilingualism, less is known about how a translanguaging-based pedagogy can be implemented in the context of minority languages, the central question being: will it protect or endanger them?

The paper will focus on the role of trilingual education in Frisian primary schools within the current context of regional minority languages growingly encountering migrant-induced language diversity. In this context, a pilot-project conducted in 5 trilingual schools in Friesland, the Northern province of the Netherlands, will be introduced. In a multiple exploratory case-study (Yin 2014), a translanguaging approach was developed and implemented in five primary schools with the aims of: a) reducing the language separation pedagogies practiced in the schools and b) giving immigrant languages a place in the schools' trilingual model.

Results show that a translanguaging approach was indeed used to design activities in which the three main languages of instruction jointly play a role, whereas a language awareness approach was adopted in order to valorize immigrant languages within the existing trilingual models. Examples of translanguaging activities developed within the scope of the follow-up project will be presented and discussed.

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Teacher perceptions of change in government schools in the United Arab Emirates

Room 536

Glenda El Gamal*, Khalifa University Abu Dhabi*, glenda.gamal at hotmail.com

This thesis explores teacher perceptions of change in the bilingual reform projects in government schools since 2008 in the United Arab Emirates (UAE). The aim was to uncover themes in the teacher experience of those directly implementing the bilingual program in government schools in the UAE, in order to inform practice and ultimately improve the support for teachers within the reform process, so that they may be more effective in their teaching and learning objectives. Using a constructivist, phenomenological approach, the study employed a qualitative interpretative analysis of interview data from the three participants to investigate their lived experiences in relation to rapid, 'top-down' (government) curriculum change.
Semi-structured interviews were carried out with three teachers involved in the bilingual reform programs in UAE government schools to hear rich accounts of their authentic lived experiences. The interview data were analyzed using an Interpretative Phenomenological Analytical (IPA) approach (Smith, Flowers & Larkin, 2009) to identify themes regarding their perceptions of the change process in the bilingual reform project. The results showed that three superordinate themes arose related to how the participants' experienced curriculum change in the bilingual program: teacher agency; quality of ongoing professional learning opportunities; and concerns about the role of Arabic language in relation to Emirati identity. From the insights gained through the interviews, recommendations are made for how sustainable reform may be supported in the ongoing current, and future bilingual education projects, and this study will help education policy makers develop appropriate professional development to support the rapid reforms taking place in UAE government schools. This research contributes to limited original knowledge in the UAE bilingual reform project, through exploring teachers' perceptions, responses and receptivity to curriculum change.

Towards a democratic Algerian curriculum development through secondary school EFL teachers' involvement

Room 536

Ikhlas Gherzouli, *ML Debaghine Sétif University El Hidhab*, ghikhlas at yahoo.fr

In view of the crucial role that teachers play when involved in curriculum reforms, the paper seeks to recommend a democratic model to curriculum development in Algeria that seeks to involve teachers by combining top-down government mandates with bottom-up teachers-based initiatives. More explicitly, the paper aims at exploring and identifying perceptions of secondary school English language teachers' on their implementation of curriculum reform of 2003. The paper also aims at revealing barriers to teachers' autonomy and involvement in curriculum development in order to pave the way for a deeper understanding and planning towards such an involvement. The critical paradigm was the conceptual framework guiding the research with data availed through a questionnaire for teachers and asynchronous email interviews with five national secondary education inspectors. The findings advocated the existence of imbalanced power relation between the government and teachers with the

former controlling and dictating curriculum from the centre as well as excluding teachers from the whole process of curriculum development. Also, the curriculum was constrained by a multitude of factors. Several concerns to be considered for teacher training also evolved from analysis of teachers' perceptions. The findings and recommendations of this paper are expected to alert both teachers and policy makers to consider seriously and acknowledge the delicate role that teachers should play as well as the status quo they should have in curriculum development.

Improving L3 English speaking performance of balanced Frisian-Dutch and nonbalanced Dutch-Frisian bilinguals through trilingual Frisian-Dutch-English education

Room 533

Mirjam Günther-van der Meij, *Fryske Akademy*, mguenther at fryske-akademy.nl
Edwin Klinkenberg, *Fryske Akademy*, eklinkenberg at fryske-akademy.nl

In this study, balanced Frisian-Dutch bilingual and non-balanced Dutch-Frisian bilingual pupils from regular Frisian-Dutch and trilingual Frisian-Dutch-English primary schools were compared on their L3 English speaking performance. In total 42 pupils were tested twice in a follow-up study: in 5th and 6th grade. They were administered a picture story task and a questionnaire concerning background information. Two hypotheses were formulated. Firstly it was hypothesised that pupils from trilingual schools would outperform pupils from regular schools. Secondly, it was hypothesised that balanced bilingual pupils would outperform nonbalanced bilingual pupils on English speaking performance. The results confirmed the first hypothesis: the 5th grade trilingual pupils outperformed the 6th grade pupils from regular schools on all measurements. However, the second hypothesis was not confirmed. On the contrary: balanced bilingual pupils obtained lower scores on the English speaking tasks than their non-balanced bilingual peers. Interestingly, results showed that 5th grade trilingual pupils outperformed 6th grade pupils from regular schools on all measurements. Nevertheless, a clear trend showed that balanced bilingual pupils from regular schools have a higher growth perspective: they start at a lower level but seem to progress faster compared to non-balanced bilinguals. Still, the non-balanced bilingual pupils of trilingual schools seem to profit the most, because they have the highest scores and have the highest growth perspectives. The results clearly indicate that it is advantageous to attend trilingual schools because these schools lift up the English speaking performance of both non-balanced bilinguals and balanced bilinguals.

Processing of complex English sentences by native and non-native speakers of English

Room 536

Haemoon Lee, Sungkyunkwan University Seoul Korea, haemoon at skku.edu

Ullman's D/P model (Ullman, 2001) and Clahsen's Shallow Structure Hypothesis (Clahsen & Felser, 2006a, 2006b) propose different views regarding the processing of late L2 learners' processing of complex English sentences. Whereas D/P model proposes that late L2 learners can automatize their declarative L2 knowledge through practice and that eventually they show the same ERP patterns for syntax as those of the native speakers, SSH proposes that late L2 learners process the complex sentence shallowly. Training types such as implicit and explicit exposure and the type of complex sentences are emerging as important intervening variables.

Focusing on one ERP study on Korean high proficiency learners, related studies conducted are introduced, in terms of age of onset, type of sentence complexity.

Incidental word learning through L2 listening: The effect of listener-related variables

Room 535

Sarvenaz Hatami, *California State University Long Beach*, sarvenaz.hatami at csulb.edu

Before the 1970s, listening was assumed to be a receptive language skill in which listeners passively assimilate messages from incoming speech (Morley, 1984, as cited in Murphy, 1991). Today, listening comprehension is described as a far more complex process, critical to second language (L2) acquisition, and the most difficult of the four language skills to learn (Vandergrift, 2004). Not unexpectedly, incidental vocabulary acquisition from listening is also a complex process involving many different factors. In his review essay on factors affecting the incidental acquisition of L2 vocabulary from oral input, Ellis (1994) emphasized that very little attention had been paid to this area of research. Surprisingly, after more than twenty years, the need for further study still exists; little is known about the development of vocabulary knowledge from L2 listening and the word-, text-, task-, and learner-related variables that play a role in this process.

The objective of this work, therefore, was to explore some of the learner-related variables that might contribute to L2 incidental word learning from listening. These variables were gender, L2 vocabulary size, amount of L2 listening (for academic purposes and pleasure), level of enjoyment, and (self-reported) level of comprehension.

Ninety-nine Iranian English as a foreign language (EFL) learners at pre-intermediate levels of English proficiency were randomly assigned to a listening group and a control group. An elementary-level graded reader was chosen as the listening text. Sixteen target words were chosen in the graded reader and were then replaced by 16 English-like non-words. The final version of the text with the inserted non-words was audio-recorded while it was read aloud by a native speaker of English.

First, the participants completed a questionnaire, in which they were asked to provide demographic information as well as to estimate the amount of time that they spent in a typical week listening to English materials for academic purposes and for pleasure. Next, they listened to the graded reader containing the 16 non-words. Immediately after the listening session, they completed a vocabulary post-test. The post-test measured participants' knowledge of five different dimensions of word knowledge at the level of recognition for all 16 non-words. Moreover, at the end of the post-test, two 5-point scales were provided to measure learners' level of enjoyment from listening to the story and level of understanding of the story.

The results showed that males and females are equally successful at incidentally acquiring vocabulary from listening. Furthermore, the results suggested that mere exposure to more L2 listening opportunities in an EFL context does not significantly enhance one's success in incidental vocabulary acquisition from listening. However, while gender and amount of L2 listening appeared to have no impact on incidental vocabulary gains from listening, L2 vocabulary size, level of enjoyment, and level of comprehension were found to be important facilitating factors. Hence, learners with a large L2 vocabulary who have access to enjoyable, comprehensible texts are likely to gain more vocabulary from listening.

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Lexical variation in adolescents' online writing: The impact of age, gender and education

Room 535

Lisa Hilte, CLiPS, *University of Antwerp*, lisa.hilte at uantwerpen.be
Reinhild Vandekerckhove, *CLiPS, University of Antwerp*, reinhild.vandekerckhove at uantwerpen.be
Walter Daelemans, *CLiPS, University of Antwerp*, walter.daelemans at uantwerpen.be

Previous research revealed that Flemish adolescents' age, gender and educational track have a significant impact on their use of typical chatspeak features (e.g. emoticons) and on standard versus non-standard word choice on social media (e.g. Hilte, Vandekerckhove, & Daelemans, in press).
The present study examines whether these social variables also impact on lexical variation and post length. For lexical variation we focus on vocabulary richness, top favorite lexemes, and sentiment analysis (subjectivity and polarity of the texts). However, a reliable analysis presupposes normalization of the corpus: Non-standard lexemes can for instance complicate sentiment analysis, which is based on (standardized) word lists. Furthermore, the examination of vocabulary richness heavily depends on the normalization accuracy, which is often low for social media texts. This might distort the results, since numerous spelling forms for one and the same lexeme may artificially boost lexical variety.
We will discuss these methodological issues and the results of our analyses. The latter reveal unambiguous correlations between post length and the social variables as well as some interesting patterns with respect to self-expression: students in theory-oriented education types use more words relating to self-expression and generally write more subjectively than students in practice-oriented education types. However, the latter use more expressive chatspeak features. This suggests that both groups to some extent use different devices for self-expression, i.e. verbal versus pictural/typographic.

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Constructions and patterns: Exploiting the common ground

Room 533

Susan Hunston, *University of Birmingham*, s.e.hunston at bham.ac.uk

Corpus Linguistics has a tradition of research into the patterning of lexis, inspired by Sinclair (1991) and with examples including Hoey's work on Lexical Priming, Hanks' work on Corpus Pattern Analysis, and Francis et al's work on Pattern Grammar, among others. The challenge in making this work relevant to learners is to strike a balance between specificity – each word has unique characteristics – and generalizability; that is, between lexis and grammar. Meanwhile, Construction Grammar proposes a cognitive model of language that is driven by both the patterning of lexis and the meanings associated with that patterning. Constructions exist at all

levels of generality, some of them overlapping with the units identified by corpus research, a coincidence exploited by, for example, Ellis, Roemer and O'Donnell (2016) in their work on Verb Argument Constructions in the development of learner language. This paper will re-think the relationship between patterns and constructions and will propose an alignment between the groups of words identified in the Pattern Grammar research on the one hand, and constructions on the other hand, leading to the potential identification of one thousand constructions that are relevant to learners. The paper will explain how existing resources based on corpus research can be used to identify potential constructions, and will give examples of the constructions so identified. These constructions will be based on the complementation patterns of adjectives, nouns and verbs in English.

Politieverhoren met kind-getuigen: Het dilemma tussen neutraliteit en interactionele relevantie

Room 537

Guusje Jol, *Radboud Universiteit*, g.jol at let.ru.nl
Wyke Stommel, *Radboud Universiteit*, w.stommel at let.ru.nl
Wilbert Spooren, *Radboud Universiteit*, w.spooren at let.ru.nl

Een veelvoorkomende metafoor voor communicatie is de buismetafoor. De metafoor maakt het mogelijk om bijdrage aan een gesprek te zien als 'neutraal' als er geen lexicale betekenis aan verbonden kan worden.
In handleidingen voor communicatie wordt professionals regelmatig geadviseerd neutraal te zijn. Onderzoek heeft echter laten zien dat gespreksbijdragen die door handleidingen worden aangemerkt als neutraal , in de praktijk institutionele doelen ondersteunen (o.a. Phillips 1999). Ook in adviesliteratuur voor politieverhoren met kinderen wordt geadviseerd dat politieagenten het verhoor zo neutraal mogelijk moeten uitvoeren.
Tijdens onze presentatie bespreken we de vraag hoe dit voorschrift politieagenten voor dilemma's kan plaatsen in de interactie en hoe politieagenten dat laten zien. We doen dit aan de hand van een studie van 30 politieverhoren met kinderen in de leeftijd van 6-11 jaar. In deze dataset identificeerden we 95 sequenties waarin kinderen zichzelf verantwoorden. In een aantal gevallen maken kinderen daarmee een affiliatieve reactie relevant, bijvoorbeeld geruststelling (als ze zichzelf verantwoorden), tegenspraak (als ze zichzelf veroordelen) of goedkeuring (als ze trots hun verzet rapporteren). In zulke gevallen is er een dilemma voor de politieagent: neutraal doen versus de interactioneel relevante affiliatieve reactie.
Met deze analyse laten we zien dat de buismetafoor van communicatie, inclusief de gedachte van neutrale gespreksbijdragen, niet alleen een onvolledig model is voor gesprekken. Adviezen over gesprekken in termen van deze metafoor kunnen sprekers ook interactionele dilemma's plaatsen.

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The effectiveness of processing instruction and the Delft Method for teaching Dutch verbal morphology and the mediating role of declarative and procedural memory

Room 532

Nel de Jong, *Vrije Universiteit Amsterdam*, nel.de.jong at vu.nl
Sonja van Boxtel, *TU Delft*, s.j.vanboxtel at tudelft.nl
Christa Hemerik, cabhemerik at gmail.com

Input is generally considered a crucial component of the acquisition of L2 morphosyntax (Gass & Mackey, 2006). Processing Instruction (PI) aims to advance acquisition by drawing learners' attention to form-meaning connections in the input (e.g. VanPatten, 2002). PI has been shown to lead to better acquisition compared to traditional and output-based instruction (e.g. Wong, 2002).
The present study investigates whether PI can also enhance acquisition in learners of the Delft Method (Sciarone, Blom & Wesdijk, 2013). In this teaching approach, which centers on input, forms are practiced in rich contexts. 65 students enrolled in elementary Dutch courses at Delft University of Technology participated in the experiment. All participants performed pre- and posttests assessing knowledge of the target forms. The control group followed the regular curriculum, while the experimental group also performed two PI exercises for each of the three target forms: singular/plural, past simple vs present simple and the present vs past tense of the passive. Because previous studies have shown an effect of memory on processing (e.g. Morgan-Short et al., 2015), we also examined the learners' declarative and procedural memory, by means of the LLAMA-B test (Meara, 2005) and a Serial Reaction Time test (SRT test; Nissen & Bullemer, 1987).
Preliminary results of part of the data showed that the experimental group made larger gains than the control group, but not for all forms. Furthermore, the relationship between scores on the language tests and those on the memory tests were different than one might expect based on previous studies.

Impact of a language promotion campaign on language use on social media

Lysbeth Jongbloed-Faber, *Fryske Akademy/Maastricht University*, ljongbloed at fryske-akademy.nl

Praat mar Frysk ("do speak Frisian") is a language promotion campaign in the province of Fryslân, the Netherlands. It was set up in November 2007 with the aim to stimulate the use of Frisian and increase awareness of the bilingual situation in the province. In the province of Fryslân Frisian is the second officially recognized language, besides Dutch. While Dutch is usually the dominant language in the cities of Fryslân and in official domains, Frisian is used more often in the countryside and informal domains (Gorter & Jonkman, 1995). Although Frisian is mainly a spoken language and only a small part of the population reports to write Frisian well, social media have ignited an increased use of Frisian in writing (Author et al., 2016).
A month after the launch of the campaign, *Praat mar Frysk* started using social media. The campaign is currently a mix of offline events and materials, and online communication through social media. On social media, *Praat mar Frysk* shares, among others, Frisian poetry and proverbs, funny language mixing, examples of the linguistic landscape, and sometimes promotes offline and online events, and products. The *Praat mar Frysk* platforms on Facebook and Twitter have grown into two of the largest Frisian digital communities.
This paper focuses on the impact of the *Praat mar Frysk* campaign on the use of Frisian on social media. In the analysis, I will look at the audiences reached, the effect of the various theme campaigns, and how the linguistic practices of the campaign in social media posts influence the use of Frisian by their audience. By demonstrating how language promotion campaigns can affect language use on social media, I aim to contribute to our understanding of the impact of such campaigns.

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From housewife to businesswoman? A diachronic perspective on gendered professional titles in Dutch language textbooks (1970-now)

Room 532

Dietha Koster, Universität Münster, dikoster at uni-muenster.de

Over the past fifty years the Netherlands´ workforce has experienced changes in its gender constitution, with more women entering the work force (CBS, 2017). To what degree are these changes reflected in textbooks for learners of Dutch as a Second Language (DSL)? We systematically analyze the use of professional titles in textbook chapters about work in fifteen DSL textbooks from 1970-now. Analyses focus on gender bias within the most common professions, what terms and how many are mentioned in the feminine and masculine and the use of generics to refer to women. We discuss to what degree these results support the hypothesis that textbook representations of professionals reflect social changes in the gender constitution of the Netherlands´ workforce. There is hardly any literature on DSL textbooks analyzed from a gender perspective. This paper addresses this gap in knowledge whilst adding a historical dimension. Results reveal to what degree gender changes are reflected in DSL teaching materials and how flexible gender representations in text books are. They imply a cautious materials approach for those wanting to establish a gender-sensitive teaching practice.

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Functionele adequaatheid van mondelinge en schriftelijke T2-productie

Room 535

Folkert Kuiken, *Universiteit van Amsterdam*, f.kuiken at uva.nl
Ineke Vedder, *Universiteit van Amsterdam*, i.vedder at uva.nl

Hoewel van verschillende kanten is gewezen op het belang van functionele adequaatheid als belangrijke component van T2-vaardigheid (Pallotti, 2009; De Jong et al., 2012; Révész et al., 2016), ligt bij de beoordeling van de spreek- en schrijfvaardigheid in T2 de nadruk vooral op de complexiteit, accuratesse en fluency (CAF) van T2-productie (Housen, Kuiken & Vedder, 2012). Veel minder aandacht is er tot nu toe echter besteed aan de pragmatisch-retorische competentie van T2-leerders en de functionele dimensie van T2-uitingen. In onze bijdrage staat de beoordeling van de functionele adequaatheid van mondelinge en schriftelijke T2-productie centraal, gedefinieerd in termen van de succesvolle uitvoering van een specifieke taaltaak. Onze aanname is dat het noodzakelijk is om, naast complexiteit, accuratesse en fluency, ook de functionele adequaatheid van gesproken en geschreven taaluitingen te beoordelen. In het paper gaan we eerst in op de uitgangspunten, descriptoren en toepassingsmogelijkheden van een recent ontwikkelde beoordelingsschaal voor functionele adequaatheid (Kuiken & Vedder, 2014, 2017, te verschijnen). In de schaal, die is gebaseerd op de conversationele maximen van Grice (1975), is functionele adequaatheid opgesplitst in vier

dimensies: inhoud, taakvereisten, begrijpelijkheid, coherentie en cohesie. We bespreken vervolgens de uitkomsten van enkele experimentele studies die zijn opgezet om de schaal uit te testen onder T2- en T1-leerders van het Nederlands en het Italiaans. We concentreren ons met name op de vraag naar de betrouwbaarheid, validiteit en gebruiksmogelijkheden van de schaal voor i) mondeling en schriftelijke taalgebruik; ii) verschillende taalvaardigheidsniveaus; iii) T2 en T1; iv) verschillende typen taken.

How do teacher-pertinent factors and teacher motivation affect L2 teachers' motivational behaviours?

Room 533

Tim S.O. Lee, *The Hong Kong Polytechnic University*, soltim.elt at gmail.com

As motivation plays a vital role in second language (L2) learning, L2 teachers' efforts to enhance and maintain learners' motivation can bring substantial impacts on their learning process. While a body of research has investigated the frequency of use and perceived importance of L2 motivational strategies in various contexts, little has been done to uncover the factors which cause L2 teachers to prefer or avoid certain strategies. This study, eliciting journal and interview data, examines the uses of L2 motivational strategies by 13 Hong Kong tertiary teachers of English as a second language (ESL) over a semester, as well as the reasons behind the uses. The results show that the participants attributed their motivational interventions to their own concerns more frequently than to student- or context-pertinent factors. Preparation workload was apparently the most pivotal factor, whereas teaching style, peer sharing, and numerous self-benefits were found to be moderately influential. The notions of intrinsic teacher motivation, work satisfaction, ideal teacher selves, and demotivation were manifest in the teachers' responses. This study highlights the need to consider L2 teachers' concerns and motivation to teach when promoting more frequent and thoughtful uses of motivational strategies.

Extramural exposure, not motivation, is critical to children's second language learning

Room 535

N.L. Leona, J. Rispens, M.W. van der Molen, M.J.H. Koert, J. Tijms & P. Snellings, *University of Amsterdam*, n.l.leona at uva.nl

Previous studies have highlighted the role of motivational factors in adult second language learning. Some studies indicate that motivational factors are less important in the second language learning of younger individuals. Others point to the contribution of extramural exposure to second language learning, i.e. language learning outside of a formal learning setting. The focus of the current study was to assess the relative contribution of motivational factors and extramural exposure in children's second language (English) learning. The study included 284 primary school children (4th graders, 9-yrs olds) of whom 167 had English lessons at school. Structural Equation Modelling results revealed that English receptive vocabulary is predicted by several types of extramural exposure to English in both children who have had English lessons at school and children who have not had English lessons at school. Motivational factors played a minor and indirect role. The current findings indicate that extramural exposure is critical to children's second language learning. In contrast to adults, the role of motivation in young children learning English as a second language is relatively minor. The

implications of these findings for the teaching of English as a second language in children are discussed.

The matched-guise technique revisited for speech evaluation research on native compared to non-native English accents

Room 535

Warda Nejjari, *Radboud Universiteit*, w.nejjari at let.ru.nl
Marinel Gerritsen, *Radboud Universiteit*, m.gerritsen at let.ru.nl
Carlos Gussenhoven, *Radboud Universiteit*, c.gussenhoven at let.ru.nl
Roeland van Hout, *Radboud Universiteit*, r.vanhout at let.ru.nl
Brigitte Planken, *Radboud Universiteit*, b.planken at let.ru.nl

Despite its proven effectiveness, the matched-guise technique is seldom applied in research on native and non-native English accents. Since it is not possible to be both a native and a non-native speaker of the same language, finding and subsequently selecting representative matched guises of native and non-native English accents is challenging. In order to be able to study the effect of a Dutch English accent compared to British and American English accents, matched-guise samples were recorded for standard British English and standard American English, and for the non-native accent, Dutch English. These accents were produced by four speakers, who had been pre-selected by language experts. The matched-guise samples were then evaluated on degree of 'nativeness' and 'standardness' by three groups of 'linguistically naive' native speaker listeners: 40 native speakers of British English evaluated the British English samples, 40 native speakers of American English evaluated the American English samples, and 40 native speakers of Dutch evaluated the Dutch English samples. Contrary to what had been assumed by the language experts, only two of the four matched-guise speakers were accepted as being representative speakers of all three accents. This suggests that while it is possible to establish representative matched guises for research on native and non-native English accents, speech evaluations by native listeners are necessary to ensure that valid matched guises are selected.

The influence of the test language on the performance of young newly arrived migrant Syrian (NAMS) pupils at mathematics

Room 537

Zahraa Attar, *University of Utrecht*, z.attar at students.uu.nl
Emmanuelle Le Pichon, *University of Toronto*, e.lepichon at utoronto.ca

At present, one of the crucial challenges teachers are facing is how to assign newly arrived migrant pupils who come from diverse learning and cultural backgrounds to a level that fits their real cognitive abilities (Herzog-Punzenberger et al.2017). Refugee students are at a greater risk of biased judgment (Baker 2011). These observations mostly escape societal awareness. Fairer and more appropriate ways to assess the real capacities of this vulnerable group are needed.
In this study, we assessed mathematical skills of 40 Syrian pupils aged 10-14 years using both their native- and the school language (i.e. Dutch). The tests were randomized and given with an interval of one month between both. Students' language biography, history of mobility, school background, age and exposure to the Dutch language were carefully recorded.

We hypothesized that the results would be more representative of the students' cognitive potential when assessed in their own language than when assessed in Dutch, and that this would become particularly apparent in the more verbal assessments (Le Pichon & Kambel, 2016). Following Bedore et al. (2011), we asked the parents to assess the level of their children in maths prior to the test. We hypothesized that parents' judgement would be more in line with the results of the assessments in the pupils' home language than with those obtained in Dutch.

In this presentation, we present the results comparing the parents' answers to the students' results to the assessments. The inclusion of parents in the assessment process in this sensitive period of evaluation is considered.

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Motivational factors in listening-to-write and listening-to-speak tasks

Room 535

Marije Michel, *Universiteit Utr*echt, m.c.michel at uu.nl
Judit Kormos, *Lancaster University*, j.kormos at lancaster.ac.uk
Tineke Brunfaut, *Lancaster University*, t.brunfaut at lancaster.ac.uk

The relationship between motivation and second language (L2) learning achievement has received considerable attention by researchers over the past decades (Dörnyei, 2009). Most of this previous work has investigated motivation as a trait of L2 learners. In contrast, much less is known about the role of task-specific motivation and its relationship with successful performance on a particular task. The current study tries to fill this gap, focusing in particular on young L2 learners' motivation and task performance.

We investigated young language learners' task-specific motivation when performing integrated skills tasks. To this end, we examined the task performance and motivation of N=106 foreign language learners of English aged 11 to 13. They completed three computer-administered speaking and writing tasks, that is, a listening-to-write task, which required a written summary of a listening text, and two listening-to-speak tasks, in which they had to retell a listening text with academic and non-academic content respectively. Students also filled in a questionnaire targeting task-specific motivation and subjective ratings of task achievement.

Results reveal that students found the listening-to-speak task significantly more difficult, more anxiety-provoking and less enjoyable. They also judged their competence lower than in the listening-to-write task. However, task-motivational factors accounted only for a low level of variation in overall task performance. The presentation will also report on students' qualitative comments in the questionnaire to help interpret these results. We will conclude with implications for task design for young learners.

Multilingualism and (cognitive) aging in the northern Netherlands

Room 537

Anna Pot, *Rijksuniversiteit Groningen*, a.pot at rug.nl

The research on bi/multilingualism and cognitive advantages often treats bilingualism as a binary and knowledge-based variable; individuals are either bilingual or monolingual, and how well one 'knows' each language is used to assess performance on cognitive tasks.
However, multilingualism manifests itself differently (e.g. switching intensity and varying language attitudes) depending on the specific communicative context. Attributing cognitive effects to the ability to speak multiple languages, therefore, cannot be assessed by looking at groups of mono- and bilinguals but should be approached from an individual, usage-centered point of view (Bialystok 2017; Baum & Titone, 2014).
The different manifestations of multilingualism in the northern provinces - rich in languages and dialects – make it an interesting area to investigate potential links between multilingualism and healthy (cognitive) aging, on which this presentation reports.
Over 400 senior individuals (65+) in the northern Netherlands filled in an extensive questionnaire (as an oral interview or online) on situational language use, attitudes, switching behavior, social network, self-perceived health and quality of life, and completed three cognitive measures: a Flanker task, a Wisconsin Card Sorting task and a Corsi Blocks tapping task.
Statistical modeling reveals whether and under what circumstances multilingualism, as a continuous variable, contributes to enhanced cognitive performance. The richness of the dataset, with information on language attitudes, situational language usage and social, cognitive and health factors provides new insight into the complexities in operationalizing multilingualism, and whether it can contribute, in some form, to enhanced cognitive performance at an older age.

Kindergartner's use of statistical learning in mapping semantics unto syntax

Room 532

Sybren Spit, *Universiteit van Amsterdam*, S.B.Spit at uva.nl

Many studies suggest tracking statistical regularities within linguistic input plays a key role in language acquisition (Erickson & Thiessen 2015). Tracking these regularities enables us to infer word boundaries (Saffran, Johnson & Aslin 1996) and seems to play a role when learning words and their referents (Smith & Yu 2008). Subsequently, one could argue it is involved in mapping more abstract meanings onto syntactic constructions. This study shows children are able to track such statistical regularities.
Fifty Dutch speaking kindergartners (*M* = 5;5) received training in a miniature language. Sentences in the language were created using a proper name, verb, grammatical marker and noun. The grammatical marker *pli* indicated the noun always referred to multiple (2 or 3) objects, while *tra* indicated the noun could refer to any number (1, 2 or 3) of objects.
After participants were exposed to this rule over 108 trials, they partook in a picture matching task, during which they had to choose between a picture with multiple objects and one with a singular object. For sentences with *pli*, the target answer contained multiple objects, which could be inferred via the statistical regularity. For sentences with *tra*, a target answer could only be given using the nominal meaning. Children gave more target answers when sentences

contained *pli* than when sentences contained *tra*, indicating kindergartners can extract statistical regularities between semantics and their syntactic mappings from limited input.

The younger the better? Age and incidental language learning

Room 532

Vanessa De Wilde, *Universiteit Gent/Arteveldehogeschool*, vanessa.dewilde at ugent.be
Merel Keijzer, *Rijksuniversiteit Groningen*, m.c.j.keijzer at rug.nl
June Eyckmans, *Universiteit Gent*, june.eyckmans at ugent.be

The international status of English and its prevalence in contemporary media has led to a situation in some European countries in which children are exposed to English long before they start their formal L2 English instruction. Studies have shown that this media exposure leads to a kind of incidental language acquisition (Jensen, 2016, Kuppens, 2010, Lindgren & Muñoz, 2013, Sylven & Sundqvist 2012).
In this paper we will look into the influence of age on the incidental acquisition of English in Dutch and Flemish children (with Dutch as L1).
Flemish eleven year olds (n=867) and Dutch nine year olds (n=60) were tested before receiving formal English classroom instruction. The children all took a receptive vocabulary test (PPVT-4), a listening test, a reading and writing test and a speaking test (Cambridge Young Learners English Test: Flyers). By means of a questionnaire we also aimed to gauge factors such as the amount of exposure to English through different media, the amount of contact with speakers of English, the contexts in which English is used, the way English is perceived, children's and parents' language background and parents' educational level.
In the discussion of the results we will focus on the differences between the two age groups concerning receptive vocabulary knowledge and language skills and the possible interactions between children's age and other independent variables such as exposure and parents' educational level.

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And who takes people's financial literacy into account?

Room 533

Marlies Whitehouse, *Zurich University of Applied Sciences*, marlies.whitehouse at zhaw.ch

Already the simple question as to what the main differences are between shares and bonds causes embarrassment in many people. Lacking knowledge in financial matters is one of the reasons why people cannot or do not set up investment plans for their current and future

wealth. More importantly, however, the lack of financial literacy impedes the understanding of recommendations regarding financial matters in general.
The sources most used for information on finance are media, friends, and financial analysts' recommendations. In this paper, I focus on financial analysts as key players in the financial markets. Their opinions influence the share prices around the globe. Financial analysts are professional writers who need to act as cross-domain translators between the different stakeholders. Recently, this task has been compounded: ongoing cost cutting measures, tough competition with peers, increasing regulation, and growing time pressure rule the environment.
From a target readers' perspective, the low financial literacy and the trend to recycle and rebrand text material for different target reader groups require financial analysts to be intra-lingual mediators between specialists' language and everyday language. Moreover, they need to have heightened language and (inter-)cultural awareness to ensure that the communicative potential of their texts is fully exploited.
Against this backdrop, my presentation will explore as to what extent financial analysts' texts fulfill their requirement to translate between the domains and between laypersons and experts. As a review of the state-of-the-art research reveals, both the analysts as cross-domain translators and the texts themselves are widely underresearched. There are no contextual studies, informed by both theoretical and practical knowledge, that provide an in-depth analysis of cross-domain translation issues within the financial community with respect to the addressees' financial literacy. This is the gap that my research on financial analysts' written communication aims to close.
Based on a context-annotated corpus of roughly 1500 financial analysts' company reviews (in German, English, and Japanese), I investigate the cultural, organizational, and individual variety of the texts' communicative potential. In my presentation, I begin by contextualizing the genre in the light of the research question (part 1). Based on a qualitative Japanese and English sub-corpus (part 2), I then explain how pragmatic text analysis was used to investigate the texts' comprehensibility in cross-domain communication (part 3). The results suggest that these texts bear the risk of partial communicative failure (part 4) and what actions can improve their communicative potential (part 5).

Role and impact of studying in a second language

Room 535

Lidy Zijlmans, *Radboud University CLS*, l.zijlmans at let.ru.nl

Dutch universities have many international students, the majority coming from Germany. We concluded in an earlier study that their drop-out rate is substantially higher than the drop-out rates of their fellow Dutch students (). This outcome motivated us to continue our research on the academic performance of German university students in Dutch mediated studies in the Netherlands. Our main interest is to unravel the role and impact of studying in a second language, despite the fact that German and Dutch are closely related languages from a linguistic point of view. Our aim is to come to a reliable and valid identification of the features of academic language skills, in particular academic writing. Are native skills transferable to a non-native, second language (cf. Cummins 1987, Hulstijn 2015)? Are there features that have to be acquired in particular when learning a new language up to the 'academic level'? And which features are linguistic, stylistic and/or cultural?

In this contribution we will shortly report on facts and figures of the German students at the Radboud University Nijmegen concerning study outcomes. We will report on a qualitative study in which we used interviews with stakeholders (students, teachers, support staff) to identify underlying causes of the relatively high dropout. Finally, we will present results of our current project in which we compare written assignments of Dutch and German students, in search of a definition or standard of academic writing skills, specifically for Dutch and German.

Integrating improvisation and drama into EFL teacher training: Psychological outcomes and performance

Room 533

Anke Zondag, *Nord University,* anke.zondag at nord.no
Phalangchok Wanphet, *Nord University*, phalangchok.wanphet at nord.no

Authentic communication and language use are the ultimate focuses and outcomes in second language learning and classroom activities. This is due to the long-prevalent belief that learning a second language equates to learning how to appropriately communicate in different social contexts in that language. To bring communicative and spontaneous features of language into classroom talk, second language teachers implement improvisation and drama activities (IDA) in language classrooms due to their communicative nature and dynamic functions. However, research that explores the effectiveness of the integration of IDA into EFL teacher education programs is scarce due to the evanescent nature of the improvisation and drama activities.
This study explores the use of IDA in EFL teacher education programs in one university in Norway. Specifically, it investigates teacher trainees' perceptions of the training and, afterwards, the changes and improvements in their own interactional and spontaneous language skill in their classrooms. There are twenty-nine participants who are either pre-service student teachers or experienced teachers. These participants attend three IDA intervention sessions as part of their teacher certificate requirement. Research tools implemented are sets of pre- and post-questionnaires, stimulated recalls, and reflective learning diaries. The findings show that the training boosts the participants' level of confidence in spontaneous speech and classroom language use. It significantly reduces teachers' anxiety in classroom talk. Second, it encourages teachers to bring authentic features of outside classroom talk to inside classroom talk. Third, it helps the teacher appreciate the communicative facets of language.

Alfabetical sorted on name of the title

POSTERS

Get your hands in place – learning to use space in the L2 acquisition of a signed language

Eveline Boers-Visker, *Utrecht University of Applied Sciences*, *University of Amsterdam,* eveline.boers at hu.nl

People all over the world learn sign languages as a foreign language. Surprisingly, there is scant literature on sign language acquisition (SL2) processes to guide professionals in the field. In this study we analyzed sign language production data of two learners of Sign Language of the Netherlands (NGT) who were followed for 4 years. Since SL2 learners with a spoken language background have to learn a language in a new modality (M2), they encounter some modality-specific phenomena that do not exist in their L1. This study focusses on one of these phenomena: the use of space for grammatical reasons. We operationalized 'use of space' by measuring the number of occasions of pointing signs, agreement verbs, classifier verbs and spatially modified signs. Data show that students initially 'borrow' signs from the gestural domain, and gradually acquire the conventionalized structures of NGT. Classifier verbs, which are unique to sign languages, are not used during the first 6 to 12 months of acquisition and when they start to produce these verbs, students struggle with selecting the appropriate forms. Furthermore, students show some error patterns that have been found in L1-learners, like stacking (i.e. associating different referents with the same location).
The observations in this study confirm some existing teacher intuitions, and give insight in the struggles students encounter as well as aspects that are acquired (seemingly) effortlessly.

Individual differences in L2 learners' development of phraseological competence

Griet Boone, *University of Gent*, griet.boone at ugent.be

Research in corpus linguistics has shown that formulaic sequences (also called multiword units or lexical chunks) are characteristic of native-speaker communicative competence (Sinclair, 1991; Wray, 2002). In SLA too, studies have demonstrated that knowledge and use of formulaic sequences (e.g. idioms, collocations) reduces the cognitive load L2 processing poses on learners, leading to a more idiomatic, accurate and fluent L2 production (e.g. Ellis, 2001; Nesselhauf, 2003; Boers et al., 2006; Eyckmans, 2007). However, learning and mastering the vast array of phraseological sequences in a foreign language is challenging and L2 learners' language use is characterized by an overuse, underuse, and/or misuse of native-like chunks, even at advanced levels (Nesselhauf, 2004; Paquot & Granger, 2012).
Within the framework of this PhD-project, individual variation in Dutch L2 learners' knowledge and use of German lexical phrases will be investigated by zooming in on the role of language aptitude and intercultural competence for the development of their phrasal lexicon. In the cross-sectional data collection, receptive and productive vocabulary size tests, collocation tests, phonological memory tests and questionnaires are used to shed light on the interplay between individual differences and phrasal knowledge. Within the longitudinal data collection, the learners' development of a phraseological lexicon is carefully tracked with a particular focus on their productive and pragmatic use of German phrases in both general and

professional discourse contexts. In my poster, the general design of the project is reported and the first results of the cross-sectional data collection are presented.

Do grammatical features affect gender representations of people? Insights from language learners

Dietha Koster, *University of Münster,* dikoster at uni-muenster.de
Jens Boelte, *, University of Münster,* boelte at uni-muenster.de

Can ones native (L1) language affect gender representations while hearing ones second language (L2)? Previous studies suggest either a pervasive influence of the L1 while performing tasks in the L2 (Philipps & Boroditsky, 2003) or a shift in gender representation dependent on whether the L1 or L2 is being used (Sato, Gygax & Gabriel, 2013). This study adds online evidence to the debate employing a visual-world paradigm. We presented German learners of L2 Dutch with sentences that described gender-neutral roles (e.g. stranger, participant). In German, these roles were accompanied by grammatically male and female articles (e.g. der, die), whereas in Dutch a gender-neutral article and a demonstrative (e.g. de, die) preceded roles. While participants listened to sentences we presented them with pictures of wo/men and tracked their eye movements. We analyzed proportion of fixations to male and female referents. Results, discussed in the thinking-for-speaking framework (Slobin, 1996; 2003), are significant to our understanding of comprehension processes in the bilingual mind in general and mental models of gender in particular.

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Factors affecting foreign language needs perceptions of non-language university students

Marina Olga, *National Research University, Higher School of Economics*, marinaolga2010 at gmail.com

Graduates of Russian Federation universities are facing increasing workplace demands for foreign languages. In this light, the State Educational Committee has recently introduced standards for professional foreign language proficiency. These require considerable changes in the university learning context for which students needs and motivations must be the starting point. The purpose of this study was to investigate how students' perceptions of their language needs for future professional use could motivate their learning. The research aimed to evaluate the extent to which perceptions of workplace language needs among university graduates and language instructors formed motivational factors for students' language

learning. Research data on language skills, current foreign language education programs and demands of foreign language use at workplace were collected from 190 non-linguistic university students of three years of studies, their language instructors and employed graduates. The data from questionnaires indicated several areas of agreement among participants: a clear need for all four language skills at C2 level and improvement of speaking skills. However, several noticeable discrepancies between the perceptions of the target groups regarding the context of workplace language use and language needs at different stages of employment were evident. Findings also revealed a distinctive pattern of changes in students' perceptions through the years of study. Overall, in assessing the language needs, the instructors' views deviated from those of the graduates more than the views of senior students. The pedagogical implications of the findings are discussed, and further actions are suggested.

The integrated approach to English language teaching in the Ghanaian ESL classroom

Sefa Owusu, *University of education, Winneba,* sowusu at uew.edu.gh

A key concept of the English language syllabus for both junior high school and senior high school levels is the integrated approach (as opposed to segregated-skills approach) to the teaching of language skills. Like the communicative language teaching method, the integrated approach exposes English language learners to authentic language and challenges them to interact naturally in the language. The designers of English language curriculum believe that the receptive (listening and reading) and productive (speaking and writing) skills are interrelated and hence complementary, and they must not be taught separately. Teaching language skills separately in language learning setting has been defined as traditional approach to teaching a second or a foreign language. Teachers of English in Ghana are expected to move away from the traditional approach to the integrated approach to language teaching. This paper aims at finding out whether teachers of English in Ghana are familiar with the Integrated Language Teaching method and is being employed in the Ghanaian ESL classroom. A classroom observation, a questionnaire and a semi-structured interview were conducted with 24 English language teachers from 4 junior high schools and 8 senior high schools. Qualitative and quantitative analyses of data revealed that there was a disparity between the curriculum developers' expectations and classroom practice, and that selection of teaching methodology was highly influenced by the thought that the students had to sit for high-stakes tests but not that they had to attain communicative competence.

Developing critical writing skills through legitimate peripheral participation: A case study of a Chinese PhD student

Shu Yang Lin, *School of Professional Education and Executive Development, The Hong Kong Polytechnic University,* sylvialsy at gmail.com

The framework of legitimate peripheral participation (LPP) (Lave & Wenger, 1991), which sees learning as the process and outcome of participation in a sociocultural community, has been frequently adopted to study the development of graduate students' research writing skills (e.g. Belcher, 1994; Florence & Yore, 2004; Hasrati, 2005; Li, 2006). However, it remains unclear

how a doctoral student gains development by engaging in various kinds of social relationships. This study explores how a Chinese PhD student of Electronic Engineering developed his critical writing skills through legitimate peripheral participation in the process of publishing research articles. Data sources include three drafts of his published research articles, two interviews with him (around two hours each), and an interview with his academic advisor. It was found that the PhD student gained improvement in critical writing through engaging in different social relationships, i.e. co-authoring with his advisor, collaborating with visiting scholars at his department, and receiving comments from journal reviewers. The findings highlight the importance of participating in both the local community of practice (Lave & Wenger, 1991) and the broader learning community (Wenger, 1998).

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Working on linguistic awareness by using reference grammars in the classroom

Astrid Wijnands, *Universiteit Nijmegen*, astrid.wijnands at hu.nl

L1 grammar teaching has been discussed extensively in recent years (see Locke, 2010), especially as to what knowledge about language should be taught in the classroom to help students to become better language users. Traditional L1 grammar teaching suggests that language consists of well-formed sentences which can be analyzed indisputably. However, the analysis of spoken or written language rather shows that most sentences are not so well-formed (Coppen, 2010). By teaching students this language reality they can adopt a more critical and reflective attitude towards grammar, which will enhance their engagement with and proficiency in grammatical analysis (Fontich, 2014). To achieve this, a more reflective pedagogical approach of language is necessary (Camps, 2014).

In such a reflective pedagogical approach students can be triggered by confronting them with grammatical problems without a clear solution (so-called ill-structured problems, cf. King & Kitchener, 1994). Students can analyze those problems from three perspectives: language reality, the standard language rules and their own language intuitions. Linguistic sources (such as Haeseryn et al., 1997; Quirk et al., 1985) can be used to create awareness of language reality and standard language rules.

I will show how we can develop students' linguistic awareness by using reference grammars. Three roles will be used to characterize reference grammars for students: a reference grammar as an advisor, as an explainer and as a critical friend. I will also present some pedagogical arrangements to make reference grammars useful in educational contexts.

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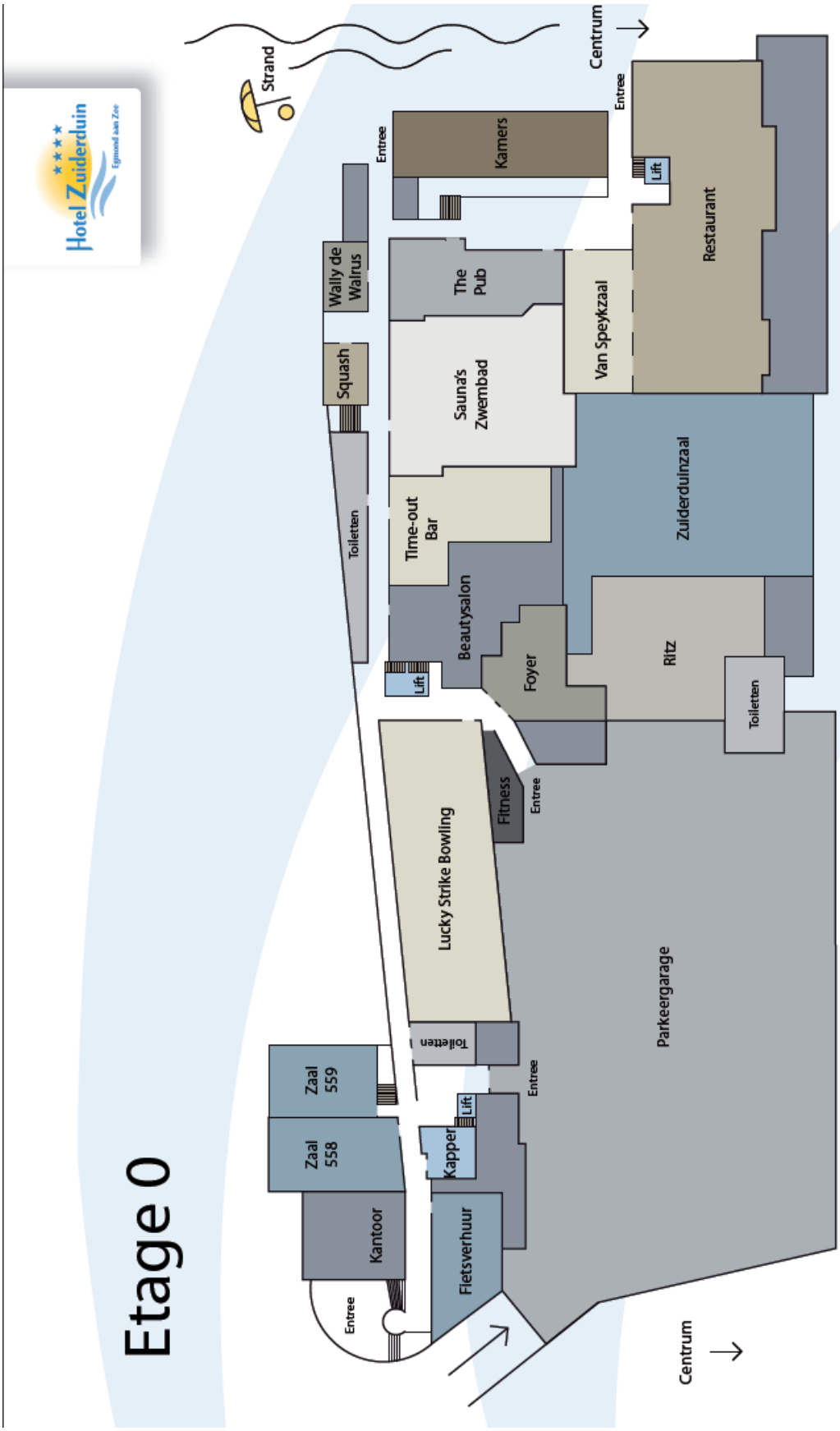
DE TOEKOMST VAN DUJAL — ROOM 535

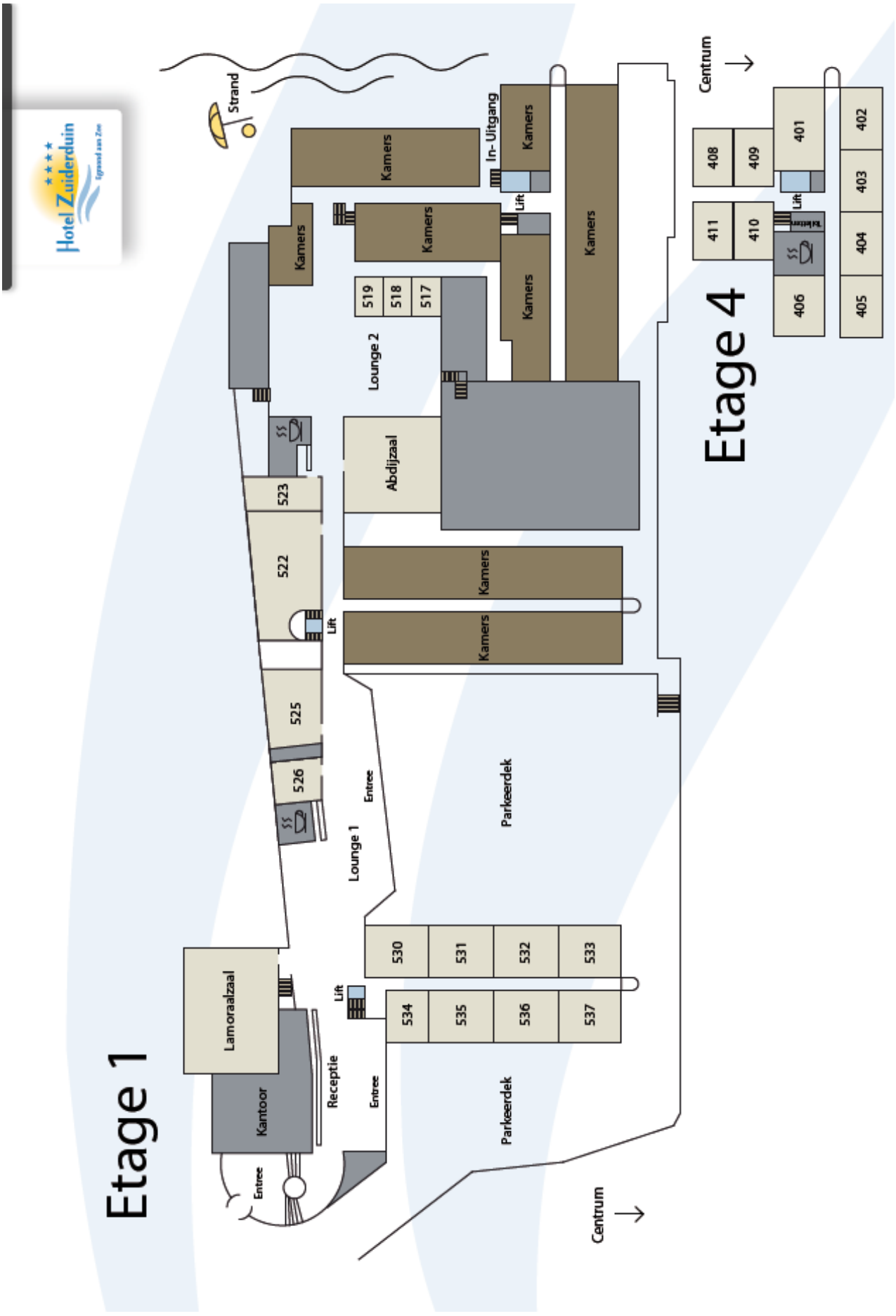
Petra Poelmans, *Fontys Hogeschool*

In deze sessie wil de redactie van DuJAL graag van gedachten wisselen met deelenemers van de conferentie over de toekomstige koers van het tijdschrift. We willen nadenken over welke rol DuJAl moeten spelen en welke vorm daarvoor het meest geëigend is.

MAP OF THE CENTER EGMOND AAN ZEE

FLOORPLAN OF THE HOTEL

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