

International Symposium on Diverse Approaches to Second Language Acquisition : Learner Corpora, Evaluation and Brain Sciences 2019 (SLA2019)

Jun 1st, 2019 - Jun 2nd, 2019

Tokyo University of Foreign Studies, TOKYO, JAPAN



東京外国語大学
Tokyo University of
Foreign Studies

Location: Prometheus Hall, Tokyo University of Foreign Studies, TOKYO, JAPAN

Dates: Jun 1st 2019 - Jun 2nd 2019

Website: <http://www.tufs.ac.jp/ts/personal/mkeiko/sla-en/sla2019/>

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Program

*Presenters are requested to upload their presentation files to the laptops in advance, before their session begins, for instance during the preceding break. In case of any technical difficulty, please ask our staff member on site. If necessary, you can use your own laptop for your presentation, but please make sure you have the necessary socket converter – the presentation room only have **VGA /HDMI** input sockets.

*Keynote speeches are assigned **50-minute slots**, meaning **45 minutes talk** followed by **5 minutes of discussion**. Invited speeches are assigned **40-minute slots**, meaning **35 minutes talk** followed by **5 minutes of discussion**. Research presentations are assigned **30-minute slots**, meaning **25 minutes talk** followed by **5 minutes of discussion**.

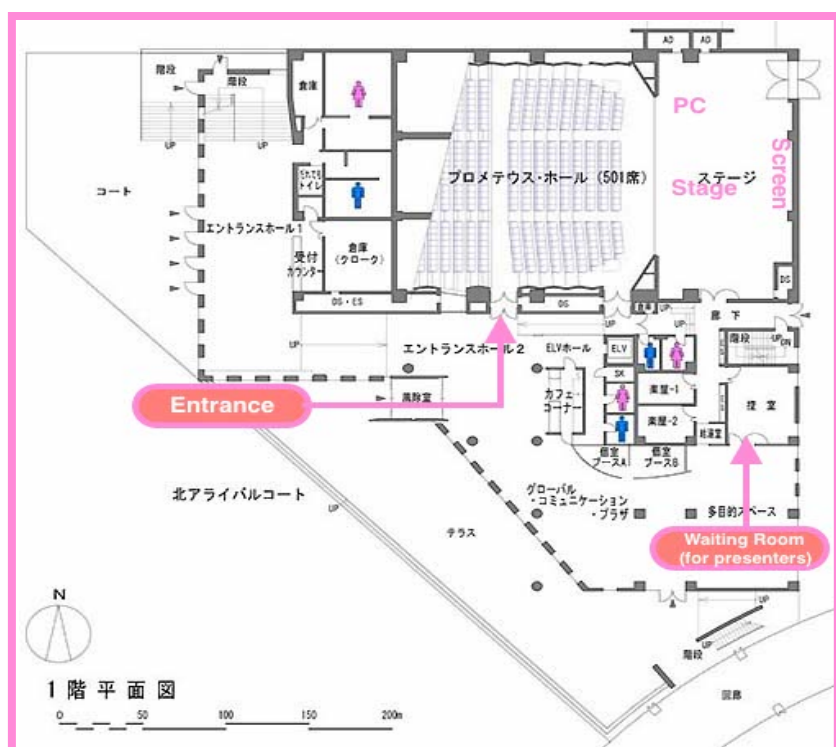
Jun 1st, 2019 (Saturday) 9:30 – 17:10

9:30-9:40	Introduction Keiko MOCHIZUKI	
Keynote Speech		<i>Chair</i>
9:40-10:30	Multimodal Corpora for Research and Teaching Hongyin TAO	<i>Laurence NEWBERY-PAYTON</i>
10:30-11:20	Language Acquisition Corpus and Applications: Issues Related to Spoken Data Weiping WU	
11:20-11:40	<i>Tea Break</i>	
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13:10-13:50	International Corpus of Japanese as a Second Language and Applications Kumiko SAKODA	<i>Keiko MOCHIZUKI</i>
13:50-14:30	Neuroscience Perspectives on Second Language Processing, Learning, and Communication Hyeonjeong JEONG	
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15:30-16:10	English Learner Dialogue Corpus and Applications Keiko MOCHIZUKI, Laurence NEWBERY-PAYTON, ZHANG Zheng, Kaoru IMAI, Yuri AMANO, Kana SHIMOTORI, Tomohito NAKANO, Maksim TIKHONENKO, Masaki MURAI, Yuna YAMAMOTO	<i>Akifumi HOSOKAWA</i>
16:10-16:30	<i>Tea Break</i>	
16:30-16:50	Recurrent Adult English Education Using ICT Naomi YAJIMA, Yurie KAWANO, Yoshihiro MOCHIZUKI	<i>Marino NAGAE</i>
16:50-17:10	Exploring ICT English Speaking Education Mie HOSHIZAWA	<i>Haruka SUZUKI</i>

Jun 2nd, 2019 (Sunday) 9:30 – 16:40

9:30-9:40	Introduction Keiko MOCHIZUKI	
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9:40-10:30	Construction and Applications of a Chinese Interlanguage Corpus ZHANG Baolin	<i>Keiko MOCHIZUKI</i>
10:30-11:20	A Comparative Study on CFL Teachers' and Learners' Perception of Corrective Feedback Hong Gang JIN	
11:20-11:40	<i>Tea Break</i>	
11:40-12:10	The Production of Relative Clauses in L2 Chinese: A Corpus-based Study Li-Ping CHANG	
Invited Speech		<i>Chair</i>
13:10-13:50	How to Recover from Dialogue Breakdown: A Comparison of Chinese L2 Students and Conversational AI Kazuko SUNAOKA	<i>Kana SHIMOTORI</i>
Research Presentation		<i>Chair</i>
13:50-14:10	Exploring Japanese as a Lingua Franca through Long Distance Education Noboru OYANAGI, Yukie KOBAYASHI, Keiko MOCHIZUKI, Kana SHIMOTORI	<i>Yoshihiro MOCHIZUKI/ Tomohito NAKANO</i>
14:10-14:40	The Acquisition of English Noun Phrases by Chinese and Japanese Learners: A Learner Corpus-Based Study Laurence NEWBERY-PAYTON	
14:40-15:00	<i>Tea Break</i>	
15:00-15:20	The Construction of A Chinese Language Error Corpus Yaming SHEN, ZHANG Zheng, Keiko MOCHIZUKI	<i>GAO Jingqi</i>
15:20-15:40	Chinese Learner Corpus and Applications: The Acquisiton of Completive Aspect ZHANG Zheng	
15:40-16:10	Language Control in The Brain: Chinese-Japanese Bilinguals Ming-Che HSIEH	<i>Laurence NEWBERY-PAYTON</i>
16:10-16:40	Neural Correlates of Pragmatic Knowledge in First and Second Languages Haining CUI	

Venue



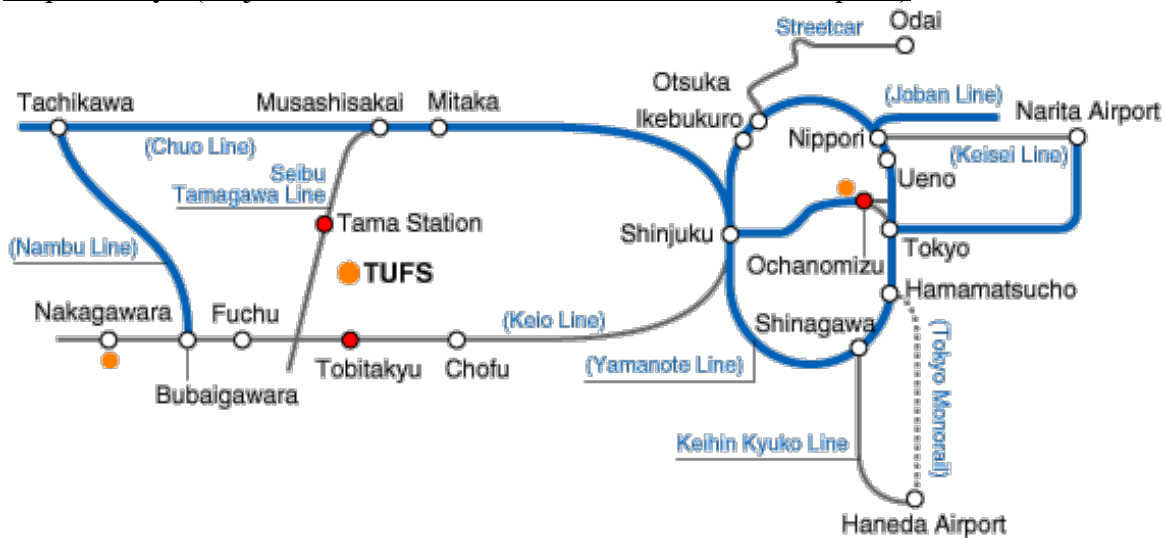
Practical Information

Wifi for The Guests at SLA2019

SSID: WLANo
User Name: tufs-open
Password: WE3jYJJK

Access Information

Map of Tokyo (Major Train Stations from Narita and Haneda Airports)



Local Map of TUFs Campus Area



Abstracts for Keynote Speech

Multimodal Corpora for Research and Teaching

Hongyin TAO

University of California, Los Angeles

Corpus linguistics has been an increasingly important field for the study of language use, and most modern-day corpus analysis tools excel at processing lexico-grammatical data, where surface forms, sometimes with annotation information, can be readily exploited. In this presentation, however, I outline issues in one area where corpus linguistics can make an important contribution yet remains underdeveloped, especially in the context of Chinese. This concerns the multimodal approach to discourse analysis.

Multimodal analysis can be taken in different directions. Very briefly, however, the notion defined here involves the examination of the interplay of lexico-grammar, prosody, gesture, and other semiotic tools in social interaction. Ample research has shown that human interaction is multi-dimensional, involving the deployment of a host of semiotic resources and in concerted ways (e.g. Goodwin 2003, Stivers and Sidnell 2005). However, dealing with multiple semiotic resources beyond lexico-grammar is no easy task, especially from a corpus linguistic standpoint; yet there are promising technologies that have been devised in the field.

In this talk, I will first outline some of the advantages of multimodal analysis. I will show, for example, why the meaning of an utterance can not be adequately understood without examining the prosody and gesture that accompany the utterance. I will then describe some of the logistic and technical difficulties in building a multimodal corpus, as exemplified by the existing LDC corpora, the CALPER project, the NTU project, and the NCCU project. Finally, I will discuss, with examples from the UCLA Video Clips Chinese teaching project, why multimodal corpora are useful for language learning and teaching and demonstrate some of the emerging techniques that have been applied in the construction and exploitation of multimodal data.

Overall this study will show that while there are major challenges in corpus construction with the multimodal approach, there are also promising directions that can be taken to meet the challenge and to take advantage of such an approach in both linguistic research and language teaching.

Language Acquisition Corpus and Applications: Issues Related to Spoken Data

Weiping WU

The Chinese University of Hong Kong

Resume/Summary of lecture:

Based on actual data from the Language Acquisition Corpus (LAC), which consists of oral production samples in Chinese from learners whose native tongue is English, Japanese and Korean respectively, the speaker explains some of the fundamental issues in building the LAC with spoken data, such as the selection and organization of the samples and the use of a single standard for samples from learners with different linguistic and cultural backgrounds. Examples from the LAC are cited to illustrate various applications for such a spoken corpus, including diachronic studies to understand language acquisition progress of learners and synchronic approaches focusing on the similarities and differences of learners from different backgrounds. Some key points made by the speaker are highlighted below:

1. The pros and cons of using a single standard (e.g. the ACTFL oral proficiency guidelines for spoken Chinese) in selecting and organizing oral production samples from learners of various backgrounds in the building of the Corpus.
2. The building of a good Learners Corpus is complicated and time consuming, but research of various kinds does not need to wait until the Corpus is “complete and mature” as long as we are clear about what we want to do.
3. In corpus design and construction, considerations for pragmatic factors are of vital importance if we want to learn whether the learner’s production is “culturally appropriate” (indication of pragmatic ability), in addition to whether it is “linguistically correct”.

Speaker information:

Prof. Weiping Wu is Director of the Yale-China Chinese Language Centre at the Chinese University of Hong Kong, and Founding President of the Chinese as a Second Language Teaching and Research Society (CSLTARS). He obtained his Ph.D. in Linguistics from Georgetown University and worked as a Research Associate and Director of the Chinese Language Testing Program (CLTP) at the Center for Applied Linguistics (CAL) in Washington D.C. before coming to Hong Kong. Over the years, he has been teaching at universities in the U.S., Mainland China and Hong Kong while doing teaching-related research. He also serves on various editorial boards of academic journals and as the Editor-in-Chief for volumes 1-9 of the “CSL Teaching and Learning Series” (Hong Kong University Press/The Hong Kong Commercial Press) and Head of four on-going academic projects covering assessment (LAP), curriculum design (CRP), teaching materials preparation (TMP) and teacher training (TTP) in the CSL field.

Using Sketch Engine to Uncover Chinese EFL Learners' Collocation Errors

Howard, Hao-Jan CHEN

National Taiwan Normal University

As corpus-based research continues to develop, more learner corpora are created in various research institutes. Many researchers use the learner corpora to uncover learners' errors. However, because of the great difficulties of error-tagging, very few error-tagged learner corpora are available to researchers. One of the best-known error-tagged learner corpora is the one-million-word Chinese Learner English Corpus (CLEC). The construction of the CLEC took seven years before the corpus was finally released to the public. Although the manually tagged data was precious, some researchers criticized that the errors in CLEC were mostly tagged by non-native speakers in China. The potential inconsistency and/or mistagging of errors based on non-native speakers' judgment might decrease the representativeness of the identified errors.

With the increase of learner corpora size and scope, we now have the three-million-word-plus ICLE, the 1.3-million-word International Corpus Network of Asian Learners of English (ICNALE), and even the 83-million-word-plus EF-Cambridge Open Language Database (EFCAMDAT). Some researchers (e.g., Granger, 2015) have proposed that computer assisted error analysis will be essential when we tackle these learner corpora.

In this study, we focused on the V-N miscollocations in learner corpora and tried to demonstrate that corpus processing tools such as Sketch Engine can help researchers to identify the potential learner errors more efficiently. By using the *Sketch-Diff* function in the *Sketch Engine (SKE)* platform, we can semi-automatically extract various collocation errors from the large learner corpora. The semi-automatic method is especially useful when we need to deal with large learner corpora. The targeted learner corpus is the TECCL corpus (Ten-thousand English Compositions of Chinese Learners) is a corpus of 1,817,335 words of Chinese EFL learners at different levels of schooling and from almost all over China, covering a great variety of writing prompts. By comparing this learner corpus data with a large native corpus (based on BNC and COCA), we were able to uncover various collocation errors. It is expected that the same research method can be applied to various interlanguage studies.

汉语中介语语料库的设计理念与功能
Construction and Applications of a Chinese Interlanguage Corpus

张宝林

ZHANG Baolin

北京语言大学语言科学院

Faculty of Linguistic Sciences,

Beijing Language and Culture University

建设汉语中介语语料库的根本目的是为全世界的汉语教学与研究服务。

然而目前由于存在网络安全问题而导致语料库不能正常开放;检索功能过于简单,有些中介语现象难以查询;对于文科背景的研究者而言,正则表达式之类的概念与使用存在一定困难,等等。

面对新形势新情况,语料库建设应与时俱进,调整设计思想,重新定位设计理念,使语料库建设向精细化方向发展。其要点有三:

1. 重视网络安全,确保语料库正常运转与开放; 2. 语料库功能全面、强大,可以满足用户的多方面使用需求; 3. 语料库界面友好,操作简便,响应迅捷。例如语料检索应包括对字、词、短语、句的一般检索,对特殊句式、固定与半固定结构、复句、离合词“离”的用法等的特殊条件检索,词语搭配检索,按词性检索等。这样才能满足广大汉语学习者、教师、研究人员多方面的使用需求,发挥语料库应有的作用。

The first goal of the construction of a Chinese learner corpus is to contribute to Chinese education around the world. However, currently it is not possible to publish the corpus online due to data security issues.

If search functions are too simple, it is not always possible to search for specific interlanguage expressions. Furthermore, researchers in the humanities have difficulties with language processing. In such circumstances, it is necessary to improve and make more precise corpus construction methodology.

The three following issues are important. First, internet security must be prioritized and corpora must run smoothly before publication. Second, creators must produce more varied search functions, to answer the needs of many different users. Third, a fast and user-friendly design is important. For example, for searching in Chinese, one-character, phrase, simple sentences, complex sentences and collocation searches are desirable.

Only by meeting the three conditions above can corpora meet the diverse needs of learners, teachers and researchers of Chinese, and contribute to society.

A Comparative Study on CFL Teachers' and Learners' Perception of Corrective Feedback

Hong Gang JIN

Faculty of Arts and Humanities
University of Macau

In the past 20 years, second language acquisition research (SLA) has systematically investigated roles of corrective feedback (CF) in formal second language learning settings. Using empirical evidence from meta analyses, SLA empirical researchers are able to demonstrate with confidence ($d=.74$) that corrective feedback plays an important role in helping L2 learners notice the relationship between form and function and restructure incorrect rules. These studies are also able to pinpoint the effective sizes of different types of corrective feedback, with explicit feedback being the largest, $d=.84$, and self-correction a close second, $d=.83$, and recast being a distance third: $d=.53$ (Lyster and Saito, 2010). However, the above-mentioned results need to be further validated by examining the very process of how different types of corrective feedbacks are perceived, especially via two operationalized measures of CF identification and categorization by both L2 learners and L2 teachers.

In this presentation, I will report the results of four experiments, which investigate 91 teachers' and learners' perception towards corrective feedbacks in a formal Chinese as a foreign language (CFL) setting. The four studies included a survey, two behavioral studies, and one stimulated recall interview. The presentation will focus on three key points: 1. report on two groups' survey results on corrective feedbacks and compare them against the ones obtained from the behavioral studies in terms of the rate of CF identification and categorization; 2. present a comparative analysis between the learner and teacher groups on differences and similarities in their strategies and techniques in identifying and categorizing corrective feedbacks in order to infer their CF perception; and 3. discuss a possible linkage among three factors: corrective feedback perception, the noticing effect, and modified output in CFL development.

Hong Gang JIN Short Bio 2019

Hong Gang Jin is the Chair Professor of Applied Linguistics and the Dean of Faculty of Arts and Humanities at University of Macau, Macau SAR. Before joining the University of Macau in 2014, Hong Gang Jin served for 25 years in the Department of East Asian Languages and Literatures at Hamilton College, a top-ranked liberal arts institution in the US.

After receiving her master's and Ph.D. from the University of Illinois at Urbana-Champaign, Jin joined Hamilton College in 1989. Her primary research interests include cognition and language development, first and second language acquisition, learning theories, language and culture, input, interaction, and output analyses, foreign language education, and teacher development. In the last 28 years of her career, she has published 4 books on language acquisition and second language acquisition, 6 sets of textbooks for CFL learners, and more than 60 research articles in professional and referred journals on CFL related second language acquisition and learning theories. Jin has also been invited to keynote speeches and conducted numerous nation-wide workshops on teacher development in the US, Taiwan, Hong Kong, and Mainland China.

Jin is actively involved in the US national professional organizations and committees. She was on the board of directors of Chinese Language Teachers Association (CLTA) during 2002-2006 and was the president of CLTA during 2004-2005. In 2006, Jin was elected as President of National Council of Less Commonly Taught Languages (NCOLCTL). During 2008-2014, Jin was also appointed as chair of the AP Chinese development Committee by the College Board in the US.

Between 2007 to 2018, Jin received 6 major federal and private grants and 5 multi-year research grants, including the Henry Luce Foundation international studies grant, the Fulbright-Hays GPA funds in the US Department of Education for 2008-2011; 2012-2016, and 5 years of STARTALK grants from the US State Department to develop innovative programs in China and in the US. Her multi-year research grants are awarded in recent 4 years for her to engage in 3 major projects to investigate the neuro-cognitive processing and learning of 30 common constructions in L2 Chinese, English, Japanese, and Portuguese acquisition.

Jin was named the 1998 CASE National Outstanding Baccalaureate College Professor of the Year in the US. She also received Hamilton's 1963 Award of Teaching Excellence in 1996. Between 2008 to 2014, she headed the title of the William R. Kenan Professor for 6 years. In 2013 she was the recipient of NCOLCTL Walton Lifetime Achievement Award. In 2015, she was selected as the recipient of CLTA Lifetime Achievement Award.

The Production of Relative Clauses in L2 Chinese: A Corpus-based Study

Li-Ping CHANG

National Taiwan University

Acquisition of relative clauses (RCs) in second language has long been a popular research focus, in particular, to justify whether L2 learners' acquisition of RCs conforms to the Noun Phrase Accessibility Hierarchy (NPAH) (Keenan & Comrie 1977), which supposes that subject-RCs are the easiest to learn for their highest productivity and fewest errors. Early studies are mostly focused on Indo-European languages and majorly English.

This study adopted a corpus-based approach to uncover the learners' production of L2 Chinese RCs. In the typological view, we observe three different groups of data composed by English, Japanese, Korean, Vietnamese, Indonesian, and Spanish. By analyzing the data from the various aspects: a) types and positions of RCs, b) different proficiency levels of learners and c) learners' native languages, the statistical results show that no matter learners' L1s being left-branching, right-branching, or left-and-right branching, all lower proficiency learners produce more object-RCs than subject-RCs. The tendency of learners' production also shows that there is an overall increase in the use of subject-RCs while the learners' language proficiency improves. These results coincide with the Chinese L1's acquisition. We speculate that the dominant factor of the relative degree of difficulty in L2 Chinese RCs is word order, and object-RCs have the same word order of Chinese sentences, that is, SVO.

Abstracts for Invited Speech

International Corpus of Japanese as a Second Language and Applications

— 話すタスクと書くタスクに見る日本語のバリエーション —

Kumiko SAKODA

Hiroshima University/ NINJAL

In this presentation I will introduce the International corpus of Japanese as a second language (IJAS), which is currently under development, and use data contained in the corpus to explore the changes in language use by learners in speaking and writing tasks.

The data in IJAS was gathered between 2012 and 2016 through surveys conducted in 17 countries including Japan. Surveys conducted abroad collected data from Japanese learners with 12 different native languages. Data gathered inside Japan includes that from learners in both classroom and natural environments. The 12 native languages are English, Chinese, Korean, German, French, Spanish, Hungarian, Turkish, Russian, Thai, Vietnamese and Indonesian. The data includes storytelling, dialogue, role-play and picture description as speaking tasks, and story writing, emails and essays as writing tasks.

IJAS has the following characteristics.

1. It includes data from 1000 learners in and outside of Japan, as well as from 50 native Japanese speakers.
2. Learners with 12 different native languages have been selected, taking into account issues of language typology.
3. There are a total of seven tasks, including both audio (transcripts) and written compositions.
4. All learners have taken the same Japanese test and their scores are displayed.
5. In addition to test scores, information is also included about learners' academic history, family makeup, any time spent in Japan, and about their native language.

Currently, data has been released for 875 subjects, including 50 native speakers of Japanese. The complete set of data for 1050 subjects will be released by next March.

I will analyze the storytelling (speaking) task and story writing (writing) task carried out using a series of five pictures, observing variation among data taken from 180 learners of Japanese with 12 different native languages. Specifically, I pose the following two research questions: “Are there differences in the complexity and accuracy of linguistic expressions in learners' speech and writing, using the same materials?”, “Does the influence of native language affect complexity and accuracy among learners with different native languages?” I analyzed four grammatical items: passives, “-te shimau”, transitive/intransitive verb pairs, and particles. In particular, I focused on whether learners use passives or “-te shimau” for particular scenes in the five picture story, and on whether there was a difference between the spoken and written

tasks in the errors appearing related to transitive/intransitive verb pairs or particles.

In this presentation I will state the following points revealed by analysis of the data.

1. Passives and “-te shimau” tend to be used more frequently in the writing task than in the speaking task. A difference in tasks thereby leads to a difference in linguistic forms.
2. While errors in the speaking task concerning transitive/intransitive verb pairs and particles did on some occasions disappear in the writing task, there were also occasions where errors remained, or correct usage in the speaking task became erroneous in the writing task. Thus, it is not necessarily true that the writing task, in which learners had more time to think, led to more accurate language production.
3. A large difference was not observed cross-linguistically in error trends concerning transitive/intransitive verb pairs or particles. However, when data on passives and “-te shimau” is included, the current study’s results cannot determine whether or not there is an influence from native language.

In the writing task, in which there is more time to think than in the speaking task, greater use of passives and “-te shimau” was observed. This suggests that complexity may be affected by the type of task. On the other hand, errors concerning transitive/intransitive verb pairs and particles did not markedly decrease, suggesting that whether or not learners have time to think carefully does not affect their accuracy. In addition, no large affect from native language was observed, and this issue must be left for further research.

Neuroscience Perspectives on Second Language Processing, Learning, and Communication

Hyeonjeong JEONG

Graduate School of International Cultural Studies, Tohoku University
Department of Human Brain Science, IDAC, Tohoku University

In the rapidly changing global society, learning one more foreign language is quite an important task to adapt to a new environment. Understanding the cognitive mechanism of L2 acquisition is a fundamental issue in L2 acquisition. Although many previous behavior studies in the second language acquisition field have provided indirect evidence about cognitive mechanisms of L2, the approach of different disciplines, such as neuroscience, to the same question will deepen our understanding. In this talk, I will introduce my empirical studies using neuroscience methods to answer the questions which are frequently raised and discuss the importance of interdisciplinary perspectives of language processing and acquisition. I will provide three exemplary studies that combined the cognitive neuroscience method in different fields, such as linguistics, psychology, and education. The first example is a series of studies I investigated on sentence processing from a linguistics perspective. How do linguistic similarities and differences between first language and second language influence brain activation? In the second example, I will go over a series of studies from a psychological perspective. In these studies, I investigated whether learning through an enriched environment such as social context or social interaction improves the L2 skill. The third piece of research is a unique study I conducted with a team of educational researchers. In this study, I examined how different types of communication (i.e., face-to-face vs. computer-mediated) influences brain mechanisms during second-language communication. Through this talk, I hope to demonstrate that neuroscience is a worthwhile method to deepen our understanding of the cognitive mechanism of L2 and to foster new approaches in second-language acquisition research.

Dialogic Language Assessment for Japanese as a Second Language

Yukie KOBAYASHI

Tokyo University of Foreign Studies

DLA has the following two purposes. (1) Gain awareness of children's Academic Language Proficiency, and explore the possibility of them participating in regular classes; (2) Obtain hints for supporting their study.

The target group for DLA are children who can engage in everyday conversation but struggle with the school curriculum. Recently, as parents or guardians are staying in Japan for increasing lengths of time, the numbers of children born in Japan or born in international marriages are increasing. Among this group, there are some children who have been identified as needing Japanese language support, but whose conversational ability has been overlooked.

DLA operates using a one on one dialogic format. This is because we consider each learner to have a different background and different abilities that cannot be measured using a single written test. DLA uses children's conversation skills, which are quickest to develop, to bring out their latent abilities.

With DLA, children who get drowned out in a group can speak one on one. This provides them with "learning opportunities". Acknowledging, waiting and praising are important when using DLA to converse with children. This can increase their eagerness and interest in learning.

How to Recover from Dialogue Breakdown: A Comparison of Chinese L2 Students and Conversational AI

Kazuko SUNAOKA

School of Political Science and Economics
Waseda University

Today, the development of Artificial Intelligent language technologies in such forms as Automatic speech recognition, Machine translation and Conversational AI(Chabot and Voice Assistants)is accelerating.

This presentation focuses on the conversational proficiency of non-native speakers (NNS) and AI language tools, by analyzing a real corpus of long-distance group discussions between Chinese L2 students and Chinese native speakers (NS).

Google Speech-to-Text Translate (GSTT) App is one of the most advanced language technologies, and has also been used in conversational AI. We used GSTT to simulate Conversational AI, then compared Chinese L2 students and GSTT to find the types of errors made by each, and how they recover after dialogue breaks down in conversation. According to a preliminary analysis, the differences between NNS and Machine Translation can be summarized in the three points below.

- (1) Both channel and signal levels significantly decreased with GSTT, and it struggled to recognize context for multi-channel or emotional speech, which lead to the first errors of dialogue breakdown. In contrast, Chinese L2 students excel at attention and long span memory, and rarely ignore the other participant's utterances or questions.
- (2) GSTT lacks native-like fluency, which leads to machine dialogue system breakdown in discussion. Chinese L2 students make the same kinds of mistakes in their pronunciation, word usage and grammar. However they can make themselves understood through peer-to-peer interaction and relationships, which allow conversations to continue smoothly.
- (3) Social errors by the machine system lead to fatal errors in dialogue. In contrast, Chinese L2 students make good use of social strategies, which can avoid dialogue breakdown in discussion.

We believe Second Language Acquisition and Corpus Linguistics will have to focus on how AI language technologies will pervade throughout society, how L2 learners and teachers will become familiar with them, and the kinds of problems that may occur as the capabilities of AI technologies develop. It is necessary to design new educational theories and institutions for the design of human-machine dialogue mechanisms.

Abstracts for Research Presentation

English Learner Dialogue Corpus and Applications

Keiko MOCHIZUKI, Laurence NEWBERY-PAYTON, ZHANG Zheng, Kaoru IMAI,
Yuri AMANO, Kana SHIMOTORI, Tomohito NAKANO, Maksim TIKHONENKO,
Masaki MURAI, Yuna YAMAMOTO

(Tokyo University of Foreign Studies)

With the imminent changes to the system of university entrance exams in Japan, there is an urgent need for high schools to prepare their students for examination in productive language skills. This represents a significant shift in the balance of skills demanded of students, and high schools do not necessarily have the resources to provide students' with more opportunities to practice speaking English.

This presentation introduces a project undertaken at Tokyo University of Studies which aims to provide a new model for English education in high schools across Japan. As of Fall 2018, long-distance English conversation classes are being provided to connect students at high schools in Nagano Prefecture and Tokushima Prefecture with teachers in the Philippines. Lesson materials, produced at Tokyo University of Foreign Studies, have been designed to maximize students' language production.

Lessons are recorded and the audiovisual data will form the basis of an English learner dialogue corpus. Based on existing methodology, transcriptions will be made of participants' linguistic and non-linguistic production, then text data will be tagged to enable longitudinal research to be conducted regarding the nature of students' English and the extent of any improvements over the course of the two year project.

Recurrent Adult English Education Using ICT

Naomi YAJIMA, Yurie KAWANO
(Lingua House Institute for Education)

Yoshihiro MOCHIZUKI
(Yokohama City University)

This presentation considers how to use ICT to prepare a graduate student at a medical university who is weak in English for TOEIC, the test of English proficiency essential for business workers and students in Japan. It presents a case study and raises issues and goals for the future.

TOEIC was developed by ETS, famous for TOEFL and other tests, at the request of the Japanese government. It mainly tests listening and reading, and measures understanding of spoken and written English in business and everyday situations. In other words, it tests passive skills, and is hardly used outside of Japan. University entrance exams are similar. As a result, writing and speaking skills have not been focused on in Japanese junior and senior high schools.

The target for workers in Japanese companies is a TOEIC score of 650. However, the current average is 400.

This presentation will introduce a case study of a graduate student at a medical university with a TOEIC score of 400, and presents how adults who struggle with English can increase their motivation through individual online listening support.

Exploring ICT English Speaking Education

Mie HOSHIZAWA

(Sankei Human Learning Co.,Ltd.)

Sankei Human Learning provides English conversation services to individuals, companies and educational institutions. This presentation will report on insights gained from conducting English education for businesspeople, who make up more than 60% of our customer base.

In addition to conventional English conversation services where we provide learners opportunities to converse with English speakers, we have also initiated an English Learning Support Program, in which Japanese staff at Sankei Human Learning give advice to participants about study content and monitor their progress. The presentation will introduce the program content, the characteristics and goals of participants and the results of the program thus far. In addition, it will describe issues and aspirations for the spread of English education using ICT, from the perspective of a private provider.

Exploring Japanese as a Lingua Franca through Long Distance Education

Noboru OYANAGI, Yukie KOBAYASHI,
Keiko MOCHIZUKI, Kana SHIMOTORI

Tokyo University of Foreign Studies

Along with the decrease in labor available, Japan is increasing intake of foreign workers. In addition, most foreign students in Japan stay to work. An issue facing this new Japanese society is to research “Japanese as a lingua franca” and show how to ensure smooth communication in the workplace, schools and wider society.

This presentation will introduce the two following examples.

The first is an analysis of audio from a series of group discussions led from Tokyo University of Foreign Studies with Melbourne University, Tam Kang University in Taiwan, and Fuzhou University, with a group of Japanese learners, a group of Japanese learners and Japanese native speakers, and a group of Japanese native speakers.

The second is analysis of video from advanced level Japanese classes conducted at Tokyo University of Foreign Studies with students from Brazil of Japanese heritage, as well as Belarus, South Korea and Taiwan.

Third, comments will be given about how to process these kinds of video and discourse data.

The Acquisition of English Noun Phrases by Chinese and Japanese Learners: A Learner Corpus-Based Study

Laurence NEWBERY-PAYTON

Tokyo University of Foreign Studies

This presentation attempts to gain insights into the acquisition of English noun phrases by learners whose first language is either Chinese or Japanese through analysis of a learner corpus. The data in question is drawn from a translation task in which learners at universities in China and Japan translated an identical text from their native language into English. Essays have been corrected by native English speakers and relevant errors extracted for analysis.

The current presentation focuses on errors concerning use of the English preposition “*of*”. The working hypothesis is that there will be qualitative and quantitative differences in errors involving “*of*” as a result of the different characteristics of noun phrases in Chinese and Japanese. Thus, there is the potential for the native language of learners to affect the types and numbers of errors they make when translating into English. In particular, analysis of the source text suggests a link between learners’ use or non-use of “*of*” and the acceptability of “*no*” (in Japanese) or “*de*” (in Chinese), and with the presence or absence of adpositions encoding temporal and/or spatial information in each language.

The Construction of A Chinese Language Error Corpus

Yaming SHEN, ZHANG Zheng, Keiko MOCHIZUKI

Tokyo University of Foreign Studies

The purposes of constructing the Learners' Error Corpora can be divided into two categories. The first is to discover the errors made by advanced-level learners since we assume that these errors reflect grammatical difficulties, significant differences in conceptual representation between the target language and the native language, and a different focus of representation despite relatively easy sentence structures. We believe that lexical/syntactic areas that are difficult to learn are caused by cases where the natural language system itself is difficult and where translation is difficult due to negative transfer. Clarifying these differences will lead to improvements in language teaching materials.

The second purpose of the research is to obtain new findings for comparative linguistics. The error analysis of cross-linguistic learners' corpora will enable us to distinguish language-specific error types based on the learners' native language and universal error types which occur regardless of the learners' native languages. Distinguishing these two features will also lead to the improvement of language teaching methodologies, especially those based on comparative perspectives between the learners' native language and the target language.

Chinese Learner Corpus and Applications: The Acquisition of Completive Aspect

ZHANG Zheng

Tokyo University of Foreign Studies

The objective of this research is to examine the acquisition of Chinese ‘verb- resultative complement’ compound verbs which refers to a completive aspect through comparison with Japanese compound verbs. Compound verbs occupy an important position in both the Japanese and Chinese lexicon and are highly productive. However, Japanese learners of Chinese show notable nonuse of compound verbs in their production. This phenomenon correlates with the nonuse of compound verbs by Chinese learners of Japanese. It is difficult for Japanese learners to acquire Chinese compound verbs, and likewise difficult for Chinese learners to acquire Japanese compound verbs.

We compare the characteristics of Japanese compound verbs with those of Chinese compound verbs, from the perspectives of the correlation between syntactic and lexical structure, and historical change, to find the differences in word formation. Because of the differences in word formation, it is hard for Japanese learners of Chinese to acquire Chinese compound verbs.

Language Control in The Brain: Chinese-Japanese Bilinguals

Ming-Che HSIEH

Graduate School of International Cultural Studies, Tohoku University

This study will discuss bilingual word recognition from neurolinguistics perspectives (Hsieh et al., 2017). Participants are late Chinese (L1)-Japanese (L2) bilinguals and Japanese monolinguals. The following types of words are applied to this study: (1) Interlingual homographs (IH) carrying the identical form but different meanings between languages (e.g. 汽車 means “train” in Japanese, but it means “car” in Chinese), (2) Cognates (CO) carrying the identical form and meaning between languages (e.g. 銀行 means “bank” in both Chinese and Japanese), (3) Control words in either Chinese (CC) or Japanese (JC), and (4) Pseudowords (PW). In the recognition of L1, compared with CCs, bilinguals spend longer time when recognizing IHs ($t = 5.50$, $p < 0.001$). This phenomenon cannot be observed from monolinguals. Brain imaging results further indicate that bilinguals make use of language control areas, such as left inferior frontal gyrus (LIFG) and left supplementary motor area (SMA), to process IH. On the other hand, although COs carry the identical form and meaning between languages, bilinguals still rely on LIFG and SMA to process them in L2. To summarize, these results suggest bilinguals’ two languages compete with each other during word recognition, it is necessary for bilinguals to rely on language control areas to select the relevant language when recognizing words.

Reference

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Neural Correlates of Pragmatic Knowledge in First and Second Languages: Focusing on Japanese Honorific Expressions

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Pragmatic knowledge reflects how socioculturally determined conventions are integrated with linguistic expressions during social communication (Mey, 2001). Although previous neuroimaging studies have investigated the cross-linguistic influence on the second language (L2) processing (Jeong et al., 2007), it remains unknown whether linguistic differences have an impact on L2 pragmatic knowledge processing. This functional magnetic resonance imaging (fMRI) study investigated how Chinese learners of Japanese process the pragmatic knowledge of Japanese honorifics that is linguistically different from Chinese. In Japanese, the honorific expressions are called grammaticalized or sociocultural verb agreement honorifics, which requires the speakers of lower social status to apply the inflected verb forms (i.e., honorific or humble) toward the interlocutors of higher social status. In contrast, the Chinese language does not have the verb inflection system to express honorifics.

We recruited 31 Chinese learners of Japanese (i.e., Chinese group) and 33 native speakers of Japanese (i.e., Japanese group) performed a socio-pragmatic judgment task containing auditory sentences accompanied with two images of the interlocutors (i.e., student vs. professor; office worker vs. president). The auditory sentences contained conventional and unconventional expressions by the interlocutors of both lower and higher social status. The lower social status speakers' expressions required a distinction between honorific and humble forms, but the higher social status speakers' expressions did not.

For both groups, that the conventional expressions showed greater activation in the bilateral anterior temporal lobe (ATL) than unconventional expressions did. The anterior temporal lobe may be involved in the integration of linguistic expressions and knowledge of sociocultural conventions irrespective of language proficiency. For the expressions by the speakers of lower social status (i.e., sociocultural-agreement expressions), greater activation in the left inferior frontal gyrus (LIFG) were observed in the Japanese group, but not in the Chinese group. This result suggests that LIFG is proactively involved in accessing sociocultural verb-agreement expressions with respect to syntactic rule in the L1 processing. However, these sociocultural verb-agreement rule may not be readily accessible for L2 speakers due to the cross-linguistic differences.

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