

book of abstracts

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keynote speakers

Time for something different: argumentative uses of temporal adverbs in Dutch

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LUCL-Leiden

Since temporal adverbs are typically used to locate a situation in time, they seem to provide rather objective or descriptive information as compared to ‘speaker oriented’ adverbs such as epistemic modifiers. Still, temporal adverbs also have more subjective and argumentative uses in which their temporal semantics may be absent or bleached. Examples are the use of *straks* (‘soon’, ‘next thing’) in (1) and the relatively new use of *alsnog* in (2).

(1) *Straks* gaat zo’n Koopmans nog verkondigen dat we anders moeten omgaan met de natuur om nieuwe pandemieën te voorkomen. (*Volkscrant*, 21 december 2021) ‘Next thing this Koopmans will be announcing that we should interact differently with nature in order to prevent new pandemics’

(2) Prikkelend, provocatief en ongemakkelijk maar *alsnog* een voorstelling vol met humor en muziek. (<https://mobile.twitter.com/vpro/status/1388198969742856192>) ‘Stimulating, provocative and uncomfortable, but *still* a performance full of humour and music’

In (1), the writer is not predicting that in the near future Koopmans will be making this announcement. Rather, *straks* (*nog*) is part of a speech act construction that may be used to express apprehension, slippery slope arguments and ‘reductio ad absurdum’. In (2), the temporal dimension of *alsnog* (originally used only for events that were supposed to happen earlier and then ‘still’ happened at a later moment) is no longer there, making *alsnog* into a more general discourse connector in contrastive contexts. Both in (1) and (2) the non-temporal function of the adverb corresponds with a different structural position; they are no longer predicate modifiers, but they move to positions earlier (or ‘higher up’) in the clause.

In this talk I will give an overview of temporal adverbs in Dutch that have developed such pragmatic uses in addition to (or instead of) semantic ones, including *straks* and *alsnog* but also *tegelijk/tegelijktijd*, *vervolgens* en *intussen/ondertussen*. I will address the question (i) how the temporal and argumentative uses are related, and (ii) why it may sometimes be strategic to use them in argumentative discourse.

I get it! Comprehension difficulties in answering political attitude statements in Voting Advice Applications.

Naomi Kamoen
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Political knowledge and feelings of political competence are essential for political participation (Delli Carpini & Keeter, 1996). Voting Advice Applications (VAAs) aim to contribute to that. In a VAA, users respond to a set of attitude statements about political issues, such as “Dog tax should be increased” or “The Netherlands should build a new nuclear power plant”. Based on a comparison between the users’ answers and the parties’ issue positions, the VAA subsequently provides a voting advice.

While VAAs have demonstrable positive effects on several aspects of democratic citizenship, such as political knowledge (Schultze, 2014) and electoral turnout (Gemenis & Rosema, 2014), a research question that is often overlooked is whether VAA users understand the attitude statements form the basis for the voting advice. Using qualitative and quantitative research methodologies, I will provide an insight in what question characteristics affect the comprehensibility of attitude statements in Voting Advice Applications. Moreover, I will reflect on the response behavior VAA users expose when comprehension difficulties occur and make a suggestion for how modern technologies such as chatbots may provide a (partial) solution to solving these issues.

thesis

prize

nominees

‘De stem van het volk’ in live Q&A’s over COVID-19: een conversatie-analytische studie naar verwijzingen van interviewers naar informatiezoekende derde partijen

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In televisie-interviews zijn deelnemers niet alleen georiënteerd op elkaar, maar ook op een derde partij: het publiek. In traditionele interviews blijft deze oriëntatie meestal impliciet, maar in live Q&A sessies over COVID-19, uitgezonden in 2020 door NOS (*Feiten en Fabels*) en ABC News (*Coronavirus Q&A*), verwijzen interviewers regelmatig expliciet naar informatiezoekende derde partijen. Hoewel ‘vragen van het publiek’ centraal staan in deze uitzendingen, gaan de verwijzingen naar dat publiek verder dan enkel het ‘voorleggen van hun vragen’ aan deskundigen. De huidige studie laat zien dat interviewers in Q&A sessies informatiezoekende derde partijen kunnen opvoeren in verschillende rollen en op uiteenlopende momenten in interactie. Bovendien toont de analyse dat uitingen met dergelijke verwijzingen verschillende acties kunnen uitvoeren: ze kunnen niet alleen een *antwoord uitlokken*, maar ook bijvoorbeeld een *vraag van de interviewer inleiden* of een *sequentie afsluiten*. Al met al laat de studie zien hoe interviewers aan een mogelijk publiek refereren in interactie en welke acties ze daarmee uitvoeren. De bevindingen vormen waardevolle toevoegingen aan zowel het onderzoek naar nieuwsinterviews als aan kennis omtrent het betrekken van publiek in informatievoorziening.

Een experimenteel onderzoek naar de covert attitudes van Vlamingen tegenover het taalgebruik van Turkse NT2-sprekers

Moira Van Puyvelde
Gent

Hoewel onderzoek binnen het Nederlandse taalgebied meermaals heeft uitgewezen dat buitenlandse namen discriminatie uitlokken (Baert 2018), hebben nog maar weinig studies onderzocht hoe taalgebruik de evaluatie van etnische minderheidsgroepen beïnvloedt. Voor Vlaanderen in het bijzonder is het bestaande onderzoek daarover schaars. Daarom gaan we in deze scriptie de attitudes na van de ethnische meerderheidsgroep in Vlaanderen tegenover Turks-Vlaamse tweedetaalsprekers van het Nederlands. Een speaker evaluation experiment met de effecten van taalvariëteit (standaardtaal vs. tussentaal) en accent (Turks vs. Vlaams) op attitudes ten opzichte van mannen met respectievelijk Vlaamse en Turkse namen. 175 respondenten beoordeelden 8 audiofragmenten, ingesproken door twee mannelijke Vlaamse moedertaalsprekers en twee Turks-Vlaamse mannen, op de klassieke attitudedimensies Competentie, Solidariteit en Dynamisme. Terwijl soortgelijke studies in Nederland vaststelden dat een buitenlandse naam een stigma vormt dat een moedertaalaccent niet kan compenseren (Grondelaers & van Gent 2019), zagen we in ons onderzoek geen tekenen van negatieve discriminatie op basis van naam. Integendeel, sprekers met een Turkse naam werden juist positief gediscrimineerd op Dynamisme en Solidariteit, een evaluatie die mogelijk voortkomt uit een *social desirability bias*. We vonden tegelijk wel bewijs van een *accent bias* die negatieve attitudes veroorzaakte tegenover het Turkse accent op alle dimensies.

The Effects of Iconic Gestures and Babble Language on Sentence Intelligibility

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This study investigated to what extent iconic co-speech gestures help sentence intelligibility in two different linguistic maskers (native vs. foreign). It was hypothesised that sentence recognition improves with the presence of iconic gestures, and with foreign compared to native babble.

Thirty-two native Dutch participants performed a Dutch sentence recognition task in which they were presented with videos in which an actress uttered short sentences. Participants were presented with a total of six audio-visual conditions: two gesture conditions (gestures absent vs. gestures present) and three masker conditions (clear vs. French 2-talker babble vs. Dutch 2-talker babble), and were asked to type down what was said by the Dutch actress. The accurate identification of the action verbs was measured.

The results demonstrated that performance on the task was better in the gesture compared to the non-gesture conditions (i.e., gesture enhancement effect). In addition, performance was better in French than in Dutch babble. Listeners benefit from iconic co-speech gestures during communication, and from foreign background speech compared to native. These insights into multimodal communication may be valuable to everyone who engages in multimodal communication, and especially to a public who often works in public places where competing speech is present in the background.

everyone

else

The influence of auditory input enhancement on the acquisition of chunks in an L2

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Usage-based approaches to second language (L2) pedagogy are at a crossroads when it comes to the acquisition of chunks in the target language. On the one hand, L2 development is supposed to take place implicitly. At the same time, L2 instruction aims to ensure that chunks are taken in as one unit without having to resort to explicit strategies. The current study addresses this topic by studying the effectiveness of two auditory input enhancement techniques (stress enhancement and volume enhancement) on the acquisition of L2 chunks.

In a within-participants design, 36 learners of German as an L2 enrolled in Dutch higher education listened to a short story including nine chunks of which two times three were auditorily enhanced by either putting emphasis on them (stress enhancement) or increasing their volume (volume enhancement), respectively. Participants were asked to orally retell the content of the story. These renarrations were then examined for the reuse of the enhanced chunks. After one week, a time-delayed cloze test investigated to what extent participants could remember and reuse the nine chunks and whether the two experimental conditions had led to a stronger noticing and retention compared to the non-enhanced control condition.

Results suggest that both auditory enhancement techniques had significantly influenced the noticing and intake of the examined chunks. We conclude by discussing how both stress enhancement and volume enhancement lend themselves as techniques to support the acquisition of L2 chunks in implicit teaching contexts.

Do different working memory components play differential roles in second language learning?

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The working memory (WM) is a system of short-term storage and online manipulation that allows to directly process information. Even though its role in multiple aspects of second language acquisition (SLA) seems to be widely recognized, research on cognitive WM profiles and differential effects of WM components is still scarce.

In my Bachelor's thesis project, I examined individual differences among adult language learners and investigated the influence of executive (EWM), phonological (PWM), and visuospatial WM (VWM) on multiple SLA domains (listening, reading, speaking, writing). To this end, two subsamples (N1 = 59, N2 = 53) drawn from a study with native Arabic speakers learning German were analyzed.

K-means clustering of the WM data assigned overall well and weak performing participants to one cluster each, but group comparisons regarding single WM components or language learning outcomes were inconclusive.

Linear mixed-effects modeling revealed a significant interaction effect between VWM and the productive tests of language proficiency: better performance in the forward condition of the Corsi Block Tapping Test predicted higher scores in the speaking and writing test modules of the Goethe-Zertifikat B1. Surprisingly, well-established effects of EWM and PWM on language learning were not found.

My findings indicate that more studies should include the visuospatial WM component and conduct comparative analyses between the WM components in order to gain a more complete understanding of WM effects on SLA.

De werking van meerdere principes in leerling-leerkracht-interacties: oriëntaties op zowel alledaagse interactienormen als pedagogische context

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Iedere keer dat een leerling een vraag stelt, ontstaat er voor de leerkracht een dilemma. Aan de ene kant schrijven interactionele preferentieprincipes voor dat op een vraag het geprojecteerde antwoord volgt (Schegloff, 2007), en meestal heeft de leerkracht ook de kennis om dat te doen. Aan de andere kant worden in een schoolcontext niet zomaar alle vragen meteen voorzien van het geprojecteerde antwoord. Leerkrachten dienen leerlingen immers ook uit te dagen om zelfstandig verder te denken. Er is in gesprekken in een schoolcontext dus sprake van twee soorten principes: 1) interactionele normen zoals die bestaan in alledaagse interactie en 2) interactionele normen die voortkomen uit de pedagogische context. Deze laatste, pedagogische principes worden in deze presentatie verkend aan de hand van het concept *scaffolding*, wat inhoudt dat een leerling door begeleiding iets leert te doen wat die zonder begeleiding niet had kunnen doen (Wood et al., 1976).

Aan de hand van conversatie-analyse tonen we aan dat leerlingen en leerkrachten in een-op-een-uitleginteracties georiënteerd zijn op zowel interactionele preferentieprincipes als op pedagogische principes. Daarnaast blijkt dat de gespreksdeelnemers afwijkingen van alledaagse interactionele normen niet per definitie als niet-geprefereerd behandelen, in tegenstelling tot wat er voor alledaagse interactie is beschreven (Schegloff, 2007; Raymond, 2003). De simultane oriëntaties van leerlingen en leerkrachten op twee soorten principes vormen in interactie voor henzelf dus geen conflict. De studie legt met de beschrijving van leerling-geïnitieerde uitleginteracties een wisselwerking tussen alledaagse interactionele normen en pedagogische principes bloot die verbonden is met het unieke institutionele karakter van klasseninteractie.

Menselijke manieren om diereninteractie te onderzoeken: Exploratie van een antropologische, etnografische en taalwetenschappelijke kijk op varkensinteractie.

Lynn de Rijk, Leonie Cornips, Mirte van Driel, Eva Langstraat & Eline van Oosten
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Er gaan binnen de taalkunde en filosofie stemmen op om diereninteractie niet bij voorbaat uit te sluiten van wat telt als taal (bijv. Meijer, 2016; Cornips, 2019). Taal wordt beschouwd als iets unieks menselijks, maar wordt vervolgens ook alleen gedefinieerd aan de hand van wat mensen doen. Naast dat het al dan niet hebben van taal politiek gezien bepaalde rechten met zich meebrengt, zou het uitsluiten van wat andere dieren doen in hun communicatie ons begrip van taal kunnen beperken (Cornips, 2019).

Deze presentatie bespreekt stageonderzoek van vier stagiaires uit verschillende vakgebieden, die methodes die van oudsher voorbehouden waren aan het onderzoeken van menselijke uitingen en gedrag toepassen op diereninteractie: antropologie, etnografie, fonologie en conversatie analyse. Vanuit dit multidisciplinaire perspectief is gekeken naar de interactie van vleesvarkens, een vrijwel onzichtbare groep individuen in de Nederlandse samenleving. Videomateriaal en observaties zijn verzameld op conventionele varkenshouderijen, een innovatieve stal en een zorgboerdij. Hierbij is data verzameld van varken-varken, varken-mens en varken-object interactie (zoals een hek), uitkomend op een aantal focuspunten: 1) het antropologische begrip 'zorg' en hoe dit tot uiting komt in het houden van varkens; 2) hoe twee verschillende rassen vleesvarkens met elkaar leven en hoe ze het hek dat de groepen scheidt navigeren; 3) de vocalisaties die vleesvarkens maken en wat dit gezien de context mogelijk kan betekenen; en 4) hoe biggetjes met elkaar spelen en hoe ze hierbinnen en hierover communiceren. De presentatie bespreekt wat deze onderzoeksmethoden het veld van diereninteractie kunnen brengen en hoe ze elkaar kunnen informeren.

Formulating location and distance in post-match Tinder chats.

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Although Tinder is one of the biggest dating apps in the world, the chat function is still scarcely researched (but see Licoppe, 2020; Licoppe, 2021; de Rijk & Stommel, forthcoming). In this presentation, we focus on how Tinder users orient to the distance information available in their match's profile in the chats (cf. Licoppe, 2010) and (other) location-related information. The data consist of 97 post-match Tinder chats from 10 Dutch Tinder users and are analyzed using conversation analysis (Sidnell & Stivers, 2013) for digital environments (Giles et al., 2015), focusing specifically on locational analysis (Schegloff, 1972). We found that participants recurrently ask about the other's placement (living/working/present location) and/or formulate distance (proximity or not). Overall, in selecting a formulation, they exhibit sensitivity to the respective locations of the participants, to who they are to one another and to the activity of getting to know each other (cf. Schegloff, 1972). Based on the technology which displays current physical distance between the interactants, participants notice distance in their chats. Such noticings may orient to an impediment for further contact or allude to an encounter by making proximity explicit. Also, participants enquire each other's location and/or formulate their own location, while displaying sensitivity to the delicateness of such formulations. Location formulation lays the ground for the (im)possibility of an encounter. Bringing it up in

the chat thus serves as, or can be treated as a flirting move. Hence, both distance and location formulations are central to the virtual dating context of Tinder.

Linguistic Phrasing in Ecolinguistics: A Comparative Study

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Ecolinguistics investigates the discourses that are reproduced within texts, and evaluates them in terms of how beneficial or destructive for the environment they might be. The choice of certain lexis or grammatical features is often thought to contribute to the reproduction of such discourses. This study aims to evaluate how linguistic features can influence the readers' perceptions of a text and to identify how responsibility for environmental destruction is attributed differently based on the linguistic phrasing used. Participants read and compare two short texts, one written with 'standard' phrasing (e.g. 'Biodiversity loss is caused by habitat destruction') and the other—the 'ecolinguistic' text—reversing features such as nominalization and passivization (e.g. 'We have destroyed habitats leading to the death of many creatures'). After reading, participants make value judgements based on a series of metrics evaluating earth system complexity, nature connectedness, and human responsibility for ecological destruction. In order to determine which linguistic features inform participants' opinions, a further task prompted participants to highlight portions of the text which made them feel that humans were responsible for environmental destruction or not. Preliminary results suggest that while the 'standard' text was preferred overall, the 'ecolinguistic' text made participants feel as though humans affect the environment more. The linguistic features identified as playing roles in this latter point included: use of personal pronouns, explicit use of 'human' as an adjective, and de-nominalizing. These findings have implications for environmental communication in a variety of contexts, from the language classroom to discourse of world leaders.

Pleonastic constructions: Supporters or hinderers in children's acquisition of spatial language in L1 German?

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There is great need for supporting children's language proficiency already in pre-school age, also in terms of spatial language which was shown to impact mathematical understanding (Möhring et al. 2021). Spatial expressions in German child language have been investigated in several studies (e.g., Harr 2012). However, a less common lexicalization pattern for PATH marking has not been topic to research in greater detail, namely pleonastic constructions (PLEO) which are characterized by two semantically congruent adpositional slots with PATH/GROUND information (e.g., in das Haus rein).

This project connects to research suggesting PLEO as supporting structures in children's development of spatial language (Bryant 2012). PLEO have been described mainly regarding their argument structure (Olsen

1996) and almost exclusively by non-natural data. This study aims at filling a gap by investigating PLEO from a usage-based perspective. To that end, frequency and development of PLEO in spontaneous speech are investigated. Furthermore, the supporting function hypothesis is addressed by testing whether children's production of PP is connected to the input frequency of PLEO. The analyses are based on longitudinal data from 3 child-adult dyads (CHILDES, Rigol-Corpus).

First results reveal an overall low frequency of PLEO in both, children's and adults' data. Furthermore, indications for a supporting function were found in terms of correlated usage frequencies of PLEO and simple PP constructions. This partly confirms Bryant's (2012) notion of PLEO as precursor structures; however, further analyses are planned in order to obtain a more precise picture of the role of PLEO in spatial language development.

Early word learning: do vocabulary knowledge and bilingual language exposure affect children's attention to lexical versus socio-pragmatic cues to word meaning?

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Studies on children's acquisition of word meaning have found that bilingual children pay relatively more attention to socio-pragmatic cues, such as speaker's gestures and eye gaze, while monolingual children focus relatively more on lexical cues, such as associating a label with only one object i.e. mutual exclusivity (Byers-Heinlein & Werker, 2009, 2013; Kalashnikova et al. 2015; Verhagen et al., 2017). Nonetheless, these studies have also found great variation in children's attention to lexical and socio-pragmatic cues to word learning. This study explored two potential causes of this variation. First, it was investigated whether vocabulary knowledge could explain differences in two-to-five-year-old bilingual and monolingual children's attention to lexical versus socio-pragmatic cues. Second, it was examined whether relative language exposure (i.e. balance versus dominance) influenced bilingual children's attention to cues. Children participated in a cue-conflict experiment, which involved conflicting socio-pragmatic (pointing) and lexical (labeling) cues that each implied different word-meaning relationships. Mixed effects logistic regression models were used to assess children's following of the pointing versus labeling cues in relation to their vocabulary knowledge and relative language exposure. The results showed no effect of vocabulary on children's attention to cues. However, a significant interaction between vocabulary, age, group and children's following of pointing versus labeling cues was found. Furthermore, no effect of relative language exposure on bilingual children's attention to cues was found. This null result might stem from methodological limitations. Overall, the findings suggest different developmental patterns in monolingual and bilingual children's attention to lexical versus socio-pragmatic cues to word learning.

Mansplaining explained: Acts and accusations of mansplaining explained using theories of (mis)communication

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Mansplaining, the phenomenon of men degradingly explaining basic knowledge to women, is widely recognized in popular culture (Solnit, 2008). Even though little academic research on the topic yet appears to exist, mansplaining does touch upon numerous well-established fields of research that can provide valuable insights into the characteristics and dynamics of mansplaining. This research project would aim to move the discussion on mansplaining to the academic realm by exploring how folk theories on mansplaining can be explained using existing communication theories.

A first popular folk theory is that mansplaining is a form of miscommunication caused by the supposedly radically different communication styles of men and women (Gray, 1994). Another theory is that certain cognitive biases are particularly likely to occur in conversations with members of the opposite gender (Kingsbury and Coplan, 2015). In the case of mansplaining, this may mean that men are more egocentric speakers when talking to a woman. At the same time, women might be particularly prone to the negativity bias when interpreting the intention of a male speaker and are therefore more likely to perceive an interaction as ‘mansplaining’. Lastly, the accusation of mansplaining itself will be analysed in terms of its stereotypical connotation and metapragmatic function (Bridges, 2017).

This research looks into these theories to see what empirical evidence exists to support these claims and to come to preliminary hypotheses that can be tested in future research. By doing so, it ultimately aims to give mansplaining its proper conceptual grounding in communication theories.

Metadiscourse in Chinese ESL Learners’ Public Speaking

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Metadiscourse is a type of interpersonal language resource that is used to highlight textual connections and engage the audience in communication. Although metadiscourse can be observed frequently in both written and spoken language, research has been mainly limited to written data, especially academic writing. Metadiscourse markers are categorized according to their functions in the context. There are a number of categorization models, among which the most commonly used one is Hyland’s (2005) interpersonal model because it is friendly to computer-assisted corpus retrieval. However, it has two prominent shortcomings. First, the interpersonal model is not context-sensitive, so the retrieval results may include non-metadiscourse phrases. More problematically, the model is not inclusive enough to cover the metadiscourse features typical of spoken language. By contrast, Ädel’s (2010) reflexive model, another commonly used model, is sensitive to context and covers features of spoken data.

Therefore, the present study thoroughly compared subcategories of the two models. On a theoretical basis, three categories of Hyland’s model were integrated into Ädel’s model, and the criteria of categorization

were provided. Then, the adjusted model was examined through annotation of a corpus of public speaking. The results suggest that several rarely seen subcategories, such as subcategories of *speech act labels*, can be combined, while *showing attitudes* can be refined by distinguishing *hedges* and *boosters*. With the shift of research focus to speaking, this adjusted model, which is more comprehensive to cover the features specific to spoken registers, is believed to benefit future studies.

The truth of trivia: do regional accents (mis)lead our judgements of trivia statements?

Jiska Koemans & Stefan Grondelaers
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This paper focuses on two crucial issues of language attitude research in the Netherlands. Increasing experimental evidence suggests that standard language ideology in the Netherlands is shifting from a qualitative classification to a more *quantitative* hierarchization: regional accents are increasingly “allowed” if they are not too broad (Grondelaers & Van Hout, 2010; Grondelaers, Van Hout & Van Gent, 2019). In addition, most studies to date rely on the speaker evaluation/matched-guise paradigm, whose status remains unclear with regard to the measurements (explicit or implicit) it returns (Rosseel & Grondelaers, 2018; Grondelaers, 2013).

The current study applies an implicit attitude measurement (adapted from Adams, 2019) to investigate how regional accents in Netherlandic Dutch affect perceived truthfulness of trivia statements. Dutch participants evaluated as true or false trivia statements which were clearly right or wrong (e.g. *Chickens lay eggs*) and statements with unclear truth values (e.g. *Chewing gum is illegal in Singapore*). Statements were presented in three mild accents of Dutch: *Limburgs*, *Achterhoeks*, and a neutral accent (from *Amersfoort*).

While we expected that unclear statements might be considered false more often when presented in a regional than in a neutral accent, we observed no difference in the proportion of true/false responses across the investigated accents. This finding may suggest two things. In line with the observation that standard language ideology in the Netherlands is relaxing, the credibility of a Dutch speaker need no longer depend on their regional accent. Alternatively, our truth value diagnostic may be too crude. Therefore we are currently exploring a follow-up study which includes reaction times as a dependent variable.

“Heb je zelf een idee wat er aan de hand is?”: De constructie van lekenperspectieven op specifieke pijn in eerstelijns fysiotherapie

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Lekenperspectieven zijn belangrijk voor het herstel van patiënten met specifieke pijn (bv. Wertli et al., 2014), pijn zonder aanwijsbare fysieke oorzaak (Airaksinen et al., 2006). Onderzoek wijst echter uit dat,

afhankelijk van gezondheidsprofessionals' interactioneel gedrag, er weinig ruimte voor patiënten is om perspectieven op hun klachten te delen (Ijäs-Kallio et al., 2010). Tot op heden heeft het meeste onderzoek naar lekenperspectieven voornamelijk gekeken naar pogingen van de patiënten zelf om hun perspectief in te brengen (bv. Stivers, 2002; Halkowski, 2006; Ijäs-Kallio et al., 2010; Lindström & Karlsson, 2016).

Vanwege het belang van lekenperspectieven, wordt fysiotherapeuten aanbevolen en aangeleerd om aandacht te besteden aan lekenperspectieven tijdens intakes middels verzoeken om *lekendiagnoses* (Ten Have, 2001), zoals "Heb je zelf een idee wat er aan de hand is?". Er is weinig bekend over hoe lekenperspectieven interactioneel tot stand komen door deze verzoeken, en hoe fysiotherapeuten vervolgens met deze lekenperspectieven omgaan.

Met behulp van discourse- en gespreksanalytische methodes laat deze studie zien dat deze verzoeken sturen naar causale, biomedische constructies van lekenperspectieven. Tevens leiden de verzoeken tot een epistemisch probleem, doordat de patiënt in de positie van professional wordt geplaatst om een diagnose te stellen. Tot slot suggereert de data dat de specificiteit van lekendiagnoses afhankelijk is van hoe fysiotherapeuten deze vervolgens oppakken. De studie toont diverse voorbeelden van practices die positief en negatief bijdragen aan de progressiviteit van verzoeken om lekendiagnoses.

Als fysiotherapeuten worden getraind om bewust te zijn van de interactionele processen die spelen bij verzoeken om lekendiagnoses, kan er meer ruimte ontstaan voor patiënten om hun perspectief te delen. Dit kan de interactionele kwaliteit in fysiotherapieconsulten verbeteren en mogelijk bijdragen aan de verbetering van zorg voor patiënten met specifieke pijn.

Effective viewing behavior and viewing strategies when watching subtitled foreign language materials

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The number of studies focusing on the use of subtitles to learn a foreign language has surged in the past decade, mainly illustrating subtitles' effects on vocabulary acquisition (Peters & Webb, 2018) and listening comprehension (Gernsbacher, 2015), although other aspects of language learning have also been studied (see meta-review by Montero Perez, 2022). However, little is known about how, when and why learners view audiovisual materials the way they do, and whether viewing strategies can be taught.

This explorative study seeks to gain insight into the viewing behavior of expert foreign language learners (EFFLs) when viewing subtitled material with the intention of learning the foreign language. EFFLs are learners that employ (meta-cognitive) strategies effectively when learning a language (Rubin, 2005), and are thus most likely to show effective viewing behavior, maximizing their learning. A mixed-method approach using eye-tracking and stimulated recall is used to illustrate how EFFLs view narrative TV (e.g. which words do they focus on, and when). In the study, participants viewed a series' trailer to understand the basic plot of the series, before watching scenes in two different conditions: 1) with subtitles (L1), and 2) with captions (L2). In the retro-inspective interview, participants view their own eye-tracking recordings, inviting them to explain their cognitive processes during the trials, thereby allowing the researcher to gain insight into why they exhibited their viewing behavior.

In the data-analysis, we will seek out differences and similarities between observed viewing behaviors, and describe potential other viewing behavior as noted during the interview.

Native and non-native speakers' idiom production: What can read speech tell us?

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Although idiomatic expressions are generally assumed to be represented holistically in native speakers' (NSs) mental lexicon [1], findings about nonnative speakers (NNSs) are conflicting. Notably, while these hypotheses are typically examined by comprehension-based research, such as reaction/reading times or eye-tracking paradigms[2][3], few studies investigate supporting evidence from speech production. Therefore, this project aims to explore the characteristic features of Dutch idiomatic and non-idiomatic read speech by native(CGN native Dutch corpus) and L2 German speakers(ISLA project) using machine learning techniques. By classifying speech data with Support Vector Machine (SVM) classifiers using 105 Praat and eGeMAPS[4] features extracted on word-segmented level, a lower speaker volume and articulation rate are characteristic for idiomatic and nonidiomatic speech for both native and nonnative Dutch speakers, which supports the holistic representation hypothesis from the perspective of speech production. Moreover, formant related features, articulation rate and loudness are prevalent in classifying native and nonnative speech, thus indicating the influence of language proficiency, including the different shape of the vocal tract owing to deviations in non-native pronunciation compared to native speakers and overall, slower speaking rate and lower speaking volume.

Can Dutch speakers distinguish between different types of Russian “ch”-sounds?

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The Perceptual Assimilation Model stipulates that we analyse sounds in a second language based on how we articulate them in our first language. It predicts that it will be difficult for a speaker to distinguish two sounds in their second language if they analyse these as the same one in their first language. I hypothesised that Dutch speakers analyse the Russian sounds “t” and three types of “ch” (/tʲ/, /tʲj/, and /tʃ/), four sounds we call “coronals”, as the Dutch coronals “t” and “ch” (/tʃ/). Additionally, I investigated if stress affects Dutch speakers' ability to differentiate the coronals. To investigate this, I used an AXB-task. This means that participants heard three words, and they indicated whether the first or the third was the same as the middle one. The first and the third word contrasted in one of the coronals. Participants also indicated how easy it was to distinguish this contrast. Analyses revealed that the Dutch participants performed worse than the Russian participants on the contrasts only involving the “ch”-sounds. However, they still did better than if

they had guessed. Stress affected one of the contrasts, but since both Dutch and Russian speakers performed worse on it, this result is to be interpreted with caution. Altogether, these results show that while Dutch speakers experience difficulty with distinguishing non-Dutch speech sounds, this difficulty is attenuated. This is important, because it confirms that Dutch learners of Russian should practice these sounds, while at the same time suggesting that they already have a good head start.

The hyperarticulation of familiar words in infant directed speech addressed to normally hearing children and children with a cochlear implant

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In most cultures, parents use a special register for interacting with infants: infant directed speech (IDS) (Ferguson, 1964; Fernald et al., 1989). Although there is widespread agreement that parents change their speech when talking to their children, the specifics of the register continue to be debated. One topic of debate concerns the exaggerated pronunciation of speech sounds. The aim of this study is to address the acoustic features of infant directed speech and adaptations thereof that occur with respect to children's language competence.

This study explored if familiar words were hyperarticulated around the time children were on the verge of producing those words (i.e., word birth) in comparison with the overall articulation of IDS directed to children with a cochlear implant (CI) and normally hearing children. For analysis, all words that children eventually used themselves in the period studied were extracted from their parents' speech. For each extracted vowel it was noted when it was uttered by the parent relative to the month in which the child first produced the word. Thereafter, a baseline was formed with the remaining words in the corpus that were not in the children's vocabulary. The vowel triangle of every three months from word birth was compared with the measures of the baseline to obtain hyper-scores.

The main finding was that there is a difference in parents' hyperarticulation of familiar words when talking to NH children compared to children with CI. Parents of NH children pronounce familiar words when word birth approaches more distinctively than words that were not in the children's vocabulary. This reduces again afterwards. However, parents of children with CI show something different: they do not hyperarticulate familiar words more or less than other words. Overall, these findings suggest parents of NH children fine tune their speech to the emergence of words of their children. It is indicated that acoustic components of IDS are influenced by the hearing status of the child and are subject to change depending on the children's linguistic needs.

Interactive alignment in teacher-student interaction: A qualitative study during office hour consultations

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There are extensive examples of imitation and synchrony in communication. Interactive alignment, understood as the process of imitation at different linguistic levels (Garrod & Pickering, 2009), has been supported by various studies (Brennan & Clark, 1996; Pickering & Garrod, 2004). However, interactants can copy each other's behaviors at different semiotic levels (Oben & Brône, 2016), whether these are linguistic or nonlinguistic (e.g. posture or gesture). Contextual factors, such as hierarchy between speaker and addressee can modulate this process. There can be asymmetry in interaction when speakers take different social roles, for example, during psychotherapy sessions (Ramseyer & Tschacher, 2008) or classroom interactions. We studied gestural and lexical alignment in naturally-occurring conversations between teachers and students. Our goal was to describe the patterns of alignment in an educational setting and to determine the directionality of the phenomenon (i.e. are students copying teachers or is it the other way around?). The data were collected by the EUROCOAT project (www.eurocoat.es/home) and they consist of 27 office hour consultations between undergraduate students and university lecturers. The students were Spanish undergraduate students, who were on an ERASMUS grant in different European countries (Ireland, England, Sweden, and The Netherlands). All the conversations were held in English. The analysis, which is still a work in progress, resorts to the software ELAN (<https://archive.mpi.nl/tla/elan>) to annotate the instances of alignment. Preliminary results show the relevance of alignment in education, where teachers and students are constantly negotiating pedagogical content. We also discuss the challenges of operationalizing gestural alignment in a non-experimental setting.

Foreign language anxiety among students

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Students at Dutch universities often have to communicate in English, which may lead non-native speakers of English to experience Foreign Language Anxiety (FLA), a “feeling of tension and apprehension specifically associated with second language contexts” (MacIntyre & Gardner, 1994). Prior studies shed light on FLA from the angle of L2 acquisition (Horwitz, 2010) and only few studies have examined its effects outside of this learning environment (Guntzviller et al., 2016). This is important, however, as speaking English in other contexts such as at the university has become increasingly important, not only in terms of students' learning outcomes but also – and arguably more importantly – in terms of their ability to socialize in general. Therefore, this study investigates FLA in the university context (e.g., how many students experience FLA and to what extent) and tests its effects on behavior (FLA behavior, e.g., participating in group discussions, forming teams with international students for assignments, social events, etc.). After optimizing existing scales to measure both FLA ($\alpha = .96$) and FLA behavior ($\alpha = .90$), university students ($N = 77$) participated in an online survey via Qualtrics. A correlation analysis shows a positive correlation ($r = .65$ Bca 95% CI [.48, .76], $p < .001$, $r^2 = .42$) between FLA and FLA behavior. These findings indicate that students who experience FLA are more likely to avoid situations in which they have to communicate in English. In our talk, we discuss

potential implications for intercultural communication, academic performance, and general well-being of both Dutch and international students.

Schreib-Sprechbrücke Deutsch - schrijven als een brug naar spreken

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Te vaak zijn leerlingen na jaren voortgezet onderwijs nauwelijks in staat om in het Duits te communiceren. Leerlingen moeten communicatief vaardiger worden, maar volgens het Belevingsonderzoek Duits (van Dée et al., 2017) laat het doeltaalgebruik onder leerlingen nog steeds veel te wensen over; leerlingen gebruiken ca. 2,5 minuut van een gemiddelde les zelf de doeltaal, ongeveer 25 uur in 5 jaar vwo. Dit longitudinale mixed-methods project onderzoekt of we vwo-4 leerlingen (N=100) meer en beter kunnen laten spreken door ze veel te laten schrijven. Hiervoor wordt een innovatief lespakket met motiverende, authentieke taaltaken ontwikkeld en gedurende 24 lesweken ingezet met het doel om de schrijf- én spreekvaardigheid te verbeteren. De taken gaan over verschillende aspecten van het overkoepelend thema “De relatie Nederland-Duitsland”, waarmee leerlingen niet alleen taalvaardiger, maar ook taal- en cultuurbewuster worden. Om leerlingen te kunnen laten communiceren moeten ze ook durven spreken. Volgens MacIntyre (1995) bestaat er een cyclische relatie tussen angst en het uitvoeren van een taak en daarom wordt ook de rol van affectieve factoren (bijvoorbeeld angst en zelfvertrouwen) onderzocht. Dit project zal de talige, interculturele en professionele kansen voor leerlingen, de maatschappij en de economie vergroten – zeker in de grensregio.

"I would rephrase this" Conversatieanalytisch onderzoek naar hoe studenten reageren op 'I would' in combinatie met advies binnen academische feedbackgesprekken

Lisanne Slot
Rijksuniversiteit Groningen

Feedback is een onmisbaar onderdeel in het onderwijs. Als het op een goede manier wordt toegepast, kunnen docenten studenten motiveren en hen helpen bij het ontwikkelen van hun kennis, vaardigheden en gedrag door hen inzicht te geven in hun sterke en zwakke punten en in hoe ze zich kunnen verbeteren (Mainhard et al., 2009; Vehviläinen, 2012). Een specifieke activiteit binnen het feedbackgesprek is het geven van advies (Vehviläinen, 2012). Een docent kan zijn advies op verschillende manieren uiten. Zo kan de docent het advies formuleren als objectieve standaard ('Je moet het altijd zo doen'), maar het kan ook worden geformuleerd vanuit persoonlijke voorkeur ('Ik zou het zo doen (als ik jou was)'). In een Engelstalig corpus van feedbackgesprekken tussen docent en studenten blijkt dat de persoonlijke voorkeur van de docent in de vorm van 'I would' regelmatig naar voren komt. Hoewel er meer onderzoek is uitgevoerd naar het geven en het ontvangen van advies in feedbackgesprekken binnen het onderwijs (bijvoorbeeld Waring, 2007; Vehviläinen, 2009; Park, 2014; West, 2021), is er weinig bekend over hoe studenten reageren op

specifieke practices, zoals advies geformuleerd vanuit persoonlijke voorkeur, waarin de docent zichzelf betreft. In dit conversatieanalytische onderzoek is er daarom gekeken naar het geven van advies door twee docenten tijdens feedbackgesprekken met twee groepen van vijf à zes studenten. De focus lag specifiek op momenten waarop de docent ‘I would’ in combinatie met advies uitte. In deze presentatie zullen de acht verschillende vormen van reacties op deze vorm van advies worden besproken.

“Ik neem dat niet terug”: Een conversatieanalytische studie van reacties van Tweede Kamerleden op terugneemverzoeken van de voorzitter

Amber Smits
Radboud University

Discussies over wat er wel en niet gezegd mag worden in de Tweede Kamer zijn relevanter dan ooit: zowel binnen het parlement als in de media wordt er een verhit debat gevoerd over (on)toelaatbaar taalgebruik en wat de rol van de Kamervoorzitter is als er grenzen worden overschreden (Bootsma & Hoetink 2006; Haften 2011). Deze conversatieanalytische studie behandelt de vraag hoe Tweede Kamerleden en bewindslieden reageren op verzoeken van de Kamervoorzitter om hun woorden terug te nemen (Mazeland, 2003). De analyse is gebaseerd op vijftien van dergelijke verzoeken in debatten in de plenaire zaal van de afgelopen tien jaar. Uit de analyse blijkt dat terugneemverzoeken altijd als problematisch behandeld worden door de geadresseerde. Of het verzoek van de voorzitter daadwerkelijk tot terugname leidt, hangt af van of de voorzitter op eigen initiatief “de grens trok” of dat een collega-Kamerlid/bewindspersoon er aanleiding toe gaf. Reacties variëren van halfslachtig terugnemen tot expliciete, botte weigering. Politici positioneren zich dus liever niet als iemand die snel van mening verandert en problematiseren daarom het terugnemen van woorden, waardoor de Kamervoorzitter overgaat op interactionele sancties anders dan die in het Reglement van Orde beschreven staan.

Niet-menselijke interspecies communicatie binnen de taalkunde: de melkkoe (Bos Taurus)

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In de onderzoekswereld met name binnen de mens-dier studies groeit de aandacht voor overeenkomsten tussen sociale en geestelijke capaciteiten van dieren en mensen, inclusief het vermogen tot communiceren, al dan niet via taal. Geheel in de lijn van deze nieuwe multidisciplinaire bespreken wij ons onderzoek naar koeiencommunicatie waarin we inzicht willen krijgen in de onderzoeksvraag hoe die niet-menselijke communicatie werkt. We hebben daartoe vier dagen veldwerk verricht in een stal binnen de intensieve melkveehouderij waarin we 10 video-opnamen van 15 minuten lang gemaakt hebben van koeien – Holsteiners Friesians - die samen eten aan het voerhek. Die opnamen hebben we zowel kwantitatief als kwalitatief geanalyseerd. De koeien laten in deze situationele context verassend veel sociaal gedrag zien zich uitend in vocalisaties, lichaamsgedrag, kijkgedrag, positionering van oren en stand van het hoofd. In de

eerste plaats tonen onze bevindingen nieuwe fijnmazige communicatieve gedragingen die niet in het klassieke ethogram, het meetinstrument in de biologie en ethologie, terug te vinden is. Ten tweede vinden we patronen in de sequentiële volgorde van koeieninteractie.

Normaliter hanteren taalkundigen een top-down visie op taal. Ze kijken of andere dieren over dezelfde taal(vermogens) beschikken als de mens. In deze lezing bespreken we echter wat de koeien zelf relevant maken in hun onderlinge interactie.

Morfologisch bewustzijn en teacher efficacy

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De lees- en taalprestaties van leerlingen blijven achter, terwijl de teksten steeds complexer worden gedurende de schoolcarrière. Het lees- en taalonderwijs behoeft daarom verbetering. Verschillende vaardigheden spelen een rol in de lees- en taalontwikkeling, maar de relevantie van morfologisch bewustzijn wordt steeds vaker aangetoond. Morfologie lijkt namelijk een belangrijke rol te vervullen in leesvaardigheid. In het onderwijs worden verschillende positieve effecten geobserveerd van teacher efficacy. Echter was het niveau van morfologisch bewustzijn van leraren en de invloed van docentkenmerken en teacher efficacy op het morfologisch bewustzijn onbekend. In het huidige kwantitatieve onderzoek werd het morfologisch bewustzijn van 64 leraren in het primair (PO) en voortgezet onderwijs (VO) en de rol van docentkenmerken en teacher efficacy onderzocht door middel van een vragenlijst met kennisvragen en stellingen. De resultaten suggereerden dat leraren in het PO en VO moeilijkheden ervaarden bij vragen over morfologie. Leraren in het VO scoorden gemiddeld hoger op morfologisch bewustzijn dan leraren in het PO, het tegenovergestelde leek het geval te zijn voor teacher efficacy. De werkplek van een leraar leek een voorspeller te zijn voor het morfologisch bewustzijn, teacher efficacy en andere docentkenmerken daarentegen niet. Het huidige onderzoek leek te onderbouwen dat er tekorten bestaan in het morfologisch bewustzijn van leraren, maar teacher efficacy of docentkenmerken leken geen aanknopingspunten te zijn om het taalonderwijs te verbeteren. Het trainen van het morfologisch bewustzijn en morfologische terminologie van leraren vormde een aanbeveling voor de praktijk.

Language attitudes towards Cypriot Greek and Standard Modern Greek

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People perceive some languages as “friendlier”, “more attractive” and “more pleasant” than others and some language varieties as “more old-fashioned”, “villagey” and “harsh” than their standard counterpart (Giles & Niedzielsky, 1998). But what determines which language or dialect is beautiful and which is ugly? Do these ideas come from features inherent in the languages and dialects or are they socially established (Giles et al., 1974; 1997)?

The present study focuses on the attitudes towards two Greek varieties namely Cypriot Greek and Standard Modern Greek. The latter is the official variety of both Greece and Cyprus. Firstly, the paper investigates the attitudes towards Standard Modern Greek and Cypriot Greek among native Standard Modern Greek and Cypriot Greek speakers as well as participants with no previous knowledge of the two varieties. Secondly, it studies the contexts in which and the reasons why the Cypriot Greek people prefer using one over the other.

The study was carried out by means of a two-part questionnaire. The first part included 16 recordings (8 Cypriot Greek and 8 Standard Modern Greek ones) produced by two native male Cypriot Greek and two native male Standard Modern Greek speakers. The participants had to rate the speakers in terms of “dynamism”, “attractiveness” and “superiority” using a bipolar adjective scale from 1 to 5 where “1” was the positive pole and “5” was the negative one. It is verified by previous research that the bipolar adjective scale related to “attractiveness”, “dynamism” and “superiority” is a successful way to measure language attitudes (Papapavlou 1998, Zahn & Hopper, 1985, ch ppert et al., 2015). The second part was delivered only to the Cypriot Greek participants and included multiple choice questions related to the contexts and the reasons why Cypriot Greek speakers select one over the other variety.

The results showed that the Cypriot Greek and the Standard Modern Greek speakers are more favorable towards the Standard Modern Greek variety while the participants, who had no background knowledge of the two varieties, did not have a preference at all. It was also shown that the Cypriot Greek people prefer using Standard Modern Greek when participating in official contexts, but in informal ones, for example when talking with friends and family, or expressing feelings and thoughts, they feel more comfortable using Cypriot Greek.

Filmondertitels in een synchronisatieland? – Een onderzoeksproject naar ondertitelreceptie en -productie ter bevordering van taalvaardigheid in het NVT-schoolonderwijs in Duitsland

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Audiovisuele vertaling wordt steeds zichtbaarder in online-taalleeromgevingen zoals ClipFlair (bv. SOKOLI 2015) en dit doet vermoeden dat filmondertitels ook interessant zijn voor onderzoek binnen de toegepaste taalwetenschap. Onder meer de ‘English Proficiency Index’ bevestigt dit, omdat mensen in ondertitellanden (bv. Nederland) gemiddeld een betere taalvaardigheid vertonen dan minder aan de originele filmtaal blootgestelde mensen in synchronisatielanden (bv. Duitsland) (ALBERGARIA ALMEIDA & DINIS COSTA 2014). Ook ander onderzoek naar de effectiviteit van ondertitelreceptie (bv. VANDERPLANK 2020) en -productie (bv. LERTOLA 2019), dat zich vooral richt op woordenschatverwerving en luistervaardigheid, bekrachtigt dit. Deze studies benaderen voornamelijk het Engels in combinatie met andere talen in academische contexten, terwijl de relevantie van filmondertiteling tot dusver nauwelijks is onderzocht in het NVT-schoolonderwijs in Duitsland.

Om de Duitse NVT-context in verband te brengen met filmondertitels, wordt in het kader van deze poster-presentatie het quasi-experimentele design van twee deelprojecten benaderd. Het eerste deelproject is gericht op “subtitles as a support” (TALAVÁN 2010). Hierbij staat de vraag centraal in hoeverre het bekijken

van een Nederlandstalige film in verschillende condities (Nederlandse, Duitse, Engelse en dubbele ondertitels in bron- en doeltaal) in vergelijking met een controlegroep (zonder ondertitels) werkt op de incidentele woordenschatverwerving en het filmbegrip. Het tweede deelproject is gericht op “subtitling as a task” (TALAVÁN 2010). Juist omdat ‘taalbemiddeling’ in de schoolcontext een belangrijke plaats inneemt (REIMANN 2016; MEESTRINGA 2019) en NVT- lesmateriaal met tekstsoortenvariatie schaars is op de Duitse markt (BOONEN et al. 2018), lijken task-gebaseerde benaderingen in verband met ondertitels bijzonder potentieel te hebben (LERTOLA 2018) en wordt er onderzocht in hoeverre de interlinguale filmondertiteling door NVT-leerders op een betekenisvolle manier kan worden geïmplementeerd om nieuwe woorden te leren.

Self-Efficacy Beliefs and Self-Assessment in Dutch Students of Chinese as a Foreign Language: A Longitudinal Study

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When facing obstacles, one’s self-efficacy belief (perceived confidence in their capabilities to undertake specific tasks) helps one to remain resilient and motivated. Self-efficacy belief might enhance the activation and the use of self-monitoring and evaluation. Being able to accurately evaluate one’s learning process and performance influences one’s self-efficacy. Accurate self-assessment might have both benefits (e.g., setting more realistic goals) and costs (e.g., giving up the tasks prematurely). The relationship between these two constructs is reciprocal and intricate. Few studies explored the interaction between self-efficacy belief and self-assessment. This project aims to investigate the interplay between self-efficacy belief and self-assessment with a special focus on speaking, in hope of gaining a deeper understanding in a multidimensional perspective. This project consists of four studies and is still a work in progress. The participants are Dutch students, who study Chinese as foreign language at university in the Netherlands. Thus far, the first study employed narrative inquiry to explore the two constructs through the language learning stories of three advanced students. Their narratives demonstrated stability and consistency in self-efficacy belief in learning Chinese, and increased accuracy of self-assessment in their learning process and speaking over time. In addition, enjoyment seemed to be closely associated with the two constructs. A mixed method approach (questionnaires and interviews) will be employed in future studies to further investigate the two constructs and their relationship with other motivational variables in specific speaking tasks.