

# Colloquia

The number assigned to each presentation indicates its in the conference timetable.

Colloquia

Saturday  
10

Sunday  
11

September  
2016

10:45  
-  
12:15

14:30  
-  
16:00

C 11-1-[1-3]

└─ Colloquium  
└─ Day  
└─ Room Number  
└─ Period

**SESSION 1** 10:45-12:15

Room  
1

Number **C 11-1-[1-3]** Colloquium 9

**Title:** Lexical Retrieval in First and Second Languages: Investigative Methods, Observed Patterns, and Theoretical Implications

**Presenter(s):** FITZPATRICK, Tess, *Organizer* (Cardiff University)  
RACINE, John (Dokkyo University and Cardiff University)  
THWAITES, Peter (Yeungnam University and Cardiff University)  
BROWN, Dale (Osaka University and Cardiff University)

This colloquium presents a series of original studies by researchers who have used word association data to reveal patterns of lexical retrieval routes in bilinguals. The method of analysis applied here has yielded findings that identify individual learner differences in response behaviours, and that enable predictions to be made in relation to L2 proficiency. Further analysis targets the relative influence on retrieval patterns of phonetic, semantic and collocative properties of lexical items themselves. It is proposed that lexical retrieval, and by inference lexical networks, are dependent on the interaction of individual and lexical variables identifiable through this analytic frame.

Number **C 11-3-[1-3]**

### Colloquium 10

Room  
3

#### Title: **The Development of the Socially Non-Dominant Language: Bilingual Narrative Analysis from Multiple Perspectives**

**Presenter(s):** TAURA, Hideyuki, *Organizer* (Ritsumeikan University)  
MISHINA-MORI, Satomi (Rikkyo University)  
AKAGI, Mika (Ochanomizu University)  
YUJOBO, Yuri (Tamagawa University)

This colloquium analyzes narrative data from young bilinguals aged 8 to 15 years, in a two-fold way. First, development in the socially non-dominant language is examined in terms of story grammar (settings, themes, plots and resolutions) and temporality (verb tense) in Japanese-English and Japanese-German bilinguals. Secondly explored is whether cross-linguistic influence is observed in the non-dominant language of Japanese-English bilinguals with reference to the referent introduction and maintenance.

Number **C 11-6-[1-3]**

### Colloquium 11

Room  
6

#### Title: **Shadowing as a Practice in Second Language Acquisition: Psycholinguistic and Neurolinguistic Viewpoints**

**Presenter(s):** KADOTA, Shuuhei, *Organizer* (Kwansei Gakuin University)  
NAKANO, Yoko (Kwansei Gakuin University)  
HASE, Naoya (Kwansei Gakuin University)  
SHIKI, Osato (Kwansei Gakuin University)  
NAKANISHI, Hiroshi (Tohoku Gakuin University)  
NORO, Tadashi (Aichi Gakuin University)  
KAWASAKI, Mariko (Kwansei Gakuin University)

In the discussion of effectiveness of shadowing in L2 acquisition, Kadota (2007, 2012, 2014) argues that one potential effect of the L2 shadowing training is to enhance the speed and efficiency of the subvocal rehearsals in the phonological working memory, and to promote implicit learning of new lexical items, chunks (e.g. formulaic sequences). Overall, from the three experiments above, shadowing practice of perceiving and producing speech simultaneously online is shown to provide an effective practice for L2 acquisition and to promote learners' psycholinguistic competence through enhanced cerebral activation and more developed subvocal rehearsal efficiency in the phonological working memory.

Colloquia

Saturday  
10

Sunday  
11

September  
2016

10:45  
-  
12:15

14:30  
-  
16:00

**Title: The Longitudinal Development of Second Language Ability in Japanese EFL Classrooms**

**Presenter(s):** SAITO, Kazuya, *Organizer* (Birkbeck, University of London)  
SUZUKI, Wataru (Miyagi University of Education)  
KOIZUMI, Rie (Juntendo University),  
IN'NAMI, Yo (Chuo University) and  
FUKAZAWA, Makoto (University of the Ryukyus)  
SHINTANI, Natsuko (University of Auckland)

This colloquium aims to introduce Japanese EFL classrooms as an empirical testing ground for investigating the potential and limits of various pedagogical techniques from the longitudinal perspective. After a brief review on the current status of foreign language learning and teaching research (Saito), we will present three empirical studies that took a longitudinal approach towards examining the development of implicit lexicogrammar knowledge via daily selfevaluation activities (Suzuki), the effect of paired-oral-type instruction and assessment on L2 speaking ability (Koizumi, In'nami, & Fukazawa), and the change in teacher-student dynamics via repetition of input-based tasks without much pressure for speaking (Shintani).

**Title: Impact of Task Repetition on L2 Learning: Multiple Perspectives**

**Presenter(s):** SHINTANI, Natsuko, *Organizer* (University of Auckland)  
 FUKUTA, Junya (University of Shizuoka) and  
 TAMURA, Yu (Nagoya University)  
 SHEPPARD, Chris (Waseda University)  
 AUBREY, Scott (Kansai University)  
 NITTA, Ryo (Nagoya Gakuin University) and  
 BABA, Kyoko (Kinjo Gakuin University)

The colloquium explores the value of repeating tasks for English education in Japan. Four papers will report empirical studies investigating the impact of task repetition using different research approaches and drawing on different theoretical perspectives. The four papers measure the effects of task repetition by examining a variety of cognitive and affective constructs, including learners' task engagement, occurrence of online planning, language-related episodes and linguistic performance as measured by accuracy, complexity and fluency. Both oral and written tasks were investigated. The discussion will address future directions and applications for task repetition in English classrooms in Japan.

**Title: Psycholinguistic Perspectives on SLA: Findings from PT-Based Research**

**Presenter(s):** PIENEMANN, Manfred, *Organizer* (Paderborn University)  
 LENZING, Anke, *Organizer* (Paderborn University)  
 BATEN, Kristof (Ghent University)  
 HAGENFELD, Katharina (Paderborn University)  
 HÅKANSSON, Gisela  
 (Linnæus University and Østfold University College)  
 KEßLER, Jörg-U. (Ludwigsburg University)  
 NICHOLAS, Howard (La Trobe University)  
 ROOS, Jana (Potsdam University)

This colloquium focuses on key psycholinguistic issues in SLA research and their application in relation to the framework of Processability Theory (PT) together with recent developments in thinking about SLA. We begin with a brief introduction to the theoretical framing of PT, and progress to discussion of its recent theoretical and applied developments including consideration of some core assumptions of PT in relation to Dynamic Systems Theory.