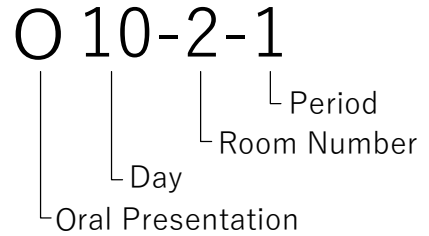


Oral Presentations

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

SESSION 1 10:45-12:15



Number **O 10-2-1**

Room
2

Title: Seeing Names, Hearing Faces: A Crossmodal Investigation of Perceptual Narrowing in Second Language Learners

Presenter(s): DUFFIELD, Nigel, (Konan University)

I report the results of a crosslinguistic, crossmodal study investigating correlations in second language learners between two kinds of perceptual discrimination—phonological discrimination of non-native sound contrasts vs. visual discrimination of 'non-native' faces (aka Other Race Effect; cf. Spelke & Kinzler), both of which abilities show very similar narrowing patterns in early infancy. 82 adult second language learners took part in a counterbalanced set of visual and auditory ABX discrimination tasks. The results clearly demonstrated standard nativeness effects in the auditory domain, but not for face discrimination: in fact, Japanese faces proved hardest to discriminate even for native Japanese participants.

Number **O 10-4-1**

Room
4

Title: Comparison of Validity of RST and BDST as an On-Line Working Memory Test

**Presenter(s): YAMAUCHI, Yutaka (Tokyo International University)
KUNIKOSHI, Aki (Delft University of Technology)
MINEMATSU, Nobuaki (The University of Tokyo)**

Several types of working memory tests have been developed to measure the effectiveness of L2 learners' using WM in decoding and storing information. However, little research has been conducted to examine which type of test is more valid as a WM test. In the present study an experiment was conducted to compare the validity of the two tests, reading span test (RST) and backward digit span test (BDST). The results showed that BDST was more valid as a WM test and that RST tended to reflect the reading comprehension skills of the test takers rather than effective use of WM.

Number **O 10-5-1**

Room
5

Title: A Processability Approach to the L2 Acquisition of Chinese Syntax

**Presenter(s): LIU, Bo (Australian Catholic University)
ZHANG, Yanyin (The Australian National University)**

This study explores L2 Chinese syntactic acquisition within the framework of Processability Theory (PT). The purposes were to document the acquisition sequence of nine L2 Chinese syntactic structures and to further explore the applicability of PT-based processing procedures to Chinese syntax. To reach the research aims, a year-long investigation was conducted on the acquisition of nine Chinese sentence structures by six L2 learners in a Chinese university. The results revealed a staged development of the acquisition of the nine Chinese syntactic structures. The observed acquisition sequence was consistent with the proposed sequence based on PT.

Oral Presentation

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Number O 10-6-1

Room
6**Title:** 第二言語話者による屈折語の語彙形態処理プロセス**Presenter(s):** 張鵬 (中南財經政法大学)
朱虹 (中南財經政法大学)

ほとんどの言語では、一定の規則に沿って変化する規則的な語彙変化と語彙によって変化が異なる不規則的な語彙変化が存在する。 Marslen-Wilson ら (1994, 1995, 1998) の一連の研究では、英語の屈折語彙の形態処理において、規則動詞は不規則動詞より強い促進的なプライミング効果があるということを示し、語彙的規則性によってそれぞれのメカニズムで形態処理が行われることが示唆された。本研究は、動詞の語彙的規則性と音声的類似度という二つの要因を取り上げ、中国人日本語学習者による日本語の屈折語の語彙形態処理メカニズムを検討する。

Number O 10-7-1

Room
7**Title:** The Interaction of Animacy with the *Wh*-Extraction by Japanese Learners of English**Presenter(s):** SHIRAHATA, Tomohiko (Shizuoka University)
SUDA, Koji (University of Shizuoka)
KONDO, Takako (University of Shizuoka)
YOKOTA, Hideki (Shizuoka University of Art and Culture)
OGAWA, Mutsumi (Nihon University)
OGAWA, Shuhei (Shizuoka University)

This study investigated the acquisition of *wh*-interrogatives by Japanese learners of English, hypothesizing that they experience a varying degree of difficulty according to the animacy and the grammatical role that the interrogative takes: animate or inanimate, subject or object. A multiple-choice judgment task was administered to 179 university students at three different proficiency levels in order to demonstrate how the extracted position of what or who affects their acceptance of interrogative sentences. Results showed a clear interaction between animacy and the grammatical role as well as a persistent difficulty posed by the extracted position of the interrogatives.

Number O 10-9-1

Room
9

Title: The Development of Plural Expressions in a Malay-English Bilingual Child

**Presenter(s): MOHAMED SALLEH, Rabiah Tul Adawiyah
(Western Sydney University)
KAWAGUCHI, Satomi (Western Sydney University)
JONES, Caroline (Western Sydney University)
DI BIASE, Bruno (Western Sydney University)**

This study investigates the development of plural expressions in a child raised in a Malay-English bilingual environment. Malay and English encode plurals differently; Malay generally uses reduplication to mark plurals, for instance *rumah* 'a house,' is pluralized into *rumah-rumah* 'houses' while English plurals are generally marked with suffix -s on nouns such as cats, dogs, and books. Thus, since plurality is expressed differently in Malay and English, how does a child acquiring these two languages simultaneously develop the linguistic means to mark plurals in each of them?

Number O 10-10-1

Room
10

Title: Speaking Fluency Development: Longitudinal Effects of Pedagogical Intervention

Presenter(s): OGAWA, Chie (Rikkyo University)

This study examines the effects of pedagogical intervention during 3/2/1 fluency development training over 13 weeks. The participants were 50 Japanese university students. When students engaged in a 3/2/1 activity, they received peer-checks regarding whether target formulaic language units were used. Pre and Post speaking data comprising one-minute monologues were collected in Week 2 and Week 14 of the course. Questionnaires were administered after each test in order to better understand what students prioritized during their speech. The questionnaires also asked students what they thought about the provided pedagogical intervention. The pedagogical implications for developing speaking performance will be discussed.

Oral Presentation

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Number O 10-2-2

Room
2

Title: Proficient Second-Language Speakers Show Perceptual and Computational Advantages in First-Language and Arithmetic Processing

Presenter(s): OJIMA, Shiro (Shiga University)

This brain-imaging study reveals that proficient second-language (L2) speakers possess advantages over non-proficient speakers in the processing of the first language (L1) and arithmetic. Speakers of Japanese with high or low English (L2) proficiency read Japanese (L1) sentences and arithmetic equations while event-related brain potentials (ERPs) were obtained. High L2 proficiency correlated with faster L1 and arithmetic processing in both semantic and syntactic aspects. The groups also differed in early ERP components that are likely to reflect visual processing. Proficient L2 speakers may have advantages in L1 and arithmetic processing, at both perceptual (visual) and computational (semantic and syntactic) levels.

Number O 10-4-2

Room
4

Title: Processing Strategies in L2 Production: Testing Ueno and Polinsky's (2009) Proposal in L2 Context

Presenter(s): KANNO, Kazue (University of Hawai'i at Manoa)

This study investigates how L2 learners of Japanese and Korean who are not fully proficient in the language go about reducing processing load in speech production. It specifically addresses the questions of whether the spontaneous speech of such learners reflects use of the pro-drop and the intransitive bias strategies proposed by Ueno & Polinsky (2009). Our results show that the pro-drop bias strategy is employed by the Japanese and Korean L2 learners, but no clear evidence was found to support the idea that the choice of predicates plays a systematic role.

Number O 10-5-2

Room
5

Title: Japanese Learners' Use of English Grammar in Speaking and Writing: A Processability Approach

**Presenter(s): YAMAGUCHI, Yumiko (Tokai University)
USAMI, Hiroko (Tokai University)**

This paper presents the results of part of a study using a large-scale learner corpus of English narratives. The study aims to investigate how Japanese university students use grammatical structures in their oral and written performances based on Processability Theory (PT) (Pienemann, 1998). The results of the analysis of both oral and written narratives by 133 students showed that there was a positive relationship between students' speaking and writing, while a small number of students were found to perform differently in the two tasks. Furthermore, this study generally demonstrated support for the hypothesis for English grammar proposed in PT.

Number O 10-6-2

Room
6

Title: 第二言語学習者の日本語アクセント習得における母語と認知的要因の影響

**Presenter(s): 畑佐由紀子 (広島大学)
高橋恵利子 (目白大学)
畑佐一味 (Purdue University)**

中国語と英語を母語とする日本語学習者を対象とし、音韻知識、知覚、モニター力、及び音韻短期記憶が日本語の語彙アクセント生成にどの程度影響するか実験的に検討した。参加者に有意味語と無意味語のモニター、アクセントの弁別、アクセント知識、音韻的作動記憶課題を試行し、有意味語の読み上げ課題の成績との関係を分析した。その結果、母語に関わらず知識とモニター力は正確なアクセント生成に関与するが、知覚は中国語母語話者と英語母語話者で影響の程度が異なっていた。よって、日本語のアクセント習得には、アクセント知識とモニター力が重要であり、そして母語における音の高低に対する感度が音声習得に影響することが分かった。

Oral Presentation

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Number O 10-9-2

Room
9

Title: Thai EFL Learners' Descriptions of Motion Events: Learning to Think for Speaking

**Presenter(s): SUWANNARAT, Junyawan (Chulalongkorn University)
RATITAMKUL, Theeraporn (Chulalongkorn University)**

This study investigates how 20 Thai EFL learners of high and low proficiency described motion events in English and how their language use reflected the pattern of Thinking for Speaking (Slobin 1991, 1996). Narrative data revealed that the low proficiency learners were still incapable of adapting to English Thinking for Speaking. The high proficiency learners, on the other hand, were like the group of native speakers in that they frequently used a verb expressing manner information with a satellite to describe a motion event. They also overused deictic verbs come and go, which displayed retainment of Thai Thinking for Speaking.

Number O 10-10-2

Room
10

Title: The Effect of Task Repetition and Post-Task Transcribing on L2 Speaking Performance

Presenter(s): HSU, Hsiu-Chen (Chung Yuan Christian University)

This paper reports on a study exploring the effects of the simultaneous use of task repetition and post-task transcription on L2 speaking complexity, accuracy, and fluency in an EFL context.

Number **O 10-2-3**

Room
2

Title: Asymmetrical Interpretation of Single and Multiple *Wh*-Questions by Adult Chinese Speakers of Advanced L2 English

Presenter(s): KONG, Stano (Tunghai University)

The results indicate that caution is required in interpreting failure in attaining native-like knowledge as monolithic. It is argued that the results are consistent with the variable-dependent hypothesis. In particular, following Hawkins and Hattori (2006), we speculate that the asymmetry in English-Chinese interlanguage grammars is the result of the inaccessibility of an uninterpretable syntactic feature [uwh:] in L2 English coupled with the transfer of *wh*-topicalization from L1 Chinese.

Number **O 10-4-3**

Room
4

Title: What Is the Gap Towards Native-Like Abstract Syntactic Processing: Experimental Evidence from Intermediate-Level Chinese English-L2 Learners

**Presenter(s): XU, Mei (Xi'an Jiaotong University)
MA, Xiaomei (Xi'an Jiaotong University)**

Prior work has consistently demonstrated that late L2 learners have difficulties to achieve nativelike syntactic processing, yet little is known about how they are different. The present study used on-line techniques to investigate the processing of hierarchical complex structures. In experiment 1, participants described pictures by eliciting subordinate clauses, cued by confederate-scripted dialogue situation. Their performances exhibited significantly less priming at the level of subordinate clause procedure when embedded with preposition stranding and *wh*-movement. In experiment 2, we use eye-tracking to look into the syntactic ambiguity resolution, finding discrepancies with the native-like group in gaze duration and regression path duration.

Oral Presentation

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Number O 10-5-3

Room
5

Title: How Can the Three Principal Processing Operations Synchronize with Ungrammatical Judgment?

Presenter(s): SHITE, Kazuyuki (Tokyo University of Social Welfare)

The present study investigates ungrammatical judgment in untimed Grammaticality Judgment Tests (GJTs) within the framework of Ellis's (2004) "three principal processing operations: semantic processing; noticing; reflecting." Unlike grammatical counterparts, ungrammatical judgment seems to enable researchers to infer learners' process of judgment as long as learners can mark what is wrong and correct the error. The *post-hoc* analysis of GJTs data in this regard reveals five different patterns of ungrammatical judgment. How this classification can contribute to the investigation of GJTs' validity and reliability issues is discussed, especially in terms of "indeterminacy" and "learning difficulty."

Number O 10-7-3

Room
7

Title: Exploring CFL Learners' Usage of *Ranhou* in Telling Frog Story

Presenter(s): HU, Hsuehying (National Chengchi University)

This study aims to investigate CFL learners' narrative competence by examining their usages of *ranhou* in a storytelling activity. Twelve participants at advanced, high-intermediate and intermediate levels are selected from Chinese Language Centre, National Chengchi University. First, four types of the functions—temporal, additive, verbal filler, and causal were further examined and discussed. The results show that the CFL narrators adopt *ranhou* as a temporal and additive connector the most. The data also shows that learners at the higher level can produce much longer contents, and employ four kinds of functions in their narratives variously.

Number **O 10-9-3**

Room
9

Title: The Stroop Effect on L1 and L2 Color-Word Naming

Presenter(s): CHEN, Mengtian (University of Iowa)

In this study, the paradigm of the Stroop effect was used to investigate L1 and L2 lexical access of native Chinese. The results indicated that participants named the color words written in their L1 more quickly than those written in their L2. As for the effect of relationships between colors and meanings of color words, they gave slowest responses to incongruent and opponent colorword pairs in L1 color word naming, while they responded most slowly to incongruent but nonopponent color-word pairs in L2 color word naming.

Number **O 10-10-3**

Room
10

Title: Task Complexity and Variability in Second Language Learners

**Presenter(s): KAWAGUCHI, Satomi (Western Sydney University)
MA, Yuan (Western Sydney University)**

This study investigates the long-debated issue whether second language learner's interlanguage systems change according to the tasks performed. This has implications concerning the validity of language testing and assessment. Our study's informants are thirty Chinese L1 learners of English L2, ten for each of the three IELTS bands: 7.0 or above; 5.0 to 5.5 and; 4.5. They performed three oral production tasks involving different cognitive complexity. Analyses revealed that the within-learner performance was quite stable in terms of morphological and syntactic complexity regardless of the cognitive complexity of the task. This is compatible with Pienemann's (1998) Steadiness Hypothesis.

Oral Presentation

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SESSION 2 14:30-15:00Number **O 10-1-4**Room
1**Title: Interpretation of Indefinite Pronouns in L2 Acquisition****Presenter(s): YAMANE, Maki (Kanagawa University)**

This study investigates whether L2-Japanese learners can acquire the pattern of interpretation of the indefinite different from their L1 English. While English indefinites are ambiguous in interpretation allowing both speaker-know and speaker-unknown readings, Japanese indefinites can only refer to speaker-unknown entities. Our experiment data show that the learners actually can acquire the difference. We propose a typological / grammatical account for the successful acquisition: Japanese indefinite pronouns are interrogative-based (e.g., “dare-ka” (someone) is composed of interrogative who) and fed in with the characteristics of interrogatives, and the learners are sensitive to this cross-linguistically attested morphological composition of the pronouns.

Number **O 10-3-4**Room
3**Title: Elicited Imitation as an Oral Practice of Relative Clause Production****Presenter(s): KANEKO, Emiko (University of Aizu)
HIRAI, Ai (Kobe Gakuin University)**

This research investigated the effects of elicited imitation (EI) on the oral production of English relative clauses. EI involves listening, processing and reproducing a presented sentence. 60 novice level Japanese learners of English participated in the study, in which they experienced multiple sets of oral practice using EI. The analyses of their utterances in pre- and post-tests showed that their fluency, accuracy and reaction time improved significantly, suggesting that their access to explicit knowledge necessary for the construction of relative clauses became faster. This study indicates that EI can be an effective oral practice for EFL learners.

Number **O 10-5-4**

Room
5

Title: L1 Korean versus L2 English in L3 Spanish: Examining the Typological Primacy Model (2010)

**Presenter(s): AHN, Dahee (Seoul National University)
LEE, Man-Ki (Seoul National University)**

This study seeks to provide examination on the crosslinguistic influence found in L3 Spanish production by Koreans natives. Following Rothman's(2010) Typological Primacy Model (TPM), we expect that initial state transfer for multilingualism will occur selectively, depending on the perceived typology of the language pairings involved, or psychotypological proximity. Following questions will be answered in this paper: What is Korean Spanish learners' perception of crosslinguistic similarity among background languages (Korean, English) and target language (Spanish)?; Which language, L1 or L2, is found to be influential in L3 Spanish production?; Does the result comply with the prediction by Typological Primacy Model?

Number **O 10-6-4**

Room
6

**Title: 英文処理における各情報間の優先度
——動詞下位範疇化情報と DO-plausibility について**

Presenter(s): 坂東貴夫 (金沢学院大学)

英文処理における複数の情報(動詞下位範疇化情報と DO-plausibility)の利用に関する調査をするため、英語母語話者と学習者を対象にガーデンパス文読解時の視線計測を行った。動詞下位範疇化情報は動詞に直接目的語となる名詞句と補文のどちらが後続しやすいかとし、DO-plausibility は名詞句が動詞の直接目的語として自然か否かとした。視線計測の各測定値を従属変数として二元配置分散分析を行ったところ、母語話者は動詞下位範疇化情報を、学習者は DO-plausibility をより意識していることが一部の測定値で示された。この結果から、各情報の利用に関する優先度は一定でないことが考えられる。

Oral Presentation

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Number O 10-8-4

Room
8

Title: The Acquisition of English Aspect by Japanese Learners: L1 Transfer and Semantic Features of Verbs

Presenter(s): MOCHIZUKI, Kota (Shizuoka University)
SHIRAHATA, Tomohiko (Shizuoka University)

This study investigates the acquisition of aspect in English by Japanese learners of English (JLEs). In particular, by examining similarities and differences between “V-*te-i-ru*” in Japanese with that of “be+ing” in English, the study examines to what extent a learner’s first language (L1) and semantic features of verbs ([±dynamic], [±telic], [±punctual]) influence the JLEs’ acquisition of English aspect. A grammaticality judgement task was administered to 111 university JLEs in Japan. We claim that L1 transfer does not solely explain JLEs’ difficulty for English aspect: the semantic features of each verb can play important roles.

Number O 10-10-4

Room
10

Title: “Looking for an Identity”: Compound Formation in the Speech of Albanian Learners of Greek

Presenter(s): TZAKOSTA, Marina (University of Crete)
KOUFOU, Konstantina-Irini (University of Crete)

In this study, we evaluate the capacity of Albanian learners of Greek to form compound words placing emphasis on a) compounds’ internal structure, b) compounds’ headedness, c) the relation holding between compound elements and d) the status of linking vowels. 15 Albanian learners of Greek were asked to form a) existing compounds, and b) morphologically possible/acceptable but semantically vague compounds. Albanian learners of Greek, though they attend classes of Greek schools, perform worse than other groups of learners of Greek. We argue this is attributed to the language teaching methodology applied in school and make certain proposals regarding the revision of the Greek language teaching curriculum.

Number **O 10-11-4**

Room
11

Title: Comprehension and Production in Four Languages: A Case Study of a Quadrilingual Child

**Presenter(s): HÅKANSSON, Gisela
(Lund University and Linnaeus University)
WATERS, Birgitta (Linnaeus University)**

This study tests production and comprehension of vocabulary in Stefan, a six year old quadrilingual child. Data from Russian, French, Swedish and English were each collected with the same elicitation materials (see Haman, et al 2015). The results show a strong correlation between the input and the test scores. The highest scores were attained in Russian, with lower scores, in descending order, in Swedish, French and English. In each language, scores for comprehension were higher than for production. By testing all languages in multilingual children we get a fairer picture of their total language knowledge.

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Oral Presentation

Number O 10-1-5

Room
1

Title: The Components of Vocabulary Knowledge Affecting L2 Listening More Than L2 Reading

**Presenter(s): KAJIURA, Mayumi (Nagoya University)
KINOSHITA, Toru (Nagoya University)**

This research investigates which component of vocabulary knowledge (vocabulary size, fluency (access speed) and sound or visual representation) predicts more for ability of listening and reading respectively in a second language. The results show listening and reading each relate to a different component of vocabulary knowledge. Roughly speaking, listening ability can be predicted by lexical knowledge with sound presentation much more than with visual presentation. In addition, fast processing with comparatively high frequency words presented by sound is needed most for L2 listening, whereas acquiring low frequency words is important for L2 reading.

Number O 10-3-5

Room
3

Title: The Effect of Instruction on Null Subjects: A Case of L2 Japanese Learners

**Presenter(s): KIZU, Mika (Notre Dame Seishin University)
YAMADA, Kazumi (Kwansei Gakuin University)**

This paper discusses second language (L2) learners' knowledge of null subjects in Japanese and explores whether any explicit grammar instruction at a certain level of proficiency would be effective to help L2 learners identify and produce null elements in matrix subject position. Examining intermediate adult learners of L2 Japanese, we argue that explicit instruction on such grammatical items provides short-term benefit but further progress or retention of their improved performance through the instruction should ultimately be determined by interaction of general development of proficiency and the learners' first language (L1).

Number O 10-5-5

Room
5

Title: Pronoun or Noun? Animacy over Processing

Presenter(s): OGAWA, Mutsumi (Nihon University)

This paper examines a commonly reported phenomenon of the L2 learner's underusing pronouns and repeating nouns to promote cohesion in written production. A processing account suggests that the difficulty lies in retaining the referential information beyond the single sentence; therefore it is hypothesized that the more distant the referent is, the fewer pronouns are used, resulting in more uses of nouns. English essays written by Japanese university students were analysed. Results were less favorable of the processing account; rather they indicated a stronger effect of animacy and its relationship with the information structure of the sentence.

Number O 10-6-5

Room
6

Title: 台湾人学習者における名詞と動詞のコロケーション知識に関する研究——産出テストによる分析

Presenter(s): 鈴木綾乃 (開南大学)

本研究では、台湾の大学で日本語を学ぶ学習者が、どのようなコロケーション知識を持っているのかを明らかにする。台湾の大学で日本語を学ぶ学習者を対象に、初級段階で学ぶ5つの多義動詞「する」「ある」「なる」「見る」「行く」と組み合わせ可能である語を問うテストを行い、(1)学習者は分析対象である動詞とどのような語が組み合わせ可能であると考えているか、(2) (1)は習得が進むにつれ変化するか、ということについて分析を行う。そして、台湾人日本語学習者が分析対象の動詞のコロケーションについて、どのような体系を持っているのか、そしてその体系はどのように変化するか、特に動詞の意味という観点から考察を行う。

Oral Presentation

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Number O 10-8-5

Room
8

Title: The Acquisition of Control, Raising, and *Tough* Constructions Among Japanese Learners of English

**Presenter(s): YOSHIMURA, Noriko (University of Shizuoka)
NAKAYAMA, Mineharu (Ohio State University)
FUJIMORI, Atsushi (Shizuoka University)**

This study investigates how Japanese-speaking L2 learners of English acquire three complex structures: subject control (John promised Mary to study hard), raising (John seems to Mary to be happy), and *tough* (John is *tough* for Mary to please) constructions. Our results showed that the control and the *tough* structures were equally easier than the raising structure. We attribute this contrast to the existence of the control and the *tough* constructions vs. the absence of the raising structure in Japanese. L1 knowledge thus plays a more crucial role than the intervention effect.

Number O 10-10-5

Room
10

Title: Heritage Language Acquisition Among Mexico-Born Japanese Descendants

**Presenter(s): TOKUMASU, Naomi (The University of Tokyo)
MATSUMOTO, Kazuko (The University of Tokyo)**

This paper reports on some preliminary findings from our sociolinguistic investigation of heritage language acquisition among Mexico-born Japanese descendants in two distinct types of Japanese migrant communities in Mexico City: old pre-war labour migrants and recent self-movers. We investigate which social factors most strongly contribute to the acquisition of Japanese oral language ability in these two communities among the social variables of age, generation, gender, identity, education, mass media, language importance, language used at home and work and contact with community members in Mexico as well as relatives and friends in their homeland, Japan.

Number **O 10-11-5**

Room
11

Title: The attrition of Taiwan Southern Min-Phonological Density Effects

Presenter(s): CHU, Man-Ni (Fu Jen University)

A production experiment was carried out to examine if the Taiwan Southern Min (TSM) spoken in Taiwan cities reveal similar phonological neighborhood density (PND) effects as in other studies. 21 old natives of TSM were recruited and the results indicated that the vowel space in LOW PND words expanded more than those in high PDN ones. This attributes to the fact that less TSM words were used by old TSM natives, leading to an attrition of TSM (L1). That makes the Low PDN words need to compete to be selected, resulting in an expansion in the vowel space.

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Oral Presentation

Number O 10-1-6

Room
1**Title: Asymmetry Between Binding Theory Conditions A and C****Presenter(s): KANO, Akihiro (Kwassui Women's University)**

This study investigated whether Japanese-speaking L2 learners of English can detect asymmetry between Conditions A and C of binding theory, such that Condition A is satisfied at a specific point in the derivation while Condition C is met throughout the derivation (Lebeaux, 2009). Results, obtained via a magnitude estimation task, showed that L2 participants recognized the homogeneous application of Condition C, whereas they were less able to identify the restricted application of Condition A. These findings are explained in terms of a perspective shift.

Number O 10-3-6

Room
3**Title: The Effects of Different Instruction: Application of a Theory in the L1-L2 Translation Practice Classroom****Presenter(s): LEE, Vivian (Hankuk University of Foreign Studies)**

Culture-specific lexis (CSL), items in a text unique to a particular culture, may pose problems for translation from the source text (ST) into target text (TT). This paper examines the effects of an additional type of instruction in two classrooms which resembled each other in content and structure. Students worked in small groups to hold discussions before and after translating texts which contained CSL from the L1 into L2. Results from group discussions from the two classes will be provided, illustrating the effects the additional instruction made to the experimental class. Further, implications for pedagogical purposes will be discussed.

Number **O 10-5-6**

Room
5

Title: The Effect of Noun Animacy and Topicality on L2 Sentence Processing

Presenter(s): SUDA, Koji (University of Shizuoka)

In this study, we investigate the effect of noun animacy and topicality during on-line comprehension. Reading times of subject and object relative clauses (RCs) were collected from Japanese learners of English (JLEs) by a self-paced reading task. From the results of this experiment, we will propose that JLEs prefer object RCs to subject RCs, and they assign the subject grammatical role to animate nouns and the object role to inanimate nouns. Moreover, we will discuss that JLEs parse RCs depending on animacy information, and the assignment of grammatical roles takes place when two distinct nouns enter into the parsing process.

Number **O 10-8-6**

Room
8

Title: Aspect in Adult Second Language Acquisition: The Case of Progressivity in German

**Presenter(s): BERNDT, Denny (University of Reading)
DeLUCA, Vince (University of Reading)
MILLER, David (University of Reading)
ROTHMAN, Jason
(University of Reading & Arctic University of Norway)**

Acquiring and/or remapping (new) aspectual features has proven problematic for second language (L2) learners. The present study examines the acquisition of progressivity among advanced L1 English learners of German. These languages are of interest given that both map shared aspectual features differently, particularly regarding progressive forms. Data from a control group and an advanced L2 group on three tasks indicate that while feature reassembly (i.e., remapping L1 aspectual meaning onto new L2 constructions) may complicate the learning task, it is not insurmountable; and that adult L2 acquisition is more than a superficial redistribution of properties available from the L1.

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Oral Presentation

Number **O 10-10-6**Room
10**Title: What's Involved in Acquisition When the View of 'Language' Is Widened?****Presenter(s): NICHOLAS, Howard (La Trobe University)**

Using the Multiplicity framework of the communicative repertoire, I analyse interview data from 14 Vietnamese higher degree students who have returned to Vietnam after study in Australia. I show how the Multiplicity framework can capture variability in developmental processes. I further show that this variability does not prevent recognition of regularities and that features of the complex and layered nature of learners' communicative development do not stand in opposition to well-established findings of developmental regularities in SLA.

Number **O 10-11-6**Room
11**Title: Investigating the Relationships Between Vocabulary and Pauses and Its Development in L2 Speech****Presenter(s): EGUCHI, Masaki (Waseda University)**

This study investigates the relationships between pausing phenomena within clause and vocabulary items produced in L2 dialogic speech. The recording of the in class discussions by five Japanese college students in an English Medium Instruction (EMI) course over one academic year shows that clause-internal pauses are more likely to occur before lexical retrieval problems than incapacity in other linguistic domains. The typical cases of pauses involve relatively longer pauses before frequent words, pauses after formulaic sequences, etc. The discussion will address the possible underlying processing feature and its change qualitatively, which is important in understanding L2 fluency and its development.