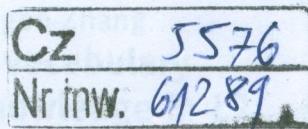


Contents

Research Articles



Yunjeong Choi and Dongbo Zhang

The relative role of vocabulary and grammatical knowledge in L2 reading comprehension: a systematic review of literature — 1

Somaye Piri, Reza Pishghadam and Zohreh Eslami Rasekh

New models of L2 achievement based on EFL learners' joint attention and their emotional, social, and cultural capitals — 31

Moafian Fatemeh, Yazdi Naji and Sarani Abdulah

A gendered study of refusal of request speech act in the three languages of Persian, English and Balouchi: a within language study — 55

Lars Fant, Inge Bartning and Rakel Österberg

The left and right periphery in native and non-native speech – A comparative study between French L1/L2, Spanish L1/L2 and Swedish L1 — 87

Inclusion of part-borders in the study of native and non-native production, interpretation and assessment: some considerations for future research are suggested.

Keywords: speech act, periphery, grammatical knowledge, reading comprehension, systematic literature review

Reading comprehension is a consecutive process whereby the reader creates a mental representation of the meaning of a text while multiple factors – text, reader, and activity – interact (ALRD Reading Study Group 2003). In this process, the reader first decodes word meanings, integrates partial symbolic interpretation, and builds local and global coherence (i.e., the *bottom-up* model; Van Dijk and Kintsch 1983). This is followed by connecting the inter-sentential information from the text with the reader's relevant prior knowledge, which allows deeper comprehension (i.e., the *top-down* model; Van Dijk and

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Dongbo Zhang, University of Texas at El Paso, El Paso, Texas, USA

2021 KCz. 207

Contents

Interaction between type of form-focused instruction, type of morphosyntactic form, and type of language knowledge — 121

Majid Ghorbani

Interactions between type of form-focused instruction, type of morphosyntactic form, and type of language knowledge — 121

James H. Yang

The TRAP-BATH split in RP: A linguistic index for English learners — 153

Senyung Lee

L1 transfer, proficiency, and the recognition of L2 verb-noun collocations: A perspective from three languages — 181

Jessie Barrot and Mari Karen Gabinete

Complexity, accuracy, and fluency in the argumentative writing of ESL and EFL learners — 209

Ehsan Rassaei

Effects of dynamic and non-dynamic corrective feedback on EFL writing accuracy during dyadic and small group interactions — 233

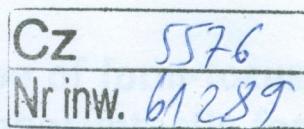
Xiaoyan Zeng, Yasuhiro Shirai and Xiaoxiang Chen

Universals and transfer in the acquisition of the progressive aspect: Evidence from L1 Chinese, German, and Spanish learners' use of the progressive *-ing* in spoken English — 267

1. Introduction

Reinacted L2 acquisition research indicates that the efficiency of L2 interactions depends on various moderating variables (see Crystal and Fletcher 2007; Kormos and Ortega 2007), including the level of instructional support provided, type of L1 learner involved (considering other gender, age, proficiency, L1, each type of linguistic structures learned, and type of L2 knowledge tapped (Gelabert 1992;

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Contents

Research Articles

Yih-Lan Chen, Hsing-Fu Cheng, Hui-Wen Tang and Chaochang Wang
The roles of English varieties and L2 motivation in English learners' willingness to communicate in the internationalization at home (IAH) context — 293

Phung Dao

Effects of task goal orientation on learner engagement in task performance — 315

Marta Marecka, Agnieszka Otwinowska and Anna Jelec

Standardized and tailor-made tests probe different factors influencing the acquisition of second language vocabulary by children — 335

Darcy Sperlich, Jaiho Leem and Eui-Jeen Ahn

Explicit and implicit dimensions of sociopragmatic and pragmalinguistic competence — 369

Maria Angeles Hidalgo

Differences in the task-supported negotiations of younger and older EFL children: From repair into prevention — 395

Ferran Suñer and Jörg Roche

Embodiment in concept-based L2 grammar teaching: The case of German light verb constructions — 421

1 Introduction

Given the context of globalization, a common language, often English, in use for communicating across national and cultural entities, will become necessary.

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Cz 5576
Nr inw. 61289

Contents

Research Articles

Ming-Fang Lin, Miao-Hsia Chang and Yu-Fang Wang
"How Dare You Have Another Relationship!": An analysis of cross-cultural and interlanguage corrections — 449

Meghann M. Peace
Noticing without negotiation?: What L2 Spanish learners report hearing in peer-produced language — 491

Matthew E. Poehner and Michelle L. Pasterick
A Vygotskian approach to mediating learner intercultural competence during study abroad — 517

Gavin Bui
Influence of learners' prior knowledge, L2 proficiency and pre-task planning on L2 lexical complexity — 543

Elissa Allaw
A learner corpus analysis: Effects of task complexity, task type, and L1 & L2 similarity on propositional and linguistic complexity — 569

Anas Awwad and Rashed Alhamad
Online task planning and L2 oral fluency: does manipulating time pressure affect fluency in L2 monologic oral narratives? — 605

Communicative competence is an important issue in language learning (Doughty and Skeat 1980; Savignon 2017). It enables a person to interact with other speakers and to negotiate meaning spontaneously. Without this competence, one would often encounter communication breakdown (Ils 2007) or become

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