



Session Overview

Saturday October 8

SAT	GDH 277	GDH 281	GDH 285	GDH 273B	GDH 273A	GDH 363	GDH 279	GDH 359
8:00	Exploring the interface hypothesis in connection to English spelling María Luisa Pérez Cañado	Out-of-class learner socialization: An analysis of online discussion board Atsushi Hasegawa	Morphosyntax at the initial stage: Evidence from English L1*Bulgarian L2 Mila Tasseva-Kurktchieva	Attention to form in collaborative tasks by beginner EFL learners Ana Alegría de la Colina, María del Pilar García-Mayo	Looking for ³U²: Evidence for the unaccusative trap hypothesis Hiroyuki Oshita, Ayako Deguchi	Picture drawing, learning style preferences, and retention of L2 vocabulary Daniel Tight	Why we should teach morphology Melinda Whong-Barr	Tuning in to adult L2 perception Leslie Gordon
8:30	Implicit learning of syntactic rules of a semi-artificial grammar Patrick Rebuschat	Separating recognition from production in formula research in L2 pragmatics Kathleen Bardovi-Harlig	Teach theoretically impossible but logically plausible structures Chieko Kuribara	The role of off-task talk in collaborative learning Khaled Barkaoui, Margaret So, Wataru Suzuki	Developmental trajectories in acquiring Chinese as a second language Carsten Roever, Yu-Pin Kevin Yang	Learning academic vocabulary: A comparison of on- and off-line instruction Marlise Horst	Effects of explicit instruction on the acquisition of Russian verbal morphology by American learners Tatyana Vdovina	Comprehending aspect and telicity in English Mary Emily Call, Steve Seegmiller, David Townsend, Simona Mancini, Nikos Ilia
9:00	Explicit and implicit L2 knowledge on a grammaticality judgment task Wataru Suzuki, Nobuya Itagaki, Yoshikatsu Kubota, Motoko Takeuchi	Minority language children in early French immersion : Literacy in the balance Lori Morris	The acquisition of English locatives by Japanese and Korean speakers Usha Lakshmanan, Ji-Eun Kim, Susilowaty Margono, Yuko Yamamori	Co-production of language forms in task-based group work Hossein Nassaji, Jun Tian	Teachers' perceptions about assessing young learners' foreign language proficiency Yuko Goto Butler, Jiyeon Lee	Prosody acquisition by Japanese learners and application for instruction Tomoko Shibata	Focus on L2 nominal morphology: Patterns of corrective feedback in the adult ESL classroom Iliana Panova	Metasyntactic ability development among submersion and French native elementary school children: Investigation of task demands Daphnée Simard, Véronique Fortier

Session Overview

Saturday October 8

SAT	Milbank Chapel	GDH 281	GDH 285	GDH 273B	GDH 273A	GDH 363	GDH 279	GDH 359
9:30	Symposium Interaction research: Extending the methodological boundaries	Morning coffee break in GDH 179						
10:00	Introduction: Why the methodological boundaries of interaction research need to be extended Alison Mackey, Susan Gass (symposium organizers)	Assessing the development of sociolinguistic awareness in study abroad Celeste Kinginger, Geraldine Blattner, Stephanie Roulon	The Chinese verbal classifiers and the English light verb construction Yi Xu	Learner-generated noticing of L2 input Eun Sung Park	Self-assessment and objective measures of proficiency in second language users Elizabeth Galletta, Mira Goral	On the advantages of third language learning and their realization William Rivers, Ewa Golonka	Integrated or isolated? Teacher and student preferences for form-focused instruction Colette Ann Peters, Ming Ching Margaret So, Antonella Valeo, Nina Spada	Effect of production task on L2 vocabulary learning Eun Hee Jeon
10:30	Implicit and explicit corrective feedback and the acquisition of L2 grammar Rod Ellis, Shawn Loewen, Rosemary Erlam	Students' perception of the importance of acquiring socio-cultural competence Emilia Alonso Marks, Nekane Oroz-Bretón	Negatives in L2 Chinese Chun-yin Doris Chen	Tools of the mind: Concepts as interface between research and FL teaching Eduardo Negueruela	A washback study: How far can a test go? Chih-Min Shih	Cross-language activation during production in different script language bilinguals Noriko Hoshino, Judith Kroll	What is the value of L1 to L2 translation for advanced learners? Marie Källkvist	The role of task-induced involvement in L2 vocabulary acquisition YouJin Kim
11:00	Comparing interactional feedback across instructional contexts Roy Lyster, Hirohide Mori	Second-language learners' attitudes towards varieties of English Weimin Zhang	Working memory and processing of redundant L2 morphosyntactic cues Nuria Sagarra, Maryana Bozhak, Julie Pfursich		Can classroom language assessments tell us anything? Sean McGrew	What's the problem? L2 learners' use of L1 during consciousness-raising, form-focused tasks Virginia Scott, María de la Fuente	Processing instruction and the English passive voice Jingjing Qin	


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SAT	Milbank Chapel	GDH 281	GDH 285	GDH 273B	GDH 273A	GDH 363	GDH 279
11:30	Symposium continued Interaction and syntactic priming effects: ESL speakers' production of dative constructions Kim McDonough	Attitudinal differences towards English accents: Consequences of multicultural experiences Shoko Tanaka	Etymological itineraries in second language phonology: The case of Arabic Youssef Haddad	Syntagmatic and paradigmatic networks in the L2 mental lexicon Shuhei Kadota	Advanced L2 learners and reading placement: Self-assessment, CBT, and subsequent performance Cindy Brantmeier	Do similarities between L1 and the target language make differences? Yu-Chang Liang	Explicit instruction and pragmatic development of mitigation in L2 Spanish César Félix-Brasdefer
12:00	Information gap tasks: Their multiple roles and contributions to interaction research methodology Teresa Pica, Hyun Sook Kang, Shannon Sauro						
Poster sessions in GDH 179 from 12:00 to 2:00 p.m.							
	The effect of shadowing on listening and reading Yukiko Watanabe	Spanish as an initial teaching alphabet for young ESL students Barbara Zurer Pearson, D. Kimbrough Oller, Alan Cobo-Lewis	Subvocalization reconsidered: A comparative study between L1-L2 silent readings Takue Ohno, Jun-ichi Abe	Cognates in Japanese-English bilinguals' minds Kumiko Nakamura	The impact of age and L1 on L2 ultimate attainment Heekyung Seol	L1 typology and electrophysiological responses to L2 sentence processing J.D. Purdy, Karen Froud	
	Recasts in the acquisition of English relative clauses Jaemyung Goo	Corrective feedback and learner uptake in adult ESL classroom interaction Mikiko Suzuki	Vocabulary learning and phonological naturalness: A relationship worth investigating Aleksandra Zaba	Effective pedagogy in improving L2 English speaking doctors' pronunciation Joanna Labov, Cheryl Hanau	A combination of a CLC based error analysis and CALL Gabseon Lee, Jinhee Choo, Doe-Hyung Kim	The influence of pretask instructions and planning on incidental focus on form Sujung Park	

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SAT	Milbank Chapel	GDH 281	GDH 285	GDH 273B	GDH 273A	GDH 363	GDH 279
1:30	<p>Frequency of input, task complexity, and L2 development: A computerized study</p> <p>Ronald Leow, Luis Cerezo Ceballos, Bo Ram Suh, Roberto Gomez Fernandez</p>	<p>Toward a conceptual typology of metaphors: English and Japanese</p> <p>Hiroshi Takahashi</p>	<p>Article performance in ESL learners' interlanguage</p> <p>Xiaoshi Li, Li Jia</p>	<p>Knowledge of Spanish gender agreement: Comparing L2 learners and heritage Speakers</p> <p>Silvina Montrul, Dan Thornhill, Rebecca Foote, Silvia Perpiñan, Susana Vidal</p>	<p>The impact of task-based assessment in an academic reading course</p> <p>Akiko Fujii, Izumi Watanabe-Kim</p>	<p>Analyzing learner errors in communicative activities via instant messaging</p> <p>Susana Sotillo</p>	<p>Unaccusativity and Spanish se in instructed L2 morphosyntactic development</p> <p>Paul Toth</p>
2:00	<p>On 'meaning' in form-meaning connections</p> <p>ZhaoHong Han, Diane Larsen-Freeman</p>	<p>Teaching and learning communication strategies: From a sociocultural perspective</p> <p>Kazuyoshi Sato</p>	<p>Second language acquisition of AgrP in ASL</p> <p>Russell Rosen</p>	<p>Investigating instruction and age in second language development</p> <p>Yolanda Ruiz de Zarobe</p>	<p>The effects of video media in ESL listening comprehension tests</p> <p>Zsuzsa Londe</p>	<p>I think <i>que</i> my cat is sick: L1 insertions in L2 production</p> <p>Laura Collins, Marlise Horst</p>	<p>Second language acquisition and second language writing</p> <p>Leslie Harsch</p>
2:30	<p>Implicit learning of form-meaning connections: Evidence for task-specificity</p> <p>John Williams</p>	<p>Developing sociolinguistic competence in a foreign language</p> <p>Eleonore Lemmerich</p>	<p>Grammaticality and time pressure in grammaticality judgment tasks</p> <p>Amanda Edmonds</p>	<p>Evidence for a critical period: Remnants from forgotten languages</p> <p>Jenifer Larson-Hall, Steve Connell</p>	<p>The effects of test task characteristics on test-takers' performance and perceptions in listening comprehension tests</p> <p>Anna Chang</p>		<p>Fluency, accuracy, and complexity in spoken outputs of distance learners</p> <p>Christine Pleines</p>
3:00 - 4:00	Afternoon break						
4:00 - 5:30	<p>Plenary talk by Patsy Lightbown: 'Transfer-appropriate processing as a framework for classroom language learning' in Altschul Auditorium</p>						


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SUN	GDH 281	GDH 285	GDH 277	GDH 363	GDH 279	GDH 359	GDH 361
8:00	<p>Task-essentialness and feedback on L2 development</p> <p>Nina Moreno</p>	<p>Tense switching in written narrative discourse by learners of Japanese</p> <p>Miyoko Nakajima</p>	<p>L1 transfer in Thai students' academic English writing</p> <p>Kornwipa Poonpon</p>	<p>Effects of learner background on the development of writing skills</p> <p>Noriko Iwashita, Sachiyo Sekiguchi, Sachiko Noguchi</p>	<p>Emergence of Korean and Chinese ESL verb phrase processing skills</p> <p>Michael Fender</p>	<p>The roles of input, output, and noticing on L2 vocabulary acquisition</p> <p>Sun-hee Kwon</p>	<p>Syntax and prosody in English-French processing of relative clause attachment</p> <p>Laurent Dekydtspotter, Bryan Donaldson, Amanda Edmonds, Audrey Liljestrand, Rebecca Petrush</p>
8:30	<p>Recasts in EFL classrooms: Teacher intention vs. Learner interpretation</p> <p>Ji Hyun Kim</p>	<p>Pragmatic competence of advanced learners of Mandarin Chinese</p> <p>Xiaorong Li</p>	<p>Word knowledge development in English among high-school EFL learners in China and Israel</p> <p>Keiko Koda, Deborah Dubiner, Yanhui Zhang, Lois Wilson</p>	<p>Meta- and other non-linguistic factors in child L2 syntactic development</p> <p>Mohsen Mobaraki</p>	<p>Instructed SLA and morphological processing</p> <p>Kira Gor</p>	<p>Textually enhanced recasts in synchronous CMC: Attention and L2 development</p> <p>Rebecca Sachs, Bo Ram Suh</p>	<p>Developing tense and aspect: A case study of L2 French</p> <p>Julia Herschensohn</p>
9:00	<p>Effects of recast in JFL (Japanese as a Foreign Language) classroom</p> <p>Yifang Zhang, Chen Zhaohui</p>	<p>'Contentful' backchannels in the discourse of advanced learners of Spanish</p> <p>Justine D'Amico</p>	<p>Uses of L1 word order in early L2 syntax</p> <p>Terence Odlin, Scott Jarvis, Gabriela Castañeda-Jiménez, Cristina Alonso-Vázquez, Laura Sanchez Perez</p>	<p>Relationships between learning strategies and L2 aptitude in advanced learners</p> <p>Paula Winke</p>	<p>Automaticity in second-language auditory word recognition</p> <p>Guiling Hu</p>	<p>Deaf learners' improvement in L2 English through visual input enhancement</p> <p>Gerald Berent, Ronald Kelly</p>	<p>The development of future expression in L2 French</p> <p>Dalila Ayoun</p>
9:30	Morning coffee break in GDH 179						


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Sunday, October 9

SUN	GDH 281	GDH 285	GDH 277	GDH 363	GDH 279	GDH 359	GDH 361
10:00	<p>Negative feedback in natural, classroom, and artificial environments</p> <p>Michael Long</p>	<p>Discourse moves in the oral interactions of learners of Spanish</p> <p>Marisol Fernández-García</p>	<p>On the interaction of prototype and language transfer</p> <p>Margarita Correa-Beningfield, Gitte Kristiansen, Ignasi Navarro-Ferrando, Claude Vandeloise, Helena Bernabé-Blanco</p>	<p>L2 motivation and classroom attitudes: Stretching the motivation paradigm</p> <p>Heather Weger-Guntharp</p>	<p>Gender assignment and gender agreement in L2 learners of French</p> <p>Karen Vatz</p>	<p>Reader-based factors influencing L2 lexical input processing during strategic tasks</p> <p>Diana Pulido</p>	<p>The aspect hypothesis and the acquisition of L2 Spanish imperfect</p> <p>Llorenç Comajoan, Laura Reid</p>
10:30	<p>Reactivity and feedback in a CALL task</p> <p>Melissa Bowles, Jorge López-Cortina, Maite Cambor Portilla</p>	<p>Young English language learners' in-class interaction: An ethnographic perspective</p> <p>Wei Zeng</p>	<p>"Principle B Delay" in the case of Japanese learners of English</p> <p>Tomohiko Shirahata</p>	<p>Personality, emotional intelligence, motivations, and barriers in second language learning</p> <p>Chris McManus, Christine Pleines</p>	<p>Processing gender agreement in Spanish: Eye movements during sentence comprehension</p> <p>Gregory Keating</p>		<p>The development of the Spanish subjunctive according to semantic categories</p> <p>Aarnes Gudmestad</p>
11:00	<p>The timing and explicitness of negative evidence in SLA</p> <p>Hyun-Sook Kang</p>	<p>The effect of increasing task complexity along Here-and-Now/There-and-Then dimension on L2 written narrative discourse</p> <p>Tomohito Ishikawa</p>	<p>Learner awareness of L1 influence on question formation</p> <p>Ahlem Ammar, Patsy Lightbown, Nina Spada</p>	<p>The effect of extraversion on L2 oral proficiency</p> <p>Alex Housen, Siska Van Daele, Michel Pierrard</p>	<p>Advanced learners' use of cognates in receptive language processing</p> <p>Thomas Cobb</p>	<p>Formulaic language: A comparison of NSs and NNSs data</p> <p>Susanne Rott</p>	<p>The first noun principle and acquisition of Spanish object pronouns</p> <p>Paul Malovrh</p>



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SUN	GDH 281	GDH 285	GDH 277	GDH 363	GDH 279	GDH 359	GDH 361
11:30	<p>Beginning learners' noticing of morphological and syntactic changes in recasts</p> <p>Sunhee Song</p>	<p>Task-related variation in linguistic and rhetorical measures of EFL writing</p> <p>Ibtissem Knouzi</p>	<p>How did it go?: Student perspective on peer-peer learning</p> <p>Yuko Watanabe</p>	<p>How effective are recasts? The role of individual learner differences</p> <p>Pavel Trofimovich, Ahlem Ammar, Elizabeth Gatbonton</p>	<p>Word recognition speed of EFL readers with non-alphabetic L1 orthography</p> <p>Toshihiko Shiotsu</p>	<p>Speaking words in one language alone: Priming language selection in bilingual speech</p> <p>Susan Bobb, Judith Kroll</p>	
<p>Poster sessions in GDH 179 from 12:00 to 2:00</p>							
	<p>Implicit vs. Explicit knowledge of inflectional morphology and word order</p> <p>Yan-kit Ingrid Leung</p>	<p>The case effect in second language processing</p> <p>Nan Jiang</p>	<p>Syntactic complexity and concurrent load effects in L2 sentence processing</p> <p>Andrea Dallas</p>	<p>Using cognitive linguistics for Korean morpheme instruction</p> <p>Yiyoung Kim</p>	<p>Lexical aspect, L1 influence, and learners' perceptions of L2 tense/aspect marking</p> <p>Jesús Izquierdo, Laura Collins</p>	<p>Exploring L2 motivation and teacher influence: An Activity Theory perspective</p> <p>Takako Tanaka</p>	
	<p>Literacy and multiple identities in an ESL classroom</p> <p>Carrie Eunyoung Hong</p>	<p>Non-native ESL teachers' zone of thinking: A Vygotskian perspective</p> <p>Amir Soheili-Mehr</p>	<p>Imagined proficiencies: An exploration of identity and attitude in SLA</p> <p>Matthew Ciscel</p>	<p>The relationship between cognitive styles and achievement in performance-based assessment</p> <p>Keisha Evans</p>	<p>A multivariate methodology for assessing learners' English quantifier knowledge</p> <p>Ronald Kelly, Gerald Berent</p>		




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SUN	GDH 281	GDH 285	GDH 277	GDH 363	GDH 279	GDH 359	GDH 361
12:30	<p>Symposium</p> <p>The Latin project: Goals and methodology</p> <p>Cristina Sanz (symposium organizer), Harriet Wood Bowden</p>	<p>Poster sessions in GDH 179 from 12:00 to 2:00 (see previous page)</p>					
1:30	<p>Level of bilingualism and explicitness in the input: Do they relate to L3 acquisition?</p> <p>Mariona Anfruns, Beatriz Lado, Hui-Ju Lin, Almitra Medina, Cristina Sanz</p>	<p>Acquisition of L2 vocabulary through task-based interaction</p> <p>K. Seon Jeon</p>	<p>Planning, guidance, autonomy: Young learners' linguistic outcomes in task-based interaction</p> <p>Jenefer Philp, Rhonda Oliver, Alison Mackey</p>	<p>Corrective feedback, language aptitude, and the acquisition of English articles</p> <p>YoungHee Sheen</p>		<p>Using data-driven learning techniques to improve academic writing</p> <p>Alina Pajtek, Scott Payne, Brenda Ross</p>	<p>Mandarin speakers' production of English // in syllable-final position</p> <p>Yunjuan He, Hua Lin</p>
2:00	<p>WM capacity and explicitness in the input: Do they affect L3 acquisition?</p> <p>Hui-Ju Lin, Almitra Medina, Cristina Sanz</p>	<p>L2 vocabulary acquisition. The influence of word relevance and task instruction</p> <p>Elke Peters</p>	<p>Interaction and syntactic development: The role of learner/learner interaction</p> <p>Rebecca Adams, Lauren Ross-Feldman, Ana Maria Nuevo</p>	<p>Profile of good language learners</p> <p>Sakae Onoda</p>	<p>Planning and focus-on-form in task-based language learning</p> <p>Ryo Nitta</p>	<p>Lexical bundles in native and non-native argumentative writing</p> <p>William Crawford</p>	<p>Phonological representations and VOT in L2 production</p> <p>Jeong Young Kim</p>
2:30	<p>The younger the better? An "age" old question in the acquisition of non-primary language</p> <p>Catherine Stafford</p>		<p>Another look at reactivity in L2 think-aloud protocols</p> <p>Jiawen Wang, Charlene Polio</p>	<p>L2 learners' interpretation of operator-variable binding in VP ellipsis</p> <p>Ian Ying</p>	<p>Acquisition of morphological awareness by heritage speakers of Russian</p> <p>Natalia Romanova</p>	<p>Investigating conceptual fluency: How learner corpus can help</p> <p>Viktoria Driagina</p>	<p>Intelligibility, comprehensibility, and non-native Englishes</p> <p>Alene Moyer</p>

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Sunday, October 9

SUN	GDH 281	GDH 285	GDH 277	GDH 363	GDH 279	GDH 359	GDH 361
3:00	<p>Symposium continued</p> <p>Levels of awareness and L3 learning: A think-aloud protocol analysis</p> <p>Rebecca Sachs, Amy Pogoriler</p> <p>Reactivity: evidence from L3 acquisition</p> <p>Beatriz Lado, Hui-Ju Lin</p>		<p>Stimulated recall, prompts, and reactivity</p> <p>Takako Egi</p>			<p>Interlanguage development routes and L2 curriculum progression: Closing the gap</p> <p>Rosamond Mitchell</p>	<p>The effect of (non)-nativeness on L2 teachers' pronunciation ratings</p> <p>Sara Kennedy</p>
3:30 - 4:00	Afternoon break						
4:00 - 5:30	Plenary talk by Michael Sharwood Smith : 'Revisiting the role of consciousness with MOGUL' in Altschul Auditorium						
5:30 - 9:00	Closing reception in TC Cafeteria						