

OCTOBER 23 • FRIDAY

<p><b>PINNED</b> 12:00am – 11:59pm</p>	<p><b>S</b> <b>Pre-Poster Session Viewing (Access to SLRF Figshare Repository)</b> This page provides access to Figshare, where all posters and supplementary materials are posted. We recommend attendees to preview the posters of interest before attending the live poster sessions with the presenters.</p> <p><b><u><a href="#">Access 2020 SLRF Collection here.</a></u></b></p>
<p>8:45am – 10:00am</p>	<p><b>P</b> <b>Paper Session 1.C (Keywords: Morphology, Language processing, Language learning)</b> <i>Moderators: Janna McClain</i> <i>Speakers: Christina Sanz, Timothy McCormick, Maria Kostromitina, Vedran Dronjic, Alex Magnuson, Jongbong Lee, Katherine Kerschen, Myeongeun Son, Daniel Keller, Maren Greve, Tiana Covic, Tali Bitan, Mathieu Lecouvet, Kevin McManus, Kelly Bayas, Yulia Khoruzhaya, Jingyuan Zhuang</i></p> <p><b>[8:45 am - 9:00 am]</b> Attention to Form and Meaning in Written Modality: Evidence from L2 Learners' Eye Movements - Myeongeun Son &amp; Jongbong Lee</p> <p>Motivated by a series of replication studies on simultaneous attention to form and meaning, this study revisits L2 learners' online processing of text by using eye-tracking as an unobtrusive method to provide concurrent data. The L2 learners' (a) responses to the comprehension questions and (b) reading behaviors reflected in eye movement data demonstrate that they attended to form and meaning simultaneously, consistent with previous studies.</p> <p>---</p> <p><b>[9:00 am - 9:15 am]</b> How Input Variability Affects the Learning of Case and Number Morphology - Vedran Dronjic, Daniel Keller, Maria Kostromitina, Maren Greve &amp; Tiana Covic</p> <p>We trained English speakers to understand sentences featuring case (inessive, superessive) and number (singular, plural) inflection in three typologically distinct artificial languages. Due to transparent form-meaning mappings, agglutinative morphology was easiest to learn and process, followed by isolating, then fusional morphology. Highly variable input made generalizing rules to novel situations easier, made processing faster and more automatic, and decreased reliance on explicit cognitive resources. This extends similar findings from other learning domains to morphology.</p> <p>---</p> <p><b>[9:15 am - 9:30 am]</b> On the nature of replications: VanPatten (1990)'s long and winding story - Cristina Sanz &amp; Timothy McCormick</p> <p>VanPatten's (1990) investigation of attention during input processing remains among the most replicated in SLA. Early replications kept materials intact, changing modality or language, yielding comparable results. Later replications operationalized comprehension differently, and produced counterevidence. This chapter is a replication of replications with text and assessment as within subject variables. Results suggest the new assessment obscures differences between proficiencies and modalities, and the new, more complex text hides task effects identified in the original strand.</p> <p>---</p> <p><b>[9:30 am - 9:45 am]</b> Short-term training effects on learned attention and blocking in SLA: a close replication study - Kevin McManus, Alex Magnuson, Kelly Bayas, Katherine Kerschen, Yulia Khoruzhaya, &amp; Jingyuan Zhuang</p> <p>We closely replicated Ellis and Sagarra (2010, experiment 1), who demonstrated blocked attention effects in SLA resulting from short-term training. We followed all aspects of the original study's design and added delayed posttesting to examine the durability of short-term training effects. Results partially replicated their findings, providing some support for blocked attention effects in SLA resulting from short-term training. Results are discussed in light of the original study's findings with implications for classroom learning.</p> <p>---</p> <p><b>[9:45 am - 10:00 am]</b> The interaction of multiple interfaces (syntax-morphology/syntax-discourse) from the perspective of L1-L2 typological distance - Mathieu Lecouvet</p> <p>Previous research pointed to learners' difficulty in using inflectional morphology at the interface with meaning and syntax, in particular when L1 and L2 differ in the mapping of functional features onto morphemes. Our study examines the interplay between case morphology and acquisition of syntax-discourse interface phenomena in L2 German (L1 French). Results showed that case command (measured by a fill-in-the-blanks) was a reliable predictor of convergence in discourse-to-syntax mappings (measured by a sentence manipulation task).</p>

9:00am – 10:00am

P **Paper Session 1.A (Keywords: Lexical, Vocabulary development)**

*Moderators: Jiayi Wang*

*Speakers: Ève Ryan, Megumi Hamada, Faisal Alharbi, Munahi Alsubaie, Ethan Lynn*

**[9:15 am - 9:30 am]** Vocabulary development of dual language immersion students: The role of print and media exposure - Ève Ryan

This study seeks to better understand the effects of home literacy environment on the vocabulary development of early-elementary school students attending a French-English dual language immersion program in the US (N = 39). Findings from a longitudinal data analysis indicate that print and media exposure can play a significant role in vocabulary development for the partner language, but not English. Educational implications are discussed.

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**[9:30 am - 9:45 am]** Meaning inference of compound words: Comparison of Arabic and Japanese EFL learners - Megumi Hamada, Faisal Alharbi, & Munahi Alsubaie

This study investigated lexical inference of noun-noun compounds in English focusing on the semantic relation between the modifier and the head. Four groups of college students (Arabic L1, Arabic EFL, Japanese L1, and Japanese EFL) inferred the meanings of ambiguous novel compounds, which had one preferred meaning indicated by native speakers. Their performances demonstrated some similarities and some differences.

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**[9:45 am - 10:00 am]** Evaluating English Language Vocabulary Lists on the Basis of Sampling Procedures - Ethan Lynn

This study evaluated the extent to which eleven prominent vocabulary lists represent their intended language domains based on the sampling methods employed by the corpora from which they were generated. Claims made by list creators could not be verified due to vague descriptions of language domains and a lack details regarding sampling procedures employed in corpus creation. Transparent and explicit details about the sampling methodology employed in corpus creation are needed rather than the current obsession with size.

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9:00am – 10:00am

P **Paper Session 1.B (Keywords: Multimodal learning, Language production)**

*Moderators: Ching Wang*

*Speakers: Ana Padial, Youjin Kim, Hyejin Cho, Mahmuda Sharmin, Myeongeun Son*

**[9:00 am - 9:15 am]** Comparing the Characteristics of Multimodal Composing and Traditional Writing: The Case of a Reading-to-Write Task - Hyejin Cho & Youjin Kim

The current study compared L2 writers' traditional writing and digital multimodal composing (DMMC) in terms of the quality of writing and the degree of content and language alignment with the source text using a summary-reflection task. The results showed that there was no difference between traditional writing and DMMC in the quality of task outcome and content and language alignment. The study contributes to the pedagogic adoption of DMMC using integrated-skill tasks in language classrooms.

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**[9:15 am - 9:30 am]** Multimodal composition processes in Spanish heritage language learners: a multiple case study with digital storytelling - Ana Padial

This study explores the cognitive processes of Spanish heritage language learners (SHL) as they composed an individual digital story. A qualitative analysis of the participants' think-aloud and screencast recordings, among other instruments, indicates similarities and differences in participants' monomodal and multimodal composition behaviors. Findings also indicate that these behaviors are correlated with the quality of the written text they produced. Pedagogical implications for SHL programs are also discussed.

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**[9:30 am - 9:45 am]** "We Pronounce One Form; American People Pronounce Other Form": Learners' Lived Experiences Facilitated Language Learning - Mahmuda Sharmin

Very few studies examined the production of multimodal narratives by adult language learners. This study investigates language learning and identity construction by analyzing multimodal narratives in a community-based ESL program in the USA. The findings reveal that multimodal narrative practices facilitate language development and reveal adult language learners' various range of shifting identities.

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**[9:54 am - 10:00 am]** Investigation of Language Development in L2 Oral and Written Modality - Myeongeun Son

This study investigates L2 learners' language developmental patterns in oral and written modalities on the basis of processability theory. Similarities and differences in L2 learners' oral and written production were analyzed in terms of the emergence and accuracy of morphosyntactic structures. The results help teachers and researchers to assess learners' language development accurately and instantly, allowing them to manage their classroom and experimental contexts successfully.

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**P Paper Session 2.A (Keywords: Listening comprehension, Perception, Language processing)***Moderators: Blair T Bou-Chebl**Speakers: Lu Han, Bronson Hui, Ilaria Borro, Tzu-Hua Chen, Kim McDonough, Pavel Trofimovich*

**[10:10 am - 10:25 am]** Teaching real-world listening from Chinese as a second/foreign language teachers' perspectives - Lu Han

More real-world unscripted spoken texts should be used in second language listening classrooms to foster learner's real-world communicative competence. The current study using survey methodology and an interview methodology explores Chinese as a second/foreign language teachers' understanding of, attitudes towards and teaching practice in teaching real-world listening particularly listening to real-world unscripted spoken texts. The results show that there is a gap between L2 listening research findings and teachers' teaching practices.

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**[10:25 am - 10:40 am]** Scaffolding comprehension with reading-while-listening and the role of reading speed and text complexity - Bronson Hui

Audiobooks allow language users to read and listen to the same text simultaneously; yet the effects of this bimodal input (written and spoken) on learners' comprehension have been inconsistent. In this study, I explore reading speed and text complexity as potential moderating variables. Learners comprehend universally better in reading-while-listening conditions than in listening-only conditions, regardless of reading speed and text complexity. No main effects were found between reading-while-listening and reading-only conditions.

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**[10:40 am - 10:55 am]** Enhanced incidental learning of formulaic sequences from reading: A SPR and ET study - Ilaria Borro

The study focuses on incidental learning of L2 formulaic sequences from reading while listening. The role of input enhancement in aiding and speeding up the learning process is investigated through eye-tracking at the process level and through both online (SPR) and offline posttests. Stimulated recalls provide information about the subjects' awareness. Findings at both the process and product level show enhancement to improve learning. Pedagogical and psycholinguistic implications are discussed.

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**[10:55 am - 11:10 am]** The relationship between interactional fluency measures and L2 speakers' perceptions of peer fluency - Tzu-Hua Chen, Kim McDonough, & Pavel Trofimovich

This study explored the relationship between interactional features associated with the maintenance of smooth, co-operative conversation and L2 English speakers' perception of peer fluency during task interaction. The results showed that backchannels were associated with alignment in peer fluency scores, while other-repetitions were related to divergent perceptions of peer fluency. Implications for the assessment of fluency during L2 interaction and L2 pedagogy will be discussed.

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10:10am – 11:10am

**P Paper Session 2.B (Keywords: Heritage language, Heritage language learners, Bilingual education)**

*Moderators: Ye Xu*

*Speakers: An Sakach, Meagan Driver, Carolina Barrera-Tobón, Sunny Park-Johnson, Anna Bondarenko*

**[10:10 am - 10:25 am]** Early Second Language Development through an Immersion Preschool Context - Sunny Park-Johnson & Carolina Barrera-Tobón

The U.S. educational system generally does not support multilingualism in its curricula; despite their name, bilingual programs are often subtractive in nature, where the goal is to replace the weaker heritage language (HL) with the majority language. In contrast, additive bilingual programs that use the HL as the medium of instruction show strong research support for effectiveness: lower dropout rates and higher test scores on English and other content areas (Francis, Lesaux, & August, 2006; McCarty, 2014). However, parents and educators continue to fear that educating bilingual children in the HL will have negative consequences on their English development, and this will hinder their academic performance as compared to their monolingual counterparts. This paper presents longitudinal data from an additive Spanish immersion preschool to explore what happens when minority language students are educated entirely in the HL in early childhood.

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**[10:25 am - 10:40 am]** Experiences of heritage language learners, non-heritage language learners and instructors in mixed Vietnamese language classes - An Sakach

The study examines the experiences of learners and instructors in mixed classes for both heritage language learners (HLLs) and non-heritage language learners (NHLLs) of Vietnamese language at university level in the US. The results indicate that there is some tension inside the classroom between the two groups of learners because of what each group believes to be expected from them; however, such tension is not noticed by the instructors.

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**[10:40 am - 10:55 am]** The Role of Self-Efficacy Beliefs in Russian Heritage Language Learners' Motivation to Learn Russian - Anna Bondarenko

This study investigated the role of individuals' self-efficacy beliefs in second-, and third-generation Russian heritage speakers' motivation to develop and maintain the Russian language in the US. Interview data from three Russian heritage language learners in the US suggested that heritage background, including parental linguistic insecurities, family support, prior and current formal and informal experiences with the language influenced the Russian heritage speakers' self-efficacy beliefs about their own capabilities in learning the Russian language.

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**[10:55 am - 11:10 am]** More than a feeling: The multifaceted relationship between emotion and vocabulary learning for heritage speakers - Meagan Driver

This presentation discusses the results of a mixed methods study exploring language classroom emotions - anxiety, guilt, shame, interest, and joy -, emotional context, and vocabulary learning success of heritage and FL learners of Spanish. Analyses revealed increased success in vocabulary learning for both neutral emotion-laden words and in neutral reading contexts for all learners. Heritage speakers showed greater positive emotions and reduced negative emotions compared to FL learners. Affect-language learning relationships are discussed.

10:10am – 11:10am

**S Poster Session (Keywords: Lexical, Word recognition, Morphology)**

*Moderators: Min Oh*

*Speakers: Kira Gor, Lama Nassif, Ayman Mohamed, Elizabeth Huntley, Hyun Bae, Yongtaek Kim, Qi Zheng, Janet Nicol, Jacob Monzinger, Ian Carson, Kate Miller, Rongchao Tang, Naoko Witzel, Xiaomei Qiao, Jia Chen*

**1. L1 Japanese L2 English learners' distinction of atomic mass nouns - Hyun Bae**

L1 transfer and semantic universals are elements that could influence L2 learners' acquisition of count/mass distinction. Choi et al. (2018) studied Korean and Mandarin speakers' acquisition of English count/mass distinction with a Grammar Task, and discovered they are affected by semantic universals rather than L1 transfer. Replicating her research, this study examines Japanese speakers' acquisition of English count/mass distinction in comparison to Korean and Mandarin speakers' and found Japanese are also influenced by semantic universals.

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**2. Applying Semantic Map Approach to Verbal Aspect - Yongtaek Kim**

This study proposes that visual mapping of verbal aspect onto a construal-based semantic map illustrates the subtle differences in and among English, Japanese, and Korean. The semantic map approach offers a complete explanation of similar but different verbal aspect constructions, and it can also be applied to various linguistic constructions, such as transitivity and voice. Furthermore, it also lays a fundamental conceptual framework for the syntaxsemantics interface of language-internal and cross-linguistic constructions.

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**3. Exploring Categorical Perception, L1 Phonotactic Constraints, and Working Memory on Newly Formed L2 Lexical Representations - Qi Zheng**

The current study is designed to explore potential reasons underlying the acquisition of L2 sound contrast by asking Chinese ESL learners were trained to learn L2 sound contrast and form new L2 lexical representations.

Results showed that perceptual discrimination was not systematically associated with lexicalization, especially when the lexicalization was fuzzy. Working memory and potential L1 phonotactic constraints might be associated with the unidirectional lexical competition effect among dominant and non-dominant L1 category.

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#### 4. The Effect of Real-World Contexts on L2 Vocabulary Learning - Janet Nicol & Jacob Monzingo

In 2 studies, we test the hypothesis that learning foreign-language words is enhanced by *multi-sensory enrichment*, the idea that the learning of new words is better if they are accompanied by a gesture or other motor/sensory information. One study compares learning via real world objects vs. photos; the other compares learning of words in a virtual-reality gaming environment with learning via screenshots. We found no support for the hypothesis.

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#### 5. Examining the Effect of Input Enhancement on Acquisition of Lexical Aspect among L2 French Learners - Ian Carson & Kate Miller

*Passé composé* and *imparfait* are difficult verb forms to master for L2 learners of French, especially L1-English speakers. The present study examines how input enhancement may affect the acquisition of the lexical aspect of these verb forms among intermediate and advanced L2 French learners. Eye gaze was tracked as participants read two fairy tales. Input enhancement may increase noticing of target forms and greater success in acquiring these forms, evidenced in pre- to posttest gains.

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#### 6. Automatic tonal processing in L2 Chinese learners during silent reading - Rongchao Tang, Naoko Witzel, Xiaomei Qiao, & Jia Chen

This study demonstrates that advanced L2 Chinese learners might not automatically activate tonal information independent of segmental information in a button-pushing Stroop task, while native Chinese speakers can automatically process tonal information (and highly likely segmental information) independently. Preliminary findings suggest that segmental and phonological information might be represented and processed differently in L1 and L2 during silent reading.

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#### 7. Attention to Irregular Morphology in L2 Arabic Reading: A Partial Conceptual Replication - Lama Nassif, Ayman Mohamed, & Elizabeth Huntley

Attention has been posited as a facilitator of learning (e.g., Baars & Gage, 2010; Logan, 2005). Pedagogically speaking, different techniques, including focus on form and input enhancement, can be used to draw learners' attention to the formal properties of L2 (e.g., Han, Park, & Combs, 2008; Lee & Huang, 2008). SLA researchers have recently used eye-tracking methodology to quantify learners' attention to input. Godfroid and Uggen (2013) found that enhancing irregular verb morphology triggered attention and motivated the learning of new forms in L2 German (see also Simoens, Housen, & DeCuyper, 2018). The present study is a partial conceptual replication of Godfroid & Uggen (2013). Utilizing offline and online measures to probe into the learners' sentence processing, explores the generalizability of previous findings to Arabic, a typologically different language with a novel writing system. Specifically, we look at the role of induced salience of input in L2 Arabic learners' incidental and/or incremental acquisition of geminate verbs in Arabic

**Zoom Meeting Information:** Meeting ID: 927 5118 2468

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#### R Entering the Conversation: Writing to Publish

*Speakers: Dr. Shannon Daniel*

When you shape your literature review for publication in academic journals or other venues, your audience comes first. Ask yourself: If I'm citing this paper, what would the authors think about how I position their work in relation to others' work? If my intended audience are readers of a particular journal, how would they see my manuscript contributing to the long line of publications in that venue? My framing is complex and touches on multiple facets of education research: Which should I forefront and why? In this workshop, we discuss these questions using examples of the messy drafts of manuscripts that were eventually published in academic journals in the overlapping fields of education and applied linguistics. Participants will have opportunities to think and talk about their manuscript drafts in relation to these central questions.

**Zoom Meeting Information:** Meeting ID: 991 4926 0189 | Passcode: 857212

PINNED

10:10am – 11:10am

PINNED

11:15am – 12:30pm

L **Dean's Welcome Speech (Dr. Camilla Benbow) + Plenary Speech (Dr. Robert T. Jiménez)**

*Moderators: Dr. Lisa Pray*

*Speakers: Dr. Robert Jiménez, Dean Camilla Benbow*

**[11:15 am - 11:30 am] Camilla Benbow, Patricia and Rodes Hart Dean of Education and Human Development, Office of the Dean**

Camilla Persson Benbow is Patricia and Rodes Hart Dean of Education and Human Development at Vanderbilt University's Peabody College. She has led Peabody, one of the nation's leading colleges of education and human development, since 1998. A prominent scholar of talent identification and talent development, Dean Benbow also co-directs the Study of Mathematically Precocious Youth, a longitudinal study examining the developmental trajectories of more than 5,000 individuals now in its 49th year. She is particularly interested in developing intellectual talent and excellence in science, technology, engineering, and mathematics.

**[11:30 am - 12:30 pm] Robert T. Jiménez, Professor of Language, Literacy and Culture; Vanderbilt University, Peabody College, Department of Teaching and Learning**

Robert T. Jiménez is currently Professor of Education in the Department of Teaching and Learning in Peabody College. He received his Ph.D. from the University of Illinois in 1992. At present, Jiménez is working on an instructional approach called Project TRANSLATE designed to support the reading comprehension of students who are learning English as an additional language. Students are taught how to identify information-rich segments of text that they then translate in collaborative learning groups. He has received three Fulbright Fellowships to Mexico, the Albert J. Harris Award for research on struggling readers and the Alan C. Purves Award for research most likely to have an impact on instructional practice. He was also named an AERA fellow in March, 2018. Along with Amanda Goodwin, he is currently editor of Reading Research Quarterly. He is also a past-president of the Literacy Research Association (2011-2012).

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P **Paper Session 3.A (Keywords: Form and meaning, Tense knowledge)**

*Speakers: Jennifer Toppins, Kiyotaka Suga, Mariko Kawaguchi, Rex Sprouse, Michelle Adams, Alejandra Aguilar Perez, Hunter Brakovec, Alessia Cherici, Kenna Daniel, Houston McClure, Hunter McKenzie, Shaye Smith, Sandra C. Deshors, Virginia Teran, Vicente Irazo, Ezequiel Durand López*

**[1:45 pm - 2:00 pm]** Effects of Focus on Form through Experiential Learning and Acquisition of Japanese Tense-Aspect System - Kiyotaka Suga & Mariko Kawaguchi

The study investigated the impact of focus on form on Japanese as a foreign language learners' acquisition of the past-perfect markers of Japanese achievement verbs. To compare the impacts of different instructional conditions (i.e., focus on form, focus on meaning, and focus on forms), both oral and written picture description tasks were employed in the pre and posttest design. The results of the study highlight relative strengths and limitations of different types of L2 instruction.

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**[2:00 pm - 2:15pm]** Overgeneralization, L2-vulnerability, and L3 acquisition of Italian perfect participle agreement - Rex Sprouse, Michelle Adams, Alejandra Aguilar Perez, Hunter Brakovec, Alessia Cherici, Kenna Daniel, Houston McClure, Hunter McKenzie, & Shaye Smith

We consider two issues: (1) overgeneralization in L3 acquisition and (2) L3-Interlanguage influence on L2-Interlanguage grammars. We present data from English-Spanish-Italian L3ers, who (1) overgeneralize perfect participle agreement with preceding objects to contexts where Italian participles do not agree, and (2) accept or require perfect participle agreement in their Spanish L2-Interlanguage, although Spanish lacks such agreement in all contexts. We conclude that these L3ers are not "conservative" learners (e.g. in the sense of Westergaard, 2019).

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**[2:15 pm - 2:30 pm]** Contextualizing L2 past tenses: Combined effects and interactions in the present perfect/simple past alternation - Sandra C. Deshors

This multifactorial corpus-based study explores the present perfect vs. simple past alternation in French- and German-English interlanguage. Anchored in the usage-based framework, I investigate 2,804 occurrences of PP/SP annotated for seven contextual linguistic factors and analyzed statistically with both random forests (with interactions) and regression modeling. The results show that with interactions, we can gain insight into the broader questions of cross-linguistic transfer and the universality of past tenses in learner language.

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**[2:30 pm - 2:45 pm]** A unique multi-methodological approach to the study of the acquisition of L2 Spanish past-time expression - Virginia Teran

This research uniquely uses an integrative analytical approach that unravels atomized one-factor approaches to the development of past morphology in L2 Spanish. Accordingly, I consider the consistent linguistic predictors of past form use (e.g., lexical aspect, discourse grounding, temporal reference, temporal adverbial, type-token frequency) in written and oral production that have been separately investigated in previous research. This extensive analysis is achieved through the innovative application of a single quantitative and probabilistic model of statistical analysis.

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**[2:45 pm - 3:00 pm]** Online processing of gender agreement with deceptive nouns in second language learners of Spanish - Vicente Irazo & Ezequiel Durand López

We investigated whether beginner, intermediate and advanced English L2 learners of Spanish paid attention to morphosyntactic gender cues or their gender assignment to process deceptive nouns engaged in gender discord relations. Our findings suggest that L2 learners initially pay attention to gender cues, and as proficiency increases, they tend to ignore the noun ending and rely on gender assignment in order to effectively process gender discord with deceptive nouns. We discuss the findings within a computational accessibility approach.

P **Paper Session 3.C (Keywords: Sentence processing, Sentence structure)**

*Moderators: Holland White*

*Speakers: Alan Parma, Sridhar Krishnamurti, Kate Miller, Almitra Medina, Gilda Socarrás, Nick Henry, Carrie Jackson, Holger Hopp, Valerie Keppenne*

**[1:45 pm - 2:00 pm]** Training Grammatical Gender in L2 German: Lab-based versus Classroom-based Studies - Valerie Keppenne & Carrie N. Jackson

The present study attempts to extend lab-based findings favoring production-based over comprehension-based training for learning grammatical gender to an actual classroom context. L2 German learners received production- or comprehension-based training on grammatical gender and completed immediate and delayed post-tests measuring comprehension and production accuracy. Unlike previous findings, both training groups were equally accurate at all measures targeting gender knowledge. This underscores that training paradigms developed for lab-based studies may not always generalize to real-life contexts.

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**[2:00 pm - 2:15 pm]** Grammatical gender cues and sentence structure in predictive processing in second-language French - Kate Miller

This study reports on an eye-tracking experiment with auditory stimuli to gauge the use of grammatical gender information in predictive processing of second-language (L2) French. L2 processing has been shown to lag behind native (L1) processing. Thus, clitic doubling is used to provide early (and multiple) cues to grammatical gender. The results suggest that intermediate classroom learners may indeed be able to exploit grammatical gender information during sentence processing when given ample time to anticipate.

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**[2:15 pm - 2:30 pm]** Speech perception in L2 Spanish: Influence of sentence length and L2 oral proficiency - Almitra Medina, Gilda Socarrás, & Sridhar Krishnamurti

The present study on speech perception investigated the role of sentence length and L2 oral proficiency on listeners' ability to decode the speech signal in L2 Spanish. Listeners were exposed to both short and long sentences and were asked to indicate in Spanish what they heard. The percentage of syllables correctly perceived in each sentence served as the indicator of speech perception. The findings show these variables and their interaction are significant predictors of perception.

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**[2:30 pm - 2:45 pm]** The second language acquisition of Spanish accusative clitics - Alan Parma

This study investigates the L2 acquisition of Spanish accusative clitics in order to determine their acquisition developmental trajectory. The results indicate that clitic acquisition is initiated by their correct placement in the sentence, as well as the appropriate number agreement between them and their antecedent. Only by the intermediate level learners are able to correctly interpret them as the object of the verb, and just by the advanced level gender agreement is obtained.

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**[2:45 pm - 3:00 pm]** Cue coalitions and additivity in L2 predictive processing: case and prosody in L2 German - Nick Henry, Carrie N. Jackson, & Holger Hopp

The present study presents a visual-world eye-tracking experiment that investigates whether prosody supports the use of case during prediction and explores whether L2 proficiency modulates prediction. During the experiment, participants heard subject-first and object-first sentences containing (a) case cues only, or (b) both case and prosody. The presence of prosody and higher proficiency both led to increased prediction speed and accuracy. Results therefore suggest that L2 learners can use cue coalitions to ease processing.

P **Paper Session 3.B (Keywords: Identity, Agency)**

*Moderators: Janna McClain*

*Speakers: Zhenjie Weng, Irina Zaykovskaya, Hailan Wang, Ryan Goble*

**[2:00 pm - 2:15 pm]** Navigating agency and identity: The college teaching experience of international teaching assistants in the United States - Hailan Wang

This case study examines the teaching experience of three international teaching assistants (ITAs) from China, Korea, and Turkey and explores how they exercised their agency and built their identity teaching. Findings of the study revealed that factors, such as autonomy, peer and departmental support, and ITAs' cultural backgrounds had played critical roles in fostering their agency in teaching. Their personal identity as an English as a second language speaker also informed the way they teach.

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**[2:15 pm - 2:30 pm]** SLA in the career advising setting: The relationship between multilingual and professional development - Ryan Goble

This paper examines how language learners agentively use the target language (TL) beyond the classroom and how such use emerges as relevant to the construction of learners' professional identities in career advising appointments. Evidence demonstrates how agentive, non-classroom TL use is mediated by pre-existing social networks, and those who do so have a stronger willingness to use the TL in a career. Implications for promoting non-classroom TL use and professionally leveraging those experiences are discussed.

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**[2:30 pm - 2:45 pm]** Sociolinguistic variation as an identity-building tool: The case of remarkable LIKE - Irina Zaykovskaya

This study investigated how non-native speakers of English use a socially salient discourse element (remarkable LIKE) as a tool in the process of creating and shaping their L2 identity. A combination of experimental and interview techniques allowed for establishing connection between the speakers' belief about LIKE as a specifically American phenomenon and its frequency in their speech.

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**[2:45 pm - 3:00 pm]** Teacher Identity in TESOL: A Research Review on Theoretical Frameworks and Methodologies - Zhenjie Weng

This qualitative research synthesis analyzes eighty-four peer-reviewed empirical studies published between 1997 and 2019. The main purpose of the review is to explore how theoretical frameworks, employed to the study of TESOL teacher identity, informed methodological designs, providing implications for theory building and methodological expansion. The major implication of the study is that longitudinal research which collects classroom-based data should be encouraged in the future theory building and investigation of TESOL teacher identity.

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*Moderators: Ye Xu*

*Speakers: Yingzhao Chen, Jonathan Malone, Susan Ataeo, Zhenjie Weng, Mahmoud Ali*

**[2:00 pm - 2:15 pm]** *Is Having an Accent a Challenge?: Experiences of International Teaching Assistants in an American University* - Susan Ataei & Zhenjie Weng

Relying on both quantitative and qualitative research methods, this study investigates domestic undergraduate students' attitudes towards English accents of international teaching assistants (ITAs), and the challenges that current and prospective ITAs face in teaching. Furthermore, this study explores ESL spoken English instructors' perceptions towards the linguistic challenges ITAs encounter as well as the departmental and institutional support provided to ITAs. By doing this, this study provides implications to create an inclusive teaching environment for ITAs.

**Goals/Questions for roundtable:**

With this roundtable discussion, our team attempts to receive feedback on the "verbal guise technique" that we use to measure undergraduate domestic students' attitudes toward ITAs English accents. Therefore, our goal is to improve our approach to measuring attitudes toward accents, including our approach to identifying Korean, Chinese, Indian, and American accents that are representative of each group of ITAs. Another goal is to find ways to record natural speech in a way that the recordings are controlled in terms of rate of speech, volume, and naturalness of the talk.

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**[2:15 pm - 2:30 pm]** *Banana Pills and Ink Pens: Crosslinguistic Influences, Proficiency, and Modality in L2 Lexical Network Access* - Jonathan Malone

This study was designed to assess the extent to which phonology, orthography, proficiency, and input modality influence sensitivity to difficult L2 vowel contrasts for Spanish and Korean-L1 learners of L2 English. The study examines how vowel sounds in English are both perceived and employed in semantic processing among adult learners in reading through a visual semantic association task, in visual processing through a picture-word interference task, and in auditory perception through an AX discrimination task.

**Goals/questions for the roundtable:**

- (1) Feedback on study design and analyses
- (2) Perspectives on how sublexical phonology influences L2 reading, and how that might or might not influence modality effects in processing words with critical vowels
- (3) How proficiency may or may not influence the extent to which the L1 lexicon influences L2 processing, and/or language selectivity, among adult L2 learners.

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**[2:30 pm - 2:45 pm]** *Prediction and L1 activation in L2 spoken language processing: a visual-world eye tracking study* - Yingzhao Chen

Using the visual-world eye-tracking method, I explored the activation of L1 verb-noun collocational knowledge in L2 predictive spoken language processing. Pilot data showed that while both English native speakers and L2 learners of English were able to make predictions while processing English sentences, their predictions might have been based on different sources, i.e., L1 knowledge for L2 learners. The results shed light on language non-selectivity and the connection between L1 and L2 mental lexicons.

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**[2:45 pm - 3:00 pm]** *Accentedness, Comprehensibility and Intelligibility in the L2 Arabic Speech* - Mahmoud Ali

Extending on existing literature and addressing the above-mentioned issues, in this roundtable I share an in-progress research study that is set out to first investigate the interconnectedness of these major L2 speech constructs and second to determine which phonological features, segmental and/or suprasegmental, of L2 Arabic speech correlate with each construct. Preliminary findings from this study will be presented with the aim to provide insights for Arabic language pronunciation teaching and learning as it will pave the way for subsequent research agendas, particularly those looking into teaching and/or learning priorities with the understanding that the goal for pronunciation instruction is comprehensibility and intelligibility rather than native-like pronunciation.

**Goals/Questions for roundtable:**

I am hoping to get feedback on the study research design including instruments and scoring method as well as statistical analysis options. I would also like to know what I can do differently especially when it comes to data collection.

PINNED

2:00pm – 3:30pm

R **Introduction to NVivo**

*Moderators: Dr. Lisa Pray*

*Speakers: Dr. Deborah Rowe*

In this workshop, Dr. Rowe will lead a session on how to use NVivo 12 for qualitative language analysis. This session will walk participants through how to complete basic tasks on NVivo 12 with demonstration of more advanced capabilities.

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Workshop participants who do not have a license to the NVivo software can download a 14 day free trial at:

<https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/try-nvivo>

Mac and PC versions are available. Having your own copy will let you do some hands-on experimentation!

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3:10pm – 3:55pm

P **Paper Session 4.A (Keywords: Corpus linguistics)**

*Moderators: Kelsey Dillehay*

*Speakers: Mery Diez-Ortega, Kristopher Kyle, Alan V. Brown, Earl Brown, Yanira Paz, Tatsuya Aoyama*

**[3:10 pm - 3:25 pm]** Measuring the development of lexical richness in a longitudinal Spanish learner corpus -

Mery Diez-Ortega & Kristopher Kyle

This study investigates the productive lexical development of 27 L2 Spanish learners using a multivariate approach. Lexical diversity and lexical sophistication indices (e.g., n-grams, word frequency, concreteness) were calculated at each collection point using the oral subset of a longitudinal learner corpus, LANGSNAP (Mitchell et al., 2017). The results show changes in lexical use over time, accounting for individual participant trajectories. This paper adds to the emerging field of Spanish LCR and implications for SLA and lexical development are discussed.

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**[3:25 pm - 3:40 pm]** Automated Analyses of Spanish L2 Corpora: Initial Results - Alan Brown, Earl Brown, & Yanira Paz

Grounded in usage-based models, corpus linguistics enables researchers to analyze large samples of authentic language. However, L2 corpora are notoriously difficult for automated morpho-syntactic taggers, making large L2 corpora difficult to analyze accurately. In this research project our primary goal was to determine the extent to which Spanish L2 corpora could be analyzed using automated means to derive valid conclusions regarding the acquisition of certain lexico-grammatical structures for which there exists general scholarly consensus.

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**[3:40 pm - 3:55 pm]** A Corpus-Based Multifactorial Analysis of Chinese and Japanese Speakers' Use of English Articles - Tatsuya Aoyama

This multifactorial corpus-based study investigated Chinese and Japanese speakers' use of definite, indefinite, and zero articles, based on 2,461 noun phrases annotated for relevant syntactic, morphological, and semantic factors. A multinomial extension of Multifactorial Prediction and Deviation Analysis with Regressions (MuPDAR) provided insights into how such factors affect the nativelikeness of the non-native speakers' article use, and how such effects differ for the three article types and for the first language backgrounds.

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**P Paper Session 4.B (Keywords: Computer-based learning, Web-based instruction, Individual differences)**

*Moderators: Dr. Susan Barone*

*Speakers: Tetiana Tytko, Dmitrii Pastushenkov, Nicole Ziegler, Kristen Urada, Hoa Le, Chrissy Bistline-Bonilla*

**[3:10 pm - 3:25 pm] Implementing Web-Based Collaborative Reading Strategies in L2 Instruction - Tetiana Tytko**

This study aims to compare L2 learners' experiences in face-to-face and web-based collaborative reading tasks. Collaborative learning is unanimously accepted as an effective approach in ESL/EFL instruction, though unfairly overlooked in teaching reading. With integration of technology, a question remains if computer-assisted collaborative reading is more effective than face-to-face, and how it can be enhanced. Considering students' perceptions, this study will discuss pedagogical ramifications for ESL/EFL classrooms in regard to online L2 reading instruction.

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**[3:25 pm - 3:40 pm] SLA in the Digital World: Use of Language Learning Apps as an Individual Difference - Dmitrii Pastushenkov**

This study investigates the role of daily use of language learning apps as an individual difference in learning L2 Russian grammar and explores the relationships between learning gains, use of language learning apps, motivation, and different aspects of language learning experiences. The data for the study were collected at a Russian summer immersion program in the United States.

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**[3:40 pm - 3:55 pm] Pre-task planning and individual differences: Insights from L2 text-chat - Nicole Ziegler, Kristen Urada, & Hoa Le**

This presentation explores the relationship between pre-task planning, learners' performance, and individual differences, specifically motivation and anxiety, in L2 text chat. Intermediate ESL learner dyads completed interactional tasks with pre-task planning times of three minutes, one minute, and no planning time. Learners' perceptions about the effectiveness of planning time and computer-mediated interactional tasks were also explored. Findings will be discussed in terms of the theoretical and pedagogical implications for the blended or online classroom.

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**[3:55 pm - 4:10 pm] The effects of interlocutor, task, and state anxiety in computer-mediated dyadic interaction - Chrissy Bistline-Bonilla**

This study aims to contribute to current instructed SLA research by employing two types of tasks (decision-making and information gap) along with three types of interlocutors (professor, peer, and native speaker) in text-based SCMC to address whether L2 lexical development is related to learners' state anxiety, type of task, and type of interlocutor.

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3:10pm – 4:10pm

**P Paper Session 4.C (Keywords: Task-based performance and instruction)**

*Moderators: Holland White*

*Speakers: Magda Tigchelaar, Youjin Kim, Tzu-Hua Chen, Virginia David, Amira Eldererdash, Meredith D'Arienzo, Mandy Faretta-Stutenberg, Bernard Issa, Harriet Bowden, Kara Morgan-Short*

**[3:10 pm - 3:25 pm]** K-12 content teachers designing language tasks: A replication of Erlam (2016) - Magda Tigchelaar, Virginia David, & Amira Eldererdash

This study reports on a replication of Erlam (2016), which examined how successful teachers were at designing tasks. The current study investigated tasks designed by thirty-nine U.S. K-12 content teachers, rated according to Ellis and Shintani's (2013) criteria. Findings showed that Erlam's (2016) language teachers were more successful in creating an outcome, while the content teachers in the current study succeeded more in creating gaps and allowing learners to use their own linguistic resources.

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**[3:25 pm - 3:40 pm]** Study Abroad and Preservice Second Language Teachers' Developing Cognitions regarding Tasks: A Longitudinal, Multi-case Study - Meredith D'Arienzo & Youjin Kim

This longitudinal, mixed-methods, multi-case study examines the impact of study abroad (SA) on six focal preservice teachers' developing cognitions regarding task-based instruction over eight months (predeparture, during SA, post-SA). Following predeparture coursework on teaching approaches, the teachers taught daily on a two-week SA trip to Mexico. Data include interviews, observations, questionnaires, and teachers' reflections. Findings are discussed with regard to the role of SA teaching experience for preservice teachers and TBLT in L2 teacher education.

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**[3:40 pm - 3:55 pm]** Foreign Language Enjoyment and Pragmatic Performance in Simple versus Complex Interactive Tasks: An Idiodynamic Method - Tzu-Hua Chen

This study explored how and why foreign language enjoyment (FLE) fluctuates when L2 speakers are engaging in simple or complex version of interactive pragmatics tasks and how speakers' pragmatic task performance is associated with their dynamic FLE and trait FLE. Results show that speakers in simple task group gave higher dynamic FLE ratings, and that speakers' trait FLE affected both their dynamic FLE and native-speaking raters' perception of pragmatic task performance, irrespective of group assignment.

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**[3:55 pm - 4:10 pm]** Two versions of the Ortega et al. Spanish Elicited Imitation Task: Utility for longitudinal research - Mandy Faretta-Stutenberg, Bernard Issa, Harriet Bowden, & Kara Morgan-Short

Measuring proficiency in a standardized way is fundamental to SLA. The Elicited Imitation Task (EIT; Ortega, Iwashita, Rabie & Norris, 1999) was developed as such a measure. The Spanish EIT has been validated (Bowden, 2016), but the existence of only one version limits its potential for longitudinal research. This study tests a second version and seeks to confirm the internal reliability of both versions, examine their equivalence, and elucidate the relationship of EIT scores to self-ratings.

3:10pm – 4:10pm

**S Poster Session (Keywords: Teachers, Language instruction)**

*Moderators: Min Oh*

*Speakers: Bethany Daniel, Yizhe Jiang, Sarah Lee, Takako Inada, Kacie Gastanaga, Sihui Ke, Stayc Dubravac, Kayleigh Fisher, Scott Sterling, Martina Schiavo*

**1. Where Science and Language Meet: An Exploration of Elementary Science Teachers' Talk about Language - Bethany Daniel**

This poster explores how elementary teachers participating in science professional development talk about language in relation to science instruction and how their science teaching strategies align with second language acquisition pedagogies. Preliminary findings reveal multiple science teaching practices that are well-aligned with SLA teaching practices. Teachers' talk also suggests a lack of explicit awareness of how language and science interact. Implications for PD can help teachers intentionally develop students' language proficiency while teaching science content.

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**2. Reviewing Instructional Networks involved in the construction of Non-Native Prospective Teachers' English Teacher Identity - Yizhe Jiang**

Focusing on instructional networks, this poster aims to present findings of a research synthesis on 16 empirical studies published in peer-reviewed journals in the last ten years, regarding the construction of the English teacher identity of the non-native prospective teachers in the language teacher education programs. The negative and positive factors influencing their teacher identity construction are mainly discussed. The implications for teacher education and the limitations of former studies are also provided.

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**3. STEP towards Equity: Science through Technology Enhanced Play with English Learners - Sarah Lee**

As part of the Science Through Technology-Enhanced Play (STEP) project, this study aims to identify what resources EL students leverage in a mixed-reality science learning environment, and to investigate how these resources impact their long-term engagement in science. Findings from two case study students show ELs leverage a variety of resources, such as embodied modeling and academic language, to engage in science in

ways that are often unacknowledged or undervalued in traditional science classrooms.

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#### **4. What factors can be associated with improving students' English proficiency? - Takako Inada**

Expanding classroom networking using active learning contributes to the formation of a better language learning community between teachers and students. This research adopts a longitudinal perspective to investigate mainly the relationships between students' English proficiency improvement and their foreign language enjoyment/foreign language classroom anxiety including other variables. In conclusion, students with low anxiety early in class can expect to improve their English proficiency regardless of a teacher's language choice (English-only vs. with legitimate Japanese help).

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#### **5. The Effects of Enhanced Feedback in the CALL Environment - Kacie Gastanaga**

The effectiveness of feedback has been extensively studied within SLA, but to a lesser extent in the CALL environment. This research examines the effectiveness of metalinguistic feedback in promoting correct uptake by university-level Spanish learners on an online quiz on the Spanish subjunctive. Results and think-aloud data reveal that metalinguistic feedback does lead to more successful uptake and more engagement with the task than the non-metalinguistic feedback students typically receive on online language-learning platforms.

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#### **6. When Should Characters Be Introduced to Beginning-level Chinese? A Semi-replication Study - Sihui Ke & Stacy Dubravac**

This study assessed the impact of early introduction versus delayed introduction of characters on oral and written skill development via a time-series design, and compared the findings with those of Packard (1990) and Knell and West (2017). The findings suggest that the early instruction introduction case performed better than the delayed instruction introduction case in both oral and written tests. The findings of this research corroborate corroborate with those of Knell and West (2017).

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#### **7. Creativity and language play in ESL textbooks - Kayleigh Fisher & Scott Sterling**

An investigation into the usage of play, creativity, and CLT in ESL textbooks. Each element (readings, graphics, activities) from 19 ESL textbooks (N=9,811) was coded for the presence of creativity (27.15%), CLT (0.56%), and play (0.18%). Textbook proficiency level had minimal to no effect on the coded. Overall, ESL textbooks do not appear to make heavy use of CLT, creativity, nor language play.

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#### **8. Benefits on listening and oral interaction for students learning English through International Programs' activities - Martina Schiavo**

The paper discusses how to develop speaking and listening skills during participation at presentations attended by international students with their faculty studying at an Intensive English Institute. This paper is relevant in the bigger framework of connecting the International Office where these activities take place and the English Institute but also to immerse students in a more realistic and authentic environment to develop real life communication.

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4:20pm – 5:05pm

P **Paper Session 5.A (Keywords: Language/Syntax processing, Clausal comprehension)**

*Moderators: Laura Carter-Stone*

*Speakers: Maria Kostromitina, Vedran Dronjic, Susanne DeVore, Noelia Sánchez Walker, Silvina Montrul*

**[4:20 pm - 4:35 pm]** Explicit Prosodic Priming of Relative Clause Attachment Preferences in L1 and L2 English Speakers - Maria Kostromitina & Vedran Dronjic

In a cross-modal prosodic priming experiment, we show that L1 English speakers' strong preference toward low attachment of relative clauses with an ambiguous antecedent cannot be altered by manipulating sentence prosody, while this is possible with Chinese speakers of L2 English. We discuss the implications this pattern of results has for theorizing in the fields of L1 and L2 syntactic processing.

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**[4:35 pm - 4:50 pm]** Language experience affects heritage and second language learners' comprehension of Spanish passive clauses - Noelia Sánchez Walker & Silvina Montrul

This study investigates whether heritage speakers' advantage over second language learners persists with passive clauses, a structure of later language development (i.e. acquired early but mastered at a later age). Results of a picture matching and a grammaticality judgment task in auditory and written modality show that age of meaningful exposure to Spanish affects comprehension of these clauses. And effects of speakers' proficiency, task modality, Spanish instruction, frequency and complexity of the structures are discussed.

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**[4:50 pm - 5:05 pm]** Using NLP to explore characteristic grammatical features of registers and modalities in Mandarin - Susanne DeVore

This study examines the syntactic features of formal and informal written and spoken Mandarin. Using a Mandarin corpus, this study applies natural language processing techniques to quantitatively identify the grammatical features that are characteristic of each register and modality. This information can then be used in instructional materials design and automated assessment.

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4:20pm – 5:20pm

P **Paper Session 5.B (Keywords: Feedback)**

*Moderators: Jennifer Toppins*

*Speakers: Ryan Miller, Alyssa Vuono, Emilia Illana Mahiques, Mehrnoush Karimi, Ines Martin, Lieselotte Sippel*

**[4:20 pm - 4:35 pm]** Peer Feedback on Second Language Writing: A Meta-Analysis - Alyssa Vuono

The results of 24 empirical studies were aggregated to identify if and how written peer feedback impacts language learners' writing. Results revealed that peer feedback has a small to moderate effect on student writing ( $d = .745$ ,  $SE = 0.107$ ,  $CI = .536-.955$ ,  $p < .001$ ). Moderator analysis revealed statistically significant differences based on mode of interaction. Effects are interpreted based on study designs. Pedagogical implications are discussed and suggestions for future research are proposed.

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**[4:35 pm - 4:50 pm]** Tensions and Ties: In Search of Common Ground to Understand L2 Peer Feedback - Emilia Illana Mahiques

Using a mixed-methods research design, this study explores L2 Spanish learners' online peer review practices during a four-week writing project. It identifies relationships between revision quality and the type of feedback given and received, and it determines the comparative effects of giving and receiving feedback. Finally, it reports on key strategies and procedures for successful implementation of peer review. Pedagogical implications on issues related to assignment design, student training, and quality feedback practices are discussed.

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**[4:50 pm - 5:05 pm]** The Effect of Feedback Seeking Behavior on ESL Students' Writing - Mehrnoush Karimi & Ryan Miller

This study explores the relationship between second language writers' feedback seeking behavior (FSB) and students' L2 writing performance. The results of this study will shed light onto the relationships between FSB and students' writing performance, as well as changes in level of feedback seeking behavior and the relationship between FSB and writing performance over time.

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**[5:05 pm - 5:20 pm]** The Effects of Giving vs. Receiving Peer Feedback and Teacher Feedback on L2 Pronunciation Skills - Ines Martin & Lieselotte Sippel

This study investigated the effects of teacher and peer corrective feedback on pronunciation development, with a special focus on whether providing or receiving peer feedback on pronunciation is more beneficial for L2 production skills. The comparison of a Teacher Feedback, Peer Feedback Provider, Peer Feedback Receiver, and Control Group showed that peer feedback is a viable alternative to teacher feedback and that gains seem to stem from providing rather than receiving peer feedback.

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**P Paper Session 5.C (Keywords: Compounds, Word structure)***Moderators: Laura Buckley**Speakers: Hye Pae, Jing Sun, Xiao Luo (Peter), Yu Tian, Shuyi Yang***[4:20 pm - 4:35 pm]** The Effects of Intra-word Structures on Chinese Compound Word Recognition Among Native and Nonnative Readers - Jing Sun, Hye Pae, & Xiao Luo

This study investigated the effects of the five types of intra-word morphological structures on the recognition of Chinese compound words by American and Korean learners of Chinese compared to that by native Chinese readers. Sixty-eight participants from the three L1 groups participated in a lexical decision task. Our findings revealed the main effects of morphological structures and L1. The differential difficulty among the five structures was also found across the three L1 groups.

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**[4:35 pm - 4:50 pm]** Revisit the Compounding Parameter: Acquisitional relation between N-N compounds and resultatives in L2 Chinese - Yu Tian

Drawing on the Compounding parameter (Snyder, 1995, 2001), this study investigates the acquisition of nominal and resultative compounds among Chinese as a Second Language learners. Findings provide the acquisitional evidence for the Compounding parameter and also suggest the usage patterns and frequency of occurrence affect participants' learning outcomes. The study shed light on future research on how L2 learners acquire linguistic structures that are governed abstractly by the same parameter during the grammatical development.

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**[4:50 pm - 5:05 pm]** Chinese as Second Language Learners' Production of Noun-noun Compounds - Shuyi Yang

This study investigates how Chinese L2 learners produce noun-noun compounds to name novel objects. Results showed that L2 learners performed better on producing relational compounds than property compounds and on producing property compounds for descriptions that highlight diagnostic property, similar to native speakers. L2 learners produced much more deviating noun-noun compounds than native speakers, especially for the property-emphasis descriptions. L2 learners' production showed dual-language influence, displayed in the intra-word, reverse-order compounds and adjective/verb-noun compounds.

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**[5:05 pm - 5:20 pm]** Effects of word length in reading Chinese as a second language: An eye movement study - Weiqi Zhao & Hye Pae

This study investigated how word length affected reading in Chinese as L2 using an eye-tracking method. We used three different word lengths, including one-, two-, and four-character words in sentences. The result showed that intermediate Chinese L2 learners read four-character word sentences more efficiently than one- and two-character words in sentences. Learners had a faster reading rate, larger forward saccade size, and shorter gaze duration in the four-character word condition than the other two conditions.

**C Colloquium: Scientific Language and Literacy Practices of Bilingual Families with Young Children***Speakers: Min-Seok Choi, Soomin Kim, Leslie C. Moore, Grace Kim*

This colloquium includes three presentations that examine scientific language and literacy practices of emerging bilingual children. By employing varied methodological approaches, we provide insight into the perspectives and experiences of the participating families and, thus, extend our understanding of diverse young multilingual learners' language and literacy learning in and through interaction in a science museum.

**Thematic Overview**

In today's linguistically diverse society, many science museums redefine their roles and seek to promote young bilinguals' scientific language and literacy learning. At present, museum professionals face the challenge of developing programs and practices in the absence of research on informal science education for this population. This colloquium aims to advance an understanding of how young bilingual children and their families bring their own linguistic and cultural resources into scientific language and literacy practices to promote their children's learning. Three presentations are drawn from a large ethnographic project conducted in collaboration with a science center and a research university, funded by a National Science Foundation Advancing Informal STEM Learning Pathways grant (DRL #1420724). Drawing upon literacy as a social practice (Street, 1999), three presentations focus on the unique social and cultural contexts in which each family is situated. We examine informal science learning for young bilinguals not only on the individual and interpersonal planes but also on the institutional and community planes (cf. Rogoff, 2003) of analysis. The studies present diverse aspects of young bilinguals and their families' language and practices in a science museum in which different stakeholders play roles in constructing our understanding of the learning.

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**Paper 1****Title:** Building on Dual Language Learner Family's Language Practice at a Science Museum**Presenter:** Somin Kim**Abstract**

The current rise of DLLs in English medium preschool has presented opportunities and challenges for researchers. Researchers are beginning to examine the unique characteristics of preschool DLLs that may

impact their kindergarten readiness and have highlighted that in improving school readiness, language and literacy skills play a critical role, along with mathematics and science education (Moore & Smith, 2015) and parent engagement (Park, Zong, & Batalova, 2018). Thus, this study aims to examine how language and literacy skills and practices of a DLL family play a role in science education.

As part of a 3-year ethnographic exploratory study, this study focuses on a visit by one of the ECE center's field trip to a science museum. The focal group is Spanish speaking family with a mother who is an experienced bilingual in English and Spanish, a father who is much less experienced in English and preferred to use Spanish, and 2- and 5-year-old children who are pre-readers. Drawing on *literacy as social practice* (Street, 1999) and *triangular view of the child-exhibit-caregiver relation* (Amsel & Goodwin, 2004), this study examines (1) how the family, particularly how parents engage in language and literacy practices as they explore different exhibits, (2) how parent participatory structure dynamically shifts as they encounter the exhibit with the signage in multiple languages, and (3) how this impacts the children's experience and learning. Discourse analysis yields that the signage that includes both English and Spanish became a linguistic resource and enabled the father to engage in literacy practices and to become actively involved in his children's science learning. As Amsel and Goodwin (2004) stated "while children can certainly explore exhibits without adults, their experience of exhibits is richer and more engaging if parents are involved" (p. 20), the linguistically diverse signage created the context that allowed two children to have richer experience and to achieve the exhibit goal.

This study calls for closer attention to the collaboration among ECE centers and educators, science museums, and DLL families in attempt to create better environments in which language and literacy development are integrated in science education in their early years.

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### **Paper 2**

**Title:** Heritage language practice of a Spanish-speaking family group with young emerging bilinguals

**Presenter:** Grace J. Kim

#### **Abstract**

Bilingual family interactions in science museums demonstrate how bilingual caregivers engage in children's learning languages and scientific concepts through interactions with hands-on exhibits. Their interactions in science museums not only are complex as they bring multiple linguistic repertoires but also present unique opportunities and challenges for learning. When home language is developed while learning English, bilingualism and biliteracy can be achieved through "meaningful experiences with text" (Tse, 2001, p. 256). Unfortunately, only few opportunities are available for young emergent bilingual children to practice heritage language, and thus, there is a massive loss of national language resources (Cummins, 2005).

This study examines heritage language and literacy practice of young children in bilingual families in a science museum, specifically focusing on the interaction among family members and their interaction with exhibits. This study is part of a larger study that followed the focal multilingual families during their field trip to COSI. This presentation focuses on a Spanish-speaking family group with young children, of which the caregivers identify themselves to have basic English skills and prefer to communicate in Spanish. Data are collected using ethnographic methods, and video-recordings of the interactions are analyzed using discourse analytic tools, particularly focusing on their heritage language literacy practices and their talk around literacy activities. Findings indicate that the caregivers created opportunities for heritage language literacy practice while engaging in hands-on exhibits and helped children's learning of the heritage language through science experiments. However, English-only signage often impeded the caregivers from participating, and this became a lost opportunity for young children to practice both languages but also for caregivers to share their knowledge. Despite these challenges, the caregivers created learning spaces that were linguistically and culturally relevant to them by interacting with children using multiple shared languages when guiding, modeling, and explaining. This present study proposes that engaging in heritage language literacy activities through interaction with hands-on science exhibits can support the development of biliteracy while learning scientific concepts. This study calls for more research on heritage language literacy, and findings can provide further insights on the creativity and complexity of their interactions.

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### **Paper 3**

**Title:** Informal science learning: A Korean sojourning family's translingual practices

**Presenter:** Min-Seok Choi

#### **Abstract**

This study examines how a sojourning child, Jun, and his mother, who temporarily stay in the host country and plan to go back to the home country, create transnational spaces (Canagarajah, 2012) in a science museum by reading English-only exhibition signage text. Combining the literature on family interactions and cultural practices in science museums (Ash, 2003, 2004; Ellenbogen, 2002) and the literature on translingual practices (Canagarajah, 2012), this study focuses on how family literacy practices in a science mus...

**Zoom Meeting Information:** Zoom Meeting ID: 915 0492 3906 | Password: 334421

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## **R Experiential language teaching and authentic resources**

*Speakers: Stacey Johnson*

Teaching a language from a textbook can feel artificial, but what other options are there? In this practical workshop, participants will explore an experiential approach to language teaching that centers authentic texts rather than textbook exercises. We will discuss topics including why and how to select authentic resources and using the experiential learning cycle to plan activities that lead to meaningful learning and language acquisition. Participants will evaluate lesson samples and sketch out their own experiential lesson based on their target language and students' proficiency level. There will be time for questions and sharing throughout.

**PINNED**

4:20pm – 6:20pm

**P Paper Session 6.A (Keywords: Digital, Computer-mediated, Language learning applications, Digital literacy)**

*Moderators: Laura Carter-Stone*

*Speakers: Hee Jin Bang, Kirsten Olander, Michał B. Paradowski, Magdalena Jelińska, Andrzej Jarynowski, Patti Spinner, Daniel Dixon, Tülay Dixon, Eric Jordan, Rebecca Adams, Nik Aloesnita Nik Mohd Alwi, Umi Kalsom Masrom*

**[5:15 pm - 5:30 pm]** Digital Learning Programs Help Develop English and Digital Literacy Skills in Costa Rican Communities - Hee Jin Bang & Kirsten Collins

A 6-month study was conducted with 266 (157 treatment, 109 control) elementary school-aged children in Costa Rica. Treatment teachers used a digital learning program to help students develop English and digital literacy skills; the control group teacher conducted business-as-usual instruction. Assessment results indicated the program's positive impact on students' language skills; qualitative data provided insights on users' development of digital literacy skills. Strategies for effective use of digital programs in EFL settings are discussed.

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**[5:30 pm - 5:45 pm]** The Effectiveness of Commercial Digital Games on Second Language Learning: A Meta-Analysis - Daniel Dixon, Tülay Dixon, & Eric Jordan

Our meta-analysis of Digital Game-Based Language Learning (DGBLL) included all L2 studies that have used a commercial digital game that was designed for either entertainment or educational purposes. Results are interpreted in light of Plonsky and Oswald's (2014) benchmarks for effect sizes in L2 research as well as a number of other practical and methodological considerations. We will also report effect sizes for individual design elements among games while discussing their implications for DGBLL environments.

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**[5:45 pm - 6:00 pm]** The message and the medium: Propositional density and FAC in L2 video and text CMC - Rebecca Adams, Nik Aloesnita Nik Mohd Alwi, & Umi Kalsom Masrom

We examine the effects of the modality of CMC on the linguistic as well as propositional characteristics of language produced by second language learners interacting online with peers. Alongside indices of fluency, accuracy, and complexity, this research includes measures of propositional density. Findings suggest that technological affordances impact both the content learners seek to communicate and the ways they encode that content through language when communicating online.

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**[6:00 pm - 6:15 pm]** Remote language teaching and learning during the pandemic: How network data science reveals insights into the relationships between emotions, attitudes, behaviours and circumstances - Michał B. Paradowski, Magdalena Jelińska, & Andrzej Jarynowski

From a global study (1,500+ participants, 102 countries) of language teachers and learners' and linguistics instructors and students' handling of emergency remote instruction, we show how, unlike other hierarchical methods, network visualisations reveal easily interpretable clusters of naturally correlating variables. We identify a positive-valence giant component of beliefs, attitudes and behaviours associated with selfregulation/leadership-organisation potential, engagement/openness, positive orientation, and social skills/contacts, and a negative periphery concerning family relationships, future expectations, and remote instruction-related experiences and perspectives on students' coping. We also distinguish two clusters of teachers who have been coping better or worse with the transition, as well as a number of significant relationships among the variables.

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**[6:15 pm - 6:30 pm]** Sustainability for academic conferences - Patti Spinner

The goal of this workshop is to determine whether virtual conferences, workshops, and working groups can serve some of the purposes that in-person conferences currently serve for the academic community, that is: sharing ideas, giving feedback, making connections, and fostering collaboration. We discuss various models for online conferences (such as asynchronous, fully synchronous, or hub-and-spoke/s), as well as other types of virtual organizations and groups that could serve to connect researchers with similar interests.

P **Paper Session 6.B (Keywords: Writing fluency, Writing instruction, Writing quality)**

*Moderators: Ye Xu*

*Speakers: Emil Ubaldo, Scott Crossley, Minkyung Kim, Tetyana Bychkovska, Rebecca Adams, Yu Tian, Qian Wan, Joseph Lee, Susanne DeVore*

**[5:30 pm - 5:45 pm]** The Use of Cohesive Devices as An Indicator of Writing Fluency for L2 Undergraduate Students - Yu Tian, Minkyung Kim, Scott Crossley, & Qian Wan

This study investigated how the use of cohesive devices predicts writing fluency for L2 undergraduate students (N = 99). The results showed that the use of more unattended demonstratives predicted higher fluency but more revisions in the writing process, whereas the use of more attended demonstratives related to fewer revisions. The findings may have important implications for second language writing research, writing assessment, and writing instruction.

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**[5:45 pm - 6:00 pm]** Nominalization in High- and Low-Rated L2 Undergraduate Student Research Papers - Tetyana Bychkovska & Joseph Lee

Nominalization is a pervasive characteristic feature of written academic discourse, performing a network of important functions. Using corpus-informed methods, this presentation reports results of a comparative analysis of the types and functions of nominalization in high- and low-rated research papers written by L2 undergraduate students. Results indicate that high- and low-rated L2 student use nominalization in divergent ways. Implications for research on nominalization in academic writing and L2 academic writing instruction are discussed.

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**[6:00 pm - 6:15 pm]** Pairs vs Small Groups: Accuracy and Complexity of Written Texts in Online Synchronous Collaborative Writing - Emil Ubaldo & Rebecca Adams

This study asked undergraduates to collaboratively write three narrative texts based on video stimuli in groups of two, four, and six. All text-chat interactions and composing activities happened in a digital writing platform. The texts were analyzed using accuracy and complexity measures. Results suggest that groups of four and six produced more accurate texts. Dyads, however, produced texts that were more lexically complex. Implications to technology-enhanced L2 teaching will be discussed.

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**[6:15 pm - 6:30 pm]** Quantifying the contributions of complexity, accuracy, and fluency to L2 Mandarin writing proficiency - Susanne DeVore

Lexical complexity, syntactic complexity, accuracy, and fluency have long been considered the pillars of language acquisition. This study quantifies the relative contributions each construct makes to L2 Mandarin writing proficiency. To do this, it draws on corpus linguistics and natural language processing to conduct a second-order confirmatory factor analysis of the constructs and variables that define them.

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P **Paper Session 6.C (Keywords: Feedback, L2 learning, Task performance)**

*Moderators: Jennifer Toppins*

*Speakers: James Lee, Gema Lopez-Hevia, Md Nesar Uddin, Lesley Smith, Marisa Filgueras-Gómez*

**[5:30 pm - 5:45 pm]** The interaction of prior knowledge, explicit information, and implicit vs explicit feedback in L2 processing - James Lee & Gema Lopez-Hevia

The present study uses self-paced reading in a pretest/treatment/posttest design to examine the effects of prior knowledge, explicit information and implicit vs explicit feedback in the L2 processing of passive sentences in order to isolate individual effects of the variables as well as any interactions on accuracy and response time. Preliminary results suggest a complex relationship between the three variables suggesting combinations of variables around which learners might find success.

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**[5:45 pm - 6:00 pm]** Teachers' L1 Use in Corrective Feedback and Learner Repairs in Arabic Language Learning - Md Nesar Uddin

Corrective feedback (CF) and L1 use in L2 classrooms studied separately have seen that CF promotes L2 learning, and L1 use helps learners accomplish cognitively demanding tasks. This study combined both CF and L1 use in L2 classrooms and investigated L1 use in CF to determine how the L1 is used in CF and how this impacts learner uptake. The data showed that L1 significantly affects learner repairs in low language proficiency classes.

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**[6:00 pm - 6:15 pm]** The effects of feedback type on L2 task performance - Lesley Smith

This session explores how feedback type affects learners' interactions with L2 input during processing and how these effects compare to offline assessments. Results showed that type of feedback affected the speed of learners' responses throughout the task but had no effect on learning outcomes. Discussion will focus on how feedback type influences learners' interactions with L2 input and how L1 and L2 similarities can mitigate the effects of feedback.

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**[6:15 pm - 6:30 pm]** Task-essential practice in SLA: does it really work? - Marisa Filgueras-Gómez

From a form-focused instruction approach, the present CALL study investigated the role of type of task (task-essential [TE] vs. non task-essential [NTE]) with Spanish temporal clauses. Participants distributed in 3 groups (TE, TEF [TE and feedback], NTE) completed an inputbased task and assessment tests. Statistical results revealed only significant improvement for the TEF group while the groups without feedback (TE and NTE) performed similarly and, hence, no clear benefit of task-essentialness alone was found.

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W **Work-in-Progress (Keywords: Form and meaning)**

*Moderators: Kelsey Dillehay*

*Speakers: Hye Pae, Xiao Luo (Peter), Jackie Lloyd, Andrew Lee, Aysen Tuzcu, Alyssa Wolfe*

**[5:30 pm - 5:45 pm]** *Neighborhood Size Effects on L2 Chinese Phonogram and Word Reading* - Xiao Luo & Hye Pae

This research applies to cognitive “network” and intends to investigate the neighborhood size effects on L2 Chinese word reading. Two computerized lexical decision tasks will be conducted on L2 Chinese learners, one investigating the effect in reading single phonograms and another one in reading two-character words. The results will shed light on L2 Chinese teaching by informing the importance of taking neighborhood size effects into consideration in pedagogy and lesson plans.

**Goals/Questions for roundtable:**

This proposed study is part of my dissertation, and I would like to receive feedback from the audience on the study in order to learn how I can improve the quality of the study.

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**[5:45 pm - 6:00 pm]** *The role of particles in learner knowledge of English phrasal verbs* - Alyssa Wolfe

This work-in-progress presentation details ongoing research investigating the role of particles in knowledge of phrasal verb form and meaning by English learners. Researchers have hypothesized that learners may lack clear compositional knowledge of phrasal verbs and that this lack of knowledge may be a contributing factor in non-use. This research investigates this hypothesis using eye-tracking reading data, as well as acceptability judgments, on sentences in which the verb-particle combination has been manipulated.

**Goals/Questions for roundtable:**

Data likely will be collected but not fully analyzed at the time of the conference so the main goal of this session would be to gain feedback on how to interpret the data/findings in order to draw logical conclusions and implications. Additionally, feedback on limitations of this study, especially in terms of methodology, would also be beneficial, as researchers are often blind as to what we’ve missed or not considered in our own research.

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**[6:00 pm - 6:15 pm]** *Explicit and Implicit Knowledge of L2 Collocations: A Replication of Toomer & Elgort (2019) Using Eye-Tracking* - Aysen Tuzcu

This study is intended to replicate the study by Toomer and Elgort (2019) and extend it by adding the eye-tracking methodology as a tool to examine the vocabulary learning process. The main aim is to investigate how different learning conditions (reading only and reading with textual enhancement) affect the development of explicit and implicit knowledge of L2 collocations and if possible differences in vocabulary gains in the two conditions are reflected in participants’ eye movements.

**Goals/Questions for roundtable:**

1. I have decided on examining four eye movement measures in my study. These are first pass reading time, total reading time, skipping counts, and regressions – in. Since all these four measures tap into a different aspect of the eye movement behaviors, I believe they may provide a better picture of the processing of target collocations in my study. Are these eye-tracking measures suitable for my study or should I use other measures?
2. What can be the best statistical approach for analyzing the data?

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**[6:15 pm - 6:30 pm]** *The effects of various types of form-focused instruction on the acquisition of English articles* - Jackie Lloyd & Andrew Lee

This classroom-based study investigates the effects of various types of form-focused instruction on the acquisition of English articles. The present study will reveal the unique and relative importance of noticing, rule-learning, and practice in instructed L2 acquisition, and most importantly, emphasize their complementary roles and combined effects when proactively implemented in L2 pedagogy.

**Goals/Questions for roundtable:**

- How important is perfect accuracy in the use of articles?
- What are some factors that make practice ‘meaningful’ for learners?
- What are some issues that might arise in a classroom-based study, and what solutions could be offered for them?

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**OCTOBER 24 • SATURDAY**

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8:45am – 10:00am

**P Paper Session 1.A (Keywords: Assessment, Rating)**

*Moderators: Ching Wang*

*Speakers: Hessameddin Ghanbar, Marzieh Dehghan-Chaleshtori, Hae In Park, Megan Solon, Xian Li, Kim McDonough, Pavel Trofimovich, Carlo Cinaglia, J. Dylan Burton, Ting Wen, Chuan Lin, Yali Feng, Shuai Li, Pakize Uludag*

**[8:45 am - 9:00 am]** Student Perceptions of Performance Assessment and Strategy-Based Instruction in the Intermediate Spanish Classroom - Carlo Cinaglia

Research on performance assessment has identified challenges with promoting spontaneous interaction among students and providing feedback on student performance. Incorporating suggested practices of strategy-based instruction and structured reflection, this classroom-based study examined student perceptions of performance assessment to determine its viability in one instructional context. Data sources included a questionnaire with quantitative and qualitative items. Findings indicate overall positive student perceptions of performance assessment. Implications are considered for programs implementing similar instruction and assessment practices.

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**[9:00 am - 9:15 am]** Off-topic and out of luck? Examiners' views of topic relevance - J. Dylan Burton

This presentation will report on unexpected findings from the development and use of a scale that measured authentic test task engagement in second language speaking tests. Raters' use of the scale indicated that test task engagement was measured consistently. However, off-topic responses were poor indicators of contextually inappropriate speech, providing evidence that other criteria must be taken into account when making judgements of scorable or nonscorable responses.

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**[9:15 am - 9:30 am]** Comparing Holistic and Analytic Rating Scales in Assessing Speech Acts in L2 Chinese - Xian Li, Ting Wen, Chuan Lin, Yali Feng, & Shuai Li

This study investigates the use and effects of holistic and analytic rating scales in L2 Chinese pragmatics assessment. Four native Chinese-speaking raters evaluated refusal and request speech acts produced by 70 learners using holistic and analytic rubric that includes prosody, fluency, appropriateness, grammaticality, and communicative function. A MFRM analysis revealed that examinees received lower scores under holistic rubric and raters showed bias in "prosody" and "fluency" dimensions. Implications on L2 pragmatics assessment will be discussed.

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**[9:30 am - 9:45 am]** Individual and shared assessment of paired oral interactions: A focus on verbal and non-verbal features - Pakize Uludag, Kim McDonough, & Pavel Trofimovich

This study explored how rating stimuli (audio or video) and focus of assessment (individual or shared) affect raters' judgments of oral paired interactions from English L2 speakers. Both the pair's shared performance and each learner's individual performance were rated in audio and video conditions using an analytic rubric. Comparison of ratings along with raters' perceptions are reported. Implications are discussed in terms of the assessment of paired oral tests.

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**[9:45 am - 10:00 am]** Proficiency reporting practices in SLA research: Have we made any progress? - Hae In Park, Megan Solon, Marzieh Dehghan-Chaleshtori, & Hessameddin Ghanbar

The present study revisits proficiency assessment practices in SLA research with the goal to examine whether the way in which scholars measure and report proficiency has improved since the publication of the most recent synthesis on this topic (Tremblay, 2011). Preliminary results suggest some shifts in proficiency assessment practices, especially for research on certain target languages. Such an investigation is timely given that the past decade has witnessed increased attention to methodological quality of research.

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**P Paper Session 1.B (Keywords: Writing, Feedback in Writing, Collaborative Writing)**

*Moderators: Jingran Gao*

*Speakers: Jongbong Lee, Larissa Goulart, Taichi Yamashita, Claudia Kim, Abdul Hakim*

**[8:45 am - 9:00 am]** Effects of Proficiency and Varying Time Constraints on Writing Fluency Behaviors and Linguistic Outcomes - Jongbong Lee

This study uses a mixed method design to investigate the effects of time constraints and proficiency on writing fluency behaviors, syntactic complexity, lexical complexity, and writing quality. The findings showed that the time constraints affected only writing fluency behaviors: Learners in the short-timed group showed greater writing fluency. Proficiency affected writing complexity, fluency, and quality: The advanced learners produced more complex language, more fluent writing behaviors, and higher writing quality than the high-intermediate learners.

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**[9:00 am - 9:15 am]** The Efficacy of Direct and Indirect Unfocused Written Corrective Feedback on Different Proficiency Levels - Claudia Kim

This present study examined the efficacy of different types of feedback on L2 learners on both revision and new pieces of writing when unfocused WCF was provided. The findings suggest the positive effect of unfocused WCF. However, the results were only statistically significant for the revision text and indirect beginner's new pieces of writing text. In addition, the findings showed that direct feedback helped both beginner and intermediate L2 learners significantly reduce errors in revision text.

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**[9:15 am - 9:30 am]** Tracking masked variance in collaborative writing: Do uneven revision work distributions predict uneven learning? - Taichi Yamashita

The present study investigated to what extent the number of revisions per individual and per pair during synchronous computer-mediated collaborative writing predicts individuals' L2 development with the pre-post-delayed design. A group received direct corrective feedback, while another group received indirect corrective feedback. Findings suggest that individuals' L2 development was generally well predicted by the number of revisions per individual, but not by the number of revisions per pair.

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**[9:30 am - 9:45 am]** Investigating register variation in English as a Second Language Writing: A key-feature analysis - Larissa Goulart

This study sought to identify key linguistic features of essays and explanations, written by L2 students. The results show that L2 students use features related to reporting completed events in essays and features associated with situation dependent writing in explanations.

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**[9:45 am - 10:00 am]** Reformulation as a Corrective Feedback Strategy in Individual and Collaborative Writing: An Empirical Study - Abdul Hakim

Most previous reformulation studies investigated the effectiveness of reformulation feedback in peer writing, leaving open the question of whether it is equally effective in individual writing. Therefore, this study, adopting a quantitative, counterbalanced design, examines the effectiveness of reformulation in collaborative and individual writing. The results of the statistical analysis confirm the findings of the previous studies claiming that reformulation is more effective in collaborative writing than the individual writing in learners' L2 writing development.

P **Paper Session 1.C (Keywords: Lexical competence, Multiliteracy)**

*Moderators: Jiayi Wang*

*Speakers: Phillip Hamrick, Yin Zhang, Maryna Ridchenko, Issa Maiga, Molly Lamb, Aimi Hayashi, Keragen Corpening, Nick Pandža, Naoko Witzel, Ho Jung Choi, Ok-Sook Park, Juliet Huynh, Jason Struck*

**[9:00 am - 9:15 am]** Individual differences in episodic memory abilities compensate for age effects in L2 lexical access - Yin Zhang, Maryna Ridchenko, Issa Maiga, Molly Lamb, Aimi Hayashi, Keragen Corpening, Nick Pandža, & Phillip Hamrick

Growing evidence suggests that episodic memory plays a role in the L2 lexicon, little is known about whether this relationship is moderated by age of L2 onset, as predicted by some accounts of age effects. The present study suggests that superior episodic memory abilities offset age of L2 onset effects in L2 lexical access, consistent with accounts of the L2 lexicon that rely on the declarative memory system (e.g., Ullman, 2015; Witzel & Forster, 2012).

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**[9:15 am - 9:30 am]** Advanced Korean learners' lexical competence and proficiency development through Hanja (Chinese characters) instruction - Ho Jung Choi & Ok-Sook Park

Recent growth in enrollments contributes to strong demands on curricular changes on advanced-level Korean as a second language (KSL) courses. This study examines that incorporating *Hanja* (Chinese characters) and *Hanja*-based Sino-Korean words facilitate vocabulary learning and expand KSL learners' lexical competence. Data revealed advanced KSL learners' positive perspectives on *Hanja* instruction and their development of multiliteracies. Results provide evidence that learning *Hanja* syllables is beneficial to retain Sino-Korean vocabulary and improve their Korean proficiency.

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**[9:30 am - 9:45 am]** The role of language dominance in masked translation priming: Evidence from Vietnamese heritage language speakers - Juliet Huynh & Naoko Witzel

This study examined how L1 and L2 words activate one another in Vietnamese heritage language (HL) speakers. Two masked priming experiments showed that L2 words could activate L1/HL translations whereas L1/HL words could not activate L2 translations suggesting that language dominance in L2 plays a role in lexical processing. We will discuss how this pattern of results impact current models of bilingual lexical organization.

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**[9:45 am - 10:00 am]** Language Switch Costs in a Lexical Decision Task: Symmetry and Cognitive Correlates - Jason Struck

This study investigated receptive switch costs' symmetry and relationship with executive function. Chinese-English bilinguals completed a language switching lexical decision task and three executive function tasks. Mixed effects models found larger costs when switching into the L2, and switch cost patterns were qualified by interactions with response sequence effects. No correlations were found between language switch costs and shifting or inhibition task scores. Together, results support a bottom-up, activation-based account of receptive language switching.

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9:00am – 10:00am

**S Poster Session (Keywords: Assessment, Task-based)**

*Moderators: Min Oh*

*Speakers: Minh Kwak, Shelley Spilman, Kim McDonough, Pavel Trofimovich, Chen Liu, Heesun Chang, Marylou Vercellotti, Diana Arroyo*

**1. Latent Topic Exploration in the Language Testing Journal: A Text-Mining Approach - Heesun Chang & Minh Kwak**

Using a text mining method, this study explored topics/themes researched in the Language Testing journal. The analysis discovered six topics (i.e., academic English proficiency exam, reading and listening exams, rater-mediated assessment, classroom assessment, vocabulary assessment, and oral/speaking assessment) and also suggested their general characteristics. There were some topics persistently researched across different time periods. The study will provide a summary of research topics in the journal and discuss potential applications of the text mining method.

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**2. Limited Cognitive Resources: Can English L2 learners self-correct complex clauses in a speaking task? - Shelley Spilman & Marylou Vercellotti**

Skehan (2009) has proposed that given limited cognitive resources, learners will not be able to focus both on accuracy and complexity, while Robinson (2001) has proposed that difficult tasks require L2 learners to direct additional cognitive resources, which may result in higher complexity and accuracy. This study investigated self-correction behavior during the construction of clause types to consider whether cognitive resources for monitoring might be limited while constructing "difficult" clauses.

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**3. The differential effect of mixed and indirect exposure to recasts - Diana Arroyo**

This study investigated the role of mixed and indirect exposure to recasts in the acquisition of in L2 Spanish. Participants completed tasks in groups of 4 and were assigned to either mixed exposure (N= 10), indirect exposure (N= 10) or control (N = 8) groups. The mixed exposure group outperformed the indirect group and the control group on both target structures in the Grammaticality judgment test, but not on the oral production task.

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**4. Verbal and Nonverbal Disagreement in an ELF Academic Discussion Task - Chen Liu, Kim McDonough, & Pavel Trofimovich**

This study analyzed the verbal strategies and visual cues that occurred in 24 disagreement episodes from an academic discussion task between ELF speakers in an academic setting. Results revealed that ELF speakers preferred mitigated verbal strategies. Gaze aversion, smiling, and head nods were the three most frequent visual cues associated with disagreement. However, ELF speakers did not see disagreement as a conflict but as an opportunity to listen, think, and share different opinions.

PINNED

10:10am – 11:10am

**L Plenary Speech - Dr. Gigi Luk**

*Moderators: Dr. Susan Barone*

*Speakers: Dr. Gigi Luk*

**Associate Professor, Department of Educational and Counselling Psychology at McGill University**

Gigi Luk is Associate Professor at McGill University. Her research on the cognitive consequences of bilingualism extends across the lifespan. In addition to investigating the science of bilingualism, Luk has examined how to harness scientific findings on bilingualism to improve educational experience for children from diverse language backgrounds. In particular, she has established a research program with a scientific goal aiming to understand the cognitive processes and their underlying neural mechanisms relevant to bilingualism; and a practical goal aiming to promote a culturally responsive environment in educational settings, cultivating respect and inclusion for linguistic diversity. These two goals guide her research program into three directions: (1) characterizing bilingualism beyond English proficiency in schools and in communities; (2) examining bilingualism and cognitive skills supporting language and literacy outcomes; and (3) establishing the neural correlates of learning new information in learners with diverse language experiences. Her work is currently supported by the Natural Sciences and Engineering Research Council of Canada (NSERC) and Fonds de recherche Société et culture (FRQSC). Luk obtained her Ph. D. in Cognitive Psychology from York University in Toronto, Canada. She then completed a postdoctoral fellowship at the Rotman Research Institute at the Baycrest Center in Toronto. She was at the Harvard Graduate School of Education between 2011-2018. She joined the Department of Educational and Counselling Psychology at McGill University in 2019.

PINNED

10:10am – 12:10pm

**R Design a Digital Teaching Project and Contribute to an Online Database!**

*Speakers: The Center for Second Language Studies*

This workshop aims at guiding participants on how to use Language Panda--a crowd-sourced, searchable database for foreign languages teaching with digital resources-- and to develop their own project for their courses, while contributing to the website. In the spirit of digital humanities and public scholarship, Language Panda provides a forum for sharing and exploring how digital pedagogy is being practiced across a variety of campuses and institutions.

10:20am – 12:20pm

**C Colloquium: Ever-Expanding Networks: Current Research in Third Language Development**

*Speakers: Jeanne McGill, Anika Lloyd-Smith, Marina Sokolova, Jennifer Cabrelli*

This panel of three early-career researchers, chaired by renowned L3 expert Jennifer Cabrelli of the University of Illinois-Chicago, shares current studies that expand knowledge of how L3 acquisition happens and the factors affecting it by addressing different linguistic domains. Anika Lloyd-Smith (University of Konstanz) presents results showing that syntax and phonology may not be equally affected in the L3 English of Italian/German speakers. Jeanne McGill (Indiana University-Bloomington) shows how lexical input and individual differences can affect both syntax and morphology in the newly acquired L3 Swedish of German/English bilinguals. Marina Sokolova (University of Southampton) explores the interface of syntactic interpretations and sociopragmatic factors in L3 English with Armenian/Russian bilinguals. Very little research to date has explored L3 acquisition outside the domain of syntax, so together these talks will give an overview of how the field is expanding. In addition, the range of languages involved is especially valuable for broadening the understanding of L3, since much prior research focuses on Romance languages. Each panelist will speak for 15 minutes with 5 minutes for clarification questions, and then the chair will offer her comments on the body of research and open the session up to audience interaction.

#### **Syntactic and phonological CLI: The same but different - Anika Lloyd-Smith**

In the study of third language (L3) acquisition, it has been recently suggested that the factors which explain, e.g., syntactic crosslinguistic influence (CLI) may differ from those which explain phonological CLI (Kopečková, Marečka, Wrembel, & Gut, 2016). However, since most L3 research to date has focused on the acquisition of one linguistic domain only, there is a need for studies that systematically assess CLI across modules of the grammar in the same population of speakers (cf. Rothman, González Alonso & Puig-Mayenco, 2019, p. 256). This talk presents data from a study that examines the acquisition of L3 English in 21 early bilingual heritage speakers (HSs) of Italian with German as their dominant language (mean age = 23). CLI is assessed across two contrasting domains, namely perceived global accent (phonetics-phonology) and acceptability judgments (syntax). The results indicate that, for perceived accent, the bilingual speakers were rated as predominantly German-sounding, while an Italian-sounding accent was also detected in those who used Italian frequently. In contrast, syntactic CLI from Italian occurred to a small but significant degree, and was found in almost all participants, irrespective of Italian use. As a result, I argue for structurally-driven CLI in the case of L3 syntax, in line with the Linguistic Proximity and Scalpel Models (Westergaard et al., 2017; Slabakova, 2017). In contrast, a more dynamic role is ascribed to L3 accent, which appears to be more sensitive to changes in the speaker's environment than L3 syntax is.

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#### **Differing Lexical Input in Beginning L3 Syntax and Morphology - Jeanne McGill**

This study develops a novel paradigm using natural languages for investigating the roles of typology, order of acquisition, and individual differences in beginning third language (L3) syntax and morphology. German/English bilinguals learn a selected Swedish lexicon which is either more like English or German and are tested on both their perception and production of syntax and morphology.

Several recent L3 models, the Typological Primacy Model (Rothman, 2015), the Scalpel Model (Slabakova, 2017), and the Linguistic Proximity Model (Westergaard, et al., 2017) agree that transfer/cross-linguistic influence (CLI) is possible from both previous languages in beginning L3 acquisition. Rothman diverges by proposing the *initial stages*, the period after the parser, using a cue hierarchy, determines the typologically closer language, which forms the basis for continued L3 acquisition. Slabakova and Westergaard, et al. agree that typology matters without specifying its role or how CLI is triggered. Whichever model one ascribes to, how the parser chooses needs closer examination.

Since the lexicon is the hierarchy's highest cue, input type is the independent variable. One group learns English-like Swedish words, like *kniv/knife* (German *Messer*), while the other receives German-like ones, like *läsa/lesen* (English *to read*). Each group includes 20 native and 20 non-native speakers of English and German to determine order of acquisition effects. After receiving the input, participants are tested on both the perception and production of five syntactic properties that show word-order differences between German and English. In addition, an L3 Wug test (Berko, 1958) is given, where participants pluralize the different types of nouns, while a background questionnaire probes individual differences.

In a pilot study, L1 English/L2 German participants given German-like input were significantly more likely to follow German-like verb placement (86% of target items) than participants given English-like input (51.5% of target items). A two-tailed Fisher's exact test shows this difference was statistically significant ( $p = 0.0001$ ). Data collection is ongoing, and results will be presented during the panel. Whatever the data show, this study is the first to use controlled natural language input and to consider individual differences in exploring what triggers CLI at the beginning of L3.

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#### **Social Bias and Structural Processing in L3 - Marina Sokolova**

This study investigates how structural and non-structural information complement each other in sentence processing in the third language (L3). It tests a hypothesis by Grillo and Costa (2014) that a perception verb *saw* in the matrix clause of a restrictive relative (RC) in (1) favors answer (a) in (2).

(1) Bill saw/arrested the mother of the boy that was talking about cosmetics.

(2) Who was taking about cosmetics?

a) the mother    b) the boy

A perception verb creates an anticipation for an event-related interpretation of (1), like *Bill saw (what event?) the event of talking about cosmetics* performed by *the mother of the boy*. The anticipated doer of the act of *talking* is *the mother*, which favors (2a) when the entire sentence is processed. Grillo et al. (2015) report that the effect of a perception verb overrides the original preference for (2b) in English monolinguals. The present study tests the effect of a perception verb in English as L3 in Armenian-Russian-English speakers.

In a self-paced reading task, group 1 works in L1-Armenian, group 2 in L2-Russian, group 3 in L3-English. The participants read sets of sentences and select answers to comprehension questions. The design manipulates the matrix verb against social biases, which means conventions accepted in society to interpret the *talking about*

*cosmetics* to be performed by *the mother* rather than by *the boy*. Social conventions prompt the interpretations biased towards either (2a) or (2b), or neither of them.

The participants show (2a) preference in L1-Armenian (73%) and in L2-Russian (71%). In L3-English, a total preference for (2a) is 43%. Both a perception verb and social bias are significant. The choice of (2a) is 54% after a perception verb and 41% after a non-perception verb. When social bias favors (2b), a perception verb changes the preference to 38% of (2a) against the 27% after a non-perception verb. The results show that both syntactic information of the matrix verb and social bias play a role in L3 sentence processing. L3 speakers adjust their RC interpretation following the most salient prompt, syntactic or non-syntactic.

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11:20am – 12:20pm

**S Poster Session (Keywords: Syntax, Grammar, Written language)**

*Moderators: Min Oh*

*Speakers: Xiaolong Lu, Carrie Jackson, Alessia Cherici, Anna Piotti, Chaleece Sandberg, Megan Brown, Dijana Trajchevska, Scott Jarvis*

**1. Generalization effects when learning relative clauses: Adapting aphasia treatment paradigms for L2 German classrooms - Anna Piotti, Chaleece Sandberg, & Carrie Jackson**

L2 instruction, inspired by successful treatments in aphasia research, that only trains complex structures (here: ORCs) can promote generalization to less complex structures (here: SRCs) with L1 English-German learners. However, when time on task is held constant, a training unit containing only more complex structures does not clearly lead to greater learning gains—as measured on immediate and delayed posttest measures—compared to training that contains both complex and less complex structures.

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**2. The Operationalization of Chunks in Chinese as SLA - Xiaolong Lu**

This study reports on a identification and categorization of Chinese chunks based on structure and function, as well as the frequently-used chunks in Chinese textbooks and corpora. The findings will build a foundation for psycholinguistic experiments in Chinese as L2 acquisition.

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**3. Teasing apart the predictors: order vs age of L2 acquisition in L3 grammatical gender transfer - Megan M. Brown**

In an investigation of the differences in L3 grammatical gender acquisition by speakers with a gendered L1 vs. L2, surface results do not show the gendered L2 advantage in initial state L3 learners that this author's previous work found in more experienced beginner learners. However, a logistic regression separating the variables of age of L2 acquisition and order of acquisition finds preliminary evidence of L2 grammatical gender knowledge providing an advantage in L3 gender acquisition.

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**4. Crosslinguistic influence and evidentiality - Dijana Trajchevska & Scott Jarvis**

This study focuses on the relationship between the information source and the use of perfect tense. After we conducted the analysis, the results confirmed that there is significant relationship between the information source and the use of perfect tense. The fact that Macedonian learners of English choose the perfect tense when referring to non-witnessed events in the past suggests that they might associate the perfect tense with the indirect past tense in Macedonian.

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**5. Topic-drop vs. pro-drop: Null Subjects in Chinese Native Speakers' L3 Italian - Alessia Cherici**

This study investigates whether, when acquiring null subjects in L3 Italian, Chinese NSs resort to their L1, considering that it too allows some form of null arguments, or to L2 English, given its typological similarity with the L3. The results of an acceptability judgment task show that the group with the highest L2 proficiency accepted non-target overt subjects at the highest rate. However, the overall high acceptance of null subjects reveals that several factors, besides L2 transfer, contribute to shaping L3 acquisition.

P **Paper Session 2.A (Keywords: Phonetics, Phonology)**

*Moderators: Janna McClain*

*Speakers: Zhe Gao, Seth Wiener, Joy Maa, Zhiyi Wu, Xiaomeng Li, Fernando Melero-García, Alejandro Cisneros, Ander Beristain, Katherine I. Martin, Laura D. Cummings Ruiz*

**[11:20 am - 11:35 am]** A usage-based approach to the acquisition of L2 phonological variation of Spanish trills - Fernando Melero-García & Alejandro Cisneros

This study examines how increased L2 experience of second language learners leads to native-like perceptual abilities. Both native speakers and second language learners of Spanish with varying degrees of language experience completed a perceptual identification task. The results suggest that, as experience with Spanish increases, so do the perceptual abilities of learners since learners with more experience attend to similar acoustic correlates as native speakers of Spanish to categorize speech sounds.

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**[11:35 am - 11:50 am]** The development of perception and production of Basque sibilant fricatives by L1 American English learners - Ander Beristain

This study explores the development of perception and production of three Basque sibilant fricatives (apico-alveolar, lamino-alveolar, and post-alveolar) by L1 English speakers in the classroom. These sounds show striking similarities with English sibilant fricatives /s/ and /ʃ/. Learners produced a reading-aloud task and an ABX perceptual task. Production results show varying results among students: some produce the difference, whereas others merge sounds. Perceptually speaking, the hardest contrast was apico-alveolar vs. lamino-alveolar.

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**[11:50 am - 12:05 pm]** Phonological awareness in L2 English: Response patterns, scoring options, and error types on CTOPP deletion - Katherine Martin

Phonological awareness (PA) is a crucial skill for literacy development, but most standardized PA assessments are normed with younger L1 English speakers, raising questions about their validity for use with L2 speakers. This presentation reports data from two studies investigating L2 English speakers' performance on the CTOPP deletion task, a common PA assessment. We will present accuracy results, different scoring options, and common errors patterns among L2 speakers, and will make suggestions for item design.

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**[12:05 pm - 12:20 pm]** Comparing English rhotic production by simultaneous and sequential heritage speakers of Spanish - Laura D. Cummings Ruiz

English rhotics produced by heritage speakers of Spanish in a story telling task were compared to those of native speakers to determine the effects of childhood language input on late-acquired sounds. Results showed that simultaneous bilinguals produced more target-like rhotics than sequential bilinguals. Overall, heritage speakers produced more retroflex rhotics than native speakers. These results suggest that early language input in a heritage language can affect the phonology of the majority language.

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**[12:20 pm - 12:35 pm]** The Perception and Production of English fricatives by L2 learners - Joy Maa, Zhe Gao, Zhiyi Wu, Xiaomeng Li, & Seth Wiener

Perception and production tasks were used to measure L2 listeners' sensitivity and production of English fricative-initial words (e.g. vat-fat). Predictive variables included five objective and 10 subjective factors. Perceptual sensitivity to L2 fricative-initial words was predicted by age of learning and length of residence in English-speaking countries. Production accuracy (as measured by L1 listeners) was not significantly predicted by any tested variable. Large behavioral variability was observed across learners.

P **Paper Session 2.B (Keywords: Translanguaging)***Moderators: Pengfei Li**Speakers: Holland White, Xian Li, Youjin Kim, Abdul Hakim, Jagadish Paudel, Jing Paul, Eric Friginal*

**[11:20 am - 11:35 am]** Role of Translanguaging in L2 Development: EFL Teachers' Perceptions and Practices - Abdul Hakim

Some researchers argue the use of translanguaging to be more effective than the monolingual pedagogy but blame the Western-dominated monolingual pedagogical beliefs and practices for translanguaging being not widely accepted as a better pedagogic option. However, researchers have conflicting and inconclusive findings about the issue. Therefore, my study investigated the practices and perceptions of translanguaging among EFL teachers in Bangladesh and whether there is a gap between perceptions and practices of translanguaging among them.

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**[11:35 am - 11:50 am]** Examining a Multilingual Speaker's Translanguaging in an L3 Classroom: A Longitudinal Case Study - Sanghee Kang, Youjin Kim, & Xian Li

This study examined translanguaging of a multilingual learner (Chinese, English and Korean) who performed multiple collaborative writing tasks in an L3 classroom over one semester. Data from multiple sources were collected: a language background questionnaire, language engagement survey, semi-structured interview, audio-recorded interaction during collaborative tasks, and collaborative writing task output. The results are discussed in light of implications for employing collaborative writing tasks in foreign language classrooms with multilingual learners.

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**[11:50 am - 12:05 pm]** Translingual Pedagogy for Enacting Social Justice in Implementing English as a Medium of Instruction and Teaching EFL - Jagadish Paudel

In this paper, drawing ideas from seminal theoretical works and reviewing some empirical studies that were executed in my home country of Nepal on translanguaging, I discuss how translingual pedagogy seems a socially just pedagogy to implement English as a medium of instruction and to teach English as a compulsory subject in Nepal. Particularly, I present translingual pedagogy as an equity pedagogy for maintaining linguistic identities, making participation, developing literacy, and making sense of content.

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**[12:05 pm - 12:20 pm]** Mobile-Assisted Language Learning and Translanguaging Practices in a Short-term Immersive Chinese Program - Xian Li, Jing Paul, & Eric Friginal

This study explores the intersection of translanguaging and mobile-assisted language learning (MALL) in a short-term immersion program for adolescent learners. Class video recordings were analyzed for iPad implementation during a reading activity. Results show that more translanguaging episodes occurred between teacher and students with iPad use, which promoted development in speaking and multimodal composing. Students' questionnaires and interviews revealed positive attitudes toward translanguaging practices. Implications for translanguaging pedagogy and challenges in MALL will be discussed.

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**[12:20 pm - 12:35 pm]** Supporting Teachers' Emerging Multilingual Language Ideologies in Monolingual Contexts - Holland White

This study investigates the development of teachers' perceptions of English-only instructional practices and emergent bilingual students over the course of enacting an English language arts curriculum grounded in translanguaging theory. Interviews with the five 4th and 5th grade teachers involved in the study indicate reinforced beliefs about the positive value of students' home languages in the classroom, a developing sense of trust in students' linguistic knowledge, and a lack of instructional support from their schools.

P **Paper Session 3.C (Keywords: Language teaching)**

*Moderators: Eva Jin*

*Speakers: Elyse Petit, Bryant White, Anne-Sophie Dubosson, Youjin Kim, Meredith D'Arienzo, Laura Gurzynski-Weiss, Mackenzie Coulter-Kern, Jacob Rieker, William Morgan, Sanghee Kang, Naoko Taguchi*

**[1:45 pm - 2:00 pm]** Revisiting Foreign Language curriculum through the implementation of the Slow Teaching and Multiliteracies pedagogical approaches - Elyse Petit, Bryant White and Anne-Sophie Dubosson

This presentation introduces the development of a French curriculum grounded in a Multiliteracies Pedagogy, further enhanced through the implementation of a Slow Teaching and Learning pedagogical approach. These frameworks foster new experiential learning, and support equity in education. Through examples of scaffolding activities and assessment tools, presenters will show how students engage with texts, expressing their own voice and uniqueness in a way that represents interaction with and modeling of values like diversity and inclusivity.

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**[2:00 pm - 2:15 pm]** Engagement and emerging elementary-level L2 Spanish in the US: Detailing the status quo and identifying opportunities - Laura Gurzynski-Weiss & Mackenzie Coulter-Kern

Our study examines 12 elementary-level learners' engagement, emerging L2 Spanish use, and sensitivity to object permanence in fall and subsequent spring semesters. Specifically, we examine learners' cognitive engagement (operationalized as language-related episodes and modified output), behavioral engagement (number of turns taken in a dyadic task), and learners' performance on four tasks: two information-gap, picture-description tasks, one written production task (all measuring production of L2 Spanish), and one object permanence task (Piaget's 1929 Sun-Moon Problem).

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**[2:15 pm - 2:30 pm]** Moving toward embodiment in second language teacher education: A Vygotskian sociocultural perspective - Jacob Rieker

While learning to teach has largely been conceived of as a cognitivist affair, the body and its connection to the embodied activity of teaching have largely been overlooked. Addressing this gap, the present study explored how embodiment developed among novice language teachers. The data demonstrated how the focal novice teachers made sense of their bodies as vital components in a network of pedagogical resources to garner student engagement. Implications for language teacher education are addressed.

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**[2:30 pm - 2:45 pm]** Flow and graduate teaching assistant training in introductory and intermediate Spanish language classrooms: A pilot study - William Morgan

The present study pulls from Flow Theory as a way of understanding how graduate teaching assistants develop a sense of flow in their introductory and intermediate language courses. It is hypothesized that the two entities (novice teacher and novice language learner) exist within the learning ecosystem to co-construct (or not) a sense of flow with language learning. This study uses a mixed-methods approach to provide a holistic understanding of this essential phenomenon for language acquisition.

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**[2:45 pm - 3:00 pm]** Teaching Pragmatics Using Collaborative Writing Tasks: The Role of Situational Demands in Advice-giving - Youjin Kim, Sanghee Kang, Naoko Taguchi, & Meredith D'Arienzo

Building on previous task-based approaches to teaching second language pragmatics, the current study examined the effects of task complexity on the use of advice-giving strategies in online forum advice-posting tasks. Task complexity was operationalized by the number of situational demands in advice-seeking posts. 78 Korean EFL high school learners completed a pretest, three forum-posting tasks, and two posttests over three months. The results suggest the importance of situational demands in designing authentic pragmatics tasks.

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P **Paper Session 3.A (Keywords: Pragmatics, Pragmatics instruction and learning)**

*Moderators: Beth Schenk*

*Speakers: Tianyu Qin, Saori Hoshi, Kathleen Bardovi-Harlig, Yunwen Su, Cristina Mostacero-Pinilla*

**[2:00 pm - 2:15 pm]** Assessing and facilitating L2 Chinese learners' pragmatic comprehension through computerized intervention - Tianyu Qin

This paper reports on (1) assessing L2 Chinese learners' degree of certainty on conversational implicatures and (2) facilitating implicature comprehension by involving computerized intervention. The study generated empirical evidence that revealed learners' different degrees of pragmatic development. Discussions center on assessing pragmatics and facilitating pragmatic development based on individual needs.

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**[2:15 pm - 2:30 pm]** The role of pragmatic instruction in L2 interactional competence: Learner's use of Japanese interactional particles *ne*, *yo*, and *yone* in spontaneous conversation - Saori Hoshi

The present study examines the development of L2 interactional competence by JFL learners in an explicitly instructed setting as evidenced by their metapragmatic understanding of the discourse functions of Japanese interactional particles *ne*, *yo* and *yone*, and the ability to use them as a resource for joint stance taking and achieving intersubjectivity in spontaneous conversations with NSs and peer learners.

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**[2:30 pm - 2:45 pm]** Methodological networks in the development of an empirically-based aural pragmatics test for conventional expressions - Kathleen Bardovi-Harlig & Yunwen Su

This paper reports the results of an empirically-driven *aural* multiple-choice DCT of English conventional expressions. The test employed 20 observationally-based DCT scenarios, each followed by four aural choices including the target expression and three learner-produced alternatives, all of which were re-recorded by native speakers. The test was administered to 120 EFL students at a Chinese university and 30 NS. High internal consistency and high agreement among NS suggest the test compares favorably to oral DCTs.

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**[2:45 pm - 3:00 pm]** Pragmatic markers in bilingual speakers: The role of proficiency, use of Spanish, and language immersion - Cristina Mostacero-Pinilla

This study examines the effect of *proficiency*, language *immersion*, and *use of Spanish* on the patterns of PMs' use (i.e., frequency and variety in PMs' production) by second language (L2) learners and heritage speakers (HSS) of Spanish. For L2 learners, results showed a significant correlation between both *proficiency* and *immersion* and the variety of PMs used. For HSS, however, only *use of Spanish* was a significant predictor.

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2:00pm – 3:00pm

**P Paper Session 3.B (Keywords: Learner psychology, Emotion, Affect)**

*Moderators: Pengfei Li*

*Speakers: Anna Bondarenko, Nicholas Rhea, Akiko Okamura, Mostafa Papi, Ekaterina Sudina, Luke Plonsky*

**[2:00 pm - 2:15 pm]** Linking homework and student autonomy to improve oral communication skills in the ESL setting - Nicholas Rhea

Engaging students in oral communication practice outside of the classroom can be difficult, but if students are to improve they need to practice. To meet that goal, teachers need to give students the tools to be autonomous learners and connect homework assignments with in-class practice and feedback. This presentation will highlight some methods for developing autonomous learners and demonstrate oral communication homework assignments for beginning level English Language Learners.

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**[2:15 pm - 2:30 pm]** Peer assessment on self-regulation, positive emotions and improvement of learners' English speaking skills - Akiko Okamura

This presentation shows the potential benefit of peer assessment on the improvement of English speaking skills through the comparison of 8 teacher oriented dictation tests and 8 group oriented recitation tests in class per year. The recitation tests gained much higher scores than those of the dictation tests. The questionnaires supported the results as students enjoyed recitation tests more than dictation tests resulting in spending more time for the preparation of recitation tests.

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**[2:30 pm - 2:45 pm]** Self-Efficacy as a Generative Mechanism for L2 Self-Guides and Feedback-Seeking Behavior in Language Learners' Motivation - Anna Bondarenko & Mostafa Papi

This study investigates the generative mechanism of individuals' perceived self-efficacy as a motivational antecedent underlying the learners' L2 self-guides and their feedback-seeking behavior (FSB). Preliminary analyses of 341 questionnaire responses and 12 interview protocols from foreign language learners in the US suggest that learners' FSB can be a function of their L2 self-guides which, in turn, can be influenced by the learners' high or low self-efficacy beliefs about their listening and speaking Spanish language abilities.

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**[2:45 pm - 3:00 pm]** Academic perseverance in foreign language learning: An investigation of L2 grit and its conceptual correlates - Ekaterina Sudina & Luke Plonsky

This study examined the relationships between language-specific grit and its conceptual correlates in a sample of L2 learners of Spanish and French. L2 grit largely overlapped with intended effort but was found to be conceptually distinct from L2 buoyancy. Congruous with previous research, L2 grit's perseverance of effort dimension demonstrated evidence of incremental validity beyond conscientiousness in relation to L2 proficiency after controlling for gender, foreign language, conscientiousness, and L2 grit consistency of interest facet.

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**PINNED**

2:00pm – 4:00pm

**R An introduction to Using Corpora for Teaching and Research through Data-Driven Learning**

*Moderators: Dr. Susan Barone*

*Speakers: Romy Frank, M.A.*

Data-driven learning (DDL) can be defined as an inductive approach to language teaching, where students investigate real language data through learner-centered activities that focus on language discovery (Smith, 2014). Language corpora are the source of the materials used in this process. In this introductory workshop, participants will explore different ways of using corpora in their own work, be it teaching or research. While we will start by having a closer look at the Corpus of Contemporary English (COCA) and the possibilities its new features can offer, we will also examine other available corpora, share ways for participants to create their own corpora, and consider possible obstacles when applying DDL. Participants will leave this interactive workshop with concrete ideas of how they can incorporate corpora and DDL into their own work and classroom practice.

**Zoom Meeting Information:** Meeting ID: 997 8464 5540 | Passcode: 496962

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**PINNED**

3:10pm – 4:10pm

**L Plenary Speech - Dr. Allison Skerrett**

*Moderators: Dr. Rebecca Peterson*

*Speakers: Dr. Allison Skerrett*

**Professor, Department of Curriculum and Instruction at the University of Texas-Austin**

Dr. Skerrett is a professor in the Language and Literacy Studies program area and an affiliate faculty member in the Cultural Studies in Education program area within the Department of Curriculum and Instruction at the University of Texas at Austin. Dr. Skerrett will focus on secondary English education in urban contexts, adolescent literacy practices in school and outside school contexts, transnational youths' literacy practices and learning across transnational social and educational settings, and sociocultural influences on teaching and learning.

**Zoom Meeting Information:** Webinar ID: 923 7734 1296

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P **Paper Session 4.A (Keywords: Lexical bundles, Lexical representations)**

*Moderators: Beth Schenk*

*Speakers: Ethan Lynn, Detong Xia, Haiyang Ai, Hye Pae, Susie Kim, Matt Kessler, Seth Wiener, Jiang Liu*

**[4:20 pm - 4:35 pm]** Lexical Bundles in English Business Emails: A Contrast between Non-native Students and Native Professionals - Detong Xia, Haiyang Ai, & Hye Pae

This corpus-based study examined functional differences of lexical bundles in business emails written by native professionals and non-native students. Four-word lexical bundles were first identified, and then classified using Biber et al.'s (2004) taxonomy. Results showed that non-native students overused stance expressions but underused referential expressions, indicating more spoken expressions and less written conventions used in their business email writing. Academic and pedagogical implications for teaching and studying lexical bundles in ESP contexts were discussed.

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**[4:35 pm - 4:50 pm]** Exploring EFL university students' uses of lexical bundles and their relationship to writing quality - Susie Kim & Matt Kessler

In this study, we explore 60 intermediate- and advanced-level EFL students' uses of 3-, 4-, and 5-word lexical bundles by in their argumentative essays ( $N = 120$ ), which were intended for the standardized College English Test (CET) in China. In addition to examining students' usage of the lexical bundles, we explore (1) the bundles' structural compositions, and (2) the relationship between students' bundle usage and the perceived writing quality as rated using CET's testing rubric.

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**[4:50 pm - 5:05 pm]** Comparing Lexical Bundle Use in EAP Reading Textbooks to Lower-Division University Textbooks - Ethan Lynn

The current study compared lexical bundle use between EAP reading textbooks to general lower-division university textbooks on the basis of three characteristics: number of types and token, proportional distribution of grammatical structure, and proportional distribution of discourse function. The analysis revealed that only 25% of the bundles overlapped, lower-division textbooks contained more phrasal compression bundles, and EAP reading textbooks focused on more concrete topics with more narrative features.

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**[5:05 pm - 5:20 pm]** Perceptual and lexical constraints on the phonetic categorization of second language speech - Seth Wiener & Jiang Liu

A phonetic categorization task was used to test 130 adult L1 and L2 Mandarin Chinese listeners. The F0 contour of the stimuli varied along a continuum resulting in four different tonal word/nonword endpoint combinations. Participants' pitch perception abilities and Mandarin proficiency/lexical knowledge were also measured. Growth curve analysis revealed that both L1 and L2 listeners showed boundary shifts as functions of lexical knowledge; L1-L2 differences were driven by perceptual abilities, lexical knowledge, and their interaction.

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P **Paper Session 4.B (Keywords: Self-efficacy, Perseverance in language learning)**

*Moderators: Blair T Bou-Chebl*

*Speakers: Mostafa Papi, Liying Feng, Laura Gurzynski-Weiss, Mackenzie Coulter-Kern, María Dolores Mellado Martínez, Chris Jacobs*

**[4:20 pm - 4:35 pm]** The influence of affective individual differences on the characteristics of L2 writing during task-based performance - María Dolores Mellado Martínez

This study aims to shed light on the potential influence that affective individual difference variables (writing anxiety, writing self-efficacy and L2 writing motivation) may have on the complexity, accuracy, and fluency (CAF) of L2 learners' written texts. We administered diverse ID questionnaires targeting the IDs that constituted our independent variables, and correlated results with CAF measures of L2 writings during task-based performance.

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**[4:35 pm - 4:50 pm]** "Remember that time when...?": A study of students' most memorable language-learning experiences - Chris Jacobs

Learner psychology—including motivation, focus, autonomy, and self-efficacy, in particular—has been strongly linked to learning success. When these factors converge, they can create a highly-engaging flow experience. This qualitative study of eighty-two intermediate-level language learners' highest and lowest flow lifetime language-class experiences seeks to determine which types of activities and flow components are most likely to be recalled when describing high-flow experiences, while also providing directions for future SLA flow research.

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**[4:50 pm - 5:05 pm]** Mi español ha cambiado: Self-assessments and proficiency gains during a domestic Spanish-immersion camp - Mackenzie Coulter-Kern & Laura Gurzynski-Weiss

This study examines if eight high school-learners' self-rated proficiency assessments coincide with instructor-rated proficiency assessments. The study also examines if there is a relationship between learners' self-awareness accuracy and their proficiency gains during a two-week domestic, task-based Spanish immersion camp in the U.S. Results, calculated via pretest-posttest design and using three instruments—self-assessments of proficiency, a closed proficiency measure, and an open proficiency measure—indicate that learners' increased self-awareness of proficiency correlates with increased gains.

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**[5:05 pm - 5:20 pm]** An exploration of a revised model of L2 future selves in relation to L2 Motivational Intensity and Persistence - Liying Feng & Mostafa Papi

The current study investigated the role of future self-guides in CFL learners' motivational intensity and persistence. Multiple regression results demonstrated that Ideal L2 Self/Own and Ideal L2 Self/Other significantly predicted L2 Motivational Intensity and L2 Persistence. As suggested in findings, a future direction on motivating CFL learning by helping learners visualize and enhance their Ideal L2 self-guides is discussed.

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P **Paper Session 4.D (Keywords: Teacher emotion, Pedagogical ideology, Teacher beliefs)**

*Moderators: Jose Luis Ruiz*

*Speakers: Mehrnoush Karimi, Katherine I. Martin, Lee Her, Ning Yang, Shashank Poudel,, Sagen Eatwell, Elham Nikbakht, Emily Lawson*

**[4:20 pm - 4:35 pm]** A critical approach to teacher emotions: A teacher's emotional capital strategies - Lee Her

This case study investigates how a California teacher navigates feeling rules imposed by a new policy to accrue emotional capital. A post-structuralist emotions and emotional capital framework are adopted to highlight the unequal power relations. Findings reveal that Alan was able to manage his emotion labor by employing different strategies. Instead of resisting the feeling rules or avoiding the emotion labor he accrued emotional capital by developing tools for future emotion labor endeavors.

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**[4:35 pm - 4:50 pm]** Empathy from Experience: EL Teacher Pedagogy in Nashville - Ning Yang, Shashank Poudel, & Sagen Eatwell

MNPS has the largest ELL population in Tennessee. Given the issue related to their achievement gaps from non-ELLs and the sociocultural dissonance they are facing between their L1 identities and the identity that is part of English language, this study investigates the MNPS EL teachers' perception of their own identities and their EL students' identities and how it can influence their pedagogical practice.

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**[4:50 pm - 5:05 pm]** SLA Researchers' and ESL Teachers' Views on the Research-Practice Gap - Elham Nikbakht & Mehrnoush Karimi

This mixed-method study compares the results collected from a questionnaire which is developed to demonstrate the teachers and researchers' attitude toward the pedagogical relationship between SLA research studies and teaching. The qualitative and quantitative results are discussed.

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**[5:05 pm - 5:20 pm]** The relationship between teaching beliefs and practices as perceived by language graduate teaching assistants - Emily Lawson & Katherine I. Martin

Graduate teaching assistants (GTAs) are an interesting case of teachers-in-training because they are both students and teachers simultaneously. Using data from classroom observations and interviews, we explore language GTAs' beliefs about teaching and how they relate to GTAs' practices. GTAs express beliefs about teaching indirectly, focusing on the effects on students, but do not demonstrate their beliefs in practice. They also describe contextual factors that facilitate or hinder their ability to implement their beliefs in practice.

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P **Paper Session 4.C (Keywords: Academic achievement, EFL learners)**

*Moderators: Laura Buckley*

*Speakers: Dr. Emily Phillips Galloway, Hui Wang, Wenyue Ma, Ryan Miller, Mehrnoush Karimi, Ryo Maie, Linlin Wang, Elaine Khoo, Fatma Alkiyumi*

**[4:20 pm - 4:35 pm]** Investigating the relationship between TOEFL scores and international students' academic success: A meta-analysis - Ryo Maie & Wenyue Ma

This is a meta-analysis on the empirical relationship between TOEFL scores and academic success operationalized with grade point averages. Our analysis shows that the two variables are weakly but surely correlated and moderator variables such as academic status (graduate, undergraduate), GPA types (first semester, first year, and cumulative), and TOEFL versions (PBT, CBT, iBT) affect the relationship. We will discuss what our results mean to the use of TOEFL as one of the admission criteria.

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**[4:35 pm - 4:50 pm]** Effects of Video Enhancement on Chinese EFL Learners' Listening Behavior - Linlin Wang

The effect of visuals in L2 listening tests has been inconsistently reported, and test-takers' listening behaviors taking audio-visual tests have not been fully explored. In the present study, they were investigated with two versions of a listening test being either audio-visual or audio-only, retrospective cued recalls, and notes analysis.

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**[4:50 pm - 5:05 pm]** Investigating self-regulated usage-based practice on Academic English development of university students - Elaine Khoo

This study investigated an online asynchronous approach that engaged learners in self-regulated usage-based practice to accelerate their acquisition of academic discourse constructions using 980 reconstruction texts over a 12-week semester time-frame in a credit course. Analysis of their lexical distributions, grammatical properties and form-meaning training opportunities offered by the instant feedback and iterative attempt system suggests that the depth of training in reconstruction account for greater accuracy and fluency in usage. Implications to be discussed.

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**[5:05 pm - 5:20 pm]** Metacognitive awareness and reading strategy use among Omani middle school EFL students - Fatma Alkiyumi, Mehrnoush Karimi, & Ryan Miller

This study investigated metacognitive awareness and use of reading strategies by 120 middle school EFL students in Oman, focusing on similarities and differences between L1 and L2 strategy use and differences between perceived and actual strategy use.

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**[5:20 pm - 5:35 pm]** The Design of a Frequency Table on Phonological Problems by Analyzing EFL Students' Dictation Scripts - Hui Wang & Emily Phillips Galloway

In the study, the author collected 50 Chinese EFL learners' dictation scripts from an online dictation learning group, applied a coding scheme to show the frequency of several errors, and finally designed a self-check frequency table for learners to evaluate their own practice as part of enhancing their metacognitive skills.

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P **Paper Session 5.A (Keywords: Social network, Interaction, Study abroad context)**

*Moderators: Jingran Gao*

*Speakers: Michał B. Paradowski, Magdalena Jelińska, Andrzej Jarynowski, Yi Wang, Karolina Czopek, Agnieszka Cierpich, Jeremi Ochab, Chih-Chun Chen, Yumi Takamiya, Lourdes Sánchez-López, Todd Hernández, Paulo Boero*

**[5:30 pm - 5:45 pm]** A Social Network Analysis of Language Use in the Multilingual Study Abroad Context - Yi Wang

The study provides a methodological tool to collect, analyze, and understand the complete social network and language use in multilingual study abroad context.

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**[5:45 pm - 6:00 pm]** Language learner networks moderate SLA during Study Abroad: A case for quantitative Social Network Analysis - Michał B. Paradowski, Andrzej Jarynowski, Magdalena Jelińska, Karolina Czopek, Agnieszka Cierpich, Chih-Chun Chen, & Jeremi Ochab

We demonstrate how the computational and anthropological tools of Social Network Analysis (SNA) in a mixed-method study design help understand the influence of peer interaction dynamics and social graph topology on measurable SLA outcomes among exchange students (n=40) and participants in an intensive summer course of language and culture (n=391). Unlike most other SNA research that tended to only focus on each student's ego network, computational SNA reconstructing the complete learner network provides fresh insights into the link between social relations and language acquisition.

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**[6:00 pm - 6:15 pm]** Increasing intercultural competence and motivation for study-abroad through network building in the transnational classroom - Yumi Takamiya & Lourdes Sánchez-López

To examine the development of intercultural competence and motivation toward study-abroad, asynchronous telecollaborations and face-to-face discussions were implemented in Japanese courses in a US university over one academic year. Data from blogs and class discussions underscore the value of NNS-NNS interactions in improving intercultural competence. Network building with non-experts in the target language and culture also helped students raise their motivation to study abroad.

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**[6:15 pm - 6:30 pm]** Explicit Intervention for Developing L2 Spanish Pragmatic Ability in the Study Abroad Context - Todd Hernández & Paulo Boero

This presentation describes the effects of pragmatic instruction and study abroad (SA) on L2 Spanish apologies. Eighteen students enrolled in 4-week SA programs in Spain were randomly assigned to either an experimental or control group. Oral computer-animated production task data indicate that the experimental group outperformed the control group in measures of pragmatic appropriateness, strategy use, and speech rate. Findings suggest that explicit pragmatic instruction before and during SA contributes to participants' L2 pragmatic development.

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P **Paper Session 5.B (Keywords: Multilingual learners, Multilingualism)**

*Moderators: Holland White*

*Speakers: Daria Ferencik-Lehmkuhl, Alex Magnuson, Nils Jaekel, Jing Sun, Xiao Luo (Peter), Kevin McManus, Detong Xia, Tatiana Krasnopeevea, Markus Ritter, Michael Schurig*

**[5:30 pm - 5:45 pm]** How creating the individual multilingual students' trajectory helps to develop their language proficiency - Tatiana Krasnopeevea, Nils Jaekel, & Markus Ritter

The study proposes the structure outline of the individual educational trajectories for English as L2 learning using contact study time presented by the group trajectories according to the students' linguistic profiles regarding their personal characteristic and background and the didactic recommendations for the development of the individual trajectories through e-learning due to the multilinguals' personal linguistic profiles.

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**[5:45 pm - 6:00 pm]** Conquering the tower of Babel? Covariates of multilingual learners' L2/3 development in secondary school - Nils Jaekel, Michael Schurig, Markus Ritter, Daria Ferencik-Lehmkuhl, & Sandra Schwinning

Foreign language classrooms have to cater to a growing population of multilingual learners. However, the majority L1 remains the point of reference for learners in many classrooms. This study investigates how German (majority L1) and EFL develop over the first two years of secondary school. Structural Equation Modelling analyses controlled for a variety of covariates. These results suggest that the importance of German for EFL instruction increases over time in secondary school.

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**[6:00 pm - 6:15 pm]** ESL Learners' Use of Theme in Spoken English Narratives - Xiao Luo, Jing Sun, & Detong Xia

This study explored ESL students' Theme usage in spoken English narratives. The use of textual Theme showed no significant differences between L1 English speakers, Chinese-, and Korean-speaking ESL learners. However, the three groups demonstrated significant difference in the interpersonal Theme's usage, especially when expressing less assertive attitudes. Additionally, learners' L1 backgrounds, L2 proficiency, age of onset (AO) and length of residency predicted their use of interpersonal Theme. Implications for ESL pedagogy were discussed.

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**[6:15 pm - 6:30 pm]** Testing the skill-specificity hypothesis: Comprehension practice in L2 German - Alex Magnuson & Kevin McManus

We tested the claims of the skill-specificity hypothesis and examined the role of comprehension-based practice (reading and listening) to enhance the learning of a difficult L2 German morphosyntactic structure (noun-adjective agreement). Results to date provide support of the hypothesis, and we discuss implications for instructed SLA contexts.

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P **Paper Session 5.C (Keywords: Study abroad)**

*Moderators: Blair T Bou-Chebl*

*Speakers: Jimin Kahng, Msafiri Otonya, Nicole Tracy-Ventura, Amanda Huensch, Rosamond Mitchell, Daniel Jung, Megan DiBartolomeo, Raychel Vasseur*

**[5:30 pm - 5:45 pm]** Quantitative and qualitative analysis of changes in elicited imitation performance after study abroad - Jimin Kahng & Msafiri Otonya

The current study aims to examine the potential usefulness of elicited imitation in capturing longitudinal changes in multiple aspects of proficiency. Three different quantitative measures were used to gauge overall repetition accuracy, formulaic language use, and meaning delivery and their interrelationship was investigated. In addition, for an in-depth analysis of in what way changes were made before and after study abroad, EI performance was also qualitatively analyzed.

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**[5:45 pm - 6:00 pm]** A longitudinal study of the variables impacting long-term retention of foreign language proficiency post-study abroad - Nicole Tracy-Ventura, Amanda Huensch, & Rosamond Mitchell

This presentation describes results of an 8-year longitudinal study examining the possible long-term retention of foreign language proficiency post-residence/study abroad and the cessation of formal instruction. Participants include English L1 learners who majored in Spanish ( $n = 13$ ) and French ( $n = 15$ ), and spent a year abroad in 2011-2012. Additional data were collected in summer 2019. Results demonstrate that extralinguistic variables (e.g., language contact, highest level of achieved proficiency) are important predictors of retention.

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**[6:00 pm - 6:15 pm]** The effect of study abroad on the structure of the L2 Motivational Self System - Daniel Jung & Megan DiBartolomeo

This presentation reports on the effects of a 5-week immersion study abroad program on the strength and structure of the L2 motivational self system. Results indicate that, while participants generally did report their ideal L2 self and perceived effort grew stronger, quantitative measurements before and after the program did not corroborate this change. These results call for more research into the suitability of quantitative methods for examining changes in motivation.

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**[6:15 pm - 6:30 pm]** Willingness to communicate during study abroad: Why context matters - Raychel Vasseur

Willingness to Communicate (WTC) is "a readiness to enter into a discourse at a particular time with a specific person...using L2" (MacIntyre et al., 1998, p. 547). The original model proposed 11 antecedents to WTC, however, as research contexts and methodologies expand, so does the opportunity to critically examine the previously proposed antecedents contributing to WTC. Utilizing data from five case studies, this paper critically examines the WTC model in a short-term study abroad context.

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P **Paper Session 5.D (Keywords: Memory, Inner speech)**

*Moderators: Jose Luis Ruiz*

*Speakers: Brittany Finch, Dmitrii Pastushenkov, Xiao Luo (Peter), Weiqi Zhao, Na Yang, Selena Ramanayake, Jiaqi Zhang, Kara Williams, Janire Zalbidea*

**[5:30 pm - 5:45 pm]** Inner speech in L2 sentence comprehension: The roles of inhibitory control and working memory - Na Yang, Selena Ramanayake, Jiaqi Zhang, Weiqi Zhao, Xiao Luo, & Kara Williams

In this quasi-experimental study, we examine the role of inner speech during second-language sentence processing and the relationship between working memory, inhibitory control, inner speech, and sentence-processing performance. The findings of this study will shed light on research on L2 reading, cognitive science in L2 contexts, and L2 reading pedagogy.

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**[5:45 pm - 6:00 pm]** Working Memory in SLA: Exploring the Compensatory Effects of Motivation and Prior Exposure - Dmitrii Pastushenkov

Despite the evidence that working memory affects SLA, it remains unclear to what degree this cognitive system affects learning gains in the long term. To address this issue, this study's goal was to investigate the relationships between working memory and potentially moderating variables: initial L2 proficiency, motivation, and prior exposure.

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**[6:00 pm - 6:15 pm]** Anticipatory eye-movements in spoken English: Is literacy a factor? - Brittany Finch

This study examines whether literacy level affects one's ability to predict upcoming linguistic input based on previous auditory linguistic input. Preliminary data analysis revealed that literate participants shifted their gaze to the target item well before its onset in the auditory input. However, the emerging literate participants did not shift their gaze until after the onset of the target item in the auditory input, consistent with previous eye-tracking research (Mishra, Singh, Pandey, and Huettig, 2012).

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**[6:15 pm - 6:30 pm]** Modality and Cognition: Working Memory Effects on L2 Grammar Development through Speaking and Writing Tasks - Janire Zalbidea

This study investigated the role of executive, phonological, and visuospatial working memory skills in the development of L2 grammar forms of varying salience through oral and written form-focused tasks. Results suggest that task modality as well as form salience modulate the predictive role of working memory capacity on L2 grammar learning, as relationships were attested in the oral task condition only and were stronger for the less salient form.

P **Paper Session 1.A (Keywords: Phrase processing, Constructions, Clauses)**

*Moderators: Ching Wang*

*Speakers: Yung-Yung Chang, Nozomi Tanaka, An Sakach, Alessia Cherici, Tetiana Tytko, Kevin McManus, Yulia Khoruzhaya, Yingying Liu, Glenn Starr, Hiroyuki Oshita, Rickey Larkin, Mark Sakach, Rachael Pack*

**[8:45 am - 9:00 am]** Expressing Change of State with A Resultative Phrase: Native and Non-Native Grammars of English - Hiroyuki Oshita, An Nguyen, Tetiana Tytko, Rickey Larkin, Mark Sakach, & Rachael Pack

English transitive predicates that express an object's conditional change appear to fall into an implicational scale of acceptability, depending on a combination of each verb's semantic and syntactic properties (c.f., *break, kick, scratch, stare, and laugh*). Data from approximately 30 speakers each from native speakers of English, Japanese, Ukrainian, and Vietnamese who answered a 50-item likert-scale judgment test supports this observation and explains why L2 overgeneralization of the English resultative construction is not very common.

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**[9:00 am - 9:15 am]** Do second language users utilize constructional meaning to interpret noun phrases? - Yingying Liu & Kevin McManus

This study investigated the extent to which second language users' comprehension of nominal constructions was construction-based. We replicated a sorting task on argument structure constructions and conducted an additional sorting task on *N1 of N2* nominal constructions with Chinese-speaking English language learners at two proficiency levels. Learners' preferred sorting patterns and the relation to second language proficiency were analyzed.

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**[9:15 am - 9:30 am]** The Shallow Structure Hypothesis: L1 vs. L2 Processing of Scalar Implicature - Glenn Starr

The Shallow Structure Hypothesis holds that L2 learners are more sensitive to non-structural vs. structural information types. This study seeks to extend the purview of the theory into scalar implicature. Evidence demonstrates that L1-Mandarin L2-English learners were not sensitive to the morphological cues 'all' and 'any' in questions that primed either a logical or pragmatic reading of 'some' in a subsequent response. This response behavior differed significantly from native speakers who attended to the markers.

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**[9:30 am - 9:45 am]** Subject preference in L1-English learners' production of Chinese relative clauses - Alessia Cherici, Nozomi Tanaka, & Yung-Yung Chang

This study investigates whether L1-English learners' production of Chinese relative clauses (RCs) reveals a preference for subject RCs (SRCs) over object RCs (ORCs). The results of an elicited production task showed that learners produced significantly more target-like SRCs than ORCs, regardless of animacy. Individual results also showed that more learners performed above chance with SRCs than with ORCs. These findings indicate that the production of Chinese RCs follows the universal SRC preference.

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**[9:45 am - 10:00 am]** Tracing the development of verb argument constructions in a Spanish spoken learner corpus - Yulia Khoruzhaya

The study examined the emergence and development of verb argument constructions in oral L2 Spanish production by L1 English learners across proficiency levels. Results indicate that more proficient learners show an increase in VAC types, growth in VAC productivity, and use more specific, lower-frequency verbs. Findings are discussed in terms of their implications for foreign language pedagogy.

P **Paper Session 1.B (Keywords: Intelligibility, Accentedness)**

*Moderators: Jiayi Wang*

*Speakers: Mohammadreza Dalman, Amanda Huensch, Payam Rahmati, Tuc Chau, Shima Farhesh, Emil Ubaldo, Romy Ghanem*

**[9:00 am - 9:15 am]** U.S. Undergraduates' Perceptions of ITAs' Acceptability: Does Intelligibility Override Accentedness in Acceptability Judgements? - Payam Rahmati & Mohammadreza Dalman

This study is aimed at examining the correlation between acceptability of international teaching assistants in terms of oral communication and three measures of intelligibility, comprehensibility, and accentedness. Data was collected using a comprehension test, questionnaires and interviews. 126 native English speaking undergraduates in the U.S. completed the comprehension test and judged three Arabic ESL speakers for acceptability, comprehensibility, and accentedness. The results can have implications for ITA trainers helping them to focus their efforts on improving specific aspects of ITAs' pronunciation that impact how they are perceived by their native English speaking students.

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**[9:15 am - 9:30 am]** The Relationship Between L2 Fluency, Intelligibility, Comprehensibility, and Accentedness: A Meta-Analysis - Tuc Chau & Amanda Huensch

This study meta-analyzed the correlations between the global speech dimensions of L2 fluency, intelligibility, comprehensibility, and accentedness and the possible moderating factors (e.g., study contexts, speaker and rater variables, and outcome measures) that may impact the strength of the relationships among the global dimensions. The results revealed different levels of strength of the relationships and corroborated the partial independence of the global dimensions. Theoretical and methodological recommendations for pronunciation researchers and practitioners are discussed.

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**[9:30 am - 9:45 am]** Native speakers with an accent: Attitude of US Southerners toward L2-accented English - Shima Farhesh, Emil Ubaldo, & Romy Ghanem

Research has shown that L1 speakers hold stereotypes of L2 speakers, but whether such phenomenon also applies to L1 speakers using a regional variety remains to be answered. Thus, the current study asked groups of students in a southern university to evaluate brief speech samples of L2 speakers. The findings show that variations exist between racial groupings (African-Americans, Anglo-Americans, and multi-racial) of listeners in evaluating L2 speakers. Implications contributing to academic contexts will be discussed.

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P **Paper Session 1.C (Keywords: Constructions, Constructionist approach, Shape, Form)**

*Moderators: Jingran Gao*

*Speakers: Chen Chen, Feng-Hsi Liu, Yanxin Zhu, Yang Zhao, Theres Grüter, Yuwei Wang, Linfei Yi*

**[9:00 am - 9:15 am]** Construction Learning: A Case of Form-meaning Associations - Chen Chen & Feng-Hsi Liu

This study examines L2 learners' acquisition of constructions that contain *gei* 'give' in Chinese. The meaning of a construction depends on *gei*'s syntactic position (preverbal with benefactive or postverbal with transfer meaning) and the verb it includes (communication verbs with transfer meaning in both forms). Learners and native speakers performed two tasks. The results support the claim that learners acquire constructions as a form-meaning pair where the form includes the type of verbs.

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**[9:15 am - 9:30 am]** Proficiency modulates L2 Mandarin speakers' sensitivity to competing alternatives in the judgment of novel constructions - Yanxin Zhu, Yang Zhao, & Theres Grüter

This study investigated L2 Mandarin speakers' acceptance for novel vs. conventional combinations of verb and ditransitive constructions using an acceptability judgement task and a cloze test. Eighty L2 and 20 L1 Mandarin speakers participated in the study. Results revealed the difference between L2 and L1 speakers' judgments was better explained by general uncertainty than by sensitivity to competing alternatives, but rejection of novel constructions was more strongly modulated by proficiency than acceptance of existing ones.

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**[9:30 am - 9:45 am]** Telic or Tense: Interpretations for the VF-*le* in L2 Chinese Acquisition - Yuwei Wang

This paper examines the form-meaning mapping for Chinese verb final *le* (VF-*le*) in native English speakers' acquisition of L2 Chinese. The finding of this paper reveals a possible form-meaning mapping of VF-*le* that is different to native Chinese speakers. Learners at beginning levels relies on both telic (observable results) and tense (temporal deixis) clue, comparing to native speakers who only rely on the telic clue.

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**[9:45 am - 10:00 am]** Classifier effects on L2 Mandarin Chinese Learners - Linfei Yi

The current study extends the research on shape salience to the domain of second language learners. Participants are asked to make a choice for the target object from two candidates that are analogous to it, a *shape similar* or *taxonomic* or *functional similar*. The results show that Chinese native speakers rely on shape more heavily than the English speakers and the L2 Chinese learners with longer language exposure rely on shape more saliently.

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P **Paper Session 2.A (Keywords: Instruction)**

*Speakers: Jeanne McGill, Ryan Selvaggio, Nicole Ziegler, Janire Zalbidea, Nausica Marcos Miguel, Anne Marie Guerrettaz, David Martin, Kara Moranski, Paul Toth*

**[9:55 am - 10:10 am]** Forced Choice: How Beginning and Intermediate L2 Spanish Textbooks Teach the Preterite/Imperfect Contrast - Jeanna McGill

This study examines how 29 beginning and intermediate Spanish textbooks, published between 1978 and 2017, present the challenging aspectual contrast between the telic preterite and the atelic imperfect to English-speaking students. The variables considered were explanation type, amount of input and practice, total space in the text, and number of times presented. Overall, there is not much input or practice, and little emphasis on acquiring the contrast to enhance communication, even in more recent texts.

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**[10:10 am - 10:25 am]** Exploring instructor-selected materials for promoting oral and written development in the Spanish L2 classroom - Nausica Marcos Miguel, Silvia Aguinaga Echeverria, Anne Marie Guerrettaz, & David Ray Martin

Language practitioners draw from a variety of materials in their classroom, ranging from the textbook to the board. This study explores first, what materials are part of daily classroom instruction in intermediate Spanish L2 courses taught at the university level; and second, what percentage of aural versus written input these materials provide so that further inferences can be made about learners' opportunities for oral and literacy development.

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**[10:25 am - 10:40 am]** The impact of deductive versus guided inductive instruction in L2 Spanish classrooms: A multisite study - Kara Moranski, Janire Zalbidea, & Paul Toth

This study examined the impact of deductive versus guided inductive instruction in ecologically valid Spanish L2 classroom contexts across three different US public high schools (n = 138). Learners received instruction on non-agentive Spanish se. Results for picture-matching and picture-description tasks showed gains for both instructional approaches, but only deductive instruction resulted in significantly greater learning outcomes as compared to no explicit instruction. However, intraclass correlation coefficients provided strong evidence of interactions with learners' socio-local contexts.

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**[10:40 pm - 10:55 am]** The impact of intentional sentence interaction and deconstruction on reading comprehension in English Learners' classrooms - Ryan Selvaggio

This action research study analyzes the academic and mental impacts of interacting and deconstructing complex sentences, also known as "juicy sentences," in English as a Second/Additional Language classrooms. After using this "juicy sentences" strategy for five to ten minutes a day for eight weeks, students in the experimental group showed increased comprehension, improved writing in complete English sentences, and more confidence in their language modalities compared to their peers in the control group.

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**[10:55 am - 11:10 am]** SLA classroom research: Using multisite research designs to prioritize variables of instructional context - Nicole Ziegler & Kara Moranski

This presentation illustrates how variables of instructional context (L2, modality, etc.) can be prioritized within multisite research design, thus greatly enhancing external validity. The multilevel analysis for a multisite study on the impact of metacognitive training serves as an example in which key contextual variables were included in primary research. Suggestions for how MSR can increase representation for multiple instructional contexts, and therefore greatly contribute to closing the theory-to-practice gap, will be discussed.

P **Paper Session 2.B (Keywords: L2 Writing, Collaborative Writing)**

*Moderators: Gaoyang Su*

*Speakers: Brian Olovson, Matt Kessler, Wenyue Ma, Ian Solheim, Christer Geisler, Christine Johansson, Tamara Roose*

**[10:10 am - 10:25 am]** Topical knowledge effects on L2 writing: A conceptual replication of He and Shi (2012) - Matt Kessler, Melody Ma, & Ian Solheim

This study is a conceptual replication of He and Shi (2012) in *Language Testing*, examining the effects of L2 English learners' test-prompt topical knowledge on their writing performance. We highlight similarities/differences between the two studies in both design (e.g., context, obtaining inter-rater reliability, plus adding new CAF measures) and findings (e.g., similar findings with lexical complexity but differences in fluency). Finally, we call for researchers to include more fine-grained analyses to detect subtle individual differences.

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**[10:25 am - 10:40 am]** A microanalytic perspective on collaboration during a collaborative writing task in L2 Spanish - Brian Olovson

This study examines the means by which members of collaborative pairs position themselves as partners in a collaborative writing activity in a Spanish Writing course. It utilizes a microdiscourse analytic approach to highlight the situated nature of collaboration and the dynamicity of the collaborative writing process as it became observable turn-by-turn as the interactions unfolded. Results indicate that the collaborative writing process is more dynamic than predominant models of peer interaction suggest.

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**[10:40 am - 10:55 am]** Linguistic Complexity in the Interlanguage of Swedish L2 Learners' Writing in English - Christer Geisler & Christine Johansson

The present study investigates interlanguage development among young Swedish learners of English, aged between 12 and 19, by studying stages of noun phrase complexity. The data are drawn from the Uppsala Learner English Corpus. Statistical analyses using negative binomial regression show that more complex postmodification of the NP, such as relative clauses, increases over time, but the development is non-linear. Lower age groups sometimes use more complex NPs than their older peers.

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**[10:55 am - 11:10 am]** Exploring Students' Writing Moves in an Online Discussion in an ESL Composition Classroom - Tamara Roose

Through an Academic Literacies approach, this study explores the writing moves international students make in an ESL Composition course as they engage in an online discussion in response to a news text. An intertextual analysis suggests that students' engagement with multiple texts in this dialogic space and the integration of their own cultural resources led to socially constructed learning, relationship building, and a deepened understanding of the source text.

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**S Poster Session (Keywords: Language learning, Individual differences)***Moderators: Min Oh**Speakers: Phillip Hamrick, Carine Graff, Vedran Dronjic, Dr. Emily Phillips Galloway, Hui Wang, Yu Tian, Marisa Filgueras-Gómez, Brittany Finch, Ekaterina Sudina, Ashlee Zhou, Ellen J. Serafini, Sara I. Ramírez, Xiaowan Zhang***1. Engagement versus Procrastination: The role of self-regulated learning strategies in L2 writing - Ashlee Zhou**

The study investigates the predictive effect of self-regulated learning (SRL) strategies on EFL students' writing procrastination and engagement in writing class. Our data suggest increasing the use of writing strategies for SRL will promote Chinese EFL learners' engagement, and engagement in writing class can reduce their procrastination in EFL writing.

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**2. Does Imagery Predict L2 Reading Retention? A New Perspective on an Old Individual Difference - Ekaterina Sudina & Vedran Dronjic**

This study investigated the relationship between imagery vividness and L2 reading in a sample of advanced L2 English users. Imagery was not found to be significantly related to L2 reading times of low-imagery academic and high-imagery fiction texts. The results of two hierarchical multiple regression analyses indicated that the vividness of imagery did not emerge as a statistically significant predictor of L2 reading retention when differences in L2 English vocabulary knowledge were accounted for.

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**3. Positioning, critical experiences, and agency: Heritage speaker constructions of self across sociocultural and sociopolitical contexts - Ellen J. Serafini, Marisa Filgueras-Gómez, & Sara I. Ramírez**

This study examines how university Spanish heritage learners construct their identities in two U.S. contexts with distinct sociolinguistic histories and realities. Drawing on a larger sample, five case studies in each context are analyzed with a focus on emergent themes identified in a peer-facilitated interview. Findings underscore the dynamic and variable ways that heritage speakers perceive and position themselves and their relationship to the world, with key implications for future research in heritage settings.

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**4. Time to English proficiency in children learning English as a second language in Michigan - Xiaowan Zhang**

In this study, I use survival analysis to estimate the time it takes for EL children in Michigan to achieve proficiency in English. I also examine how this time is related to EL children's background characteristics and characteristics of the schools they attended.

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**5. Contributions of episodic memory abilities to adult L2 word learning - Brittany Finch, Phillip Hamrick, & Carine Graff**

This study examined whether behavioral individual differences in episodic memory abilities predicted adult word learning abilities. Results revealed that individual differences in episodic memory abilities predicted word learning abilities shortly after learning but not two days later, consistent with neuropsychological and neuroimaging data as well as with theories positing a shift in reliance in lexical development from episodic memory to a distributed neocortical memory system after a period of sleep (e.g., Davis & Gaskell, 2009).

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**6. "Intention-reading" and "pattern-finding": Acquisition of Nominal Compounds by Learners with Chinese as a Second Language (CSL) - Yu Tian**

Compound acquisition is important for vocabulary and reading development in Chinese. This project examines how adult CSL learners with English as their L1 gradually build up their knowledge of nominal compounds in Chinese and what factors affect this process over the course of language acquisition. Findings indicate the effects of frequency, usage pattern on the L2 acquisition of compound words and shed light on how frequency and saliency play a role in learners' lexical development.

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**7. L1 influence on EFL second language writing: a corpus-based study on the use of connective words and subjunctive mood - Hui Wang & Emily Phillips Galloway**

In this study, we collected TOEFL writing samples from 10 Chinese EFL learners and examined the lexical and syntactic features of these texts using LancsBox, a corpus tool. We investigated occurrences of different kinds of connective words and the frequency of subjunctive mood in these texts. We draw on these results to suggest that corpus-based learning should be incorporated in the second writing classroom for investigating students' linguistic features and foster their metalinguistic awareness.

PINNED  
11:15am – 12:15pm

**L Plenary Speech - Dr. Emily Phillips-Galloway**

*Moderators: Dr. Ana Christina da Silva*

*Speakers: Dr. Emily Phillips Galloway*

**Assistant Professor, ELL and Literacy Education, Department of Teaching and Learning**

This presentation ventures into the realm of classroom application to suggest general principles for learner-centered pedagogies that develop students' academic language inspired by the linguistic interdependence hypothesis (Cummins, 1991)—or that linguistic knowledge and skills developed in one language support language and literacy development in an additional one. Specifically, I draw on my prior studies, which have found that for students educated concurrently in Spanish and in English within bilingual schools, Spanish and English academic language knowledge levels are positively correlated; and, further, that academic language skills in each language make unique contributions towards explaining the variability in these dual-language learners' English reading comprehension. While the field has generally focused on teaching readers to consider overlaps in form (often through cognate instruction), the research I present offers the tantalizing insight that teaching students to also consider overlaps in the functions of language across Spanish and English academic registers may be a useful practice. Here, to speak to classroom application, I delineate an instructional approach that supports students to note both overlap in Spanish and English language forms (e.g., cognates) and in functions by identifying language resources used for common communicative purposes across Spanish and English. I demonstrate how educators might use equivalent Spanish and English metalanguages to highlight overlapping communicative expectations and linguistic patterns in speech, reading, and writing across these academic registers. This presentation supports educators to enact instruction that builds on students' observations about the language of school in order to increase linguistic flexibility and awareness.

**Zoom Meeting Information:** Webinar ID: 938 0680 5865

PINNED  
12:20pm – 1:20pm

**R Getting published in academia: Insights from the Reading Research Quarterly Editors**

*Speakers: Dr. Amanda Goodwin, Dr. Robert Jiménez*

As the editors of RRQ, Drs. Goodwin and Jimenez will walk attendees through the general academic article publication process from the perspectives of journal editors/reviewers. This workshop will cover topics such as: features of strong journal submissions, a walk-through of the article submission and review process, and ways to best navigate the revise and resubmit process. This session will be a valuable opportunity for graduate students or junior scholars who wish to learn more about how to get published in academia.

1:30pm – 2:30pm

**P Paper Session 3.A (Keywords: Policy, Community-based)**

*Moderators: Eva Jin*

*Speakers: Lee Her, Laxmi Ojha, Curtis, Kari Sahan, Xinyue Lu*

**[1:30 pm - 1:45 pm]** Language Ideologies, Family Language Policy and Heritage Language Acquisition among Nepali Immigrants in the US - Laxmi Ojha

This presentation shares the findings of an ethnographic case study of two transnational families of Nepali origin living in the US regarding how their conflicting language ideologies influence their family language policy to create a balance between maintaining their heritage language and develop English language proficiency in their children.

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**[1:45 pm - 2:00 pm]** How do Engineering teachers negotiate English language policy? Achieving agency in a Turkish university - Curtis Green-Eneix & Kari Şahan

Increasingly, higher education institutions are enacting language policies that prioritize English medium instruction (EMI) to participate in the borderless knowledge market. Yet, it is unclear how teachers in non-Anglo countries negotiate and navigate EMI policies to align with their professional identities within their teaching context. Drawing upon positioning theory and agency, this study investigates teacher agency in language policy processes at an undergraduate EMI engineering program at a state university in Turkey.

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**[2:00 pm - 2:15 pm]** Moving ethnographic language learning projects forward: Reflections and recommendations from a linguistic landscape project - Xinyue Lu

In the context of increasing interest in the use of linguistic landscape as a site of language and literacy learning, this paper presents reflections and discussions on the methodological issues in carrying out a collaborative LL project, providing recommendations for the future development of community-based ethnographic language learning projects.

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**[2:00 pm - 2:15 pm]** The impact of AB 705 on a California community college teacher's emotional well being - Lee Her

This paper hopes to contribute to the growing field of language teacher emotions within a specific language policy context. It investigates AB705, its original goals for minoritized students, the unintended harm for language teachers and how one teacher is navigating his emotions and exercising his agency because of this policy.

**P Paper Session 3.B (Keywords: Reading fluency, Literacy, Reading process and strategy)**

*Moderators: Beth Schenk*

*Speakers: Jesse Conway, Jihye Shin, Nils Jaekel, Xiao Luo (Peter), Na Yang, Kara Williams, Soo Jung Youn, Yanjie Li, Julia Jaekel, Elizabeth Fincher, Clara Lee Brown, Song Han, Gail Headley*

**[1:30 pm - 1:45 pm]** Incorporating reading prosody into L2 reading fluency assessment - Jihye Shin, Jesse Conway, & Soo Jung Youn

We investigated the efficacy of an L2 reading-prosody rubric and the extent to which words-read-correctly-per-minute (WCPM) scores and reading prosody predict L2 reading comprehension. We found that the rubric can provide useful information of L2 learners' use of expression, phrasing, pausing, and pace. We also found that reading prosody was a significant predictor of reading comprehension while WCPM was not, indicating the importance of reading prosody as a reading-fluency measure that reflects reading comprehension.

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**[1:45 pm - 2:00 pm]** Reading Strategies and Comprehension with Chinese EFL University Students - Yanjie Li

Featuring a mix-methods design, the current study examined the use of reading strategies in relation to reading comprehension outcomes, as well as explored the "gap" between verbal reports and strategy surveys for measuring strategy usage with ten Chinese EFL university learners while reading two medical texts. The data partially confirmed the "gap". Also, the qualitative data and the quantitative analyses revealed different stories about the relationship between strategy usage and reading comprehension outcomes.

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**[2:00 pm - 2:15 pm]** Reading fluency development of English Learners over the summer - Nils Jaekel, Julia Jaekel, Elizabeth Fincher, & Clara Lee Brown

Summer breaks have been shown to cause a decline in students' reading achievement. English Learners (ELs) are at higher risk of falling further behind. This study compares reading fluency development of ELs and native speakers of English (NSE) over the summer using curriculum-based assessments. While ELs score significantly lower, NSEs lose more reading skills than ELs. Higher-performing students suffered more losses over the summer, indicating that those who have more may have more to lose.

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**[2:15 pm - 2:30 pm]** Chinese College Students' Inner Speech and ESL Reading Fluency: A Mixed Methods Study - Na Yang, Song Han, Gail Headley, Xiao Luo, & Kara Williams

This mixed methods study aims to understand the influence of different conversation conditions on inner speech among ESL readers. Currently, it is in the process of final analyses quality control and the beginning of manuscript writing. By October 2020, we expect to have finished the writing of the manuscript and to have submitted it to our target journal.

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P **Paper Session 3.C (Keywords: Social/Peer interaction, Discourse)**

*Moderators: Kelsey Dillehay*

*Speakers: Min-Seok Choi, Reed Riggs, Kim McDonough, Pavel Trofimovich, Dmitrii Pastushenkov, Peter Johnson, Hyesun Cho, Diane Neubauer, Olesia Pavlenko, Curtis, Rachael Lindberg*

**[1:30 pm - 1:45 pm]** Exploring Critical Media Literacy with Korean High School Students in the EFL Classroom - Peter Johnson & Hyesun Cho

This qualitative study provides a situated account of critical media literacy (CML) pedagogy in an English as a foreign language classroom in Korea. It describes how Korean high school students engage in critical conversations about racism and sexism perpetuated in superhero movies. Findings reveal that Korean learners are capable of enacting CML pedagogy despite the assumptions about the instructional challenges due to their linguistic and cultural backgrounds. In addition, teacher's teaching philosophy and institutional support created conditions favorable to CML pedagogy.

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**[1:45 pm - 2:00 pm]** Language Play as a Resource for Beginning Chinese Language Learning - Diane Neubauer & Reed Riggs

Language play has been advocated as a fruitful area for second language acquisition (SLA) research, because learners develop and demonstrate communicative competence through language play (Bell & Pomerantz, 2015; Cook, 2000; Tarone, 2000). This study uses Conversation Analysis to uncover how language play operated in the pedagogical process of a beginning Chinese language classroom, and how teachers and learners co-constructed playful talk in the class.

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**[2:00 pm - 2:15 pm]** Peer interaction for all? Replicating Loewen and Isbell (2017) with learners outside academia - Olesia Pavlenko, Dmitrii Pastushenkov, & Curtis Green-Eneix

Previous L2 peer interaction studies have focused primarily on learners within higher education, including computer-mediated communication research. While these studies have provided rich insight into peer interaction, it remains unclear to what degree these findings are transferable to learners outside academia. Therefore, we are currently working on a replication of the study by Loewen and Isbell (2017), which is deeply rooted in the tradition of interaction research.

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**[2:15 pm - 2:30 pm]** Investigating verbal and nonverbal indicators of physiological response during L2 peer interaction - Rachael Lindberg, Kim McDonough, & Pavel Trofimovich

This study captured L2 English speakers' affective responses in real-time during a paired discussion task using Galvanic Skin Response sensors to explore the associations between L2 speech anxiety and physiological responses (i.e., sweating). Comparisons of participants' speech and behavioral reactions while experiencing high versus low arousal are reported. From the perspective of positive psychology in SLA, implications are discussed in terms of the influence of learner psychology on communication processes.

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**[2:30 pm - 2:45 pm]** Building disciplinary narratives in L2 through collaborative imagining in a college sophomore landscape architecture studio - Min-Seok Choi

This study examines how one L2 student, Kay, constructs her disciplinary narrative with her instructor in desk critique in a sophomore landscape architecture studio. Using ethnographic and discourse-analytic approaches, this study showed that Kay co-authored the imaginative narrative of the design with the instructor and integrated his evaluative and epistemic stance into her narrative. This study highlights "seeing" as an essential aspect in literacy and emphasizes the intertextual nature of embodied actions in disciplinary practices.