

# The effect of different learning contexts on linguistic and non-linguistic development: Study abroad, Immersion and Formal Instruction

## Workshop Programme

23-24 May 2016

### LOCATION:

Universitat Pompeu Fabra.  
Campus de la Comunicació – Poblenou.  
Sala de Graus (309), Tànger building (3<sup>rd</sup> floor).  
c/ Tànger, 122-140  
08018 Barcelona

Website: <http://slaworkshopupf.weebly.com/>

### Monday

23<sup>rd</sup> May 2016

10.15 - 10.30	<b>Opening</b>
10.30 – 12.00	<b>Plenary speaker: Robert Dekeyser (University of Maryland, USA)</b> <b>Skill Acquisition Theory Applied to Language Learning in a Variety of Contexts</b>
12.00 - 12.30	<b>Break</b>
12.30 - 13.00	<b>Dakota Thomas-Wilhem (The University of Iowa)</b> <b>A Qualitative Analysis of ESL Written Input: The Countable/Uncountable Distinction</b>
13.00 - 13.30	<b>Olga Kushch (Universitat Pompeu Fabra, Spain)</b> <b>The Role of Audio-Visual Prominence in Second Language Instruction Practice</b>
13.00 - 15.00	<b>Lunch break</b>
15.00 - 16.30	<b>Plenary speaker: Beyza Björkman (Stockholm University, Sweden)</b> <b>Realities when using English as an Academic Lingua Franca: Increasing Communicative Effectiveness in English-Medium Instruction</b>

16.30 - 17.00	<b>Break</b>
17.00 - 17.30	<b>Jennifer Ament</b> (Universitat Pompeu Fabra, Spain) <b>The Acquisition of Interpersonal Pragmatic Markers in the English-Medium Instruction Classroom</b>
17.30 - 18.00	<b>Lucrècia Rallo Fabra and Karen Jacob</b> (Universitat de les Illes Balears, Spain) <b>The Influence of Orthography on Spanish-Catalan EFL Learners' Pronunciation in a CLIL Context</b>

**Tuesday**  
**24<sup>th</sup> May 2016**

9.00 - 10.30	<b>Plenary speaker: Ana Pellicer-Sánchez</b> (University of Nottingham, UK) <b>Investigating Incidental Learning of Vocabulary in an ESL Context</b>
10.30 - 11.00	<b>Break</b>
11.00 - 11.30	<b>Victoria Zaytseva</b> (Universitat Pompeu Fabra, Spain) <b>EFL Oral and Written Vocabulary Development in At Home and Study Abroad Contexts</b>
11.30 - 12.00	<b>Elizabeth Anne-Marie Machin</b> (Universitat Pompeu Fabra, Spain) <b>Possible Selves At Home and Abroad: The Impact of Language Learning Setting and Self-Authoring on Second Language Motivation</b>
12.00 – 12.15	<b>Break</b>
12.15 – 12.45	<b>Mar Galindo Merino</b> (Universitat d'Alacant, Spain) <b>The impact of the learning context in the use of students' L1 in the Spanish language classroom</b>
12.45 – 13.15	<b>Emily Jean Kieffer</b> (Universitat Pompeu Fabra, Spain) <b>Motivation and Language Contact During Study Abroad</b>

## PLENARY SPEAKERS

**Robert Dekeyser**

(University of Maryland, USA)

Professor of Second Language Acquisition Robert DeKeyser has published in Applied Psycholinguistics, Studies in Second Language Acquisition, Language Learning, Language Testing, the Modern Language Journal, and Bilingualism, among others. He served as editor of Language Learning from 2005 to 2010, as co-editor of the book series Studies in Bilingualism (Benjamins) from 2010 to 2013, and is now associate editor of Bilingualism: Language and Cognition. His research interests concern primarily cognitive aspects of second language acquisition, from implicit and explicit learning mechanisms, automatization processes, and age differences in learning, to more applied concerns such as aptitude-treatment interaction, error correction, and the effects of study abroad.

### **Skill acquisition theory applied to language learning in a variety of contexts**

In this talk I will present four studies conducted recently with my students. Two studies addressed issues of proceduralization and automatization; they were carried out with beginning learners in a laboratory context. One was about tones in Chinese L2, and one about Japanese L2 morphosyntax. Two other studies addressed the possibility of highly automatized knowledge eventually leading to implicit knowledge; the participants in these studies were learners with many years of exposure after classroom instruction. Again one of the studies was about tone in Chinese L2 and one about morphosyntax in Japanese L2.

**Beyza Björkman**

(Stockholm University, Sweden)

Beyza Björkman is Associate Professor of English at the Department of English, at Stockholm University and the Director of Studies at the Centre for Academic English (CAE). Her research focuses on the use of English as a medium of instruction in Swedish Higher Education and on achieving communicative effectiveness in spoken academic genres in English medium-instruction (EMI). [www.english.su.se/staff/bjorkman](http://www.english.su.se/staff/bjorkman)

### **Realities when using English as an academic lingua franca: Increasing communicative effectiveness in English-medium Instruction (EMI)**

Following the goals outlined in the Bologna declaration (1999), countries across the six regions of Europe<sup>1</sup> have been working on the competitiveness of European Higher Education (HE). English, being the most dominant academic lingua franca, has been the

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<sup>1</sup> Baltic, Nordic, Central East Europe, South East Europe, Central West Europe, and South West Europe, as defined in Wächter and Maiworm, 2015.

main medium of instruction in the European Higher Education Arena. The figures from 2014 show a dramatic increase in English-taught programs of 500 per cent throughout Europe between 2001 and 2014 (Wächter and Maiworm, 2015). This workshop will focus on the use of English as a lingua franca in English-medium Instruction (EMI), reporting from three studies carried by the author between 2013 and 2015 (Björkman 2013, 2014, 2015). All these three studies were carried out in Swedish HE settings with naturally-occurring data from lectures, seminars, student group-work, and PhD supervision meetings, all being high-stakes spoken academic genres in EMI settings. The workshop will focus on speakers' ways of increasing communicative effectiveness, zooming in on the communicative strategies employed in the different spoken genres. A part of the workshop will be used as a data session, using authentic sound files for a variety of tasks where the participants will actively take part in data analysis.

### **References**

- Björkman, B. 2015. "PhD supervisor - PhD student interactions in an English-medium Higher Education (HE) setting: Expressing disagreement". *European Journal for Applied Linguistics (EIJAL)*. 3(2). doi 10.1515/eujal-2015-0011.
- Björkman, B. 2014. "An analysis of polyadic English as a lingua franca (ELF) speech: A communicative strategies framework". *Journal of Pragmatics* 66. 122-138.
- Björkman, B. 2013. *English as an Academic Lingua Franca*. Developments in English as a Lingua Franca series. Berlin/New York: De Gruyter Mouton.

**Ana Pellicer-Sánchez**  
(University of Nottingham, UK)

Dr Ana Pellicer-Sánchez is an Assistant Professor in Applied Linguistics in the School of English at the University of Nottingham (UK). Her research interests centre around the teaching and learning of vocabulary in a second and foreign language, with a particular focus on the use of psycholinguistic techniques to investigate the process of vocabulary learning. Her most recent research examines the incidental acquisition of single words and multi-word expressions from reading using the eye-tracking methodology.

### **Investigating incidental learning of vocabulary in an ESL context**

Recent estimates show that almost 40% of the postgraduate students in the UK come from non-English speaking countries (Higher Education Statistics Agency). These students are immersed in an English as a second language (ESL) context and complete their postgraduate education in English but receive no formal instruction in English language skills. A considerable part of the learning of linguistic skills in this study abroad context takes place incidentally through exposure to the language, with reading playing a crucial role in the linguistic development of students in this context. This presentation will report results of recent studies conducted to examine the effectiveness of reading for the acquisition of new vocabulary by postgraduate students in a study abroad ESL context. It will provide an overview of the quantity and quality of vocabulary that can be learnt, the conditions for that learning, as well as the range of techniques that can be used to investigate vocabulary learning from reading, with a particular focus on the use of eye-tracking to investigate this process.

## **Additional information**

### **Places nearby for coffee break:**

**University cafeteria** (lower level of UPF Campus)

**El Fornet** (Av. Diagonal 175, with Carrer Llacuna)

**Tartine** (Av. Diagonal 197, with Carrer Granada)

**Daniel Café** (Av. Diagonal 177)

### **Places nearby for lunch:**

**University Cafeteria** (lower level of UPF campus) Spanish food.

**Daniel Café** (Av. Diagonal 177) Spanish & Catalan food.

**Sopa** (Carrer Roc Boronat with Sancho de Avila) Vegan.

**Nanaya** (Av. Diagonal 173) Sushi / Japanese.

**Luna Rossa** (Carrer Llacuna 150) Italian.

**Glories Shopping Center** (AV. Diagonal) Food court with many selections.