



# 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.



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# SLRF 2017 Conference Schedule



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

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## 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>          |

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## 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>      |

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## 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>                      |

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## 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Carmen Taleghani-Nikazm</b><br>L2 Interactional Competence: What it is and how to teach and research it?<br>(Hagerty Hall, 160)                                                                              |
| 4:15-5:45 p.m.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Luke Plonsky, Nic Subtirelu</b><br>Working across methodological paradigms: Mixed methods research in second language research<br>(Hagerty Hall, 062)                                                        |
| 6:00-7:30 p.m.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>David Malinowski</b><br>Connecting Classrooms and Communities with Technology<br>(Hagerty Hall, 160)                                                                                                         |
| 6:00-7:30 p.m.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Luke Plonsky, Nic Subtirelu</b><br>Working across methodological paradigms: Mixed methods research in second language research<br>(Hagerty Hall, 062)                                                        |
| FRIDAY, OCTOBER 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                 |
| Opening Remarks / 8:00-8:30 a.m. / Performance Hall                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                 |
| Plenary Talk I / 8:30-9:30 a.m. / Performance Hall<br><br><b>Brian MacWhinney</b> , Carnegie Mellon University<br><br>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<br><br><b>Joan Kelly Hall</b> , Pennsylvania State University<br><b>John H. Schumann</b> , University of California Los Angeles<br><b>Eduardo Negueruela Azarola</b> , University of Miami<br><b>Diane Larsen-Freeman</b> , University of Michigan<br><b>Patsy Duff</b> , The University of British Columbia<br><b>Lourdes Ortega</b> , Georgetown University<br><br>Growing Connections for Transdisciplinarity in SLA after The Douglas Fir Group (2016) | Colloquium / 10:45-12:15 p.m. / Mendenhall 160<br><br><b>Kelly J Cunningham, Kim Becker, Sarah Huffman</b> , Iowa State University<br><br>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<br><br>(Ai & Ma)                      | Bidirectional L1 and L2 Interference: Evidence from phonetic and phonological priming<br><br>(Fricke & Neumann) | Digging into Study Abroad: Combining qualitative and quantitative methods to better understand the study abroad experience<br><br>(White) | L1 Transfer in L2 Acquisition of English Wh-Questions by Japanese Young Learners<br><br>(Muroya) | Connections Between the In- and Out-of-School Literacy Practices of Refugee ELLs: A systematic review<br><br>(Ridley & Kim)   | L2 Status Effects in L3 Learning: A longitudinal study of L1 English, L2 Spanish, and L3 Catalan<br><br>(Henriksen & Harper) | Development of Explicit Knowledge During Artificial Grammar Learning: Evidence from eye movements<br><br>(Ahn et al.)                  | Pronunciation Development in the Foreign Language Classroom: Evidence from a semester-long mixed-methods study of L2 Spanish learners<br><br>(Solon & Ali) | Pragmatic Competence Across two Delivery Modes for L2 Speaking Assessment: Face-to-face and video-conference<br><br>(Chen) |
| 11:15-11:45 a.m. | The Effects of Synchronous Written Corrective Feedback in Computer-Mediated Collaborative Writing<br><br>(Yamashita) | Cross-cultural and Cross-Linguistic Effects on Motion Event Construal<br><br>(Park et al.)                      | Language Use in the Study Abroad Experience: What do learners do when abroad?<br><br>(García-Amaya)                                       | Interpretation of Telicity in English Noun Phrases: Evidence of L1 Transfer<br><br>(Wu)          | Referential Expressions in the Narratives of Japanese/English School-Age Simultaneous Bilinguals<br><br>(Mishina-Mori et al.) | On not Acquiring Dialectal Variants: Standard language ideology and Spanish study abroad in Peru<br><br>(Grammon)            | The Effects of Metacognitive Instruction on Interactional Feedback: Insights from a mixed methods approach<br><br>(Moranski & Ziegler) | The Effects of Instruction Types and Feedback Types on L2 Learners' Pronunciation<br><br>(Tabandeh & Teimouri)                                             | Face-to-Face vs. Online: A longitudinal perspective of communication strategies in paired oral tasks<br><br>(Ready)        |
| 11:45-12:15 p.m. |                                                                                                                      | Relationship Between Perception and Production of L2 Intonation<br><br>(Zárate-Sández)                          | The Development of Target Language Complexity during Study Abroad: A meta-analysis<br><br>(Xu)                                            | Exploring Translation and Language Transfer<br><br>(Odlin)                                       |                                                                                                                               | L2 Development of VOS During a Semester Abroad in Buenos Aires, Argentina<br><br>(Pozzi)                                     | Synthesizing 12 Years of Validation Research on Implicit and Explicit Knowledge: An interim report<br><br>(Godfroid et al.)            | Second Language Pronunciation Instruction: Teacher training, classroom practices, and comprehensibility<br><br>(Gordon et al)                              | Second Language Learners' Performance and Perceptions: A study of multiple modalities<br><br>(Ziegler & Phung)             |

| Room                                                                                                                                                                                                                                                        | HAGERTY 351                                                                                                      | HAGERTY 359                                                                                                         | MENDENHALL 115                                                                                                      | MENDENHALL 125                                                                                                                                    | MENDENHALL 129                                                                                                                                                                                                                                                                                | MENDENHALL 131                                                                                            | MENDENHALL 173                                                                                                           | MENDENHALL 174                                                                                                                     | MENDENHALL 175                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 10:45-11:15 a.m.                                                                                                                                                                                                                                            | Interlanguage Development and Complexity in Swedish L2 Learners' Writing of English<br><br>(Geisler & Johansson) | Acquisition of Neuter Subject Pronouns in New Speakers of Picard<br><br>(Panwitz)                                   | Beyond Logocentrism: Analyzing embodiment in L2 use<br><br>(Looney)                                                 | The L2 Acquisition of Italian Grammatical Gender and Number by Anglophone Learners<br><br>(Ayoun)                                                 | Words and Textbooks: Vocabulary coverage and lexical characteristics in L2 Spanish textbooks<br><br>(Sánchez Gutiérrez et al.)                                                                                                                                                                | Persistent Cross-Linguistic Influence in the Acquisition of L2 Metaphorical Expressions<br><br>(Xia)      | The Role of Motivation in the Acquisition of Spanish Pragmatics During Study Abroad<br><br>(DiBartolomeo et al.)         | Cyrillic Input Interference Effects during L2 Russian Phono-Lexical Acquisition: Replication evidence<br><br>(Showalter)           | The Effects of Planning Time on Linguistic Constructs of L2 Writing<br><br>(Abdi Tabari) |
| 11:15-11:45 a.m.                                                                                                                                                                                                                                            | Concept-Oriented Analyses and the Role of Native-Speaker Data<br><br>(Bardovi-Harlig)                            | Heritage Speaker Interpretation of Spanish Object Pronouns<br><br>(Olsen)                                           | Reconstruction of Professional Identity: Female NNEST instructors' talk in language education<br><br>(Hwang & Park) | "Mouse Likes Cheese – It's Her Favorite Dish": Does L1 gender affect L2 English reference system?<br><br>(Zaykovskaya)                            | Incidental Vocabulary Learning in SLA: Connecting exposure frequency, audiovisual effects, and working memory<br><br>(Malone)                                                                                                                                                                 | The Best of Both Worlds: An applied psycholinguistic approach to L2 idiom research<br><br>(Hubers et al.) | A Mixed-Methods Approach to Investigating Spanish Language Learners' Motivation: A cross-sectional study<br><br>(Martin) | The Role of L1 Orthography in L2 Chinese Morphological Analysis: An investigation of alphabetic and Abugida readers<br><br>(Zhang) | Validity of Cognitive Task Complexity Variables in L2 Writing<br><br>(Yoon)              |
| 11:45-12:15 p.m.                                                                                                                                                                                                                                            | A Methodological Advance in the Study of Boundedness<br><br>(Burghardt)                                          | Is Morphosyntactic Processing in a Heritage Language Affected by the Age of Onset of Bilingualism?<br><br>(Keating) | ITA's Identity Roles as Represented in their Self-Mentions<br><br>(Edalatshams)                                     | A Psycholinguistic Investigation of the Roles of Learning Condition and Gender Stability in L2 Gender-Based Anticipation<br><br>(Shantz & Tanner) |                                                                                                                                                                                                                                                                                               | The 'Slippery' Construct of L2 Metaphoric Competence<br><br>(O'Reilly & Marsden)                          | L2 Grit: Perseverance and passion in L2 learning<br><br>(Plonsky et al.)                                                 | L2 Learning of Phonological Alternations with and Without Orthographic Input<br><br>(Barrios & Hayes-Harb,                         |                                                                                          |
| <b>Lunch</b>                                                                                                                                                                                                                                                |                                                                                                                  |                                                                                                                     |                                                                                                                     |                                                                                                                                                   |                                                                                                                                                                                                                                                                                               |                                                                                                           |                                                                                                                          |                                                                                                                                    |                                                                                          |
| <b>Plenary Talk II / 1:15-2:15 p.m. / Performance Hall</b><br><b>Kara Morgan-Short</b> , University of Illinois at Chicago<br>It's Electric! Connections between language processing and second language acquisition                                        |                                                                                                                  |                                                                                                                     |                                                                                                                     |                                                                                                                                                   |                                                                                                                                                                                                                                                                                               |                                                                                                           |                                                                                                                          |                                                                                                                                    |                                                                                          |
| <b>Plenary Roundtable II / 2:30-3:15 p.m. / Barbie Tootle Room</b>                                                                                                                                                                                          |                                                                                                                  |                                                                                                                     |                                                                                                                     |                                                                                                                                                   | <b>Poster session II / 2:30-3:15 p.m. / CAP Reception Area</b>                                                                                                                                                                                                                                |                                                                                                           |                                                                                                                          |                                                                                                                                    |                                                                                          |
| <b>Colloquium / 3:30-5:00 p.m. / Mendenhall 185</b><br><b>William Justin Morgan, Alyssia Miller, Giovanni Zimotti</b> , University of Alabama<br><br>Bringing Interdisciplinary Research Findings to the Language Classroom: Enhancing language acquisition |                                                                                                                  |                                                                                                                     |                                                                                                                     |                                                                                                                                                   | <b>Colloquium / 3:30-5:00 p.m. / Mendenhall 191</b><br><b>Bing Mu, Crista Cornelius, Yawei Li, Galal Walker</b> , The Ohio State University<br><br>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<br>(Lai)                                   | ‘Here There is no Ned’: Fulbright foreign language teaching assistant CALL beliefs, practices and development<br>(Maloney) | An ERP Investigation of Domain-Specificity in L2 French<br>(Dekydspotter)                                              | Statistical Literacy in SLA: Researchers' perspectives<br>(Tigchelaar et al.)                           | L2 Acquisition of the System of Japanese Reflexives: Evidence of UG in L2 binding<br>(Li & Juffs) | Cultural Identity and Ongoing Commitment to Bilingual Competence<br>(Belcher et al.)                                 | Through the Lens of Conversation Analysis: On the relationship between German L2 speech fluency and self-initiated self-repair<br>(Frenzel) | The Development of a TAM System in the L2 Acquisition of French: A longitudinal case study<br>(Ayouun) | Revisiting The Role of Age in Second Language Speech Acquisition<br>(Lee)             |
| 4:00-4:30 p.m. | Captioning and Grammar Learning in the L2 Spanish Classroom<br>(Cintron et al.)                                               | L1 Effects on L2 Learning Rate<br>(Harper et al.)                                                                          | Is it Generic or Specific?: Child L2 learners' interpretation of English NPs<br>(Morales-Reyes & Arechabaleta-Regulez) | Capturing ‘Aboutness’: Comparing and contrasting three methods of keyword analysis<br>(Hirsch & Geluso) | Spanish Speakers' Interpretations of L2 Chinese Double Object Constructions<br>(Huang & Yuan)     | Engaged Second Language Research: Supporting dual language learners' science and language learning<br>(Moore et al.) | Pathways to Proficiency: Examining the coherence of initial second language (L2) acquisition pattern<br>(Masters)                           | On The Acquisition of Long Distance Wh-Chains By Japanese-Speaking Learners of English<br>(Yokota)     | Explaining Intelligibility: What matters most in L2 speech?<br>(Isbell)               |
| 4:30-5:00 p.m. | Gaming Grammar: Evaluating a digital game and distribution of practice for learning verb morphology<br>(Kasprowicz & Marsden) | La Culture Générale: No one knows what it is, nor where to get it, but everyone knows we need it<br>(Pell)                 | The Competition Model and the English Article Tutor<br>(Zhao et al.)                                                   | Building Constructed Languages for Second Language Acquisition Research<br>(Schroeder)                  | Interpretation of Scalar Implicatures in Chinese L2 Learners of English<br>(Wu & Chen)            |                                                                                                                      | Social Network Analysis Meets Second Language Acquisition: Bridging the disciplines<br>(Paradowski et al.)                                  | No Movement: The processing of wh-dependencies in L2 Japanese<br>(Smith)                               | The Comprehension of L2 Accented Speech in a Lexical Decision Task<br>(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<br><br>(Park et al.) | L2 Spanish Verbal Morphology: Morphological deficits and processing strategies<br><br>(Johnston)                 | The Linguistic Landscape of a Brazilian Community in Georgia, USA<br><br>(Monteiro)                            | L2 Learners' Self-Conscious Emotions, Motivation, and Language Achievements<br><br>(Teimouri & Tahmouresi)                       | Context Effects on L2 Learners' Processing of Reduced Relative Clauses<br><br>(Hsu et al.)        | Connecting By Talking: Understanding (un)willingness to communicate during short-term study abroad<br><br>(Vasseur)    | Reading Test Scores from English-Language Learning (ELL) Children May Be Misinterpreted by Retention<br><br>(Winke & Zhang) | The Role of Early Reading Subskills in Later Reading Comprehension in L2 Chinese: A path analysis<br><br>(Chen)            | The Effect of Grammatical – Gender Distinction on Lexical Processing A Study of Second and First Language<br><br>(Ghaemi et al.) |
| 4:00-4:30 p.m. | Understanding the Causes of Inaccurate Self-Assessments: Extraversion' s role<br><br>(Gaffney)                                | Input Flood, Explicit Information and Language Background Differences in Processing Instruction<br><br>(Glimois) | Prosodic Rhythm and /aeN/ in Miami English: Ethnic markers or language contact effects?<br><br>(Sims & Austen) | Does Foreign Language Learning Anxiety Affect The Feedback on Indonesian Student's English Writing?<br><br>(Rosaline & Prasetyo) | Connections Between The Conceptual System and Grammatical Processing<br><br>(Frimu)               | Task-Based Learning in a Study Abroad Context: Examining outcomes and attitudes<br><br>(Nolen & Kim)                   | The Effects of Linguistic Properties and Inhibitory Control on Native Spoken Word Recognition<br><br>(Lancaster & Slevc)    | The Importance of Early-Learned Words in The Acquisition of L2 Gender<br><br>(Martoccio)                                   | Using Language Specific Semantic Category for L2 Predictive Processing: A case of numeral classifier<br><br>(Mitsugi)            |
| 4:30-5:00 p.m. | Understanding Transfer in Dynamic Assessment: An investigation of L2 Chinese pragmatic comprehension<br><br>(Qin et al.)      | Teaching L2 English Prosody to L1 Spanish-L2 English Learners<br><br>(Simonson)                                  | Know Thyself? Self- vs. other-assessment of second language pronunciation<br><br>(Li)                          | L2 Writing Anxiety Trajectory Over Writing Steps in an Academic Composition Course<br><br>(Lee)                                  | Second Language Processing of Mandarin Relative Clauses: A self-paced reading study<br><br>(Chen) | Where Is The Subject in Subjectivity? - Exploring learners' perception of grammatical 'difficulty'<br><br>(Hirschberg) | Juggling Non-Linguistic and Linguistic Cues When Listening to Words in A Second Language<br><br>(Ma et al.)                 | Learnability Benefits of Target Language Structural Complexity: Corpus study of inflectional morphology<br><br>(Solovyeva) | Processing Reflexives with Or Without Context in L2 English<br><br>(Chen & Hsu)                                                  |

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

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

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

| 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<br><br>(Sarkissian & Behney)                                         | L1 Or L2 Influence? Acquisition of zero anaphora by L1 Japanese learners of L3 Chinese<br><br>(Yi & Liu)                       | East-Asian International Students' Socialization at Teachers College, Columbia University<br><br>(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<br><br>(Kim et al.)                                                          | Sibling Interactions and Bilingual and Bicultural Development<br><br>(Cho)                    | Bilingual Cognate Correspondences Exceed Phonotactic Knowledge<br><br>(O'Neill)                                          | Mass/Count Noun Distinction in L2 English<br><br>(Koylu)                                                       | An Empirical Investigation of Effect Sizes in L2 Research: Resolving a long-standing confusion<br><br>(Norouzian & Plonsky) | Expressing Motion Events in a Third Language: A study of Chinese learners of Spanish<br><br>(Bravo Diaz)       |
| 11:15-11:45 a.m. | Anticipatory Eye-Movements in Lexical Prediction: Evidence from interpreters and bilinguals<br><br>(Lozano Argüelles et al.) | SPR in L2 Research: A methodological synthesis & meta-analysis of L1 influence in sentence processing<br><br>(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<br><br>(Mu)                              | How Much Feedback and What Feedback if They don't like Rules? Type and amount of feedback and learning styles<br><br>(Filgueras-Gomez)                    | Acquiring L1-English L2-Spanish Code-Switching: The role of proficiency<br><br>(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<br><br>(Kimura)                                        | Methodological Synthesis of Cluster Analysis in Second Language Acquisition Research<br><br>(Lee et al.)                    | Beginning L2 Mandarin Construction Learning: A traceback study<br><br>(Riggs)                                  |
| 11:45-12:15 p.m. | L2 Online Processing of The French Causative: The Effect of processing instruction on eye movements<br><br>(Wong & Ito)      | Structural Competition Effect in L1 Mandarin Speakers' Production of English Articles<br><br>(Lei)                             | Negotiating Cultural and Linguistic Identity in the Spanish Classroom: An application of social theory<br><br>(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<br><br>(Mykula et al.) | Code-Switched Greeting by Bilingual Saudi-American Subject: A case study<br><br>(Basabrin)    | Acquisition of L3 Spanish Vowels By Heritage Speakers of Polish and Ukrainian<br><br>(Bondarenko & Rao)                  | Discontinuous Formulaic Language in Essays by Native Speakers and Japanese Learners of English<br><br>(Geluso) |                                                                                                                             | The Acquisition of Transitivity by English-Speaking Learners of Chinese: A case of VO construction<br><br>(He) |

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



| Room           | HAGERTY 042                                                                                                                                  | HAGERTY 045                                                                                                            | HAGERTY 046                                                                                              | HAGERTY 056                                                                                                      | HAGERTY 062                                                                                                                                           | HAGERTY 071                                                                                      | HAGERTY 251                                                                                                             | HAGERTY 259                                                                                                                                                                           | HAGERTY 351                                                                                                             |
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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<br><br>(Ali)                                                | Initial Proficiency, L2 Experience, and L2 Development During Short-Term Study Abroad<br><br>(Issa et al.)             | Statistical Sensitivity, Cognitive Aptitude and Online Processing of Collocations<br><br>(Yi)            | A Longitudinal Look at Lexical-Future Development: Analyzing an underreported form in L2 Spanish<br><br>(Kanwit) | Conscious Conceptual Manipulation as a Gateway to Aspectual Awareness and Morphological Control in the Spanish L2 Classroom<br><br>(Gracia & Madison) | The Place of Accuracy in Processability Theory<br><br>(Lee & Spinner)                            | Narrative-in-Interaction as Inquiry in Second Language Research<br><br>(Tang)                                           | Two Languages in One Mind: Examining the role of syntactic co-activation in bilingual language processing<br><br>(Luque & Morgan-Short)                                               | Making My Text “More Frenchy”: Learner perceptions of textual borrowing in genre-based writing tasks<br><br>(Goodspeed) |
| 4:00-4:30 p.m. | Student Uses of Their L1 in The L2 Classroom: “How much” is the wrong question<br><br>(Walter)                                               | Study Abroad and Working Memory Effects on L2 Morphosyntactic Processing<br><br>(Sgarra et al.)                        | Online Processing of Ser and Estar in Spanish: Native speakers and L2 learners<br><br>(Bazaco & Ito)     | The Role of Aligned Future L2 Selves in Overcoming Academic and Social Adjustments<br><br>(Crowther)             | Morphographemic Awareness in Reading Japanese: A perceptual study<br><br>(Tywoniw)                                                                    | Verb Frequency and Complementation Effects on L2 Syntactic Priming in Comprehension<br><br>(Son) | Classroom-Based SLA Qualitative Research Methodology: A critical review<br><br>(De Costa et al.)                        | When Language Learning Is (Also) about Language Regulation: Training native language inhibition improves learning of L1-L2 incongruent collocations<br><br>(Pulido-Azpiroz & Dussias) | Second Language Student Writers’ Use of Technology to Avoid Plagiarism<br><br>(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<br><br>(David) | Initial Proficiency and Oral Gains in Grammatical Accuracy and Complexity During Study Abroad<br><br>(Zalbidea et al.) | Music Ability, Language Aptitude, and Mandarin Tone Acquisition: A Correlation Study<br><br>(Liu et al.) | Interlocutor Native Language Influence on L2 Sociolinguistic Patterns of French Ne-Deletion<br><br>(Black)       |                                                                                                                                                       | Constraints on VP-Ellipsis in L2 English Grammar<br><br>(Koyama & Wakabayashi)                   | Collaborative Autoethnography as a Legitimate Research Method in SLA: Contributions and challenges<br><br>(Yoon et al.) | The Effects of Bilingualism on Moral Standards and Emotion<br><br>(Driver)                                                                                                            |                                                                                                                         |

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