

Announcements and Grant Programs

Recipient of Outstanding Article of the Year in *Language Learning*

The members of the Board of Directors of *Language Learning* are pleased to continue our annual award for the article that the Board members consider to be the most outstanding among those published in the previous year's volume of the journal. For Volume 66 in 2016, we are delighted to grant this award to:

Schepens, J. J., van der Slik, F., & van Hout, R. (2016). L1 and L2 distance effects in learning L3 Dutch. *Language Learning*, 66, 224–256. <https://doi.org/10.1111/lang.12150>

This study is unique in many respects. It addresses two problems of great current relevance: whether language distance can explain the amount of effort needed to achieve a high level of global speaking proficiency in a target language, and whether multilinguals are better at language learning than monolinguals in a gradual, additive sense or in a multiplicative sense. The data include the scores of 39,300 multilingual test-takers on a high-stakes test of Dutch speaking proficiency collected over a 15-year period. The database is remarkable not only in terms of its size, but also because it (a) involves a direct measure of global speaking proficiency indexed to the highly interpretable European CEFR proficiency scale, (b) includes multilingual learners of Dutch from 56 L1 backgrounds and 35 L2 backgrounds, and (c) includes additional useful information about the learners' language and educational histories. The study's analysis is also impressive. To perform their analyses, the researchers developed rigorous methods of assessing crosslinguistic lexical and morphological similarity and performed sophisticated analyses of these effects in L3 learning. The statistical power of the design is compelling, and the results are interesting and persuasively differentiate between several existing theories of transfer.

Grants Awarded for 2017

The Board of Directors of *Language Learning* takes great pleasure in announcing the following recipients of grants for 2017 as well as the continuation of these granting programs for 2018 under the terms and conditions described

below. Please send all new applications for, and inquiries about, these grants in electronic form via e-mail to Scott Jarvis, Executive Director, *Language Learning*, scott.jarvis@utah.edu.

Language Learning Early Career Research Grant Recipients for 2017

- Peter De Costa, Michigan State University, “Intersecting identities and communicative practices: A connective ethnographic case study of undergraduate international students”
- Rebecca Frost, Lancaster University, “Practice shapes language processing”
- Aline Godfroid, Michigan State University, “Measuring implicit and explicit L2 knowledge: Synthesizing 12 years of research”
- Sarah Grey, Fordham University, “Electrophysiology of late-learned language: A within-subjects view”
- Yu-Cheng Lin, The University of Texas Rio Grande Valley, “Psycholinguistic units in bilingual spoken word recognition: A visual world study”
- Nausica Marcos Miguel, Denison University, “Analyzing vocabulary acquisition in upper-level Spanish L2 content courses”
- Charles Nagle, Iowa State University, “Do individual differences in phonetic aptitude predict pronunciation development?”
- Ruslan Suvorov, University of Hawai’i, “Exploring language learners’ test-taking strategies for 4-option multiple-choice vs. 4-option true-false items: Evidence from eye tracking and cued retrospective reporting”

Language Learning Roundtable Conferences Awarded for 2017

- Ian Cunnings and Christos Pliatsikas, University of Reading, conveners, for “Nativelike Attainment in Second Language Acquisition: How and When?” held at the annual meeting of the European Second Language Association, August 30–September 2, 2017.
- Eva Dabrowska, Northumbria University, and Sible Andringa, University of Amsterdam, conveners, for “Individual Differences in Language Attainment and their Cause,” *Language Learning Currents* Symposium held at the International Symposium on Bilingualism, University of Limerick, Ireland, June 11–15, 2017.
- Magdalena Wrembel, Adam Mickiewicz University in Poznań, convener, for “Evidence in Multilingual Research,” held in the Faculty of English at Adam Mickiewicz University in Poznań, Poland, May 6–7, 2017.
- Hansun Zhang Waring, Teachers College, Columbia University, and John Hellermann, Portland State University, conveners, for “Applied Linguistics and Conversation Analysis: Ways of Problematizing the Monolingual

Standard,” held at the annual meeting of the Association for Applied Linguistics in Portland, Oregon, March 18–21, 2017.

Language Learning Dissertation Grants Awarded in 2017

- Taylor Anne Barriuso, University of Utah, USA
- Eunjin Chun, University of Florida, USA
- Amy Bustin, Florida State University, USA
- Allison Caras, Georgetown University, USA
- William Choi, University of Hong Kong, China
- Lauren Covey, University of Kansas, USA
- Natalia Curto Garcia, Georgetown University, USA
- Hiroki Fujita, University of Reading, UK
- Romy Ghanem, Northern Arizona University, USA
- Laura Hamman, University of Wisconsin Madison, USA
- Andrew Lee, McGill University, Canada
- Shinhye Lee, Michigan State University, USA
- Man Li, University of Maryland, USA
- Mei-Lan Mamode, University of Toronto, Canada
- Sara Mason, University of Illinois Urbana-Champaign, USA
- Marc Matthews, University of Florida, USA
- Kimberly Morris, University of California Davis, USA
- Saerhim Oh, Columbia University, USA
- Michelle Perdomo, University of Florida, USA
- Rebecca Pozzi, University of California Davis, USA
- Anastasia Sorokina, Temple University, USA
- Hui Sun, Birkbeck College, UK

Grant Programs for 2018

The Board of Directors of *Language Learning* is pleased to announce the continuation of our four granting programs for 2018 under the terms and conditions described below. All new applications for, and inquiries about, any of the four grant programs should be sent in electronic form via e-mail to Scott Jarvis, Executive Director, *Language Learning*, scott.jarvis@utah.edu.

The names and host institutions of recipients of all *Language Learning* grants are published annually in the September issue (number 3) of the journal. No currently acting member of the Board of *Language Learning*, its officers, Editors or Associate Editors, or short-term employees may apply for or be recipients or personal beneficiaries of any of the competitive grants awarded by *Language Learning*. Likewise, a doctoral candidate whose dissertation director

is a member or officer of the Board, or whose dissertation director is an Editor or Associate Editor for *Language Learning*, is not eligible to apply for a *Language Learning* Dissertation Grant.

***Language Learning* Early Career Research Grant Program**

In 2018, the *Language Learning* Early Career Research Grant Program will provide research support of up to \$10,000 for as many as seven new research projects relevant to the language sciences.

All grant proposals will be evaluated by reviewers and by the *Language Learning* Board of Directors, and must receive positive recommendations to be considered for funding. Preference for one of the seven available Early Career Research Grants will be given to a proposal for a Registered Report (see below). More than one Registered Report project can be funded in any given grant cycle depending on how strong these proposals are in relation to all other Early Career Research Grant proposals received during the same cycle.

Eligibility

Applications for research grants may be submitted by any public or private academic institution, worldwide, such as a university or college. Each funded project will have only one principal investigator and no co-investigators. The involvement of research assistants is permitted (and encouraged, if they are students). Consultants are also allowed where the need is justified. The principal investigator must have completed his or her doctoral degree within the six years immediately preceding the application deadline (i.e., a PhD completion date no earlier than December 1, 2011 for grants awarded in 2018).

Research Objectives

The Early Career Research Grant program provides limited and relatively rapid financial support, on a competitive basis, for research in the language sciences. Funding decisions will be based on scientific merit as determined by peer review, with priority given to research that has the potential to lead to larger projects that are likely to attract future funding by major funding agencies.

Application Procedures

Applications are to be submitted in electronic format using the *Language Learning* grant application form (available upon request from the Executive Director) to the Executive Director of *Language Learning* by December 1, 2017. Awards will be made in April, 2018. The narrative portion of the grant

application should include precise dates for the different phases of the proposed project.

For Registered Report proposals, the dates for the proposed research should include a submission date for Stage 1 review and an estimated submission date for the completed study and manuscript for Stage 2 review. In the event that a Stage 1 submission is not given in-principle acceptance to proceed to Stage 2, the authors will still be able to continue their study and submit any subsequent manuscript via standard publication routes.

Each application for an Early Career Research Grant should include an explanation of how the data and materials relating to the proposed research will be made available for open access in some form of registered archive such as IRIS or the Open Science Framework. If the application is funded, at the end of the research activity the awardee will be expected to explain how others can access the data and materials on which the research is based—or to explain why data and materials are not available for review. If the research leads to the publication of one or more articles, authors should acknowledge the support of a *Language Learning* research grant in the execution of this research, and a brief note should appear in the published article describing data and materials availability. Even though creating a sharable archive of one's data and materials can be somewhat time and labor intensive, there are benefits for both the field and for the researchers who undertake this process. Several journals, including *Language Learning*, now use Open Science badges to recognize authors who make their data and materials openly available (see [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-9922/homepage/ForAuthors.html](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9922/homepage/ForAuthors.html)).

The principal investigator (PI) of each approved grant will be expected to render an interim report 6 months after the beginning of the project and a final report 3 months after its completion. No overhead charges, indirect costs by the applicant's institution, nor funds for work or release-time by the PI are allowed.

Review Considerations

Eligible applications will be evaluated for scientific and technical merit by an appropriate peer review group (i.e., scholars with relevant content-related and methodological expertise) and assigned a categorical rating.

Review Criteria

When reviewing applications for scientific merit, the reviewers will consider the following criteria:

1. innovativeness/significance of the research idea; creativity and validity of the approach; potential for further research;
2. qualifications of the PI and other staff;
3. appropriateness of the proposed approach, that is, the research design, methods, and analyses;
4. appropriateness of the budget for the tasks proposed; and
5. (for Registered Report grant proposals) potential for successful Stage 1 review (see Registered Report guidelines at [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-9922/homepage/registered_reports.htm](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9922/homepage/registered_reports.htm)).

Award Criteria

The Board of Directors of *Language Learning* makes final decisions on funding based on the peer review reports. Criteria for the funding of applications include the scientific merit of the application, relevance to the language sciences, and availability of funds.

Language Learning Scholar-in-Residence Program

The *Language Learning* Scholar-in-Residence Program is designed to enable university departments, representing the broadly defined area of applied linguistics, to host a scholar of their choosing for a brief period on their campuses. The Resident Scholar might give a series of lectures or a workshop and interact with students and faculty in any way the host and guest see fit. Only one Scholar-in-Residence grant will be available in 2018. This grant carries a stipend of up to \$5,000 USD. The stipend is intended to cover travel costs, per diem expenses for accommodation and meals, and an honorarium of \$2,000 for the Resident Scholar. Applications by academic institutions worldwide are invited. Applications should be submitted electronically to the Executive Director of *Language Learning* no later than January 4, 2018. They should include a description of the host department, the proposed program for the period of residence, curriculum vitae of the prospective Resident Scholar, a written acceptance by the candidate, and a budget. The application should be cosigned by the applicant (i.e., the host) and the chairperson of the host department or by a similar university authority. The host university must be willing to manage the expenses for the grant and submit a final accounting of them to *Language Learning*.

Language Learning Roundtable Conference Program

Applications are invited, worldwide, for funding small roundtable symposia, organized around a topic of significant current interest and resulting in a position paper or collection of papers to be published in an appropriate scholarly format.

Language Learning is able to sponsor up to four roundtable conferences in 2018. The Board of Directors is especially eager to fund symposia, colloquia, and similar events where a small group of senior investigators are invited to gather for a day or two to speak to a regional, national, or international audience on a set of narrowly related topics that are currently central to their field, and where the content of the event is likely to bring about a substantial, positive impact on the field's immediate future. Applications, in free form, are to be submitted by a convener, who will assume responsibility for organizing the conference and for the subsequent publication of the results of the roundtable in a suitable medium. Applications are to include the following:

- a title and description of the proposed roundtable, its rationale, and the names of the speakers;
- a brief review of the relevant recent literature;
- a description of the format and timeline of the roundtable;
- the title and abstract for each of the talks;
- an itemized budget (for travel, accommodation, and meals for speakers plus relevant incidental expenses; conveners are encouraged to seek matching funds from their home institutions or organizations);
- curricula vitae for each of the speakers;
- indications of the invited speakers' agreement to participate in the conference (e.g., copies of e-mails in which they have agreed to participate); and
- a brief letter signed by an authorized individual indicating that the institution or agency that is hosting/administering the roundtable is prepared to administer the grant if it is awarded.

Applications will be evaluated on the basis of the significance of the proposed topic, the list of suggested speakers, and a review of the abstracts submitted as part of the application. Applications should be submitted electronically to the Executive Director of *Language Learning*. The deadline for applications is January 4, 2018, but applications for 2018 roundtables can be submitted, reviewed, and approved in 2017, if required, for organizing and advertising purposes. As sponsor of the roundtable, the Journal reserves first publication rights for papers that might arise from the meeting. The Journal Editor for *Language Learning* would be pleased to discuss ideas for publication with the convener of a roundtable that has been approved for funding.

***Language Learning* Dissertation Grant Program**

The *Language Learning* Dissertation Grant Program is aimed at facilitating the research work of doctoral candidates in the language sciences. The Board of

Directors awards up to 20 dissertation grants per year: 10 in January and 10 in July. These grants are designed to cover actual expenses—up to \$2,000 per grant, connected with the research component of the dissertation (e.g., travel for data collection, essential equipment, compensation for participants, materials)—that have not yet been spent prior to the date of the application. The areas eligible for support are described on the inside front cover of the journal and at [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-9922](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9922) and are reflected in the articles that are published in *Language Learning*. Specifically included is support for research that systematically applies methods of inquiry from the disciplines of psychology, linguistics, cognitive science, educational inquiry, neuroscience, ethnography, sociolinguistics, sociology, and semiotics, and research that addresses fundamental theoretical issues in language learning such as child, second and foreign language acquisition, language education, bilingualism, literacy, language representation in mind and brain, culture, cognition, pragmatics, and intergroup relations. Applicants should be at the level of “advanced candidacy” (i.e., have completed required courses and comprehensive exams), and their dissertation proposal should have been approved by the relevant departmental authorities at their institutions. Applications are to include the following:

- a one- to two-page abstract of the applicant’s dissertation proposal (in APA or other standard format);
- a detailed research budget, not to exceed \$2,000, with justification given for each item;
- a letter of endorsement by the applicant’s dissertation director, which should include a statement that the applicant’s dissertation proposal has been approved by the department and that the applicant’s primary data have not yet been collected; and
- a brief letter signed by an authorized official of the applicant’s university (e.g., a grants and contracts manager in the university’s equivalent of an Office of Research and Sponsored Programs) confirming the institution’s agreement to the following conditions of the grant:
 1. The university is willing to administer the grant.
 2. The university will not charge overhead/indirect costs.
 3. The university will allow the funds to be used only to cover actual expenses that have not been made prior to the date the grant is awarded.
 4. The university will allow the funds to be used to cover expenses directly connected with the research component of the grantee’s dissertation (e.g., travel for data collection, essential equipment, compensation for

participants, data collection materials, analytical tools or materials) and nothing else (e.g., this grant is not to be used to cover conference travel expenses).

It is important that this letter also include the official's name, mailing address, and e-mail address because this is the person to whom the formal "Notice of Award" will be sent if the grant is approved. (The grant will be made to the applicant's university.)

Applications should be submitted electronically to the Executive Director of *Language Learning*. For the January application cycle, grant applications will be received between January 5 and 12, 2018. For the July application cycle, applications will be received between July 9 and 16, 2018. (Early and late submissions will not be considered.) After the closing date for each application period, members of the *Language Learning* Board of Directors will review all submitted applications and rank them according to the strengths of their research designs, how well motivated they are and how relevant they are to ongoing research in the language sciences, how well they fit within the scope of *Language Learning*'s interests, and their potential to make meaningful contributions to current and future research. For each grant application cycle, the 10 highest ranked applications will be selected for funding. Applicants who are awarded a *Language Learning* Dissertation Grant will be encouraged to make the data and materials from their dissertation research available for open access in some form of registered archive, such as IRIS or the Open Science Framework, or to explain why this would not be possible or appropriate in their particular circumstances.