SCHEDULE AT-A-GLANCE

Thursday, October 29
8:00 – 8:30 a.m. Workshop Registration
8:30 – 11:30 a.m. Workshops
11:30 a.m. – 12:45 p.m. Registration
12:45 – 3:00 p.m. Concurrent Paper Sessions
   Colloquium I: Anticipation and expectation in L2 processing and learning
   (Organizer: Theres Grüter, University of Hawai‘i)
3:00 – 3:30 p.m. Coffee & Snack Break
3:30 – 5:10 p.m. Concurrent Paper Sessions
5:15 – 6:30 p.m. Opening Remarks
   Plenary I: Nick Ellis
6:30 – 8:30 p.m. Opening Reception

Friday, October 30
8:00 – 8:30 a.m. Coffee and Registration
8:30 – 9:30 a.m. Plenary II: Kim McDonough
9:30 – 9:50 a.m. Coffee Break
9:50 a.m. – 12:05 p.m. Concurrent Paper Sessions
   Colloquium II: Empirical advances in the study of L2 humor
   (Organizer: Nancy Bell, Washington State University)
12:05 – 1:35 p.m. Lunch Break
1:35 – 3:50 p.m. Concurrent Paper Sessions
   Colloquium III: Promoting Spanish as a heritage language through family engagement sessions:
   Creating alternative spaces for the latino community
   Melissa Perez Rhym, Lourdes Cardozo-Gaibiso, & Helene Halstead, University of Georgia
3:50 – 4:20 p.m. Coffee & Snack Break
4:20 – 5:25 p.m. Concurrent Paper Sessions
   Special Session: Publishing in SSLA
   Plenary III: Magali Paquot
5:30–6:30 p.m. Plenary IV: Naoko Taguchi

Saturday, October 31
8:00 – 8:30 a.m. Coffee
8:30 – 10:45 a.m. Concurrent Paper Sessions
   Colloquium IV: Fostering real-world language use in collaborative learning environments
   Sara Finney & Claire Mitchell, University of Alabama; Chelsea Tanous, University of California, Santa Barbara
10:45 – 11:15 a.m. Coffee Break
11:15 a.m. – 12:20 p.m. Concurrent Paper Sessions
   Poster Session II
12:20 – 1:50 p.m. Lunch Break
1:50 – 4:05 p.m. Concurrent Paper Sessions
   Colloquium V: Sociocultural Theory and the implications of dialectics for L2 research and practice
   (Organizer: Matthew E. Poehner, The Pennsylvania State University)
4:05 – 4:35 p.m. Coffee & Snack Break
4:35 – 6:00 p.m. Graduate Student Awards
   Plenary IV: Naoko Taguchi
   Closing Remarks

Note that Daylight Saving Time ends Sunday, November 1 at 2:00 a.m. Enjoy your extra hour of sleep!
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LOGISTICS

SLRF 2015 WEBSITE

http://alsl.gsu.edu/second-language-research-forum-2015/

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Facebook.com/SLRF2015
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@Loudermilk_Ctr (underscore character in middle) on Twitter
Please tag your Facebook and Twitter posts with #SLRF2015!

WI-FI ACCESS AT THE LOUDERMILK CENTER

Network name: LCC Password provided at registration.

PARKING AT THE LOUDERMILK CENTER

SLRF 2015 attendees may receive an $8 per day discounted parking rate in the attached parking garage located immediately to the west of the Loudermilk Center. The entrance is on Auburn Avenue between Peachtree Center Avenue and Courtland Street. Attendees will need to have their ticket stamped by the receptionist in the Loudermilk Lobby each day to receive the discounted rate.

AREA RESTAURANTS

Visit https://goo.gl/TYM2tg for an interactive map of nearby restaurants within walking distance of the Loudermilk Center.

AREA ATTRACTIONS

Visit http://alsl.gsu.edu/second-language-research-forum-2015/to-do-in-atlanta/ (“To-Do in Atlanta!” on the SLRF 2015 website) for description and links to popular attractions around Atlanta.
MAPS

Loudermilk Floor Plan

Surrounding Downtown Area
DR. JUN LIU and the OFFICE OF INTERNATIONAL INITIATIVES at GEORGIA STATE UNIVERSITY are pleased to welcome SLRF attendees to an opening reception on Thursday evening, October 29th, from 6:30 p.m. - 8:30 p.m. in the lobby of the Loudermilk Center.

discovery more INTERNATIONAL.GSU.EDU
Welcome to SLRF 2015
34th Second Language Research Forum

Dear SLRF 2015 attendees,

We are very pleased to welcome you to SLRF 2015. For this conference, we have assembled over 200 workshops, papers, posters, colloquia, and plenary speeches from researchers around the world. It is our hope that from this array, a complex picture of second language scholarship will emerge, one that positions language knowledge and use across a variety of contexts and highlights the application of second language research in diverse domains.

Our theme for this year’s conference is SLRF@ATL: Application, Context, and Language Use. Each element of the theme represents a vital component of second language research. First, we consider applicability to real world problems to be a criterion of any scholarly pursuit. The field of SLA has long been important in its application to pedagogical implications, language policy decisions, cross-cultural communication, and understanding of language development. Second, we wish to acknowledge the important role of context when researching second language learners, as we believe language development is both socially and cognitively modulated. Finally, language use captures the key role of usage when investigating or testing second language phenomena. We hope that SLRF 2015 provides a venue for ongoing conversations fostered by this theme, while at the same time offering opportunities to share innovative research.

There are a number of people to whom we owe appreciation. First, we are indebted to our faculty advisors, Drs. Scott Crossley, Eric Friginal, YouKin Kim, and Ute Römer, whose advice and experience have been immensely helpful. We also wish to thank the current and former Directors of the Department of Applied Linguistics & ESL, Drs. Sara Weigle and Diane Belcher, for their continuing support, both financial and otherwise. We are especially grateful to Dr. Jun Liu and the Office of International Initiatives at Georgia State University for their early funding and encouragement. We would also like to express our sincerest thanks to Sarah Goodwin, for her work designing the conference program, and to Jessica Lian, for helping to organize student volunteers, to whom we also offer our appreciation for their time and energy during the conference. Finally, a tremendous debt of gratitude is owed to all of this year’s abstract reviewers, as well as to our plenary speakers and colloquia organizers for their enthusiasm and patience while we planned this conference.

Of course, there could be no SLRF without presenters and attendees. We are pleased to have you join us, and we sincerely hope that you enjoy every aspect of this conference.

Sincerely,

Cynthia Berger, Kristopher Kyle, & Stephen Skalicky
SLRF 2015 Conference Co-Chairs
Ph.D. students in Applied Linguistics at Georgia State University
SLRF Co-Chairs
Cynthia Berger
Kristopher Kyle
Stephen Skalicky

GSU Faculty Advisors
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Eric Friginal
YouJin Kim
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Gloria Yoo
Thank You to our SLRF 2015 Sponsors

Dr. Jun Liu and the Office of International Initiatives, Georgia State University
Department of Applied Linguistics and English as a Second Language, Georgia State University
Organizers of SLRF 2012, Carnegie Mellon University and University of Pittsburgh
Dr. Kelly Stout, University Research Services and Administration, Georgia State University
Center for Urban Language Teaching and Research, Georgia State University
John Benjamins Publishing Company
Routledge Taylor & Francis Group
University of Michigan Press
Cambridge University Press
University of Toronto Press Journals

We also wish to thank

Our invited colloquia organizers: Theres Grüter, Nancy Bell, and Matthew E. Poehner
Nadia Rahali and The Loudermilk Center
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Alisha Biler
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Universitat de Barcelona

Christine Shea
University of Iowa

Sunyoung Shin
Indiana University Bloomington

Yu Kyoung Shin
Georgia State University

Rachel Shively
Illinois State University
SLRF 2015 Graduate Student Travel Award Winners:
(alphabetical order)

Amy Bustin, Florida State University
*Pronoun interpretation and processing strategies for late L1 English L2 Spanish bilinguals*

This study examined pronoun interpretation in anaphora for advanced late L1 English L2 Spanish bilinguals in comparison with monolingual control groups. Participants completed a self-paced reading and picture verification task. Results are discussed within current models of bilingual sentence processing, with attention to proficiency and cross-linguistic influence on syntactic processing.

*Friday, October 30, 2015 · 3:20-3:50pm · Board Room*

Ines Martin, The Pennsylvania State University
*Auditory input enhancement facilitates the long-term retention of L2 grammatical structures*

This study investigates the impact of auditory input enhancement on L2 grammar learning. Learners who received pronunciation training on lexical stress rules with separable-prefix verbs in L2 German outperformed a group receiving only grammar instruction on perception and written production, with benefits extending to delayed posttests two weeks after training.

*Saturday, October 31, 2015 · 2:25-2:55pm · Anne Cramer Room*

Nick Pandža, University of Maryland, College Park
*Inventory of available lexical representations mediate accuracy in phonological perception and lexical access in L2*

The present study looked at how confusability at a phonological level (phonemes) and confusability at a phonolexical level (phonological form of whole words) affect lexical access in nonnative learners of Arabic and Russian. Our results suggest that success in lexical access largely relies on nonnative phonolexical, rather than phonological, representations.

*Saturday, October 31, 2015 · 9:05-9:35am · Childs Young Room*
Julia Herschensohn, Department of Linguistics, University of Washington

Tom Scovel, Professor Emeritus, San Francisco State University

and Cultures, and Associate Dean in the College of Arts and Humanities, at the University of Maryland.

Cover designed by Hart McLeod Ltd

What extent do our accents determine the way we are perceived by others?

The Phenomenon of Non-native Speech

Northern Arizona University
Kimberly Geeslin
Bill VanPatten
Studies in Language and Linguistics

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Usage-based approaches to language acquisition and processing

Usage-based approaches hold that we learn language through our experience of language. Corpus Linguistics provides relevant evidence of the latent structure of usage. Cognitive Linguistics, and Psycholinguistics are concerned with how people acquire, represent, and process this knowledge.

1) **Usage.** The usage of English verb-argument constructions (VACs) is investigated in large corpora in terms of grammatical form, semantics, lexical constituency, and distribution patterns. VAC type-token frequency follows Zipfian scale-free patterns, as does the degree distribution of the corresponding semantic networks. This suggests that language form, language meaning, and language usage might come together across scales to promote robust induction by means of statistical learning over limited samples.

2) **Usage in Learning: Child language acquisition.** Analysis of the distribution of VACs in English child-directed speech (CDS) and child language in CHILDES corpora is also shown to be Zipfian, and measures of VAC-verb contingency showed VACs to be selective in their constituency. Language acquisition follows the leads of CDS usage.

3) **Usage in Mind: L1 knowledge.** VAC processing is sensitive to statistical patterns of usage. Native speakers free-associated to sparse VAC frames such as ‘he __ across the...’. Multiple regression analyses predicting the frequencies of types generated show independent contributions of (i) verb frequency in the VAC, (ii) VAC-verb contingency, and (iii) verb centrality within the VAC semantic network. Online processing experiments (recognition threshold, naming latency, lexical decision, and meaning judgment) likewise demonstrate effects of these factors. VAC processing involves rich associations, tuned by verb type and token frequencies and their contingencies of usage, which interface syntax, lexis, and semantics.

4) **Usage in Mind: L2 knowledge.** L2 advanced learners of English show the same effects, although analyses of their frequencies of production residualized against the English native speaker responses demonstrated additional influence of L1 transfer. L2 knowledge thus demonstrates effects of L2 and L1 usage.
Kim McDonough is a Professor and Canada Research Chair in Applied Linguistics in the Department of Education and the Centre for the Study of Learning and Performance at Concordia University. She previously taught at the University of Illinois at Urbana-Champaign and Northern Arizona University. Her research interests include interaction and usage-based approaches to second language acquisition, structural priming, and task-based language teaching. She has published empirical research in applied linguistics journals such as Studies in Second Language Acquisition, The Modern Language Journal, Language Learning, and TESOL Quarterly. Her book publications include Using priming methods in second language research (Routledge, 2008) and Insights from psycholinguistics: Applying priming research to L2 teaching and learning (Benjamins, 2011), both with Pavel Trofimovich, and Second language interaction in diverse educational contexts (Benjamins, 2013) with Alison Mackey. Her current research projects are investigating the role of joint attention in novel pattern learning, the effect of structural priming on L2 fluency, and identifying the linguistic markers of collaboration.

Application x 2: Researching L2 structural priming in laboratories and classrooms

After a brief review of the key findings of structural priming research from first language speech production, this talk focuses on the application of structural priming to the study of second language (L2) acquisition and L2 teaching. First, through reference to laboratory-based experiments, both the strengths and weaknesses of applying the structural priming paradigm to the study of L2 acquisition are raised. Several issues that remain underexplored in L2 structural priming research are pointed out, along with suggestions for laboratory-based research with potential to clarify issues of interest to L2 acquisition researchers. Turning to its application to L2 teaching, the use of structural priming tasks in L2 classrooms is reviewed and examples from classroom-based research are provided. Suggestions for the design of priming tasks for pedagogical purposes, challenges with doing classroom-based priming research, and avenues for future classroom research are highlighted.
Magali Paquot is a UCL-FSR research associate at the Centre for English Corpus Linguistics (Université catholique de Louvain). Her research areas include phraseology, pedagogical lexicography, academic writing, academic vocabulary, second language acquisition, interlanguage complexity, crosslinguistic influence and native language identification.

She is a founding member of the Learner Corpus Association and a co-editor of the brand new International Journal of Learner Corpus Research. She is also the director of the Varieties of English for Specific Purposes Database (VESPA) corpus compilation project which involves the collection and analysis of texts written by non-native students in their subject areas (e.g., linguistics, medicine, business).

She has published research articles in journals such as the International Journal of Corpus Linguistics and the Annual Review of Applied Linguistics. Her latest co-edited books include A Taste for Corpora: In honour of Sylviane Granger published by Benjamins in 2011 and Electronic Lexicography published by Oxford University Press in 2012. Magali also teaches Applied Corpus Linguistics and Sociolinguistics.

The lexis-grammar interface in learner language: From learner corpus data to applications

The field of learner corpus research (LCR) emerged at the turn of the 1990s when academics and publishing houses started to realize the considerable potential of large computerized datasets of learner production to describe learner language and/or develop new pedagogical tools and methods that target language learners’ specific needs. Since its beginning, LCR has shown strong interest in the lexis-grammar interface in learner production (e.g., Paquot & Granger, 2012 for a recent survey) and relied on corpus linguistic techniques to explore multi-word combinations of all kinds (collocations, phrasal verbs, constructions, etc.).

The talk will start with a short introduction to LCR and a brief overview of some of its major developments before quickly zooming in on corpus based approaches to the lexis-grammar interface in foreign language proficiency and development. I will report on two recent studies in which I examined EFL learners’ lexis-grammar interface via a co-occurrence analysis that relies on association measures to identify statistically salient collocations from Stanford-typed dependencies (e.g., verb + direct object relations, modifier + noun relations) extracted from two learner corpora:

(1) A sub-component of the Varieties of English for Specific Purposes Database (VESPA) that consists in 98 CEFR-rated research papers written by French EFL learners in the context of BA and MA linguistics courses.
(2) A sub-set of the Longitudinal Database of Learner English (LONDDALE, Meunier 2013) that includes 417 argumentative essays written by French EFL learners followed over a period of three years.

I will show that, depending on the dependency relations investigated and the association measures used, the phraseological or lexico-grammatical indices can be used to discriminate between proficiency levels and trace language development. I will also argue that lexico-grammatical indices are potentially better discriminators of proficiency level for academic texts written by higher-intermediate to advanced L2 writers than traditional measures of syntactic complexity and lexical diversity.

I will round off my talk with broader applications of learner corpus research into the lexis-grammar interface, more particularly in language testing and assessment.
Naoko Taguchi  |  Plenary IV  |  Sat., Oct. 31  |  4:45 p.m.  |  Ballroom

Naoko Taguchi is Associate Professor in the Modern Languages Department at Carnegie Mellon University where she teaches courses in SLA and Japanese language and culture. Her primary research area is second language pragmatics, focusing on the development of pragmatic competence, and individual and contextual factors affecting the development. Her current projects involve teaching pragmatics, pragmatic development in a study abroad context, and heritage learner pragmatics. Her additional research interests include intercultural competence, classroom-based research, and English-medium education. She is the author of Context, individual differences, and pragmatic competence (2012) and Developing interactional competence in a Japanese study abroad context (2015), editor of Pragmatic competence in Japanese as a second language (2009) and English-medium education in the global society (2014). She also co-edited the volume Technology in interlanguage pragmatics research and teaching (2013). She serves on the editorial board for the Modern Language Journal, Japanese SLA, and Study Abroad Research in Second Language Education and International Education, and on the advisory board for the Studies of Chinese Language Teaching Journal. She was a research fellow at Waseda University in Tokyo (2012) and also taught in an international university in Japan and Qatar. She has given a plenary talk in Japan, U.S.A., Singapore, and Scotland.

Contexts and pragmatics learning: Findings and implications of study abroad research

Pragmatics learning has been examined in wide-ranging contexts, including study abroad programs, formal classrooms, international workplaces, heritage learner contexts, and technology-enhanced environments. This presentation focuses on the study abroad context where most empirical findings are currently available. The popularity of the study abroad context is understandable given the nature of pragmatic competence. Pragmatic competence involves linguistic knowledge, sociocultural knowledge, and the ability to interact using these knowledge bases. Development of pragmatic competence is a likely outcome in a study abroad context because learners are exposed to a community full of linguistic, sociocultural, and interactional practices. Although the benefits of study abroad appear straightforward, whether these benefits actually lead to increased pragmatic knowledge is an empirical question. Previous studies addressed several critical questions: “Is the study abroad context effective for pragmatics learning?; “What aspects of pragmatic competence do learners develop in this context?”; and “What resources and opportunities in this context facilitate pragmatic development?” In response to these questions, I will synthesize current findings by categorizing existing studies according to the studies’ treatment of context. Previous studies took diverse approaches to conceptualizing and operationalizing the study abroad context. Some studies treated it as a physical environment (as opposed to a domestic, at-home environment), while others assessed the context for the amount of input and practice. Still others applied the small lenses, conceptualizing the context as a space for situated learning. I will discuss studies in three broad treatments of context: (1) study abroad as a black box, (2) study abroad as exposure to input, and (3) study abroad as a site for situated pragmatic practice.
WORKSHOPS

Workshop A  |  Thu., Oct. 29  |  8:30-11:30 a.m.  |  Pope Room

Workshopping the quality/ies of qualitative L2 research
Kris Acheson-Clair and Nicole Pettitt (Georgia State University)

In this workshop, our intent is to demystify the actual practices of qualitative approaches to second language learning research. We will begin by closely examining a sample qualitative project to better understand the relationships between philosophical underpinnings, methodology, and specific methods of data collection and analysis in qualitative research. We will also work to unpack the consequences of researcher decisions, drawing connections between researcher positionality, procedural choices, and findings. Finally, we will provide participants an opportunity to practice applying these concepts by deciding how to analyze a second qualitative data set and discussing the implications of various choices.

Workshop B  |  Thu., Oct. 29  |  8:30-11:30 a.m.  |  Duke Room

Natural language processing tools and second language research
Scott Crossley and Kristopher Kyle (Georgia State University)

The workshop will cover the development, use, and applications of a number of freely available natural language processing (NLP) tools such as Coh-Metrix, the Simple NLP (SiNLP) tool, the Tool for the Automatic Analysis of Lexical Sophistication (TAALES), the Tool for the Automatic Analysis of Cohesion (TAACO), and the SEntiment ANalysis and Cognition Engine (SEANCE). The workshop will provide the participants with an overview of the types of linguistic features that can be measured with these NLP tools. Additionally, it will describe how these features have been (and can be) used in text analyses that are of importance to the second language (L2) research community. Participants will receive hands-on training with the tools using data from computerized learning environments. Participants will also be shown how the output from these tools can be used to develop machine learning algorithms that can aid in predicting L2 development and L2 educational outcomes.
Colloquium I (Invited)
Anticipation and expectation in L2 processing and learning

Organizer
Theres Grüter, University of Hawai'i

Presenters
Paola Giuliani Dussias, The Pennsylvania State University
Edith Kaan, University of Florida
Clara Martin, Basque Center on Cognition, Brain and Language

Thursday, October 29, 2015 · 12:45-3:00pm · Ballroom

Language use is driven by expectations. There is little disagreement among psycholinguists that anticipation, or prediction, is a key component in native language processing: Speakers and listeners make use of various sources of linguistic (phonological, morphological, syntactic, semantic) and non-linguistic (e.g., situational, world knowledge) information to create expectations about what is likely to be mentioned next (DeLong et al., 2005; Altmann & Kamide, 1999). Recent work in SLA has suggested that anticipation may play a more limited role in L2 processing, with this limitation potentially modulated by factors such as proficiency and the similarity between learners’ L1 and L2 (Dussias et al., 2013; Grüter et al., 2014; Kaan, 2014; Martin et al., 2013).

Understanding L2 learners’ ability to generate expectations has implications for SLA that go beyond the domain of sentence processing. Prediction has been proposed as an implicit learning mechanism at a domain-general level, with ‘learning’ as an emerging consequence of unmet predictions (Chang et al., 2006; Jaeger & Snider, 2013; Pickering & Garrod, 2013). In other words, whenever a learner generates an expectation and that expectation is not met, this leads to adjustments to his or her knowledge base (i.e., learning), with the goal of being able to make more accurate predictions in the future. Importantly, within such models, learning can only take place if expectations are generated in the first place. If these models of learning extend to L2 acquisition, it thus becomes critical to understand under what circumstances L2 learners do (or do not) generate expectations, that is, under what circumstances they can (or cannot) learn.

The goal of this colloquium is to bring together the most recent research on the role of prediction in L2 processing, and to enable discussion of how this evidence bears on L2 learning more generally.

ERP evidence for word prediction in L2
Clara D. Martin

In a series of ERP experiments, we investigated whether bilingual readers predict upcoming words (and their associated features) when they read in their second language. Three groups of late bilinguals read sentences in L2, ending in an expected or unexpected noun. Lexical prediction was indexed by the amplitude of the N400 effect elicited by the article preceding the critical noun. Various patterns of results were observed in Spanish-English, French-Spanish and Basque-Spanish bilinguals, revealing that bilinguals might be able to anticipate upcoming words and their associated features, only when those features are similar in their native language.
Exposure to code-switching affects bilinguals’ abilities to anticipate upcoming nouns
Paola E. Dussias

We employed the visual world paradigm (Cooper 1974; Allopenna, Magnuson & Tanenhaus, 1998) to examine the extent to which gender-marked Spanish determiners facilitate the processing of upcoming target nouns in a group of Spanish-English bilingual code-switchers. Participants heard code-switches in which an English noun preceded by a Spanish determiner (e.g., la house) appeared in predictable and less predictable contexts. Across experiments, bilinguals revealed an asymmetric gender effect in processing, showing facilitation only for feminine target items. The results reflect the asymmetric use of gender in the production of code-switched speech and underscore the permeability between language modes in bilingual code-switchers.

Adaptation and prediction in native and second-language processing
Edith Kaan

According to error-based learning models, prediction-based processing is an important mechanism underlying language learning (Chang et al., 2006) and the ability to adapt to the language context. I will discuss data from a self-paced reading and a priming study comparing native speakers’ and second-language learners’ ability to adapt. Whereas native speakers showed reduced garden path and priming effects with increased exposure to the non-preferred structures over the course of the experiment, second-language learners either showed no or a different modulation of the effects with increased exposure. Implications for second-language learning and the role of predictive processing will be discussed.
Colloquium II (Invited)
*Empirical advances in the study of L2 humor*

**Organizer**
Nancy Bell, Washington State University

**Presenters**
Maria Shardakova, Indiana University
Rachel Shively, Illinois State University
Jiyun Kim, The Catholic University of Korea

**Friday, October 30, 2015 • 9:50-11:30am • Ballroom**

Language teaching and learning have long focused on transactional language, despite the large proportion of daily interaction that can be recognized as humorous, playful, or innovative. The “social turn” in applied linguistics during the 1990s, however, prompted closer examination of the entire range of language deployed by L2 users and may also have ushered in what appears to be a recent “playful turn” in the field. In the 1990s, the ways that L2 users agentively deploy their linguistic resources in order to construct an array of meanings, to position themselves and others in particular ways, and to navigate a social terrain that shifts depending on how and to whom they speak, were recognized as important to L2 development. As part of this shift, creative uses of the L2 have attracted the interest of applied linguists, who are now more inclined to recognize L2 users not as “faithful imitators” of idealized native speaker norms, but as “playful creators” of their own L2 meanings (Gao, 2014).

This colloquium contributes to the growing body of research in this area by highlighting three examples of empirical work on L2 humor and sarcasm that go far beyond merely documenting instances of playful L2 use. Together, the papers illustrate the potential of humorous language as a teaching and learning device, helping classroom learners engage with the L2 culture, and begin to expect the unexpected and construct their own interpretations of L2 talk. Furthermore, these papers demonstrate that perception, comprehension, and use of L2 humor form an important part of the communicative repertoires of L2 users and should be approached systematically in the language classroom.
Colloquium II (cont.)

So many ways to be impolite? L2 humor as a classroom management tool
Maria Shardakova

This paper reports on an ethnographic classroom study carried out in an intensive summer program at a large Midwestern university. The focus of the study was the use of L2 humor in Russian language classroom, including classroom management strategies. The study drew on the theoretical work of Culpeper (1996, 2005, 2011), Bousfield (2008), and Locher and Watts (2008). The data show that despite individual variations in L2 humor techniques or styles, most instructors deployed teasing as a classroom management tool. While doing so, the instructors singled out individual students who seemed to enjoy this ritual confrontation. The instructors usually commented on students’ behavior or personal characteristics. In their turn, students retorted, directing their ridicule at the perceived socio-cultural affiliation of the instructor. In their teasing, students deployed known stereotypes about outgroups. The study argues that the construct of interlanguage politeness should include the level of community of practice instead of regarding politeness as a cultural phenomenon. It is also important to consider ideological knowledge as a source of ritual impoliteness. The study raises the question about the necessity of teaching humor in the foreign language classroom and the inclusion of humor in foreign language instructor training (cf. Bell, 2009; Bell & Attardo, 2010). With humor coloring every aspect of classroom interaction, instructors and students alike need to reflect on their playful practices, how these practices relate to broader cultural norms and expectations and how ideologies shape these practices.
Joking around during study abroad: Humor in everyday conversation in Spain
Rachel L. Shively

Comprehending humor in a second language (L2) can be challenging for L2 learners for a variety of reasons such as being able to understand playful contextualization cues, cultural scripts, and words and structures produced in humorous utterances (e.g., Bell & Attardo, 2010). In the study abroad context, if L2 learners participate in everyday conversations with members of the host country, they are likely to encounter spontaneous verbal humor in their L2. While the nature of the L2 input that learners receive during study abroad has been a central concern in the literature (e.g., DuFon & Churchill, 2006), no previous studies have considered the humor to which learners are exposed in that environment. This presentation addresses this issue by examining humorous utterances produced by Spanish-speaking host families and age peers who engaged in everyday conversations with L2 learners of Spanish during study abroad in Spain. The analysis focuses on the topics, genres, and linguistic mechanisms that speakers employed and the strategies that they used to make Spanish humor comprehensible to learners.

The primary data consist of 48 naturalistic conversations, recorded throughout the semester in Spain, between six L2 learners of Spanish and their Spanish-speaking host families and age peers. The discourse was analyzed qualitatively and quantitatively, examining all instances of humor produced by host families and age peers. Supplemental data included journals, interviews, questionnaires, and field notes. The findings indicate that many of the families and peers perceived that L2 learners might have difficulties comprehending humor in Spanish and regularly employed strategies to avoid miscommunication and failed humor, including the following: consciously avoiding sarcasm, limiting humor to situations and topics with which learners were familiar, alerting the learner that a joke was about to be told, explaining lexical items and cultural references employed in humor, and repeating humorous elements. While families’ and peers’ humor was successful in amusing L2 learners in many cases, the outcomes for learning and social interaction were not always beneficial to learners. Sarcasm avoidance, for example, resulted in the learner misconception that sarcasm was inexistent in Spain and in a concomitant reduction in attempts at sarcasm by learners. Moreover, at times, over-explanation of humorous elements and explicit avoidance of humor altogether had the effect of positioning learners as deficient or even incapable of engaging in humor in their L2. These results contribute to understanding an underresearched aspect of the L2 input to which learners are exposed during study abroad and point to ways in which that input may impact social interaction and humor use by L2 learners. Based on these insights, this presentation will conclude by offering suggestions for how language instructors in study abroad can raise students’ awareness about the use of humor in their host country and prepare them for how their humor may be received, for example, by asking students to record a conversation in the L2 and analyze their own and their interlocutors’ humorous exchanges.
Teaching the concept of sarcasm to L2 learners of English
Jiyun Kim

I will report on an empirical study in which I provided Systemic-Theoretical Instruction (STI) to help learners of English develop a conceptual understanding of sarcasm. STI provides learners with means for theoretical and conceptually based generalization, which allows them to orient themselves in a systemic way to the concept being studied. This session introduces an innovative pedagogical approach to teaching sarcasm grounded in Vygotsky's theory of consciousness and Gal'perin's associated theory of educational development.

The study analyzes both qualitative data (i.e., individual interviews, in-class interaction, focus group discussions, student-produced pedagogical diagrams, and interpretive-essay writings) and quantitative data (i.e., performance on pre-, post-, and delayed post-tests). Through these analyses, I will show how student development occurred in (1) their conceptual knowledge of English sarcasm and (2) their functional ability to detect and understand the underlying speaker intent in sarcastic utterances.

The analysis of STI interactions and test scores reveals significant learner development. Students gained mature knowledge of the concept of sarcasm and improved their ability to comprehend different intentions and attitudes conveyed by sarcasm users. By developing scientific knowledge of sarcasm, students established a solid cognitive framework for understanding the L2 concept more readily, which in turn raised their awareness of the comprehension and use of sarcasm in their L1. More importantly, learners gained a sense of empowerment by finally understanding the subtle features of sarcasm that they had not previously recognized. The results highlight the importance of instructional quality and teacher-learner dialectics, referred to by Vygotsky with the Russian term obuchenie, in which learners interact with an expert tutor who offers pedagogically designed psychological tools and semantic-pragmatic explanations to promote a functional understanding of subtle concepts like sarcasm.
Colloquium III

*Promoting Spanish as a Heritage Language through Family Engagement Sessions: Creating Alternative Spaces for the Latino Community*

**Presenters**
Melissa Perez Rhym, University of Georgia  
Lourdes Cardozo-Gaibiso, University of Georgia  
Helene Halstead, University of Georgia

**Friday, October 29, 2015 · 1:35-3:50pm · Ballroom**

This colloquium examines the challenges Latino immigrant students and their families face in the Southeastern United States to maintain their Heritage Language and culture (Allexsaht-Snider et al., 2013). The authors explore how family engagement sessions create a welcoming third space environment for Latino families, which have been historically disenfranchised from participation in American schools. Latino parents often lack the cultural knowledge and understanding of how traditional American school systems function. Parents who possess the cultural capital valued in traditional educational systems are familiar with the language and behavior that is valued by these systems, which often reproduce the social class positions of white, middle class society (Abrams & Gibbs, 2002). Through the creation of third spaces with educators and families working together, families may transfer social capital found in language and social practices into cultural capital that will provide a bridge to higher education.

Drawing from a model of family engagement that is specifically designed for culturally diverse educational settings parent and teacher relationships become crucial to school and academic success, but are developed with the students at the center, as agency promoters (Rodriguez et al., 2008).

Even though the authors acknowledge that these models of family engagement are unique and constitute isolated cases, it must be stated that rethinking models of parent school partnerships is essential to provide non-dominant students with quality education, cultural validation and language preservation. Through their participation in family engagement sessions, held in Spanish, parents and students work together to sustain and expand their heritage language skills. Students witness the empowerment of their family as these parents demonstrate academic knowledge in their heritage language.
Creating empowering school environments for Latin@ parents through family engagement sessions
Melissa Perez Rhym

This paper examines how Latino parents, who were previously disenfranchised from their children’s education, are engaged to participate in schools. In order to meet the needs of a growing Latino population, a series of parent workshops were created to help parents understand cultural differences and expectations in American schools as well as the role they are expected to play. Participation was extended into their children’s Heritage Language classes where they embodied the role of expert.

Family workshops as a model of family engagement: An alternative approach to developing parent, teacher and student agency
Lourdes Cardozo-Gaibiso

In this paper the author explores how educators can shift from institutional deficit positioning of Latino/a students in Middle and High Schools to a third space that sustains their translanguaging and cultural repertoires.

Family engagement workshops: Reducing the educational achievement gap
Helene Halstead

This paper examines this author’s seven years of participation in the LiSELL [Language-Rich Inquiry Science with English Language Learners] program that works with emergent language learners and their families through engagement in science workshops with the aim of diminishing the educational achievement gap. Held in institutions of higher education and in their native Spanish language, these workshops provide Latino families in our community with the knowledge and resources they need to make informed decisions about post-secondary education.
Colloquium IV

Fostering real-world language use in collaborative learning environments

Presenters
Sara Finney, University of Alabama
Claire Mitchell, University of Alabama
Chelsea Tanous, University of California, Santa Barbara

Saturday, October 31, 2015 · 8:30-10:10am · Ballroom

This colloquium will illustrate how innovative instructional practices in the foreign language classroom can produce real-world language use and encourage students to become agents of their own learning. By adopting a sociocultural framework, these presentations will provide examples of how to inspire learners to develop a deeper understanding of the diverse social, cultural, and political contexts associated with language learning (del Valle, 2014).

Globalization, as Blommaert (2010) describes, is the rapid growth in the dispersing of “capital, goods, people, images and discourses around the globe” (p. 13) and is characterized by cultural hybridity (Kramsch, 2014). As a result of these advancements, the 21st century learner has been socialized in an age that promotes instantaneous communication, is saturated with global technologies, and encourages interaction in a more meaningful way with the global world.

As borders and cultures continue to blur and merge (Schenker, 2012), educators are in need of a “more reflective, interpretive, historically grounded, and politically engaged pedagogy” (Kramsch, 2014, p. 396). More specifically, it is necessary to take into consideration the effects of a constantly connected world within the foreign language classroom. Through exposure to real-life contexts, educators can better develop learners’ ability to interact successfully and competently in today’s society (National Standards, 2015).

In order to address these emerging trends, the proposed papers will discuss learners’ beliefs and perceptions regarding language learning within various collaborative contexts such as discourse communities, role-immersion scenarios, and the digital realm. In each study, participants become co-creators of content in the learning environment while educators take on the role of facilitator, affording students the opportunity to self-direct and determine the trajectory of their own learning.

How do I win?: Creating autonomous learning environments using role-immersion pedagogy
Sara Finney

This presentation examines how role-immersion pedagogies in the foreign language classroom foster a deep learning environment and motivate students to become agents of their own learning (Tochon, 2014). Observations, class assignments, and questionnaire responses from students enrolled in an intermediate Spanish language classroom (n=18) were analyzed and categorized; results indicate students produced a discernible pattern of self-initiated learning behaviors based on an operationalized definition of autonomy as outlined by Benson (2010) and Dam (1995).
Oh, how Pinteresting! Visualizing the L2 self in the digital realm
Claire Mitchell

This presentation utilizes Activity Theory (Engeström, 1987) to investigate what emotions lead beginner learners of Spanish (n=73) to visualize their L2 self (Dörnyei, 2010). By completing collaborative projects via Web 2.0 technology (e.g., Pinterest), learners explored diverse cultural perspectives, and their related emotions were examined. Interactions within the activity system were analyzed through the collection of written and oral data; findings suggest that positive emotions related to learning developed visualizations of the ideal L2 self.

Learner perspectives: Improving oral proficiency in informal discourse communities
Chelsea Tanous

This presentation examines students’ perspectives regarding the development of their oral language skills within the context of an informal community of practice (Lave & Wenger, 1991; Wenger, 1998). Data was collected from questionnaires completed by 267 university students enrolled in French language courses and from interviews with four case study participants. Findings indicate that although students were hesitant to participate, they did view this community as an effective environment to improve their oral language proficiency.
Colloquium V (Invited)
*Sociocultural Theory and the implications of dialectics for L2 research and practice*

**Organizer**
Matthew E. Poehner, The Pennsylvania State University

**Presenters**
Matthew E. Poehner, The Pennsylvania State University
James P. Lantolf, The Pennsylvania State University
Olesya Kisselev, The Pennsylvania State University
Lindsey Kurtz, The Pennsylvania State University
Merrill Swain, OISE, University of Toronto
Eduardo Negueruela-Azarola, University of Miami
Antoni Fernández Parera, University of Miami
Rémi A. van Compernolle, Carnegie Mellon University

**Saturday, October 31, 2015 · 1:50-4:05pm · Ballroom**

Debates over the feasibility and desirability of a unified theory of SLA (e.g., Long, 1993; van Lier, 1994; Block, 1996) helped to create intellectual space for the pursuit of research framed by theories other than the mainstream accounts of L2 developmental processes. Many of the so-called “alternative” perspectives on SLA (Atkinson, 2013) have gained prominence in the field. A recent major conference (AAAL, 2015) included a colloquium of ten different theories, and discussion turned once again to the possibility of an all-encompassing L2 meta-theory. Sociocultural Theory (SCT), as formulated in the writings of L. S. Vygotsky (1987), was among the first of these alternative perspectives to gain attention from L2 researchers. While SCT was initially regarded as a powerful lens for interpreting processes of psychological development, including L2 abilities (Frawley & Lantolf, 1985; Lantolf & Appel, 1994), increased availability of Vygotsky’s writings eventually revealed the theory’s potential to guide educational activity to support learner L2 development (Lantolf & Thorne, 2006). More recently, Lantolf and Poehner (2014) explored the foundational role of dialectics in Vygotsky’s thinking, determining that his commitment to understanding the relational unity of seemingly disparate and contradictory processes and phenomena provided the basis for his elaboration of a coherent scientific psychology as well as for his practical work with teachers, students, and individuals at risk because of their marginal status in society. According to this view, dialectics functions at the level of a meta-theory, providing a coherent logic for domains of inquiry including the natural as well as the social and humanistic sciences. As dialectics has its own intellectual history, it diverges in fundamental ways from the philosophy that has taken root in most contemporary social science research, including the various theoretical perspectives in SLA. The papers in this colloquium follow Lantolf and Poehner’s (2014) effort to outline the implications of understanding the dialectical underpinnings of SCT for L2 research and practice. Each paper brings into focus a specific question or problem that is relevant for SLA research. Drawing upon recent and ongoing L2 SCT research, the papers illustrate the reorienting required by a dialectical position and the challenges this poses to L2 research questions, study design, interpretation of results, and recommendations for practitioners.
Colloquium V (cont.)

Explaining the Zone of Proximal Development: Why levels of mediation matter
James P. Lantolf, Olesya Kisselev, and Lindsey Kurtz

The Zone of Proximal Development has been one of the most misunderstood features of Sociocultural Theory. For instance, it has been inappropriately equated with Krashen's i+1 and with the concept of "scaffolding." Recently, Erlam et al. (2013) have questioned Aljaafreh and Lantolf's (1994) regulatory scale and have instead supported a one-size-fits-all use of explicit mediation. This presentation provides a theoretical and empirical counter argument to Erlam et al.'s (2013) proposal.

L2 development as cognitive-affective process
Matthew E. Poehner and Merrill Swain

The Zone of Proximal Development (ZPD) may be understood as joint activity marked by struggle and tension between task demands and learner current abilities. We critique previous ZPD research for its neglect of affect. Our observations of ZPD activity compel us to understand learner frustration, confusion, and feelings of competence and joy as integral to L2 development, shaping learner orientation to tasks, receptiveness to mediation, and sense of self as a user of the L2.

Explicit focus on meaning: Mindful conceptual engagement in the L2 classroom
Eduardo Negueruela-Azarola and Antoni Fernández Parera

This project reports an SCT-based pedagogical intervention to teach Spanish copula verbs (ser/estar) through the pragmatic notion of normativity. Against the backdrop of discussions in the L2 field concerning form-focused versus meaning-focused instruction, it is proposed that mindful conceptual engagement (explicit focus on meaning) is required by L2 learners to begin to appreciate the significance of ser/estar. Data of a representative selection of beginning L2 Spanish learners is presented to illustrate the pedagogical approach.

CA-for-SCT: Orientation as a dialectic of the individual and the interpersonal in interaction
Rémi A. van Compernolle

This paper addresses the use of Conversation Analysis in the service of Sociocultural Theory, or CA-for-SCT. First, SCT research is critiqued for often superficially analyzing L2 interactions. Then, CA is proposed as a partially complementary method for analyzing interactions within an SCT research design. Example analyses illustrate the concept of orientation—that is, how people jointly attend to features of talk-in-interaction—as a dialectic relationship between individual cognitive processes and interpersonal cognitive processes.
Recent Special Issues

From second language pedagogy to the pedagogy of ‘plurilingualism’: a possible paradigm shift? (71.4)

Second Language Speech Perception and Production: Implications for Language Teaching (70.4)

Implementing the Common European Framework of Reference for Languages and the European Language Portfolio: Lessons for Future Research (69.4)

Computer-mediated Discourse and Interaction in Second and Foreign Language Learning and Teaching (68.4)

Linking Second Languages Research and Practice (Supplement 1, 2012)

La Revue canadienne des langues vivantes

Dernières éditions spéciales

De la didactique des langues à la didactique du plurilinguisme : un changement de paradigme possible ? (71.4)

Perception et production de la parole : répercussions sur l’enseignement des langues secondes (70.4)

Tirer des leçons des recherches empiriques sur la mise en œuvre du Cadre européen commun de référence pour les langues et du Portfolio européen des langues pour les recherches futures (69.4)

Le discours et l’interaction médiatisés par ordinateur dans l’apprentissage et l’enseignement des langues secondes et étrangères (68.4)

Lier la recherche en langues secondes à la pratique (2012)
# THURSDAY, OCTOBER 29

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## 11:30 a.m. to 12:45 p.m. | Lunch Break

### Concurrent Sessions | Thursday, October 29, 12:45 – 3:30 p.m.

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<td>Anticipation and expectation in L2 processing and learning</td>
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<td>Organizers: Theres Grüter</td>
<td>Carrie Bonilla, Martyn Clark, Ewa Golonka, &amp; Megan Masters</td>
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## Concurrent Sessions | Thursday, October 29, 3:30 – 5:10 p.m.

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<td>L2 Assessment</td>
<td>Who am I? A heritage language learner’s navigation of multiple identities online</td>
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### 3:30 – 4:00 p.m.

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<td>Poster Session I</td>
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<td>Effects of attention to grammatical forms on aural comprehension</td>
<td>Demographics in SLA: A systematic review of sampling practices in L2 research</td>
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<td>Poster Session I</td>
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<td>Spanish heritage language learners vs. L2 learners: What CAF reveals</td>
<td>The acquisition of Mandarin interlocutives stops in a prosodic environment</td>
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<td>Effects of syntactic priming on learners’ oral production during task performance</td>
<td>Nuoyi Yang</td>
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<td>Alternative assessment and pragmatic production ability: A new horizon in pragmatic assessment</td>
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### 4:05 – 4:35 p.m.

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<td>Validating grammaticality judgment tests: Evidence from two new psycholinguistic measures</td>
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<td>Poster Session I</td>
<td>Poster Session I</td>
<td>A corpus-based analysis of syntactic complexity as a measure of oral English proficiency of ITAs</td>
<td>Ji-Yung Jung &amp; Xiaoliang Zhou</td>
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<td>Poster Session I</td>
<td>Poster Session I</td>
<td>When production matters: Task-based differences in priming among less proficient L2 learners</td>
<td>Guilherme Garcia</td>
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<td>Poster Session I</td>
<td>Poster Session I</td>
<td>How L2 speakers evaluate segmental and suprasegmental features in prepared and non-prepared ELLs’ talks</td>
<td>Flavia Belpoliti &amp; Elisa Gironzetti</td>
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### 4:40 – 5:10 p.m.

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<td>Random walks in learner writing: The nonlinear development of lexical and syntactic complexity</td>
<td>The second language acquisition of weight and stress: Extrametricality and default stress</td>
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<td>Language development over time: Using corpora data to analyze L2 learners’ expression of the past</td>
<td>Guillermo Garcia</td>
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<td>Poster Session I</td>
<td>Implicit prosody and task-load interactions in native and late bilingual speakers of English</td>
<td>Flavia Belpoliti &amp; Elisa Gironzetti</td>
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<td>Poster Session I</td>
<td>Poster Session I</td>
<td>Measuring lexical knowledge in an intensive English program</td>
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<td>Maximizing the effect of instruction: A comparison of flipped, blended and traditional FL course designs</td>
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<td>New phonetic category formation in L2 Spanish</td>
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<td>Storytelling by Chinese heritage language learners</td>
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<td>5:15 – 5:30 p.m.</td>
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<td>5:30 – 6:30 p.m.</td>
<td>Ballroom</td>
<td>Plenary Speaker Nick Ellis <em>Usage-based approaches to language acquisition and processing</em></td>
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<td>6:30 – 8:30 p.m.</td>
<td>Loudermilk Center Lobby</td>
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## FRIDAY, OCTOBER 30, 2015

### Concurrent Sessions | Friday, October 30, 9:50 a.m. - 12:05 p.m.

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<td>Colloquium II (Invited)</td>
<td>Cognitive Approaches to SLA</td>
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<tr>
<td>9:50 – 10:20 a.m.</td>
<td>Empirical advances in the study of L2 humor</td>
<td>Military and civilian L2 instructors: Decoding perceptions of US service academy cadets</td>
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<td>Organizer: Nancy Bell</td>
<td>Zachary Miller</td>
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<td>Presenters: Maria Shardakova, Rachel Shively, &amp; Jiyun Kim</td>
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<td>Myrna Cintrón Valentin and Nick Ellis</td>
<td>Rachel Traxler &amp; Kimi Nakatsukasa</td>
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<td>11:00 – 11:30 a.m.</td>
<td>Concurrent Sessions</td>
<td>Friday, October 30, 9:50 a.m. – 12:05 p.m.</td>
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<td><strong>Formal Approaches to SLA</strong></td>
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<td><strong>Laboratory vs. classroom: Do learning outcomes for L2 vocabulary vary across contexts?</strong></td>
<td><strong>L2 Literacy</strong></td>
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<td><strong>Second language processing of derived words in English: Evidence from an overt priming experiment</strong></td>
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<td><strong>Yoonsang Song</strong></td>
<td><strong>Can Processability Theory model/predict the acquisition of French wh-interrogatives by Anglophone learners</strong></td>
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<td><strong>Kate White</strong></td>
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<td><strong>José Alemán Bañón, Jason Rothman &amp; David Miller</strong></td>
<td><strong>Narrative development in L1 and FL: A longitudinal study among young Chinese learners of English</strong></td>
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<td><strong>Tania Leal, Roumyana Slabakova, Ivan Ivanov &amp; Marta Tryzna</strong></td>
<td><strong>Unlearning uninterpretable features: Interrogatives in L1 Arabic-L2 English</strong></td>
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<td><strong>Using subjective measures to investigate the acquisition of implicit/explicit knowledge in aptitude-treatment interactions with feedback</strong></td>
<td><strong>Yuko Butler, Yeting Liu &amp; Heejin Kim</strong></td>
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<td><strong>Carolina Gonzalez &amp; Christine Weissglass</strong></td>
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<td><strong>The proactive bilingual brain: Using interlocutor identity to generate predictions for language processing</strong></td>
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<td><strong>Emily Hackmann</strong></td>
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<td><strong>The hybrid of two languages and identities: Case study of 1.5-generation Korean Americans</strong></td>
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<td>11:35 a.m. – 12:05 p.m.</td>
<td><strong>Task effects in resyllabification: L1 and L2 differences</strong></td>
<td><strong>Psych verbs in L2 Spanish: Examining developmental evidence</strong></td>
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<td><strong>Carolina Gonzalez &amp; Christine Weissglass</strong></td>
<td><strong>Becky Halloran</strong></td>
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<td><strong>Using subjective measures to investigate the acquisition of implicit/explicit knowledge in aptitude-treatment interactions with feedback</strong></td>
<td><strong>Phonological awareness in ESL: A comparison across four L1s and ten phonological units</strong></td>
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<td><strong>Rebecca Sachs &amp; Phillip Hamrick</strong></td>
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<td>12:05 – 1:35 p.m.</td>
<td><strong>Lunch Break</strong></td>
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## Concurrent Sessions | Friday, October 30, 1:35 – 3:50 p.m.

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<td>Colloquium III</td>
<td>Cognitive</td>
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<td>1:35 – 2:05 p.m.</td>
<td>Promoting Spanish as a heritage language through family engagement sessions: Creating alternative spaces for the Latino community</td>
<td>Investigating the difficulty of processing and learning L2 inflectional morphology: Evidence from an eye-tracking study</td>
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<td>2:10 – 2:40 p.m.</td>
<td>Lexical access of nonnative inflected nouns: The role of proficiency and early/late start</td>
<td>A multidimensional investigation of L2 fluency before, during, and after residence abroad</td>
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<td>Kira Gor, Anna Chrabaszczyk &amp; Svetlana Cook</td>
<td>Nicole Tracy-Ventura &amp; Amanda Huensch</td>
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<td>2:45 – 3:15 p.m.</td>
<td>Playing with fire: Effects of hot cognition on working memory and second language vocabulary acquisition</td>
<td>Native and non-native processing of relative clause attachment ambiguity in Mandarin</td>
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<td>Jessica Fox &amp; Zachary Miller</td>
<td>Zhiying Qian &amp; Jerry Packard</td>
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<td>3:20 – 3:50 p.m.</td>
<td>Transfer in processing strategies in second language acquisition</td>
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<td>Gabrielle Klassen</td>
<td>Merideth Hoagland</td>
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3:50 – 4:20 p.m. | Coffee Break
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<td>4:20 – 4:50 p.m.</td>
<td>Different language use in different online contexts: Application of online communities on second language learning</td>
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<td>Se Jeong Yang</td>
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<td>Jing Paul, Elinore Fresh &amp; Yu-Ning Lai</td>
<td>Senyung Lee</td>
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5:30 – 6:30 p.m. | Ballroom | Plenary Speaker
Magali Paquot: *The lexis-grammar interface in learner language: From learner corpus data to applications*
## Concurrent Sessions | Saturday, October 31, 8:30 – 10:45 a.m.

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<th>Board Room</th>
<th>Anne Cramer</th>
<th>Livingston</th>
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<td>Second Language Teacher Development</td>
<td>Corpus Linguistics</td>
<td>Psycho-linguistics &amp; SLA</td>
<td>Social Approaches to SLA</td>
<td>Instructed SLA</td>
<td>Usage-based SLA</td>
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<td>Colloquium IV</td>
<td>Fostering real-world language use in collaborative learning environments</td>
<td>The role of emotion in teacher development: A case study</td>
<td>Jun Zhao</td>
<td>L2 lexicon is qualitatively different from L1 lexicon — Evidence from the novel word lexicalization studies</td>
<td>Written language and learners’ knowledge of grammar in Second language: two empirical studies</td>
<td>Learning as process: Does learner grammar performance improve during implicit task execution?</td>
<td>The aspect hypothesis in L2 Spanish: New data from the present progressive</td>
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<td>8:30 – 9:00 a.m.</td>
<td>Student-teacher conferencing: Giving L2 writing teachers and their ESL students a voice</td>
<td>Examining the use of reporting verbs in L2 writing: A corpus-based study</td>
<td>Inventory of available lexical representations mediate accuracy in phonological perception and lexical access in L2</td>
<td>Service learning as a tool for L2 vocabulary acquisition</td>
<td>Impact of implicit and explicit CF and learner roles on the acquisition of Japanese particles</td>
<td>Complex syntax in L2 Spanish: Simultaneous narrations of the pear stories film</td>
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<td>9:05 – 9:35 a.m.</td>
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## Concurrent Sessions | Saturday, October 31, 8:30 – 10:45 a.m.

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<td>Corpus Linguistics &amp; SLA</td>
<td>Psycholinguistics &amp; SLA</td>
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<td>9:40 – 10:10 a.m.</td>
<td>(continued)</td>
<td>Using SLA to transform science teachers into science and language teachers: A multiple case study</td>
<td>Doctoral programs in applied linguistics in North America: What keyword analysis does and doesn’t say</td>
<td>Incidental vocabulary learning from novel-reading: An eye-tracking study</td>
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<td>10:15 – 10:45 a.m.</td>
<td>Second language teacher identity and language policy in mainstream classrooms</td>
<td>A corpus-based analysis of the modern usage of the Spanish imperfect among native speakers</td>
<td>The acquisition of lexical tone by advanced second language learners</td>
<td>The impact of Vygotskian dialogic corrective feedback on second language writers</td>
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### 10:45 – 11:15 a.m. | Coffee Break
## Concurrent Sessions | Saturday, October 31, 11:15 a.m. – 12:20 p.m.

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<td>Anna Cablick</td>
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<th>11:15 – 11:45 a.m.</th>
<th>Poster Session II</th>
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<tr>
<td>Negotiating learner agency in Japanese-American intercultural telecollaboration</td>
<td>Tomoe Nishio &amp; Masanobu Nakatsugawa</td>
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<td>Processing response or collateral signals? Relativizer omission in spontaneous L2 speech</td>
<td>Nicholas A. Lester</td>
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<tr>
<td>Stripping, unpacking, acquiring: The case of nasal vowels in L2 French</td>
<td>Miguel Angel Marquez Martinez &amp; Isabelle Darcy</td>
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<td>Revisiting extensive reading principles in an EAP writing class: A focus group study</td>
<td>Eunseok Ro &amp; Hanbyul Jung</td>
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<td>Irregular morphology and learner perception of the Spanish subjunctive in aural and written tasks</td>
<td>Muriel Gallego &amp; Rebecca Pozzi</td>
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<td>The role of language aptitude in teaching request-making in L2 Chinese</td>
<td>Shuai Li</td>
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<td>Student perceptions of native and non-native English teacher accents</td>
<td>Jessica Fast &amp; Bozheng Liao</td>
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<tr>
<td>Synthesizing research and praxis of telecollaboration: A scoping review</td>
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<td>Relativisors and animacy in L2 English</td>
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<td>Computations and goal-orientation in L1-English L2-French anaphoric processing</td>
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<td>How does strategic planning with guidance attending to form and meaning affect L2 writing?</td>
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<td>Understanding aptitudes: Interaction between music and language learning aptitudes</td>
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<td>Attitudes towards regional varieties of Spanish: Evaluation and development in L2 learners</td>
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### 12:20 – 1:50 p.m. | Lunch Break
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<td>Colloquium V (Invited)</td>
<td>Heritage Learning</td>
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<td>Organizer Matthew E. Poehner, Presenters Matthew E. Poehner, James P. Lantolf, Olesya Kisselev, Lindsey Kurtz, Merrill Swain, Eduardo Ngueruela-Azarola, Antoni Fernández Parera, Rémi A. van Compernolle, Estrella Rodriguez</td>
<td>Lauren Miller, Alejandro Cuza, Adrian Pasquarella &amp; Xi Chen</td>
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<td>1:50 – 2:20 p.m.</td>
<td>The phraseoseological development of L1 German learners: A phrase-frame approach</td>
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<td>Heritage on-line processing of person and number in Spanish: Native-like?</td>
<td>James Garner</td>
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<td>2:25 – 2:55 p.m.</td>
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### Concurrent Sessions | Saturday, October 31, 1:50 a.m. – 4:05 p.m.

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<td>Heritage Learning</td>
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<tr>
<td><strong>3:00 – 3:30 p.m.</strong></td>
<td>(continued) Sociocultural Theory and the implications of dialectics for L2 research and practice</td>
<td>Learning of Korean honorifics through collaborative tasks: Comparing heritage and non-heritage speakers</td>
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<td><strong>3:35 – 4:05 p.m.</strong></td>
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### 4:05 – 4:35 p.m. | Coffee Break
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<td>Naoko Taguchi: <em>Contexts and pragmatics learning: Findings and implications of study abroad research</em></td>
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Paper Session Descriptions

THURSDAY, OCTOBER 29, 12:45 – 1:15 P.M.

When technology meets SLA: Enabling pedagogy in adaptive, online language learning
Carrie Bonilla, Martyn Clark, Ewa Golonka, and Megan Masters (University of Maryland)
This presentation will describe LanguageNation, an online tool currently under development to enable adaptive language training with minimal human involvement by leveraging authentic resources and Human Language Technology (HLT). Log data from pilot learners will be presented and discussed in the context of SLA principles. (Pope Room)

Intersections of identity and length of residence: L2 speakers in Japan and Japanese dialect use
Jae Takeuchi (Clemson University)
This presentation examines how identity and length of residence factor into linguistic choices of L2 speakers in Japan. Using identity theory, I analyze participants’ stances toward Japanese Dialect use and their accounts of choosing between Standard Japanese and Japanese Dialect. Comparisons are made between long- and short-term residents of Japan. (Duke Room)

Morphological awareness in L2 Chinese vocabulary knowledge development: Examining linguistic universality and specificity
Haomin Zhang (Carnegie Mellon University)
The present study aims to examine the role of morphological awareness (MA) in L2 Chinese vocabulary acquisition through an investigation of linguistic universality and specificity underlying MA. A structural equation modeling analysis indicated that language-universal MA and language-specific MA jointly predicted L2 Chinese vocabulary knowledge. (Childs Room)

The role of extra grammatical factors in the that trace effect: Evidence from bilinguals
Shane Ebert and Jeanne Heil (University of Illinois at Chicago)
Using predictions from the Interface Hypothesis (IH: Sorace & Filiaci, 2006) regarding Spanish-English bilinguals, we test whether non-syntactic factors play a role in the that-trace effect (TTE). According to IH, bilinguals experience difficulty with interface phenomena but not narrow syntax. If TTE involves interface phenomena, bilinguals should differ from monolinguals. (Board Room)

Differential effects of different types of corrective feedback on L2 speech perception training
Andrew Lee and Roy Lyster (McGill University)
In spite of the importance of feedback in second language (L2) speech perception training, the feedback that has so far been examined has been relatively uniform and simple. The current study will thus investigate the differential effects of different types of feedback provided during L2 speech perception training. (Anne Cramer Room)
His or her? L2 English learners’ struggles with possessive determiners  
Claire Renaud (Arizona State University), Lauren Covey (University of Kansas), Tatiana Fistrovic (Arizona State University), Carla Ghanem (Arizona State University), and Erik Johnson (Arizona State University)  
This partial replication of Antón-Méndez’s (2011) study examines factors influencing gender errors in the production of L2-English possessive determiners. Learners, with various L1s and proficiency levels, relied on two strategies: avoidance and use of defaults. Errors also point to the role of the gender of the following noun. (Livingston Room)

A story of Korean returnees transforming from ESL learners to EFL learners  
Ji Hye Shin (Georgia State University)  
This study investigates Korean returnees who learned English as ESL learners in the US and examines how they perceive the change of English learning status in the EFL context and what type of supports are provided to motivate them to maintain or improve English proficiency. (Anna Cablick)

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THURSDAY, OCTOBER 29, 1:20 – 1:50 P.M.

Benefits of electronic textbooks on second language literacy development  
Alicia Miller and Sarah Isaacson (Ball State University)  
Student learning preferences and strategies are key to successful SLA teaching and learning. Electronic textbooks provide students with many features to customize the reading experience and promote reading comprehension. This study investigated student engagement, use of e-textbook strategies, and reading comprehension through surveys, pre- and post-tests. (Pope Room)

The processing of adjective agreement morphology in native, heritage, and L2 Arabic  
Rebecca Foote and Eman Saadah (University of Illinois at Urbana-Champaign)  
Results of a masked-priming experiment examining morphological decomposition in native, heritage, and L2 Arabic suggest that natives, heritage speakers, and late L2 learners all parse adjectives into stems and agreement affixes. This contradicts research that suggests that learners are unable to store and process morphologically-complex words in a nativelike manner. (Childs Room)

Cross-language interaction of grammatical gender in South Tyrolean German-Italian bilinguals  
Courtney Johnson Fowler (Pennsylvania State University)  
L1 German-L2 Italian bilinguals in South Tyrol completed picture naming experiments in their L1 and L2, with items that were either gender congruent, incongruent, or neuter incongruent. Results showed a gender-congruency effect only in L1 naming, suggesting that language environment impacts the direction of cross-language influence at the grammatical level. (Board Room)

Re-examining the impact of focused written corrective feedback on English articles  
Monika Ekiert (City University of New York) and Kristen di Gennaro (Pace University)  
This paper investigates the impact of written corrective feedback targeting limited functional article uses on the accuracy in the application of the remaining article uses. The results indicate that such focused correction leads to overgeneralization of the first-subsequent mention rule resulting in overuse and misuse of articles in other contexts. (Anne Cramer Room)
The effects of typology and L2 proficiency on L3 comprehension
Danielle Fahey and Mila Tasseva-Kurktchieva (University of South Carolina)
In this study lower proficiency L3ers of Portuguese with a Romance L2 were more accurate but slower than higher proficiency ones in perceiving [gender] and [number]. We suggest that lower proficiency L3ers are still learning to reassemble the [gender] and [number] features in both L2 and L3. (Livingston Room)

Developing academic literacy: The case of multilingual graduate students
Idoia Elola, Kimi Nakatsukasa, and Marta Tecedor (Texas Tech University)
Drawing on sociocultural theory, this study discusses how bilingual graduate students develop academic literacies and build their own profile as emerging scholars. Becoming acculturated into the academic discourse requires students to develop their knowledge of the subject area and literacy practices, by reorienting their actions to achieve their final goal. (Anna Cablick Room)

THURSDAY, OCTOBER 29, 1:55 – 2:25 P.M.

Enhanced feedback in written vs. oral SCMC: Modality, form salience and enhancement in online recasts
Natalia Curto (Georgetown University)
We investigate the effects of enhancing Spanish salient and non-salient linguistic target forms in recasts provided to language learners during synchronous computer-mediated communication, in both a written (text chat) and an oral (videoconference) modality. Language development is measured with guided production tasks and timed GJTs. (Pope Room)

Advice giving by EFL learners: What is the impact of proficiency and message context?
Fatma Bouhlal (Montreal University)
Young EFL learners and native speakers of English produced advice in response to scenarios differing on socio-pragmatic factors. The data analysis revealed that all participants used similar proportions of direct, indirect and conventionally indirect advice acts. However, appropriateness varied depending on the proficiency level and message context. (Duke Room)

Morphological decomposition among second language learners of English
Yun Yao (University of Arkansas)
This study examined the role of semantics in the decomposition of morphologically complex words in a masked priming experiment, where 67 L2 learners of English were presented with semantically transparent, semantically opaque, orthographically related, and unrelated primes. The results indicate that L2 morphological decomposition is not modulated by semantic transparency. (Childs Young Room)

Acquisition of strong and weak pronouns: Evidence from L2 Spanish/English code-switching
Bryan Koronkiewicz (University of Alabama)
This study investigates intermediate L1 English-L2 Spanish learners’ acceptance of code-switched strong and weak pronouns. The results show that the L2 learners rated both types as equally acceptable when switched, suggesting that the learners have not acquired both pronoun forms in Spanish, but rather only strong pronouns. (Board Room)
The effects of peer and teacher CF on the acquisition of past participles in L2 German  
*Lieselotte Sippel (Pennsylvania State University)*  
This classroom study investigated the effects of oral peer and teacher CF on the acquisition of an item-based structure, the German past participle. Results indicated that both peer and teacher CF resulted in short- and long-term gains as measured by an oral production task and a grammaticality judgment task. *(Anne Cramer Room)*

L2-acquisition of the count/mass distinction in English by L2-learners from Classifier languages based on atomicity  
*Sea Hee Choi, Yeqiu Zhu, and Tania Ionin (University of Illinois at Urbana-Champaign)*  
This study investigates whether L2-learners from Classifier languages such as Korean and Chinese (Chierchia, 1998) are influenced by atomicity in their use of the count/mass morphosyntax of English. The preliminary results show L2-learners from Classifier languages make errors in the categories where English count/mass syntax and atomicity show a discrepancy. *(Livingston Room)*

Spanish, English, or Spanglish?: Language choice in foreign language writing  
*Shenika Harris (Lindenwood University)*  
The present study examines language choice in the foreign language writing of intermediate-level university students of Spanish. Analysis of students’ written texts, think-aloud protocols, retrospective interviews, and questionnaires indicate that students have conflicting views regarding their choice to use multiple languages during the composition process. *(Anna Cablick Room)*

**THURSDAY, OCTOBER 29, 2:30 – 3:00 P.M.**

“Eye on Palestine”: International digital activism through photography and language  
*Anastasia Khawaja (The University of South Florida)*  
This discourse analysis study investigated the language choice of photograph captions and comments and language interactions taken from a public access Facebook group “Eye on Palestine” which has an international following of over 35 countries. Preliminary results suggest language choice depends on the amount of interaction among the members. *(Pope Room)*

Noticing and input as social practice  
*Stephen Daniel Looney (Pennsylvania State University)*  
This paper situates noticing as social practice occurring during talk when the primary task at hand is not language learning. It is argued that joint attention, institutional identity, and the interactional architecture of the science lab enrich the zone of proximal development (ZPD) for field-specific L2 lexical acquisition. *(Duke Room)*

Salient verbal morphology in L2 Italian: An eye-tracking study  
*Jennifer Behney (Youngstown State University), Patti Spinner (Michigan State University), Susan Gass (Michigan State University), and Lorena Valmori (Michigan State University)*  
Eye tracking data of 23 English-speaking learners and 13 native speakers of Italian reading sentences containing congruent and incongruent verb-adverb combinations (ieri ha mangiato ‘yesterday he ate’ and *ieri mangia ‘yesterday he eats’) indicate the inclusion of the auxiliary in past tense marking make tense feature more salient to learners. *(Childs Young Room)*
Transfer effects in bilingual rhythm: Afrikaans-Spanish bilinguals in Patagonia
Andries Coetzee (University of Michigan), Lorenzo Garcia-Amaya (University of Michigan), Nicholas Henriksen (University of Michigan), and Daan Wissing (North West University of South Africa)
We examined the rhythmic patterns of Afrikaans-Spanish bilinguals who live in Patagonia, Argentina. We show that the bilinguals’ L1 (Afrikaans) vowels were rhythmically influenced by their L2 (Spanish), but not vice versa. This shows that the dominance relationship between bilinguals’ languages can influence the extent of rhythmic influence between them. (Board Room)

Type of feedback, amount of feedback, and task-essentialness in a L2 computer-assisted study
Marisa Filgueras-Gomez (Georgetown University)
The present study looks at effects of types of feedback that differ in their explicitness, the amount of feedback provided, and the role of task-essentialness in Spanish temporal sentences. Data are analyzed to identify relationships between specific feedback characteristics (i.e., type and amount), impact of task-essentialness, and learning outcomes. (Anne Cramer Room)

The impact of peer and self review on writing development in French
Magda Tigchelaar (Michigan State University)
The practices of peer and self review are compared to determine whether L2 French learners improve their writing more in these different treatment conditions. Further analysis of drafts and revisions reveals the effect of feedback on each group’s writing process and the target aspects that peer and self reviewers address. (Anna Cablick Room)

THURSDAY, OCTOBER 29, 3:30 – 4:00 P.M.

Effects of attention to grammatical forms on aural comprehension
Jeanne Heil (University of Illinois at Chicago), Kara Morgan-Short (University of Illinois at Chicago), and Emma Marsden (University of York)
The current study examines whether attention to grammatical forms while listening negatively impacts comprehension. The results replicate findings using the same materials for reading (e.g., Leow et al., 2008) but not for listening with different materials (VanPatten, 1990), suggesting that previous findings have been dependent on materials rather than modality. (Pope Room)

Spanish heritage language learners vs. L2 learners: What CAF reveals
Sergio Adrada Rafael (Fairfield University) and Pablo Camus-Oyarzun (Georgetown University)
This study sought to examine Spanish L2 learners and Spanish Heritage Language (HL) learners’ writing proficiency on a less-controlled type of task (i.e. short essay) through complexity, accuracy and fluency (CAF) measures. Analyses yielded a significant advantage for HL learners in all three measures examined. (Duke Room)

Effects of syntactic priming on learners’ oral production during task performance
EunYoung Kang (Teachers College, Columbia University)
This study examined (a) whether syntactic priming promotes L2 learners’ use of a target structure during oral task performance and (b) whether syntactic priming can promote L2 learners’ learning of the structure. Suggestions for future research and possible pedagogical implications will be discussed in terms of present findings. (Childs Young Room)
Alternative assessment and pragmatic production ability: A new horizon in pragmatic assessment
Maryam Pezeshki (Allameh Tabatabai University) and Parviz Birjandi
This study explored the effectiveness of three alternative assessment approaches on EFL students’ production of four speech acts (request, refusal, complaint, and apology) and politeness markers. The results are discussed in terms of the effectiveness of the use of alternative assessment approaches on the pragmatic production ability of the learners. (Board Room)

Demographics in SLA: A systematic review of sampling practices in L2 research
Luke Plonsky (Northern Arizona University)
Using a sample of 604 primary studies, I systematically review the demographics in SLA across educational levels, first languages, age groups, and so forth. The results show oversampling of young adults and speakers of English as an L1 or L2, among other populations. Suggestions for improving external validity are discussed. (Anne Cramer Room)

The acquisition of Mandarin intervocalic stops in a prosodic environment
Nuoyi Yang (University of Wisconsin-Madison)
This study investigated whether English stressed contrast and Mandarin tonal contrast are different, and if different, whether English speakers can transfer their native stressed contrast to Mandarin tonal contrast. To answer the questions, this study compared the phonetic differences of two laryngeal distinct stops in English, Mandarin, and L2 productions. (Livingston Room)

Who am I? A heritage language learner’s navigation of multiple identities online
Brandon King (University of South Florida)
This study investigates a Spanish heritage language learner’s online construction, performance, and mediation of identity within a virtual world using a discourse analysis framework. It uniquely researches her application of new virtual supports for doing identity and supports existing claims that language ownership and ethnic identity are positively correlated. (Anne Cablick Room)

THURSDAY, OCTOBER 29, 4:05 – 4:35 P.M.

Validating grammaticality judgment tests: Evidence from two new psycholinguistic measures
Payman Vafaei (University of Maryland), Yuichi Suzuki (Kanagawa University), and Ilina Kachisnke (University of Maryland)
By employing two psycholinguistic measures of implicit knowledge, the current study re-examined the construct validity of timed and untimed grammaticality judgment tests (GJT). The results revealed that GJT, of any kind, are too coarse to be measures of implicit; and timed GJT tap automatized explicit knowledge at best. (Pope Room)

A corpus-based analysis of syntactic complexity as a measure of oral English proficiency of ITAs
Rodrigo Rodriguez Fuentes, Suthathip Thirakunkovit, and Kyongson Park (Purdue University)
This is a corpus-based study that investigates the use of different syntactic features of international graduate students who took an oral English proficiency test at a Midwest university. Focusing on fifteen selected features, the results showed that the examinees’ responses contain both syntactic features of oral conversation and academic writing. (Duke Room)
When production matters: Task-based differences in priming among less proficient L2 learners
Carrie Jackson (Pennsylvania State University), Helena Ruf (University of Minnesota), Marta Millar (Pennsylvania State University), and Theodore Smith (Pennsylvania State University)
The present study investigates the priming of word order among intermediate L1 English-L2 German learners. Results reveal significant priming effects, regardless of task type, but these effects were greater in production-to-production priming than comprehension-to-production priming, and only in the production-to-production condition did priming effects persist in a post-priming phase. (Childs Young)

How L2 speakers evaluate segmental and suprasegmental features in prepared and non-prepared ELLs’ talks
Akiko Okamura (Takasaki City University of Economics)
This presentation analyzes L2 speakers’ evaluations of segmental and suprasegmental features in prepared and unprepared talks by ELLs. In the prepared context, the L2 speakers emphasized the importance of individual sounds for the intelligibility and pronunciation of lower intermediate proficiency ELLs, while they valued suprasegmentals in unprepared talks. (Board Room)

The interface between the type of instruction and the type of grammatical features: A meta-analysis
Ji-Yung Jung and Xiaoliang Zhou (Teachers College, Columbia University)
Spada and Tomita’s (2010) meta-analysis was partially replicated, focusing only on the studies on adult learners. Using a different theoretical framework (i.e., acquisitional complexity) and a recently developed statistical method (i.e., Robust Variance Estimation), this meta-analysis presents different results from those of the original study. (Anne Cramer Room)

The second language acquisition of weight and stress: Extrametricality and default stress
Guilherme Garcia (McGill University)
In this paper, I show that adult learners (English speakers) are capable of acquiring even subtle prosodic aspects of their second language (Portuguese)—here, the stress patterns. Learners’ judgments mirror natives’ and also reflect a clear gradient trend across the proficiency levels investigated. Extrametricality is successfully reset from the L1. (Livingston Room)

Metaknowledge and heritage language learning: Gaining self-regulatory strategies in the Spanish for heritage learners classroom
Flavia Belpoliti and Elisa Gironzetti (Texas A&M University-Commerce)
This paper analyzes the development of metaknowledge in linguistic, sociocultural, and cognitive dimensions of Spanish Heritage Learners after two semesters of instruction. The curriculum integrated a modular approach to develop metalinguistic awareness, rhetorical sensibility and expansion of meta-strategies. Analysis of students’ production indicates areas of metaknowledge gains, supporting this implementation. (Anna Cablick Room)
THURSDAY, OCTOBER 29, 4:40 – 5:10 P.M.

Random walks in learner writing: The nonlinear development of lexical and syntactic complexity
Cynthia M. Berger (Georgia State University), Scott Crossley (Georgia State University), Laura Allen (Arizona State University), and Marjolijn Verspoor (University of Groningen)
This study uses mathematical techniques adopted from dynamic systems theory to investigate the non-linear development of lexical and syntactic complexity in the writing of nine L1 Dutch learners over 24 months of English language study. The findings do not provide strong support for dynamic theories of L2 language acquisition for the learners in this small study. (Pope Room)

Language development over time: Using corpora data to analyze L2 learners’ expression of the past
Benjamin Kinsella and Anne Lingwall (Rutgers, the State University of New Jersey)
This study examines Spanish past tense forms combined with discourse constraints in second language learners (L1 English). Speech samples from oral corpora data were analyzed. Findings indicate that learners increase the use of the imperfect with more years of study, supporting the Aspect Hypothesis and the Interlanguage Discourse Hypothesis. (Duke Room)

Implicit prosody and task-load interactions in native and late bilingual speakers of English
Elizabeth Pratt (Graduate Center, CUNY)
This project examines structural and prosodic effects during reading in L1 and L2 speakers. Findings show that for L1ers, presentation by phrase improves agreement processing, while for L2ers, word-by-word presentation improves comprehension. Analyses also suggest that these effects are related to reading proficiency, regardless of the participants’ L1 or L2. (Childs Young Room)

Measuring lexical knowledge in an Intensive English Program
Aaron Ohlrogge, Larry Zwier, and Daniel Reed (Michigan State University)
This study evaluates the use of three vocabulary tests in an Intensive English program to determine the relationships between proficiency level, vocabulary size, and L1 background. Differences in test construct, task type and L1 background led to significant differences in estimated vocabulary size among 168 learners across five proficiency levels. (Board Room)

Maximizing the effect of instruction: A comparison of flipped, blended and traditional FL course designs
Paul Malovrh and Nina Moreno (University of South Carolina)
The present study compares the L2 development of first-semester Spanish classroom learners (N=75) representing three different groups, based on course design (flipped vs. traditional), delivery method (classroom vs. computer), and type of input (+/- structured). Results indicate different rates of development of receptive versus productive skills across groups. (Anne Cramer Room)

New phonetic category formation in L2 Spanish
Sara Stefanich and Jennifer Cabrelli Amaro (The University of Illinois at Chicago)
We investigate L2 Spanish production of the palatal nasal /ɲ/ to determine whether L1 English speakers a) create a separate phonetic category for a novel L2 Spanish sound, or b) map the L2 sound onto a similar English sound sequence, which leads to creation of an intermediate L1/L2 phonetic category. (Livingston Room)
Storytelling by Chinese heritage language learners

Chang Pu (Berry College)

This presentation will report how four Chinese heritage language learners (9-10 years old) performed on Chinese and English oral narratives. Narratives were analyzed in the areas of coherence, text length, and language functions. Pedagogical implications and suggestions will also be discussed in the presentation.

(Anna Cablick Room)
FRIDAY, OCTOBER 30, 9:50 – 10:20 A.M.

Interface of explicit and implicit knowledge in second language: A structural equation modeling approach
Yuichi Suzuki (Kanagawa University)
One hundred advanced L2 Japanese speakers were assessed with automatized explicit knowledge (AEK) and implicit knowledge (IK) tests, along with cognitive aptitude tests for explicit and implicit learning. Results demonstrated that the aptitude for explicit learning significantly predicted the acquisition of AEK, and AEK significantly predicted the acquisition of IK. (Pope Room)

Military and civilian L2 instructors: Decoding perceptions of US service academy cadets
Zachary Miller (Michigan State University)
L2 student perception research, often focused on native versus non-native speaker teachers, rarely examines other instructor constructs. Cadets at US service academies, for example, often receive foreign language instruction by both military and civilian educators. The presenter reports how students’ perceptions of these distinct professional cultures may impact L2 learning. (Duke Room)

Processing endpoint prototypes in English past time tense-aspects
Christopher Farina (University of South Carolina)
Using an online reading task, this research investigates Andersen & Shirai’s (1994) claim that grammatical aspect is acquired through semantic prototypes. Results support the hypothesis that NNS process the prototype more quickly than non-prototypes and suggest telicity may be used to enhance acquisition of the present perfect by easing processing. (Childs Young Room)

Resisting linguistic and ethnic marginalization: Voices of Southeast Asian marriage-migrant women in Korea
Mi Yung Park (University of Auckland)
This study explores marriage-migrant women’s social interactions with native Korean speakers at home and at the workplace and their identity development. The findings indicate that these marriage migrants have resisted the identities imposed upon them as incompetent L2 speakers, while challenging the dominant ideologies perpetuating disparaging attitudes toward marriage migrants. (Board Room)

The great gender assignment/agreement debate: Knowing a noun’s meaning makes a difference
Alyssa Martoccio (University of Colorado Denver)
This study expands on Alarcón (2010), testing native and non-native speaker participants. The three groups performed differently; intermediate learners made assignment and agreement errors on known and unknown words, advanced learners made assignment and agreement errors only on unknown words, and native speakers only made assignment errors on unknown words. (Anne Cramer Room)

Persistent first language effects in advanced Spanish-speaking learners’ judgment of the English passive
Sophie Harrington (University of Toronto)
This study investigates whether L2 learners can move from a more to a less restrictive grammar of passivization using positive evidence. Ten L1 Central American Spanish speakers will judge the grammaticality of 26 passives (Spanish and English). Preliminary data show persistent L1-based syntactic and lexical transfer. (Livingston Room)
The predictive role of morphological awareness in ESL literacy acquisition: Testing mediation via vocabulary knowledge

Bilu Zhuang (Nanjing Tech University), Haomin Zhang (Carnegie Mellon University), and Winfred Xuan (The Hong Kong Polytechnic University, Hong Kong Community College)

The study aims to explore whether morphological awareness contributes to ESL reading and writing abilities directly or indirectly via vocabulary knowledge in college-level ESL learners. Path analysis indicated that morphological awareness had a substantial effect on ESL reading and writing abilities via the mediation of vocabulary knowledge. (Anna Cablick Room)

FRIDAY, OCTOBER 30, 10:25 – 10:55 A.M.

Explicit instruction and learned attentional biases in Latin L2 acquisition

Myrna Cintrón Valentín and Nick Ellis (University of Michigan)

Eye-tracking was used to investigate the processes whereby explicit instruction overcomes learned attention. Chinese native speakers viewed Latin utterances combining lexical and morphological cues to temporality under control or instructional conditions. Instructed participants showed greater sensitivity to morphological cues during processing, and superior subsequent comprehension and production. (Pope Room)

Effect of L1/L2 Use or L2 exclusivity on beginner American Sign Language students’ vocabulary acquisition

Rachel Traxler and Kimi Nakatsukasa (Texas Tech University)

This study examined the effect of explicit instruction in the L1/L2 or L2 only on the development and retention of vocabulary words in an American Sign Language classroom. Results indicate that L1 provision is more beneficial for acquisition overall, while L2 instruction was more beneficial for items containing iconicity. (Duke Room)

Fast automatic translation activation revisited: Evidence from masked priming experiments

Qian Zhou and Nan Jiang (University of Maryland)

The present study set out to investigate whether L1 translation was automatically activated during L2 word processing among highly proficient L2 learners. Lexical decision task with a masked implicit priming paradigm was employed. Analyses of reaction time data reveal that fast automatic L1 translation activation did not occur. (Childs Young Room)

Intrasentential code-mixing by bilingual children: An investigation into language dominance shift

Sunny Park-Johnson and Molly Rowan (DePaul University)

This study examined the nature of intrasentential code-mixing in young Korean-English bilingual children who are in the process of language dominance shift. Contrary to previous findings, longitudinal observation of spontaneous play interaction indicated that the amount of code-mixed utterances used by the children remained stable over a two-year period. (Board Room)

Anxiety in Interaction-driven L2 Learning: A Dynamic Systems Approach

Lorena Valmori (Michigan State University)

The triangulation of data from questionnaires, interactive tasks, idiodynamic ratings of anxiety, and interviews from 21 English-speaking learners of Italian aims at providing a comprehensive description of how the emergence and fluctuation of language anxiety can impact how learners notice feedback and learn from L2 interactions. (Anne Cramer Room)
Child (L2) acquisition of Spanish in an immersion setting: Interpreting the copulas ser and estar
Anne Lingwall (Rutgers, the State University of New Jersey)
This study examines child second language learners of Spanish and their interpretation of the copulas ser and estar. All learners are enrolled in a dual-language immersion school. Results indicate that children do not distinguish between the copulas as the adult controls. This is not a result of the child’s age. (*Livingston Room*)

L2 text complexity and learner comprehension: Finding the right variables
Alisha Biler (University of South Carolina)
The study explores three measurement tools (Flesch-Kincaid, Lexile Framework, and Coh-Metrix) for assessing text readability and how sentence complexity, word frequency, and rhetorical relations affect the comprehension of adult English L2 learners at all levels (beginner to high-intermediate). Results are hypothesized to show text cohesion and word frequency significance. (*Anna Cablick Room*)

FRIDAY, OCTOBER 30, 11:00 – 11:30 A.M.

Examining the role of markedness in L2 morphosyntactic processing: An event-related potential (ERP) study
José Aleman Bañón (Basque Center on Cognition, Brain, and Language), Jason Rothman (University of Reading), and David Miller (University of Reading)
We used event-related potentials to examine the role of morphological markedness in the processing of number and gender agreement in L2-Spanish by L1-English learners. Learners elicited qualitatively native like responses to both number and gender agreement errors (i.e. P600), but unlike native speakers, they showed no evidence for predictive processing. (*Pope Room*)

Laboratory vs. classroom: Do learning outcomes for L2 vocabulary vary across contexts?
Kate White (The Ohio State University)
This study investigates the assumption that the laboratory can serve as a stand-in for the L2 classroom as an empirical context without addressing environment-specific effects on learning outcomes. L2 Russian learners were taught novel vocabulary in their classrooms or in the laboratory. Their performance varied significantly according to learning context. (*Duke Room*)

Second language processing of derived words in English: Evidence from an overt priming experiment
Yoonsang Song (Georgetown University)
The paper provides the first evidence that second language learners can develop native-like combinatorial representation of derived words at the central lexical level, reporting a robust morphological priming effect for native Korean-speaking late learners of English in an overt (unmasked) priming paradigm. (*Childs Young Room*)

The hybrid of two languages and identities: Case study of 1.5-generation Korean Americans
Soojin Ahn (University of Georgia)
This study explores 1.5-generation Korean immigrants’ perceptions of their dual identities and biliteracy in the United States. The qualitative analysis found that they are flexible to the changes of identities and languages depending on the social situations, thereby leading to openness to social diversity and transnational exchanges. (*Board Room*)
Narrative development in L1 and FL: A longitudinal study among young Chinese learners of English

Yuko Butler, Yeting Liu, and Heejin Kim (University of Pennsylvania)

The present study aims to understand the developmental relationships between narratives in both first language (L1) and foreign language (FL) among Chinese school-age learners of English. The study found substantial individual differences in the structural development sequence as well as complex relationships between their L1 and FL narrative development. (Anne Cramer Room)

Unlearning uninterpretable features: Interrogatives in L1 Arabic-L2 English

Tania Leal (Indiana University), Roumyana Slabakova (University of Southampton), Ivan Ivanov (University of Southampton), and Marta Tryzna (University of Southampton)

The Interpretability Hypothesis (Tsimpli and Dimitrakopoulou, 2007) proposes that uninterpretable features (e.g. resumptive pronouns) are subject to L1-based maturational effects. Our study focuses on Arabic, a language in which resumptives are always licit with certain wh-words. Findings fail to support the claim that uninterpretable features remain problematic at advanced proficiency. (Livingston Room)

Can Processability Theory model/predict the acquisition of French wh- interrogatives by Anglophone learners?

Lulu Li (University of Toronto)

The current study set out to investigate if the acquisitional stages proposed by Processability Theory (PT) could model/predict the acquisition of French wh- interrogatives by Anglophone learners. Two interactive games were used to elicit wh- questions and results show that the PT-based hierarchy was not supported. (Anna Cablick Room)

FRIDAY, OCTOBER 30, 11:35 A.M. – 12:05 P.M.

Using subjective measures to investigate the acquisition of implicit/explicit knowledge in aptitude-treatment interactions with feedback

Rebecca Sachs (Virginia International University) and Phillip Hamrick (Kent State University)

This computer-mediated language learning experiment brings confidence ratings and source attributions into the context of aptitude-treatment interaction research to investigate whether individual differences in metalinguistic knowledge, grammatical sensitivity, and memory mediate the development of implicit and/or explicit knowledge when university learners of Japanese are provided with different kinds of feedback. (Pope Room)

Task effects in resyllabification: L1 and L2 differences

Carolina Gonzalez (Florida State University) and Christine Weissglass (University of Virginia's College at Wise)

This study investigates the effect of task in the realization of word boundaries in L1 and L2 Spanish. The comparison of acoustic properties of C#V sequences in a reading and a picture identification task suggest a bigger effect of task in the L1 Spanish group, and also evidence L1 transfer. (Duke Room)

Identification of imperfective semantics: Evidence from L2 sentence processing

Hyun-Jin Kim (Indiana University)

This study investigates the identification of aspectual values for -ing in L2 English, assuming that parsing guides grammatical development. Two processing tasks revealed distinct patterns between the Low and the High groups. The results suggest the significance of the aspectual shifts in L2 acquisition of progressive aspect. (Childs Young Room)
The proactive bilingual brain: Using interlocutor identity to generate predictions for language processing
Clara Martin, Monika Molnar, and Manuel Carreiras (Basque Center on Cognition, Brain, and Language)
The human brain generates predictions to hasten cognitive processing. Here, we show that the bilingual mind exploits this capacity by associating a given speaker with a specific language context (bilingual or monolingual), and uses this information to predict the upcoming language, and getting prepared for comprehension before any acoustic signal. (Board Room)

Story time: Effects of the discourse hypothesis and explicit instruction on temporal reference in narratives
Emily Hackmann (University of Kansas)
This study shows that the Discourse Hypothesis (a verb’s narrative function) more accurately predicted the use of tense and aspect by intermediate L2 learners than a verb’s lexical aspect. It also shows positive effects of explicit instruction in conjunction with repeated practice in producing oral, but especially written, narratives. (Anne Cramer Room)

Psych verbs in L2 Spanish: Examining developmental evidence
Becky Halloran (Indiana University)
This study tests L2 learners of Spanish at four proficiency levels and a group of native speakers using a timed acceptability judgment task designed to capture participants’ knowledge of the argument structure of psych verbs. Preliminary results reveal several developmental trends; notably, advanced learner judgments pattern closely with native speakers. (Livingston Room)

Phonological awareness in ESL: A comparison across four L1s and ten phonological units
Katherine Martin (Southern Illinois University)
Although widely studied, little is known about how the size and position of units affect phonological awareness performance. We tested L2 phonological awareness for multiple units, at different positions, in L1 French, Hebrew, Chinese, and English speakers. Results revealed differences across units and L1s, only somewhat predictable from L1 orthography. (Anna Cablick Room)

FRIDAY, OCTOBER 30, 1:35 – 2:05 P.M.

Investigating the difficulty of processing and learning L2 inflectional morphology: Evidence from an eye-tracking study
Hannelore Simoens (Vrije Universiteit Brussel)
The difficulty of processing and learning L2 inflectional morphology is evaluated by respectively a) an eye-tracked reading task that records learners' eye reactions to morphemes of varying types of complexity (perceptual salience, frequency) under incidental, implicit FFI and explicit FFI learning conditions, and b) posttests that tap into implicit/explicit knowledge. (Pope Room)

The impact of a short-term stay abroad on L2 Spanish syntactic complexity development in narratives
Avizia Long (Indiana University) and Megan Solon (University at Albany)
This study examined the impact of a 4-week stay abroad on L2 Spanish syntactic complexity development in oral narratives. Preliminary findings—based on three dimensions of syntactic complexity (Norris & Ortega, 2009)—reveal a slight advantage for the study abroad context. Findings are discussed in light of previous research. (Duke Room)
Predictive sentence processing: Evidence from wh-dependencies in native and non-native speakers of English
Adrienne Johnson (Missouri Western State University), Robert Fiorentino (University of Kansas), and Alison Gabriele (University of Kansas)
The current study used self-paced reading to demonstrate that native and non-native speakers of English are able to similarly predict syntactic structure during online sentence processing. For both populations, greater attentional control facilitated an ability to make syntactic predictions. Thus, individual differences may play an important role in predictive processing. (Childs Young Room)

How do Chinese-English speakers process pitch in English words? Incorporating pitch into bilingual word-recognition models
Marta Ortega-Llebaria (University of Pittsburgh)
Do Chinese-English speakers process pitch in English words as speakers of non-tonal languages do? Results from a lexical decision task in English where prime-target pairs varied in pitch showed that they did not. These cross-language pitch processing differences will be discussed in the light of bilingual models of spoken-word recognition. (Board Room)

Inductive or deductive? The impact of instruction method in the teaching of pragmatic skills
Karen Glaser (Universität Postdam)
Longitudinal, quasi-experimental study contrasting deductive and inductive instruction in teaching pragmatic skills to EFL learners. Learner performance was measured in a pretest-posttest design via DCTs and Role Plays, compared to native speaker data and complemented by perception data. Inductive instruction proved superior. Implications for the language classroom are derived. (Anne Cramer Room)

A usage-based investigation of L2 lexical acquisition: The role of input and output
Scott Crossley (Georgia State University), Kristopher Kyle (Georgia State University), and Tom Salsbury (Washington State University)
This study investigates a usage-based perspective of L2 lexical development by investigating relations between L2 lexical input and output in terms of lexical salience and perception. The findings indicate strong links between L2 input and output and provide evidence that links development in word information properties to development in English proficiency. (Livingston Room)

Learning pragmatics in context: A study on pragmatic marker learning trajectories in a multilingual classroom
Sofia Martin-Laguna (Universitat Jaume I)
Motivated by the need to take into account the process of pragmatic learning in the context where it takes place, and given the existing gap to address multilingual classroom contexts, the present paper is a classroom-based study exploring pragmatic learning trajectories and the factors that may determine patterns of change. (Anna Cablick Room)
FRIDAY, OCTOBER 30, 2:10 – 2:40 P.M.

Lexical access of nonnative inflected nouns: The role of proficiency and early/late start
Kira Gor, Anna Chrabaszcz, and Svetlana Cook (University of Maryland)
Two auditory lexical decision and two cross-modal priming experiments with early (heritage) and late learners, and Russian native speakers compared the processing costs for Russian case-inflected nouns and adjective-noun phrases. Late learners were not at a disadvantage compared to early starters on either measure—decomposition costs or sensitivity to case frequencies. (Pope Room)

A multidimensional investigation of L2 fluency before, during, and after residence abroad
Nicole Tracy-Ventura and Amanda Huensch (University of South Florida)
This study investigates the oral fluency development of 24 Spanish L2 learners before, during, and after a 9-month stay abroad. Results demonstrate that speed, breakdown, and repair fluency show different developmental trends during study abroad as well as differ in how well gains are maintained after students return home. (Duke Room)

Heritage and L2 speakers of Spanish preferred continuation in comparative/relative clause ambiguous structures
Alvaro Villegas (University of Central Florida)
This presentation introduces the results from two production studies aiming at investigating the syntactic preferences in comparative/relative clause structures by three native, heritage, and L2 speakers of Spanish. Results show production differences between the groups and that the comparative structure is ideal to test production/comprehension ambiguities in future processing studies. (Childs Young Room)

The role of adjectival modification in native vs. non-native speaker processing of idiomatic language
Rebecca Morris and Stefanie Wulff (University of Florida)
40 native speakers and 10 L2 learners of English were presented canonical and adjectivally modified variants of V NP idioms and literal phrases in a combined judgment and reaction time task. Results are discussed adopting a constraint-based view of bilingual idiom processing. (Board Room)

What type(s) of knowledge do Processing Instruction and Structured Input result in?
Melissa Bowles and Florencia Henshaw (University of Illinois at Urbana-Champaign)
This study investigates the process and products of Processing Instruction and Structured Input. It uses online measures during the instruction, immediate and delayed posttest scores, and data from think-alouds to understand both the outcomes of the two instruction types and the type(s) of knowledge that result. (Anne Cramer Room)

The effects of immersion on processing morphological and lexical cues in the L1 and L2
Ryan LaBrozzi (Bridgewater State University)
The current research examines the role of immersion on processing redundant lexical and morphological cues in the L2 (Spanish) and the effects of the L2 on processing these same cues in the L1. The results reveal that an immersion experience can alter L1 and L2 processing strategies. (Livingston Room)
Participation as an L2 pragmatic strategy in conversational arguments
Kelly Lovejoy (Saint Louis University)
This paper illustrates how the participation behaviors of latching and overlapping function as non-linguistic pragmatic strategies in conversational arguments produced in a university setting. Pragmatic differences between Spanish NSs and L2 learners are discussed. It is argued that L2 learners' participation is primarily shaped by the university context. (Anna Cablick Room)

FRIDAY, OCTOBER 30, 2:45 – 3:15 P.M.

Playing with fire: Effects of hot cognition on working memory and second language vocabulary acquisition
Jessica Fox and Zachary Miller (Michigan State University)
Using positive and negative film clips as stimuli, participants’ skin conductance, heart rate and subjective emotional states are measured to determine influences on working memory and vocabulary learning. Results contribute to research examining the link between emotion and cognition and may have implications for L2 learning anxiety. (Pope Room)

Native and non-native processing of relative clause attachment ambiguity in Mandarin
Zhiying Qian and Jerry Packard (University of Illinois at Urbana-Champaign)
One self-paced reading and one forced-choice experiment examined L2 learners' online and offline structural preference in resolving relative clause attachment ambiguity in Mandarin. Results supported the claim that unlike native speakers, L2 learners were incapable of using structural cues in real time comprehension despite their native-like performance in end-of-sentence comprehension. (Childs Young Room)

The Effect of Linguistic Environment on Bilingual Lexical Access: Evidence from Study Abroad
Daniel Olson (Purdue University)
To investigate the impact of linguistic environment on lexical access, a cued picture naming task was administered to 17 advanced learners of Spanish. Switch costs (i.e. reaction times) differed in an English-dominant (U.S.) and Spanish-dominant environment (Spain). The results imply a flexible cognitive mechanism governing language selection. (Board Room)

Looking Beyond the Surface: Student Perspectives on the Foreign Language Curriculum
Leah Wicander (University of Wisconsin-Madison)
Instructed SLA has seen a rise in the call for program evaluation of foreign language programs. The research, however, has almost exclusively focused on the instructors' views, largely ignoring student opinions. These opinions, however, could prove crucial to the future success of foreign language programs. (Anne Cramer Room)

Effects of experience in second-language perception: Non-native vowel context speeds identification of non-native consonant categories
Dave Ogden (University of Michigan)
Exemplar-based models, in which phonological knowledge includes experienced tokens in context, predict that identification of non-native categories is facilitated in non-native phonetic contexts. Supporting this prediction, this study provides evidence that English-French advanced learners identify [p] as French /p/ (rather than English /b/) faster before the non-English vowels [y ø]. (Livingston Room)
Development in the Use of Chinese Mitigation in Interaction
Feng Xiao (Pomona College)
Using a semi-structured interview and a stimulated recall, this paper examined changes in two advanced-level learners’ use of Chinese mitigation in interaction over two months. (Anna Cабlick)

FRIDAY, OCTOBER 30, 3:20 – 3:50 P.M.

Transfer in processing strategies in second language acquisition
Gabrielle Klassen (University of Toronto)
In this bidirectional study of Spanish and English L2 parsing strategies, transfer is examined at the level of facilitation and interference. Interactions between the two show evidence of interference from Spanish to English but of facilitation from English to Spanish. These results are interpreted in terms of language specific properties. (Pope Room)

“We are not brave enough to utter words”: Task-supported instruction in western China
Merideth Hoagland (Georgia State University)
Research on task-supported English instruction in China has centered disproportionately on China’s coastal urban centers, failing to examine ways stakeholders engage with task-supported instruction in China’s less-developed western regions. This paper will explore the feasibility of task-supported teaching in an English department in an ethno-linguistically diverse region of western China. (Duke Room)

Discourse-context effects in L1 and L2 processing of null objects in Chinese
Zhijun Wen and Bonnie D. Schwartz (University of Hawai’i at Manoa)
This study investigates how discourse context influences native and nonnative processing of null objects in Chinese. Our self-paced reading results demonstrate that (L1-Japanese and L1-English) L2ers are not more dependent on discourse-context information than L1ers are in online processing. This finding challenges L2 processing theories like the Shallow Structure Hypothesis. (Childs Young Room)

Pronoun Interpretation and Processing Strategies for Late L1 English L2 Spanish Bilinguals
Amy Bustin (Florida State University)
This study examined pronoun interpretation in anaphora for advanced late L1 English L2 Spanish bilinguals in comparison with monolingual control groups. Participants completed a self-paced reading and picture verification task. Results are discussed within current models of bilingual sentence processing, with attention to proficiency and cross-linguistic influence on syntactic processing. (Board Room)

Second-language variation and near-native speakers: A closer look at future-time reference in French
Aarnes Gudmestad (Virginia Polytechnic Institute and State University), Amanda Edmonds (Université de Pau y des Pays de l’Adour), Bryan Donaldson (University of California, Santa Cruz), and Katie Carmichael (Virginia Polytechnic Institute and State University)
Our study aims to determine how near-native speakers of French living in France and their self-selected NS interlocutors express reference to future-time in a spontaneous, informal dyadic conversation, and whether the variants used by the two groups of speakers, as well as the linguistic factors influencing their use, are similar. (Anne Cramer Room)
An investigation into structural dimensions of linguistic complexity: A corpus-based study
Hyung-Jo Yoon (Michigan State University)
Pursuing confirmatory purposes, this study examined the nine structural complexity measures that capture independent constructs of morphological, lexical, and syntactic aspects of language. Results showed no change in clausal-level syntactic measures across L2 levels, but there were significant increases in phrasal density, morphological and lexical diversity across L2 levels. (Livingston Room)

Imagining “Self” in English: Adult Immigrant Identity and Agency in Multimodal Narratives
Andrea Lypka (University of South Florida)
This one-year ethnographic study uses photo-elicitation interviews and learner-created multimodal narratives to explore the ways in which five immigrants discursively constitute their identities in relation to story content and metanarratives on immigration and language. Participants took photographs of their L2 practices and engaged in class discussions about their English learning. (Anna Cablick)

FRIDAY, OCTOBER 30, 4:20 – 4:50 P.M.

Different language use in different online contexts: application of online communities on second language learning
Se Jeong Yang (The Ohio State University)
This study investigates the relationship among online contexts, language use and language learners’ identities during online exchanges between Korean speakers and English speakers. The study aims to investigate how the online spaces influence language learners’ identities and language use while interacting with their target language speakers. (Pope Room)

Relative clause attachment preferences during self-paced reading in heritage Spanish
Jill Jegerski (University of Illinois)
Relative clause attachment among heritage Spanish bilinguals was examined via self-paced reading. Previous research has shown an NP1 attachment preference in monolingual Spanish, an NP2 preference in monolingual English, and non-selectivity in bilinguals. Results reflected a monolingual-like NP1 attachment strategy in heritage Spanish, contra the exposure-based account from previous research. (Childs Young Room)

A comparison of two examinee groups’ responses to academic ESL listening test items
Sarah Goodwin (Georgia State University)
This paper concerns examinee responses to items on the listening section of a university ESL proficiency test administered to undergraduate and graduate students. All 35 of the items fit the statistical model, but there were instances in which items were significantly easier or more challenging for undergraduate examinees than graduate. (Board Room)

A longitudinal study of individual differences in the acquisition of novel vowel contrasts
Donghyun Kim, Meghan Clayards, and Heather Goad (McGill University)
For the first time we used longitudinal data to examine the acquisition of novel vowel contrasts over time. Two important findings are: (1) individual differences in cue weighting are not merely random variability in response patterns, but are systematically associated with developmental trajectories and (2) those trajectories vary across contrasts. (Livingston Room)
Toward a better understanding of L2 irony
Aaron Beasley (Indiana University of Pennsylvania)
The purpose of this paper is twofold: a) to review findings from humor studies and pragmatics in order to show the paucity of research regarding L2 irony understanding and instruction, and b) to propose relevant directions for this research agenda, particularly one theoretical framework from which new research could come forth. (Anna Cablick)

FRIDAY, OCTOBER 30, 4:55 – 5:25 P.M.

The effects of symmetric and asymmetric social networks on second language communication
Jing Paul (Agnes Scott College), Elinore Fresh (University of Florida), and Yu-Ning Lai (University of Florida)
This study investigates the effects of symmetric (i.e., Facebook) and asymmetric (i.e., Twitter) social networks on communication patterns in Chinese. The results show that symmetric networks are more suitable for organizing communicative activities and asymmetric networks for self-practice and instant communication in second language learning. (Pope Room)

The role of L1 in the recognition of L2 verb-noun collocations
Senyung Lee (Indiana University)
This study investigated the extent to which learners’ L1 plays a role in the recognition of L2 verb-noun collocations. The acceptance rates and reaction times of a phrase-acceptability judgment task by 15 Korean learners of English, 15 Mandarin-speaking learners of English and 15 native speakers of American English were compared. (Duke Room)

Does SLA abide by the rules? Testing usage-based and rule-based assumptions
Kailen Shantz (University of Illinois at Urbana-Champaign)
Data are reported from a self-paced reading study designed to test and dissociate predictions made by nativist and functionalist theory. L2 English speakers read sentences in which phrase frequency and grammaticality are crossed in order to test the extent to which L2 grammatical knowledge is usage-based and/or rule-based. (Childs Young Room)

Predicting holistic scores of TOEFL essays using indices of syntactic development: new perspectives
Kristopher Kyle and Scott Crossley (Georgia State University)
This study investigates syntactic development indices and their ability to predict TOEFL independent essay scores. The findings suggest that both formal clausal and phrasal indices, in addition to usage-based verb argument construction indices uniquely contribute to a model that explains the variance in holistic scores. (Board Room)

Language learning motivation in China: An exploration of the L2MSS and psychological reactance
Yao Liu (University of South Florida) and Amy Thompson (University of South Florida)
The study explores and compares Chinese learners’ motivation toward learning different foreign languages by using the framework of L2 Motivational Self System. Moreover, this study also aims to test a newly proposed motivator, the anti-ought-to self, a concept adapted from a psychological reactance and applied to the L2MSS. (Livingston Room)
Validating interactional measures of learner language in pragmatics in interaction

Soo Jung Youn (Northern Arizona University)

This study operationalizes and validates various measures of spoken interaction drawing on a CA framework to investigate learner language in pragmatics in interaction. Upon the extensive analysis of role-play performances, coding schemes of interactional features were developed. Implications for valid practices in the measurement of spoken interaction will be discussed. (Anna Cablick Room)
SATURDAY, OCTOBER 31, 8:30 – 9:00 A.M.

The role of emotion in teacher development: A case study
Dominik Wolff (West Chester University)
In this presentation, I explore the teacher development of a non-native speaking MATESOL student through the prism of Deleuze and Gattari’s (1987) emotion-oriented framework. Additionally, I contemplate the usefulness and shortcomings of a current language teacher education curriculum in aiding non-native speaking teachers’ development and overcoming feelings of illegitimacy. (Pope Room)

Conjunctive relationships in ESL academic writings and scholarly articles
Jun Zhao (Georgia Regents University Augusta)
This study compares explicit use of conjunctions and other linguistic devices for conjunctive realizations in 30 ESL academic writings and 20 scholarly articles from a functional perspective. The author proposes that linguistic choices embedded in different contexts should be taught explicitly for ESL academic writing development. (Duke Room)

L2 lexicon is qualitatively different from L1 lexicon — Evidence from the novel word lexicalization studies
Xiaomei Qiao (Shanghai University of Finance & Economics) and Kenneth Forster (The University of Arizona, Tucson)
By replicating the novel word lexicalization experiment originally conducted with L1 English speakers, the current experiment shows that the Chinese-English bilingual speakers show rather different results from the L1 speakers, suggesting that the L2 lexicon might be qualitatively different from the L1 lexicon. (Childs Young Room)

Written languaging and learners’ knowledge of grammar in second language: Two empirical studies
Masako Ishikawa (Josai University) and Wataru Suzuki (Miyagi University of Education)
We investigated the facilitative effect of written languaging on second language learning. A total of 82 adult learners of English participated in two experiments. The results are discussed with reference to Second Language Acquisition. This paper concludes with limitations, future research directions, and pedagogical implications. (Board Room)

Learning as process: Does learner grammar performance improve during implicit task execution?
Philippa Bell and Véronique Fortier (L’Université du Québec à Montréal)
To understand learning as process (learning during task execution), 50 francophones completed 9 implicit grammar tasks in English. Written productions provided a measure of learning as process for each task. Comparisons showed participant accuracy improved over time. The discussion focuses on the importance of understanding learning as process and product. (Anne Cramer Room)

The aspect hypothesis in L2 Spanish: New data from the present progressive
Stephen Fafulas (East Carolina University)
This study offers the first comprehensive analysis of the development of the Spanish present progressive by English-speaking learners from multiple levels of proficiency, in addition to native speakers of both English and Spanish. Results offer new findings and modest refinements to the Aspect Hypothesis. (Livingston Room)
SATURDAY, OCTOBER 31, 9:05 – 9:35 A.M.

Student-teacher conferencing: Giving L2 writing teachers and their ESL students a voice
Nouf Alqahtani and Caroline Payant (University of Idaho)
This qualitative multiple-case study examined L2 writing teachers and students’ practices and beliefs toward student-teacher conferencing. Through analyses of interview data and student/teacher talk and questioning patterns, discrepancies between the participants were identified. In addition to sharing the findings, this presentation will offer training strategies for ESL writing teachers. (Pope Room)

Examining the use of reporting verbs in L2 writing: a corpus-based study
RScott Partridge, Hee Jung Kwon, and Shelley Staples (Purdue University)
This study explores the use of reporting verbs in a literature review assignment from first-year composition classes for second language writers. Using the newly created Purdue Second Language Writing Corpus (PSLW-Corpus), researchers investigated the linguistic features of L2 novice writers’ texts in the early stages of learning academic writing. (Duke Room)

Inventory of available lexical representations mediate accuracy in phonological perception and lexical access in L2
Nick Pandža, Alia Lancaster, Svetlana V. Cook, and Tim Howell (University of Maryland)
The present study looked at how confusability at a phonological level (phonemes) and confusability at a phonolexical level (phonological form of whole words) affect lexical access in nonnative learners of Arabic and Russian. Our results suggest that success in lexical access largely relies on nonnative phonolexical, rather than phonological, representations. (Childs Young Room)

Service learning as a tool for L2 vocabulary acquisition
Cecilia Tocaimaza-Hatch and Laura Walls (University of Nebraska at Omaha)
This study explores service learning as a tool for L2 vocabulary learning. Learners enrolled in an upper division Spanish conversation course translated English signage into Spanish for a children’s zoo. The analysis of collected data (learners’ reflections and lexical assessments) substantiate vocabulary learning, particularly lexical depth. (Board Room)

Impact of implicit and explicit CF and learner roles on the acquisition of Japanese particles
Takehiro Iizuka and Kimi Nakatsukasa (Texas Tech University)
The study investigated the overall effectiveness of recasts and metalinguistic feedback in Japanese language classrooms and their effectiveness for the direct and indirect recipients of feedback. Overall, recasts were more effective in the long term for the direct recipients and the indirect recipients benefited equally from both feedback types. (Anne Cramer Room)

Complex syntax in L2 Spanish: Simultaneous narrations of the pear stories film
Jason Killam (Indiana University of Pennsylvania), Stephen Fafulas (East Carolina University), and Kimberly Geeslin (Indiana University)
We analyze simultaneous film narrations produced by NSs of English and Spanish, in addition to L2 learners of Spanish. Results reveal significant differences between NSs of English and Spanish, as well between L2 learners. L2 learners of Spanish increase their rates of subordination and coordination with higher levels of proficiency. (Livingston Room)
SATURDAY, OCTOBER 31, 9:40 – 10:10 A.M.

Using SLA to transform science teachers into science and language teachers: A multiple case study
Shim Lew (The University of Georgia)
This paper reports on a multiple case study investigating seven science teachers’ experience learning about second language acquisition and effective instructional strategies for English learners in an ESOL (English for Speakers of Other Languages) professional development program. The study examines how science teachers transform into science and language teachers. (Pope Room)

Doctoral programs in applied linguistics in North America: What keyword analysis does and doesn’t say
Roz Hirch and Joe Geluso (Iowa State University)
To explore methodology behind keyword analysis, the presenters built corpora based on doctoral programs in applied linguistics in North America and developed keyword and key n-gram profiles that would capture the specific focus of each program. Their interpretations of the results and alternative methods for analysis are discussed. (Duke Room)

Incidental vocabulary learning from novel-reading: An eye-tracking study
Jieun Ahn, Laura Ballard, Ina Choi, Yaqiong Cui, Suzanne Johnston, Shinhye Lee, Hyung-Jo Yoon, and Aline Godfroid (Michigan State University)
This study uses eye-tracking to investigate how the processing of unfamiliar vocabulary items during the reading of an authentic English novel changes with repeated exposure and how the repeated processing affects incidental vocabulary learning. We report findings from three vocabulary post-tests and relate them to participants’ real-time reading behavior. (Childs Young Room)

Slang: To teach or not to teach?
Aysenur Sagdic (Northern Arizona University)
This study investigates whether slang terms should be taught at an intensive English program. It reports the most used sources to learn slang and the relationship between proficiency level and slang knowledge. The participants were Turkish university students and instructors, and the findings revealed perceptions and implications on teaching slang. (Board Room)

The role of explicit instruction and prosodic cues in processing instruction
Nick Henry (Baylor University) and Jack DiMidio (Pennsylvania State University)
This study used Processing Instruction to explore the role of explicit information (EI) and prosodic cues in trainings targeting the German accusative case. While EI was beneficial for comprehending the target structure, the inclusion of prosodic cues alone was equally effective, suggesting prosody facilitates the acquisition of L2 morphosyntax. (Anne Cramer Room)

Task effects in L2 phonetics and phonology research: Evidence from L2 Spanish /l/
Megan Solon (University at Albany)
This study explores task effects in L2 phonetics/phonology research by examining differences regarding the production of L2 Spanish /l/ by native English speakers on three production tasks. Results contradict established beliefs regarding L2 phonetic/phonological task effects and encourage researchers to recognize the value of naturalistic and more controlled speech data. (Livingston Room)
SECOND LANGUAGE TEACHER IDENTITY AND LANGUAGE POLICY IN MAINSTREAM CLASSROOMS

Linda Harklau and Anna Yang (University of Georgia)

Research suggests that second language teacher classroom efficacy is linked with identity, but little work has explored identity formation of mainstream teachers who also become ESOL educators in “inclusion” classrooms. Using positioning theory, this paper longitudinally documents mainstream educators’ changing identity positionings as they become both content and language educators. (Pope Room)

A CORPUS-BASED ANALYSIS OF THE MODERN USAGE OF THE SPANISH IMPERFECT AMONG NATIVE SPEAKERS

Jhon Cuesta (University of South Florida)

The present study adds to the understanding of how native speakers of Spanish use the imperfect tense and sheds light on how this understanding could be effectively used in the design and implementation of effective strategies to teach the imperfect form. (Duke Room)

THE ACQUISITION OF LEXICAL TONE BY ADVANCED SECOND LANGUAGE LEARNERS

Eric Pelzl, Robert DeKeyser, Ellen Lau and Colin Phillips (University of Maryland)

The lexical tone perception abilities of advanced L2 learners of Mandarin Chinese are examined using a series of three experiments (tone identification, lexical decision, event-related potentials). Results are discussed in the context of apparent contrasts between the perceived difficulty of tone acquisition and the promising results of tone training studies. (Childs Young Room)

THE IMPACT OF VYGOTSKYAN DIALOGIC CORRECTIVE FEEDBACK ON SECOND LANGUAGE WRITERS

Mizuki Mazzotta and David Chiesa (Georgia State University)

The present study attempts to shed light on the controversy over the effectiveness of corrective feedback in L2 writing through a case study conducted in the framework of Vygotsky’s sociocultural theory. The results suggest that dialogic corrective feedback is effective both linguistically and affectively. (Board Room)

WHAT ABOUT FLUENCY? PRODUCTION SPEED UNDER IMPLICIT AND EXPPLICIT L2 TRAINING CONDITIONS

Karen Lichtman (Northern Illinois University)

This study investigates Ellis’s (2005) accessibility and learnability of implicit and explicit L2 knowledge. Children and adults learned an artificial mini-language under implicit or explicit training conditions. Accessibility was supported by faster reaction times after implicit training and test directions, but learnability was not supported; children and adults patterned alike. (Anne Cramer Room)

AN EXAMINATION OF LEARNING GAINS FACILITATED BY TEXTBOOK COURSEWARE IN THE INTERMEDIATE-LOW SPANISH-LANGUAGE UNIVERSITY CLASSROOM

William Lake, Raúl Llorente, María Elena Bermúdez, and Óscar Moreno (Georgia State University)

Noting a relative scarcity of studies on the implementation of online courseware in the intermediate-level university Spanish-language classroom, this session compares the effects of two intermediate Spanish-language curricula on university students’ performance on exams and in oral proficiency interviews to make future recommendations for adult learners at this level. (Livingston Room)
SATURDAY, OCTOBER 31, 11:15 – 11:45 A.M.

Negotiating learner agency in Japanese-American intercultural telecollaboration
Tomoe Nishio (University of Georgia) and Masanobu Nakatsugawa (Otaru University of Commerce)
This study explores tensions in learner agency that emerged in an eight-week intercultural telecollaborative project between a Japanese-language course at a Southern U.S. university and an English-language course at a university in Japan. Drawing on activity theory, findings show how Japanese participants’ negative attitudes were negotiated across activity systems. (Pope Room)

Processing response or collateral signals? Relativizer omission in spontaneous L2 speech
Nicholas A. Lester (University of California, Santa Barbara)
I report the results of a quantitative corpus-based analysis of intermediate-advanced learners' use of optional relative pronouns when speaking English. Using multiple-regression techniques, I show that learners do not use the relativizer in ways compatible with its collateral functions in native speech (e.g., signaling upcoming processing difficulty). (Duke Room)

Stripping, unpacking, acquiring: The case of nasal vowels in L2 French
Miguel Angel Marquez Martinez (Indiana University-Bloomington) and Isabelle Darcy (Indiana University)
A perception study of nasal vowels in L2 French shows that intermediate learners first perceive nasal vowels as oral (stripping nasality) but recover with exposure and instruction: advanced learners resemble native speakers. Data suggest that learners succeed in creating a new phonemic category from an L1 allophonic feature: nasalized vowels. (Childs Young Room)

Revisiting extensive reading principles in an EAP writing class: A focus group study
Eunseok Ro (University of Hawai'i) and Hanbyul Jung (University of Hawai'i at Manoa)
This study presents findings from a focus group with EAP students based on participants’ co-construction of their evaluation of the extensive reading (ER) activity. Drawing on the Appraisal theory, this study takes a qualitative approach in examining and linking displayed students’ perceptions with relevant ER principles (Day & Bamford, 2002). (Board Room)

Irregular morphology and learner perception of the Spanish subjunctive in aural and written tasks
Muriel Gallego (Ohio University) and Rebecca Pozzi (University of California at Davis)
Variation of mood and mood alternation in L2 learners’ interlanguage points to the existence of word- and sentence-level subjunctive predictors. This study evaluates the effects of morphological saliency on the perception and recognition of the Spanish subjunctive by learners in early stages of interlanguage development. (Anne Cramer Room)

The role of language aptitude in teaching request-making in L2 Chinese
Shuai Li (Georgia State University)
Informed by Robinson’s aptitude complex hypothesis (2001), we examined the role of language aptitude in teaching request-making in L2 Chinese. We found complex patterns of interaction between three language aptitude measures (working memory, grammatical sensitivity, and rote memory) and two treatment types (input-based, output-based) in influencing gains on pragmatic performance. (Livingston Room)
Student perceptions of native and non-native English teacher accents

Jessica Fast and Bozheng Liao (University of Hawai’i at Manoa)
The current study examines the role of learners’ perceptions of native and non-native English speaking teachers on their language learning experience. Results indicate that learners rate native speakers’ speech more highly than non-native speakers’ speech, regardless of grammaticality, and will be discussed in terms of pedagogical implications. (Anna Cablick Room)

SATURDAY, OCTOBER 31, 11:50 A.M. – 12:20 P.M.

Synthesizing research and praxis of telecollaboration: A scoping review

Yuka Akiyama and Joe Cunningham (Georgetown University)
To examine the historical development of telecollaboration and identify prototypical pedagogy and research practices thereof, this synthesis reports the procedures and results of a scoping review on telecollaboration studies that were published between 1996-2014 and that utilized synchronous CMC tools. Results will be discussed in light of SLA theories. (Pope Room)

Relativisors and animacy in L2 English

Theodora Alexopoulou (University of Cambridge), Jeroen Geertzen (University of Cambridge), Anna Korhonen (University of Cambridge), and Detmar Meurers (Universität Tübingen)
We argue that intermediate Chinese, Russian and German learners of L2 English fail to acquire the properties of “that” as a relativisor in contrast to Brazilians, Italians and Mexicans and overuse the eh-strategy. Data come from a parsed sub-corpus of intermediate learners from the EF Cambridge Open Language Database. (Duke Room)

Computations and goal-orientation in L1-English L2-French anaphoric processing

Laurent Dekydspotter, Charlene Gilbert, Elizabeth Myers, Alisha Reaves, and Cyntia Vernhet (Indiana University)
The status of syntactic computations in anaphora was investigated with two tasks that placed or removed the focus of attention on the pronoun value. Differences and similarities across tasks suggest computations that interact with goal-orientation in pronoun reference rather than computations that turn on or off in response to task. (Childs Young Room)

How does strategic planning with guidance attending to form and meaning affect L2 writing?

Angela Donate (Georgetown University)
This present study investigated the effects of strategic planning—with guidance attending to both form and meaning—on the written performance of L2 beginning learners of Spanish. All participants wrote three essays under different planning conditions. No statistically significant differences were revealed among the three planning conditions for the CAF triad. (Anne Cramer Room)

Understanding aptitudes: Interaction between music and language learning aptitudes

Kimi Nakatsukasa, Peter Martens, and Lyudmila Kise (Texas Tech University)
This study examined the language learning aptitudes between musicians and non-musicians using a musical aptitude test and language learning aptitude test (LLAMA). We found the strong interaction between musical aptitudes and some subcomponents of LLAMA test (e.g., learning new lexical items and relating sounds and a writing system). (Livingston Room)
Attitudes towards regional varieties of Spanish: Evaluation and development in L2 learners
Lauren Schmidt (San Diego State University) and Kimberly Geeslin (Indiana University)
Informed by methodologies and frameworks from language variation, auditory phonetics and SLA, this study employs the Verbal Guise Technique to examine development of subconscious language attitudes of regional varieties of Spanish held by L2 listeners. The analysis identifies the linguistic variables (markers) upon which L2 listener raters base evaluative judgments. (Anna Cablick Room)

SATURDAY, OCTOBER 31, 1:50 – 2:20 P.M.

Advantages of early pedagogical intervention in the acquisition of Spanish as a heritage language during childhood
Lauren Miller (Indiana University-Purdue University Indianapolis), Alejandro Cuza (Purdue University), Adrian Pasquarella (University of Delaware), and Xi Chen (Ontario Institute for Studies in Education)
This study compared the development of Spanish and English among bilingual elementary school children who received after-school minority-language literacy instruction for one year and a control group. Results from a battery of standardized measures suggest that minority language instruction can positively affect both minority and majority language literacy development. (Pope Room)

Verb-argument constructions in L2 English learner production: Combining evidence from learner corpora and psycholinguistic experiments
Ute Römer (Georgia State University), Stephen Skalicky (Georgia State University), and Nick Ellis (Michigan State University)
This paper examines learner knowledge of 34 English verb-argument constructions (VACs), e.g. the ‘V reflexive pronoun’ and ‘V with n’ constructions. Based on corpus and experimental data, it investigates how VAC mental representations differ between native speakers and learners, as well as between learners of different L1 backgrounds. (Duke Room)

L1 influence in the processing of referring expressions by Chinese and Japanese L2ers of English
Mari Miyao and Bonnie D. Schwartz (University of Hawaii) at Manoa
This study investigates how discourse context influences native and nonnative processing of null objects in Chinese. Our self-paced reading results demonstrate that (L1-Japanese and L1-English) L2ers are not more dependent on discourse-context information than L1ers are in online processing. This finding challenges L2 processing theories like the Shallow Structure Hypothesis. (Childs Young Room)

Does explicit pronunciation instruction lead to gains in phonetic awareness and self-correction?
Sarah O’Neill and Christine Shea (University of Iowa)
In this study, we examine the effect of explicit pronunciation instruction on L1 English, L2 Spanish learners’ phonetic awareness and ability to correct their own pronunciation. Subjects were enrolled in a Spanish pronunciation course. They completed a self-correction pronunciation task at the beginning and end of the semester. (Board Room)
When L1 use in the classroom significantly advantages L2 grammar learning
Kevin McManus and Emma Marsden (University of York)
We present the results from an experiment examining the impact of L1-L2 contrastive instruction on the L2 learning of the French Imparfait. Our findings suggest that instruction that explicitly draws attention to L1-L2 differences significantly benefits L2 grammar knowledge, both on- and offline, with effects maintained after several weeks. (Anne Cramer Room)

What makes students going and stopping in foreign language learning?
Seunghyun Song (Emory University)
This presentation examines learner motivation to begin and then to continue studying Korean as a foreign language. Customized surveys and follow-up interviews were used to understand this motivation. It is expected that such an understanding will help us address students’ interests, helping maintain enrollment into higher course levels. (Livingston Room)

SATURDAY, OCTOBER 31, 2:25 – 2:55 P.M.

Heritage on-line processing of person and number in Spanish: Native-Like?
Estrella Rodriguez (The Florida State University)
This project reports on a formal study with self-paced reading which investigated processing of person and number features in Spanish by a group of heritage speakers and a group of monolinguals. The heritage group displayed differential processing, though both groups took longer to read the sentences containing person and number. (Pope Room)

The phraseological development of L1 German learners: A phrase-frame approach
James Garner (Georgia State University)
This study analyzed the use of phrase-frames in L1 German learner writing across five different proficiency levels. The analysis focused on variability, predictability, and structural and functional characteristics of these frames. The results are discussed in terms of their implications for our understanding of phraseological development in learner language. (Duke Room)

Second language morphosyntactic development and attentional allocation: An eye-tracking study
Bernard Issa (University of Tennessee, Knoxville) and Kara Morgan-Short (University of Illinois at Chicago)
This project employed eye-tracking to examine how external and internal attentional manipulations and their implementations in language learning paradigms (input enhancement and structured input practice, respectively) affected attentional allocation during L2 processing and whether these manipulations led to development of a novel L2 morphosyntactic form. (Childs Young Room)

Perceptual training and production evaluation of Mandarin affricates zh·j and ch·q
Ziyi Geng (Georgia State University)
This study investigates Mandarin learners’ perception and production in distinguishing affricates pairs: zh·j and ch·q before and after perception training under two different procedures: identification and discrimination procedures. Participants’ performance of the two affricates pairs in both perception and production has been evaluated through a pretest-posttest measurement of training. (Board Room)
Auditory Input Enhancement facilitates the long-term retention of L2 grammatical structures
Ines Martin (Pennsylvania State University)
This study investigates the impact of auditory input enhancement on L2 grammar learning. Learners who received pronunciation training on lexical stress rules with separable-prefix verbs in L2 German outperformed a group receiving only grammar instruction on perception and written production, with benefits extending to delayed posttests two weeks after training. (Anne Cramer Room)

A mixed-methods account of language learning motivation: A tale of stability and change
Charles Nagle (Iowa State University)
Twenty-six English-speaking learners of Spanish completed a quantitative motivation survey and an open-ended questionnaire three times (once per semester) over a year-long period. Despite relative stability from a quantitative perspective, qualitative analyses revealed that learners’ motivational systems underwent substantial restructuring in some cases. (Livingston Room)

SATURDAY, OCTOBER 31, 3:00 – 3:30 P.M.

Learning of Korean honorifics through collaborative tasks: Comparing heritage and non-heritage speakers
Minkyung Kim, Hakyoon Lee, and You Jin Kim (Georgia State University)
This study examined the effectiveness of task-based instruction in learning of Korean honorifics among heritage language (HL) and non-HL speakers. Results showed the benefits of task-based pragmatics in students’ development of receptive and productive knowledge of Korean honorifics. Pedagogical implications for teaching pragmatics in classroom contexts will be discussed. (Pope Room)

Using lexical bundles to teach articles to L2 English learners of different proficiencies
Yu Young Shin (Georgia State University)
This study examines the role of explicit instruction in L2 English learners’ development of articles within lexical bundles. The results indicate the potential of using lexical bundles as a tool to teach article usage to learners of varying proficiency levels. The results are discussed in terms of their pedagogical implications. (Duke Room)

Locative verbs in L2 learning: A visual-world paradigm study
Roman Chepyshko (Michigan State University)
The current study investigated the developmental aspects of acquiring locative verbs’ constructions using off-line and online experimental measures. The conference presentation will discuss the growth of L2 learners’ anticipatory behavior in sentence processing, and the relationship between the online processing and off-line judgments of well-formedness. (Childs Young Room)

Grammar instruction for young L1 English learners of German: Form-meaning mapping practice versus noticing practice
Rowena Hanan and Emma Marsden (York University)
This paper presents the findings of a classroom-based study comparing the effectiveness of form-meaning mapping practice versus noticing practice for the learning of morphosyntax by young learners of L2 German. Both interventions resulted in significant learning gains, both the development of explicit knowledge as well as more proceduralised knowledge. (Anne Cramer Room)
Motivation differences between multiple L2s

_Huy Phung (University of Hawai’i at Manoa)_

This presentation reports on an ongoing research project which aims at exploring how university students in Vietnam are motivated to learn both English and Mandarin. The researchers have administered a self-reported questionnaire for more than 40 students in northern Vietnam in the first phase. Preliminary results indicated that there was a statistically significant different between motivation for two languages. (_Livingston Room_)
Poster Session Descriptions

THURSDAY, OCTOBER 29, 3:30 – 5:10 P.M., Ballroom

A multigroup CFA of the TOSCRF [Test of Silent Contextual Reading Fluency] for native and non-native speaking struggling adult learners
_Elena Nightingale (Georgia State University)_
In this study we use a CFA to evaluate how well the TOSCRF fit various models of fluency measurement. Preliminary results indicate a bi-factor model is the best fit for this data. A multi-group CFA will also be run to compare the performance of native and non-native speaking participants.

Phonological associations in L2 derivational word learning
_Lisa Kemp and Janet McDonald (Louisiana State University)_
This study addresses difficulties in second language derivational morphology acquisition. Building on Alegre and Gordon (1999), two experiments test whether advanced learners of English apply the same phonological associations as native speakers to novel derivational word constructions. Findings may add to the literature for L2 morphological processing and implicit learning.

The effects of marginal glossing and word frequency on the incidental learning of vocabulary through reading
_Jing Zhou (University of Hawai’i at Manoa)_
The current study investigated the effects of marginal glossing on learners’ acquisition of six unique aspects of vocabulary knowledge: receptive and productive word form, word meaning, and the grammatical functions of words. The interaction among marginal glossing, word frequency and vocabulary learning were also examined.

Lack of adjustment in L2 English
_Eunjin Chun, Martha Hinrichs, and Edith Kaan (University of Florida)_
In a syntactic priming study native English speakers adjust their syntactic preferences to the preceding language context, whereas Korean L2-English learners do not. L2-learners prefer only one syntactic structure, even though they encounter and can use the alternative structure. This suggests that L2-learning is not driven by prediction-based processing.

L2 learners need more time to predict
_Nicholas Feroce (University of Kansas) and Edith Kaan (University of Florida)_
An event-related potential study examined the timing of predictive processing in native English speakers and late L2-learners. Native speakers showed an N400 effect for non-predictable vs. predictable words, but L2-learners did so only when the presentation of the critical word was delayed, suggesting that L2-learners can predict given sufficient time.
Syntactic persistence in the production of OSV sentences by L2 learners of Japanese  
Yasumasa Shigenaga (University of Oregon)  
The present study examined whether syntactic persistence tasks might facilitate correct production of sentences in Object-Subject-Verb word order among L2 Japanese learners. While the first task, which used regular SOV/OSV sentences as primes, was not very effective, the second task, which used questions in SOV/OSV orders, observed a positive effect.

Exploring FLES teachers’ perceptions about assessment and assessment practices in world language education  
Olga Ivonne Corretjer (George Mason University)  
This study employed a mixed-methods approach. 128 FLES teachers completed an online survey, and 14 participated in follow-up interviews. Results indicate a range of perceptions about assessment among FLES teachers. Areas of tension between teachers’ beliefs and practices were identified. Implications for WL teacher education and future research are discussed.

A U.S. teacher’s process of cultural adaptation in a Colombian English classroom  
Rebekah Callari (Georgia State University)  
This case-study details the cultural adaptation process that a teacher-researcher underwent in the classroom while abroad. Using ethnography, literature, and reflective journal keeping to discover cultural differences, this teacher sought to teach more effectively by consciously modifying her teaching practices to align with the dominant culture in the classroom.

SATURDAY, OCTOBER 31, 11:15 A.M. – 12:20 P.M., Ballroom

Hyperglossing technology and L2 learner reading experience  
Robin Parrish, Jay Tanaka, and Richard Schoonmaker (University of Hawai‘i at Manoa)  
A study examining the effect of hyperglossing (L1 translation) technology on readers’ self-reported enjoyment of reading L2 fiction texts. Surveys indicate that participants using hyperglossing technology to read an English short story on an iPad report high motivation, high interest, and low feelings of burden.

The influence of visual input type in the acquisition of phonological forms of newly-learned words  
Kristie Durham, Rachel Hayes-Harb and Shannon Barrios (University of Utah)  
Written input can influence the acquisition of L2 word forms. This study examined the orthographic nature of these effects by investigating the influence of systematic but non-orthographic visual cues (i.e. color/location). None of these influenced word form learning, suggesting a privileged status for orthographic input in L2 word form learning.
Allocation of resources and use of intermediate structure to mediate long-distance dependency structures during sentence processing in L2 French

Kate Miller (Indiana University-Purdue University Indianapolis)

This study reports on a self-paced reading and listening experiment in L2 French that involves direct object cleft sentences with complex embedding. Evidence for the use of intermediate structure is predicted to emerge when the computational burden is lessened through the use of French-English cognate antecedents.

French definite article interpretations among high and low proficient English L1-French L2 learners

Sara Fernandez Cuenca and Alexander Burkel (University of Illinois at Urbana-Champaign)

This study found that high proficient English L1-French L2 learners patterned very similar to native speakers on their interpretation of generic/specific reference and overall knowledge of the use of French definite articles which is differently instantiated in the learners’ L1.

English language teachers’ quality of experience: What triggers flow inside and outside the classroom?

Alireza Sobhanmanesh (University of Ottawa)

This study examines the quality of experience of EFL teachers inside and outside the classroom (N=75) and the activities that trigger flow for them. Findings showed delivering lessons and reading textbooks and studying to trigger flow inside and outside the classroom respectively. Implications for future motivation-related research are discussed.

The role of parental language dominance in Spanish on Heritage child performance in English

Carla Wood, Gretchen Sunderman, and Estrella Rodriguez (The Florida State University)

Using the Bilingual Language Profile (Birdsong, Gertken & Amengual, 2012) as modular measure to calculate parent linguistic dominance, we investigated relationship with young heritage performance in English standardized assessments. Even if parents were Spanish dominant, child scores in English standardized assessments were average compared to monolingual groups of same age.

Function word phrasings in English pronunciation for Korean and Japanese learners

Minsoo Ko (Georgia State University)

Connections between L1 phonology, syntax, and morphology should serve to inform priorities for ESL pronunciation teaching because all three play important roles in second language pronunciation. This presentation discusses the importance of teaching function word phrasings for Korean and Japanese learners of English and the implication for pronunciation teaching.

The relationship between parents’ English proficiency and home literacy practice

Myoung Eun Pang (Georgia State University)

This study examined whether the English proficiency of parents who speak English as an additional language influences their engagement in family literacy with their children in English. The results are discussed in light of the ELL parents’ role in promoting home literacy practice in relating to their perceptions about English proficiency.
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September 22-24, 2016

SECOND LANGUAGE RESEARCH FORUM

Thirty Years of Instructed SLA: Learning, Instruction, Learning, and Outcome

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- Pre-Conference Workshop
- Plenary Sessions
- Paper Presentations
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