



Studies in Second Language Learning and Teaching

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz http://pressto.amu.edu.pl/index.php/ssllt

Editors:

Founding Editor and Editor in Chief: Mirosław Pawlak (Adam Mickiewicz University, Kalisz, Poland)

Editor: Jakub Bielak (Adam Mickiewicz University, Kalisz, Poland)

Editor: Mariusz Kruk (University of Zielona Góra, Poland)

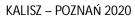
Editor: Aleksandra Wach (Adam Mickiewicz University, Poznań, Poland)

Language Editor: Melanie Ellis (Silesian University of Technology, Gliwice, Poland)

Vol. 10 No. 3 September 2020

Editorial Board:

Larissa Aronin (Oranim Academic College of Education, Israel, Trinity College, Dublin, Ireland) Helen Basturkmen (University of Auckland, New Zealand) Adriana Biedroń (Pomeranian University, Słupsk, Poland) Simon Borg (University of Leeds, UK) Anne Burns (Aston University, Birmingham, UK, University of New South Wales, Sydney, Australia) Anna Cieślicka (Texas A&M International University, Laredo, USA) Kata Csizér (Eötvös Loránd University, Budapest, Hungary) Maria Dakowska (University of Warsaw, Poland) Robert DeKeyser (University of Maryland, USA) Jean-Marc Dewaele (Birkbeck College, University of London, UK) Zoltán Dörnyei (University of Nottingham, UK) Krystyna Droździał-Szelest (Adam Mickiewicz University, Poznań, Poland) Rod Ellis (Curtin University, Perth, Australia) Danuta Gabrys-Barker (University of Silesia, Poland) Carol Griffiths (University of Leeds, UK, AIS, Auckland, New Zealand) Rebecca Hughes (University of Nottingham, UK) Hanna Komorowska (University of Social Sciences and Humanities, Warsaw, Poland) Terry Lamb (University of Westminster, London, UK) Diane Larsen-Freeman (University of Michigan, USA) Barbara Lewandowska-Tomaszczyk (State University of Applied Sciences, Konin, Poland) Jan Majer (State University of Applied Sciences, Włocławek, Poland) Paul Meara (Swansea University, UK) Sarah Mercer (University of Graz, Austria) Anna Michońska-Stadnik (University of Wrocław, Poland) Carmen Muñoz (University of Barcelona, Spain) Anna Nizegorodcew (Jagiellonian University, Kraków, Poland) Bonny Norton (University of British Columbia, Canada) Terrence Odlin (Ohio State University, USA) Rebecca Oxford (University of Maryland, USA) Aneta Pavlenko (University of Oslo, Norway) Simone Pfenninger (University of Salzburg, Austria) François Pichette (TÉLUQ University, Quebec, Canada) Luke Plonsky (Northern Arizona University, USA) Ewa Piechurska-Kuciel (Opole University, Poland) Vera Regan (University College, Dublin, Ireland) Barry Lee Reynolds (University of Macau, China) Heidemarie Sarter (University of Potsdam, Germany) Paweł Scheffler (Adam Mickiewicz University, Poznań, Poland) Norbert Schmitt (University of Nottingham, UK) Michael Sharwood Smith (Heriot-Watt University, Edinburgh, UK) Linda Shockey (University of Reading, UK) Teresa Siek-Piskozub (Adam Mickiewicz University, Poznań, Poland) David Singleton (University of Pannonia, Veszprém, Hungary, Trinity College, Dublin, Ireland) Włodzimierz Sobkowiak (Adam Mickiewicz University, Poznań, Poland) Merrill Swain (Ontario Institute for Studies in Education, University of Toronto, Canada) Elaine Tarone (University of Minnesota, USA) Pavel Trofimovich (Concordia University, Canada) Ewa Waniek-Klimczak (University of Łódź, Poland) Stuart Webb (University of Western Ontario, Canada) Maria Wysocka (University of Silesia, Poland)



FOUNDING EDITOR AND EDITOR IN CHIEF: Mirosław Pawlak

EDITORS: Jakub Bielak Mariusz Kruk Aleksandra Wach

© Copyright by Wydział Pedagogiczno-Artystyczny, UAM Poznań

Proofreading: Jakub Bielak, Melanie Ellis, Mariusz Kruk, Aleksandra Wach Cover design: Joanna Dudek Typesetting: Piotr Bajak

ISSN 2083-5205 eISSN 2084-1965

Published by: Department of English Studies Faculty of Pedagogy and Fine Arts, Kalisz Adam Mickiewicz University, Poznań

Contact information: 62-800 Kalisz, ul. Nowy Świat 28-30 tel. +48 62 7670730 fax +48 62 7645721

Printing and binding: Perfekt Gaul i wspólnicy sp. j., ul. Świerzawska 1, 60-321 Poznań

Print run: 60 copies

Print and online editions

Studies in Second Language Learning and Teaching is published both in print (ISSN 2083-5205) and online (eISSN 2084-1965), with the print edition being the original version.

Indexing and abstracting

Studies in Second Language Learning and Teaching is currently indexed and/or abstracted in the following databases:

- Social Sciences Citation Index (WoS Core Collection)
- Journal Citation Reports Social Sciences (WoS)
- Scopus
- European Reference Index for the Humanities (ERIH PLUS)
- Education Resources Information Center (ERIC)
- Index Copernicus
- Central and Eastern European Online Library (CEEOL)
- The Central European Journal of Social Sciences and Humanities (CEJSH)
- The MLA International Bibliography
- The MLA Directory of Periodicals
- Directory of Open Access Journals (DOAJ)
- EBSCO
- Linguistic Abstracts
- WorldCat (OCLC)
- Current Contents Social and Behavioral Sciences (WoS)
- Essential Science Indicators (WoS)

Special issue: English language learning in primary schools: Variables at play

Guest editors: María del Pilar García Mayo M. Juncal Gutierrez-Mangado



Studies in Second Language Learning and Teaching Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz Volume 10, Number 3, September 2020 http://pressto.amu.edu.pl/index.php/ssllt

Contents

Notes on Contributors407
Editorial: Introduction to the special issue on English language learning in primary schools
Articles: María Basterrechea, Francisco Gallardo-del-Puerto – Language-related episodes and pair dynamics in primary school CLIL learners: A comparison between proficiency-matched and student-selected pairs
Elisabet Pladevall-Ballester, Alexandra Vraciu – <i>EFL child peer interaction:</i> Measuring the effect of time, proficiency pairing and language of interaction
María Martínez-Adrián, Izaskun Arratibel-Irazusta – The interface be- tween task-modality and the use of previously known languages in young CLIL English learners
María Ángeles Hidalgo, Amparo Lázaro-Ibarrola – Task repetition and collaborative writing by EFL children: Beyond CAF measures 501
Søren W. Eskildsen, Teresa Cadierno – Oral English performance in Danish primary school children: An interactional usage-based approach523
Yuko Goto Butler – The ability of young learners to construct word meaning in context
Rachel T. Y. Kan, Victoria A. Murphy – <i>Effects of frequency and idiomaticity</i> on second language reading comprehension in children with English as an additional language
Marta Kopinska, Agurtzane Azkarai – Exploring young EFL learners' motivation: Individual versus pair work on dictogloss tasks

Eva Wilden, Raphaela Porsch – Teachers' self-reported L1 ar	nd L2 use
and self-assessed L2 proficiency in primary EFL education	631

Notes to Contributors657	1
--------------------------	---



Studies in Second Language Learning and Teaching Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz http://pressto.amu.edu.pl/index.php/ssllt

Notes on Contributors

Izaskun Arratibel-Irazusta is a PhD student and research assistant at the University of the Basque Country. Apart from that, she is a teacher at a vocational training school where she teaches technical English in different areas. Her research mainly focuses on cross-linguistic influence and the use of communication strategies in CLIL settings. She has presented her work at different international conferences such as the International Conference on Multilingualism and Third Language Acquisition and the International Conference of the Spanish Society for Applied Linguistics, among others. Her work has appeared in journals such as the *European Journal of Applied Linguistics*.

ORCID ID: https://orcid.org/0000-0002-2274-6423

Contact details: Facultad de Letras, Universidad del País Vasco (UPV/EHU), Paseo de la Universidad 5, 01006 Vitoria-Gasteiz, Spain (izaskun.arratibel@ehu.eus)

Agurtzane Azkarai, PhD, is Assistant Professor at the Department of English and German and Translation and Interpreting Studies at the University of the Basque Country (UPV/EHU), and a member of the Language and Speech (Laslab) research group at the UPV/EHU. Her research interests include collaborative work and task-based interaction in ESL and EFL settings, and also focuses on different factors such as age, gender, or motivation that might affect the learning opportunities of L2 learners. She has published her work in several well-known journals and presented her work at national and international conferences.

ORCID ID: https://orcid.org/0000-0002-3011-344X

Contact details: Universidad del País Vasco/Euskal Herriko Unibertsitatea (UPV/EHU) Facultad de Letras, Dpto. de Filología Inglesa y Alemana y Traducción e Interpretación Paseo de la Universidad 5, 01006 Vitoria-Gasteiz, Spain (agurtzane. azcaray@ehu.eus)

María Basterrechea, PhD, is Assistant Professor at the University of the Basque Country (UPV/EHU) where she teaches courses on syllabus design, spoken English or English language. Her research focuses on focus on form and interaction in content-and-language-integrated-learning contexts. She has recently published articles in Language Awareness (2019), International Journal of Applied Linguistics (2020), Language Teaching Research (2019), TESOL Quarterly (2017), and ELIA: Estudios de Lingüística Inglesa Aplicada (2017). She has also published chapters in edited volumes such as Second Language Interaction in Diverse Educational Contexts (2013, John Benjamins) and Applied Linguistics Perspectives on CLIL (2017, John Benjamins), among others.

ORCID ID: https://orcid.org/0000-0002-7993-445X

Contact details: Universidad del País Vasco (UPV/EHU), Facultad de Letras. Dpto. de Filología Inglesa/Ingeles Filologia Saila. Paseo de la Universidad 5, 01006 Vitoria-Gasteiz, Spain (maria.basterrechea@ehu.eus)

Yuko Goto Butler, PhD, is Professor of Educational Linguistics at the Graduate School of Education at the University of Pennsylvania. She is also the director of Teaching English to Speakers of Other Languages (TESOL) program at Penn. Her research interests are primarily focused on the improvement of second/foreign language education among young learners in the USA and Asia in response to the diverse needs of an increasingly globalizing world. Her work has also focused on identifying effective ESL/EFL teaching and learning strategies and assessment methods that take into account the relevant linguistic and cultural contexts in which instruction takes place.

ORCID ID: https://orcid.org/0000-0002-9531-3469

Contact details: 3700 Walnut Street, Philadelphia, PA 19104-6216, USA (ybutler@upenn.edu)

Teresa Cadierno, PhD, is Professor of Second Language Acquisition and director of the Center for Language Learning at the University of Southern Denmark. Her research interests include instructed second language acquisition, with special focus on the acquisition of grammar by L2 learners, the role of formal instruction in L2 learning and more recently, the role of age in foreign language learning; and the investigation of L2 acquisition from cognitive/usage-based perspectives, with special focus on the development of thinking-for-speaking patterns in second languages. She has co-edited *Linguistic Relativity in SLA: Thinking for Speaking* (2010, Multilingual Matters), *Usage-Based Perspectives on Second Language Learning* (2016, Mouton de Gruyter) and *Lingüística cognitiva y español LE/L2* (2019, Routledge). In 1996 she received the American Council on the Teaching of Foreign Languages – Modern Language Journal (ACTFL – MLJ) Paul Pimsleur Award for Research in Foreign Language Education. Her research has been financed by funding bodies such as the Velux Foundation, the Danish Research Council for Independent Research and the Marie Curie Multi-Partner ITN program.

ORCID ID: https://orcid.org/0000-0002-8305-1027

Contact details: Department of Language and Communication, University of Southern Denmark, Campusvej 55, DK 5230 Odense M, Denmark (cadierno@sdu.dk)

Søren Wind Eskildsen, PhD, is Associate Professor of Second Language (L2) Acquisition at the University of Southern Denmark in Sønderborg. His primary research interest concerns the usage-based processes and practices in L2 learning, in situ and over time, as seen through the lenses of usage-based models of language and conversation analysis. Other interests include the role of gestures and other embodied conduct in L2 learning and interaction. He works with both inand out-of-class L2 data and with both adult and child L2 learning. His recent publications include the coedited volume *Conversation Analytic Research on Learning-in-Action: The Complex Ecology of Second Language Interaction 'in the Wild'* (2019, Springer). He is the founding co-editor of the book-series Routledge Advances in Second Language Studies.

ORCID ID: https://orcid.org/0000-0003-2432-9161

Contact details: University of Southern Denmark, Department of Design and Communication, Alsion 2, 6400 Sønderborg, Denmark (swe@sdu.dk)

Francisco Gallardo-del-Puerto, PhD, is Associate Professor at the University of Cantabria, Spain. He has co-edited *Content and Foreign Language Integrated Learning: Contributions to Multilingualism in European Contexts* (2011, Peter Lang), *L1 use in Content-based and CLIL Settings* (2019, *International Journal of Bilingual Education and Bilingualism*, special issue) and *Cross- linguistic Influence: From Empirical Evidence to Classroom Practice* (2019, Springer). His work has appeared in books published by John Benjamins, Multilingual Matters, Peter Lang and Springer, as well as in journals such as *International Journal of Applied Linguistics, ITL International Journal of Applied Linguistics, Language Teaching Research* and *The Canadian Modern Language Review*, among others. At present, he is the Director for Language Policy of the University of Cantabria, Spain. ORCID ID: https://orcid.org/0000-0001-8578-9861

Contact details: Departamento de Filología, Edificio de Filología, Universidad de Cantabria, Avenida de los Castros s/n 39005 Santander, Spain (francisco.gallardo@unican.es)

María del Pilar García Mayo, PhD, is Full Professor of English Language and Linguistics at the University of the Basque Country. She is the director of the research group *Language and Speech* and the MA program *Language Acquisition in Multilingual Settings*. She has published widely on the L2/L3 acquisition of English morphosyntax and the study of conversational interaction in EFL. She has been an invited speaker to universities in Europe, Asia and North America and is an Honorary Consultant for the Shanghai Center for Research in English Language Education. She is the editor of *Language Teaching Research* and belongs to the editorial board of numerous journals, among others *Language Teaching for Young Learners*.

ORCID ID: https://orcid.org/0000-0002-1987-4889

Contact details: Departamento de Filología Inglesa, Universidad del País Vasco (UPV/EHU), Paseo de la Universidad 5, 01006 Vitoria-Gasteiz, Spain (mariapilar. garciamayo@ehu.eus)

M. Juncal Gutierrez-Mangado, PhD, is Aggregate Professor at the University of the Basque Country UPV/EHU, where she received her PhD in English philology in 2005. Her current teaching involves both undergraduate courses in English language as well as postgraduate courses in the Masters' programmes in language acquisition in multilingual settings and theoretical and experimental linguistics in which she supervises MA and PhD theses. At present she is also the Director of Mobility of the University of the Basque Country.

ORCID ID: https://orcid.org/0000-0002-4390-2106

Contact details: Letren Fakultatea, Uniberstitateko Ibilbidea 5, 01006 Vitoria-Gasteiz, Spain (junkal.gutierrez@ehu.eus)

María Ángeles Hidalgo received her PhD from the University of the Basque Country and is a lecturer and researcher at the Public University of Navarre, Spain. Her main research focus is on young learners' foreign language acquisition. She is particularly interested in the effect of age and peer-peer interaction, focusing on aspects such as negotiation of meaning and the influence of task-type on learners' oral and written performance. She belongs to the Language and Speech (Laslab) research group. Her most recent publications include research on negotiation strategies and the effect of learners' collaboration on written tasks.

ORCID ID: https://orcid.org/0000-0002-7131-1880

Contact details: Departamento de Ciencias Humanas y de la Educación, Edificio Los Acebos, Universidad Pública de Navarra, 31006 Pamplona, Spain (mangeles. hidalgo@unavarra.es) Rachel Kan, PhD, is a postdoctoral fellow at the Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University. She received her PhD in linguistics from the University of Essex, UK for a thesis on heritage language acquisition of Cantonese in the United States. She researches bilingual development, including the development and attrition of heritage languages and first languages and the factors that impact these processes. She is now studying narrative and lexical development in children with and without developmental language disorders.

ORCID ID: https://orcid.org/0000-0003-3893-4549

Contact details: Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong (rachel.kanty@gmail.com)

Marta Kopinska, PhD, is Assistant Professor in the Department of English and German Philology and Translation and Interpreting Studies at the University of the Basque Country (UPV/EHU), and a member of the Language and Speech (Laslab) research group. She holds a BA in Ethnolinguistics from Adam Mickiewicz University of Poznan (AMU, Poland) and obtained her MA (2011) and PhD (2017) within the Language Acquisition in Multilingual Settings program under the supervision of Prof. David Lasagabaster (UPV/EHU). In 2008-2011 she taught Polish at the UPV/EHU and English in the primary education degree at Mondragon University (2016-2017). Her research interests include multilingual education, attitudes and motivation.

ORCID ID: https://orcid.org/0000-0003-3382-384X

Contact details: Universidad del País Vasco/Euskal Herriko Unibertsitatea (UPV/EHU), Facultad de Letras, Dpto. de Filología Inglesa y Alemana y Traducción e Interpretación Paseo de la Universidad 5, 01006 Vitoria-Gasteiz, Spain (marta.kopinska@ehu.eus)

Amparo Lázaro-Ibarrola, PhD, is Associate Professor at the Public University of Navarra, Spain in the Department of Human Sciences and Education, where she teaches in EFL Teacher Training Programs. She is specialized in the field of applied linguistics and education, and her research focuses on the processes of second language learning (English) in school contexts. She is part of the research group Language and Speech (Laslab). In her research, she makes an effort to connect theoretically grounded studies to teaching practices and pedagogical implications.

ORCID ID: https://orcid.org/0000-0002-3016-5901

Contact details: Departamento de Ciencias Humanas y de la Educación, Edificio Los Magnolios, Universidad Pública de Navarra, 31006 Pamplona, Spain (amparo.lazaro@ unavarra.es)

María Martínez-Adrián, PhD, is Associate Professor at the UPV/EHU and a member of the Language and Speech (Laslab) group. She has co-edited the volumes *Contemporary Approaches to Second Language Acquisition* (2013, John Benjamins; Spanish Association of Applied Linguistics award 2014), *Crosslinguistic influence: From empirical evidence to classroom practice* (2019, Springer) and a special issue of *International Journal of Bilingual Education and Bilingualism* on L1 use in CLIL/CBI settings. Her work has appeared in books published by Springer and Multilingual Matters, and in journals such as *RESLA*, *IJES*, *ITL*, *JICB*, *LTR*, *EUJAL*, *IRAL* and *INJAL*, among others. ORCID ID: https://orcid.org/0000-0002-0324-0443

Contact details: Facultad de Letras, Universidad del País Vasco (UPV/EHU), Paseo de la Universidad 5, 01006 Vitoria-Gasteiz, Spain (maria.martineza@ehu.eus)

Victoria Murphy, PhD, is Professor of Applied Linguistics and the Deputy Director of the Department of Education, University of Oxford. She is the research group convener of the Applied Linguistics and the R.E.A.L. (Research in English as an Additional Language) research groups. Her research focuses on understanding the inter-relationships between child L2/FL learning, vocabulary and literacy development. Her work focuses on examining cross-linguistic relationships across linguistic systems in the emergent bilingual child and how foreign language learning in primary school can influence developing first language literacy. She has published in a wide range of applied linguistics journals in the area of young language learners and is the author of two books.

ORCID ID: https://orcid.org/0000-0001-9399-0653

Contact details: Department of Education, University of Oxford, 15 Norham Gardens, Oxford OX2 6PY, UK (victoria.murphy@education.ox.ac.uk)

Elisabet Pladevall-Ballester, PhD, holds an MA in linguistics from University College London and a PhD in English linguistics from Universitat Autònoma de Barcelona. She is Associate Professor in the Departament de Filologia Anglesa i Germanística at Universitat Autònoma de Barcelona. Her research interests include child and adult second language acquisition in bilingual immersion and instructed classroom contexts and also in CLIL primary education contexts. She is currently leading the research group EFLIC (2017SGR752; English as a Foreign Language in Instruction Contexts) and teaches English syntax and teaching methodology at the undergraduate level and instructed SLA and CLIL at the postgraduate level.

ORCID ID: https://orcid.org/0000-0002-2793-9179

Contact details: Departament de Filologia Anglesa i Germanística, Facultat de Filosofia i Lletres, Carrer de la Fortuna, Edifici B, Universitat Autònoma de Barcelona, 08193 Cerdanyola del Vallès, Barcelona, Spain (elisabet.pladevall@uab.cat) Raphaela Porsch, PhD, is Professor of Education at the University of Magdeburg, Germany. Her research interests include teacher education, teaching out-of-field/teaching across specialisations, academic emotions, transition after primary school, and (early) foreign language teaching. Together with Eva Wilden she directs the TEPS project (Teaching English in Primary Schools), which has been published in various international journals such as *Language Teaching for Young Learners* or *AILA Review*. She has worked in national large-scale assessment as well as projects on school development and is the editor of several anthologies on educational topics such as transition after primary school and teaching out-of-field.

ORCID ID: https://orcid.org/0000-0002-1548-3776

Contact details: University of Magdeburg, Institut I: Bildung, Beruf und Medien/ Erziehungswissenschaft, Zschokkestr. 32, 39104 Magdeburg, Germany (raphaela. porsch@ovgu.de)

Alexandra Vraciu, PhD, is Serra Húnter Lecturer in Foreign Language Didactics at the Faculty of Education, Universitat de Lleida, Spain. She holds a PhD in English language and linguistics from Universitat Autònoma de Barcelona and Université Paris Ouest Nanterre la Défense, France. Her research interests include the acquisition of tense-aspect morphology, advanced learner varieties, child peer interaction and content-basd instruction (CLIL and EMI). She is a member of the research group EFLIC (2017SGR752; English as a Foreign Language in Instruction Contexts) and teaches EFL didactics for (pre-)primary education at the undergraduate level and CLIL and educational research methods at the postgraduate level.

ORCID ID: https://orcid.org/0000-0002-2239-2039

Contact details: Departament de Didàctiques Específiques, Facultat d'Educació, Psicologia i Treball Social, Universitat de Lleida, Av. de l'Estudi General 4, 25001 Lleida, Spain (alexandra.vraciu@udl.cat)

Eva Wilden, PhD, is Professor of EFL education at the University of Duisburg-Essen, Germany. Her research interests include primary EFL education, inclusive L2 education and teacher qualification. Together with Raphaela Porsch she directs the TEPS project (Teaching English in Primary Schools), which has been published in various international journals such as *Language Teaching for Young Learners* or *AILA Review*. Eva has co-edited the anthology *The Professional Development of Primary EFL Teachers* (2017, Waxmann). She co-edits a special issue of *The European Journal of Applied Linguistics and TEFL* on teaching English to young learners. Eva is member of the AILA Research Network in Early Language Learning established by Janet Enever. ORCID ID: https://orcid.org/0000-0002-0885-1542

Contact details: University of Duisburg-Essen, Department of Anglophone Studies, Universitaetsstrasse 12, 45141 Essen, Germany (eva.wilden@uni-due.de)