

SESSION OVERVIEW

DAY 1 THURSDAY, SEPTEMBER 22, 2016		
8:00 am – 1:00 pm	Registration Everett Lounge	
10:00 am - 11:30 am	Pre-Conference Workshop <i>If a job's worth doing, it's worth doing twice: The science of L2 research replication</i> Graeme Porte Grace Dodge Hall 179	Publisher Exhibit Grace Dodge Hall 177
11:30 am - 11:45 am	Coffee Break Grace Dodge Hall 177	
11:45 am - 1:00 pm	Pre-Conference Workshop (cont'd) <i>If a job's worth doing, it's worth doing twice: The science of L2 research replication</i> Graeme Porte Grace Dodge Hall 179	Publisher Exhibit Grace Dodge Hall 177

11

<p align="center">Room Names and Abbreviations</p> <p align="center">Grace Dodge Hall = GD or GDH Horace Mann = HM Thompson = TH Zankel = ZB</p>

DAY 2 FRIDAY, SEPTEMBER 23, 2016

7:30 am – 4:30 pm | Registration | Everett Lounge

Friday, September 23, 2016 | 8:00 – 10:30 am | Concurrent Morning Sessions I

	HM 150	HM 138	HM 140	HM 142	HM 144	HM 146
8:00 am - 8:30 am	Let's get social: SCT and SFL as complementary theories for ISLA Organizer: Loretta Fernandez	What teachers correct in the EFL classroom: A preliminary report Hilal Ergül	Differential effects of planning time, task structure, and gender on fluency, accuracy, complexity, and lexical density in L2 writing Mahmoud Abdi Tabari & Ryan Nicklas	L2 selves, emotions and motivated behaviors Somayeh Tahmouresi & Yasser Teimouri	Exploring writing approaches across contexts in K-12 first and second language classes Stephanie Schenck	Providing video feedback to teacher candidates: Measurement of teacher candidates' evolution of teaching belief and SLA specialized knowledge Shikun Li
8:40 am - 9:10 am	Presenters: Loretta Fernandez, Myriam Abdel-Malek, Ida Chavoshan, & Sherri Korpella	Examining the effectiveness of instructor feedback in integrated L2 reading-to-write tasks in the content domain Hyun Jung Kim & Ahyoung Alicia Kim	The effects of task complexity on learners' L1 use in peer interaction Yumei Fan & Jinfen Xu	The long-term explanatory power of motivational constructs in instructed second language learning at increasing proficiency Ellen J. Serafini	Responding to individual differences: Differentiated Instruction strategy type in the K-16 world language classroom Elizabeth Goulette & Angela George	The impact of instructor's NS/NNS identity in error recognition and corrective feedback in L2 classrooms Chloe H. Lee
9:20 am - 9:50 am		Corrective feedback, self-repair, and repetition in video-conferencing oral interactions Kátia Regina Monteiro	Effects of task complexity on ESL students' argumentative writing Maria Pia Gomez-Laich	Pathways to proficiency Megan C. Masters	Individual differences in early language learning: A study of young learners of French Louise Courtney	Teacher individual differences: A first look at working memory, corrective feedback, and interaction in SCMC Nicole Ziegler & George Smith
10:00 am - 10:30 am		Focused and unfocused written feedback on the linguistic structures in the context of Russian learning Elena Doludenko	Effects of planning time on discorsal features of task performance Noriko Iwashita & Claudia Vasquez	Actionable intelligence: A dynamic approach to L2 development for U.S. service academy cadets Dustin Crowther & Zachary F. Miller	Individual differences in children's early English acquisition in China: Internal and external factors He Sun	French teachers' written corrective feedback: How does it vary across teaching experience and learners' error types? Fatma Bouhlal & Ahlem Ammar

Friday, September 23, 2016 | 8:00 – 10:30 am | Concurrent Morning Sessions II

	ZB 406	HM 148	HM 152	HM 424	HM 431	HM 432
8:00 am - 8:30 am	Socio-cognitive differences, identity and language development: Advanced learners in a short-term study abroad program Organizer: Cristina Sanz	The effect of instructional setting on young learners' use of their first language Maria Angeles Hidalgo	Immediate retrospective report: A new way of operationalizing awareness Xijia Zhang	Aptitude-treatment interactions in feedback processing: Individual differences, cognitive processes, and learning under different instructional conditions Rebecca Sachs, Kimi Nakatsukasa, & Yuka Akiyama	Developmental trajectories in L2 writing strategy use: Systematicity and individuality Miyuki Sasaki & Atsushi Mizumoto	The effects of instruction on pragmatic routines: Corpus-searches by learners vs. corpus-based materials by teachers Kathleen Bardovi-Harlig, Sabrina Mossman, & Yunwen Su
8:40 am - 9:10 am	Presenters: Cristina Sanz, Timothy McCormick, Janire Zalbidea, Alexandra Martín, Jorge Méndez Seijas, Cristi Killingsworth, Lara Brifonsky, & Brandon Tullock	Understanding the young language learner classroom: Effects of weekly instruction time in an EFL setting Karen Glaser, Katharina Müller, Claire Mueller, & Anne Schrader	Validating a survey of language use questionnaire for L2 users immersed in the L1 Ricardo Augusto de Souza, Marcus Guilherme Pinto de Faria Valadares, Elizabeth do Nascimento, & Juliane Venturelli Silva Lima	Aptitude in instructed SLA Catherine Doughty, Medha Tare, Carrie Bonilla, Martyn Clark, Scott Jackson, & Alison Tseng	Changes in the complexity, accuracy, and fluency of L2 Chinese writing during study abroad Yiran Xu	
9:20 am - 9:50 am		Assessing the multiword knowledge of English learners and English proficient students in U.S schools Diane August & Laura Wright	Implementing quality control measures for L2 pragmatics research: An example of Chinese requests-making Shuai Li & Jing Wang	Relationships between cognitive aptitude and learning outcomes in reading and vocabulary learning in L3 Ewa Golonka, Carrie Bonilla, Alia Lancaster, Medha Tare, Martyn Clark, & Scott Jackson	Impromptu timed-writing and process-based timed-writing exams: Comparing L2 learners' performance and perceptions Virginia David	Impact of the use of corpus-informed materials in an EFL course Rodrigo A. Rodriguez-Fuentes
10:00 am - 10:30 am			Intra-language: The study of what does not (necessarily) change in second language acquisition Stefano Rastelli	Motivation, language contact hours, and behavioral and processing changes during study abroad Mandy Faretta-Stutenberg & Kara Morgan-Short	L1 use in the L2 writing classroom: What does research tell us? Shenika Harris	How useful are corpus linguistic tools for error correction? Insights from learner data Natalia Dolgova Jacobsen

Friday, September 23, 2016 8:00 – 10:30 am Concurrent Morning Sessions III						
	TH 136	HM 436	TH 323 A	GDH 537	GDH 365	GDH 457
8:00 am - 8:30 am	Interface between second language acquisition and assessment: Validity considerations in measuring second language speech	Developing critical literacy skills for greater understanding of English texts in ISLA Jennifer Cope	The Impact of recasts on the acquisition of lexical stress in a computer-mediated environment Özgür Parlak & Nicole Ziegler	The relationship between musical ear and phonetic coding ability Jihye Shin	Analyzing asymmetries in the lexical encoding of L2 phonemic length Chisato Kojima	Effects of L2-L1 pairs and context on the retrieval of word meanings Nobuya Itagakai, Tomoyuki Watanabe, & Wataru Suzuki
8:40 am - 9:10 am	Organizer: Becky Huang Presenters: Luke Plonsky, Kazuya Saito, Becky Huang, Katharina Kley, Lin Gu, & Ching-Ni Hsieh	Topic prominence in typological interlanguage: Development of Chinese students' English Lianrui Yang & Shaopeng Li	Written corrective feedback in naturalistic synchronous and asynchronous CMC Farah S. Akbar	L2 learners' adaptation to teacher accent Bethany Schwartz	Testing the critical period hypothesis in phonology with speakers of non-Indo-European languages Jenifer Larson-Hall & Tao Chih Wen	A comparative study of two cognitive linguistic-based instructions of phrasal verbs in an EFL context Su Kyung Kim
9:20 am - 9:50 am		Motivation to study abroad, length of stay, sociocultural adaptation, and L2 improvement of international students Yasser Teimouri, Alexandra Martín, & Somayah Tahmouresi	Enhancing L2 integrated skills through technology-mediated TBLT: Learners' perceptions on a mobile-assisted English learning task Tzu-Hua Bailey Chen	Bridge between syllabic and moraic languages: Does gesture help pronunciation learning? Takehiro Iizuka, Kimi Nakatsukasa, Aaron Braver & Andrew Farley	Dialectal awareness: Perception of variable intonation by L2 Spanish learners Angela George	Meaning-focused practice tasks: Does the timing of explicit information affect development? Philippa Bell
10:00 am - 10:30 am		Effects of study abroad: A comparison of high and low proficiency Italian speakers Meredith D'Arienzo & YouJin Kim	Feedback timing and the acquisition of Spanish vocabulary in synchronous computer-mediated communication Carly Henderson-Contreras		Input factors in L2 lexical tone learning Kate Riestenberg	Does teaching chunks and fluency make a difference in adult migrants' language learning? Peter Lenz & Malgorzata Barras

Friday, September 23, 2016 8:00 – 10:30 am Concurrent Morning Sessions IV					
	GDH 461	GDH 535	GDH 539	GDH 545	GDH 547
8:00 am - 8:30 am	How relevant is SLA research for the teaching of tense and aspect? Llorenç Comajoan Colomé	ERPs show processing similarities of English subject-verb agreement violations in native speakers and L1 Chinese learners Andrew Armstrong, Nyssa Bulkes, & Darren Tanner	Contributions of morphological awareness and word semantic transparency to word learning in L2 Chinese Tianxu Chen	The incremental processing of linguistic and non-linguistic information in L2 Hyunah Ahn	Semantic priming of polysemous word senses in English L1 and L2 speakers Stephen Skalicky & Scott A. Crossley
8:40 am - 9:10 am	Promising practices for second language acquisition in the STEM classroom through written summarization Weier Ye	Intermediate L2 learners' processing of grammatical gender varies according to cognate status: An ERP study Patricia Schempp, Carrie N. Jackson, & Janet van Hell	Grammatical knowledge without native-like online processing routines: Subject-verb agreement in Chinese L2 learners of English Zoe Schlueter, Shota Momma, & Ellen Lau	The effect of language use on cross-language interaction in German-Italian bilinguals Courtney Johnson Fowler	Lexical frequency and the lexical preference principle among instructed learners of second language French Claire Renaud & Kate Miller
9:20 am - 9:50 am	Stop overusing hé 和 in Chinese: A pilot study Dongdong Chen			Attention to form and second language comprehension: A multi-site replication and extension Kara Morgan-Short, Emma Marsden, Jeanne Heil, Ronald P. Leow, Anna Mikhaylova, Sylwia Mikołajczak, Nina Moreno, Pawel Szudarski, & Roumyana Slabakova	Lexical tuning of short words in a second language Shusaku Kida & Mitsuhiro Morita
10:00 am - 10:30 am	Interaction and L2 English speakers' morphosyntactic pattern learning Kim McDonough, Pavel Trofimovich, & Phung Dao	Neural correlates of implicit processes in second language comprehension Laurent Dekydtspotter, Charlene Gilbert, Kate Miller, Mike Iverson, Tania Leal, & Isaiah Innis	Vocabulary learning strategies in Chinese as a foreign language: A cross-sectional study Chiara Romagnoli		Learning and consolidation of novel concrete and abstract words among advanced second language (L2) German speakers Bianca Gavin, Carrie N. Jackson, & Janet van Hell
10:30 – 10:45 am Coffee Break Everett Lounge, Grace Dodge Hall 177, & Horace Mann 2nd Floor					
10:45 – 11:15 am Conference Opening Cowin Auditorium					
11:15 am – 12:15 pm Plenary Talk by Rod Ellis Cowin Auditorium <i>"Focus on form:" Past and present</i>					
12:25 – 1:15 pm Post Plenary Roundtable Moderator: Ronald Leow Milbank Chapel					
1:15 – 2:15 pm Lunch Break					

Friday, September 23, 2016 2:15 – 4:45 pm Concurrent Afternoon Sessions I						
	HM 150	HM 138	HM 140	HM 142	HM 144	HM 146
2:15 pm - 2:45 pm	<p>Thirty Years of ISLA: Learning, instruction, learning, and outcome</p> <p>Organizer: ZhaoHong Han</p>	<p>Differential effects of different types of corrective feedback on second language speech acquisition</p> <p>Andrew Lee</p>	<p>Effect of task complexity on Spanish speaking ESL learners during peer interaction</p> <p>Constanza Pena</p>	<p>Dynamics of individual variation in L2 production: A structural equation modeling approach</p> <p>Youngjoo Kim & Juno Baik</p>	<p>Processing of Spanish grammatical gender at early stages: A comparison between child-L2 and adult-L2 learners</p> <p>Begoña Arechabaleta Regulez</p>	<p>L2 writing instruction practices of TESOL-trained and non TESOL-trained teachers of EFL writing</p> <p>Jim McKinley & Heath Rose</p>
2:55 pm - 3:25 pm	<p>Presenters: Eun Young Kang, Sarah Sok, & ZhaoHong Han</p>	<p>The effects of written corrective feedback during collaborative writing: Learning outcomes and students' perceptions</p> <p>YouJin Kim, Bumyoung Choi, Sanghee Kang, Hyunae Yun, & Binna Kim</p>	<p>Lexical complexity in L2 academic writing: Comparing task types</p> <p>Paivi Pietila</p>	<p>Student trait versus state willingness to communicate in two Spanish instructional activities</p> <p>Ashley Shaffer</p>	<p>The effects of gender on negative feedback: A comparison between ESL and EFL child interaction</p> <p>Agurtzane Azkarai, Rhonda Oliver, & María del Pilar García Mayo</p>	<p>EFL teachers as agents of change</p> <p>Elif Burhan-Horasanli</p>
3:35 pm – 4:05 pm		<p>Feedback on corrective feedback in the second language classroom: ESL teachers AND students respond</p> <p>Cathryn Crosby</p>		<p>The emotional constituents of group flow in the ESL classroom</p> <p>Alireza Sobhanmanesh</p>	<p>CLIL research during 30 years and looking forward</p> <p>Liss Kerstin Sylvén</p>	
4:15 pm - 4:45 pm		<p>Learner engagement with indirect written corrective feedback: Feedback efficacy and learner strategies</p> <p>Ok Yeon Kim & Eun Sung Park</p>		<p>Synthesising research on L2 motivation: A call for meta-analysis</p> <p>Takumi Aoyama</p>	<p>Does type of CLIL instruction influence target language outcomes?</p> <p>Eva Olsson & Liss Kerstin Sylvén</p>	

Friday, September 23, 2016 | 2:15 – 4:45 pm | Concurrent Afternoon Sessions II

	TH 136	HM 148	HM 152	HM 424	HM 431	HM 432
2:15 pm - 2:45 pm	<p>The role of tasks in improving learners' affective responses and engagement in performance</p> <p>Organizer: Craig Lambert</p>	<p>Hypertext versus footnotes: Online reading recall by adolescent English learners</p> <p>Miriam Eisenstein Ebsworth & Chencen Cai</p>	<p>A methodological synthesis of judgment tasks in second language research</p> <p>Susan Gass, Dustin Crowther, Emma Marsden, Luke Plonsky, & Patti Spinner</p>	<p>L2 linguistic development before, during and after a nine-month sojourn: Evidence from L2 French and Spanish</p> <p>Kevin McManus, Nicole Tracy-Ventura, & Rosamond Mitchell</p>	<p>Gains at higher levels of L2 writing proficiency: Linguistic complexity and argument sophistication</p> <p>Şebnem Yalçın & Aylin Ünalđı</p>	<p>Comparing AWL coverage in college level written and spoken texts: A corpus based study</p> <p>Huiyuan Luo, Xiaoli Yu, & Keith Folse</p>
2:55 pm - 3:25 pm	<p>Presenters: Craig Lambert, Jenefer Philp, Sachiko Nakao, Linh Phung, Xuyan Qiu, Yuen Yi Lo, Scott Aubrey, Evgenia Vassilaki, Eleni Gana, Maria Papadopoulou, Roula Kitsiou, George Androulakis, & Rod Ellis</p>	<p>Development of narrative cohesion in first and second language among young learners</p> <p>Yuko Goto Butler, Yeting Liu, Heejin Kim, & Katherine Kang</p>	<p>Implementing the mutually adaptive learning paradigm and participatory arts with indigenous low-educated English learners</p> <p>Andrea Lypka</p>	<p>L2 motivation in word and grammatical gender learning: An investigation of linguistic self-confidence</p> <p>Sarah Grey, Lisa Cox, Michael Clucker, Neil Shook, Conor West, & Carrie N. Jackson</p>	<p>Measuring longitudinal writing development: A usage-based perspective</p> <p>Kristopher Kyle & Scott A. Crossley</p>	<p>Phrasal complexity in academic writing at the university level</p> <p>Kadir Karakaya</p>
3:35 pm – 4:05 pm		<p>Learning vocabulary in the primary languages classroom: The effects of multimodal participation</p> <p>Rosamond Mitchell & Sarah Rule</p>	<p>Variables, variability, and variation varying over time</p> <p>Marjolijn Verspoor</p>	<p>Interactions between input and learner variables in learning L2 inflectional morphology: An eye-tracking study</p> <p>Hannelore Simoens & Alex Housen</p>	<p>The influence of semantic opacity on prediction in L1 and L2 language comprehension</p> <p>Nyssa Bulkes, Kiel Christianson, & Darren Tanner</p>	<p>Second language users' knowledge of the introductory-IT construction: Corpus and psycholinguistic evidence</p> <p>Sakol Suethanapornkul</p>
4:15 pm - 4:45 pm		<p>To what extent do L2 revision behaviors relate to written text quality and working memory capacity?</p> <p>Andrea Revesz, Marije Michel, & Minjin Lee</p>		<p>Instructed and uninstructed L2 learning: Differential effects of cognitive capacity and cognitive style</p> <p>Sarah Grey, Christine Schoetensack, Kimberly Bell, Padraic Monaghan, & Patrick Rebuschat</p>	<p>The Influence of oral reading on Korean language proficiency: A case study</p> <p>Jihye Eo</p>	<p>Digging deep into phrasal verbs: The interface between syntax, semantics and interlanguage</p> <p>Sandra C. Deshors</p>

Friday, September 23, 2016 | 2:15 – 4:45 pm | Concurrent Afternoon Sessions III

	HM 436	TH 323 A	GDH 537	GDH 365	GDH 457	GDH 461
2:15 pm - 2:45 pm	<p>Promoting sociolinguistic competence in French L2 textbooks: A case of missed opportunities?</p> <p>Suzie Beaulieu, Johnson Bresnick, Marie Duchemin, Samuel Gagnon, Stéphanie Levesque, & Leila Ranta</p>	<p>Talking tech: U.S. foreign-language students digital literacy practices and the connection with language proficiency</p> <p>Jeffrey Maloney</p>	<p>Syntactic and length constraints on prosodic phrasing of L2 speech</p> <p>Mengtian Chen</p>	<p>Pronunciation of early learned words in intermediate L2 Spanish learners after explicit phonetics instruction</p> <p>Alyssa Martoccio & Devin Jenkins</p>	<p>The effects of input and output-based instruction on the acquisition of Spanish grammar</p> <p>Claudia R. Fernández</p>	<p>Using scaffolding to facilitate interaction to negotiate in class</p> <p>Yuqi Cai</p>
2:55 pm - 3:25 pm	<p>Russian students' identities in statements of purpose</p> <p>Marina Lepekhova & Natalya Watson</p>	<p>Smartphones and traditional face-to-face English speaking classes</p> <p>Adam Serag</p>	<p>Exploring the effects of meta-cognitive instruction and peer interaction on learners' L2 pronunciation awareness</p> <p>George Smith & Nicole Ziegler</p>	<p>Awareness of lexical stress assignment in L2 German</p> <p>Mary Grantham O'Brien</p>	<p>The imperative of a sociocognitive perspective for L2 instruction</p> <p>Paul D. Toth & Kristin Davin</p>	<p>Usage-based model and its successful implementation in L2 instruction: One program experience</p> <p>Patricia Bayona, Serafima Gettys, & Rocio Rodriguez</p>
3:35 pm - 4:05 pm	<p>Foreign language tutoring: Participant perceptions and their organizational representation</p> <p>Snezhana Zheltoukhova</p>	<p>Is video alone worth a thousand words? Effects of multimedia e-book design on L2 English reading comprehension</p> <p>Tzu-Hua Bailey Chen & Yeu-Ting Tony Liu</p>	<p>Perception, mimicry and production of Mandarin tones: An empirical study of computer-assisted perceptual training</p> <p>Chen Wu & Shaoyan Qi</p>	<p>Comparing ESL and EFL test-takers' performance on 'actual' and 'authenticated' L2 listening test tasks</p> <p>Elvis Wagner, Yen-Fen Liao, & Santoi Wagner</p>	<p>The effect of pre-task modeling on LREs and pair dynamics in an EFL setting</p> <p>Janire Guerrero & María del Pilar García Mayo</p>	<p>The output fallacy: An investigation into input, noticing, and learners' mechanisms</p> <p>Samantha Rix</p>
4:15 pm - 4:45 pm			<p>How Pinyin tone formats and character orthography influence Chinese learners' tone acquisition</p> <p>Yufen Chang</p>	<p>L2 speaking proficiency and its correlates: A meta-analysis</p> <p>Eun Hee Jeon, Yo In'nami, & Rie Koizumi</p>	<p>Structured input and structured output practice: A study on the acquisition of the English causative</p> <p>Alessandro Benati</p>	<p>The efficacy of pragmatics-informed instruction: A case of teaching a Korean verb ending 'ney</p> <p>Jiyoung Lee & Jinyoung Choi</p>

Friday, September 23, 2016 2:15 – 4:05 pm Concurrent Afternoon Sessions IV				
	GDH 535	GDH 539	GDH 545	GDH 547
2:15 pm - 2:45 pm	Psychoneurobiochemedication (revisited), or could I pop a pill for that L2? Mark Patkowski	Comparing the effects of noticing and proceduralization on L2 grammar learning: A cross-sectional study Irene Alonso-Aparicio, Raquel Criado, & Isabel Alonso-Belmonte	The acquisition of English definite noun phrases: The case of L1 Mandarin Chinese Shuo Feng	Using native-speaker word recognition norms to assess spoken lexical proficiency in second language learners Cynthia Berger, Scott Crossley, & Kristopher Kyle
2:55 pm - 3:25 pm	Responding to interactional feedback: An fMRI study Wataru Suzuki, Hyeonjeong Jeong, Benjamin Thyreau, Ryo Saito, Sachi K. Kikuchi, Takayuki Nozawa, Motoaki Sugiura, & Ryuta Kawashima	Exploring the role of bilingualism in the development of L2 grammatical knowledge Alicia Luque, Patrick Rebuschat, & Kara Morgan-Short	Prominence shifts in second language: Learning versus unlearning Jeffrey Klassen, Annie Tremblay, Michael Wagner, & Heather Goad	The acquisition of English aspects in achievement verbs by Japanese learners of English Tomohiko Shirahata, Kota Mochizuki, Koji Suda, Hideki Yokota, & Takako Kondo
3:35 pm – 4:05 pm	It needs to be specific: Contribution of semantic information in L2 learners' processing of English relative clause structures Chie Nakamura & Suzanne Flynn	The L2 acquisition of grammatical gender: Lexical and agreement errors Patti Spinner & Rebecca Foote	The use of English future temporality: A case study of Vietnamese learners of English Hong Thi Tuyet Vo & Stefanus A Prima	Collocation proficiency in advanced L2 learners: Why is "aquatic life" retrieved better than "rustic charm"? Elena Mizrahi

Friday, September 23, 2016 2:15 – 4:45 pm Poster Presentations Everett Lounge		
2:15 pm – 4:45 pm	Testing the Interface Hypothesis with learners of Korean	Glenn Starr, Minhee Kim, & Joy Kwon
	Can music help learners to perceive the lexical stress of a foreign language?	Pauline Degrave & Philippe Hiligsmann
	Language teachers' perceptions of error correction: Why do they correct in the way that they do?	Eman Alshammari
	Expanding teaching and learning experience beyond the classroom: A service-learning case	Jia Zhu
	A study of semantic transfer in Chinese learners' use of English concrete mass nouns	Chunling Ma
	A longitudinal study on second language development in study abroad context	Zhongqi Shi & Jinghong Ning
	Bilinguals vs. monolinguals in acceptability judgment tasks	Cândido Samuel Fonseca de Oliveira
	Design, creation, and annotation of a multilevel Zapotec classroom language corpus	Kate Riestenberg
	Aspect vs. tense in L2 Japanese by Chinese-speaking children	Makiko Hirakawa & Kazunori Suzuki
	A metacognitive approach to second language learning: Three mechanisms to convert declarative to procedural knowledge	Marnie Reed
	Effects of vocabulary size and working memory capacity on anticipatory sentence processing in L2 learners	Yuree Noh & Miseon Lee
	Effects of Japanese students' musical memory on English pronunciation skills	Akiko Kondo
	Effects of instruction and metalinguistic feedback on setting the article choice parameter in L2 English	Jwahir Alzamil
A longitudinal study on the impact of CLIL on teachers and stakeholders	Susana Gómez	
Phonetic convergence in heritage speaker interactions: More than just language is at play	Christine Shea	
4:45 – 5:00 pm Coffee Break Everett Lounge, Grace Dodge Hall 177, & Horace Mann 2nd Floor		
5:00 – 6:00 pm Plenary Talk by Roy Lyster Cowin Auditorium <i>Making research on ISLA relevant for teacher practices</i>		
6:10 – 7:00 pm Post Plenary Roundtable Moderator: Shawn Loewen Milbank Chapel		
7:00 – 9:00 pm Reception Grace Dodge Dining Hall		

DAY 3 SATURDAY, SEPTEMBER 24, 2016

7:30 am – 4:30 pm | Registration | Everett Lounge

Saturday, September 24, 2016 | 8:00 – 10:30 am | Concurrent Morning Sessions I

	HM 150	HM 138	HM 140	HM 142	HM 144	HM 146
8:00 am - 8:30 am	<p>Concept-based instruction as an approach to instructed second language acquisition</p> <p>Organizer: Amy Snyder Ohta</p>	<p>Noticeability of corrective feedback in a three dimensional virtual environment: Does context matter?</p> <p>Eva Kartchava & Hossein Nassaji</p>	<p>Task repetition and second language speech processing</p> <p>Craig Lambert, Judit Kormos, & Danny Minn</p>	<p>An analysis of heritage speaker writing development over three months of instruction</p> <p>Lauren Miller</p>	<p>‘Say W-APT’?: The most common ESL assessment you never heard of</p> <p>Kendall King & Martha Bigelow</p>	<p>Japanese language teachers’ perceptions about written vocabulary instruction</p> <p>Yoshiko Mori</p>
8:40 am - 9:10 am	<p>Presenters: Rie Tsujihara, Daniel Jinguji, Harumi Maeda, & Amy Snyder Ohta</p>	<p>Peer corrective feedback for vocabulary development</p> <p>Lieselotte Sippel</p>	<p>Learners’ development of mood alternation abilities in written guided production: Collaboration and metalanguage during a text reconstruction task</p> <p>Muriel Gallego</p>	<p>Service-learning as an ecological resource: Providing learning opportunities for L2 and heritage language learners</p> <p>Laura Walls & C. Cecilia Tocaimaza-Hatch</p>		<p>Teacher’s motivational strategies in an ongoing Chinese as a foreign language classroom</p> <p>Xuehong He & Wenjing Li</p>
9:20 am - 9:50 am		<p>Recast and elicitation: The effectiveness of corrective feedback on Japanese language learners</p> <p>Kinji Ito & Yuki Yoshimura</p>	<p>The effects of trait-based and task-based regulatory focus on L2 oral performance and noticing of feedback</p> <p>Yeji Han</p>	<p>Charting the development of subjunctive production in Spanish heritage speakers and second language learners</p> <p>Silvia Perez-Cortes</p>	<p>Native language assessment as a precursor to second language instruction</p> <p>Jennifer Chard Hamano, Christen N. Madsen II, & Gita Martohardjono</p>	
10:00 am - 10:30 am		<p>The timing of orally-provided corrective feedback: A narrative review of theory and research</p> <p>Paul Quinn</p>		<p>Vocabulary acquisition and bridging to L1 with young heritage speakers</p> <p>Gretchen Sunderman, Carla Wood, & Estrella Rodriguez</p>	<p>The impact of reading modality (reading while listening vs. reading only) on reading fluency and comprehension in English as a foreign language: The case of children</p> <p>Àngels Llanes, Elsa Tragant, & Raquel Serrano</p>	

Saturday, September 24, 2016 | 8:00 – 10:30 am | Concurrent Morning Sessions II

	TH 136	HM 148	HM152	HM 424	HM 431	HM 432
8:00 am - 8:30 am	Re-assessing type and amount of exposure in form-focused instruction Organizer: Rick de Graaff Presenters: Leslie Piggott, Audrey Rousse-Malpat, Wim Gombert, Sible Andringa, Katharin Schultz, Rick de Graaff, & Marjolijn Verspoor	Mixed emotions: The interplay of incidental instruction and affect in L2 acquisition Zachary F. Miller	The validation of an interest measurement: Understanding the learner experience Andrew Thompson, Aaron Gibson, & Zelinda Sherlock	Examining L2 literacy development among adult Chinese EFL learners: Reading-writing connections, levels of instruction, and self-assessment (SA) Huan Liu, Cindy Brantmeier, & Michael Strube	The effects of proficiency, length of residence, and interaction on implied meaning comprehension Aysenur Sagdic	The L2 development of dialect-specific present perfect variation in Spanish during study abroad Bret Linford
8:40 am - 9:10 am		Syntactic parsing as learning: Short-term memory for L1 and L2 syntactic units Katya Solovyeva & Robert DeKeyser	The validity of pronunciation measures: Relative impact of the task on learners' pronunciation Alyssa Kermad & Okim Kang	The relative role of vocabulary and grammatical knowledge in reading comprehension: A systematic literature review Yunjeong Choi & Dongbo Zhang	The development of requests by L2 learners of Arabic: A cross-sectional study Khaled Al Masaed	Dialogue journals in short-term study abroad: A new take on the tried-and-true Roswita Dressler & M. Gregory Tweedie
9:20 am - 9:50 am		Working memory effects on grammatical gender agreement within and across clause boundaries in L2 French Stephanie Côté	Recurring themes in second language processing research Nan Jiang	An eye tracking study on automatic skipping of the article <i>The</i> in L2 reading Chi Yui Leung	Did you get my message? Communicative cost of texting in a non-dominant language Michelle A. McSweeney	Mediating language acquisition: The role of peer interaction in dual language classrooms Jennifer Gisi Himmel
10:00 am - 10:30 am			Rethinking ISLA qualitative research Peter I. De Costa, Lorena Valmori, & Ina Choi	Perceptual processing of orthography in monoscriptal and biscriptal readers of Arabic and English Robert W. Wiley & Brenda Rapp		

Saturday, September 24, 2016 8:00 –10:30 am Concurrent Morning Sessions III					
	TH 229	HM 436	TH 323A	GDH 537	GDH 365
8:00 am - 8:30 am	New trends in Spanish instructed SLA: From lexis and grammar to technology and neuro-didactics	A dialogic analysis of instructor-student interactions in L2 writing conferences Antonio Causarano & Pei-ni Lin Causarano	Degree of form-meaning association and prior knowledge on vocabulary learning in digital game-based learning Jie Chi Yang, Bengao Huang, & Meng-ying Daphne Lin	An investigation of high-variability phonetic training for French nasal vowel learning Yakov Kronrod & Daniel Swingley	Please ‘think aloud’: Tapping into tertiary learners’ listening strategies Taslima Aktar
8:40 am - 9:10 am	Organizer: Mar Galindo, Presenters: Mar Galindo, Leyre Alejaldre, María Méndez Santos, Reyes Llopis-García, & Mercedes Pérez-Serrano	L2 classroom motivation: A laughing matter Abby Dobs	Keyboarding and vocabulary acquisition in L2 French Jessica L. Sturm	Study abroad and the acquisition of phonetics and phonology: A systematic narrative review Megan Solon & Avizia Y. Long	The relative significance of syntactic knowledge and vocabulary knowledge in second language listening comprehension Payman Vafaei & Yuichi Suzuki
9:20 am - 9:50 am		The organization of repair and language search: A case of Persian language Parvaneh Rezaee	Translanguaging: Using technology enhanced environments to develop multilingual competence Rhonda Oliver & Bich Nguyen	L2 pronunciation: Distinguishing features of rhythm in learner speech at different proficiency levels Evelina Galaczi, Brechtje Post, Aike Li, Fiona Barker, & Elaine Schmidt	Individuals in the Chinese EFL classroom: The relationship between self-assessment, affect, speaking, and listening Haley Dolosic, Wei-Chieh Fang, Cindy Brantmeier, & Michael J Strube
10:00 am - 10:30 am		Exploring the use of "however" in argumentative compositions by Chinese ESL learners: A usage-based approach Yelin Zhao	SBATEYL.org A virtual space for effective primary school FL teacher training Rita Calabrese, Katherine E. Russo, Hande Uysal, Olcay Sert, Asuman Asik, Isabel Alonso-Belmonte, Maria Fernandez Aguero, Mihaela Brumen, & Tomaž Zupančič	Acquisition of L2 tone contrasts: The effect of iconic tone marks Yan Chen	Aural processing in L2 Spanish: Connecting speech-decoding abilities, listening comprehension, speech rate, and L2 proficiency Almitra Medina, Sridhar Krishnamurti, & Gilda Socarrás

Saturday, September 24, 2016 | 8:00 – 10:30 am | Concurrent Morning Sessions IV

	GDH 457	GDH 461	GDH 535	GDH 539	GDH 545
8:00 am - 8:30 am	Effects of explicit instruction on article acquisition in second language Spanish Alice Krause & Dora B. Ramirez	Processing L2 Chinese: A review of current findings and the implications for classroom input design Zhiyin Renee Dong	Eye-tracking reveals study abroad benefits on L2 morphosyntactic processing Nuria Sagarra, Cristina Sanz, & Nicole Rodriguez	Unaccusative/unergative distinction and floating quantifiers in L2 Japanese Kazunori Suzuki, Yinshi Jiang, & Yahiro Hirakawa	
8:40 am - 9:10 am	The effects of explicit instruction on derivational suffixes for Japanese adult L2 learners of English Tomoko Tamura, Tomohiko Shirahata, Koji Suda, Hideki Yokota, & Takako Kondo	Training new processing routines for interrogative syntax (or, do you want to know what is this paper about?) Emma Marsden, Alice Cruickshank, & Leah Roberts	Nonlinear relationships between L2 English article processing and L2 proficiency: An eye-tracking study Junko Tanaka	Does typological similarity matter? Evidence from differential object marking in Brazilian Portuguese/Spanish bilinguals Alejandro Cuza, Julio César López Otero, & Jian Jiao	A longitudinal exploration of variable future-time expression in L2 Spanish Matthew Kanwit
9:20 am - 9:50 am	A reexamination of meta-analyses of explicit grammar teaching research from pedagogical perspectives Yoichi Watari & Lisa Mizushima	Preparing learners for study abroad: The effects of explicit instruction to enhance spoken requests Nicola Halenko	Learning the causative construction in French: An eye-tracking study Wynne Wong & Kiwako Ito	Implicit and explicit knowledge of adjective ordering restrictions in L2 English David Stringer	Learner chunks in second language acquisition Timothy Hall
10:00 am - 10:30 am	Make new friends but keep the old: L2 learning through comparisons with known languages Caroline Dault & Laura Collins	Saliency and second language acquisition: Physical form, learner attention and instructional focus Myrna Cintron-Valentin & Nick Ellis	Subjunctive emergence in L2 learners: Irregular morphology and the enhancement of stimulus saliency and novelty Muriel Gallego & Rebecca Pozzi	The effect of gender-marking transparency and shared gender translation in L1 Italian, L2 Spanish learners Eider Etxebarria-Zuluaga	

10:30 – 10:45 am | Coffee Break | Everett Lounge, Grace Dodge Hall 177, & Horace Mann 2nd Floor

10:45 – 11:45 am | Plenary Talk by Heidi Byrnes | Cowin Auditorium

Reflections on practicing, researching, and theorizing language studies – and back: The potential of curricular thinking

11:55 am – 12:45 pm | Post Plenary Roundtable | Moderator: Hossein Nassaji | Milbank Chapel

12:45 – 2:15 pm | Lunch Break

Saturday, September 24, 2016 | 2:15 – 4:45 pm | Concurrent Afternoon Sessions I

	HM 150	HM 138	HM 140	HM 142	HM 144	HM 146
2:15 pm – 2:45 pm	Profiling the complex dynamic systems of learner language: A combination of cognitive, social, and cultural perspectives Organizer: Farah S. Akbar Presenters: Yuan-Yuan Meng, Natalia Sáez, Yan Li, George Hicks, Farah S. Akbar, & Vanessa Sheu Discussant: ZhaoHong Han	The efficacy of a model text as an alternative form of feedback Jeongeun Jessie Kim & Eun Sung Park	The combined effect of task repetition and post-task transcribing on L2 speaking complexity, accuracy, and fluency Hsiu-Chen Hsu	Heritage speakers' processing of thematic roles in Korean: Evidence from ERPs Sun-Young Lee & Haegwon Jeong	Oral languaging: Effects of learner proficiency level and target type Ahlem Ammar & Hanene Melki	How teachers manipulate prosodic cues in the FL Spanish classroom Emily Kuder
2:55 pm – 3:25 pm		Task complexity and L2 learners' pragmatic development Zohreh R. Eslami & Yunkeyong Choic	How effective are processing instruction and structured input for classroom heritage language development? Melissa Bowles	Child EFL interaction: Age, instructional setting and development Ainara Imaz Agirre & María del Pilar García Mayo	Secondary science teachers and L2 writing instruction Shim Lew	
3:35 pm – 4:05 pm		Understanding cognitive processes triggered by prompts Megumi Fujio & Roy Lyster	The effectiveness of processing instruction: A meta-analysis Michael J. Leeser	Compliment responses among Spanish heritage speakers Monica de la Fuente Iglesias	Task repetition and its impact on EFL children's pair dynamics María del Pilar García Mayo & Ainara Imaz Agirre	
4:15 pm – 4:45 pm		In the face of fallible AWE feedback: How do students respond? Lifang Bai & Guangwei Hu		Heritage child grammatical production in the L1 and L2: KDG and Grade 1 Kristina Bustamente, Estrella Rodriguez, Carla Wood, & Gretchen Sunderman		

Saturday, September 24, 2016 | 2:15 – 4:45 pm | Concurrent Afternoon Sessions II

	TH 136	HM 148	HM 424	HM 431	HM 432	HM 436	TH 323A
2:15 pm – 2:45 pm	<p>ISLA: How implicit or how explicit should it be? Theoretical, empirical, and curricular/ pedagogical issues</p> <p>Organizer: Ronald P. Leow</p>		<p>Lower and higher-level processing skills in L2 Chinese reading comprehension</p> <p>Wei-Li Hsu</p>	<p>Subordination: Exploring how L1 and L2 speakers talk around difficult topics</p> <p>Stéphanie Lapointe, Suzie Beaulieu, & Leif French</p>	<p>Stylistic alignment in natural conversation involving L2 speakers</p> <p>YeonJoo Jung & Scott A. Crossley</p>	<p>L1 discursual transfer: A variationist analysis on Japanese speakers' past tense variation in English</p> <p>Yoonjee Hong</p>	<p>Multimedia glossing and vocabulary learning: A mixed methods research examining word retention</p> <p>Nasrin Ramezani & Farahnaz Faez</p>
2:55 pm – 3:25 pm	<p>Presenters: Celia Chomón Zamora, Goretti Prieto Botana, Robert DeKeyser, Luis Cerezo, & Allison Caras</p>	<p>Examining second language practice through a different lens: An eye-tracking study</p> <p>Bernard Issa & Kara Morgan-Short</p>	<p>The correlation between the reading strategies and the reading comprehension in English: A quantitative study</p> <p>Norma Floreas González & Efigenia Flores González</p>	<p>Social and instructional determinants of peer interaction among adolescent L2 Spanish learners</p> <p>Paul D. Toth, Kara Moranski, & Yohana Gil-Berrio</p>	<p>Critical dialogues and pedagogy to negotiate identity in SLA</p> <p>Sung Kyung Ahn</p>	<p>Ultimate attainment at the syntax-discourse interface: The acquisition of object movement in Dutch</p> <p>Liz Smeets</p>	<p>Learning from scratch using MALL: Duolingo and Turkish</p> <p>Shawn Loewen, Dustin Crowther, Dan Isbell, Kathy MinHye Kim, Jeffrey Maloney, Zachary F. Miller, & Hima Rawal</p>
3:35 pm – 4:05 pm		<p>Memory and attention in L2 vocabulary learning through captioned video</p> <p>Roger Gilabert, Joan C. Mora, Carme Munoz, & Ferran Gesa</p>	<p>Deconstructing text to construct meaning: Advanced English language learners in a reading course</p> <p>Natalya Watson</p>		<p>Projection of identity in student presentations: A teachable moment</p> <p>Alla Zareva</p>		
4:15 pm – 4:45 pm		<p>The impact of student initial investment on learner identity and teacher and peer relationships</p> <p>Katie Clarkson</p>	<p>The role of prosody in adult ESL reading comprehension: Evidence from case studies</p> <p>Shoba Bandi-Rao</p>		<p>The foreign language uncertainty effect in moral decision making: Data from Turkey</p> <p>Catherine Caldwell-Harris, Sevil Hocaoglu, & Ayse Ayçiceği-Dinn</p>	<p>Cross-linguistic variation in the encoding of complex motion events: Evidence from Korean EFL learners</p> <p>Hae In Park</p>	

Saturday, September 24, 2016 | 2:15– 4:45 pm | Concurrent Afternoon Sessions III

	GDH 537	GDH 365	GDH 457	GDH 461	GDH 535	GDH 539	GDH 545
2:15 pm – 2:45 pm	Determinant processing factors of English sound perception by Japanese English-language learners during contents shadowing Hiroshi Nakanishi	Effects of two-way immersion instruction on accent, comprehensibility, and voice onset time (VOT) Tetsuo Harada & Asako Hayashi-Takakura	Metacognitive instruction for academic listening Valeriia Bogorevich	When complex thinking gets messy: French learners explaining past participle agreement in the passé composé Amy Clay		Processing (in)efficiency in the second language: Experience and cognitive effects on morphosyntactic integration and anticipation Crystal Marull	The more the merrier: Multimodality input in vocabulary learning for foreign language learners Emily Fen Kam
2:55 pm – 3:25 pm	Identification and discrimination of tone by L2 learners of Mandarin Wenyi Ling, Amy Schafer, & Theres Grüter	Speaker variability and explicit awareness of novel speech cues modulate word recognition in an L2 Seth Wiener, Kiwako Ito, & Shari R. Speer	Replication and expansion: Activity type in processing instruction's structured input Erin Diaz	Noun phrase modification in Swedish L2 learners of English Christer Geisler & Christine Johansson	Grammar learning strategies: Reported use, learning outcomes and the mediating effect of beliefs Miroslaw Pawlak	Processing differences between attributive and predicative Russian gender agreement Veronika Trotter	Bilingualism effects on L1 representation and processing of argument structure Cândido Samuel Fonseca de Oliveira, Ricardo Augusto de Souza, & Fernando Luiz Pereira de Oliveira
3:35 pm – 4:05 pm	Bilingual sensitivity to sound correspondences in cognate production Sarah O'Neill	Exploring expert raters' and ESL learners' perceptions of speech fluency Kent Williams	Should teachers use form-focused instruction to improve vocabulary learning in French as a second language? Farzin Gazerani, Ahlem Ammar, & Isabelle Montesinos-Gelet	The cognitive effects of learning Chinese numeral classifiers using a multisensory approach Yee Pin Tio & Usha Lakshmanan	Spanish L2 learners show English-specific syntactic category expectation Guadalupe de los Santos & Julie Boland	Word order, context, and grammatical gender: How processing burden affects performance Suzanne A. Johnston	Assessing IEP students' vocabulary size and growth: Evidence from a revised vocabulary size test Jennifer Brooke, Aaron Ohlrogge, Larry Zwier, Dan Reed, & Aline Godfroid
4:15 pm – 4:45 pm	Longitudinal study of international teaching assistants' focus prosody Sophia Kao, Jiwon Hwang, Hyunah Baek, Chikako Takahashi, & Ellen Broselow	The constructs of L2 Chinese lexical proficiency and its relevance to L2 Chinese speaking Jianling Liao		Effects of semantic mapping strategy on the vocabulary knowledge and writing performance of EFL learners Ezgi Aydemir & Derin Atay			

Saturday, September 24, 2016 2:15 – 4:45 pm Poster Presentations Everett Lounge		
2:15 pm – 4:45 pm	Second language bilingual/ESL pre-service teachers' linguistic competence development	Hsiao-ping Wu
	The influence of developmental changes of learner beliefs on L2 self-concept: A case study	Akira Nakayama, Sarah Faherty, Glenn Magee, & Hiroki Yoshida
	English speakers prefer OV to SV, Japanese speakers prefer SV to OV	Shinichi Shoji
	Task-based L2 interaction via synchronous computer-mediated communication: A research synthesis	Tzu-Hua Bailey Chen
	Expressions of viewpoint made by English-speaking learners of Japanese	Noriko Yabuki-Soh
	Adults' L2 acquisition of tense and agreement: Missing surface inflection hypothesis or impaired representation hypothesis	Cristopher B. Font-Santiago & Hadis Ghaedi
	Korean secondary interlanguage learners' acquisition and use of English datives centred upon cognitive endeavour	Gyu-ho Shin
	Dynamic longitudinal development: The effects of changing motivation and immersion on complexity, accuracy and fluency	Elizabeth Hepford
	How L2 words activate meaning: Evidence from false memory tasks	Juliet Huynh & Naoko Witzel
	An investigation on typical phonetic errors in Chinese EFL students' oral English production	Jie Xiaoping
	Creative writing challenges: Kenneth Koch's poetry writing instruction in Japanese high school EFL classrooms	Yuka Urushibata
	Change in lexical conceptual system: An examination of adult Korean-English bilinguals	HyeYeon Kim
	Effects of corrective feedback and individual differences on the L2 acquisition of Japanese lexical accent	Seth Goss
	The gendered impact on the English language teacher identity in Ukraine	Oksana Moroz
4:45 – 5:00 pm Coffee Break Everett Lounge, Grace Dodge Hall 177, & Horace Mann 2nd Floor		
5:00 – 5:20 pm Conference Closing Cowin Auditorium		
5:20 – 6:20 pm Plenary Talk by Michael Long Cowin Auditorium <i>ISLA: Methodological issues and some major research questions</i>		
6:30 – 7:20 pm Post Plenary Roundtable Moderator: Susan Gass Milbank Chapel		

DAY 4 SUNDAY, SEPTEMBER 25, 2016		
8:00 am – 1:00 pm	Registration Everett Lounge	
10:00 am – 11:30 am	Post-Conference Workshop <i>Applying meta-analysis in instructed L2 research</i> Luke Plonsky Grace Dodge Hall 179	Publisher Exhibit Grace Dodge Hall 177
11:30 am – 11:45 am	Coffee Break Grace Dodge Hall 177	
11:45 am – 1:00 pm	Post-Conference Workshop (cont'd) <i>Applying meta-analysis in instructed L2 research</i> Luke Plonsky Grace Dodge Hall 179	Publisher Exhibit Grace Dodge Hall 177

<p align="center">Room Names and Abbreviations</p> <p align="center">Grace Dodge Hall = GD or GDH Horace Mann = HM Thompson = TH Zankel = ZB</p>
