Exploring SLA
Perspectives, Positions, and Practices

SLRF
Second Language Research Forum
2008
University of Hawai‘i
October 17-19

Catch the wave!
nflrc.hawaii.edu/SLRF08

University of Hawai‘i
College of Languages, Linguistics, & Literature

National Foreign Language Resource Center
University of Hawai‘i at Mānoa

University of Hawai‘i
Department of Second Language Studies

SEED
Student Equity, Excellence & Diversity

SAPFB

University of Hawai‘i
Endowment for the Humanities
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Welcome to the thirty-first annual Second Language Research Forum! The progress of language research is evidence of what can be done when excellent ideas are investigated with vigor and professionally disseminated. For several decades now, SLRF has acted as a catalyst for language research providing a venue for established scholars and graduate students to present and discuss research on a wide variety of theoretical and empirical issues. The University of Hawai‘i has played host to SLRF 1988 and 1998, and this year we are very happy to be hosting SLRF 2008 “Exploring SLA: Perspectives, Positions, and Practices.”

This year’s program features 138 paper and 32 poster presentations from 20 different countries, which were chosen from 476 high-quality proposal abstracts (for an overall acceptance rate of 36%). This, of course, would not have been possible without our international panel of expert reviewers, who had the un-enviable job of making the selection decisions. This conference will feature four exciting plenary sessions: The ‘noticing hypothesis’ twenty years out (Dr. Richard Schmidt); The public and private lives of additional language competence: Implications for a reconceptualized SLA (Dr. Alan Firth); When context matters: Age effects on second language learning (Dr. Carmen Muñoz); and Morphological structure in native and non-native language comprehension (Dr. Harald Clahsen). We are very happy to have two invited colloquia that will expand discussions on the stimulating topics of: Comparing child L2 and SLI: Crosslinguistic perspectives; and Language learning in and out of the classroom: Connecting contexts of language use with learning and teaching practices. We trust that the dissemination and discussion of diverse topics offered in this program contributes to the evolution of second language research and the conference theme of “Exploring SLA: Perspectives, Positions, and Practices.”

An endeavor such as SLRF cannot be successful without the help of many people and organizations. We are truly grateful to the sponsoring organizations and dedicated individuals—especially the student volunteers—who have devoted countless hours of support and energy to the success of this conference. Please take some time to review the program for more conference information and social events available to you. As our guest and colleague, please do not hesitate to talk with one of the many conference volunteers, who may be identified by their nametags, if you have any special needs or questions.

Aloha,

SLRF 2008 Organizing Committee
sponsors
College of Languages, Linguistics, and Literature
Ruth Crymes Scholarship Fund, Department of Second Language Studies
National Foreign Language Resource Center
Second Language Studies Student Association
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...and an especially BIG MAHALO to the many conference volunteers!

special thanks to...
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About Our Sponsors

National Foreign Language Resource Center
University of Hawai‘i at Mānoa

Drawing on institutional strengths at the University of Hawai‘i in foreign language teaching, applied linguistics, and second language acquisition, the National Foreign Language Resource Center (NFLRC) undertakes projects that focus primarily on the less commonly taught languages of East Asia, Southeast Asia, and the Pacific. However, many of its projects have implications for the teaching and learning of all languages. We engage in research and materials development, conduct workshops and conferences for language professionals, and distribute a wide variety of publications on center projects and programs.

In order to improve the nation’s capacity for teaching and learning foreign languages, the United States Department of Education awards grants under the Language Resource Centers program for the establishment and operation of centers that serve as national resources. In 1990, the University of Hawai‘i at Mānoa was granted funds to develop the National Foreign Language Resource Center, one of three such centers at the time – the number has since grown to fifteen. Find out more about the NFLRC, its projects, products, and personnel at http://www.nflrc.hawaii.edu

The University of Hawai‘i National Foreign Language Resource Center is supported by a grant from the United States Department of Education CFDA 84.229, P229A060002

Ruth Crymes Scholarship Fund
Department of Second Language Studies
University of Hawai‘i at Mānoa

The Ruth Crymes Scholarship Fund was established in memory of the late Professor Ruth H. Crymes (Whitten), who was killed in an airplane crash in Mexico City on 31 October 1979. At the time she was a Professor of ESL and President of International TESOL. She was on her 17th mission as TESOL President to address a meeting in Mexico City.

Professor Crymes joined the faculty of the University of Hawai‘i in 1958. She received her Ph.D. from Columbia University in 1965. She was chair of the Department of ESL from 1972–1975. For five years she was Executive Secretary to the Hawai‘i Council of Teachers of English. In addition, she was editor of the TESOL Quarterly for five years and was co-editor of three volumes of On TESOL. In addition to these administrative duties, Ruth Crymes was a recognized scholar in the field of English syntax. For many years she worked closely with the Department of Education, State of Hawai‘i, on ESL-related matters.

The Scholarship Fund is administered by a board of trustees, who are the members of the Graduate Faculty of the Department of SLS. Income from the fund is used for a variety of support purposes for students within the department: travel funds, support for research projects. The Scholarship Fund also created the Harry Whitten Prize for Scholarly Excellence, awarded each Spring to recognize outstanding theses and scholarly papers. Mr. Whitten, Professor Crymes' widower, now deceased, was a benefactor of the Scholarship fund. http://www.hawaii.edu/sls
The College of Languages, Linguistics, & Literature (LLL) is one of the four Arts and Sciences colleges of the University of Hawai‘i at Mānoa. LLL offers a broad curriculum in English studies, foreign languages, second language acquisition, and linguistics. Composed of six departments and several programs and centers, LLL has capitalized on Hawai‘i’s location in the Pacific to provide, in addition to traditional fields of study, curricula with a focus on Asia and the Pacific unique in the nation. The College regularly teaches 30 languages, mostly Asian and Indo-Pacific, and has the capacity to teach 50 more according to demand. The programs in the College offer a full range of degrees, from the BA, to the MA and the PhD. The faculty has long been recognized for its commitment to innovative research in language and literature and for the excellence of its teaching, with an emphasis on small classes (averaging 20 students) and close interaction between teacher and student. http://www.lll.hawaii.edu/

University of Hawai‘i Endowment for the Humanities

Administered by the University Research Council, the Endowment for the Humanities is a special fund that provides support for hosting conferences across the broad disciplines of the Humanities. In particular, it is used for bringing plenary speakers of international renown to the University of Hawai‘i.

Student Activity and Program Fee Board

The Student Activity and Program Fee Board (SAPFB) is a chartered student organization that has been officially delegated authority to make recommendations to the Mānoa Chancellor regarding the allocation and use of the student activity and program fee. Appointed by the Mānoa Chancellor, the Board is comprised of 11 members, eight of whom are undergraduate and graduate students and three faculty/staff.

The purpose of SAPFB is to respond to the needs of all fee-paying students by providing financial support for co-curricular programs and activities, including Registered Independent Organizations (RIOs), University departments, and University-affiliated programs.

SAPFB financially supports co-curricular programs on campus. These programs include, but are not limited to, intercollegiate athletics, intramurals, University Theatre, University departments and registered organizations. Established by the Board of Regents, SAPFB is one of 6 chartered student organizations at UHM and receives its funding from student fees: $2.70 from students enrolled for 8 or more credits. http://www.hawaii.edu/sapfb
The Office of Student Equity, Excellence and Diversity (SEED) recognizes underrepresented groups in higher education. We provide programs for the recruitment and success of students from these groups. Further, we provide administrative support to committees addressing diversity issues at Mānoa and system wide. Groups that promote diversity in higher education include Native Hawaiians, underrepresented ethnic groups, students transitioning from welfare to work, students with disabilities, under-prepared students, academically gifted students, adults returning to education, and lesbian, gay, bisexual, transgender and intersex students. SEED programs and activities promote the diversity of the University of Hawaiʻi at Mānoa strategic plan. http://www.hawaii.edu/diversity/index.htm

Second Language Studies Student Association (SLSSA)

Second Language Studies Student Association (SLSSA) is a student organization within the Department of Second Language Studies at the University of Hawaiʻi at Mānoa. It performs a variety of academic, social, and administrative functions. Its main purpose is to promote professional and social interaction between its members and the SLS faculty, with particular emphasis on SLS as it affects and is affected by students in the department. This organization enables SLS students to provide constructive input into how the department is run and can positively impact the SLS profession both locally and globally. http://www.ill.hawaii.edu/web/hatesl
Details & Helpful Information

Conference Shuttle Service

For the convenience of conference attendees staying at the Ocean Resort (OR) and Queen Kapi'olani (QK) hotels, we will be providing shuttle service to the Imin Center (IC) as follows:

Friday, October 17

morning: 7:30am pick-up (OR→QK→IC)
8:00am pick-up (OR→QK→IC)
evening: 8:00pm pick-up (IC→OR →QK)
8:15pm pick-up (IC→OR →QK)

Saturday, October 18

morning: 7:30am pick-up (OR→QK→IC)
8:00am pick-up (OR→QK→IC)
evening: 6:00pm pick-up (IC→OR →QK)
social event: 9:15pm pick-up (Campus Center →OR & QK)

Sunday, October 19

morning: 7:30am pick-up (OR→QK→IC)
8:00am pick-up (OR→QK→IC)
evening: 6:15pm pick-up (IC→OR →QK)
6:30pm pick-up (IC→OR →QK)

The buses are “sunflower yellow” and have “Roberts Hawai’i School Bus” written on the side. Please be waiting near the street in front of the building at least five minutes before pick-up time to ensure that you don’t miss your bus. These shuttle routes are one-way and fixed. If you desire to go to the Imin Center or your hotel at a time other than indicated above, you will be on your own for transportation (see Local Transportation information in your registration packet for other options).

tip Don’t wait till the last minute! If you are planning to go to (or present in) an early morning session, we recommend that you try for the earliest shuttle bus in case there are delays because of traffic.

Conference Registration & Information Desk

Check in at the registration desk in the Wailana Room (garden level—downstairs) anytime between 7:30am and 4:00pm daily to pick up your conference packet and tickets, to ask questions, or to get ‘local’ information.

Technology for Paper Presentations

Each presentation room comes equipped with the following: PC, LCD projector and cables (only for PC), and speakers. Some of the large rooms also have a PC monitor. Technology volunteers will also be on hand between sessions to assist presenters.

Friday, 9:30–10:30am; 1:30–2:00pm
Saturday, 8:00–8:30am; 2:00–2:30pm
Sunday, 8:00–8:30am; 1:20–1:50pm
Presenters should load PowerPoint presentations in advance of their sessions. Rooms will be open with technology volunteers on hand during the above-listed times, for the express purpose of loading presentations onto the computers.

Opening Reception

Please join us for the opening reception, featuring complimentary light pupus (hors d’oeuvres) and alcoholic beverages (available for purchase). The reception will be held immediately after the opening plenary, on the lanai overlooking the Japanese Garden.

Friday, 10/17, 6:00–8:00pm, Imin Center Lanai (outside)

SLRF Aloha Extravaganza Social (ticketed event)

Pre-paid ticket holders will enjoy a private party at the Campus Ballroom for dinner, fun, and drinks! Guests will also enjoy live Hawaiian music and hula performances provided by Keawe and Tracie Lopes & Halau – Ka La ‘Onohi Mai o Ha‘eha‘e. If you purchased the social event ticket, please gather in front of Imin Center after the plenary talk at 6pm. A group of students will lead the way to the Campus Ballroom. Shuttle transportation from the Campus Ballroom to the Waikīkī conference hotels will be provided (9:15pm). Don't miss this special event!

Saturday, 10/18, 6:30–9:00pm

Coffee Service

Complimentary morning and afternoon coffee/tea service is offered to all conference participants in the Wailana Room (garden level—downstairs).

Friday, 10/17, 8:00–9:00am, 11:00–11:20am, 3:40–4:05pm
Saturday, 10/18, 8:00–8:30am, 9:45–10:15am, 4:10–4:30pm
Sunday, 10/19, 8:00–8:30am, 10:10–10:40am, 4:05–4:25pm

note No food is allowed in the Keoni Auditorium, the second floor presentation rooms, or the Japanese garden.

Boxed Lunches (ticketed option)

Boxed lunches will be available daily during the lunch break in the Makana and Ohana Rooms (garden level) for those who have pre-paid for the lunch option(s). Lunch tickets indicating regular or vegetarian preference come with your conference packets if you ordered and paid for them; please present your ticket to receive your lunch.

note Please eat either in the designated rooms or outside by the Thai Pavilion (the grassy area to the left of the Imin Center). No food is allowed in the Keoni Auditorium, the second floor presentation rooms, or the Japanese Garden.

Publishers’ Exhibit

Cambridge University Press, Pearson, Taylor & Francis, John Benjamins, Wiley-Blackwell, and NFLRC have book displays and order information available from 8:00am to 4:00pm on Friday and Saturday in the Wailana Room (garden level).

note Sale of books is not allowed in the Imin Center; there will be no opportunity to purchase books onsite at SLRF 2008.
Copying

Copies can be made at the following locations on campus or nearby (see campus map):

**Imin Conference Center** (Room 225) 944–7159. Open during conference hours; contact Imin Center staff in room 225. Self-service, 10¢ a copy.

**Hamilton Library** (located across East-West Road from the Imin Center) 956–7204. Open Monday–Thursday 7:00am–12:00am, Friday 7:00am–7:00pm, Saturday 9:00am–5:00pm, Sunday 12:00pm–12:00am. Coin- or card-operated machines, 7¢ a copy.

**Business Works of Hawai’i, Inc.** (located at Campus Center, Rm# 104) 941–1098. Open Monday–Thursday 8:00am–4:00pm, Friday 8:00am–3:30pm.

**Kinko’s** (located at the corner of S. King Street and University Avenue) 943–0005. Open 24 hours a day, seven days a week.

Internet Access

**Hamilton Library** (see above) provides free internet stations, though they can get busy when classes are in session.

**note** Wireless access on campus is password protected, so generally not viable for visitors.

**Kinko’s** (see above) rents internet access as well.

**Campus residences** provide high-speed Ethernet connections (cable, not wireless).

**Internet cafes** in the vicinity of the campus offer free wireless internet access, the closest being Café 2600 (a 15 min walking distance from the Imin Center; 2600 S King St # 101).

Imin Center Phone

Pay phones are located on the garden level under the stairs and on the second floor by the men’s restroom.

Evaluation Forms

Please fill out the conference evaluation form included in your registration packet. Submit your form in the marked “evaluation box” at the registration table and detach and drop off your “prize drawing” ticket in the marked “prize drawing” box. Prizes include complimentary gifts from our publishers. The prize drawing will be held following the final plenary session of the conference.
Imin Center

Presentation rooms are located on the second floor (see map).

Keoni Auditorium is located on the ground floor.

The Wailana, Ohana, and Makana Rooms are located downstairs on the garden level.
**Friday, October 17**

7:30-4:00  Registration (Wailana Room – garden level downstairs)

<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15-9:45</td>
<td>Welcome address</td>
</tr>
<tr>
<td>9:45-11:00</td>
<td>Plenary 1: Richard Schmidt</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td>Coffee break (Wailana Room – garden level downstairs)</td>
</tr>
<tr>
<td>11:20-11:50</td>
<td>Predicting near-native L2 ability (C. Doughty, S. Campbell, M. Bunting, M. Mislevy, S. Stimely, J. Koeth)</td>
</tr>
<tr>
<td>11:55-12:25</td>
<td>Level of bilingualism and aptitude in non-primary language acquisition (B. Lado, C. Sanz)</td>
</tr>
<tr>
<td>12:25-2:00</td>
<td>Lunch break</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Invited Colloquium: Language learning in and out of the classroom: Connecting contexts of language use with learning and teaching practices (C. Higgins, organizer)</td>
</tr>
<tr>
<td>2:35-3:05</td>
<td>My words or your words? - Helping novice ESL/EFL learners towards independence (J. Milton, V. Cheng)</td>
</tr>
<tr>
<td>Time</td>
<td>KEONI</td>
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<tr>
<td>3:10-3:40</td>
<td>The measurement of primary traits in L2 oral proficiency in SLA research (N. Iwashita)</td>
</tr>
<tr>
<td>3:40-4:05</td>
<td>coffee break (Wailana Room – garden level downstairs)</td>
</tr>
<tr>
<td>6:00-8:00</td>
<td>welcome reception (Imin Center lanai) – free event</td>
</tr>
</tbody>
</table>
### Saturday, October 18

**7:30-4:00**  
Registration (Wailana Room – garden level downstairs)

<table>
<thead>
<tr>
<th>Time</th>
<th>KEONI</th>
<th>ASIA</th>
<th>PACIFIC</th>
<th>SARIMANOK</th>
<th>KANIELA</th>
<th>PAGO PAGO</th>
<th>TAGORE</th>
</tr>
</thead>
</table>
| 8:30-9:45 | PLENARY II  
Alan Firth |                            |                            |                                           |                                           |                                           |                                           |
| 9:45-10:15 |                            |                            |                                           |                                           |                                           |                                           |                                           |
| 10:15-10:45 | The role of explicit information in instructed SLA  
(B. VanPatten) | Lexical class and native language effects on the L2 mental lexicon structure  
(A. Zareva) | The effects of classroom assessment on participants’ interaction and awareness of mistakes  
(A. S.-Y. Chen) | Online processing of anaphora by advanced English learners  
(R. Liu, J. Nicol) | Agentivity of passives and inchoatives in second language learners of English and Korean  
(H.-R. Joo) | L2 knowledge of target phonotactics: Learner judgments of French re-suffixation  
(S. Halicki) |
| 10:50-11:20 | Re-defining explicit instruction: The role of meta-linguistic explanations in acquiring grammatical concepts  
(O. Liamkina) | Production and comprehension in PT? Swedish L2 morphology from a processability perspective  
(G. Hakansson, C. Norrby) | Oral language proficiency development for Spanish-English students in a two-way immersion program  
(E. Feinauer, E. Whiting) | Agreement and binding in the processing of anaphoric dependencies in L2 English  
(Y.-T. Wang) | Elicited production of Korean relative clauses by L2 speakers  
(S. Lee-Ellis) | Tap and trill perception by learners and native speakers of Spanish  
(M. Rose) |
| 11:25-11:55 | Classroom interaction engendered by different form-and-accuracy exercises with advanced students  
(M. Källkvist) | Is the acquisition order of grammatical morphemes impervious to L1 knowledge?  
(P.-S. Luk, Y. Shirai) | Peer assessment of oral presentation in an EFL context  
(J.-C. Peng) | On knowledge and processing of grammatical number by nonnatives  
(Z. Wen, M. Miyao, W. Chu, Y.-J. Shiung, A. Takeda, B.D. Schwartz) | Task demands on morpho-syntax in the L2 production of Spanish clitic pronouns  
(P. Malovrh) | Identification of L2 Japanese vowels: Effects of hyperarticulated cues and phonetic environment  
(T. Okuno) |
| 12:00-12:30 | Form-focused episodes in high school foreign and second language classroom discourse  
(J. Newton, R. Adams, D. Crabbe) | The phonological enemy effect in deaf learners of Spanish as an L3  
(P. Piñar, C. Gerfen, J. Kroll) | The effects of quality and quantity of speech on group oral rating  
(S. Park, Y. Sekiya, Y. Ito, M. Kobayashi, R. Hirschel) | Shallow structures in L2-learners’ PP attachment preferences?  
(A. Rah, D. Adone) | The Aspect Hypothesis revisited: Cross-linguistic evidence for the strong effect of L1  
(Y. Nishi) | The role of gestures in a narration by beginning learners of Spanish  
(C. Guidi) |
| 12:30-2:30 |                            |                            |                                           |                                           |                                           |                                           |                                           |
|         | lunch break – Poster Session I (Wailana Room) / Publisher’s Session (Keoni Auditorium) |

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*Second Language Research Forum 2008*
### Saturday Poster Sessions (12:30–2:30)

<table>
<thead>
<tr>
<th>KEONI</th>
<th>ASIA</th>
<th>PACIFIC</th>
<th>SARIMANOK</th>
<th>KANIELA</th>
<th>PAGO PAGO</th>
<th>TAGORE</th>
</tr>
</thead>
</table>

**4:10-4:30**

Coffee break (Wailana Room – garden level downstairs)

**4:30-5:45**

Plenary III

**6:30-9:00**

Optional ticketed social event (Campus Center Ballroom)
### Sunday, October 19

#### 7:30-4:00

**Registration (Wailana Room – garden level downstairs)**

| Time       | KEONI                                                                 | ASIA                                                                 | PACIFIC                                                                 | SARIMANOK                                                                 | KANIELA                                                                 | PAGO PAGO                                                                 | TAGORE                                                                 |
|------------|-----------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 8:30-9:00  | Effects of cognitive complexity on vocabulary learning and text comprehension (A. Martínez-Fernández) | Sources of underspecification in L2 inflectional morphology (D.S. Tanner) | Multilingual scholars’ participation in core/global academic communities: A review of the literature (S. Uzuner) | Comparing vocal and silent rehearsal methods in adult foreign word learning (M. Kaushanskaya, S. Van Hecke) | Reinterpreting +/-interpretable - a parsimonious account of L1/L2/L3 phenomena and diachronic linguistic change (M. B. Paradowski) | |
| 9:05-9:35  | Learner-generated noticing of L2 input: What do they notice on their own? (E.S. Park) | A situated perspective on motivation: The process model (L. Yanguas) | Ideologies of English in the South Korean “English immersion” debate (J. Lee) | Are FL learners sensitive to neighborhood density and word frequency? (G. Yun) | Bring or take: That’s the question in teaching deictic shifts in FL classrooms (Y. Hu, Y-C. Kang) | |
| 9:40-10:10 | INVITED COLLOQUIUM
<p>| 10:10-10:40 | <strong>coffee break (Wailana Room – garden level downstairs)</strong> | | | | | |
| 11:15-11:45 | The role of noticing and working memory capacity in L2 oral performance (J.M. Bergsleithner) | Metalanguage in second language interactions (L.W. Fogle) | First and second language pragmatics in third language oral and written modalities (D. Koike) | A comparison of the composing processes of three groups of ESL writers (C. Castro) | From language barriers to social capital: Serbian as L2 for Roma children (J. Vuco, J. Filipovic, L. Djuric) | |
| 11:50-1:50  | <strong>lunch break – Poster Session II (Wailana Room) / Conversation Analysis Workshop (Asia Room)</strong> | | | | | |</p>
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<td>3:35-4:05</td>
<td>The V2-phenomenon in child second language acquisition (A. Sopata)</td>
<td>Do features that determine L2 words’ learnability also determine their retention? (L. Hansen, J. Lee, C.C. Tan)</td>
<td>Identity construction in the development of food talks (C. Fukuda)</td>
<td>Individual differences in L2 reading comprehension (J. Foss)</td>
<td>Overriding wrong classroom instruction: Mission possible (A. Belikova)</td>
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**Sunday Poster Sessions (11:50–1:50)**

LCTL and CTL students: A demographic and academic comparison (A. Brown)
L2 learner’s interpretations of recasts in the L2 classrooms (M. Hama)
Noticing the gap, hypothesis testing, and the uptake of subsequent feedback (C. Sheppard)
L2 syntactic priming of Italian relative clauses (J. Behney)
Bidirectional influence of L1 and L2 on L2ers’ sentence parsing (J. Shin, S. Speer)
Investigating the motivation changes of Korean EFL learners in New Zealand (S. Pak)
Developing positive attitudes toward English intercultural communication in Japanese EFL (E. Ishii)
Confidence and anxiety in university EFL speaking activities (R. Hirschel, T. Fujimura, S. Osboe)
Investigating lexical bundles in NS and NNS writing (Y-H. Chen)
The effects of homonyn on high frequency word lists (A. Graham)
Learner corpus of spoken English: The construction process (Y. Ito, S. Park, Y. Sekiya, M. Kobayashi, R. Hirschel)
So what’s it take to get a cup of coffee around here? (L. Durand)
A comprehensive progressive writing rubric for Chinese university EFL students (J. Thompson)
Investigating reliability of MDCTs on Japan’s national university entrance examination (E.H. Setoguchi)
Development of verbal aspect in second language learners of Italian (K. Kidner)
Learning Japanese in an online virtual classroom: Characteristics of feedback and uptake (S. Suzuki)
THE “NOTICING HYPOTHESIS”
TWENTY YEARS OUT

Richard Schmidt
University of Hawai‘i at Mānoa
Friday, October 17, 9:45am–11:00am
Keoni auditorium

SLRF 1988 was the setting for a talk in which I proposed a re-evaluation of the role of subjective experience (“consciousness” in its several manifestations) in second language acquisition, arguing that the leading theories of the day over-emphasized nonconscious learning and had unreasonably dismissed any role for the active human mind in mediating between the linguistic evidence present in the environment and the development of L2 knowledge. The best-known idea to have emerged from this discussion was the “noticing hypothesis,” which claimed that input does not become intake for language learning unless it is noticed, that is, consciously registered. A subsequent refinement of the idea stressed the essential role of attention in learning (we learn what we pay attention to, and learn little if anything about things that we do not attend to), and the strongly facilitative role of awareness—admitting the possibility of implicit learning but being skeptical about claims for its ubiquity or efficacy in adult SLA. Since that time, a great deal of research has accumulated that bears on the noticing hypothesis and related issues. In this talk I will review the evidence and consider a variety of empirical and conceptual challenges to these ideas from linguistic, psychological, social, and anti-cognitive perspectives.

Richard Schmidt grew up in Massachusetts and lived in Beirut, Lebanon, and Cairo, Egypt before moving in 1976 to the University of Hawai‘i at Mānoa, where he has been teaching and doing research ever since. His primary research areas are cognitive and affective factors in adult second and foreign language learning (such as the role of attention and the importance of motivation in learning), sociolinguistics (both macro and micro), and the particular problems of learning and teaching difficult, less commonly-taught languages. In addition to his position as Professor of Second Language Studies at UHM, he is also Director of the National Foreign Language Resource Center at the same institution.
In this presentation I attempt to show that conceptualizing additional language (AL) competence in terms of gradations between ‘public’ and ‘private’ can enhance our conceptual and empirical understanding of AL learning as a situated, contingent and interactionally-achieved accomplishment. By examining various types of orientations and non-orientations to AL competence as observed in a range of social settings - including language learning classrooms, internet chatrooms, radio phone-ins, doctor-patient consultations, and in business encounters conducted in English as a ‘lingua franca’ – I show how contextual phenomena of various kinds (e.g., social identities, activity types, communicative modalities, interactional goals and episodes) are instantiated and made more or less situationally relevant, and how this has an important bearing on how AL competence is managed, thematized, contested, disavowed, and masked. I examine cases where AL users, in a variety of ways, ‘do being learners’, where the nature of AL ‘learnership’ is explicitly as well as implicitly negotiated, and consider cases where AL users do not being AL learners. I argue that in all cases, ‘learning’, of numerous kinds, is ineluctably occurring. The implications of the analyses are considered in terms of our understanding of what AL learning entails, and in light of recent debates on the current status and future of SLA, most particularly the debate covered in Modern Language Journal’s (2007, 91/5) ‘Special Focus Issue’ entitled ‘Reconceptualizing SLA? The impact of Firth & Wagner (1997).’

Alan Firth (MA University of Birmingham, UK; PhD Aalborg University, Denmark) is Senior Lecturer in the School of Education, Communication and Language Sciences, Newcastle University, UK, where he teaches applied linguistics. His research interests include Conversation Analysis, second language acquisition, English as a lingua franca, and talk and social interaction in telephone helplines. Publications include the edited collection The discourse of negotiation: Studies of language in the workplace (1995, Pergamon Press), Calling for help: Language and social interaction in telephone helplines (2005, Benjamins; co-edited with Carolyn Baker and Michael Emmison), and Spoken discourse and social interaction (2008, Oxford University Press/Hodder). His work (with Johannes Wagner) on the reconceptualization of SLA has been the centrepiece of two ‘special issues’ of Modern Language Journal (1997 and 2007). He has also published in World Englishes, Journal of Pragmatics, International Journal of Sociology, International Journal of Applied Linguistics, Discourse and Society and American Journal of Sociology, amongst others.
WHEN CONTEXT MATTERS: AGE EFFECTS ON SECOND LANGUAGE LEARNING

Carmen Muñoz
University of Barcelona
Saturday, October 18, 4:30pm–5:45pm
Keoni auditorium

The discussion on the effects of age on second language acquisition has been dominated by a theoretically-oriented perspective that has traditionally focused on the comparison of learners’ ultimate attainment as a function of their initial age of learning. As a consequence, it may be argued that both concerns and research findings arising from naturalistic learning contexts have been hastily generalized to formal learning contexts.

In this presentation I will analyse the variables that are crucial in the discussion of age effects in second language acquisition, and on the basis of the existing empirical evidence from classroom studies I will argue that the amount and quality of the input that learners receive have a significant bearing on the effects that age has on second language learning.

To finish, it will be claimed that age-related studies in foreign language learning settings have yielded significant findings that are more relevant to decisions concerning the time and timing of second language instruction than findings from naturalistic studies, and that these findings can contribute to the development of an integrated explanation of age effects on second language acquisition.

MORPHOLOGICAL STRUCTURE IN NATIVE AND NON-NATIVE LANGUAGE COMPREHENSION

Harald Clahsen
University of Essex
Sunday, October 19th, 4:25pm–5:40pm
Keoni auditorium

Recent psycholinguistic research on how non-native (L2) speakers comprehend and process language in real time has led to a substantial number of empirical findings on non-native reading and listening, and some theoretical attempts to explain how and why native and non-native processing differ. Two broad accounts have emerged from this research. One view holds that L1 and L2 processing share the same system and mechanisms but that L2 processing is more demanding in terms of basic cognitive processes (e.g., speed of processing) and affected by the learners’ native language. Alternatively, it has been argued that L1 and L2 processing differ in more fundamental ways, for example, with L2 processing relying more on shallow representations of grammatical structure and on full-form lexical storage than L1 processing.

This paper presents results on how advanced adult L2 learners (in comparison to adult native speakers) represent and process morphologically complex words. We used different kinds of experimental tasks (e.g., acceptability ratings, speeded grammaticality judgments, masked priming) to examine the processing of inflectional and derivational phenomena in L2 learners of English and German from typologically different L1 backgrounds. The results from these experiments can only be partially accounted for in terms of cognitive resource limitations or L1 transfer. Instead, we argue that the observed L1/L2 differences support the idea that adult L2 learners are less sensitive to morphological structure than native speakers and rely more on lexical storage than on morphological parsing during processing.

Harald Clahsen has published eight books and over 100 research articles (on first and second language acquisition, language disorders in children and adults, and language processing) and recently became a Fellow of the British Academy (FBA). He is the recipient of the Gerhard-Hess Award from the German Science Foundation for his work on language acquisition and an award for his book on child language disorders. He has been the coordinator of several large research projects, and he co-edits Benjamins’ book series on Language Development and Language Disorders. In addition to acquisition, disorders and processing of language, his research interests include theories of morphology and syntax.
INVITED COLLOQUIUM 1

Language learning in and out of the classroom: Connecting contexts of language use with learning and teaching practices

organizer: Christina Higgins, University of Hawai’i at Mānoa
discussant: Alan Firth, Newcastle University

Friday, October 17, 2:00pm–5:10pm, Keoni auditorium

Much research on language socialization offers insights into the affordances and obstacles to participation faced by L2 learners in classrooms, but little attention thus far has been paid to the linkages between instructed contexts of L2 learning and L2 use in other contexts. Accordingly, this colloquium seeks to address this gap in the field by taking up the following question: What is the relationship between in-the-classroom language practices and engagements with the L2 beyond the classroom?

Language learning as membershipping in the a classroom communities of practice

John Hellermann, Portland State University

This paper provides examples from community college ESL classrooms where non-instructed language use becomes a resource for learning. The data show how issues for daily life become opportunities for discussion, and they reveal how mundane interaction is a catalyst for practices of talk-in-interaction – a requirement of English language use outside the classroom.

The pragmatics of identity negotiation: What is the relevance of native-speaker norms for L2 use?

Noriko Ishihara, Hosei University

This presentation investigates L2 pragmatics by comparing learners’ descriptions of what is taught with how they use language beyond classroom walls. I examine the use of L2 English and L2 Japanese use inside and outside of the classroom, drawing from two qualitative studies that investigate L2 speakers’ resistance to adopting perceived native-speaker norms.

Language learning in rural Japan: EIL/EILF discourses and the local linguistic ecology

Sandra McKay, San Francisco State University
Ryuko Kubota, University of North Carolina at Chapel Hill

The discourses surrounding English as an international lingua franca (EILF) are often framed with little attention given to the local linguistic ecology. Focusing on a rural Japanese city with a growing population of non-English-speaking immigrant workers, we explore local Japanese residents’ views about English vis-à-vis local linguistic diversity and how this affects the language classroom.

Chilean English teacher identity and popular culture: Three generations

Julia Menard-Warwick, University of California-Davis

Drawing on life history interviews with Chilean English teachers, this presentation illustrates the importance of popular culture in English language teaching and learning practices and explores
Performing “American” practices: The need to complicate notions of “national/local”

Jane Zuengler, University of Wisconsin-Madison

“Transnationalism” and “global flows” are conceptions seen increasingly in current literature on multilingualism and migration. This paper examines immigrant and minority youths’ performance around practices with a “national” (here, American) focus; this paper reveals the complexity of identifications displayed by the participants, underscoring cautions against dichotomizing what people do into “global/local” or “transnational/national.”

INVITED COLLOQUIUM II
Comparing child L2 and SLA: Crosslinguistic perspectives

organizer: Theres Grüter, Stanford University
Sunday, October 19, 8:30–11:45am

Indicators of SLI in bilingual children: Inflections and prepositions

Sharon Armon-Lorem and Joel Walters, Bar Ilan University, Israel

Inflections errors are often used as indicators of SLI, while prepositions are a locus for code interference in bilinguals. Using an elicited imitation task, we show that inflection errors provide quantitative differences between SLI and typically developing bilingual children, and obligatory prepositions provide a qualitative measure showing unique SLI errors.

Comprehension of pronouns/reflexives in L2 children compared to children with SLI

Theodoros Marinis, Vasiliki Chondrogianni, and Halit Firat, University of Reading

The paper compares the comprehension of pronouns/reflexives by child L2 learners of English, monolingual English controls, and monolingual English children with SLI. Results show differences between the L2 children and children with SLI in the comprehension of pronominal elements and reveal transfer/misanalysis effects at later stages of child L2 acquisition.

A double delay in L2-SLI acquisition: Evidence from Dutch agreement inflection

Antje Orgassa, Jan de Jon, Anne Baker, and Fred Weerman, University of Amsterdam

Experimental data were collected on Dutch agreement inflection (in the verbal and nominal domain) for four groups of children: Turkish-Dutch L2-SLI, L1-SLI, unimpaired L1 and Turkish-Dutch L2. The results show a cumulative effect of bilingualism and SLI suggesting an explanation in terms of processing limitations rather than other factors.

Comparing child L2 and SLI: The acquisition of German sentence structure

Monika Rothweiler and Solveig Chilla, Hamburg University

Age of onset matters for the comparison of cL2 to SLI. Child L2 (AO 3–4) is a variant of 2L1 with respect to acquisition of CP. SLI differs: SLI children produce non-finite elements in V2. In contrast to cL2 (AO 3–4), child L2 (AO6) shows more similarities to adult L2 and thus to SLI.

Acquisition of Wh-questions in French: L2 children and L1 children with SLI

Maureen Scheidnes, Sandrine Ferré, Martin Haiden, Philippe Prévost, and Laurie Tuller, François Rabelais University, Tours

We compare the development of wh-questions in French-speaking children with SLI and British immigrant children acquiring French in France, focusing on production and comprehension. We investigate Jakubowicz’s (2005) derivational computational complexity hypothesis according to which
least complex constructions (e.g., wh-in-situ questions) should develop before more complex ones (e.g., with wh-movement).

**Argument structure in typical and atypical English L1 and L2**

**Gabriela Simon-Cereijido,** *San Diego State University/University of California, San Diego*

**Vera Gutiérrez-Clellen,** *San Diego State University*

Children with LI tend to use a limited number of three-argument verbs. We explored the use of a rubric to estimate language complexity in spontaneous narratives of children with LI and English L2. Results suggest that this type of task may be a promising unbiased indicator of LI in English.

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**SELECTED COLLOQUIUM I**

**Combining conversation analysis and SLA: Avenues for research**

**organizers:** Andrea Golato and Peter Golato, *University of Illinois at Urbana-Champaign*

Saturday, October 18, 10:15am–12:15pm, Keoni Auditorium

This colloquium brings together four papers and seven researchers from CA, discursive psychology, and psycholinguistics who argue that L2 learning, teaching, and testing need to be respecified as discursive practices and that even a traditionally cognitive/psycholinguistic approach to learning should consider incorporating findings and tenets from CA.

**La maîtrise de Chartres: A conversation analytic account of definition talk in French**

**Numa Markee and Tricia McLeroy,** *University of Illinois at Urbana-Champaign*

We provide a CA account of schismatic, pedagogical talk that: occurs during ongoing mundane talk; shows how such talk may be subsumed by the notion of zones of interactional transition; potentially helps us understand how participants co-construct the on-line grammar of extended pragmatic actions such as definition talk.

**Conversation Analysis and longitudinal data: Insights for SLA**

**Hanh Nguyen,** *Hawai‘i Pacific University*

Using conversation analysis (CA), this study traces a second language learner’s longitudinal development of the ability to contribute to topic talk in the openings of five office hours. The findings demonstrate CA’s methodological and conceptual contributions to the study of the ‘how’ and the ‘what’ in SLA.

**Task instructions, task uptake, and socially shared cognition in Oral Proficiency Interviews**

**Gabriele Kasper,** *University of Hawai‘i at Mānoa*

**Steven Ross,** *Kwansei Gakuin University*

Drawing on conversation analysis and discursive psychology, this paper examines evidence for socially-shared cognition in the delivery and uptake of task instructions in OPIs. Misalignment to interviewer’s task instructions, and interviewer’s interventions to redirect the candidate’s task uptake, are contrasted with candidate’s responses treated as relevant to the task instruction.

**A hybrid, ethnomethodological-experimental approach to examining L2 pragmatic development in German**

**Peter Golato and Andrea Golato,** *University of Illinois at Urbana-Champaign*

We present offline and online experiments examining L2 pragmatic development in German. Participants include native speakers and L1 English-German L2 learners with 2 years of continuous residence in a German speaking country. Results shed light on the development of German L2 pragmatic comprehension through a hybrid, ethnomethodological-experimental perspective.
SELECTED COLLOQUIUM II
Instructed SLA in foreign language contexts: Issues, innovations and implications

organizer/discussant: Heidi E. Vellenga, Indiana University

Sunday, October 19, 1:50–3:50pm, Keoni Auditorium

This colloquium presents five foreign language classroom-based studies from a variety of perspectives on instructed SLA, focusing on diverse aspects of language. Issues related to overall study design as well as design and administration of innovative instructional treatment and associated assessments affect findings in key ways, impacting future research directions.

Task complexity and second language vocabulary development in EFL task-based instruction

YouJin Kim, Northern Arizona University

The purpose of the current study is to examine whether task complexity facilitates interaction-driven learning opportunities and the L2 vocabulary learning in EFL task-based instruction contexts. The findings from a study on intermediate university-level learners will be discussed in terms of the theoretical and practical implications of Robinson’s cognition hypothesis.

Testing the Teachability Hypothesis in L2 Spanish using intact classes

Nicole Tracy-Ventura, University of Southampton, UK

The current study tested the predictions of the Teachability Hypothesis (Pienemann, 1984, 1987, 1988) with intact classes of Spanish as a foreign language at a community college. Classes were randomly assigned to one of three conditions: form-focused developmentally ready (middle stages of preterit/imperfect acquisition), form-focused advanced, and a meaning-focused comparison.

Effects of paired-repeated oral reading on L2 reading fluency and comprehension

Eun Hee Jeon, Northern Arizona University

The current study tested the effects of paired-repeated oral reading on second language reading fluency and comprehension with intact classes of high school English as a foreign language (EFL) learners. English reading ability measured by a comprehensive reading test battery showed improvement after biweekly training sessions indicated improvement.

A blended methodological approach to EFL speech act instruction: Requests and refusals

Heidi E. Vellenga, Indiana University

The current study focuses on the instructional effectiveness of a blended methodological approach on the acquisition of pragmatic competence, specifically the speech acts of request and refusal, administered to intermediate university-level learners in Japan. Multiple-choice DCT and other qualitative results indicate direct instruction can facilitate pragmatic awareness in EFL contexts.

Training effect on the development of oral fluency in L2 Japanese

Naoko Taguchi, Carnegie Mellon University

This study reports on the design of training in grammatical chunks for foreign language learners of Japanese at a U.S. university and associated measurement of effects on oral productivity and fluency. Practice with grammatical chunks contributes to a greater and more accurate use of those chunks in spontaneous conversation measures.
Additional Events

Publishers’ Session

Saturday, October 18, 1:00–2:15pm
Keoni Auditorium
Interested in learning how to get published in applied linguistics journals? Join us for an open discussion with editors of journals including *Applied Linguistics*, *Journal of Second Language Writing*, *Language Learning*, and *Reading in a Foreign Language* as they discuss submission and editorial guidelines, acceptance rates, what reviewers look for, and the ins and outs of the publication process. Please bring your questions! Time will also be provided to talk with editors individually.

CA of L2 Talk Workshop

Sunday, October 19, 12:15–1:30pm
Asia Room
This workshop brings together CA researchers (and those interested in CA) for a hands-on data session and discussion focusing on conversation analytic approaches to second language use and second language learning as social practice. Data and transcripts will be provided.

**Note** Seating for this workshop is limited. Please sign up at the registration desk.
Abstracts are organized alphabetically by first presenter’s last name.

Development of interactional competence: Cooking talk  
Machiko Achiba, Tokyo Woman’s Christian University  
Using a conversation analytic approach and drawing on Vygotsky’s zone of proximal development, this study explores the acquisition of interactional competence by an 8-year-old Japanese learner of English in the novel interactive practice of talking while cooking. The analyses reveal increasingly independent participation patterns over time.  
Friday, October 17 | 11:20–11:50 | Tagore

Grammatical sensitivity, noticing of recasts, and interaction-driven learning of Korean relative clauses  
Seongmee Ahn, Michigan State University  
This paper examines whether and how individual differences in grammatical sensitivity affect noticing of recasts and learning of Korean relative clauses. Twenty-three English-speaking learners of Korean at the beginning and intermediate university-level participated. Findings and implications for learners’ cognitive capacities and processes influencing interaction and learning are discussed.  
Friday, October 17 | 11:20–11:50 | Asia

Spanish gender agreement behavior in argumentative texts produced by advanced L2 learners  
Irma V. Alarcón, Wake Forest University  
This study investigates gender agreement in argumentative texts written by advanced learners of Spanish. Preliminary analysis suggests that the demands of the text and the monitoring of gender agreement are inversely correlated, since most of the agreement errors involved frequently occurring nouns, albeit not ones overtly marked for gender.  
Friday, October 17 | 3:10–3:40 | Pago Pago

CMC versus face-to-face interaction: A qualitative analysis using NVivo  
Melissa Baralt, Georgetown University  
This study compares the interactional patterns of face-to-face oral interaction with computer-mediated communication by conducting a qualitative analysis with NVivo.  
Saturday, October 18 | 3:40–4:10 | Pacific

Between pragmatics and grammar: The L2 acquisition of formulas  
Kathleen Bardovi-Harlig, Indiana University  
Results of a cross-sectional study of oral production of pragmatic formulas in a 5,500 response corpus by 172 learners and native speakers from an experiment simulating conversation suggests that learners’ attempts at producing L2 conventional expressions are more consistent with construction by their developing grammar than retrieval of unanalyzed wholes.  
Saturday, October 18 | 3:05–3:35 | Keoni Auditorium

Electronic dictionary look-ups and learning of words in interaction  
Jack Barrow, Osaka International University  
Electronic dictionary look-up proposals and acknowledging sequences, using multimodal co-production of words and gestures, provide socially situated word-learning opportunities. Utilizing Conversational Analysis,
collaborative look-up behaviors of novice EFL Japanese learners are described. While looking up words in interaction, word knowledge is shared and mutually acknowledged, providing a context for cognition.

Saturday, October 18 | 3:05–3:35 | Pacific

**Overriding wrong classroom instruction: Mission possible**

**Alyona Belikova, McGill University**

The paper explores L2-acquisition of the French reciprocal/reflexive SE. The results of two experimental tasks suggest that L2ers do not generally adopt the pronoun misanalysis of SE promoted in the classroom, thus failing to follow the linguistically wrong generalization that - as far as domain-general reasoning is concerned - makes perfect sense.

Sunday, October 19 | 3:35–4:05 | Pago Pago

**The pedagogical mediation of a developmental learner corpus for classroom-based language instruction**

**Julie A. Belz, Indiana University School of Liberal Arts**

**Nina Vyatkina, University of Kansas**

This paper presents an empirical exploration of the impact of corpus-driven pedagogical interventions on learning outcomes for the case of German modal particles and pronominal da-compounds. Micro-changes in learner performance over an eight week period are examined on the basis of developmental learner corpus data.

Saturday, October 18 | 2:30–3:00 | Keoni Auditorium

**The role of noticing and working memory capacity in L2 oral performance**

**Joara Martin Bergsleithner, Universidade Estadual de Santa Cruz, Brazil**

This talk reports on the role of noticing and working memory (WM) capacity in L2 oral performance by thirty adult learners, drawing on oral tasks, a protocol, and a WM test. The results revealed improvements in grammatical accuracy in L2 oral performance, given the limited attentional resources of L2 users.

Sunday, October 19 | 11:15–11:45 | Asia

**A Bayesian approach to subjective uncertainty of L2 knowledge**

**Robert Bley-Vroman, University of Hawai‘i at Mānoa**

Bayesian rationality provides a framework for describing uncertain L2 knowledge and characterizing its development. A conceptualization is adopted in which probabilities are understood to represent subjective (un)certainty of belief, rather than knowledge of input probability. Bayesian prior probabilities interact with probabilities derived from the input.

Saturday, October 18 | 3:40–4:10 | Keoni Auditorium

**The syntax-semantics interface in child L2 acquisition: The DP in L2 French**

**Christiane M. Bongartz, University of Cologne, Germany**

**Nadine Kolb, University of Cologne, Germany**

Our paper reports on findings from an empirical study on the acquisition of interlanguage features in the syntax-semantics interface. Our data (L1 German, L2 English, French) suggests transfer effects and full access to Universal Grammar. Results showed early acquisition of the distribution of [+definite], but a delay for interface properties.

Sunday, October 19 | 2:25–2:55 | Asia

**Sequence learning, artificial grammars, and SLA**

**William J. Bonk, University of Colorado at Boulder**

Second language acquisition harnesses cognitive processes that require common sequence learning mechanisms. This talk presents the relevant previous findings and models from cognitive psychology, along with the results from a series of psychological experiments with application to the process of adult second language perception and acquisition.

Friday, October 17 | 11:55–12:25 | Sarimanok
Learner-learner interactions in Spanish as a foreign language classrooms
Melissa A. Bowles, University of Illinois at Urbana-Champaign
Rebecca Adams, Victoria University of Wellington, New Zealand
Paul Toth, University of Wisconsin-Madison

Research has shown that conversational interaction with a native speaker facilitates linguistic development in a second language. But learner-learner interactions have received significantly less empirical attention. This study investigates the conversational interaction patterns of L2-L2 and L2-heritage learner pairs in a Spanish as a foreign language class.

Friday, October 17 | 4:05–4:35 | Pacific

The interactional co-authorship of a medium by Japanese L1 and L2 speakers
Cade Conlan Bushnell, University of Hawai‘i at Mānoa

Using conversation analysis, I examine an ‘academic advising session’ between an L1 and L2 speaker of Japanese. Focusing on three areas often considered sites within which participants orient to categories such as ‘NS/NNS’, I show that the participants actually oriented to negotiating an interactional ‘medium’ (Gafaranga, 1999, 2001).

Friday, October 17 | 5:15–5:45 | Pacific

Same language, different ideology: An analysis of EFL textbooks in Romania
Greta Camase, OISE/University of Toronto
Kojiro Murakawa, OISE/University of Toronto

Through a critical discourse analysis of different types of EFL textbooks that were compiled in and after the communist regime in Romania, we elucidate that language and (foreign) language education are not ideology-free but contribute to maintaining and changing regimes in a country.

Sunday, October 19 | 9:40–10:10 | Sarimanok

A comparison of the composing processes of three groups of ESL writers
Carolyn Castro, De La Salle University, Manila

This study compares the composing processes of L2 learners who wrote while thinking aloud. The participants engaged mostly in rereading and rehearsing text before actual writing, with the regular and advanced groups exhibiting more of this behavior than the remedial group. Text-based composing processes occurred most frequently; few evaluative processes were identified.

Sunday, October 19 | 11:15–11:45 | Kaniela

The effects of guided planning with writing on L2 oral narratives
Hiep Thien Chau, Michigan State University

The study investigated the effects of pre-task planning on the fluency, complexity, and accuracy of L2 monologic oral production, with a focus on guided and unguided planning in written form. The findings revealed that guided planning with writing helped L2 learners produce more accurate past verb forms and relative clauses.

Friday, October 17 | 4:40–5:10 | Asia

The effects of classroom assessment on participants’ interaction and awareness of mistakes
Ann Shih-yi Chen, University of Cambridge

Classroom assessment is often discounted because it produces results that are, in psychometric terms, neither valid nor reliable. However, it may nevertheless provide significant educational benefits. In this paper, I examine two approaches to classroom assessment and discuss their respective effects on participants’ interaction and awareness of language mistakes.

Saturday, October 18 | 10:15–10:45 | Sarimanok

What is repairable? Negotiating participant orientation in repair trajectories
Tsui-Ping Cheng, University of Hawai‘i at Mānoa

Using the methodological framework of conversation analysis, the study examines the relationship between participant orientation and repair sequences in a foreign language classroom. The results indicate that the
repair trajectories are shaped by a delicate balance between the business of the learning context and the local contingencies of the interaction.

Friday, October 17 | 2:35–3:05 | Asia

A case study of a Chinese heritage language program in Michigan
Scott Chien-Hsiung Chiu, Michigan State University

This case study investigates a Chinese heritage language program in a Taiwanese immigrant community in Michigan. Through the techniques of interviewing, the findings indicate complex profiles of motivations and expectations, with different definitions of identity and Chinese culture among the stakeholders including students, parents, teachers, administrators, and sponsors.

Saturday, October 18 | 3:40–4:10 | Kaniela

Learners’ perspectives on native and non-native English teachers: Strengths, weaknesses, and preferences
Sun Young Chun, University of Texas at Austin

This study examined how Korean English learners perceived their native English-speaking teachers (NESTs) and non-NESTs. Survey data were collected and analyzed using primarily quantitative methods. Results indicate that students perceived NESTs and non-NESTs as having complementary strengths and weaknesses and did not favor one type of teacher over the other.

Friday, October 17 | 11:20–11:50 | Pago Pago

Are idioms processed differently by native speakers and second language learners?
Kathy Conklin, University of Nottingham
Anna Siyanova, University of Nottingham
Norbert Schmitt, University of Nottingham

This eye-tracking study investigates processing of English idioms by native speakers and L2 learners. Results suggest a processing advantage for idioms as shown by fewer and shorter fixations made by native speakers. Results for nonnative speakers indicate that they may treat such expressions in a similar way to novel phrases.

Sunday, October 19 | 1:50–2:20 | Pacific

Influencing preservice teachers’ efficacy and attitudes toward English language learners:
Technological possibilities
Ramona Maile Cutri, Brigham Young University
Stefinee Pinnegar, Brigham Young University
Cary Johnson, Brigham Young University
Celina Lay, Brigham Young University

This study assesses preservices teachers’ efficacy and attitudes toward English language learners and explores if those attitudes are positively influenced through coming to know the story of an actual English language learner via a technological intervention. The results show a significant difference in their attitudes and beliefs after the intervention.

Friday, October 17 | 2:35–3:05 | Pago Pago

Should we dictate? An investigation of a standard dictation test
Larry Davis, University of Hawai‘i at Mānoa

Dictation tests are widely used to make placement decisions, but such decisions may be suspect because little is known about the measurement qualities of a standard dictation task. In this study, Rasch analysis and other procedures were used to examine the measurement qualities of an operational dictation test.

Sunday, October 19 | 2:25–2:55 | Kaniela

Use of the dative in German: A computer learner corpus study
Julia Deak, University of Pennsylvania
Christina Frei, University of Pennsylvania
Edward Dixon, University of Pennsylvania

This study examines the use and misuse of the dative case by instructed, adult learners of German. Close analysis of a computer learner corpus shows learners’ progress in learning noun gender and use of the dative
in formulaic expressions, prepositional phrases, and indirect object constructions. Implications for pedagogy are discussed.

Friday, October 17 | 5:15–5:45 | Tagore

**Clause-edge reactivations of fillers in processing English as a second language**

Laurent Dekydtspotter, *Indiana University*
Yufen Chang, *Indiana University*
Ock-Hwan Kim, *Indiana University*
A. Katherine Miller, *Indiana University*
Vance Schaefer, *Indiana University*

Recent experiments by Marinis et al. (2005) and Felser & Roberts (2007) suggest that non-native speakers (NNSs) cannot posit movement traces during processing, following the Shallow Structures Hypothesis (Clahsen & Felser, 2006a, b). In contrast, the present study suggests antecedent-priming effects at clause edge, characteristic of cyclic-movement traces, in NNSs.

Friday, October 17 | 2:00–2:30 | Pacific

**Predicting near-native L2 ability**

Catherine Doughty, *University of Maryland*
Susan Campbell, *University of Maryland*
Michael Bunting, *University of Maryland*
Anita Bowles, *University of Maryland*
Meredith Mislevy, *University of Maryland*
Sarah Stimely, *University of Maryland*
Joel Koeth, *University of Maryland*

Hi-LAB is designed to predict who can become near-native in an L2. We scientifically motivate Hi-LAB constructs, describe its operational measures, present a structural equation model, and discuss findings of a large-scale (*n* = 166) study of the internal consistency and test-re-test reliability of Hi-LAB measures, both individually and as a composite battery.

Friday, October 17 | 11:20–11:50 | Keoni Auditorium

**Remotivation: Who, when, and how**

Joseph Falout, *Nihon University*

An open-ended questionnaire was administered on 157 university graduate and undergraduate EFL learners on how they were demotivated, became remotivated, and sustained motivation. Comparisons were made among adaptive and maladaptive strategies, learning experience, and objective and subjective learner perspectives of the remotivational process.

Friday, October 17 | 4:05–4:35 | Pago Pago

**Oral language proficiency development for Spanish-English students in a two-way immersion program**

Erika Feinauer, *Brigham Young University*
Erin Whiting, *Brigham Young University*

This study investigates oral language development in Spanish and English for 140 Kindergarten and 1st graders in a Spanish-English TWI elementary school. L2 oral language proficiency showed differential growth across language groups and proficiency measures. Results suggest that different skills are measured by the two oral proficiency measures used.

Saturday, October 18 | 10:50–11:20 | Sarimanok

**Metalanguage in second language interactions**

Lyn Wright Fogle, *Georgetown University*

This study investigates the use of metalanguage in internationally adoptive family interactions to better understand how language socialization processes influence second language learning. Three families with 10 adoptees self-recorded home interactions for six months. Differing uses of metalanguage in the families reveal how social context shapes opportunities for learning.

Sunday, October 19 | 11:15–11:45 | Pacific
The effects of instruction on L2 acquisition of epistemic stance forms  
Kenneth Robert Fordyce, Hiroshima University & Lancaster University

This study investigated the effects of explicit and implicit instruction on the acquisition of epistemic stance by Japanese EFL learners. 81 university students took part in the research. Data collected one week and five months after the interventions provided strong evidence for the benefits of explicit instruction of pragmatic forms.

Sunday, October 19 | 2:25–2:55 | Sarimanok

Individual differences in L2 reading comprehension  
Julie Foss, Michigan State University

The present study used structural equation modeling (SEM) to investigate the contributions of learner ability, knowledge, experience, and affect to reading comprehension in French. Direct and indirect contributions of these variables to L2 reading comprehension and their pedagogical implications will be discussed.

Sunday, October 19 | 3:35–4:05 | Kaniela

Phonological memory and second-language speech production  
Leif French, Université du Québec à Chicoutimi  
Irene O’Brien, McGill University

This study looked at the relationship between phonological memory (PM) and L2 speech production. The data extend previous findings that PM is implicated in L1 speech production and suggest (e.g., Adams & Gathercole, 2000) that PM is also related to L2 oral fluency development.

Sunday, October 19 | 3:00–3:30 | Sarimanok

Identity construction in the development of food talks  
Chie Fukuda, University of Hawai‘i at Mānoa

Utilizing Conversation Analysis (CA) and Membership Categorization Analysis (MCA), the present study will explore how identities are constructed when people develop talks about food. In the conversations between the Japanese and Chinese participants, foods are deployed as a boundary marker to differentiate ‘Self’ and ‘Other.’

Sunday, October 19 | 3:35–4:05 | Sarimanok

Crossing, mockery, and stake inoculation: The use of accented English in comedy  
Toshiaki Furukawa, University of Hawai‘i at Mānoa

Language use does not always relate to one’s ethnicity. Crossing and mock language are such examples, but it is difficult to draw a clear line between them. I examine the use of English spoken with a Filipino accent in comedy and demonstrate how its use is rationalized through stake inoculation.

Sunday, October 19 | 10:40–11:10 | Pago Pago

The intake of new words in L2 reading: An eye-tracking study  
Aline Godfroid, Free University of Brussels  
Frank Boers, Erasmus University College Brussels  
Alex Housen, Free University of Brussels

This paper reports an eye-tracking study into subjects’ noticing of new words during L2 reading. Noticing is defined as the allocation of focal attention to selected input features. We will discuss the relationship between subjects’ viewing behaviour, their vocabulary post-test scores, and data from their stimulated recall protocols.

Saturday, October 18 | 3:40–4:10 | Asia

The role of gestures in a narration by beginning learners of Spanish  
Claudia Guidi, Georgetown University

This paper investigates gestures from an SLA perspective. Within this context, the main concern of the paper is what gestures are produced by beginning Spanish learners during an oral production task. The results of an analysis of gesture data are discussed vis-a-vis two contrasting theories of the role of gestures in SLA.

Saturday, October 18 | 12:00–12:30 | Tagore
Production and comprehension in PT? Swedish L2 morphology from a processability perspective
Gisela Anne-Marie Hakansson, Lund University, Sweden
Catrin Norrby, University of Melbourne

Processability Theory (Pienemann, 1998) assumes that L2 processing procedures are acquired in a gradual manner. Our study on Swedish L2 morphology shows that learners perform at a higher PT level in comprehension than in production. Implications of these findings to the notion of a developing learner grammar will be discussed.

Saturday, October 18 | 10:50–11:20 | Pacific

L2 knowledge of target phonotactics: Learner judgments of French re-suffixation
Shannon Halicki, Duke University

This study investigates native and learner judgments of invented French words. Knowledge of cluster limits and sonorancy assimilation is tested in the absence of explicit teaching. Results indicate that adult learners exhibit native-like judgments of well-formedness and are sensitive to L2 phonotactic constraints that are subtly different from their L1.

Saturday, October 18 | 10:15–10:45 | Tagore

The use of fillers as communication strategies in the Japanese Language Table
Ye Han, University of Florida

This study investigated fillers used by native English speaking learners of Japanese by triangulating the data from a Japanese Language Table with learners and native Japanese. The results show that the choice of fillers by learners is affected by their language experiences.

Sunday, October 19 | 10:40–11:10 | Sarimanok

Do features that determine L2 words’ learnability also determine their retention?
Lynee Hansen, Brigham Young University, Hawai‘i
JaeSong Lee, Brigham Young University, Hawai‘i
Chin Chin Joyce Tan, Brigham Young University, Hawai‘i

The study examines L2 vocabulary in six subgroups of a population of L1 English-speaking adults who learned German, Japanese, Korean, Mandarin, Portuguese, or Spanish in the respective target cultures for two years. Frequency, cognate status, word length, imageability, and grammatical category are related to the learnability and retention of the L2 words.

Sunday, October 19 | 3:35–4:05 | Pacific

Evidence for L2 syntactic gap processing from proceeding of Japanese scrambling
Masahiro Hara, Truman State University

This study offers unequivocal evidence that L2 learners can use syntactic gap information rather than rely on semantic information derivable from verb meaning during processing scrambled sentences in Japanese. Data come from the phrase-by-phrase, self-paced reading experiment involving Korean and Chinese learners and NSs (24 participants per group).

Friday, October 17 | 5:15–5:45 | Sarimanok

A preliminary analysis of the organization of laughter tokens in peer interaction
Atsushi Hasegawa, University of Wisconsin-Madison

With the methodological framework of conversation analysis, this study examined the organization of laughter tokens occasioned in peer interaction in Japanese-as-a-foreign-language classrooms. The analysis identified particular sequential positions in which laughter tokens were frequently observed. At the presentation, I will explicate such patterns with transcripts and sample video-recordings.

Sunday, October 19 | 10:40–11:10 | Asia
Relative clause comprehension and production by young L1/L2 speakers of Japanese  
Tomomi Hasegawa, Yokohama National University

This presentation reports relative clause (RC) aural comprehension and oral production by young L1/L2 speakers of Japanese (aged 10-12) in experimental settings. The results suggest that gapless RCs are easier than other types of RCs, while relative difficulty between subject and direct object RCs is somewhat mixed.

Sunday, October 19 | 1:50–2:20 | Asia

What makes items difficult: An analysis of elicited imitation test items  
Ross Hendrickson, Brigham Young University
Aaron Johnson, Brigham Young University
Jerry McGhee, Brigham Young University
Kevin Cook, Brigham Young University
Meghan Eckerson, Brigham Young University

The focus of this paper will be on examining the nature of item difficulty in an elicited imitation test-specifically, what are the lexical, morphological, syntactic and general complexity factors which contribute to the degree to which learners can successfully repeat items.

Friday, October 17 | 11:20–11:50 | Kaniela

Bring or take: That’s the question in teaching deictic shifts in FL classrooms  
Yingshueh Hu, Tamkang University, Taiwan
Ya-cheng Kang, Tamkang University, Taiwan

This study is to examine the learning of two English deictic verbs, bring and take by FL learners in Taiwan. Two teaching approaches were compared in the pilot stage: the traditional grammar translation method (GTM) and cognitive instruction (CI), which is context-oriented. Results strongly support CI in facilitating learning.

Sunday, October 19 | 9:05–9:35 | Pago Pago

How do L2 learners revise lexical errors? A longitudinal case study  
Hung-Tzu Huang, University of Hawai‘i at Mānoa
Jee Hyun Ma, University of Hawai‘i at Mānoa

This longitudinal study analyzed quantitatively and qualitatively L2 learners' drafts and revisions on written essays to illuminate learners’ behaviors and successes of revising for lexical errors after receiving feedback. How such analyses can contribute to enhancing learners’ productive lexical knowledge and revising skills in writing classes is further discussed.

Saturday, October 18 | 3:05–3:35 | Pago Pago

Probing into Chinese learners’ on-line processing of English past tense  
Ai-Ting Huang, University of Illinois at Urbana-Champaign

The present study tests Chinese ESL learners’ knowledge of past tense marking using four techniques: self-paced reading, off-line grammaticality judgments, paper editing, and free writing. The combination of explicit and implicit tasks, as well as production and comprehension tasks, allows us to investigate the nature of problems with past-tense morphology.

Saturday, October 18 | 3:40–4:10 | Tagore

Overgeneralizing definite determiner DE in child Dutch: Language change or sociolinguistic variety?  
Aafke Hulk, University of Amsterdam
Cornips Leonie, Meertens Institute, Netherlands

For bilingual children from ethnic minority communities in the Netherlands who overgeneralize the non-neuter definite determiner de until a very advanced age (13-15 years), de may function as an identification marker. However, bilingual children from other social contexts, and even monolingual children, also overgeneralize de. We will argue that this is due to a language internal factor.

Sunday, October 19 | 3:00–3:30 | Asia
L2 requests-in-interaction: Some universals on the sequential level?
Thorsten Huth, Southern Illinois University
Carmen Taleghani-Nikazm, Ohio State University
This study investigates how learners of German accomplish the social action of request in L2. The data feature similarities and differences between L2 and L1 requests. The analysis demonstrates how L2 learners use their linguistic resources to employ strategies in accomplishing requests in ways that are congruent with L1 data.
Friday, October 17 | 2:35–3:05 | Kaniela

Differential effects of corrective feedback on two structures in L2 Korean
Sun Hee Hwang, Georgetown University
This study investigates the differential effects of two types of corrective feedback techniques, recasts and metalinguistic feedback, on the acquisition of two Korean structures, demonstratives and indirect quotation, which differ in the kind of learning difficulty in terms of form and meaning, respectively.
Friday, October 17 | 2:00–2:30 | Asia

Competence differences in heritage speaker grammars: The Interface Hypothesis across Spanish DP-phenomena
Michael Iverson, University of Iowa
Jason Rothman, University of Iowa
This study examines Interface Vulnerability hypotheses with respect to language attrition in Spanish. We test Spanish heritage speaker knowledge of Noun-drop, a narrow syntactic property, and knowledge of syntax-semantic interface properties regulating semantic readings available for DPs and Bare Nominals. The data support the Interface Hypothesis for HS competence differences.
Sunday, October 19 | 1:50–2:20 | Pago Pago

The measurement of primary traits in L2 oral proficiency in SLA research
Noriko Iwashita, University of Queensland, Australia
The study investigates how four primary L2 traits contribute to advanced L2 proficiency. An in-depth analysis of 75 speech samples produced by learners of English and Japanese will be compared with results taken from independent proficiency measures. Outcomes from this cross-linguistic study will provide insights into the characteristics of advanced L2 oral proficiency.
Friday, October 17 | 3:10–3:40 | Asia

Agentivity of passives and inchoatives in second language learners of English and Korean
Hye Ri Joo, University of Hawai‘i at Mānoa
This study investigates whether L2ers know the distinction between passives and inchoatives in terms of agentivity by conducting three experiments: a movie judgment task and two written acceptability judgment tasks—one with sentences and one with question-answer mini-dialogues.
Saturday, October 18 | 10:15–10:45 | Pago Pago

Classroom interaction engendered by different form-and-accuracy exercises with advanced students
Marie Helena Källkvist, Lund University, Sweden
This presentation focuses on the impact of two different kinds of form-and-accuracy exercises on teacher-student classroom interaction with advanced Swedish-speaking L2 users of English. The purpose is to explore whether the exercises lead to a) the same amount and type of interaction and b) interaction that seems meaningful to students.
Saturday, October 18 | 11:25–11:55 | Asia

Comparing vocal and silent rehearsal methods in adult foreign word learning
Margarita Kaushanskaya, University of Wisconsin-Madison
Stephanie Van Hecke, University of Wisconsin-Madison
The present study examined rehearsal effects in adult foreign-vocabulary learning. Results suggest that vocal rehearsal benefited participants who learned phonologically-familiar foreign words. However, sub-vocal rehearsal
benefited participants who learned phonologically-unfamiliar foreign words. These findings indicate that the benefits of different rehearsal methods depend on phonological properties of the new material.

Sunday, October 19 | 8:30–9:00 | Kaniela

The effects of linear distance and working memory on gender agreement processing

Gregory D. Keating, San Diego State University

An eyetracking study investigated Spanish speakers’ (native, advanced L2) sensitivity to gender errors on adjectives that varied in distance (1-7 words) from the nouns they modified. An online reading-span test (in the L1) determined participants’ working memory capacity. The results speak to whether native-like processing is attainable in the L2.

Friday, October 17 | 11:20–11:50 | Pacific

English language learners’ demotivators among Japanese high school students

Keita Kikuchi, Waseda University
Hideki Sakai, Shinshu University

Presenters report a survey study of Japanese learners of English (N=650) concerning various learning demotivators. Using factor analysis and a Rasch factor analysis of PCA residual of the results using a 35-item questionnaire, common demotivators in English classes at Japanese high schools were identified. Further analyses are also presented.

Friday, October 17 | 4:40–5:10 | Pago Pago

Prosodic information and attachment preferences in Korean-English L2 processing

Hyun-Jin Kim, Indiana University-Bloomington

This study investigates the use of prosodic information (prosodic boundary vs. focal prominence) in auditory processing of relative clause attachment by Korean-speaking L2ers of English and English NSs. Both groups showed an interaction between prosodic factors and attachment preference, but a significant difference in sensitivity to each prosodic factor.

Saturday, October 18 | 2:30–3:00 | Tagore

The composing processes of two L2 writers in the screen capture data

Sungwoo Kim, Pennsylvania State University
Kwanghyun Park, Pennsylvania State University

The study explores two Korean EFL writers’ difficulties through the screen capture of their composing process and follow-up stimulated recall sessions. The results show that the video clips from the screen capture corroborated by the recall sessions offer richer information on L2 writers’ challenges and composing strategies.

Sunday, October 19 | 10:40–11:10 | Kaniela

Noticeability of feedback: The effects of noticing in reformulation of L2 writing

Soo Hyon Kim, Michigan State University

Despite teachers’ best efforts, students often make limited revisions to their writing. This paper proposes that noticing in reformulation can raise L2 students’ awareness of their own revisions and sensitize them to the gap between their interlanguage and that of a more proficient writer, helping them develop effective revision skills.

Saturday, October 18 | 2:30–3:00 | Asia

First and second language pragmatics in third language oral and written modalities

Dale A. Koike, University of Texas at Austin

This study examines transfer of L1 and L2 pragmatic expression-realized in speech acts, implicatures, politeness markers, and presupposition-in oral and written modalities by L3 Portuguese learners. A picture more complex than Kellerman’s (1983) hypothesis emerges, addressing creative L3 pragmatic and lexical construction and influenced by type of modality.

Sunday, October 19 | 11:15–11:45 | Sarimanok

Background, motivation, and reading ability of students of Chinese, Japanese, and Korean

Kim Kondo-Brown, University of Hawai‘i at Mānoa

This study investigates the extent to which motivation (as compared to background variables) is related to and predictive of the reading abilities of learners in university upper-level East Asian language (Chinese, Japanese,
and Korean) courses. It recommends the development of language-specific strategic plans for teaching reading to these students.

Saturday, October 18 | 3:05–3:35 | Asia

Evaluating rating variations in holistic writing placement assessment
Dennis Koyama, Kanda University of International Studies, Japan

This paper reports on an investigation of a North American university’s writing placement test for international graduate students. Rater agreement ratios for two semesters were explored for the university’s holistic writing placement practices. The implications of these findings are discussed in terms of recommendations to the university’s writing placement practice.

Friday, October 17 | 2:35–3:05 | Tagore

Level of bilingualism and aptitude in non-primary language acquisition
Beatriz Lado, University of San Diego
Cristina Sanz, Georgetown University

This study adds to literature that has identified an advantage for language processing in higher-level bilinguals by investigating how learners at different levels of L2 perform during the initial stages of development of an L3. Aptitude measures (i.e., working memory tests and the MLAT) are included to explain the results.

Friday, October 17 | 11:55–12:25 | Keoni Auditorium

L2 learners’ sensitivity to strong and weak subjacency-violations in online processing
Usha Lakshmanan, Southern Illinois University Carbondale
Kyoung-Sook Kim, University of Southern California
Robert McCreary Mannino, Wenzao Ursuline College of Languages
Kyae-Sung Park, University of Hawai‘i at Mānoa
Uma Sun, Wenzao Ursuline College of Languages, Taiwan
Soojin Lee, Southern Illinois University Carbondale

Online and offline methods were used to investigate whether L2 learners exhibit native-like sensitivity to “strong” and “weak” subjacency-violations in English. The offline results indicated that L2 learners and native-speakers patterned alike in their judgments; the online results indicated that they used different processing routes for the same end.

Friday, October 17 | 2:35–3:05 | Pacific

Ideologies of English in the South Korean “English immersion” debate
Josephine Lee, University of Hawai‘i at Mānoa

This paper examines how English is conceptualized in South Korea, especially under their recent “English immersion” debate. Based on a critical analysis of political, media, and academic discourse, I intend to make explicit the mainstream ideologies of English that structure educational policy and public opinions within Korean society.

Sunday, October 19 | 9:05–9:35 | Sarimanok

A usage-based approach to overpassivization: The role of input and conceptualization biases
Sang-Ki Lee, University of Hawai‘i at Mānoa
Munehiko Miyata, University of Hawai‘i at Mānoa
Lourdes Ortega, University of Hawai‘i at Mānoa

This study examines the widely attested case of overpassivization (What is happened?) in L2 English from a usage-based perspective. Performance by 56 L2 learners on a grammaticality judgment task showed clear effects for input frequency and input noise but not for conceptualization of an event as externally or internally caused.

Sunday, October 19 | 2:25–2:55 | Pacific

Elicited production of Korean relative clauses by L2 speakers
Sunyoung Lee-Ellis, University of Maryland

In response to recent theoretical claims (Comrie, 2002) and inconclusive empirical findings regarding East Asian relative clauses (RCs), this study examined the role of structural configuration and animacy in the L2 acquisition
of Korean RCs. An elicited production task demonstrated the standard advantage of subject-gapped RCs over object-gapped RCs.

Saturday, October 18 | 10:50–11:20 | Pago Pago

Task effects in on-line L2 sentence processing research
Michael J. Leeser, Florida State University
Christine Weissglass, Florida State University
Anel Munive, Florida State University

This study investigates the effect of task type (comprehension vs. grammaticality judgment) on L2 Spanish learners’ sensitivity to morphosyntactic violations during on-line sentence processing. We demonstrate that methodological considerations such as task type are not trivial and must be taken into account in L2 sentence processing research.

Friday, October 17 | 4:40–5:10 | Sarimanok

Discursive construction of nationalism and Chinese identity: The case of “Crazy English”
Houxiang Li, Pennsylvania State University

Adopting discourse analysis in social psychology, this study examines speech data from a film documentary on “Crazy English” in China. The analysis reveals that two interpretative repertoires -- “we” and “they” and “colonialism-imperialism” and “counter-colonialism-imperialism” -- are deployed to construct a generic Chinese identity and to foster nationalism in “Crazy English” followers.

Saturday, October 18 | 2:30–3:00 | Kaniela

Technology-enhanced vocabulary learning strategies for learners with limited English proficiency
Jia (Joan) Li, University of Toronto, Canada

This paper examines the interaction of English language learners’ vocabulary learning strategies with technology-enhanced scaffolds and its related variations in learning outcomes. Twenty Chinese students with limited English proficiency in a Canadian public school participated in the study. The findings suggest that the technology-enhanced scaffolds can optimize the students’ learning by advancing their learning strategies.

Friday, October 17 | 2:35–3:05 | Sarimanok

Re-defining explicit instruction: The role of meta-linguistic explanations in acquiring grammatical concepts
Olga Liamkina, Georgetown University

Reflecting the need for explicit metalinguistically- and metacognitively-oriented FL instructional models for adults, this paper reports on two semester-long pedagogical interventions for advanced college-level learners of German. Cognitive linguistics theory served as the framework for metalinguistic explanations provided to help students acquire the conceptual system of the German dative case.

Saturday, October 18 | 10:50–11:20 | Asia

Online processing of anaphora by advanced English learners
Rong Liu, University of Arizona
Janet Nicol, University of Arizona

Two experiments, using self-paced reading tasks, tested whether advanced ESL learners can automatically use various constraints involving featural and structural information to interpret pronouns and reflexives as sentences unfold over time. Results showed that on-line testing may offer a more stringent test of mastery of L2 than do paper-and-pencil tests.

Saturday, October 18 | 10:15–10:45 | Kaniela

Is the acquisition order of grammatical morphemes impervious to L1 knowledge?
Pei-sui Luk, University of Pittsburgh
Yasuhiro Shirai, University of Pittsburgh

This paper reviews eighteen morpheme studies involving Spanish, Japanese, Korean, and Chinese learners to test the effect of L1. Contra universalists’ claim, it was found that Japanese, Korean, and Chinese learners mostly acquire plural -s and articles later than, and possessive ’s earlier than, is predicted by the natural order.

Saturday, October 18 | 11:25–11:55 | Pacific
Perspectives on motivation in SLA: Lessons from the Ryoanji Garden
Peter Daniel MacIntyre, Cape Breton University
Kimberly Noels, University of Alberta

Motivation is a fundamental research topic in SLA. This paper will discuss motivation, building toward a future theoretical and methodological research agenda, using perspective as an organizing theme. The argument draws lessons from the Ryoanji Garden in Kyoto. We identify conceptual and methodological “rocks” and the interesting spaces between them.

Sunday, October 19 | 9:40–10:10 | Pacific

Assessing a new approach to FSL instruction in a Canadian school board
Callie Mady, OISE/University of Toronto
Stephanie Arnott, OISE/University of Toronto

The Accelerative Integrated Method (AIM) is currently being used to teach French in Canada and in many international EFL contexts. Salient characteristics of AIM include gestures, target language submersion, choral activity and drama, among others. This study examines the impact of AIM on Grade 8 students’ experiences and French proficiency.

Saturday, October 18 | 3:40–4:10 | Pago Pago

Exploring correlations between age and tolerance of ambiguity: Case of Japanese learners
Kaori Maeda, Sophia University, Japan
Eri Osada, Sophia University, Japan
Keiko Imura, Sophia University, Japan

144 grade 8 students completed a 42-item questionnaire which investigated their attitudes towards English learning. Those who began their EFL before age 10 were found to have a high level of tolerance of ambiguity. This calls for early English instruction to maximize learners’ openness towards EFL.

Sunday, October 19 | 3:00–3:30 | Kaniela

Task demands on morpho-syntax in the L2 production of Spanish clitic pronouns
Paul Andrew Malovrh, University of South Carolina

The present study examines the effect of task demands on L2 learners’ morphological inflection of person, number, case, and gender in Spanish clitic pronouns. Results indicate the same sequence of acquisition of morphology in both modes of communication but show that written output yielded higher percentages of production.

Saturday, October 18 | 11:25–11:55 | Pago Pago

L2 learners’ perceptions of the learning potential of written output in SLA
Rosa Manchón, University of Murcia, Spain

This study reports a longitudinal investigation into the language learning potential of written output practice in instructed SLA. Results draw from the analysis of the responses of the participants (college level EFL students) to a semi-structured questionnaire and in-depth interview at two time points in their learning experience.

Friday, October 17 | 5:15–5:45 | Asia

Effects of cognitive complexity on vocabulary learning and text comprehension
Ana Martinez-Fernández, Georgetown University

This study investigates the effect of two lexical tasks involving different degrees of reasoning on L2 vocabulary development and text comprehension. Participants (N=147) completed a fill-in-the-blank task embedded in a reading comprehension task. Findings are discussed in relation to the Involvement Load Hypothesis and the Cognition Hypothesis.

Sunday, October 19 | 8:30–9:00 | Asia
Alignment and interactional competence in JSL peer talk in study abroad

Kyoko Masuda, Georgia Institute of Technology

This study examines the interaction between seven Japanese second language (JSL) learners and Japanese peers in study abroad. Although there is a wide range of individual differences, the JSL learners’ development of the use of interactional particles, especially ne as assessment, indicates high degree of alignment.

Friday, October 17 | 4:40–5:10 | Pacific

Article measurement and accuracy judgment in L2 written narratives: English or Englishes?

Heather L. Mello, University of Georgia
Rose Upor, University of Georgia

This study investigates the underlying processes of article accuracy and use in narratives by Kiswahili speakers learning English. Beyond initial quantitative analyses, corpus techniques reveal learners’ varying use of demonstratives in place of articles, while positional analysis of accuracy judgments reveals perceptual differences between raters of different English language backgrounds.

Friday, October 17 | 4:40–5:10 | Tagore

Heritage- and foreign-language learner use of the subjunctive in advice

Ariana M. Mikulski, Arizona State University
Idoia Elola, Texas Tech University

The present study compares fifth-semester heritage-language (HL) and traditional FL learners’ Spanish subjunctive production in a paired oral activity in which students had to give advice. HL learners demonstrated a higher rate of subjunctive production than their FL peers in both volitional constructions and impersonal statements.

Sunday, October 19 | 1:50–2:20 | Sarimanok

The role of lexical choice in elicited imitation item difficulty

Ben Millard, Brigham Young University

Elicited imitation is a reliable and efficient way to estimate oral language proficiency. However, research needs to be done to improve and systematize the way items are designed. This paper represents a first step toward determining the role of lexicon in creating sentences of increasing difficulty.

Friday, October 17 | 11:55–12:25 | Kaniela

My words or your words? - Helping novice ESL/EFL learners towards independence

John Milton, Hong Kong University of Science & Technology
Vivying Sin Ying Cheng, Hong Kong University of Science & Technology

The authors will introduce a method to help learners acquire their own voices by giving them access to the lexical, grammatical and phonological features of English. This method has been used to advantage by over 2500 students over a two-year period at a Hong Kong university.

Friday, October 17 | 2:00–2:30 | Sarimanok

The cue-based processing of relative clauses in second language Japanese

Sanako Mitsugi, Carnegie Mellon University
Brian MacWhinney, Carnegie Mellon University
Yasuhiro Shirai, University of Pittsburgh

This study reexamines the subject-object asymmetry of relative clauses in Japanese. English and Korean learners (n=16 for each) were tested in self-paced reading. The results confirmed the asymmetry in the Korean group, but not for the English group. The results are interpreted by cue-based processing and L1 attuned strategies.

Friday, October 17 | 4:05–4:35 | Sarimanok
Neurocognitive development of L2 morphosyntactic processing

Kara Morgan-Short, University of Illinois at Chicago
Cristina Sanz, Georgetown University
Karsten Steinhauer, McGill University
Michael T. Ullman, Georgetown University

The current study examined second language development and processing of a morphosyntactic form as affected by training under either an explicit or an implicit condition. Results from behavioral measures show few differences between explicit and implicit groups. Neurocognitive processing data, however, suggest a more complex pattern of results.

Friday, October 17 | 5:15–5:45 | Keoni Auditorium

The effects of written corrective feedback on Japanese students’ use of articles

Mihoko Murakami, Seijoh University
Hideyuki Takashima, Tokyo University of Foreign Studies
Rod Ellis, The University of Auckland

This study investigated the effects of focused and unfocused written corrective feedback (CF) on the accuracy with which Japanese university students used the English indefinite and definite articles to denote first and anaphoric reference in written narratives. Using a quasi-experimental design, the study demonstrated the effectiveness of written CF.

Friday, October 17 | 4:05–4:35 | Asia

Analysis of instructor’s gesture in feedback episodes in a JFL classroom

Kimi Nakatsukasa, Michigan State University

This study investigates an instructor’s use of gesture in feedback episodes in a JFL classroom. The results show that the instructor used gesture to enhance the saliency of a target structure or to provide additional linguistic meaning. Furthermore, learners self-corrected their errors when feedback was provided both gesturally and verbally.

Friday, October 17 | 2:00–2:30 | Tagore

Place-dependent VOT in L2 acquisition

Kuniya Nasukawa, Tohoku Gakuin University

This study investigates place-of-articulation sensitivity to VOT production by English L2 learners. According to our research, Japanese learners of English experience difficulties in acquiring a native-like VOT for the voiceless bilabial stop. This may be explained by the structural differences between bilabials and other segments within Element Theory.

Friday, October 17 | 4:05–4:35 | Kaniela

Form-focused episodes in high school foreign and second language classroom discourse

Jonathan Mark Newton, Victoria University of Wellington, New Zealand
Rebecca Adams, Victoria University of Wellington, New Zealand
David Crabbe, Victoria University of Wellington

This presentation reports on the incidence and nature of form-focused episodes (FFEs) in high school language classrooms using data from six different classrooms and three languages, and drawing on the perceptions of the teachers and learners involved as to the efficacy of different approaches to focus on form.

Saturday, October 18 | 12:00–12:30 | Asia

The Aspect Hypothesis revisited: Cross-linguistic evidence for the strong effect of L1

Yumiko Nishi, University of Pittsburgh

This paper discusses how lexical aspect in L1 affects the acquisition of aspect in L2. The results of two cross-linguistic studies showed that L2 learners are heavily dependent on their L1. I argue that L1 transfer may be a significant factor that determines the process predicted by the Aspect Hypothesis.

Saturday, October 18 | 12:00–12:30 | Pago Pago
Usage of honorific and plain forms in Japanese: Implications for teaching JFL
Shigeko Okamoto, University of California, Santa Cruz

This study investigates the complex functions of honorific and plain forms in Japanese conversation, in particular, the multiplicity and ambiguity of their situated meanings. The implications of the findings for teaching JFL are discussed as part of the larger issue of teaching sociolinguistic diversity in language instruction.

Friday, October 17 | 2:00–2:30 | Kaniela

Identification of L2 Japanese vowels: Effects of hyperarticulated cues and phonetic environment
Tomoko Okuno, Michigan State University

The present study explored the role of hyperarticulated-speech in the perception of vowel length by L2 Japanese learners. Perception training involved eight sessions each 30 minutes with hyperarticulated-speech or natural speech. Results focused on the role of hyperarticulated-speech, and the effects of phonetic environment will be discussed.

Saturday, October 18 | 11:25–11:55 | Tagore

Going local: Exploiting variation set structure to learn artificial second languages
Luca Onnis, University of Hawai‘i at Mānoa
Heidi Waterfall, Cornell University
Shimon Edelman, Cornell University

In two experiments involving adults learning ‘artificial’ second languages, we show that variation set structure — partial overlap of successive utterances in child-directed speech — promotes word segmentation and phrase structure discovery. We discuss implications for understanding the mechanisms of language learning, and improving methods for L2 instruction.

Friday, October 17 | 11:20–11:50 | Sarimanok

Bimodal approaches: Combining wikis and chats for L2 collaborative writing
Ana Oskoz, University of Maryland Baltimore County
Idoia Elola, Texas Tech University

This study examines the benefits of combining wikis and chats for FL collaboratively writing regarding accuracy, fluency, complexity, content and structure. The analysis of the essays, drafts in the wikis, chats, and questionnaires provide significant information about students’ negotiations and awareness about aspects of FL writing.

Sunday, October 19 | 9:40–10:10 | Kaniela

Reinterpreting +/-interpretable - a parsimonious account of L1/L2/L3 phenomena and diachronic linguistic change
Michal B. Paradowski, University of Warsaw

Recent literature and the author’s research suggest that major phenomena in L1/L2+ acquisition, language transfer, attrition, pathology, mixing, and diachronic linguistic change can be parsimoniously explained by +/-interpretability distinction coupled with economy principles, information access/processing and WM limitations, perceived contentivity, Spec/complement/head distinction, or OT-like competition, providing valuable import for classroom pedagogy.

Sunday, October 19 | 8:30–9:00 | Pago Pago

Learner-generated noticing of L2 input: What do they notice on their own?
Eun Sung Park, Monterey Institute of International Studies

The current study explored learner-generated noticing by two L1 groups under two conditions: (a) ‘zero knowledge’ condition and (b) ‘some knowledge’ condition. Results are reported with respect to the L2 features that learners noticed and the strategies that they employed to aid their noticing and processing of L2 input.

Sunday, October 19 | 9:05–9:35 | Asia
The effects of quality and quantity of speech on group oral rating

Siwon Park, Kanda University of International Studies, Japan
Yasushi Sekiya, Kanda University of International Studies, Japan
Yasuko Ito, Kanda University of International Studies, Japan
Masaki Kobayashi, Kanda University of International Studies, Japan
Rob Hirschel, Kanda University of International Studies, Japan

We report the findings of our study about the effects of quality and quantity of speech on rating in a group oral exam. The quality of the speech was measured by complexity, accuracy, and vocabulary and the amount by the numbers of tokens and types, and simple and meaningful turns.

Saturday, October 18 | 12:00–12:30 | Sarimanok

Peer assessment of oral presentation in an EFL context

Jui-ching Peng, Indiana University

In the past decades, peer assessment has drawn a lot of attention. This study explores students’ attitudes towards and possible language proficiency differences in peer assessment at the tertiary level. This study concludes that peer assessment is a viable alternative to involve students in the assessment process.

Saturday, October 18 | 11:25–11:55 | Sarimanok

Incidental acquisition of L2 vocabulary through reading and writing

François Pichette, Université du Québec à Montréal (Teluq)

This study examines the impact of syntactic elaboration and word concreteness on L2 vocabulary acquisition. 323 French-speaking learners of English and Spanish were tested for incidental acquisition of 16 concrete or abstract L2 words through reading and writing. Cued recall was used to assess acquisition. Results and their implications are discussed.

Sunday, October 19 | 3:00–3:30 | Pacific

The phonological enemy effect in deaf learners of Spanish as an L3

Pilar Piñar, Gallaudet University
Chip Gerfen, Pennsylvania State University
Judith F. Kroll, Pennsylvania State University

This study explores crosslinguistic patterns of activation of print-to-sound mappings. Specifically, we examine whether written exposure to a foreign language (their L3) will trigger adult deaf ASL/English bilinguals’ sensitivity to orthography-phonology patterns when reading English, their L2.

Saturday, October 18 | 12:00–12:30 | Pacific

The effectiveness of second language strategy instruction: A meta-analysis

Luke Plonsky, Michigan State University

Research on second language strategy instruction (SI) has been extensive but inconclusive. This meta-analysis, therefore, aims to provide a reliable, quantitative measure of the effect of SI as well as a description of the relationship between SI and the variables that may moderate its effectiveness (e.g., proficiency, outcome variables).

Saturday, October 18 | 3:05–3:35 | Sarimanok

Shallow structures in L2-learners’ PP attachment preferences?

Anne Rah, University of Cologne, Germany
Dany Adone, University of Cologne, Germany

The present study investigates on-line PP-attachment preferences in two groups of non-immersed German ESL-learners at different proficiency levels. Like the native-speaker control group, the learners seem to be influenced by verb-subcategorization information and syntactic processing principles. The results are discussed with regard to shallow syntactic processing and other L2-specific strategies.

Saturday, October 18 | 12:00–12:30 | Kaniela
Tap and trill perception by learners and native speakers of Spanish

Marda C. Rose, Indiana University

This cross-sectional study investigates perception to determine whether learners and NSs of Spanish discriminate between taps and trills, and whether variant trills (trills with only one occlusion) are perceived differently from trills with multiple occlusions. It also contrasts taps with intervocalic /t/ and /d/.

Saturday, October 18 | 10:50–11:20 | Tagore

Medium-of-education: An identity category in an Indian woman’s autobiographical narrative

Priti Sandhu, University of Hawaiʻi at Mānoa

In this paper I analyze the autobiographical narrative of an Indian woman to see how she uses medium of education (MOE) as an identity marker. Positioning theory (Davies & Harre, 1990) is used to show the deep impact of MOE discourses in India on the participant’s identity construction.

Sunday, October 19 | 2:25–2:55 | Pago Pago

Group dynamics and the impact of strategy instruction on learner beliefs

Kazuyoshi Sato, Nagoya University of Foreign Studies

Although the significance of group dynamics has been recognized in recent literature, there has been little documentation as to how group dynamics influence language learning, in particular, learner beliefs, and vice versa through strategy instruction. This study reports the result of the year-long classroom research from a sociocultural perspective.

Saturday, October 18 | 3:40–4:10 | Sarimanok

Using stimulated recall to re-investigate the noticing function of output

Maren Schierloh, Michigan State University

Under the premise that the learner’s attentional resources may constrain noticing, this study partially replicates a study by Izumi and Bigelow (2000) on the noticing function of output. Findings suggest that output can trigger noticing of vocabulary and further illustrate how methodological triangulation can enhance insights into learners’ L2 processes.

Sunday, October 19 | 9:40–10:10 | Asia

Evidence for the online use of island constraints in second language processing

Barbara Schulz, University of South Carolina
Akira Omaki, University of Maryland

The present study conducted a self-paced reading experiment to investigate the time course of filler-gap dependency processing and demonstrate that both native speakers and advanced Spanish-English L2ers show sensitivity to the elative clause (RC) island constraint. We will discuss an alternative interpretation of island constraints as memory limitation.

Friday, October 17 | 3:10–3:40 | Pacific

Looking into trouble sources: ESL learners’ use of phonologically adapted English loanwords

Mi-Suk Seo, University of Illinois at Urbana-Champaign

From a conversation-analytic perspective, this study examines how phonologically adapted English loanwords become trouble sources in native-nonnative interaction, resulting in complex repair sequences. It discusses how these words engender participants’ negotiations on the epistemic authority and linguistic accuracy of the target items and how they are relevant to language learning.

Saturday, October 18 | 2:30–3:00 | Pacific

Evaluating an instrument for assessing connected speech performance using FACETS analysis

Yoonah Seong, University of Hawaiʻi at Mānoa

This study introduces and evaluates a newly developed connected speech performance testing instrument making close inquiries of the functioning factors of the test using FACETS analysis. Based on the results, suggestions on revising the current test design along with the potentiality of this type of test will be discussed.

Sunday, October 19 | 1:50–2:20 | Kaniela
Politeness and social interaction in L2 Spanish: Service encounters in study abroad
Rachel Louise Shively, Illinois State University
This presentation will examine the second language acquisition of politeness in study abroad within a sociocultural and rapport management framework, reporting on longitudinal, ethnographic research of service encounters recorded in situ between L2 learners of Spanish and local Spanish service providers in Toledo, Spain.
Friday, October 17 | 3:10–3:40 | Kaniela

Understanding English prepositions: Mental simulation in English L1 and L2 users
Brian Shoen, Kanda University of International Studies, Japan
Second language acquisition research adopting a cognitive linguistics approach can examine how users of English understand prepositions. A psycholinguistic-type experiment utilizing simulation semantics, which proposes that language users run mental simulations when understanding language, was conducted to investigate the cognitive underpinnings of preposition use in English L1 and L2 users.
Saturday, October 18 | 3:05–3:35 | Tagore

The V2-phenomenon in child second language acquisition
Aldona Sopata, Adam Mickiewicz University, Poland
The aim of the paper is to identify, through an analysis of the acquisition of V2-phenomenon in German, the features characterizing child second language acquisition. From the longitudinal data of three 4-year-old children, one can draw the conclusion that the mechanisms of language acquisition begin to change very early.
Sunday, October 19 | 3:35–4:05 | Asia

Sources of underspecification in L2 inflectional morphology
Darren Scott Tanner, University of Washington
This paper presents a performance model of underspecification in L2 inflectional deficits. Based in Levelt’s (1989) Speaking theory, the current model provides an explanatory account of how underspecification arises in spontaneous L2 speech. Data supporting the model are drawn from a case study of underspecification in L2 German case morphology.
Sunday, October 19 | 8:30–9:00 | Pacific

Understanding and adopting effective L2 pedagogy: The role of teachers’ backgrounds
Brad L. Teague, Vanderbilt University
This presentation highlights the role played by preservice teachers’ prior experiences with diversity as a mediating factor in their learning during a course focused on ESL and bilingual education. Findings indicate predictable patterns of development, implying a need to assess teachers’ backgrounds and challenge problematic assumptions regarding work with ELLs.
Friday, October 17 | 2:00–2:30 | Pago Pago

Motivational profiles of bilingual and multilingual learners
Amy Suzanne Thompson, Michigan State University
This study addresses the different motivation profiles of L2 versus L3 learners. 124 participants completed the Portuguese version of the Motivated Strategies for Learning Questionnaire (MSLQ) from which a factor analysis was performed. After assessing learning success, distinct motivation profiles for these two groups are discussed. Pedagogical implications are summarized.
Friday, October 17 | 5:15–5:45 | Pago Pago

Whole-class discussions in a second language literature classroom: The role of affordances
Joshua Jay Thoms, Louisiana State University
This project investigates whole-class discussions between an instructor and her students in a Latin American literature classroom at the college level. The study analyzes the construct of affordance (van Lier, 2000, 2004) and draws on a Vygotskian sociocultural theoretical perspective on language learning when interpreting the results.
Friday, October 17 | 11:55–12:25 | Tagore
Cloze tests: A tool for proficiency assessment in research on L2 French
Annie Tremblay, University of Illinois at Urbana-Champaign
Meryl Delshire Garrison, University of Illinois at Urbana-Champaign

As the field of L2 acquisition is evolving, L2 research methods are becoming increasingly rigorous. It is now imperative to report L2 learners’ proficiency level by assessing it independently. This study presents the results of a cloze test designed for measuring the proficiency of French L2 learners in experimental research.

Friday, October 17 | 4:40–5:10 | Kaniela

The effect of dialect and learner background on an Arabic speaking test
Emma Trentman, Michigan State University

Judging speakers by their dialect is a common occurrence. In a high stakes situation, such as an oral proficiency test required for a job or admission to a program, this can have important consequences. This study examines the effect of dialect use on an Arabic oral proficiency test.

Friday, October 17 | 5:15–5:45 | Kaniela

Multilingual scholars’ participation in core/global academic communities: A review of the literature
Sedef Uzuner, University at Albany, SUNY

This presentation is about multilingual scholars’ participation in mainstream disciplinary communities. In particular, it reports on empirical work looking at multilingual scholars’ socialization in core/global academic communities through research publication. It provides a compilation of research findings that is as extensive as possible.

Sunday, October 19 | 8:30–9:00 | Sarimanok

Processing grammatical gender in Spanish-English code-switches: A visual world study
Jorge Valdes-Kroff, Pennsylvania State University
Rosa E. Guzzardo, Pennsylvania State University
Paola E. Dussias, Pennsylvania State University
Chip Gerfen, Pennsylvania State University
Jason Gullifer, Pennsylvania State University

We collected eye-tracking data to investigate whether gender-marked articles are informative when L2 speakers process NPs. Participants listened to sentences naming objects in 3 conditions and clicked on the named object. Proportions of looks to the targets suggest that language mode modulates the usefulness of morpho-syntactic information during speech processing.

Friday, October 17 | 11:55–12:25 | Pacific

The differential effectiveness of SLA and knowledge construction in Flemish multilingual classrooms
Koen Van Gorp, Centre for Language and Education, Belgium

Linking teachers’ beliefs, classroom practices (i.e., interactions) and learning outcomes, this study looks at the differential effects of an experimental science task on second language learning and knowledge construction of 11-to-12-years old in five Flemish multilingual primary schools that differ significantly in language proficiency results.

Sunday, October 19 | 9:40–10:10 | Pago Pago

The role of explicit information in instructed SLA
Bill VanPatten, Texas Tech University

It is increasingly being accepted that instruction on the formal properties of SLA makes a difference (e.g., Norris & Ortega, 2000), and yet at the same time, it is clear that the effects of formal instruction are constrained in a number of ways (e.g., Doughty, 2003; VanPatten). The purpose of the present paper is to examine an often overlooked intervening variable in instructed SLA research: explicit information, that is, the information about the target structure(s) provided to learners prior to treatment.

Saturday, October 18 | 10:15–10:45 | Asia
From language barriers to social capital: Serbian as L2 for Roma children
Julijana Vuco, University of Belgrade
Jelena Filipovic, University of Belgrade
Ljiljana Djuric, University of Belgrade

The paper describes a model of learning of Serbian L2 as a language of schooling in process of systematic inclusion into the educational system of Serbia of Roma children, aged 6-10, who left Serbia and former Yugoslavia during the period of wars and social and political upheaval: 1992 - 1999.

Sunday, October 19 | 11:15–11:45 | Pago Pago

Agreement and binding in the processing of anaphoric dependencies in L2 English
Yi-Ting Wang, Indiana University

On the Shallow Structure Hypothesis, Clahsen and Felser (2006a,b) argued that L2 processing, unlike L1 processing, relies on shallow structures. In this study, the results suggest an alternative account for L2 processing, based on the demonstration of the application of Principle A and B found in L1 and L2 processing.

Saturday, October 18 | 10:50–11:20 | Kaniela

On knowledge and processing of grammatical number by nonnatives
Zhijun Wen, University of Hawai‘i at Mānoa
Mari Miyao, University of Hawai‘i at Mānoa
Wei Chu, University of Hawai‘i at Mānoa
Yi-Jiun Shiung, University of Hawai‘i at Mānoa
Aya Takeda, University of Hawai‘i at Mānoa
Bonnie D. Schwartz, University of Hawai‘i at Mānoa

We investigate the L2 knowledge-L2 processing issue by simultaneously testing number (dis)agreement in comprehension—a self-paced, truth-value-judgment reading task—and production—an interview/picture-description task. Do L2ers whose oral production at times lacks number marking, on nouns (plural s) or verbs (3sg s), evince number (mis)match effects in online comprehension?

Saturday, October 18 | 11:25–11:55 | Kaniela

Annotating abstract vocabulary using multimedia: A pilot study
Jing Xu, Iowa State University
Hong Wang, University of Pittsburgh

The study investigated the effectiveness of three annotation types (text, text plus picture, and text plus video) on facilitating incidental learning of abstract vocabulary through L2 reading.

Friday, October 17 | 3:10–3:40 | Sarimanok

Move it later: Stepwise setting of configurational parameters
Hyunkwon Yang, Seoul National University

This study explores availability of syntactic operations in early L2 acquisition. It shows that basic configurational parameters are set step by step. Assuming the Minimalist Program, the study demonstrates early Korean-speaking ESL learners employ adjunction, but neither merge nor movement, in putting question words in the sentence-initial position.

Sunday, October 19 | 3:00–3:30 | Pago Pago

A situated perspective on motivation: The process model
Inigo A. Yanguas, San Diego State University

Motivation in second language acquisition has been traditionally operationalized as a static variable and assessed in relation to holistic measures of achievement. This study investigates it as an internal dynamic construct that is not directly related to achievement but to some type of behavior that might potentially lead to learning.

Sunday, October 19 | 9:05–9:35 | Pacific
Bilingual children's comprehension of relative clauses in Cantonese and English
Virginia Yip, The Chinese University of Hong Kong
Angel Chan, The Chinese University of Hong Kong
Stephen Matthews, The University of Hong Kong

We examined Cantonese-English bilingual children's comprehension of subject versus object relatives using a pointing task. Results indicated no subject advantage in their Cantonese, while the same children showed clear subject advantage in their L2 English. The new Cantonese data constitute an apparent challenge to the Noun Phrase Accessibility Hierarchy.

Sunday, October 19 | 10:40–11:10 | Pacific

Transfer of knowledge for teaching English language learners
Janet Young, Brigham Young University
Stefinee Pinnegar, Brigham Young University

Using narratives of public school teachers who are known for developing their ELL students L2 literacy, we explore what do the stories of quality teachers reveal about their own instructional decision making in facilitating and supporting the transfer of ELLs’ literacy in their first language to literacy in English.

Friday, October 17 | 11:55–12:25 | Pago Pago

Learning styles: Conceptual overview and meta-analysis of research instruments and research studies
Rong Yuan, Defense Language Institute Foreign Language Center
Ravinder S. Singh, Defense Language Institute Foreign Language Center

This presentation will provide a conceptual overview and meta-analysis of current trends of learning style research and of studies on the relationship between learning styles and attitudes towards language learning as well as between learning styles and academic achievement. The presenters will also indicate areas that require further examination.

Saturday, October 18 | 2:30–3:00 | Sarimanok

Are FL learners sensitive to neighborhood density and word frequency?
Gwanhi Yun, Daegu University, South Korea

We examined the effects of WF and ND on production of English learning Korean speakers. The results showed that L2 speakers’ production partly reflects lexical organization in terms of WF and ND. First, high-frequency words with many phonological neighbors were produced with more expanded vowel space than those with few phonological neighbors. Second, L2 learners did not produce vowels in hard words more distinctly than in easy words like L1 speakers.

Sunday, October 19 | 9:05–9:35 | Kaniela

Lexical class and native language effects on the L2 mental lexicon structure
Alla Zareva, Ohio University

The study looks at the effects of lexical class and native language on the structure of the mental lexicon of NSs and L2 learners. Both factors showed to play a distinctive role in participants’ lexical organization, which suggested that they should be seriously considered empirically as well as pedagogically.

Saturday, October 18 | 10:15–10:45 | Pacific

Learning through playing: Design and identity formation in Second Life Chinese school
Dongping Zheng, Michigan State University

This study immerses beginning Chinese language learners into Second Life Chinese Island (SLCI) and looks at how designed quests and missions are perceived and enacted by Chinese learners. The study will report how learners perceive co-questing with tutors and learning partners and track data to visualize learners’ goals and trajectories.

Saturday, October 18 | 3:05–3:35 | Kaniela
L2 syntactic priming of Italian relative clauses
Jennifer N. Behney, Michigan State University

The present study considers whether syntactic priming of noun phrases containing relative clauses (vs. noun + adjective noun phrases) occurs among L2 Italian learners of low and intermediate proficiency levels. It explores the hypothesis that priming may facilitate the acquisition of a developmentally more advanced syntactic structure in L2 interaction.

Sunday, October 19 | 11:50–1:50 | Wailana

LCTL and CTL students: A demographic and academic comparison
Alan Victor Brown, University of Kentucky

In this presentation I will, first, provide a comparative analysis of demographic and academic characteristics of students from 83 LCTL and CTL classes representing nine languages. Second, I will outline pedagogical and curricular implications, and, third, elicit participants’ personal reactions to the results, data analysis, and potential pedagogical implications.

Sunday, October 19 | 11:50–1:50 | Wailana

Introducing ESECS: English studies in the European Credit System
María Luisa Pérez Cañado, University of Jaén, Spain
Antonio Vicente Casas Pedrosa, University of Jaén, Spain
Juan Ráez Padilla, University of Jaén, Spain

This poster reports on a pan-European quantitative and qualitative study to determine the effectiveness of the new European Credit Transfer System in English language teaching, the effects it is exerting on teachers and students, and the difficulties it is encountering, all with a view to introducing the necessary adjustments to meet Bologna standards in full by the year 2010.

Saturday, October 18 | 12:30–2:30 | Wailana

Bilingual children’s comprehension of double object constructions
Angel Chan, The Chinese University of Hong Kong
Virginia Yip, The Chinese University of Hong Kong
Stephen Matthews, The University of Hong Kong

The study investigates comprehension of give double object constructions in forty bilingual children’s (aged 2;9-5;6) L1 Cantonese and L2 English. Data from the pointing task indicate transfer of the Cantonese [Theme-Recipient] order to English. The role of animacy and word order typology in child SLA will be discussed.

Saturday, October 18 | 12:30–2:30 | Wailana

Investigating lexical bundles in NS and NNS writing
Yu-Hua Chen, Lancaster University

This study conducted quantitative and qualitative analyses of a learner corpus of writing from L1 Chinese learners of L2 English and two native English corpora, attempting to explore and identify the similarities and differences in recurrent word combinations between native-speaker (NS) and non-native speaker (NNS) writing.

Sunday, October 19 | 11:50–1:50 | Wailana
So what’s it take to get a cup of coffee around here?
Laurie Durand, University of Hawai‘i at Mānoa

In this analysis of “linguistic landscapes” of tourist areas in Yunnan, China and “Chinatowns” in California and Hawai‘i, multilingual business signs are approached as a form of public discourse involving diverse literacies and the creation of meaning in situations of cultural contact.

Sunday, October 19 | 11:50–1:50 | Wailana

First graders learn English as a foreign language: Challenges and hopes
Olive N. Gahungu, Chicago State University

The author studies a program of teaching English to first graders in Burundi. A look at teacher preparation to teach English shows insufficient and inadequate preparation. The activities in students’ books are not communicative, contrary to the government’s claim. Professional and financial assistance is necessary to prepare teachers and develop materials.

Saturday, October 18 | 12:30–2:30 | Wailana

Changing English needs in Japan
Nicola A. Galloway, Kanda University of International Studies & The University of Southampton

English language learning needs are changing with the rise of English as a lingua franca. This poster presents research investigating students’ attitudes towards English and English teachers. The attitudes of Japanese students taking a World Englishes class are compared with those who do not, and classroom materials will also be presented.

Saturday, October 18 | 12:30–2:30 | Wailana

The effects of homonymy on high frequency word lists
Athelia Graham, Brigham Young University

This study explores the impact of semantically-based word frequency counts in place of form-frequency counts, revealing the impact of homonymy in high frequency word lists. The results indicate that semantic frequency is an important factor and significantly influenced by homonymy both in general word lists and differentially across registers.

Sunday, October 19 | 11:50–1:50 | Wailana

Pivots and rounds: Turn-taking practices in small group oral proficiency tests
Tim Greer, Kobe University

This study uses Conversation Analysis to document two turn-allocation practices that were regularly found in a corpus of multi-party L2 conversation video-recorded in oral proficiency tests. The presenter will demonstrate how students talk in rounds or use a pivot to redirect questions, offering insight into interactional institutionality in such situations.

Saturday, October 18 | 12:30–2:30 | Wailana

L2 learner’s interpretations of recasts in the L2 classrooms
Mika Hama, Georgetown University

Unique characteristics of recasts are argued to productively lead learners to notice the gap; however, some researchers argue that the efficacy of recasts as corrective feedback may diminish in classrooms where learners engage in activities focused on meaning. The current study has examined how learners interpreted recasts in classrooms.

Sunday, October 19 | 11:50–1:50 | Wailana

Confidence and anxiety in university EFL speaking activities
Rob Hirschel, Kanda University of International Studies, Japan
Tomoko Fujimura, Tokyo Fuji University
Sarah Osboe, Kanda University of International Studies, Japan

The current study examines how university EFL students experience confidence and anxiety in classroom oral activities. The researchers look into the variables of proficiency, shyness, types of oral activities, and perceived interlocutor relations, among others. The poster will describe the research methodology, statistical analysis, results, and practical classroom applications.

Sunday, October 19 | 11:50–1:50 | Wailana
Developing positive attitudes toward English intercultural communication in Japanese EFL

Eriko Ishii, Sophia University, Japan

The present study was designed to clarify the effects of intercultural education on Japanese EFL high school learners. This study particularly focuses on the investigation on Aptitude-Treatment Interaction (ATI, Cronbach & Snow, 1977; Snow, 1989) of the learners’ attitudes and language learning. Results will be provided and discussed.

Sunday, October 19 | 11:50–1:50 | Wailana

Learner corpus of spoken English: The construction process

Yasuko Ito, Kanda University of International Studies, Japan
Siwon Park, Kanda University of International Studies, Japan
Yasushi Sekiya, Kanda University of International Studies, Japan
Masaki Kobayashi, Kanda University of International Studies, Japan
Robert Hirschel, Kanda University of International Studies, Japan

In our presentation, we will make a report of an ongoing learner corpus construction project at a university in Japan. The corpus will include learners’ spoken English data from various speaking settings, such as planned, unplanned, and testing situations. Details of the design, data collection, and use will be explored.

Sunday, October 19 | 11:50–1:50 | Wailana

Development of verbal aspect in second language learners of Italian

Keely Kidner, University of Alberta

Research into the acquisition of past tense verbal aspect in L2 Spanish has found that the inherent lexical aspect of a verb (telic, atelic, or stative) plays a role in the selection of its morphological aspect (perfective or imperfective). This study provides research in this respect with Italian L2 learners.

Sunday, October 19 | 11:50–1:50 | Wailana

The negotiation of cultural and ideological beliefs during vocabulary instruction

Hye Yeong Kim, University of Minnesota

This study extends the critical research in ESL/EFL by exploring the two common pedagogical practices of vocabulary: context learning and translation learning. During both methods, certain cultural beliefs and ideologies were reflected and negotiated. It is suggested that more attention be paid to social aspects of language teaching and learning.

Saturday, October 18 | 12:30–2:30 | Wailana

Pragmatic processing of refusals by native and non-native speakers of English

Lyudmila N. Klimanova, The University of Iowa

The present study will examine pragmatic processing by native speakers of English and second language learners (Chinese and Russian natives). The presenter will report on a study of pragmatic perception conducted to reveal metapragmatic strategies that native and non-native speakers employ in metapragmatic judgment of appropriateness in authentic English refusals.

Saturday, October 18 | 12:30–2:30 | Wailana

Pragmatic development in a study abroad context: Agreeing with L1 speakers’ assessments

Sachiko Kondo, Sophia Junior College, Japan

The poster investigates, using the methodology of Conversation Analysis, how 2nd language speakers in a study-abroad context developed their interactional ability to perform the action of agreement with the assessments made by their interlocutors, and how L1 speakers orient to the social patterns of assessments in interacting with L2 speakers.

Saturday, October 18 | 12:30–2:30 | Wailana
Beyond brute frequency: Incidental vocabulary acquisition in extensive reading
Soo-Ok Kweon, Pohang University of Science and Technology, South Korea
Hae-Ri Kim, Seoul National University of Education

This study investigates incidental vocabulary acquisition through extensive reading. We suggest that the rate of incidental vocabulary learning is not simply related to the raw frequency of specific words, but also is a consequence of noticing and conscious learning of words that are important in the narrative.

Saturday, October 18 | 12:30–2:30 | Wailana

Union and divisibility in ELF dinner talk
Manchiu Lin, University of Hawai‘i at Mānoa

This presentation adopts a conversation analytical framework to investigate how one’s cultural identity is made relevant in intercultural communication settings where English is used as a lingua franca (ELF) and its consequentiality in the interaction. The analysis shows how the participants mobilize cultural identity as an interactional resource, on a personal level, to strategically legitimize one’s attitude or behavior, or, on a collective level, to co-construct a learning community.

Saturday, October 18 | 12:30–2:30 | Wailana

Minding the gap: Where language minority children lag behind French L1 peers
Lori Morris, Universite du Quebec a Montreal
Marie Labelle, Universite du Quebec a Montreal

This study, assessing the lexical, morphological, and syntactic knowledge of 241 L2 and 505 French L1 pupils in grades 4 to 6, challenges the notion that L2 children “catch up” to L1 peers and argues that L2 pupils’ needs might be better met with no assumption of eventual linguistic parity.

Saturday, October 18 | 12:30–2:30 | Wailana

Investigating the motivation changes of Korean EFL learners in New Zealand
Seunghee Pak, University of Auckland

Motivation has commonly been studied as an internal factor, and learners’ social environments have often been excluded. The poster investigates motivation changes of Korean EFL learners in New Zealand focusing on learners’ everyday experiences. The findings indicate that learners’ motivation is influenced by internal and external factors, including social context.

Sunday, October 19 | 11:50–1:50 | Wailana

Investigating reliability of MDCTs on Japan’s national university entrance examination
Eric Hiroyuki Setoguchi, University of Hawai‘i at Mānoa

This study investigates the reliability of a national exam in English, administered by Japan’s Center for University Entrance Examinations in 2006. Questioned is whether current exam design gives sufficient consideration to variation in individual pragmatic competence and impact of distractor design on the exam’s ability to report reliable proficiency assessment.

Sunday, October 19 | 11:50–1:50 | Wailana

Noticing the gap, hypothesis testing, and the uptake of subsequent feedback
Chris Sheppard, Waseda University

This presentation reports research which tested the ‘noticing the gap’ and ‘hypothesis testing’ aspects of Swain’s output hypothesis. The results demonstrated that when learners notice their gaps and test hypothesis during production, they are more likely to orient themselves to related information in subsequent feedback, resulting in significantly more uptake.

Sunday, October 19 | 11:50–1:50 | Wailana
Bidirectional influence of L1 and L2 on L2ers’ sentence parsing
   Jeonghwa Shin, Ohio State University
   Shari Speer, Ohio State University

   This study came from a preliminary study about Korean L2 learners’ use of prosodic information in the resolution of English syntactic ambiguities, and part of the research result provides interesting evidence for the bidirectional effect of L2 (English) and L1 (Korean) on sentence parsing in both languages.

   Sunday, October 19 | 11:50–1:50 | Wailana

Processing of frequent phrases by native and nonnative speakers: A psycholinguistic perspective
   Anna Siyanova, University of Nottingham
   Kathy Conklin, University of Nottingham

   Two experiments (reaction time and eye-tracking) investigate processing of recurrent expressions (binomials) by native speakers and L2 learners. Native speaker results show a processing advantage for patterns that occur regularly in language. No such advantage was found for nonnatives suggesting that they may not be sensitive to such regularities.

   Saturday, October 18 | 12:30–2:30 | Wailana

Learning Japanese in an online virtual classroom: Characteristics of feedback and uptake
   Satomi Suzuki, Georgia Tech & University of Georgia

   Applying the error treatment sequence model, characteristics of teacher’s corrective feedback and learner uptake in a university online Elementary Japanese as a FL classroom were investigated. The result suggests a lack of nonverbal expression in the online Japanese course possibly influenced the instructor’s feedback being more explicit.

   Sunday, October 19 | 11:50–1:50 | Wailana

Child bilingualism in Hawai‘i: Children’s narratives in Japanese and English
   Mai Takemoto, University of Hawai‘i at Mānoa & University of Tokyo

   This study examines the use of codes (languages) in narratives of a Japanese culture-specific story told by Japanese-English bilingual children in Hawai‘i. Background information on the children suggests that their high degree of bilingualism is explained by strong family reinforcement of the children’s everyday language use at school and home.

   Saturday, October 18 | 12:30–2:30 | Wailana

A comprehensive progressive writing rubric for Chinese university EFL students
   Jeff Thompson, Beijing Foreign Studies University

   This poster details the creation and application of an 8-page, 150-item progressive writing rubric that includes standardized comments and correction notes for first-year Chinese English as a Foreign Language students and their teachers at Beijing Foreign Studies University in China. Student and teacher feedback will also be examined.

   Sunday, October 19 | 11:50–1:50 | Wailana

Effects of acculturation on expression of ‘complaints’ in English by Turkish speakers
   Melike Unal, Yale University

   This study focused on appropriate expressions of the speech act of complaints in English as a second language by Turkish speakers to determine the extent to which appropriate adoption of complaint strategies may be influenced by the subjects’ cultural background, gender, and by residency (in the US or Turkey).

   Saturday, October 18 | 12:30–2:30 | Wailana

The effect of learning context on the development of L2 request strategies
   Misty So-Sum Wai-Cook, Victoria University of Wellington, New Zealand

   This poster examines the effect of learning environment on the development of second language pragmatic competence. It reports on a longitudinal study into the development of request strategies by two groups of 30 Chinese students studying English in Hong Kong and Australia.

   Saturday, October 18 | 12:30–2:30 | Wailana
Multilingual development: A Korean family in Chinese heritage language school
Yi-Fen Yeh, Texas A&M University

Parent involvement and attitudes are critical to minority students’ language development. For home language maintenance, the language used among siblings was found no less important than that used with parents. Good reading habits and strategies in the first language were reported as the key instrument to successful second/foreign language acquisition.

Saturday, October 18 | 12:30–2:30 | Wailana
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<td>Maureen Scheindes</td>
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<td>Maren Schierloh</td>
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<td>Richard Schmidt</td>
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<td>Barbara Schulz</td>
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<td>Bonnie D. Schwartz</td>
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<td>Yasushi Sekiya</td>
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<td>Mi-Suk Seo</td>
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<td>Yoonah Seong</td>
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<td>Eric Hiroyuki Setoguchi</td>
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<td>Chris Sheppard</td>
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**Presenters & Emails**
Call For Submissions

Selected peer-reviewed papers from the 2008 conference will be published through the Cascadilla Proceedings Project [http://www.lingref.com/cpp/index.html]. We invite manuscripts from any conference session, including poster sessions. Your contribution must be original, unpublished work. Papers submitted to the published proceedings should not be concurrently submitted elsewhere for publication.

All manuscripts must be submitted by the January 10, 2009 deadline.

Guidelines

► Send 1 paper copy to:
  National Foreign Language Resource Center
  1859 East-West Road #106
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  ATTN: SLRF2008

► In addition, send an electronic copy (in ONE MS Word file) to: slrf2008@gmail.com

► Please include the following:

  Cover page
  • name (as you wish it to appear in publication)
  • institutional affiliation and e-mail
  • phone and mailing address

  100-word abstract of the manuscript and targeted strand/area (e.g., child SLA)

  Maximum manuscript length (not including abstract and cover page) is 9,000 words, including references and appendices. Please follow Cascadilla Press’ formatting procedures [http://www.lingref.com/cpp/authors/style.html].
  Please use US letter paper (8.5” x 11”) and also follow guidelines of the Publication Manual of the American Psychological Association (APA 5th edition). Any copyrighted materials used in the manuscript must be accompanied with a statement of permission indicating their source. It is the author’s responsibility to seek and provide written documentation of permission to use copyrighted materials.

Tentative timeline

  October 20, 2008: Call for submissions begins
  January 10, 2009: Call for submissions closes
  April 2009: Authors notified of acceptance
  June 2009: Authors submit revised manuscripts
  September 2009: Volume editors return first edited drafts to authors
  October 2009: Authors return final manuscript draft to editors
  November-December 2009: Editors complete final manuscript draft edits; manuscripts sent to Casadilla Press
  Early 2010: Volume ready to purchase from Casadilla Press
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Cambridge Language Teaching Library
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AAAL 2009 Annual Conference

The 2009 conference of the American Association for Applied Linguistics (AAAL) will be held March 21-24 at the Denver Marriott Tech Center, Denver, Colorado.

<table>
<thead>
<tr>
<th>Registration Types:</th>
<th>Registration Rates:</th>
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<tbody>
<tr>
<td>AAAL Regular (and Emeritus/Retired, Joint) Member</td>
<td>$190</td>
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<tr>
<td>AAAL Student Member</td>
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<tr>
<td>AILA Member</td>
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<tr>
<td>Joint AAAL/LTRC 2009 Registration</td>
<td>Student, $165 Regular, $275</td>
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</tbody>
</table>

For registration, conference venue, or for additional information visit

http://www.aaal.org/aaal2009/

Plenary Speakers

Lyle Bachman, University of California, Los Angeles  
*Real world challenges and opportunities for language assessment*

Ellen Bialystok, York University  
*Interactions of language processing and cognitive control in bilingualism*

Guy Cook, The Open University  
*Sweet talking: The discourse of food politics and why it matters to applied linguistics*

Graham Crookes, University of Hawai‘i  
*The relevance of SL critical pedagogy*

Rod Ellis, University of Auckland  
*Second Language Acquisition: Theory, research and language pedagogy*

Heidi Hamilton, Georgetown University  
*Life as a linguist among clinicians: Learnings from cross-disciplinary collaborations*
We are pleased to announce a new monograph/book series with Texas Tech University Press titled Second Language Acquisition and Bilingualism. The series seeks to publish the highest quality research and theory related to the acquisition of non-primary and bilingual languages, focusing on the linguistic, psycholinguistic, sociolinguistic, and neurolinguistic/neurocognitive dimensions of language acquisition and use—in and out of classrooms—with the intent toward contributing to the profession’s understanding of how languages are acquired, stored, accessed, and used. The series also seeks to foster understanding of the similarities and differences between non-primary language acquisition and bilingual language acquisition. Research and theory involving any language will be considered, as long as the data (samples of language) are made accessible to all readers. All publications will be in English with the exception of language examples embedded within the text.

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The series editor welcomes inquiries regarding submissions. Please contact him at bill.vanpatten@ttu.edu
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Texas Tech University is pleased to host a special conference on "Second Language Processing and Parsing: State of the Science." Abstracts will be considered in any area of L2 research related to processing and parsing including syntactic issues, lexical issues, neurocognitive issues, methodological issues, language comparisons, bilingual issues, relationships between processing and acquisition, ultimate attainment, L1 influence, universals, instructional issues, and others. Requirements for abstracts:

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- Email address, postal address, phone and fax
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