



## Studies in Second Language Learning and Teaching

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

#### Editors:

Editor: Mirosław Pawlak (Adam Mickiewicz University, Kalisz)
Assistant to the Editor: Jakub Bielak (Adam Mickiewicz University, Kalisz)
Assistant to the Editor: Krzysztof Kwiatkowski (Adam Mickiewicz University, Kalisz)
Assistant to the Editor: Anna Mystkowska-Wiertelak (Adam Mickiewicz University, Kalisz)
Language Editor: Melanie Ellis (Language Teacher Training College, Zabrze)

# Vol. 3 No. 2 June 2013

#### **Editorial Board:**

Janusz Arabski (University of Silesia) Larissa Aronin (Trinity College, Dublin) Simon Borg (University of Leeds) Piotr Cap (University of Łódź) Anna Cieślicka (Texas A&M International University, Adam Mickiewicz University, Poznań) Kata Csizer (Eötvös University, Budapest) Maria Dakowska (University of Warsaw) Jean-Marc Dewaele (Birkbeck College, University of London) Krystyna Droździał-Szelest (Adam Mickiewicz University, Poznań) Rod Ellis (University of Auckland) Danuta Gabryś-Barker (University of Silesia) Rebecca Hughes (University of Sheffield) Hanna Komorowska (University of Warsaw, SWPS) Diane Larsen-Freeman (University of Michigan) Barbara Lewandowska-Tomaszczyk (University of Łódź) Jan Majer (University of Łódź) Paul Meara (Swansea University) Anna Michońska-Stadnik (University of Wrocław) Anna Niżegorodcew (Jagiellonian University, Kraków) Terrence Odlin (Ohio State University) Aneta Pavlenko (Temple University, Philadelphia) François Pichette (University of Quebec) Ewa Piechurska-Kuciel (Opole University) Vera Regan (University College, Dublin) Heidemarie Sarter (University of Potsdam) Paweł Scheffler (Adam Mickiewicz University, Poznań) Michael Sharwood Smith (Heriot-Watt University, Edinburgh) Linda Shockey (University of Reading) Teresa Siek-Piskozub (Adam Mickiewicz University, Poznań) David Singleton (Trinity College, Dublin) Włodzimierz Sobkowiak (Adam Mickiewicz University, Poznań) Merrill Swain (University of Toronto) Ewa Waniek-Klimczak (University of Łódź) Maria Wysocka (University of Silesia)

EDITOR:

Mirosław Pawlak

ASSISTANTS TO THE EDITOR: Jakub Bielak Krzysztof Kwiatkowski Anna Mystkowska-Wiertelak

#### © Copyright by Wydział Pedagogiczno-Artystyczny, UAM Poznań

Proofreading: Melanie Ellis 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 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:

- Index Copernicus
- Central and Eastern European Online Library (CEEOL)
- the MLA International Bibliography
- the MLA Directory of Periodicals
- Linguistic Abstracts
- EBSCO

Efforts are being made to include *Studies in Second Language Learning and Teaching* in the index of journals published by the Polish Ministry of Science and Higher Education, and to have it listed by the European Reference Index for the Humanities (ERIH) and the Thomson Reuters Master Journal List.



# 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 3, Number 2, June 2013 http://www.ssllt.amu.edu.pl

# Contents

Notes on Contributors	155
Editorial	159
Articles: Sarah Mercer – Working with language learner histor perspectives: Teachers, learners and researchers	
Thomas Lockley – Exploring self-perceived communication in foreign language learning	•
Parisa Abdolrezapour, Mansoor Tavakoli, Saeed Ketak learners' emotions in an L2 context through emotiona assessment	alized dynamic
Stuart Benson, Danielle Fischer, Joe Geluso, Lucius Vo of communication strategy training on EFL students' p small-group discussions	erformance in
Mahmoud S. Al Mahmoud – Discrimination of Arabi American learners	•
Monica Karlsson – Quantitative and qualitative aspects and L2 (English) idiom comprehension	•
Book Reviews	321
Notes to Contributors	325



### Studies in Second Language Learning and Teaching

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

#### **Notes on Contributors**

Parisa Abdolrezapour is a doctoral student in applied linguistics at the University of Isfahan, Iran, where she also teaches undergraduate courses. She has published a number of articles in academic journals including *Discourse Studies*, *Australian Journal of Linguistics*, *Innovation in Language Learning and Teaching*, *International Journal of Applied Linguistics* and *Sociolinguistic Studies*. Her research interests lie primarily in cognitive and emotional aspects of language teaching and learning as well as cross-cultural studies.

Contact details: abdolrezapour@gmail.com

Stuart Benson currently works in the Department of International Communication at Kanda University of International Studies in Chiba, Japan. He graduated from Victoria University of Wellington, New Zealand with a Masters degree in TESOL. His research interests are in vocabulary, specifically in the explicit teaching of vocabulary learner strategies and collocations.

Contact details: stuart-b@kanda.kuis.ac.jp

Danielle Fischer is a lecturer in the Department of International Communication at Kanda University of International Studies, Japan. She graduated with an MA in TESOL from Monterey Institute of International Studies in California, USA. She has previous experience teaching pragmatics and discussion skills to business professionals both in Japan and in various countries in Eastern Europe. Her most current research focuses on critical thinking and cultural exploration through book discussions.

Contact details: danielle-f@kanda.kuis.ac.jp

Joe Geluso is currently working towards a PhD iKrn applied linguistics and technology at Iowa State University, USA. From 2009 to 2013 he was a lecturer in the Department of International Communication at Kanda University of In-

ternational Studies, Japan. His research interests include second language acquisition, cognitive linguistics, phraseology, corpus linguistics, and CALL.

Contact details: jgeluso@iastate.edu

Monica Karlsson has taught English at university level for more than 15 years. Her main fields of interest lie in SLA, especially vocabulary and grammar. She now holds a permanent position at the School of Teacher Education at Halmstad University, Sweden, where she teaches proficiency courses as well as more theoretical courses. She is also part of a research society, formed at Halmstad University, which focuses on classroom-based research.

Contact details: monica.karlsson@glocalnet.net

Saeed Ketabi got his PhD from Cambridge University, UK. Currently, he is an Associate Professor of Applied Linguistics at the University of Isfahan, Iran, and is teaching various ELT courses at the graduate level. He has published and presented several papers in his area of expertise.

Contact details: s.ketabi@yahoo.com

Thomas Lockley is Assistant Professor of English at the Nihon University College of Law in Tokyo, Japan. He has taught French, German and Japanese in UK secondary and primary schools and international communication and English, mainly in the guise of content and language integrated learning (CLIL), in Japanese universities. His research interests include CLIL, educational contexts and learner self-perceptions.

Contact details: lockleyta@gmail.com

Al Mahmoud, M. earned his Masters of Science in linguistics from Georgetown University, USA, in 2005 where he worked as a teaching assistant at the Arabic Department. He holds a PhD degree in second language acquisition and phonology from Michigan State University, USA. He is currently Assistant Professor of Linguistics at Imam University, Riyadh, Saudi Arabia. He served as the Associate Dean for Development and Quality at the College of Languages and Translation, Imam University (2011-2012). Al Mahmoud has taught courses both at the undergraduate and graduate levels. His research interests include second language phonology and acquisition of sounds, the relationship between perception and production of L2 sounds, and theories of second language acquisition.

Contact details: mssaam@hotmail.com

Sarah Mercer teaches English at the University of Graz, Austria, where she has been working for over ten years. Her PhD completed at the University of Lancaster, UK, investigated the self-concept of tertiary-level EFL learners. Her research interests include all aspects of the psychology surrounding the foreign language learning experience. She is particularly interested in learner beliefs, self-concept, motivation, attributions and mindsets.

Contact details: sarah.mercer@uni-graz.at

Mirosław Pawlak is Professor of English in the Department of English Studies at the Faculty of Pedagogy and Fine Arts of Adam Mickiewicz University in Kalisz, Poland and the Institute of Modern Languages of State School of Higher Professional Education, Konin, Poland. His main areas of interest are SLA theory and research, form-focused instruction, corrective feedback, classroom discourse, learner autonomy, communication and learning strategies, individual learner differences and pronunciation teaching. His recent publications include The place of form-focused instruction in the foreign language classroom (Adam Mickiewicz University Press, 2006), Production-oriented and comprehension-based grammar teaching in the foreign language classroom (with Anna Mystkowska-Wiertelak, Springer, 2012), Error correction in the foreign language classroom: Reconsidering the issues (Adam Mickiewicz University Press, 2012), Applying Cognitive Grammar in the foreign language classroom: Teaching English tense and aspect (with Jakub Bielak, Springer, 2013), as well as several edited collections on learner autonomy, form-focused instruction, speaking and individual learner differences. Mirosław Pawlak is the editor-in-chief of the journal Studies in Second Language Learning and Teaching (http://www.ssllt.amu.edu.pl) and the book series Second Language Learning and Teaching (http://www.springer.com/series/10129). He has been a supervisor and reviewer of doctoral and postdoctoral dissertations.

Contact details: pawlakmi@amu.edu.pl

Mansoor Tavakoli holds a PhD in TEFL and is Associate Professor at the University of Isfahan, Iran. He has been teaching TEFL courses for more than 16 years. His research interests include second language acquisition, language teaching and assessment.

Contact details: mr.tavakoli14@gmail.com

Lucius Von Joo currently teaches at Kanda University of International Studies, Japan. He graduated with an EdM in comparative and international education from Teachers College. He has taught deaf education, elementary education and EFL/ESL in California, Japan and New York in the past 10 years. His research in-

terests include computer assisted learning, film and documentary content based learning, discussion skill pragmatics, teacher training origins and application of lessons, student educational backgrounds and learning approaches, video-cued multivocal ethnography, and family and communities as educators.

Contact details: lucius-v@kanda.kuis.ac.jp