



SECOND LANGUAGE RESEARCH FORUM 2017

OCTOBER 12 - 15

The Ohio State University
Columbus, OH



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Campus Area Map



Stars indicate locations for events.



CMLR

The Canadian Modern Language Review

applied linguistics literacy second languages research multilingualism

new special issue coming this fall...

Indigenous Language Teaching, Learning, and Identities /

Langues autochtones : enseignement, apprentissage, identités (CMLR/RCLV 73.4, 2017)

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SLRF 2017 Conference Schedule



All events are held in the Ohio Union or nearby Hagerty Hall and Mendenhall Labs.

THURSDAY, Oct. 12, 2017

12:00 pm	Registration opens	<i>Ohio Union Great Hall</i>
2:30 pm – 7:30 pm	Workshops	<i>Hagerty Hall</i>

FRIDAY, Oct. 13, 2017

8:00 am	Opening remarks	<i>Ohio Union Performance Hall</i>
8:30 am	Plenary Talk: Brian MacWhinney	<i>Ohio Union Performance Hall</i>
9:45 am	Plenary Roundtable I	<i>Ohio Union Barbie Tootle Room</i>
	Poster Presentations	<i>Ohio Union CAP Reception Area</i>
10:45 am	Parallel Paper Presentations	<i>Hagerty Hall and Mendenhall Labs</i>
12:15 pm	Lunch	
1:15 pm	Plenary Talk: Kara Morgan-Short	<i>Ohio Union Performance Hall</i>
2:30 pm	Plenary Roundtable II	<i>Ohio Union Barbie Tootle Room</i>
	Poster Presentations	<i>Ohio Union CAP Reception Area</i>
3:30 pm	Parallel Paper Presentations	<i>Hagerty Hall and Mendenhall Labs</i>
5:15 pm – 7:30 pm	Welcome Reception	<i>Ohio Union Performance Hall</i>

SATURDAY, Oct. 14, 2017

8:30 am	Plenary Talk: Patricia Duff	<i>Ohio Union Performance Hall</i>
9:45 am	Plenary Roundtable III	<i>Ohio Union Interfaith Prayer and Reflection Room</i>
	Poster Presentations	<i>Ohio Union CAP Reception Area</i>
10:45 am	Parallel Paper Presentations	<i>Hagerty Hall and Mendenhall Labs</i>
12:15 pm	Lunch	
1:15 pm	Plenary Talk: Lourdes Ortega	<i>Ohio Union Performance Hall</i>
2:30 pm	Plenary Roundtable IV	<i>Ohio Union Interfaith Prayer and Reflection Room</i>
	Poster Presentations	<i>Ohio Union CAP Reception Area</i>
3:30 pm	Parallel Paper Presentations	<i>Hagerty Hall and Mendenhall Labs</i>
5:15 pm – 7:30 pm	Networking Event	<i>Ohio Union Performance Hall</i>

SUNDAY, Oct. 15, 2017

8:30 am	Panel discussion with plenary speakers	<i>Ohio Union U.S. Bank Theater</i>
9:45 am	Concluding Remarks	<i>Ohio Union U.S. Bank Theater</i>
10:30 am – 1:30 pm	Tours	

THURSDAY, OCTOBER 12	
Workshops	
2:30-4:00 p.m.	Carmen Taleghani-Nikazm L2 Interactional Competence: What it is and how to teach and research it? (Hagerty Hall, 160)
4:15-5:45 p.m.	Luke Plonsky, Nic Subtirelu Working across methodological paradigms: Mixed methods research in second language research (Hagerty Hall, 062)
6:00-7:30 p.m.	David Malinowski Connecting Classrooms and Communities with Technology (Hagerty Hall, 160)
6:00-7:30 p.m.	Luke Plonsky, Nic Subtirelu Working across methodological paradigms: Mixed methods research in second language research (Hagerty Hall, 062)
FRIDAY, OCTOBER 13	
Opening Remarks: Dean David Manderscheid / 8:00-8:30 a.m. / Performance Hall	
Plenary Talk I / 8:30-9:30 a.m. / Performance Hall Brian MacWhinney , Carnegie Mellon University Multidimensional SLA and e-CALL	
Plenary Roundtable I / 9:45-10:30 a.m. / Barbie Tootle Room	Poster session I / 9:45-10:30 a.m. / CAP Reception Area
Colloquium / 10:45-12:15 p.m. / Mendenhall 185 Joan Kelly Hall , Pennsylvania State University John H. Schumann , University of California Los Angeles Eduardo Negueruela Azarola , University of Miami Diane Larsen-Freeman , University of Michigan Patsy Duff , The University of British Columbia Lourdes Ortega , Georgetown University Growing Connections for Transdisciplinarity in SLA after The Douglas Fir Group (2016)	Colloquium / 10:45-12:15 p.m. / Mendenhall 191 Kelly J Cunningham, Kim Becker, Sarah Huffman , Iowa State University Connecting Appraisal & Technology in Second Language Writing Research

Room	HAGERTY 042	HAGERTY 045	HAGERTY 046	HAGERTY 050	HAGERTY 056	HAGERTY 062	HAGERTY 071	HAGERTY 251	HAGERTY 259
10:45-11:15 a.m.	A Corpus-Based Dynamic Approach to Providing Corrective Feedback in L2 Writing (Ai & Ma)	Bidirectional L1 and L2 Interference: Evidence from phonetic and phonological priming (Fricke & Neumann)	Digging into Study Abroad: Combining qualitative and quantitative methods to better understand the study abroad experience (White)	L1 Transfer in L2 Acquisition of English Wh-Questions by Japanese Young Learners (Muroya)	Connections Between the In- and Out-of-School Literacy Practices of Refugee ELLs: A systematic review (Ridley & Kim)	L2 Status Effects in L3 Learning: A longitudinal study of L1 English, L2 Spanish, and L3 Catalan (Henriksen & Harper)	Development of Explicit Knowledge During Artificial Grammar Learning: Evidence from eye movements (Ahn et al.)	Pronunciation Development in the Foreign Language Classroom: Evidence from a semester-long mixed-methods study of L2 Spanish learners (Solon & Ali)	
11:15-11:45 a.m.	The Effects of Synchronous Written Corrective Feedback in Computer-Mediated Collaborative Writing (Yamashita)	Cross-cultural and Cross-Linguistic Effects on Motion Event Construal (Park et al.)	Language Use in the Study Abroad Experience: What do learners do when abroad? (García-Amaya)	Interpretation of Telicity in English Noun Phrases: Evidence of L1 Transfer (Wu)	Referential Expressions in the Narratives of Japanese/English School-Age Simultaneous Bilinguals (Mishina-Mori et al.)	On not Acquiring Dialectal Variants: Standard language ideology and Spanish study abroad in Peru (Grammon)	The Effects of Metacognitive Instruction on Interactional Feedback: Insights from a mixed methods approach (Moranski & Ziegler)	The Effects of Instruction Types and Feedback Types on L2 Learners' Pronunciation (Tabandeh & Teimouri)	Face-to-Face vs. Online: A longitudinal perspective of communication strategies in paired oral tasks (Ready)
11:45-12:15 p.m.		Relationship Between Perception and Production of L2 Intonation (Zárate-Sández)	The Development of Target Language Complexity during Study Abroad: A meta-analysis (Xu)	Exploring Translation and Language Transfer (Odlin)		L2 Development of VOS During a Semester Abroad in Buenos Aires, Argentina (Pozzi)	Synthesizing 12 Years of Validation Research on Implicit and Explicit Knowledge: An interim report (Godfroid et al.)	Second Language Pronunciation Instruction: Teacher training, classroom practices, and comprehensibility (Gordon et al)	Second Language Learners' Performance and Perceptions: A study of multiple modalities (Ziegler & Phung)

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10:45-11:15 a.m.	Interlanguage Development and Complexity in Swedish L2 Learners' Writing of English (Geisler & Johansson)	Acquisition of Neuter Subject Pronouns in New Speakers of Picard (Panwitz)	Beyond Logocentrism: Analyzing embodiment in L2 use (Looney)	The L2 Acquisition of Italian Grammatical Gender and Number by Anglophone Learners (Ayoun)	Words and Textbooks: Vocabulary coverage and lexical characteristics in L2 Spanish textbooks (Sánchez Gutiérrez et al.)	Persistent Cross-Linguistic Influence in the Acquisition of L2 Metaphorical Expressions (Xia)	The Role of Motivation in the Acquisition of Spanish Pragmatics During Study Abroad (DiBartolomeo et al.)	Cyrillic Input Interference Effects during L2 Russian Phono-Lexical Acquisition: Replication evidence (Showalter)	The Effects of Planning Time on Linguistic Constructs of L2 Writing (Abdi Tabari)
11:15-11:45 a.m.	Concept-Oriented Analyses and the Role of Native-Speaker Data (Bardovi-Harlig)	Heritage Speaker Interpretation of Spanish Object Pronouns (Olsen)	Reconstruction of Professional Identity: Female NNES instructors' talk in language education (Hwang & Park)		Incidental Vocabulary Learning in SLA: Connecting exposure frequency, audiovisual effects, and working memory (Malone)	The Best of Both Worlds: An applied psycholinguistic approach to L2 idiom research (Hubers et al.)	A Mixed-Methods Approach to Investigating Spanish Language Learners' Motivation: A cross-sectional study (Martin)	The Role of L1 Orthography in L2 Chinese Morphological Analysis: An investigation of alphabetic and Abugida readers (Zhang)	Validity of Cognitive Task Complexity Variables in L2 Writing (Yoon)
11:45-12:15 p.m.	A Methodological Advance in the Study of Boundedness (Burghardt)	Is Morphosyntactic Processing in a Heritage Language Affected by the Age of Onset of Bilingualism? (Keating)	ITA's Identity Roles as Represented in their Self-Mentions (Edalatishams)	A Psycholinguistic Investigation of the Roles of Learning Condition and Gender Stability in L2 Gender-Based Anticipation (Shantz & Tanner)		The 'Slippery' Construct of L2 Metaphoric Competence (O'Reilly & Marsden)	L2 Grit: Perseverance and passion in L2 learning (Plonsky et al.)	L2 Learning of Phonological Alternations with and Without Orthographic Input (Barrios & Hayes-Harb,	
Lunch / 12:15-1:15 p.m.									
Plenary Talk II / 1:15-2:15 p.m. / Performance Hall Kara Morgan-Short , University of Illinois at Chicago It's Electric! Connections between language processing and second language acquisition									
Plenary Roundtable II / 2:30-3:15 p.m. / Barbie Tootle Room					Poster session II / 2:30-3:15 p.m. / CAP Reception Area				
Colloquium / 3:30-5:00 p.m. / Mendenhall 185 William Justin Morgan, Alyssia Miller, Giovanni Zimotti , University of Alabama Bringing Interdisciplinary Research Findings to the Language Classroom: Enhancing language acquisition					Colloquium / 3:30-5:00 p.m. / Mendenhall 191 Bing Mu, Crista Cornelius, Yawei Li, Galal Walker , The Ohio State University Constructing Pedagogically Effective Presentations of Syntactic Information: A case study of the disposal construction in Mandarin Chinese				

Room	HAGERTY 042	HAGERTY 045	HAGERTY 046	HAGERTY 050	HAGERTY 056	HAGERTY 062	HAGERTY 071	HAGERTY 251	HAGERTY 259
3:30-4:00 p.m.	Corpus-based Analysis on Adjective-Noun Collocations in Taiwanese Academic Writing (Lai)	‘Here There is no Ned’: Fulbright foreign language teaching assistant CALL beliefs, practices and development (Maloney)	An ERP Investigation of Domain-Specificity in L2 French (Dekydspotter)	Statistical Literacy in SLA: Researchers' perspectives (Tigchelaar et al.)	L2 Acquisition of the System of Japanese Reflexives: Evidence of UG in L2 binding (Li & Juffs)	Cultural Identity and Ongoing Commitment to Bilingual Competence (Belcher et al.)	Through the Lens of Conversation Analysis: On the relationship between German L2 speech fluency and self-initiated self-repair (Frenzel)	The Development of a TAM System in the L2 Acquisition of French: A longitudinal case study (Ayouun)	Revisiting The Role of Age in Second Language Speech Acquisition (Lee)
4:00-4:30 p.m.	Captioning and Grammar Learning in the L2 Spanish Classroom (Cintron et al.)	L1 Effects on L2 Learning Rate (Harper et al.)	Is it Generic or Specific?: Child L2 learners' interpretation of English NPs (Morales-Reyes & Arechabaleta-Regulez)	Capturing ‘Aboutness’: Comparing and contrasting three methods of keyword analysis (Hirsch & Geluso)	Spanish Speakers' Interpretations of L2 Chinese Double Object Constructions (Huang & Yuan)	Engaged Second Language Research: Supporting dual language learners' science and language learning (Moore et al.)	Pathways to Proficiency: Examining the coherence of initial second language (L2) acquisition pattern (Masters)	On The Acquisition of Long Distance Wh-Chains By Japanese-Speaking Learners of English (Yokota)	Explaining Intelligibility: What matters most in L2 speech? (Isbell)
4:30-5:00 p.m.	Gaming Grammar: Evaluating a digital game and distribution of practice for learning verb morphology (Kasprowicz & Marsden)	La Culture Générale: No one knows what it is, nor where to get it, but everyone knows we need it (Pell)	The Competition Model and the English Article Tutor (Zhao et al.)	Building Constructed Languages for Second Language Acquisition Research (Schroeder)	Interpretation of Scalar Implicatures in Chinese L2 Learners of English (Wu & Chen)		Social Network Analysis Meets Second Language Acquisition: Bridging the disciplines (Paradowski et al.)	No Movement: The processing of wh-dependencies in L2 Japanese (Smith)	The Comprehension of L2 Accented Speech in a Lexical Decision Task (Cummings Ruiz)

Room	HAGERTY 351	HAGERTY 359	MENDENHALL 115	MENDENHALL 125	MENDENHALL 129	MENDENHALL 131	MENDENHALL 173	MENDENHALL 174	MENDENHALL 175
3:30-4:00 p.m.	Elicited Noticing: The effects of self-assessment in improving oral proficiency of ESL graduate students (Park et al.)	L2 Spanish Verbal Morphology: Morphological deficits and processing strategies (Johnston)	The Linguistic Landscape of a Brazilian Community in Georgia, USA (Monteiro)	L2 Learners' Self-Conscious Emotions, Motivation, and Language Achievements (Teimouri & Tahmouresi)	Context Effects on L2 Learners' Processing of Reduced Relative Clauses (Hsu et al.)	Connecting By Talking: Understanding (un)willingness to communicate during short-term study abroad (Vasseur)	Reading Test Scores from English-Language Learning (ELL) Children May Be Misinterpreted by Retention (Winke & Zhang)	The Role of Early Reading Subskills in Later Reading Comprehension in L2 Chinese: A path analysis (Chen)	The Effect of Grammatical – Gender Distinction on Lexical Processing A Study of Second and First Language (Ghaemi et al.)
4:00-4:30 p.m.	Understanding the Causes of Inaccurate Self-Assessments: Extraversion' s role (Gaffney)	Input Flood, Explicit Information and Language Background Differences in Processing Instruction (Glimois)	Prosodic Rhythm and /aeN/ in Miami English: Ethnic markers or language contact effects? (Sims & Austen)	Does Foreign Language Learning Anxiety Affect The Feedback on Indonesian Student's English Writing? (Rosaline & Prasetyo)	Connections Between The Conceptual System and Grammatical Processing (Frimu)	Task-Based Learning in a Study Abroad Context: Examining outcomes and attitudes (Nolen & Kim)	The Effects of Linguistic Properties and Inhibitory Control on Native Spoken Word Recognition (Lancaster & Slevc)	The Importance of Early-Learned Words in The Acquisition of L2 Gender (Martoccio)	Using Language Specific Semantic Category for L2 Predictive Processing: A case of numeral classifier (Mitsugi)
4:30-5:00 p.m.	Understanding Transfer in Dynamic Assessment: An investigation of L2 Chinese pragmatic comprehension (Qin et al.)	Teaching L2 English Prosody to L1 Spanish-L2 English Learners (Simonson)	Know Thyself? Self- vs. other-assessment of second language pronunciation (Li)	L2 Writing Anxiety Trajectory Over Writing Steps in an Academic Composition Course (Lee)	Second Language Processing of Mandarin Relative Clauses: A self-paced reading study (Chen)	Where Is The Subject in Subjectivity? - Exploring learners' perception of grammatical 'difficulty' (Hirschberg)	Juggling Non-Linguistic and Linguistic Cues When Listening to Words in A Second Language (Ma et al.)	Learnability Benefits of Target Language Structural Complexity: Corpus study of inflectional morphology (Solovyeva)	Processing Reflexives with Or Without Context in L2 English (Chen & Hsu)

Reception / 5:15-7:30 p.m. / Performance Hall, The Ohio Union

5:15 pm	Remarks
5:30 pm	Dancer: Bitu Bell <i>Banned: A Tour of Tehran in 10 minutes</i>
5:45pm	Piano: Liguang Zhou

SATURDAY, OCTOBER 14	
Plenary Talk III / 8:30-9:30 a.m. / Performance Hall, The Ohio Union Patricia Duff , The University of British Columbia Current Approaches to Theorizing and Researching Social Dimensions of Second Language Learning	
Plenary Roundtable III / 9:45-10:30 a.m. / Interfaith Prayer and Reflection Room	Poster session III / 9:45-10:30 a.m. / CAP Reception Area
Colloquium / 10: 45 a.m.-12:15 p.m. / Mendenhall 191 Diana Ruggiero, Carmen King de Ramirez, Ann R. Abbott, Holly J. Nibert, Megan Lobert, & Glenn Martinez , The Ohio State University Challenges and Opportunities in Teaching Spanish as a Professional Language	

Room	HAGERTY 042	HAGERTY 045	HAGERTY 046	HAGERTY 050	HAGERTY 056	HAGERTY 062	HAGERTY 071	HAGERTY 251	HAGERTY 259	HAGERTY 351
10:45-11:15 a.m.	An L2 Eye Tracking Study of Case Agreement and Salience (Sarkissian & Behney)	L1 Or L2 Influence? Acquisition of zero anaphora by L1 Japanese learners of L3 Chinese (Yi & Liu)	East-Asian International Students' Socialization at Teachers College, Columbia University (Son)	The Benefits of Abstract Word Training on Productive Vocabulary Knowledge among Second Language Learners (Sandberg et al.)	Task Repetition, Written Corrective Feedback and Second Language Development (Kim et al.)	Sibling Interactions and Bilingual and Bicultural Development (Cho)	Bilingual Cognate Correspondences Exceed Phonotactic Knowledge (O'Neill)	Mass/Count Noun Distinction in L2 English (Koylu)	An Empirical Investigation of Effect Sizes in L2 Research: Resolving a long-standing confusion (Norouzian & Plonsky)	Expressing Motion Events in a Third Language: A study of Chinese learners of Spanish (Bravo Diaz)
11:15-11:45 a.m.	Anticipatory Eye-Movements in Lexical Prediction: Evidence from interpreters and bilinguals (Lozano Argüelles et al.)	SPR in L2 Research: A methodological synthesis & meta-analysis of L1 influence in sentence processing (Thompson et al.)	"In The Eye of Myself, and in The Eye of Others": The development of identity through the lens of language in contexts (Berlinger & Nakatsukasa)	The Pitfall of Using Translation in Presenting Lexical Items: The pedagogical syntax of Chinese yào (Mu)	How Much Feedback and What Feedback if They don't like Rules? Type and amount of feedback and learning styles (Filgueras-Gomez)	Acquiring L1-English L2-Spanish Code-Switching: The role of proficiency (Koronkiewicz)	Initial Phonological L3 Transfer: The case of intervocalic voiced stops in L3 Portuguese and Italian (Cabrelli & Pichan)	The Acquisition of QR By Speakers of a QR-Less Language (Kimura)	Methodological Synthesis of Cluster Analysis in Second Language Acquisition Research (Lee et al.)	Beginning L2 Mandarin Construction Learning: A traceback study (Riggs)
11:45-12:15 p.m.	L2 Online Processing of The French Causative: The Effect of processing instruction on eye movements (Wong & Ito)	Structural Competition Effect in L1 Mandarin Speakers' Production of English Articles (Lei)	Negotiating Cultural and Linguistic Identity in the Spanish Classroom: An application of social theory (Mattson-Prieto)	Tracking Longitudinal Vocabulary Development in an Intensive English Program: Finding appropriate measures and methodological issues (Juffs)	Early Childhood Encounters with Linguistic Diversity: The range of interactions emerging from an engagement with language approach (Mykula et al.)	Code-Switched Greeting by Bilingual Saudi-American Subject: A case study (Basabrin)	Acquisition of L3 Spanish Vowels By Heritage Speakers of Polish and Ukrainian (Bondarenko & Rao)	Discontinuous Formulaic Language in Essays by Native Speakers and Japanese Learners of English (Geluso)		The Acquisition of Transitivity by English-Speaking Learners of Chinese: A case of VO construction (He)

Room	HAGERTY 359	MENDENHALL 115	MENDENHALL 125	MENDENHALL 129	MENDENHALL 131	MENDENHALL 173	MENDENHALL 174	MENDENHALL 175	MENDENHALL 185
10:45-11:15 a.m.	Technology-Enhanced Assessment of Reading and Culture Learning Skills in a Japanese Program (Tsai)	Translanguaging in the Classroom: Enhancing connections between TESOL and bi/multilingualism (Seilstad & Kim)	A Preschooler's Agency and Learning English as a L2 (Choi)	L1 Lexical Retrieval in L2 Learners/ Bilinguals: Evidence from verbal fluency (Mathison)	Does Test-Enhanced Learning Impact L2 Vocabulary Development and Depth of Processing? (Medina)	Proficiency Level Differences in Lexical Diversity, Syntactic Complexity, and Cohesion (Baik & Shin)	Collaborative Writing in L2 Spanish: Process and outcomes (Olovson)	Vocabulary Gains in Content-Based Instruction: Do beliefs match reality? (Marcos Miguel)	The Role of Training Condition and Individual Differences on The Development of a Complex Form: An L2 study of the Spanish subjunctive (Villegas & Morgan-Short)
11:15-11:45 a.m.	Group Compositions and Task Designs of Mobile-Based Intercultural Communications (Lee & Song)	Changing Teachers' Recognition of Bilingual Education for English Language Learners (Han & Park)		Individual Differences in Declarative Memory and L2 Lexical Abilities (Yadamsuren et al.)	L2 Word Learning: Complexity, crosslinguistic similarity, depth of processing, & mnemonic strategies (Raines et al.)	Should we Listen or Read? Investigating the role of modality in learning L2 syntax under incidental conditions (Kim)	Effect of Pot-Luck, Innovative Technique of Project-Based Learning, on Collaboration in Learning (Bagherzadeh)	Tertiary English Learning in Post-Olympic China: Tests or tasks? (Hoagland)	The Effects of Input and Output Tasks on the Development of Explicit and Implicit Knowledge (Mostafa)
11:45-12:15 p.m.		Redefining Language Learning Success: The motivation and L2 self in EFL graduate students (Lian)	VOT For Bilingual Korean-English Children: Speaking about American and Korean cultural topics (Fahey)		Role of Semantic Transparency in English L2 Lexical Inference (Hamada & Alsalem)	The Whole Picture: A Same-Learner analysis of L1 English-L2 Spanish written syntactic complexity (Strawbridge)	Affordances for English Language Learners in an Outside Reading Group (Clark)		The Incorporation of a Reaction Time Element in Oral Elicited Imitation Task as a Measure of Implicit Knowledge (Wei)
Lunch / 12:15-1:15 p.m.									
Plenary Talk IV / 1:15-2:15 p.m. / Performance Hall, The Ohio Union Lourdes Ortega , Georgetown University The Bi/multilingual Turn in SLA: How far have we (not) come, and why?									
Plenary Roundtable IV / 2:30-3:15 p.m. / Interfaith Prayer and Reflection Room					Poster session IV / 2:30-3:15 p.m. / CAP Reception Area				
Colloquium/ 3:30-5:00 p.m./ Mendenhall 185 Peter Sayer, Becky Huang, Yuko Goto Butler, Hye Won Shin & Youngsoon So , The Ohio State University The Role of Socio-Economic Status in The Development of English as a Foreign Language in Young Learners					Colloquium/ 3:30-5:00 p.m./ Mendenhall 191 Yanan Zhao, Eunjeong Park, Wenli Zhang , The Ohio State University Academic Acculturation in Various Academic and Professional Contexts				

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3:30-4:00 p.m.	L1 Use in The L2 Classroom and its Effect on The Acquisition of Verbal Paradigms (Ali)	Initial Proficiency, L2 Experience, and L2 Development During Short-Term Study Abroad (Issa et al.)	Statistical Sensitivity, Cognitive Aptitude and Online Processing of Collocations (Yi)	A Longitudinal Look at Lexical-Future Development: Analyzing an underreported form in L2 Spanish (Kanwit)	Conscious Conceptual Manipulation as a Gateway to Aspectual Awareness and Morphological Control in the Spanish L2 Classroom (Gracia & Madison)	The Place of Accuracy in Processability Theory (Lee & Spinner)	Narrative-in-Interaction as Inquiry in Second Language Research (Tang)	Two Languages in One Mind: Examining the role of syntactic co-activation in bilingual language processing (Luque & Morgan-Short)	Making My Text “More Frenchy”: Learner perceptions of textual borrowing in genre-based writing tasks (Goodspeed)
4:00-4:30 p.m.	Student Uses of Their L1 in The L2 Classroom: “How much” is the wrong question (Walter)	Study Abroad and Working Memory Effects on L2 Morphosyntactic Processing (Sgarra et al.)	Online Processing of Ser and Estar in Spanish: Native speakers and L2 learners (Bazaco & Ito)	The Role of Aligned Future L2 Selves in Overcoming Academic and Social Adjustments (Crowther)	Morphographemic Awareness in Reading Japanese: A perceptual study (Tywoniw)	Verb Frequency and Complementation Effects on L2 Syntactic Priming in Comprehension (Son)	Classroom-Based SLA Qualitative Research Methodology: A critical review (De Costa et al.)	When Language Learning Is (Also) about Language Regulation: Training native language inhibition improves learning of L1-L2 incongruent collocations (Pulido-Azpiroz & Dussias)	Second Language Student Writers’ Use of Technology to Avoid Plagiarism (Vasilopoulos)
4:30-5:00 p.m.	“Ombretto. I Don’t Know in English How to Say”: Using conversation analysis to investigate L1 use as a communication strategy (David)	Initial Proficiency and Oral Gains in Grammatical Accuracy and Complexity During Study Abroad (Zalbidea et al.)	Music Ability, Language Aptitude, and Mandarin Tone Acquisition: A Correlation Study (Liu et al.)	Interlocutor Native Language Influence on L2 Sociolinguistic Patterns of French Ne-Deletion (Black)	Using Social Science Research to Develop Best Practices for Working with Refugee Students (Benedetti et al.)	Constraints on VP-Ellipsis in L2 English Grammar (Koyama & Wakabayashi)	Collaborative Autoethnography as a Legitimate Research Method in SLA: Contributions and challenges (Yoon et al.)	The Effects of Bilingualism on Moral Standards and Emotion (Driver)	

Room	HAGERTY 359	MENDENHALL 115	MENDENHALL 125	MENDENHALL 129	MENDENHALL 131	MENDENHALL 173	MENDENHALL 174	MENDENHALL 175
3:30-4:00 p.m.	Modified Outputs, L2 Proficiency and Working Memory in SCM Interaction (Phung)	Multilingual and Multimodal Literacy: Theoretical, methodological, and pedagogical affordances and challenges (King et al.)	The Role of Content Word Overlap in L2 Reading (Riler)	The Contribution of Working Memory to Two Pronunciation Tasks in L2 French (Simard et al.)		Preliminary Validity Evidence for The Global Test of English Communication (Vafae)	Spanish subjunctive in L2 learners: From aural input, text reconstruction, and interaction to mood oral production" (Gallego)	
4:00-4:30 p.m.	Recasts in SCMC: Replicating and extending Gurzynski-Weiss Et Al. (2015) (Bistline-Bonilla et al.)	Immigrant Parents' Language Proficiency and Their Experience with Intergenerational Challenges (Roose)	Reading an L2 with Multiple Orthographies: A masked-priming study of beginning JFL learners (Goss)	Effects of High Variability Training and Explicit Instruction on Non-Native Speech Production (Wiener et al.)	Cognitive and Psychosocial Individual Differences in L2 Grammar Development During Immersion (Curto)	Integrated Performance Assessment: Is video harder to interpret than written text? (Shimanskaya)	Confident Openings and Competent Closings: Interactional competence in the l2 Russian classroom (Furman & White)	Explicit Phonetic Instruction and The Production of L2-Spanish Vowels (Icardo Isasa)
4:30-5:00 p.m.	Recasts Revisited in EFL Setting: Language domain and proficiency level as two possible mediating factors (Kurt et al.)	Translanguaging and Heritage Language Acquisition in Nepali Immigrant Community (Rawal)		The Combined Effects of Manipulating Tasks in Two Dimensions on L2 Speech Performance (Tuzcu et al.)			A Latent Curve Modeling Approach to Studying L2 N-Gram Development in Speech (Garner & Crossley)	
Networking / 5:15-7:30 p.m. / Performance Hall, The Ohio Union								
5:15 pm					Piano: Liguang Zhou			
6:00 pm					Dancers: Janet Schroeder and Hazel Black <i>Tap Dance Duet</i>			
6:30 pm					Networking			
SUNDAY, OCTOBER 15								
Plenary Roundtable with Keynote Speakers / 8:30-9:30 a.m. / Performance Hall, The Ohio Union								
Concluding Remarks / 9:45-10:15 a.m. / Performance Hall, The Ohio Union								
Organized Tours / 10:30 a.m.								

.....Presentations and Colloquia.....



FRIDAY, Oct. 13, 2017, 10:45-12:15

Session/ Room/Time	Presenters	Paper Title	Research Strand
Fm1/Hagerty 042 10:45-11:15	Ai, Haiyang Ma, Fengyang University of Cincinnati	A Corpus-Based Dynamic Approach to Providing Corrective Feedback in L2 Writing	CALL/ CMC/ Technology
11:15-11:45	Yamashita, Taichi Iowa State University	The Effects of Synchronous Written Corrective Feedback in Computer-Mediated Collaborative Writing	
Fm2/Hagerty 045 10:45-11:15	Fricke, Melinda Neumann, Farrah University of Pittsburgh	Bidirectional L1 and L2 Interference: Evidence from phonetic and phonological priming	Cognitive and Neurocognitive Approaches to SLA , Psycholinguistic and Psychological Approaches to SLA
11:15-11:45	Park, Hae In University at Albany, SUNY Jarvis, Scott University of Utah Kim, Jeong-eun Sejong University	Cross-cultural and Cross-Linguistic Effects on Motion Event Construal	
11:45-12:15	Zárate-Sández, Germán Western Michigan University	Relationship Between Perception and Production of L2 Intonation	
Fm3/Hagerty 046 10:45-11:15	White, Kate Rice University	Digging into Study Abroad: Combining qualitative and quantitative methods to better understand the study abroad experience	Research Methods in SLR
11:15-11:45	García-Amaya, Lorenzo University of Michigan	Language Use in the Study Abroad Experience: What do learners do when abroad?	
11:45-12:15	Xu, Yiran Georgetown University	The Development of Target Language Complexity during Study Abroad: A Meta-analysis	
FM4/Hagerty 050 10:45-11:15	Muroya, Akiko Nagoya University of Commerce and Business	L1 Transfer in L2 Acquisition of English Wh-Questions by Japanese Young Learners	Formal Approaches to SLA
11:15-11:45	Wu, Mien-Jen University of Illinois at Urbana-Champaign	Interpretation of Telicity in English Noun Phrases: Evidence of L1 Transfer	Cognitive and Neurocognitive Approaches to SLA
11:45-12:15	Odlin, Terence Ohio State University	Exploring Translation and Language Transfer	
FM5/Hagerty 056 10:45-11:15	Ridley, Jacqueline Kim, Somin The Ohio State University	Connections Between the In- and Out-of-School Literacy Practices of Refugee ELLs: A systematic review	Bi-literary - Bilingualism - Multilingualism
11:15-11:45	Mishina-Mori, Satomi Nagai, Yuki Rikkyo University, Yujobo, Yuri Jody Tamagawa University	Referential Expressions in the Narratives of Japanese/English School-Age Simultaneous Bilinguals	

FM6/Hagerty 062 10:45-11:15	Henriksen, Nicholas University of Michigan Harper, Sarah University of Southern California	L2 Status Effects in L3 Learning: A longitudinal study of L1 English, L2 Spanish, and L3 Catalan	Bi-literary - Bilingualism - Multilingualism
11:15-11:45	Grammon, Devin The Ohio State University	On not Acquiring Dialectal Variants: Standard language ideology and Spanish study abroad in Peru	Sociolinguistic Approaches to SLA
11:45-12:15	Pozzi, Rebecca The University of California Davis	L2 Development of VOS During a Semester Abroad in Buenos Aires, Argentina	
FM7/Hagerty 071 10:45-11:15	Ahn, Jieun (Irene) Godfroid, Aline Michigan State University Rebuschat, Patrick Lancaster University Dienes, Zoltan University of Sussex	Development of Explicit Knowledge During Artificial Grammar Learning: Evidence from eye movements.	Psycholinguistic and Psychological Approaches to SLA
11:15-11:45	Moranski, Kara University of Pennsylvania Ziegler, Nicole University of Hawaii at Manoa	The Effects of Metacognitive Instruction on Interactional Feedback: Insights from a mixed methods approach	Issues in SL Education - Instructed SLA
11:45-12:15	Godfroid, Aline Kim, Minhye (Kathy) Lim, Jungmin Maloney, Jeffrey Li, Wenjing (Wendy) Michigan State University	Synthesizing 12 Years of Validation Research on Implicit and Explicit Knowledge: An interim report	Psycholinguistic and Psychological Approaches to SLA
FM8/Hagerty 251 10:45-11:15	Solon, Megan University at Albany, SUNY Ali, Farah University at Albany, SUNY	Pronunciation Development in the Foreign Language Classroom: Evidence from a semester-long mixed-methods study of L2 Spanish learners	
11:15-11:45	Tabandeh, Farhad Isfahan University Teimouri, Yasser Georgetown University	The Effects of Instruction Types and Feedback Types on L2 learners' Pronunciation	Issues in SL Education - Instructed SLA
11:45-12:15	Gordon, Joshua Universidad Nacional, Sede Region Brunca	Second Language Pronunciation Instruction: Teacher training, classroom practices, and comprehensibility	
FM9/Hagerty 259 10:45-11:15			
11:15-11:45	Ready, Carol University of Minnesota-Twin Cities	Face-to-Face vs. Online: A longitudinal perspective of communication strategies in paired oral tasks	CALL/ CMC/ Technology
11:45-12:15	Ziegler, Nicole Phung, Huy University of Hawaii at Manoa	Second Language Learners' Performance and Perceptions: A study of multiple modalities	
Fm10/Hagerty 351 10:45-11:15	Geisler, Christer Johansson, Christine Uppsala University	Interlanguage Development and Complexity in Swedish L2 Learners' Writing of English	Research Methods in SLR
11:15-11:45	Bardovi-Harlig, Kathleen Indiana University	Concept-Oriented Analyses and the Role of Native-Speaker Data	
11:45-12:15	Burghardt, Beatrix Texas A&M University	A Methodological Advance in the Study of Boundedness	Research Methods in SLR

Fm11/Hagerty 359 10:45-11:15	Panwitz, Amber Indiana University	Acquisition of Neuter Subject Pronouns in New Speakers of Picard	Bi-literary - Bilingualism - Multilingualism
11:15-11:45	Olsen, Michael University of Wisconsin Stevens Point	Heritage Speaker Interpretation of Spanish Object Pronouns	
11:45-12:15	Keating, Gregory San Diego State University	Is Morphosyntactic Processing in a Heritage Language Affected by the Age of Onset of Bilingualism?	
Fm12/Mendenhall 115 10:45-11:15	Looney, Stephen Pennsylvania State University	Beyond Logocentrism: Analyzing embodiment in L2 use	Sociolinguistic Approaches to SLA
11:15-11:45	Hwang, Bo Hyun Park, Su Jin Indiana University Bloomington	Reconstruction of Professional Identity: Female NNES instructors' talk in language education	Psycholinguistic and Psychological Approaches to SLA
11:45-12:15	Edalatishams, Idee Iowa State University	ITA's Identity Roles as Represented in their Self-Mentions	Sociolinguistic Approaches to SLA
Fm13/Mendenhall 125 10:45-11:15	Ayoun, Dalila University of Arizona Maranzana, Stefano University of Arizona	The L2 Acquisition of Italian Grammatical Gender and Number by Anglophone Learners	Psycholinguistic and Psychological Approaches to SLA
11:15-11:45			
11:45-12:15	Shantz, Kailen Tanner, Darren University of Illinois at Urbana-Champaign	A Psycholinguistic Investigation of the Roles of Learning Condition and Gender Stability in L2 Gender-Based Anticipation	
Fm14/Mendenhall 129 10:45-11:15	Sánchez Gutiérrez, Claudia University of California Davis Olsen, Michael University of Wisconsin, Stevens Point Marcos Miguel, Nausica Denison University	Words and Textbooks: Vocabulary coverage and lexical characteristics in L2 Spanish textbooks	Issues in SL Education - Instructed SLA
11:15-11:45	Malone, Jonathan University of Maryland	Incidental Vocabulary Learning in SLA: Connecting exposure frequency, audiovisual effects, and working memory	
Fm15/Mendenhall 131 10:45-11:15	Xia, Mengying University of Cambridge	Persistent cross-linguistic influence in the acquisition of L2 metaphorical expressions	Cognitive and Neurocognitive Approaches to SLA, Psycholinguistic and Psychological Approaches to SLA
11:15-11:45	Hubers, Ferdy Cucchiaroni, Catia Strik, Helmer CLST, Radboud University Nijmegen Dijkstra, Ton DCC, Radboud University Nijmegen	The Best of Both Worlds: An applied psycholinguistic approach to L2 idiom research	
11:45-12:15	O'Reilly, David Marsden, Emma University of York	The 'Slippery' Construct of L2 Metaphoric Competence	

Fm16/Mendenhall 173 10:45-11:15	DiBartolomeo, Megan Elias , Vanessa Jung, Daniel Indiana University	The Role of Motivation in the Acquisition of Spanish Pragmatics During Study Abroad	Sociolinguistic Approaches to SLA
11:15-11:45	Martin, Alexandra Georgetown University	A Mixed-Methods Approach to Investigating Spanish Language Learners' Motivation: A cross-sectional study	
11:45-12:15	Plonsky, Luke Georgetown University Tabandeh, Farhad Isfahan University Teimouri, Yasser Georgetown University	L2 Grit: Perseverance and passion in L2 learning	
Fm17/Mendenhall 174 10:45-11:15	Showalter, Catherine University of Utah	Cyrillic Input Interference Effects during L2 Russian Phono-Lexical Acquisition: Replication evidence	Psycholinguistic and Psychological Approaches to SLA
11:15-11:45	Zhang, Haomin Carnegie Mellon University	The Role of L1 Orthography in L2 Chinese Morphological Analysis: An investigation of alphabetic and Abugida readers	
11:45-12:15	Barrios, Shannon Hayes-Harb, Rachel University of Utah	L2 Learning of Phonological Alternations with and Without Orthographic Input	
Fm18/Mendenhall 175 10:45-11:15	Abdi Tabari, Mahmoud Oklahoma State University	The Effects of Planning Time on Linguistic Constructs of L2 Writing	Issues in SL Education - Instructed SLA
11:15-11:45	Yoon, Hyung-Jo California State University, Northridge	Validity of Cognitive Task Complexity Variables in L2 Writing.	
Fm19 COLLOQUIUM Mendenhall 185 10:45-12:15	Joan Kelly Hall, Pennsylvania State University John H. Schumann, University of California Los Angeles Eduardo Negueruela Azarola University of Miami Diane Larsen-Freeman, University of Michigan Patsy Duff, The University of British Columbia & Lourdes Ortega, Georgetown University	Growing Connections for Transdisciplinarity in SLA after The Douglas Fir Group (2016)	
Fm20 COLLOQUIUM Mendenhall 191 10:45-12:15	Kelly J Cunningham Kim Becker and Sarah Huffman, Iowa State University	Connecting Appraisal & Technology in Second Language Writing Research	



FRIDAY, Oct. 13, 2017, 3:30-5:00

Session/ Room/Time	Presenters	Paper Title	Research Strand
Fa1/Hagerty 042 3:30-4:00	Lai, Kyle National Taiwan Normal University	Corpus-based analysis on adjective-noun collocations in Taiwanese Academic Writing	
4:00-4:30	Cintron, Myrna García-Amaya, Lorenzo Ellis, Nick University of Michigan	Captioning and Grammar Learning in the L2 Spanish Classroom	CALL/ CMC/ Technology
4:30-5:00	Kasprovicz, Rowena Digital Creativity Labs, University of York Marsden, Emma Centre for Research in Language Learning and Use, University of York	Gaming Grammar: Evaluating a digital game and distribution of practice for learning verb morphology	
Fa2/Hagerty 045 3:30-4:00	Maloney, Jeffrey Michigan State University	'Here There is no nNed': Fulbright foreign language teaching assistant CALL beliefs, practices and development	CALL/ CMC/ Technology
4:00-4:30	Harper, David Bowles, Anita Amer, Lauren Rosetta Stone	L1 Effects on L2 Learning Rate	
4:30-5:00	Pell, Sandrine University of Wisconsin- Madison	La Culture Générale, no one knows what it is, nor where to get it, but everyone knows we need it.	Issues in SL Education - Instructed SLA
Fa3/Hagerty 046 3:30-4:00	Dekydtpotter, Laurent Indiana University Miller, Kate A Indiana University-Purdue University Indianapolis Gilbert, Charlene Iverson, Michael Indiana University Leal, Tania University of Nevada Reno Swanson, Kyle Indiana University	An ERP Investigation of Domain-Specificity in L2 French	Cognitive and Neurocognitive Approaches to SLA
4:00-4:30	Morales-Reyes, Alexandra University of Puerto Rico at Mayagüez Arechabaleta-Regulez , Begoña University of Illinois at Urbana- Champaign	Is it Generic or Specific?: Child L2 learners' interpretation of English NPs	Psycholinguistic and Psychological Approaches to SLA
4:30-5:00	Zhao, Helen Chinese University of Hong Kong Lynch, Collin Siegel, Lauren North Carolina State University Kowalski, John Carnegie Mellon University	The Competition Model and the English Article Tutor	Cognitive and Neurocognitive Approaches to SLA

Fa4/Hagerty 050 3:30-4:00	Tigchelaar, Magda Crowther, Dustin Isbell, Dan Lim, Jungmin Loewen, Shawn Michigan State University	Statistical Literacy in SLA: Researchers' perspectives	Research Methods in SLR
4:00-4:30	Hirsch, Roz Geluso, Joe Iowa State University	Capturing 'Aboutness': Comparing and contrasting three methods of keyword analysis	
4:30-5:00	Schroeder, Mariel Southern Illinois University Edwardsville	Building Constructed Languages for Second Language Acquisition Research	
Fa5/Hagerty 056 3:30-4:00	Li, Noriyasu Juffs, Alan University of Pittsburgh	L2 Acquisition of the System of Japanese Reflexives: Evidence of UG in L2 binding	Formal Approaches to SLA
4:00-4:30	Huang, Yuhsin Yuan, Boping University of Cambridge	Spanish Speakers' Interpretations of L2 Chinese Double Object Constructions	
4:30-5:00	Wu, Yaqi Chen, Jiayi University of Wisconsin-Madison	Interpretation of Scalar Implicatures in Chinese L2 Learners of English	
Fa6/Hagerty 062 3:30-4:00	Belcher, Diane Georgia State University Li, Man University of Maryland, Madigan, Nicoleta Cobb County Schools, GA Pinar Ersin, Marmara University	Cultural Identity and Ongoing Commitment to Bilingual Competence	Bi-literary - Bilingualism - Multilingualism Bi-literary - Bilingualism - Multilingualism
4:00-4:30	Moore, Leslie Seilstad, Brian Kim, Somin Choi, Min-Seok Gutmann Fuentes, Andrea Liban, Anisa Ridley, Jackie The Ohio State University	Engaged Second Language Research: Supporting dual language learners' science and language learning	
4:30-5:00	Benedetti, Mary Fahad, Ahmed Hale, Rebecca University of Cincinnati	Using Social Science Research to Develop Best Practices for Working with Refugee Students	
Fa7/Hagerty 071 3:30-4:00	Frenzel, Kathrin The Ohio State University	Through the Lens of Conversation Analysis: On the relationship between German L2 speech fluency and self-initiated self-repair	Sociolinguistic Approaches to SLA
4:00-4:30	Masters, Megan University of Maryland	Pathways to Proficiency: Examining the coherence of initial second language (L2) acquisition pattern	Research Methods in SLR
4:30-5:00	Paradowski, Michał B. Institute of Applied Linguistics, University of Warsaw Ochab, Jeremi Jagiellonian University Cierpich, Agnieszka Jagiellonian University Chen, Chih-Chun University of Cambridge	Social Network Analysis Meets Second Language Acquisition: Bridging the disciplines	Research Methods in SLR, Sociolinguistic Approaches to SLA

Fa8/Hagerty 251 3:30-4:00	Ayoun, Dalila University of Arizona	The Development of a TAM System in the L2 Acquisition of French: a longitudinal case study	Psycholinguistic and Psychological Approaches to SLA
4:00-4:30	Yokota, Hideki Shizuoka University of Art and Culture Shirahata, Tomohiko Shizuoka University Suda, Koji University of Shizuoka Kondo, Takako University of Shizuoka Ogawa, Mutsumi Nihon University	On The Acquisition of Long Distance Wh-Chains By Japanese-Speaking Learners of English	Issues in SL Education - Instructed SLA
4:30-5:00	Smith, Megan Mississippi State University	No Movement: The processing of wh- dependencies in L2 Japanese	Psycholinguistic and Psychological Approaches to SLA
Fa9/Hagerty 259 3:30-4:00	Lee, Andrew McGill University	Revisiting The Role of Age in Second Language Speech Acquisition	Bi-literary - Bilingualism - Multilingualism
4:00-4:30	Isbell, Daniel Michigan State University	Explaining Intelligibility: What matters most in L2 speech?	Issues in SL Education - Instructed SLA
4:30-5:00	Cummings Ruiz, Laura University of Illinois at Urbana-Champaign	The Comprehension of L2 Accented Speech in a Lexical Decision Task	Psycholinguistic and Psychological Approaches to SLA
Fa10/Hagerty 351 3:30-4:00	Park, Hyo Jung (Keira) Ohio University Lee, Yiyang Purdue University Schaefer, Paula Ohio University	Elicited Noticing: The effects of self-assessment in improving oral proficiency of ESL graduate stud	Issues in SL Education - Instructed SLA
4:00-4:30	Gaffney, Caitlin University of Toronto	Understanding the causes of inaccurate self-assessments: Extraversion' s role	Research Methods in SLR
4:30-5:00	Qin, Tianyu (Sophie) Van Compernelle, Rémi A. Zhang, Haomin (Stanley) Carnegie Mellon University	Understanding Transfer in Dynamic Assessment: An investigation of L2 Chinese pragmatic comprehension	
Fa11/Hagerty 359 3:30-4:00	Johnston, Suzanne University of Central Arkansas	L2 Spanish Verbal Morphology: Morphological Deficits and Processing Strategies	Psycholinguistic and Psychological Approaches to SLA
4:00-4:30	Glimois, Laurene The Ohio State University	Input Flood, Explicit Information and Language Background Differences in Processing Instruction	Issues in SL Education - Instructed SLA
4:30-5:00	Simonson, Benjamin Jackson, Carrie Pennsylvania State University Nadeu, Marianna	Teaching L2 English Prosody to L1 Spanish-L2 English Learners	
Fa12/Mendenhall 115 3:30-4:00	Monteiro, Katia Georgia State University	The Linguistic Landscape of a Brazilian Community in Georgia, USA	Bi-literary - Bilingualism - Multilingualism
4:00-4:30	Sims, Nandi Austen, Martha The Ohio State University	Prosodic Rhythm and /æN/ in Miami English: Ethnic Markers or Language Contact Effects?	Sociolinguistic Approaches to SLA

Fa12/Mendenhall 115 4:30-5:00	Li, Mushi Boston University	Know Thyself? Self- Vs. Other- Assessment of second language pronunciation	Psycholinguistic and Psychological Approaches to SLA
Fa13/Mendenhall 125 3:30-4:00	Teimouri, Yasser Georgetown University Tahmouresi, Somayeh Florida State University	L2 Learners' Self-Conscious Emotions, Motivation, and Language Achievements	Issues in SL Education - Instructed SLA
4:00-4:30	Rosaline, Amalia Kajen State Community College Prasetyo, Gatot Pekalongan University	Does Foreign Language Learning Anxiety Affect The Feedback on Indonesian Student's English Writing?	Psycholinguistic and Psychological Approaches to SLA
4:30-5:00	Lee, Hyoseon The Ohio State University	L2 Writing Anxiety Trajectory Over Writing Steps in an Academic Composition Course	
Fa14/Mendenhall 129 3:30-4:00	Hsu, Chun-Chieh Chen, Szu-En Hsieh, Yi-Wen Han, Tsai-Ni Chen, Tzu-Yu National Tsing Hua University	Context Effects on L2 Learners' Processing of Reduced Relative Clauses	Psycholinguistic and Psychological Approaches to SLA
4:00-4:30	Frimu, Rodica Indiana University/ The University of Tennessee	Connections Between The Conceptual System and Grammatical Processing	
4:30-5:00	Chen, Chung-yu University of Illinois at Urbana-Champaign	Second Language Processing of Mandarin Relative Clauses: A self-paced reading study	
Fa15/Mendenhall 131 3:30-4:00	Vasseur, Raychel University of Iowa	Connecting By Talking: Understanding (un)willingness to communicate during short-term study abroad	
4:00-4:30	Nolen, Charlotte Kim, YouJin Georgia State University	Task-Based Learning in a Study Abroad Context: Examining outcomes and attitudes	Issues in SL Education - Instructed SLA
4:30-5:00	Hirschberg, Jasmin University of Alberta	Where Is The Subject in Subjectivity? - Exploring learners' perception of grammatical 'difficulty'.	
Fa16/Mendenhall 173 3:30-4:00	Winke, Paula Zhang, Xiaowan Michigan State University	Reading Test Scores from English-Language Learning (ELL) Children May Be Misinterpreted by Retention	Bi-literary - Bilingualism - Multilingualism
4:00-4:30	Lancaster, Alia Slevc, Robert University of Maryland	The Effects of Linguistic Properties and Inhibitory Control on Native Spoken Word Recognition	
4:30-5:00	Ma, Fengyang Ai, Haiyang Xiao, Ting (Joy) University of Cincinnati Guo, Taomei Beijing Normal University	Juggling Non-Linguistic and Linguistic Cues When Listening to Words in A Second Language	Psycholinguistic and Psychological Approaches to SLA
Fa17/Mendenhall 174 3:30-4:00	Chen, Tianxu Carnegie Mellon University	The Role of Early Reading Subskills in Later Reading Comprehension in L2 Chinese: A path analysis	Psycholinguistic and Psychological Approaches to SLA
4:00-4:30	Martoccio, Alyssa University of Colorado Denver	The Importance of Early-Learned Words in The Acquisition of L2 Gender	Issues in SL Education - Instructed SLA

Fa17/Mendenhall 174 4:30-5:00	Solovyeva, Katya University of Maryland, College Park	Learnability Benefits of Target Language Structural Complexity: Corpus study of inflectional morphology	Cognitive and Neurocognitive Approaches to SLA
Fa18/Mendenhall 175 3:30-4:00	Ghaemi, Hamed Islamic Azad University, Neyshabur Bagherzadeh, Hamideh Sadat University of Wisconsin-Milwaukee	The Effect of Grammatical – Gender Distinction on Lexical Processing A Study of Second and First Language	
4:00-4:30	Mitsugi, University of Kansas	Using Language Specific Semantic Category for L2 Predictive Processing: A case of numeral classifier	Psycholinguistic and Psychological Approaches to SLA
4:30-5:00	Chen, Szu-En Hsu, Chun-Chieh National Tsing Hua University	Processing Reflexives with Or Without Context in L2 English	
Fa19 COLLOQUIUM Mendenhall 185 10:45-12:15	William Justin Morgan Alyssia Miller Giovanni Zimotti University of Alabama	Bringing Interdisciplinary Research Findings to the Language Classroom: Enhancing language acquisition	
Fa20 COLLOQUIUM Mendenhall 191 10:45-12:15	Bing Mu, Crista Cornelius, Yawei Li, Galal Walker The Ohio State University	Constructing Pedagogically Effective Presentations of Syntactic Information: A case study of the disposal construction in mandarin chinese	



SATURDAY, Oct. 14, 2017, 10:45-12:15

Session/ Room/Time	Presenters	Paper Title	Research Strand
Sm1/Hagerty 042 10:45-11:15	Sarkissian, John Behney, Jennifer Youngstown State University	An L2 Eye Tracking Study of Case Agreement and Salience	Psycholinguistic and Psychological Approaches to SLA
11:15-11:45	Lozano Argüelles, Cristina Sagarra, Nuria Casillas, Joseph Rutgers University	Anticipatory Eye-Movements in Lexical Prediction: Evidence from interpreters and bilinguals	
11:45-12:15	Wong, Wynne Ito, Kiwako The Ohio State University	L2 Online Processing of The French Causative: The Effect of processing instruction on eye movements	
Sm2/Hagerty 045 10:45-11:15	Wang, Yi Liu, Feng-Hsi University of Arizona	L1 Or L2 Influence? Acquisition of zero anaphora by L1 Japanese learners of L3 Chinese	Bi-literary - Bilingualism - Multilingualism
11:15-11:45	Thompson, Sophie The University of York Marsden, Emma The University of York Avery, Nicholas The University of York Plonsky, Luke Georgetown University	SPR in L2 Research: A methodological synthesis & meta-analysis of L1 influence in sentence processing	Research Methods in SLR
11:45-12:15	Lei, Xiaofan University of Wisconsin Madison	Structural Competition Effect in L1 Mandarin Speakers' Production of English Articles	Psycholinguistic and Psychological Approaches to SLA
Sm3/Hagerty 046 10:45-11:15	Son, Minhye Teachers College, Columbia University	East-Asian International Students' Socialization at Teachers College, Columbia University	Sociolinguistic Approaches to SLA
11:15-11:45	Berlinger, Rachel Burow Carroll, Elizabeth Nakatsukasa, Kimi Texas Tech University	"In The Eye of Myself, and in The Eye of Others": The development of identity through the lens of language in contexts. case studies of second language learners in various speech communities	
11:45-12:15	Mattson-Prieto, Raquel Temple University	Negotiating Cultural and Linguistic Identity in the Spanish Classroom: An application of social theory	
Sm4/Hagerty 050 10:45-11:15	Sandberg , Chaleece Jackson, Carrie Pennsylvania State University Kerschen , Katherine Carpenter, Erin	The Benefits of Abstract Word Training on Productive Vocabulary Knowledge among Second Language Learners	Issues in SL Education - Instructed SLA
11:15-11:45	Mu, Bing The Ohio State University	The Pitfall of Using Translation in Presenting Lexical Items: The pedagogical syntax of chinese yào	

Sm4/Hagerty 050 11:45-12:15	Juffs, Alan University of Pittsburgh	Tracking Longitudinal Vocabulary Development in an Intensive English Program: Finding appropriate measures and methodological issues	Issues in SL Education - Instructed SLA
Sm5/Hagerty 056 10:45-11:15	Kim, YouJin Georgia State University Choi, Bumyong Kim, Binna Yun, Hyunae Choi, Sujeong Emory University Kang, Sanghee Gwangmyeongbuk High School	Task Repetition, Written Corrective Feedback and Second Language Development	Issues in SL Education - Instructed SLA
11:15-11:45	Filgueras-Gomez, Marisa Florida International University	How Much Feedback and What Feedback if They don't like Rules? Type and amount of feedback and learning styles	
11:45-12:15	Mykula, Valentyna Choi, Youngae Pytlak, Marissa Koh, Youngkyung Kearney, Erin Barbour, Amanda University at Buffalo	Early Childhood Encounters with Linguistic Diversity: The range of interactions emerging from an engagement with language approach	
Sm6/Hagerty 062 10:45-11:15	Cho, Hyonsuk University of North Dakota	Sibling Interactions and Bilingual and Bicultural Development	Bi-literary - Bilingualism - Multilingualism
11:15-11:45	Koronkiewicz, Bryan The University of Alabama	Acquiring L1-English L2-Spanish Code-Switching: The role of proficiency	
11:45-12:15	Basabrin, Abrar Indiana State University	Code-Switched Greeting By Bilingual Saudi-American Subject: A case study	
Sm7/Hagerty 071 10:45-11:15	O'Neill, Sarah University of Iowa	Bilingual Cognate Correspondences Exceed Phonotactic Knowledge	Bi-literary - Bilingualism - Multilingualism
11:15-11:45	Cabrelli Amaro, Jennifer Pichan, Carrie University of Illinois at Chicago	Initial Phonological L3 Transfer: The case of intervocalic voiced stops in L3 portuguese and italian	
11:45-12:15	Bondarenko, Margaryta Rao, Rajiv University of Wisconsin-Madison	Acquisition of L3 Spanish Vowels By Heritage Speakers of Polish and Ukrainian	
Sm8/Hagerty 251 10:45-11:15	Koylu, Yilmaz Indiana University - Bloomington	Mass/Count Noun Distinction in L2 English	Formal Approaches to SLA
11:15-11:45	Kimura, Takayuki	The Acquisition of QR By Speakers of a QR-Less Language	
11:45-12:15	Geluso, Joe Iowa State University	Discontinuous Formulaic Language in Essays By Native Speakers and Japanese Learners of English	
Sm9/Hagerty 259 10:45-11:15	Norouzian, Reza Texas a&M University Plonsky, Luke Georgetown University	An Empirical Investigation of Effect Sizes in L2 Research: Resolving a Long-Standing Confusion	Research Methods in SLR
11:15-11:45	Lee, Jongbong Crowther, Dustin Kim, Susie Lim, Jungmin Loewen, Shawn Michigan State University	Methodological Synthesis of Cluster Analysis in Second Language Acquisition Research	

Sm10/Hagerty 351 10:45-11:15	Bravo Diaz, Celia University of Minnesota	Expressing Motion Events in a Third Language: A study of chinese learners of spanish	Bi-literary - Bilingualism - Multilingualism , Psycholinguistic and Psychological Approaches to SLA
11:15-11:45	Riggs, Reed University of Hawai'i at Manoa	Beginning L2 Mandarin Construction Learning: A traceback study	Cognitive and Neurocognitive Approaches to SLA
11:45-12:15	He, Xin University of Arizona	The Acquisition of Transitivity by English-Speaking Learners of Chinese: A Case of VO Construction	
Sm11/Hagerty 359 10:45-11:15	Tsai, Aurora Carnegie Mellon University	Technology-Enhanced Assessment of Reading and Culture Learning Skills in a Japanese Program	CALL/ CMC/ Technology
11:15-11:45	Lee, Juhee Gyeongsang National University Song, Jayoung Rice University	Group Compositions and Task Designs of Mobile-Based Intercultural Communications	
Sm12/Mendenhall 115 10:45-11:15	Seilstad, Brian Kim, Somin	Translanguaging in the Classroom: Enhancing Connections Between TESOL and Bi/Multilingualism	
11:15-11:45	Han, Jung Park, Kyongson Purdue University	Changing Teachers' Recognition of Bilingual Education For English Language Learners	Bi-literary - Bilingualism -
11:45-12:15	Lian, Jessica Georgia State University	Redefining Language Learning Success: The motivation and l2 self in EFL graduate students	
Sm13/Mendenhall 125 10:45-11:15	Choi, Young Ae University at Buffalo, SUNY	A Preschooler's Agency and Learning English as a L2	Sociolinguistic Approaches to SLA
11:15-11:45			
11:45-12:15	Fahey, Danielle University of South Carolina	VOT For Bilingual Korean-English Children: Speaking about American and Korean cultural topics	
Sm14/Mendenhall 129 10:45-11:15	Mathison, Lake Rutgers	L1 Lexical Retrieval in L2 Learners/Bilinguals: Evidence from verbal fluency	Cognitive and Neurocognitive Approaches to SLA , Psycholinguistic and Psychological Approaches to SLA
11:15-11:45	Yadamsuren, Odtsetseg Hamrick, Phillip Kent State University Pandža, Nick B. University of Maryland	Individual Differences in Declarative Memory and L2 Lexical Abilities	
Sm15/Mendenhall 131 10:45-11:15	Medina, Almitra East Carolina University	Does Test-Enhanced Learning Impact L2 Vocabulary Development and Depth of Processing?	Cognitive and Neurocognitive Approaches to SLA
11:15-11:45	Raines, Torri Schaefer, Paula Sormaz, Olga Ohio University Jarvis, Scott, University of Utah	L2 Word Learning: Complexity, crosslinguistic similarity, depth of processing, & mnemonic strategies	Psycholinguistic and Psychological Approaches to SLA
11:45-12:15	Hamada, Megumi Alsalem, Nuha Ball State University	Role of Semantic Transparency in English L2 Lexical Inference	
Sm16/Mendenhall 173 10:45-11:15	Baik, Junghyun Yonsei University Shin, Hye Won Hankuk University of Foreign Studies	Proficiency Level Differences in Lexical Diversity, Syntactic Complexity, and Cohesion	Psycholinguistic and Psychological Approaches to SLA

Sm16/Mendenhall 173 11:15-11:45	Kim, Kathy Michigan State University	Should we Listen or Read? Investigating the role of modality in learning L2 syntax under incidental conditions	Psycholinguistic and Psychological Approaches to SLA
11:45-12:15	Strawbridge, Tripp University of Minnesota-TC	The Whole Picture: A Same-Learner analysis of L1 english-L2 Spanish written syntactic complexity	Bi-literary - Bilingualism - Multilingualism , Formal Approaches to SLA
Sm17/Mendenhall 174 10:45-11:15	Olovson, Brian University of Iowa	Collaborative Writing in L2 Spanish: Process and outcomes	Issues in SL Education - Instructed SLA
11:15-11:45	Bagherzadeh, Hamideh Sadat Department of Linguistics UWM	Effect of Pot-Luck, Innovative Technique of Project-Based Learning, on Collaboration in Learning	Research Methods in SLR
11:45-12:15	Clark, Sara Ohio State University	Affordances For English Language Learners in an Outside Reading Group	Issues in SL Education - Instructed SLA
Sm18/Mendenhall 175 10:45-11:15	Marcos Miguel, Nausica Denison University	Vocabulary Gains in Content-Based Instruction: Do beliefs match reality?	Issues in SL Education - Instructed SLA
11:15-11:45	Hoagland, Merideth Georgia State University	Tertiary English Learning in Post-Olympic China: Tests or tasks?	Bi-literary - Bilingualism - Multilingualism
Sm19/Mendenhall 185 10:45-11:15	Villegas, Briana Morgan-Short, Kara University of Illinois at Chicago	The Role of Training Condition and Individual Differences on The Development of a Complex Form: An L2 Study of the Spanish subjunctive	Psycholinguistic and Psychological Approaches to SLA
11:15-11:45	Mostafa, Tamanna Georgia State University	The Effects of Input and Output Tasks on the Development of Explicit and Implicit Knowledge	Issues in SL Education - Instructed SLA
11:45-12:15	Wei, Lan The University of Auckland	The Incorporation of a Reaction Time Element in Oral Elicited Imitation Task as a Measure of Implicit Knowledge	Cognitive and Neurocognitive Approaches to SLA
Sm20 COLLOQUIUM Mendenhall 191	Diana Ruggiero, Carmen King de Ramirez, Ann R. Abbott, Holly J. Nibert, Megan Lobert, and Glenn Martinez The Ohio State University	Challenges and Opportunities in Teaching Spanish as a Professional Language	



SATURDAY, Oct. 14, 2017, 3:30-5:00
(3:30-4:00 / 4:00-4:30 / 4:30-5:00)

Session/ Room/Time	Presenters	Paper Title	Research Strand
Sa1/Hagerty 042 3:30-4:00	Ali, Farah University at Albany, SUNY	L1 Use in The L2 Classroom and its Effect on The Acquisition of Verbal Paradigms	Issues in SL Education - Instructed SLA
4:00-4:30	Walter, Daniel Emory University Oxford College	Student Uses of Their L1 in The L2 Classroom: "How Much" is the wrong question	
4:30-5:00	David, Virginia Western Michigan University	"Ombretto. I Don't Know in English How to Say": Using conversation analysis to investigate L1 use as a communication strategy	
Sa2/Hagerty 045 3:30-4:00	Issa, Bernard The University of Tennessee, Knoxville Faretta-Stutenberg, Mandy Northern Illinois University Wood Bowden, Harriet The University of Tennessee, Knoxville	Initial Proficiency, L2 Experience, and L2 Development During Short-Term Study Abroad	Issues in SL Education - Instructed SLA
4:00-4:30	Sagarra, Nuria Rutgers University LaBrozzi, Ryan Bridgewater State University Lozano, Cristina Rutgers University	Study Abroad and Working Memory Effects on L2 Morphosyntactic Processing	Psycholinguistic and Psychological Approaches to SLA
4:30-5:00	Zalbidea, Janire Georgetown University Issa, Bernard The University of Tennessee Knoxville Faretta-Stutenberg, Mandy Northern Illinois University Sanz, Christina Georgetown University	Initial Proficiency and Oral Gains in Grammatical Accuracy and Complexity During Study Abroad	
Sa3/Hagerty 046 3:30-4:00	Yi, Wei The University of Maryland	Statistical Sensitivity, Cognitive Aptitude and Online Processing of Collocations	Psycholinguistic and Psychological Approaches to SLA
4:00-4:30	Bazaco, Carmelo Ito, Kiwako Ohio State University	Online Processing of Ser and Estar in Spanish: Native speakers and L2 learners	
4:30-5:00	Liu, Lo-an Wu, Junyao Nakatsukasa, Kimi Martens, Peter Texas Tech University	Music Ability, Language Aptitude, and Mandarin Tone Acquisition: A Correlation Study	
Sa4/Hagerty 056 3:30-4:00	Kanwit, Matthew University of Pittsburgh	A Longitudinal Look at Lexical-Future Development: Analyzing an underreported form in L2 Spanish	Sociolinguistic Approaches to SLA

Sa4/Hagerty 056 4:00-4:30	Crowther, Dustin Michigan State University	The Role of Aligned Future L2 Selves in Overcoming Academic and Social Adjustments	
4:30-5:00	Black, Mark Indiana University	Interlocutor Native Language Influence on L2 Sociolinguistic Patterns of French Ne-Deletion	Sociolinguistic Approaches to SLA
Sa5/Hagerty 062 3:30-4:00	Garcia, Próspero Madison Rogers Rutgers University Camden	Conscious Conceptual Manipulation as a Gateway to Aspectual Awareness and Morphological Control in the Spanish L2 Classroom	Issues in SL Education - Instructed SLA
4:00-4:30	Tywoniw, Rurik Georgia State University	Morphographemic Awareness in Reading Japanese: A perceptual study	Issues in SL Education - Instructed SLA / Bi-literary - Bilingualism - Multilingualism
Sa6/Hagerty 071 3:30-4:00	Lee, Shinhye Spinner, Patti Michigan State University	The Place of Accuracy in Processability Theory	
4:00-4:30	Son, Myeongeun Michigan State University	Verb Frequency and Complementation Effects on L2 Syntactic Priming in Comprehension	Formal Approaches to SLA
4:30-5:00	Koyama, Sayaka Wakabayashi, Shigenori Chuo University	Constraints on VP-Ellipsis in L2 English Grammar	
Sa7/Hagerty 251 3:30-4:00	Tang, Rebecca The Ohio State University	Narrative-in-Interaction as Inquiry in Second Language Research	
4:00-4:30	De Costa, Peter Rawal, Hima Li, Wendy Michigan State University	Classroom-Based SLA Qualitative Research Methodology: A critical review	Research Methods in SLR
4:30-5:00	Yoon, Esther Choi, Hyun il Chen, Dian The Ohio State University	Collaborative Autoethnography as a Legitimate Research Method in SLA: Contributions and challenges	
Sa8/Hagerty 259 3:30-4:00	Luque, Alicia Morgan-Short, Kara University of Illinois at Chicago	Two Languages in One Mind: Examining the role of syntactic co-activation in bilingual language processing	Cognitive and Neurocognitive Approaches to SLA
4:00-4:30	Pulido-Azpiroz, Manuel Dussias, Paola E. Pennsylvania State University	When Language Learning Is (Also) about Language Regulation: Training native language inhibition improves learning of I1-I2 incongruent collocations	Cognitive and Neurocognitive Approaches to SLA , Psycholinguistic and Psychological Approaches to SLA
4:30-5:00	Driver, Meagan Georgetown University	The Effects of Bilingualism on Moral Standards and Emotion	Cognitive and Neurocognitive Approaches to SLA
Sa9/Hagerty 351 3:30-4:00	Goodspeed, Lauren University of Wisconsin-Madison	Making My Text “More Frenchy”: Learner perceptions of textual borrowing in genre-based writing tasks	Issues in SL Education - Instructed SLA
4:00-4:30	Vasilopoulos, Eugenia University of Ottawa	Second Language Student Writers’ Use of Technology to Avoid Plagiarism	CALL/ CMC/ Technology

Sa10/Hagerty359 3:30-4:00	Phung, Huy University of Hawai'i at Manoa	Modified Outputs, L2 Proficiency and Working Memory in SCM Interaction	CALL/ CMC/ Technology
3:30-4:00	Bistline-Bonilla, Chrissy DeRobles, Gabriela Leow, Ronald Xu, Yiran Georgetown University	Recasts in SCMC: Replicating and extending Gurzynski-Weiss Et Al. (2015)	CALL/ CMC/ Technology , Cognitive and Neurocognitive Approaches to SLA
4:00-4:30	Kurt, Serhat Mutlu, Gizem Yalçın, Şebnem Boğaziçi University	Recasts Revisited in EFL Setting: Language domain and proficiency level as two possible mediating factors	Issues in SL Education - Instructed SLA
Sa11/Mendenhall 115 3:30-4:00	King, Nicole Safriani, Afida Yi, Youngjoo The Ohio State University	Multilingual and Multimodal Literacy: Theoretical, methodological, and pedagogical affordances and challenges	Bi-literary - Bilingualism - Multilingualism
4:00-4:30	Roose, Tamara Ohio State University	Immigrant Parents' Language Proficiency and Their Experience with Intergenerational Challenges	
4:30-5:00	Rawal, Hima Michigan State University	Translanguaging and Heritage Language Acquisition in Nepali Immigrant Community	
Sa12/Mendenhall 125 3:30-4:00	Biler, Alisha University of South Carolina	The Role of Content Word Overlap in L2 Reading	Psycholinguistic and Psychological Approaches to SLA
4:00-4:30	Goss, Seth Emory University	Reading an L2 with Multiple Orthographies: A masked-priming study of beginning jfl learners	
Sa13/Mendenhall 129 3:30-4:00	Simard, Daphnée Molokopeeva, Tatiana Qing Zhang, Yan Université du Québec à Montréal	The Contribution of Working Memory to Two Pronunciation Tasks in L2 French	Psycholinguistic and Psychological Approaches to SLA
4:00-4:30	Wiener, Seth Carnegie Mellon University Ito, Kiwako Chan, Marjorie Speer, Shari The Ohio State University	Effects of High Variability Training and Explicit Instruction on Non-Native Speech Production	
4:30-5:00	Tuzcu, Ayşen Yıldız Technical University Yalçın, Şebnem Boğaziçi University	The Combined Effects of Manipulating Tasks in Two Dimensions on L2 Speech Performance	Issues in SL Education - Instructed SLA
Sa14/Mendenhall 131 3:30-4:00			Psycholinguistic and Psychological Approaches to SLA
4:00-4:30	Curto, Natalia Georgetown University	Cognitive and Psychosocial Individual Differences in L2 Grammar Development During Immersion	
Sa15/Mendenhall 173 3:30-4:00	Vafaei, Payman Second Language Testing Inc.	Preliminary Validity Evidence for The Global Test of English Communication	Issues in SL Education - Instructed SLA
4:00-4:30	Shimanskaya, Elena West Virginia University	Integrated Performance Assessment: Is video harder to interpret than written text?	
3:30-4:00	Gallego, Muriel Ohio University	Spanish subjunctive in L2 learners: From aural input, text reconstruction, and interaction to mood oral production"	Issues in SL Education - Instructed SLA

Sa16/Mendenhall 174 4:00-4:30	Furman, Michael College of Wooster White, Kate Rice University	Confident Openings and Competent Closings: Interactional competence in the L2 Russian classroom	Issues in SL Education - Instructed SLA
4:30-5:00	Garner, James Crossley, Scott Georgia State University	A Latent Curve Modeling Approach to Studying L2 N-Gram Development in Speech	Research Methods in SLR
Sa17/Mendenhall 175 4:00-4:30	Icardo Isasa, Ane University of Illinois at Urbana- Champaign	Explicit Phonetic Instruction and The Production of L2-Spanish Vowels	Issues in SL Education - Instructed SLA
Sa18 COLLOQUIUM Mendenhall 185	Peter Sayer, Becky Huang, Yuko Goto Butler, Hye Won Shin & Youngsoo So The Ohio State University	The Role of Socio-Economic Status in The Development of English as a Foreign Language in Young Learners	
Sa19 COLLOQUIUM Mendenhall 191	Yanan Zhao, Eunjeong Park, Wenli Zhang The Ohio State University	Academic Acculturation in Various Academic and Professional Contexts	

.....Poster Presentations.....

CAP Reception Area, The Ohio Union



FRIDAY, Oct. 13, 2017, 9:45-10:30

Poster Code	Presenters	Poster Title	Research Strand
Pfm1	Lee, Senyung Mukundhan, Vaishnavi Indiana University	Automatic Scoring of Argumentation on L2 Learners' Writing Using Machine Learning Techniques	CALL/ CMC/ Technology
Pfm2	Carneiro, Marisa Federal University of Minas Gerais	Developing Academic Oral Skills in English as a Foreign Language: Affordances in the online medium	
Pfm3	Nguyen, Phuong Iowa State University	Evaluating a Web-Based System for Vocabulary Learning: From learners' perspectives	
Pfm4	Jany, Berit University of Colorado Boulder	Self-Reflective Foreign Language Learners Through Can-Do Statement Portfolios	
Pfm5	Min, Jiyu Eun Jung Ko The Ohio State University	Speaking-Writing Connections through Peer Interaction and Feedback	
Pfm6	Soltan, Magda Atta Ahmed Cairo University	The Flipped Classroom in Second Language Learning	
Pfm7	Soltan, Samar Ain Shams University	Using Blackboard and Skype for Mentoring Beginning Teachers	
Pfm8	Hung, Yu-Tzu	Vocabulary Learning and Retention through Self-Initiated Pictures	
Pfm9	Rong Luo	An Exploration of SPOC-based Blended Learning: Implications for EFL in digital age	
Pfm10	Gallacher, Andrew Kyushu Sangyo University	Active Learning in the L2 Classroom: A Review of three different approaches	Formal Approaches to SLA
Pfm11	İşlek, Coskun, Sebnem Yalcin Bogazici University	The Effect of Study Abroad on Written Development: What processes contribute to accuracy?	
Pfm12	Ionin, Tania Choi, Sea Hee Golden, Jessie University of Illinois at Urbana- Champaign Liu, Qiufen University of Shanghai For Science and Technology	Online and Offline Processing of Articles in L2-English	
Pfm13	Park, Eunjeong The Ohio State University	The Effects of Linguistic and Demographic Features on Placement Test Levels in L2 Learning	
Pfm14	Heinrich-Wallace, Glen The University of California Davis	¿Cuál es <i>la</i> problema? What Item Response Theory Tells us about Gender and Article Gender Agreement in Early-Stage Language	Research Methods in SLR

FRIDAY, Oct. 13, 2017, 2:30-3:15

Poster Code	Presenters	Poster Title	Research Strand
Pfa1	He, Xuehong Michigan State University	An Empirical Evaluation of Target-Word Selection in the in-House Materials	Issues in SL Education - Instructed SLA
Pfa3	Akiding, Magdalyne Oguti Ohio University	Assessing the Perceptions of Elementary Swahili Learners on Their Course Textbook	
Pfa4	Romero Rodriguez, Angela Di Maggio, Genoveva Gallego, Muriel Ohio University	Collaborative Text Reconstruction in Low Proficiency Learners: Moving beyond subjunctive recognition	
Pfa5	Chang, HeeSun University of Georgia	Confirmatory Factor Analysis of Biography-Driven Performance (BDP) Rubric	
Pfa6	Kearney, Erin Choi, Youngae Mykula, Valentyna Koh, Youngkyung Youngae Cho Pytlak, Marissa University at Buffalo	Connecting Preschoolers with New Languages: An engagement with language program	
Pfa7	Feng, Yali University of Arizona Chen, Tianxu Carnegie Mellon University	Contributions of Morphological Awareness at the Character Level to L2 Chinese Character Learning	
Pfa8	Tian, Yu Feng-Hsi, Liu University of Arizona	Deductive and Inductive Methods in L2 Grammar Teaching: A case of acquiring adverbials in Mandarin Chinese	
Pfa9	Buschner, Bryan Casal, J. Elliott Kurtz, Lindsey Pennsylvania State University	Learning Through Legal Text: A conceptual metaphor and corpus aided study	
Pfa10	Jing, Ying University of Pennsylvania	Negative Feedback as Affordances For Developing L2 Learners' Communicative Competence in the ESL Classroom	
Pfa11	Gray, Jennifer UW-Madison	Post-Secondary Language Learners' Attitudes Towards Native and Non-Native Speaker Spanish Instructor	
Pfa12	Heo, Younghyon Kaneko, Emiko University of Aizu Ahrong Lee York University	Reintroducing the English Prosody to Japanese EFL Learners Through Shadowing	
Pfa13	Notarianni Burk, Gabriella The University of California Davis	Tense and Aspect in the Acquisition of Italian as a Foreign Language	
Pfa14	Sayer, Peter The Ohio State University Martin Corredor, Lina The University of Texas at San Antonio	The Acquisition of Intercultural Awareness in an Early Foreign Language Program	

Pfa15	Xing, Fei Florida State University	The Development of Chinese English Teachers' Cognition About the Implementation of CLT in China	Issues in SL Education - Instructed SLA
Pfa16	Padilla-Reyes, Ramón Ohio State University	The Role of Inquiry in Second Language Instruction	
Pfa17	Kaneko, Emiko Heo, Younhyon University of Aizu Ahrong Lee York University	Verb-Noun Collocations in L2 Writing in an English-Medium Instruction Program	
Pfa18	Kamiya, Nobuhiro Gunma Prefectural Women's University	What are we Measuring in two English Tests?: The National Center Test and TOEFL Junior Comprehensive	
Pfa19	Sparks, Richard Mount Saint Joseph Luebbers, Julie Thomas More College Castaneda, Martha Miami University	How Well Do U.S. High School Students Achieve in Spanish When Compared to Native Spanish Speakers?	
Pfa20	Rice, Caitlin Tokowicz, Natasha University of Pittsburgh	Teaching Translation Ambiguous Words: Simultaneous or consecutive order of presentation?	



SATURDAY, Oct. 14, 2017, 9:45-10:30

Poster Code	Presenters	Poster Title	Research Strand
Psm1	Riestedberg, Katherine Smithsonian Institution	Acoustic Cues in L2 Zapotec Tone Production	Psycholinguistic and Psychological Approaches to SLA
Psm2	Goturk, Nazlinur Iowa State University	"Every Student Didn't Learn English" The Acquisition of Scope By L2 Learners of English	
Psm3	Miller, Kate Indiana University-Purdue University Indianapolis	Growing Anticipatory Connections During Online Processing: The Use of Grammatical Gender Cues in L2	
Psm4	Li, Wenjing He, Xuehong Michigan State University	The Effectiveness of Written Output on Promoting L2 Learners' Attention: An Eye-Tracking Study	
Psm5	Fraundorf, Scott University of Pittsburgh; Lee, Eun-Kyung Yonsei University	The Encoding of Salient Alternatives in L2 Discourse	
Psm6	Childs, Melinda Georgia State University	Using Film in the L2 Korean Classroom	

Psm8	Shigenaga, Yasumasa Earlham College	L2 Production of OSV Sentences in Japanese	Cognitive and Neurocognitive Approaches to SLA
Psm9	Huynh, Juliet Witzel, Naoko University of Texas at Arlington	Morphological Decomposition of Vietnamese Compound Words in Vietnamese Heritage Language Speakers	
Psm10	Jeong, Hyojin Dekeyser, Robert University of Maryland	The Effects of Frequency, Exposure, and Phonological Short-Term Memory on Collocation Learning	
Psm11	Wong, Ivy The Chinese University of Hong Kong	Incorporating Animated Schematic Diagrams Into L2 Grammar Instruction: The English Preposition Tutor	



SATURDAY, Oct. 14, 2017, 2:30-3:15

Poster Code	Presenters	Poster Title	Research Strand
Psa1	Tocaimaza-Hatch, Cecilia University of Nebraska at Omaha	Capturing Linguistic Metaphors in the Study Abroad Context: A case study	Sociolinguistic Approaches to SLA
Psa2	Shaeffer, Alexandra The University of Iowa	Complaining – It’s a Lifestyle!: Culture and gender influences on complaints by advanced L2 French learners	
Psa3	Downey, Jessica Sorell, Joseph Miami University	English Language Bridge Programs: An examination of multiple sides of the “Bridge”	
Psa4	Lee, Jungmin The Ohio State University	Young Immigrant Children’s Resources and Strategies in Making Sense of Classroom Journal Writing: An Ethnographic Case Study	
Psa5	Pastushenkov, Dmitrii Camp, Cameron Kent State University	L1 Background and Familiarity in Group Interaction	
Psa6	Choi, Min-Seok Ohio State University	Why you just be quiet?: An Ethnographic Study on Silence in one Tenth-Grade ESL Biology Classroom	
Psa7	Im, Jae-Hyun Indiana University Bloomington	Stop Drawing Cirlcles: A new model for world Englishes	
Psa8	Mansouri, Behzad University of Alabama, Tuscaloosa	On the Positioning, Agency, and Identity of Non-Native EFL Teachers: A qualitative case-study	
Psa9	Geng, Zihan Texas A&M University	Comparing Language Learning in CLIL and EFL Instructional Settings: A systematic and methodological	

Psa10	Showstack, Rachel Wichita State University	How Do Heritage Speakers Support Their 3rd Generation Children's Bilingual Development?
Psa11	Stein-Smith, Kathleen Fairleigh Dickinson University- Metropolitan Campus	Many Languages one World -- Multilingualism as a global competency
Psa12	Sung, Ko-Yin Tsai, Hsiao-Mei Utah State University	Language Teaching and Learning Strategies Employed in a Dual Language Classroom

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