24th Annual Graduate Linguistics/TESOL Symposium
Saturday, February 3, 2018
8:30 am - 5:00 pm
Ross-Blakely Hall (RBHL): (115 & 117)

KEYNOTE ADDRESS (3:30-5:00 in RBHL117)
Dr. Danny Law, University of Texas - Austin

Nothing comes from nothing: pattern borrowing and the emergence of numeral classifiers in Mayan

The languages of the Yukatekan and Ch'olan-Tzeltalan subgroups of Mayan have large inventories of numeral classifiers. Because of the distribution of this innovative system, it is clear that it has been shared across these subgroups via language contact. This paper will trace the development and areal spread of the grammatical category of numeral classifiers in lowland Mayan languages. There is little evidence of the borrowing of specific numeral classifiers from language to language. Instead, it appears that what was shared through contact among lowland Mayan languages was the grammatical category of ‘numeral classifier’ itself. The story of numeral classifiers in Mayan highlights the relevance of shared grammatical features in language contact, as the same preconditions that gave rise to numeral classifiers in the first place, also facilitated the transfer of that grammatical category across language boundaries. It also is relevant to questions about how new structures and grammatical patterns are shared through contact and what kinds of linguistic patterns may be borrowed.

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**Room RBHL115**

The Need for a Dual Language Immersion High School in Arizona: An Analysis of the Benefits of Dual Language Education and Bilingualism in the USA

Timothy Ashe, Jr., ASU & Nayibe Azzad, ASU

In this paper, the authors highlight the need for a dual language bilingual immersion high school in the Phoenix area. Since over 33% of the population in Phoenix speaks some level of Spanish (US Census Review, 2010); there is a great need for second language learners to continue their academic enrichment at the next level after grade school. There is currently no high school option available in Arizona, but the authors reviewed the effectiveness of bilingual high schools in California, Texas, and Illinois in framing their argument. There are schools in those states that have been instrumental in getting bilingual learners to succeed. According to Gomez (2016), after Prop. 203 passed in AZ in 2000, the implementation of bilingual education and dual language schools became stricter because teachers and curriculum developers did not have the freedom to utilize other languages in their classroom instruction. The authors call for a dual language program that is innovative and aligned with the more successful bilingual programs that are available (there are 19 such schools in Arizona). The implementation of a rich curriculum in a high school where both English/Spanish were present would represent a dynamic and culturally rich environment for bilinguals in Arizona and for its growing Latino population.

**Room RBHL117**

Regional Variation of African American Vernacular English and Vowel Movement using Black Talk Radio

John W. Powell, ASU

Recent research has shown that African American Vernacular English (AAVE) is not a single dialect. Previous literature has sought to either describe AAVE in terms of convergence or divergence with European American Vernacular English (EAVE) or describe the differences of AAVE itself. While previous literature has examined dialects through the radio, none have studied AAVE via Black Talk radio stations, a media that is representative of AAVE. This paper seeks to describe the differences of AAVE and its convergence or divergence with respect to local varieties of EAVE. Data was recorded from six Black Talk radio stations in Philadelphia, Atlanta, Los Angeles, Washington DC, Chicago, and New Orleans. The preliminary results compare the formant values of the front high vowels of speakers (N=16) in the first three stations while the remaining data was analyzed. Data was compared The Atlas of North American English by Labov, Ash, & Boberg (2005). Atlanta showed signs of convergence, Philadelphia indicated divergence, and data for Los Angeles was inconclusive. The research also indicated incredible variation among AAVE in the three cities. This study complicates the literature on AAVE and justifies further research in comparative dialectology of regional variation of AAVE.
Culture plays a huge role in second language acquisition. Because of the gap between two cultures and languages, Chinese students are experiencing lots of difficulties that include language learning and environmental adaptation when studying abroad. Thus, there is a need to bring culture into English classroom and make educators realize that how much they and students can benefit from the culture.

This research is a literature review that focuses on the influence of culture in the language acquisition. Basing on the correlation between language and culture, the author studied the necessities of teaching culture in the classroom and the impact of culture on people’s cognition, revealing how Chinese students’ learning strategies and ideologies were shaped. In the end, the findings suggested several pragmatic pedagogies to help Chinese students with English learning.

During the presentation, the author presents visually the definition of language and culture, and distinctive features in Chinese culture. Aiming at these traits, she provides specific pedagogies that can be applied into the classroom. The presentation can inspire ESL instructors in the U.S. so that they will have a better understanding of Chinese students’ behavior and instruct English more effectively.

The extension of estar within semantic contexts traditionally related to ser when they are followed by qualifying adjectives is referred to as estar innovador. This variationist study analyzes the frequency of estar innovador in the Spanish of Tucson, Arizona. Through the study of 16 sociolinguistic interviews obtained from the Corpus of Spanish in Southern Arizona (CESA), 571 tokens were collected and analyzed using the Rbrul statistical program. Four linguistic factors were taken into account: the semantic group of the adjective, its individual behavior, the presence of intensifiers, and semantic transparency, and a single extralinguistic factor, genre. The results confirm the extension of estar innovador in the Spanish of Tucson and point to the type of adjective, the presence of intensifiers and semantic transparency as the factors that determine such use. The adjectives referring to age entail a greater use of estar innovador, as pointed out by previous analyses (Silva-Corvalán, 1994, Alfaraz, 2012, or Bessett, 2015), and bien is the quantifier that motivates its use. Finally, the results show the absence of semantic extension of the copulative verb estar within semantic contexts in which the adjective is only related to ser.
Completing the triangle of reading fluency: Reading accuracy, speed, and prosody
Jihye Shin, NAU

Reading fluency is typically assessed through oral reading, during which one reads aloud a given text. The National Reading Panel (2000) and research community define oral reading fluency as the ability to read with accuracy, speed, and appropriate prosody. However, the most commonly used measure for reading fluency is a words-correct-per-minute (WCPM) score, which reflects only reading accuracy and speed. The prosody aspect is often neglected in classroom assessment as well as in research, creating a mismatch between the definition and assessment. Relying solely on WCPM scores may paint a distorted picture of reading by overemphasizing accuracy and speed, projecting the idea that fluent readers simply read fast, thereby granting a corresponding privilege to accuracy and speed in instruction possibly at the expense of comprehension. In an attempt to take a more comprehensive approach to measuring reading fluency, I propose a method that combines an objective measure (i.e., WCPM) and a subjective measure using a rubric to bring prosody into the equation. In doing so, two reading prosody rubrics will be introduced with their limitations pointed out. Future directions will be discussed in light of incorporating all three components of reading fluency into assessment both in research and classroom assessment.

Conversar, bater papo e coisa e tal: An Examination of General Extenders in Brazilian Portuguese
Kate O’Donnell, UofA

General Extenders (GEs) are a class of expression that typically occur phrase or clause-final, extending the meaning of a word or utterance that is already complete. Drawing from Cheshire (2007), Kern (2017), Overstreet (2014) and Wagner et al (2015), the present study serves as a preliminary description of GEs in Brazilian Portuguese, exploring their use and distribution, something not previously done in this language. A sample of 24 sociolinguistic interviews was selected from the USP’s corpus Projeto SP 2010 in São Paulo, Brazil, and divided equally by sex, two age groups, and two education levels. A total of 625 tokens representative of 57 GEs were extracted from 198,914 words; using R and a mathematical formula, the frequency of GEs per 10,000 words was analyzed according to type, length, referent, function, and the extralinguistic factors of sex, age, and schooling. Results showed that the frequency of GEs in Portuguese is comparable with other languages, arriving at only 0.31%. Also in accordance with previous research, the study found that the variation in form and frequency according to speaker is incredibly wide. The analysis left more questions than answers about the pragmatic function of GEs in Portuguese, opening multiple avenues for future exploration.
Communication Tasks: Variation and Frequency of Tasks Types and Task Complexity in ESL Listening and Speaking Textbooks
Garrett Larson, NAU

The present study aimed at investigating the communication tasks in two ESL listening and speaking textbook series. Specifically, this study looked what types of tasks these textbooks employed and how complex these tasks were. Pica et al.’s (1993) communication task type classifications were used. Their task types considered who held, requested, and supplied the information needed to complete the task, as well as their relationship, the interaction requirement, goal orientation, and outcome options. The complexity of the tasks was measured using Robinson’s (2011) resource-directing variables. A complexity score was then created to determine the complexity of each task. The results showed an overabundance of task types that fostered the fewest opportunities for learners to improve their language system through interaction, as most tasks required little to no interaction, feedback, and information gathering. The results also showed that very few of the tasks could be considered complex, which again poses problems if the goal is to improve one’s language system. Implications for textbook designers are discussed as this study illustrates a need for more of the task types and complex tasks that allow for more opportunities to advance the L2.

Is prosody isomorphic with syntax? Evaluating evidence from English
William W. Kruger, ASU

Lahiri & Plank (2010, L&P) present evidence against the widespread assumption that functional morphemes (determiners, auxiliaries, prepositions, etc.) in English are largely proclitic. L&P argue instead that English is primarily encliticizing, and has been so since antiquity. Thus, in (1) below, they argue that functional morphemes phrase with what precedes them (=1a), rather than what follows (=1b).

(1) Fred has robbed the bank.
a. ( Fred has ) ( robbed the ) ( bank )
b. ( Fred ) ( has robbed ) ( the bank )

L&P develop this argument as a means of subverting the widely-held assumption (Selkirk 1984, 2011, Nespor & Vogel 1986, Truckenbrodt 1999, 2007) that prosody is based on syntactic structure in a “bottom-up” fashion, instead positing that prosody is enforced “top-down” by domain-general rhythmic principles. I argue that while L&P are correct in analyzing English as largely enclitic, the notion that this demonstrates a non-isomorphism between prosody and syntax is incorrect. Instead, classic data from English dialects (phonological reduction of functional morphemes, intrusive-/r/, phrasal stress, etc.) clearly show that prosody must reference (morpho-) syntactic information. Ultimately, both “top-down” and “bottom-up” frameworks can be reconciled, and I make some proposals on this score within current Minimalist syntactic frameworks.
10:40am to 11:10am

Room RBHL115

Investigating Effects of Accents, Familiarity, and Attitudes on Listening Comprehension Using Mixed-Effects Modeling
Panjanit Chaipuapae, NAU

As English is considered a lingua franca in Asia, an ability to understand native and nonnative Asian accents is of paramount importance to Thai graduates who are on the job market. Calls for an inclusion of nonnative accents in listening tests have been made to make the tests better reflect real-world contexts (e.g., Kang, Gutierrez Arvizu, Chaipuapae, & Lesnov, 2016). However, research on the effects of accents, accent familiarity, and attitudes toward accents has provided mixed findings (e.g., Abeywickrama, 2013; Harding, 2012; Major, Fitzmaurice, Bunta, & Balasubramanian, 2002). This study illustrated the use of a mixed-effects model as an alternative to traditional statistical techniques, such as t-tests and ANOVAs, to investigate effects of fixed factors (i.e., accents, accent familiarity, and attitudes) and random factors (i.e., listeners and listening passages) on listening comprehension of 25 Thai undergraduate students. Results revealed that the fixed and random effects together accounted for approximately 47% of the variance in listening comprehension. The fixed factors explained approximately 7% of the variance, and there were no significant effects of the fixed factors on listening comprehension. This study highlights advantages of a mixed-effects model and the use of nonnative accents in L2 listening pedagogy.

Room RBHL117

The Linguistic Cycle: A Case Study in French
Mabry Wayne Perry, Jr., ASU

Linguistic cycles can be traced in many languages. Words become grammaticalized, losing lexical, and even functional, value over time. These words are then replaced by other words, starting the cycle over again. One cycle of this type in French deals with definite articles and demonstratives. In this paper, I trace the origin of articles in French, the renewal of demonstratives, and their subsequent development, in particular the expansion of definite articles to noun markers. I also propose an explanation for this expansion—the need to mark number in nouns after phonological change led to the deletion of final /s/, the very morpheme used to indicate number in Old French. This is supported by the fact that abstract nouns, which are rarely if ever used in the plural, did not need a determiner when used in the general sense until the early Modern period in French.
11:10am to 11:40am

Room RBHL115

**Mixed Methods Design to Support Language Needs Analysis in the Criminal Justice Domain**

Tyler True, NAU

Needs analysis (NA), in which the unit of analysis is often task, is an important element of both English for Specific Purposes (ESP) and Task-Based Language Teaching (TBLT). Needs analyses (NAs) should provide information about the selection, discourse, difficulty, and sequencing of tasks to support syllabus design (e.g., Malicka, Guerrero, & Norris, 2017). The validity of findings requires consulting various sources and triangulating the sources and methods used. Reviewing two eras of NAs, Serafini, Lake, and Long discovered that recent NAs often employ multiple sources/methods but not true source x method triangulation (2015).

Triangulation increases the likelihood of using both quantitative and qualitative methods. Recent-era NAs commonly used both methods (Serafini et al., 2015) in mixed *model* but not mixed *methods* designs. Mixed methods research (MMR) seeks complementary strengths and nonoverlapping weaknesses (Johnson & Turner, 2003), bolstering validity, interpretability, and scope of inquiry (Greene, Caracelli, & Graham, 1989) and supporting more rigorous inferences (Riazi, 2016). MMR could also incorporate new techniques appropriate for NA research, such as Conversation Analysis (Seedhouse, 2005) or analysis of storytelling (Kasper & Prior, 2014). MMR is especially appropriate for NA research.

NAs often address particular occupations or government agencies, but not many have involved the criminal justice domain. Those that have did not employ mixed model designs. An argument is presented for using MMR to design a language NA in the area of criminal justice in order to advance the validity and interpretibility of findings and to align it with current work in NA methodology.

Room RBHL117

**Post-Cartesianism: Beyond the Third Factor in Linguistic Theory**

Robert LaBarge, ASU

Chomsky’s 1967 book *Cartesian Linguistics* gives a broad label for the generative enterprise and its philosophical underpinnings. In it, Chomsky chronicles and outlines the shift from behaviorism, positivism, and structuralism towards the innatism and rationalism René Descartes’s *Méditations*, which has had a catastrophic effect on the landscape of linguistic theory. However, like many of his Enlightenment-era contemporaries, Descartes believed in a strict mechanistic view of the universe and its lifeforms, an outlook which serves as the near-default position in most scientific disciplines today.

In this presentation, I argue that despite the generative enterprise’s adoption of Descartes’s theory of mind, it is still largely subject to his and others’ mechanistic view of (meta)physics, to its detriment. Of concern is the recent ultra-reductionist approach adopted by the Minimalist program, with its focus on ‘third factor’ principles of least effort. I extend work by LaBarge (2016), which argues that syntax is less economical (lazy), and more like a classical liberal economy (cooperative), to argue further that it is better thought of as an ecosystem, or extended organism. When doing so, linguists are freer in asking and addressing particularly difficult problems in syntax, including especially (counter)-cyclicity and ‘look-ahead’ issues in labeling and phase theory.
11:40pm to 1:00pm – Break for Lunch

1:00pm to 1:30pm

Room RBHL115
Promoting interactional authenticity in TBLT: The importance of task design
Daniel Keller, NAU

An important characteristic of tasks in task-based language teaching is authenticity. Tasks should represent real language use (Skehan, 1996) or realistic interaction (Ellis, 2009). Close conversation analyses have demonstrated, however, that TBLT tasks may stimulate language learners to produce a type of discourse unique to classroom interactions (institutional discourse; e.g., Seedhouse, 1996). Despite this, little quantitative research has attempted to measure the effect of institutional discourse norms on task-based interaction. The present study used a mixed-methods corpus linguistic and conversation analytic approach to identify those task design features which stimulated authentic interaction and those that elicited institutional discourse in a corpus of 340 transcripts from 10 different task-based language assessments. Canonical discriminant analysis was used to identify the latent dimensions of variation in linguistic features that characterized each task. Each transcript was then evaluated for how prototypical it was for the task to which it belonged. Four highly prototypical texts for each of the 10 tasks were then analyzed using conversation analytic techniques. Results suggest tasks which de-emphasized the importance of information gaps and allowed students to draw on shared ground stimulated more authentic interaction, while tasks which centralized exchange of new information produced more institutional discourse.

Room RBHL117
The Adverbial "Then" in American Police Register
Bootsie (Liz) Martinez, ASU

The work of Cetkovic and Coulthard indicates that the post-subject position of the temporal adverb "then" is a marked feature of British police register. This feature has been well demonstrated to occur in British English, but the question has not been explored in the context of American English. An examination and comparison of the post-position and pre-position instances of "then" in both written and spoken texts in the Corpus of Contemporary American English and a corpus of American law enforcement reports was carried out. Cinque's argument that adverbs have specific positions in the TP layer was contrasted with the alternative theory that adverbs are freer in order. This study concludes that the usage of post-position "then" is a marked feature of American police register. The implications for forensic linguistics are that police reports purporting to represent the exact words that were written or spoken by suspects and that include a post-position "then" should be regarded with suspicion.
“Media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition” (Clark, 1983, p. 445). Without the steadying influence of effective instruction, the process of L2 learning and Intercultural Communicative Competence (ICC) is out of control and ineffective at getting to its ultimate destination. One key approach to regain one’s way is via intercultural Computer-Mediated Communication (CMC), which showcases distinct interactive and communicative features (Kern, 1995). This study investigates how online intercultural interactions can benefit L2 adult Chinese language learning. Specifically, the study asks whether, in a culture-based course, interactions of CMC develop a learner’s ICC that enables them to survive in the target culture and society. Data will be collected over a period of seven weeks from task-based synchronous and asynchronous online intercultural exchanges between student-student, student-L1 native speaker, and student-teacher at a large public university in the U.S. Findings suggest that in a culture-based course, L2 adult Chinese learners’ intercultural communicative skills develop with their increased cultural awareness through telecollaborative CMC. This study also demonstrates that language learning can be enhanced through a natural online telecollaborative environment.

As the world globalizes, cityscapes have become increasingly characterized by signage that manifests the power structures of dominant and dominated by choosing to include or exclude majority and minority languages. Signs can further index the power attributed to particular populations through material, font, and images, as well as the placement of these items within the sign. This presentation analyzes McDonald’s poutine advertisement poster series from Chicoutimi, Quebec in order to detail the importance of intertwining recent approaches to semiotics (social semiotics, grammar of visual design, and geosemiotics). Ultimately, the interdisciplinary approach to meaning-making highlights the sociopolitical acts of producing and receiving signs and illustrates how cultural power structures and physical placement influence sign interpretation.

The analysis of the McDonald’s poster further advocates a critical deconstruction of the power structures between producer and receiver, as well as a discussion of the gendered nature of language in images. By situating power in place, this analysis addresses how advertising signage can include or exclude populations based on gender and language use. The approach carries implications for studies on semiotics and linguistic landscapes by highlighting the non-arbitrary use of language and placement in signs, therefore indexing certain populations of viewers as dominant or subordinate.
Room RBHL115

Motivation and Technology Use for Arabic Language Learning
Riyad Alhomsi, UofA

This study examined how the use of technology changes the Arabic language learner motivation. Findings seem to support findings from other studies that technology integration increased learner motivation and improved attitude (Aust et al., 1993; Laufer & Levitsky-Aviad, 2006), and gave learners control over their learning (Kurea & Barcherry, 2008; Pinkman, 2005). For the participants in this study, technology use was motivating given that: 1) it has a tangible impact on language abilities, 2) it provides resources and tools that support learning and make it more accessible, 3) it makes learning easier and less time consuming, and 4) it presents diverse tools to learn or practice different language skills.

Room RBHL117

L2 Sentence Processing: An Overview of Some Psycholinguistic Models
Essa Ali Batel, UofA

Although there is ample evidence for the difference between native speakers (L1) and second language speakers (L2) in sentence processing, there is an ongoing debate in the field of L2 psycholinguistics on how to interpret this difference. In this presentation, four models will be reviewed that provided different interpretations for this issue. Two of these models are concerned with interpreting the syntactic processing of L2 sentences (i.e., The Shallow Structural Hypothesis and The Declarative/Procedural Model) while the other two (i.e., Context-Dependent Theory and Context-Independent Theory) are concerned with the L2 speakers’ sensitivity to semantic constraints of an L2 sentence. This presentation will include the main interpretations of each model, empirical study examples used by each model’s proponents, and the methods used by these studies to collect their data, as well as the statistics to support their arguments.
Involving Youth and Their Contemporary Culture in Indigenous Language Revitalization
Kristian Adi Putra, UofA

Scholars have highlighted the role and the contribution of youth in Indigenous language revitalization efforts (McCarty & Wyman, 2009; Kral, 2012; Wyman, et.al, 2014), as well as the need to hear their voices and understand their experiences and cultural practices for the formulation of culturally sustaining/revitalizing language and educational policies (McCarty, 2014; Lee & Carecer, 2010; Davis & Phyak, 2015; Wyman, et.al, 2017). The role of Indigenous youth becomes central, as they are the one who will determine the future of their Indigenous language, and their loyalty, peer practices, and positive ideology toward their Indigenous language, culture, and identity will help contribute to the survivance of their language. In this ethnographic study, I sought to investigate the possibilities of how the collaboration between elders as “linguistic and cultural gatekeeper” (Gala, 2016) and youth as “digital native” (Prensky, 2001) and “language policy maker” (McCarty, et.al, 2009) can be encouraged and strengthened. I will firstly describe the experiences of elders and youth from four Indigenous communities in Indonesia, i.e. Malay, Lampung, Javanese, and Makassar, in learning, using, and advocating their Indigenous languages. I would like to point out that regardless of the fact that the Indigenous youth faced much more complex dynamics and challenges than the elders, both of them had the same concern about their Indigenous languages and had different skills and tools potential to support their Indigenous language revitalization efforts. I will then describe any efforts involving the use of technology and the participation of youth in the four communities. And finally, I will describe what both Indigenous youth and elders thought of what they would do next together using the skills and resources that they both had. The result of this study, thus, will give us new insight on what Indigenous community can try to initiate to optimally achieve the goal of Indigenous language revitalization, in this case by guiding Indigenous youth to continue their efforts to safeguard their Indigenous language and culture.

From word to chunk to abstract construction: A usage-based approach to enriching vocabulary instruction
Mark Michael McAndrews, NAU

While knowledge of multi-word units is strongly associated with fluency, second language curricula often use lists of single-word vocabulary items. This presentation offers a practical approach to developing lessons that will guide learners to practice target items within frequently used linguistic contexts (i.e., “chunks”), and to gain awareness of how these items operate in more flexible multi-word constructions. The presentation will begin with a short introduction to usage-based approaches to language, and particularly the proposal that language learners typically progress from fixed expressions to abstract constructions. Next, I will outline the steps that language educators can take to develop rich multi-word vocabulary lessons, including accessing free corpus-derived information. These steps will be illustrated with examples of pedagogical materials that have previously been implemented in an ESL classroom.