



Studies in Second Language Learning and Teaching

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz
<http://www.sslt.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: Anna Mystkowska-Wiertelak (Adam Mickiewicz University, Kalisz)

Assistant to the Editor: Edyta Olejarczuk (Poznań University of Technology)

Language Editor: Melanie Ellis (Pedagogical University of Cracow)

Vol. 6 No. 3 September 2016

Editorial Board:

Larissa Aronin (Oranim Academic College of Education, Trinity College, Dublin)

Helen Basturkmen (University of Auckland)

Adriana Biedroń (Pomeranian University, Słupsk)

Simon Borg (University of Leeds)

Anne Burns (Aston University, Birmingham, University of New South Wales, Sydney)

Anna Cieślicka (Texas A&M International University, Laredo)

Kata Csiszér (Eötvös University, Budapest)

Maria Dakowska (University of Warsaw)

Robert DeKeyser (University of Maryland)

Jean-Marc Dewaele (Birkbeck College, University of London)

Zoltán Dörnyei (University of Nottingham)

Krystyna Drożdżal-Szelest (Adam Mickiewicz University, Poznań)

Rod Ellis (University of Auckland)

Danuta Gabrys-Barker (University of Silesia)

Carol Griffiths (Fatih University, Istanbul)

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)

Sarah Mercer (University of Graz)

Anna Michońska-Stadnik (University of Wrocław)

Anna Nizegorodcew (Jagiellonian University, Kraków)

Bonny Norton (University of British Columbia)

Terrence Odlin (Ohio State University)

Rebecca Oxford (University of Maryland)

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)

Norbert Schmitt (University of Nottingham)

Michael Sharwood Smith (Heriot-Watt University, Edinburgh)

Linda Shockey (University of Reading)

Teresa Siek-Piskozub (Adam Mickiewicz University, Poznań)

David Singleton (University of Pannonia, Trinity College, Dublin)

Włodzimierz Sobkowiak (Adam Mickiewicz University, Poznań)

Merrill Swain (Ontario Institute for Studies in Education, University of Toronto)

Elaine Tarone (University of Minnesota)

Ewa Waniek-Klimczak (University of Łódź)

Stuart Webb (University of Western Ontario)

Maria Wysocka (University of Silesia)

KALISZ – POZNAŃ 2016

EDITOR:
Mirostaw Pawlak

ASSISTANTS TO THE EDITOR:
Jakub Bielak
Anna Mystkowska-Wiertelak
Edyta Olejarczuk

Articles are licensed under the Creative Commons Attribution 4.0 International (CC BY 4.0)



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:

- Directory of Open Access Journals (DOAJ)
- 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
- EBSCO
- Linguistic Abstracts
- InfobaseIndex
- WorldCat (OCLC)

Efforts are being made to have *Studies in Second Language Learning and Teaching* listed by 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

Volume 6, Number 3, September 2016

<http://www.sslt.amu.edu.pl>

Contents

Notes on Contributors 371

Editorial 375

Articles:

Diane Larsen-Freeman – *Classroom-oriented research from a complex systems perspective*..... 377

Adriana Biedroń, Mirosław Pawlak – *The interface between research on individual difference variables and teaching practice: The case of cognitive factors and personality*..... 395

Ali H. Al-Hoorie – *Unconscious motivation. Part I: Implicit attitudes toward L2 speakers*..... 423

Julie Dearden, Ernesto Macaro – *Higher education teachers' attitudes towards English medium instruction: A three-country comparison* 455

Paola Vettorel, Sara Corrizzato – *Fostering awareness of the pedagogical implications of World Englishes and ELF in teacher education in Italy* ... 487

Hien Hoang, Frank Boers – *Re-telling a story in a second language: How well do adult learners mine an input text for multiword expressions?*... 513

Book Reviews:

Adriana Biedroń – Review of Zhisheng (Edward) Wen's *Working memory and second language learning. Towards an integrated approach*..... 537

Danuta Gabryś-Barker – Review of Peter D. MacIntyre, Tammy Gregersen, Sarah Mercer's *Positive psychology in second language acquisition*..... 541

Notes to Contributors 547



Studies in Second Language Learning and Teaching

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

Notes on Contributors

Ali H. Al-Hoorie is a Lecturer at the English Language Institute, Jubail Industrial College, Saudi Arabia. His research interests include motivation theory, research methodology, and complexity. He is currently a doctoral candidate at Nottingham University working under the supervision of Professors Zoltán Dörnyei and Norbert Schmitt. He also holds an MA in social science data analysis from Essex University.

Contact data: P.O. Box 10099, the English Language Institute, Jubail Industrial College, Jubail Industrial City 31961, Kingdom of Saudi Arabia (hoorie_a@jic.edu.sa)

Adriana Biedroń received her doctoral and postdoctoral degrees in applied linguistics from Adam Mickiewicz University in Poznań, Poland in 2003 and 2013, respectively. She is Professor at the English Philology Department at the Pomeranian University in Słupsk, Poland and Koszalin University of Technology, Poland. Her fields of interest include applied psycholinguistics and second language acquisition theory. Her research focuses on individual differences in SLA, in particular foreign language aptitude and cognitive and personality factors in gifted L2 learners. Her most recent publications are: "Neurology of Foreign Language Aptitude" (2015, *Studies in Second Language Learning and Teaching*) and "New Conceptualizations of Linguistic Giftedness" (co-authored with M. Pawlak, 2016, *Language Teaching*).

Contact data: English Philology Department, Pomeranian University in Słupsk, Arciszewskiego 22A, 76-200, Poland (adriana.biedron@apsl.edu.pl)

Frank Boers is Associate Professor of Applied Linguistics at Victoria University of Wellington, New Zealand. Most of his recent research concerns second language vocabulary acquisition, including applications of tenets of cognitive linguistics to the teaching of multiword expressions. He is currently co-editor of the journal *Language Teaching Research*.

Contact data: Victoria University of Wellington, School of Linguistics and Applied Language Studies, PO Box 600, Wellington 6140, New Zealand (frank.boers@vuw.ac.nz)

Sara Corrizzato received a PhD in English linguistics from the University of Verona, Italy in 2012. Her research interests include ELF and teacher education. Among her publications there are *Spike Lee's Bamboozled: A Contrastive Analysis of Compliments and Insults from English to Italian* (2015, Cambridge Scholars Publishing) and "World Englishes and ELF in ELT Textbooks: How is Plurality Represented?" (co-authored with P. Vettorel, 2012, in: R. Facchinetti (Ed.), *A Cultural Journey Through the English Lexicon*, Cambridge Scholars). She has been awarded a postdoctoral research fellowship at the Department of Foreign Languages and Literatures (University of Verona) to investigate FL trainee teachers' perception of WE and ELF and their implications for teaching practices.

Contact data: University of Verona, Department of Foreign Languages and Literatures, Via Lungadige di Porta Vittoria 41, 37129 Verona, Italy (sara.corrizzato@univr.it)

Julie Dearden is a member of the applied linguistics research group and teaches the English language teaching module on the MSc course in applied linguistics and second language acquisition (ALSLA). As Senior Research and Development Fellow in English medium instruction (EMI), Julie manages EMI Oxford, a centre for research and development in English medium instruction which was established in March 2014. Julie has a particular interest in the global shift from English being learnt and taught as a "foreign" language to English being used as a medium of instruction for other academic subjects such as business, geography, science and maths. Julie conducts research into EMI and develops and teaches professional development courses for EMI teachers and lecturers as well as for English language teachers.

Contact data: Department of Education, 15 Norham Gardens, University of Oxford, Oxford, England (julie.dearden@education.ox.ac.uk)

Danuta Gabryś-Barker is Professor of English at the University of Silesia, Katowice, Poland, where she lectures and supervises MA and PhD theses in applied linguistics, psycholinguistics and especially in second language acquisition and multilingualism. She has published approximately 150 articles and the books *Aspects of Multilingual Storage, Processing and Retrieval* (2005, University of Silesia Press) and *Reflectivity in Pre-service Teacher Education* (2012, University of Silesia Press). She has also edited 11 volumes, among others for *Multilingual Matters*, Springer and the University of Silesia Press. Professor Gabryś-Barker has been the editor-in-chief of the *International Journal of Multilingualism* (Taylor & Francis/Routledge) since 2010 (with Professor Eva Vetter) and the co-founder and the editor-in-chief of the journal *Theory and Practice of Second Language Acquisition* (University of Silesia Press) since 2015 (with Professor Adam Wojtaszek).

Contact data: Uniwersytet Śląski, Instytut Języka Angielskiego, ul. Gen. Grot-Roweckiego 5, 41-205 Sosnowiec, Poland (danuta.gabrys@gmail.com)

Hien Hoang is a Lecturer of English at Quy Nhon University, Vietnam. Her primary areas of interest are instructed L2 acquisition, with a special focus on intervention studies on phraseology and language assessment. She holds an MA degree in applied linguistics from Victoria University of Wellington, New Zealand.

Contact data: Quy Nhon University, 170 An Duong Vuong Street, Quy Nhon City, Binh Dinh Province, 820000, Vietnam (hoangthithuhien@qnu.edu.vn)

Diane Larsen-Freeman, PhD in linguistics from the University of Michigan, is Professor Emerita at the University of Michigan, Ann Arbor, where she was a faculty member and Director of the English Language Institute. She is also Professor Emerita at the SIT Graduate Institute, where she was on the faculty from 1978 to 2002. She has been a Visiting Senior Fellow at the University of Pennsylvania for the past five years and will return for a sixth this coming year.

Contact data: University of Michigan, 610 E. University Avenue, Ann Arbor, Michigan, 48109, USA (dianelf@umich.edu)

Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford where he is Director of the Centre for Research and Development in English Medium Instruction (EMI Oxford). He teaches on the Masters in Applied Linguistics and on the Teacher Education Program. His research focuses on second language learning strategies and on the interaction between teachers and learners in second language classrooms or in classrooms where English is the medium of instruction.

Contact data: Department of Education, 15 Norham Gardens, University of Oxford, Oxford, England (ernesto.macaro@education.ox.ac.uk)

Mirosław Pawlak, Professor of English at the Faculty of Philology, State University of Applied Sciences, Konin, Poland; and the Department of English Studies, Faculty of Pedagogy and Fine Arts in Kalisz, Adam Mickiewicz University, Kalisz, Poland. He received his doctoral and post-doctoral degrees as well as his full professorship from Adam Mickiewicz University in Poznań. His main areas of interest are SLA theory and research, form-focused instruction, corrective feedback, classroom discourse, learner autonomy, learning strategies, grammar learning strategies, motivation, willingness to communicate and pronunciation teaching. His recent publications include *The Place of Form-focused Instruction in the Foreign Language Classroom* (2006, Adam Mickiewicz University Press), *Production-oriented and Comprehension-Based Grammar Teaching in the Foreign Language Classroom* (co-authored with Anna Mystkowska-Wiertelak, 2012, Springer), *Error Correction in the Foreign Language Classroom: Reconsidering the Issues* (2014, Springer), *Applying Cognitive Grammar in the Foreign*

Language Classroom: Teaching English Tense and Aspect (co-authored with Jakub Bielak, 2013, Springer), 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 journals *Studies in Second Language Learning and Teaching* (www.sllt.amu.edu.pl), *Konin Language Studies* (<http://www.ksj.pwsz.konin.edu.pl/?lang=en>), 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 data: Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Nowy Świat 28-30, 62-800 Kalisz, Poland (pawlakmi@amu.edu.pl)

Paola Vettorel is Assistant Professor in the Department of Foreign Languages and Literatures, University of Verona, Italy. Her main research interests include ELF and its implications for ELT. Her recent publications include: *ELF in Wider Networking: Blogging practices* (2014, Mouton de Gruyter); *New Frontiers in Teaching and Learning English* (Ed., 2015, Cambridge Scholars); "Promoting Awareness of Englishes and ELF in the English Language Classroom" (co-authored with L. Lopriore, 2015, in: H. Bowles & A. Cogo (Eds.), *International Perspectives on English as a Lingua Franca: Pedagogical Insights*, Palgrave/Macmillan); and "WE- and ELF-informed Classroom Practices: Proposals From a Pre-service Teacher Education Programme in Italy" (2016, *Journal of English as a Lingua Franca*).

Contact data: University of Verona, Department of Foreign Languages and Literatures, Via Lungadige di Porta Vittoria 41, 37129 Verona, Italy (paola.vettorel@univr.it)