



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: Chengchen Li (Huazhong University of Science and Technology, Wuhan, China)

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

Editor: Joanna Zawodniak (University of Zielona Góra, Poland)

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

Vol. 11 No. 3 September 2021

Editorial Board:

Ali Al-Hoorie (Royal Commission for Jubail and Yanbu, Jubail, Saudi Arabia) 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 Cieslicka (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) Tammy Gregersen (American University of Sharjah, United Arab Emirates) 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 Niżegorodcew (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) 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 Chengchen Li Aleksandra Wach Joanna Zawodniak

© Copyright by Wydział Pedagogiczno-Artystyczny, UAM Poznań

Proofreading: Jakub Bielak, Melanie Ellis, Mariusz Kruk, Chengchen Li, Aleksandra Wach, Joanna Zawodniak 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 61 829 64 20 fax +48 61 829 64 21

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: Teaching English reading and writing to young learners

Guest editors: Barry Lee Reynolds Mark Feng Teng



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 11, Number 3, September 2021 http://pressto.amu.edu.pl/index.php/ssllt

Contents

Notes on Contributors
Editorial: Introduction to the special issue on teaching English reading and writing to young learners
Articles: Sihui (Echo) Ke, Dongbo Zhang – Morphological instruction and reading development in young L2 readers: A scoping review of causal relationships
Gavin Brooks, Jon Clenton, Simon Fraser – Exploring the importance of vocabulary for English as an additional language learners' reading comprehension
Gavin Bui, Xueya Luo – Topic familiarity and story continuation in young English as a foreign language learners' writing tasks
Darío Luis Banegas, Robert J. Lowe – Creative writing for publication: An action research study of motivation, engagement, and language development in Argentinian secondary schools
Barry Lee Reynolds, Mark Feng Teng – Innovating teacher feedback with writing activities aimed at raising secondary school students' awareness of collocation errors
Maggie Ma, Gavin Bui – <i>Chinese secondary school teachers' conceptions</i> of L2 assessment: A mixed-methods study
N

Notes to Contributors473



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

Darío Luis Banegas, PhD, is Lecturer in TESOL at the School of Education, University of Strathclyde, UK and Associate Fellow with the University of Warwick, UK. In Argentina, he is an online teacher educator for IFDC Lenguas Vivas Bariloche. Dr. Banegas is an active member of teacher associations in the UK and Latin America. His research focuses on content and language integrated learning, initial English language teacher education, curriculum development, and educational action research. He has recently co-edited two volumes for the International Perspectives on ELT Series published by Palgrave, and a special issue for *ELT Journal* (75/2).

ORCID ID: https://orcid.org/0000-0003-0225-0866

Contact details: School of Education, University of Strathclyde, 141 St James Road Glasgow, G4 0LT, UK (dario.banegas@strath.ac.uk)

Gavin Bui, PhD, is Associate Professor of Applied Linguistics at the Hang Seng University of Hong Kong. His research interests include task-based language teaching and third language learning motivation. His recent publications appeared in *Language Teaching Research* (2018), *International Review of Applied Linguistics in Language Teaching* (2019), *System* (2019), and *Applied Linguistics Review* (2020). He is Co-editor of *Asian Journal of English Language Teaching*.

ORCID ID: https://orcid.org/0000-0002-1567-9074

Contact details: Department of English, The Hang Seng University of Hong Kong, Siu Lek Yuen, Shatin, New Territories, M422A, Hong Kong (gavinbui@hsu.edu.hk)

Gavin Brooks is Associate Lecturer of English at the School of Policy Studies at Kwansei Gakuin University in Japan. His research interests include English as an additional language (EAL), vocabulary development, vocabulary assessment, and corpus linguistics. He has presented on the findings of his research at a number of international conferences, including AAAL, EuroSLA, and the TESOL Annual Convention, and has had his work published in several academic journals and as a chapter in an edited book.

ORCID ID: https://orcid.org/0000-0002-9839-1593

Contact details: School of Policy Studies, Kwansei Gakuin University, 2-1 Gakuen, Sanda City, Hyogo Prefecture, Japan, 669-1337 (gavinbrooks@gmail.com)

Jon Clenton, PhD, is Associate Professor of Applied Linguistics at Hiroshima University, Japan. His main research interests include the assessment of vocabulary knowledge, second language (L2) productive vocabulary development, productive vocabulary knowledge and fluency, second language acquisition, word-association studies, lexical processing, and L2 measurement tools. He has examined several vocabulary measurement tools, with a focus on attempts to isolate the construct of productive vocabulary knowledge. The findings of this area of research have resulted in several international journal article publications. He is also the co-editor of two recent book publications (Routledge): Vocabulary and the Four Skills, and First Language Influences on Multilingual Lexicons.

ORCID ID: https://orcid.org/0000-0002-3048-8807

Contact details: The Graduate school of Humanities, Hiroshima University, 1-7-1 Kagamiyama, Higashi-Hiroshima City, Hiroshima, 739-8521 Japan (jclenton@hiroshima-u.ac.jp)

Simon Fraser, PhD, is Professor at the Institute for Foreign Language Research and Education at Hiroshima University, Japan. His research interests include English for specific purposes (ESP), corpus linguistics, and L2 vocabulary development. His lexical analyses of medical English corpora have led to the development of medical English materials and wordlists, and he has published widely in this area. His interest in vocabulary extends to textbook writing, and he is currently working on a lexically-based course book for medical students.

ORCID ID: https://orcid.org/0000-0001-8151-4625

Contact details: Institute for Foreign Language Research and Education, Hiroshima University, 1-7-1 Kagamiyama, Higashi-Hiroshima City, Hiroshima, 739-8521 Japan (fraser@hiroshima-u.ac.jp)

Sihui (Echo) Ke, PhD, is Assistant Professor of second language acquisition at the University of Kentucky, Lexington, USA. Her primary research interest is in second language reading and biliteracy development. Her research incorporates quantitative, psycholinguistic and mixed methods. Her work has appeared in *Applied Linguistics, Language Learning, Modern Language Journal* and *Reading Research Quarterly*. Her research projects have received external support from *Language Learning* Early Career Research Grant (2019-2020) and the American Council on the Teaching of Foreign Languages 2018 Research Priorities Initiative.

ORCID ID: https://orcid.org/0000-0003-2665-0637

Contact details: 1055 Patterson Office Tower, University of Kentucky, Lexington KY 40506, USA (sihui.ke@uky.edu)

Robert J. Lowe, PhD, is Associate Professor in the Department of English Communication, Tokyo Kasei University. His research focuses on critical issues in English language teaching and critical qualitative research methods. He is co-author of *Teaching English as a Lingua Franca* (2018, DELTA Publishing), co-editor of *Duoethnography in English Language Teaching* (2020, Multilingual Matters), and author of the monograph *Uncovering Ideology in English Language Teaching* (2020, Springer). He has published papers in numerous journals, including *Language Teaching, Applied Linguistics Review*, and *ELT Journal*.

ORCID ID: https://orcid.org/0000-0002-2411-0330

Contact details: Department of English Communication, Tokyo Kasei University, 1-18-1 Kaga, Itabashi, Tokyo, 173-8602, Japan (robert-l@tokyo-kasei.ac.jp)

Xueya Luo holds an MA in translation and interpreting studies from the Polytechnic University of Hong Kong. She is a teacher of English as a foreign language at the Shenzhen Nanshan Foreign Language School Group GaoXin Junior High School, Guangdong, China.

ORCID ID: https://orcid.org/0000-0001-9263-9335

Contact details: Shenzhen Nanshan Foreign Language School Group GaoXin Junior High School, 5 Gaoxin Ring Road South, Nanshan District, Shenzhen, Guangdong, P. R. China (67445021@qq.com)

Maggie Ma, PhD, is Assistant Professor at the English Department of the Hang Seng University of Hong Kong. Her research interests include formative assessment and second language writing. Her work has focused on metacognitive knowledge development of second language student writers, student perceptions of assessment practices in writing classrooms, and student feedback literacy.

ORCID ID: https://orcid.org/0000-0002-9805-5100

Contact details: Department of English, The Hang Seng University of Hong Kong, Siu Lek Yuen, Shatin, New Territories, M423B, Hong Kong (maggiema@hsu.edu.hk)

Barry Lee Reynolds, PhD, is Assistant Professor of English Education in the Faculty of Education at the University of Macau, Macau SAR, China. He has taught the English language and trained English language teachers at thirteen institutions in the USA, Taiwan, and Macau. His research interests are in the areas of vocabulary acquisition, second language literacy education, and computer assisted language learning. His most recent co-edited volumes include *Innovative Approaches in Teaching English Writing to Chinese Speakers* (2021, De Gruyter Mouton) and *English Literacy Instruction for Chinese Speakers* (2019, Palgrave). He also serves as an editorial board member for several journals and is Section Editor for *Open Linguistics* (De Gruyter Mouton).

ORCID ID: https://orcid.org/0000-0002-3984-2059

Contact details: Faculty of Education, University of Macau, Room 1017, E33, Avenida da Universidade, Taipa, Macau SAR (barryreynolds@um.edu.mo)

Mark Feng Teng, PhD, is a language teacher educator in mainland China and a research fellow at University of Macau. His research interests mainly focus on L2 vocabulary acquisition and metacognition in L2 writing. His work has appeared in journals such as *Applied Linguistics, Language Awareness, Language Teaching Research, Applied Linguistics Review,* and *System,* among many others. He has recently co-edited two volumes published by Palgrave and De Gruyter. His recent monographs appeared in Springer, Routledge, and Bloomsbury. He is co-editor of On the Internet section, *TESL-EJ.*

ORCID ID: https://orcid.org/0000-0002-5134-8504

Contact details: Faculty of Education, University of Macau, E33, Avenida da Universidade, Taipa, Macau SAR (markteng@um.edu.mo)

Dongbo Zhang, PhD, is Professor of Language Education (TESOL) in the Graduate School of Education, University of Exeter, UK. He previously held appointments in the United States, Singapore, and China. He is primarily interested in vocabulary knowledge and reading development in second language (L2) or bilingual learners, and is well published on this topic. His work has appeared in journals such as *Applied Linguistics, Applied Psycholinguistics, Language Learning, Modern Language Journal* and *Reading Research Quarterly*, among many others. He is an editor of *Chinese as a Second Language Assessment* (Springer; with Chin-Hsi Lin) and *Reading in Chinese as a Second Language* (under contract with Routledge; with Liu Li). He is currently on the Editorial Board of *Language and Education* and *TESOL Quarterly*, among others.

ORCID ID: https://orcid.org/0000-0002-4175-2052

Contact details: Baring Court, University of Exeter St Luke's Campus, Heavitree Road, Exeter, EX1 2LU, UK (d.zhang4@exeter.ac.uk)