



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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RCLV

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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 / 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 160 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)	Pragmatic Competence Across two Delivery Modes for L2 Speaking Assessment: Face-to-face and video-conference (Chen)
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)	"Mouse Likes Cheese – It's Her Favorite Dish": Does L1 gender affect L2 English reference system? (Zaykovskaya)	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 (Edalatshams)	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									
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									
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)		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.)	Computational Analysis of Lexical Development in L2 Writing Using TAALES: A longitudinal study (Siehlmann & Heidari)	Preliminary Validity Evidence for The Global Test of English Communication (Vafaei)	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 (Gross)	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)	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.								