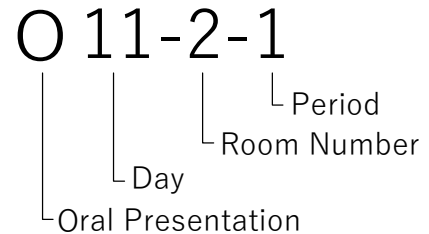


# Oral Presentations

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



## SESSION 1 10:30-12:00

Number **O 11-2-1**

**Room  
2**

**Title: Formative Feedback: A Dynamic Process to Help EFL Learners Improve Their Academic Writing Ability**

**Presenter(s): ZHANG, Li (Shanghai Jiao Tong University)  
CHEN, Defeng (Shanghai Jiao Tong University)**

This study intends to evaluate whether formative feedback performs better than summative feedback and how it helps EFL learners improve academic writing ability. A mixed methods approach was employed, with quantitative methods including pre- and post-*t*-tests of learners' writing ability and a questionnaire investigation of learners' perceptions about formative feedback; and qualitative methods involving classroom observations, interviews and analysis of learners' writing tasks performance and feedback data all through the writing process. The findings show that formative feedback has better effect than summative feedback in developing EFL learners' academic writing ability.

Number O 11-4-1

Room  
4

**Title: The Acquisition Process of Canonical Word Order and Adverb-Fronting in Young Japanese EFL Learners**

**Presenter(s): EGUCHI, Akiko (Nagoya University)  
SUGIURA, Masatoshi (Nagoya University)**

We investigate early syntactic development in 48 Japanese EFL learners, aged 10–15, focusing on clausal structure patterns. The Prominence Hypothesis (Di Biase et al., 2015) proposes that adverb-fronting emerges after canonical order (SVO) acquisition as a default, based on ESL data from a Japanese L1 child. However, our cross-sectional analysis of the spontaneous spoken data found frequent overuse/omission of copulas and SOV patterns, irrespective their PT stages. Additionally, adverb-fronting uses were much fewer, as compared to the ESL data. This implies early EFL learners restrict themselves to instructed structures. ESL and EFL cannot be the same within the PT framework.

Number O 11-5-1

Room  
5

**Title: Multiple Interfaces in Second Language Acquisition: Acquisition of Chinese Negation by English Speakers**

**Presenter(s): CHAN, Yuet Hung Cecilia (City University of Hong Kong)  
WANG, Jia (City University of Hong Kong)**

This research investigates L2 acquisition at multiple interfaces in the case of Chinese negation by English speakers. The use of Chinese negation interacts with semantic, morphological and discourse factors, thus involving multiple interfaces. A small-scale study using a grammatical judgment test found that English speakers achieved native-like performance with ease at pure syntactic interface and converged with natives at internal interfaces at advanced level, while they had problems at external interfaces. These preliminary findings, which support the Interface Hypothesis, are re-examined in a larger-scale study using grammaticality judgment and contextualized sentence preference tests reported here.

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Number O 11-7-1

Room  
7

**Title: Is Acquiring Knowledge of Verb Subcategorization in English Easier? A Partial Replication of Jiang (2007)**

**Presenter(s): TAMURA, Yu (Nagoya University)**

This study was a partial replication of Jiang (2007), which argues that L2 learners' knowledge integration was selective. Though Jiang found significant reading time (RT) differences for test items targeting verb subcategorization, a careful look at the test items revealed that ungrammatical items were rated as significantly less comprehensible than their grammatical counterparts. However, all items should have been equally comprehensible in order to investigate the structural knowledge of verb subcategorization. Thus, this study investigated the effects of test items' comprehensibility on the RT differences in a self-paced reading task.

Number O 11-8-1

Room  
8

**Title: Unlearning of Topic-Prominence by Chinese Learners of English**

**Presenter(s): CHANG, Hui (Shanghai Jiao Tong University)  
ZHENG, Lina  
(Shanghai University of International Business and Economics)**

This study aims to investigate whether Chinese learners of English are able to unlearn topic-prominence, whether they show differences in the unlearning of topic-prominence for different types of topic-comment constructions, and whether the topic marker and L2 proficiency as well as L1 play a role in their unlearning of Chinese topic-prominence. An acceptability judgment task was carried out and the results show that the learners successfully unlearned the Chinese topic-prominence, and that they showed type differences and the topic marker, L2 proficiency as well as L1 all played a role in their unlearning of topic-prominence.

Number O 11-9-1

Room  
9

**Title: English Compound Processing in Bilingual and Multilingual Speakers: Constituent Structure and Cross-Linguistic Influence**

**Presenter(s): GONZÁLEZ ALONSO, Jorge**  
(University of Reading & UiT The Arctic University of Norway)

The study presented here consists of two experiments investigating morphological representation in nonnative speakers. A masked priming experiment was first used to probe for constituent structure in the processing of compounds by native and nonnative speakers of English (L1 Spanish). A second experiment compared L2 (L1 Spanish) and L3 (L1 Basque-L2 Spanish, L1 Spanish-L2 Basque) learners of English in a standard lexical decision task with NV-er compounds (e.g., cheerleader). Results reveal qualitative similarities between native and nonnative processing of morphology, and a potential influence of the first and dominant language in processing.

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Oral Presentation

Number O 11-2-2

Room  
2

**Title: The Overuse of "I Think" by Japanese Learners in English Academic Writing**

**Presenter(s): OKUGIRI, Megumi (University of the Sacred Heart)  
IJUIN, Ikuko (Tokyo University of Foreign Studies)  
KOMORI, Kazuko (Meiji University)**

This study investigated why Japanese learners of English overuse "I think" in academic writing from a discursal point of view. Samples of "I think" were collected from Multilingual Opinion Essays by College Students (Okugiri, Ijuin, & Komori, upcoming), and a rhetorical analysis showed different functions of "I think" between learners and native speakers. English learners have a strong tendency to use it to emphasize or mark the following sentence as their main argument, meanwhile native speakers use this only to explain personal experience, to narrate an assumption and to present a concession before a rebuttal. A comparison was also done regarding the equivalent Japanese verb "omou."

Number O 11-4-2

Room  
4

**Title: Effects of Affective Factors on Online L2 Processing in Reading: An Eye Tracking Study**

**Presenter(s): LEUNG, Chi-Yui (Nagoya Gakuin University)  
MIKAMI, Hitoshi (Chubu University)  
YOSHIKAWA, Lisa (Hiroshima University)**

The present study aims at investigating the effects of affective factors on online L2 processing in reading with the use of eye tracking techniques. Fifty-nine L2 readers (L1=Japanese) were eye tracked in a sentence reading task. The participants' L2 reading proficiencies and affective attributes including motivation and reading anxiety were assessed. Mixed-effects modeling was used to analyze the eye movement data. The results of the present study showed that while L2 reading proficiency influenced both the early and late eye movement measures, affective factors affected the later eye movement measures only.

Number O 11-5-2

Room  
5

**Title: The Acquisition of Interrogative Sentences: A Case Study of a Young Learner of Japanese L2**

**Presenter(s): IWASAKI, Junko (Edith Cowan University)**

This paper analysed interrogative sentences found in oral production data taken from a naturalistic child learner of Japanese L2. The aim was to examine whether the child's L1 (English) influenced the formation of content questions in his Japanese in terms of the position of question words such as *nani* (what). The findings of the study, which are consistent with those from a recent study, showed no case of a question word as OBJ that was fronted in verb questions when SUBJ was present. This indicates that the child's L1 did not influence his formation of Japanese content questions.

Number O 11-7-2

Room  
7

**Title: Suffix Difficulty Order Among Adult Japanese Learners of English**

**Presenter(s): TAMURA, Tomoko (Shizuoka University)**

This study explores the possibility of the existence of a common difficulty order for derivational suffixes among Japanese learners of English (JLEs). It also examines how suffixes are ordered and why they are ordered in such a way. The results from this study will be compared with two previous studies: Mochizuki and Aizawa's (2000) rankings among JLEs had a modest correlation with our results, suggesting that a fixed order may exist among JLEs. Bauer and Nation's (1993) rankings for all learners did not match our findings, indicating that they are not applicable to the JLEs in this study.

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Oral Presentation

Number O 11-8-2

Room  
8

**Title: English Speakers' L2 Processing of Chinese Base-Generated-Topic Sentences**

**Presenter(s): YUAN, Boping (University of Cambridge)**

We report an empirical study examining English speakers' L2 processing of Chinese base-generated-topic (BGT) sentences. Forty-four highly proficient English-speaking L2 learners of Chinese and 23 native Chinese speakers were involved in the study. Results of a self-paced reading task reveal that both native Chinese speakers' and L2 Chinese learners' processing of Chinese BGT sentences is syntactically induced in a top-down manner. English speakers are sensitive to and are able to make use of syntactic cues as well as semantic information in their processing of Chinese BGT sentences. The data disconfirm the Shallow Structure Hypothesis (Clahsen & Felser, 2006a, b).

Number O 11-9-2

Room  
9

**Title: A Study of the Crosslinguistic Influence of Learners' Native Language During Second Language Acquisition**

**Presenter(s): SHATZ, Itamar (Tel Aviv University)**

Learner's native language (L1) causes a crosslinguistic influence, known as L1 interference, during second language (L2) acquisition. Because prior studies used narrow samples, literature calls for a large-scale study of the topic. The present study examines 360,000 texts composed by 55,000 English learners, representing seven L1s, and all proficiency levels. The findings show that interference occurs primarily when the L2 contains structures that are absent from the L1, but that similarity between the L1 and the L2 can also have a negative effect. Furthermore, the interaction between L1 interference and learners' L2 proficiency varies in each case.

Number **O 11-2-3**

Room  
**2**

**Title: Longitudinal and Concurrent Predictors of Reading Comprehension in English as a Foreign Language: An Examination of Longitudinal Data from Grade 9 to 10**

**Presenter(s): YAMASHITA, Junko (Nagoya University)**

This study investigated the relationship between reading comprehension (RC) and its components in English as a foreign language (EFL) in light of the components' concurrent contributions to RC, the developmental shift in their impacts, and their longitudinal contributions to RC one year afterwards, amongst secondary school students learning EFL in Japan. The participants responded to a wide range of paper-based and computer-based tasks measuring hypothesized components at the end of Grade 9 and 10. Results from concurrent and longitudinal multiple regression analyses within and across grades are reported along with the discussion of their implications and future research directions.

Number **O 11-4-3**

Room  
**4**

**Title: Language Learning Settings and L2 Acquisition of Chinese Word Order**

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

Our study examines L2 acquisition of Chinese Object-topicalization structures such as [OSV], [SOV], [S BA-OV] in the target language and foreign language settings. We compare two sets of longitudinal data, collected from adult formal learners in the two settings over one year, to see if L2 immersion environment is superior in grammar development. The preliminary result shows no difference at the early stage when the basic word order [SVO] was being learned. However, word order variations such as Object topicalization structures developed earlier, and sometimes much earlier, not in the target language setting, but in the foreign language setting.

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Oral Presentation



Number O 11-5-3

Room  
5

**Title: Asymmetry Between L2 English Article Processing (Accuracy) and L2 Proficiency: An Eye-Tracking Study**

**Presenter(s): TANAKA, Junko (Kobe University)**

This study reports on the results of an eye-tracking experiment that investigated the effects of two semantic features in L2 English article processing performed by L1 Japanese speakers on a web-based task. L2 article acquisition did not seem to develop linearly in accordance with an increase in L2 proficiency, especially with intermediate learners, as they tended to be slower and less accurate in their processing of L2 semantic contexts, which are deemed to be easy, than their lower proficiency peers. The eye tracking results together with other performance indices shed some light on L2 article processing by intermediate L2 learners.

Number O 11-7-3

Room  
7

**Title: The Effect of Proficiency on L2 Japanese Sentence Processing**

**Presenter(s): KASHIWAGI-WOOD, Akiko (Oakland University)  
SAWASAKI, Koichi (University of Shizuoka)**

This study reports the effect of proficiency on sentence processing by 20 English native Japanese language learners. Phrase-by-phrase reading times were measured in 3 types of sentences: (a) Canonical, (b) short scrambled and (c) long scrambled sentences. The participants were divided into 2 proficiency levels based on a modified Japanese language proficiency test. The comparison of preverbal regions and verbal regions indicate that learners are unlikely to engage in filler-gap operation as Shallow Structure Hypothesis suggests (Clahsen & Felser, 2006). The proficiency level of learners seems to affect the processing of scrambled sentences in a different way.

Number O 11-8-3

Room  
8

**Title: The Influence of Prior Linguistic Knowledge on Implicit Language Learning**

**Presenter(s): LIU, Yang (Beijing Institute of Technology)**

The present study explores the influence of prior linguistic knowledge on implicit learning. 107 mandarin participants were trained on a semi-artificial article system containing the target semantic distinction derived from the classifier system and were tested on their performance and awareness afterwards. Results indicates that participants can learn the target distinction implicitly in their L1 but not in their L2 under the same input conditions, suggesting that the use of one's L1 and L2 does make a difference. Furthermore, the implicit learning of the target semantic distinction is proved to be generalization at a more abstract level.

Number O 11-9-3

Room  
9

**Title: The Interface Hypothesis and L2 acquisition of Japanese demonstrative pronouns by L1 English speakers**

**Presenter(s): OKUMA, Tokiko (University of Shizuoka)**

This study investigates applicability of the Interface Hypothesis through investigating the discourse and semantic functions of Japanese demonstrative pronouns, *so*-series DPs, by L1 English speakers of L2 Japanese. Unlike English demonstratives, *sono* 'that'+NP is used to refer to an entity which either the speaker or the listener is not familiar with. Moreover, *sono*+NP allows a bound variable interpretation. The experiment was conducted on intermediate L1 English speakers of L2 Japanese to compare their knowledge of the two functions of *so*-series DPs. The results so far show no delay of the knowledge of the syntax-discourse category, contrary to the Interface Hypothesis.

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**SESSION 2** 14:30-16:00**Number** O 11-1-4**Room**  
1**Title:** Are CAF Rating Scales Viable for Lower Proficiency L2 Speakers?**Presenter(s):** McDONALD, Kurtis (Kobe College)

This study explores the viability of using established rating scales for complexity, accuracy, and fluency (CAF) when attempting to assess the L2 speaking development of lower proficiency Japanese EFL university students. The video-recorded performances of 62 participants who completed 10-minute group discussion tasks at the beginning and end of their first semester of study were independently rated by two experienced EFL instructors using an adapted version of the rating scales developed by Iwashita, Elder, and McNamara (2001). Findings suggest that overall the CAF rating scales used were not sensitive enough to the learners' limited speaking abilities and warrant further revision.

**Number** O 11-3-4**Room**  
3**Title:** Differential Effects of Suprasegmental-Based Instruction on the Development of L2 Comprehensibility, Word Stress, Rhythm, and Intonation**Presenter(s):** SAITO, Yukie (Rikkyo University)

The presentation reports on the classroom intervention study which investigated the differential effects of simple-semester suprasegmental-based instruction on the global (comprehensibility) and suprasegmental (word stress, rhythm, and intonation) aspects of L2 oral ability with 20 Japanese EFL learners. Acoustic analyses showed that students who received a total of three-hour form-focused instruction on suprasegmentals over six weeks significantly improved the three aspects of suprasegmentals. Such instructional gain also led to enhanced comprehensibility of their L2 oral ability elicited from reading aloud tasks. The findings provide empirical support for the value of pronunciation pedagogy even with beginner-level EFL students.

Number O 11-4-4

Room  
4

**Title: "Don't Just Think, but Also Feel": The Effect of Emotion-Involved Processing on L2 Lexical Memory**

**Presenter(s): KANAZAWA, Yu (Kwansei Gakuin University)**

Regarding the effect of emotion on vocabulary memory, which is closely related to learning, Kanazawa (2015) discovered that micro-level positive valence facilitates L2 lexical memory without the need of deliberate effort to remember. This study extends the target of emotion-involvement from individual L2 words to the mode of L2 lexical processing and examines whether processing which intrinsically induce emotional reference (i.e. Emotion-Involved Processing; E-IP) have a benefit on incidental L2 memory compared to non-emotional semantic processing. The facilitatory benefit of E-IP was detected. The rationale of the results, implications for L2 vocabulary learning, and prospects for further study are presented.

Number O 11-5-4

Room  
5

**Title: Immersive Late Bilingualism Reshapes the Core of the Brain**

**Presenter(s): PLIATSIKAS, Christos (University of Reading)  
MOSCHOPOULOU, Elisavet (University of Reading)  
SADDY, James Douglas (University of Reading)**

Bilingualism has been shown to affect the structure of cortical brain regions related to linguistic processing. Here we show that, similar to simultaneous bilingualism, late bilingualism, i.e. learning of a second language (L2) after puberty, also affects the structure of the basal ganglia, which are highly related to language selection and the acquisition of phonology. Importantly, some structural effects correlate to the amount of time spent in a bilingual environment (immersion). Our results suggest that acquisition of L2 phonology can take place in an immersive environment independent of critical periods, and is expressed as dynamic reshaping of the basal ganglia.

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Number O 11-6-4

Room  
6

**Title: Chinese L2 English Learners' Representation of English Formulae: Evidence from Component Word Decision Task**

**Presenter(s): CAO, Yu (Zhongnan University of Economics and Law)**

The research applied component word decision task to investigate the advanced and elementary Chinese English learners' mental representation of English formulae. The results show: 1) the advanced group recognized the component word in formulae more slowly and less accurately than they did for non-formulae, which indicates the holistic representation of formulae; 2) no significant difference was found in the elementary group when they recognized the component word in formulae and non-formulae, which can be explained by the analytic representation of formulae. The research reveals the procedural development from analytic to holistic representation of formulae in Chinese-English learners' L2 acquisition.

Number O 11-8-4

Room  
8

**Title: Effects of Explicit Instruction on Prepositional Accuracy**

**Presenter(s): TAFERNER, Robert (Hiroshima University)**

This study examined the influence of proficiency level and learning and acquisition of prepositions, demonstrated interlanguage development, and the existence of developmental orders for pre-intermediate and intermediate Japanese learners of English. Data analysis also shows that higher-level intermediate learners were more likely to learn and retain explicit knowledge of prepositions compared to lower-level pre-intermediate JLE. In examining these issues, it is clear that proficiency level plays an important role in learning and acquiring explicit knowledge of prepositions. It is also evident that developmental orders exist within a single preposition, as usages of varying complexity results in accuracy differences.

Number **O 11-9-4**

Room  
**9**

**Title: The Role of Explicit and Implicit Learning Aptitudes in Adult L2 Learning**

**Presenter(s): SUZUKI, Yuichi (Kanagawa University)**

The current study investigated to what extent two aptitude components for explicit and implicit learning could predict the acquisition of English grammatical structures by late L2 English learners. An eye-tracking-while-listening task was employed to measure their real-time processing of two distinctions in the English article system, definiteness and mass-count. Results demonstrated that implicit learning aptitude, not explicit learning aptitude, was a significant predictor of the acquisition of the two distinctions. Further analyses showed that implicit learning aptitude was particularly related to definiteness, not to mass-count. These interactions between aptitudes and linguistic systems shed light on explicit and implicit learning processes.

Number **O 11-10-4**

Room  
**10**

**Title: Unintentional Plagiarism in the Japanese EFL Context: Basic Data for Future Plagiarism Education**

**Presenter(s): MIKAMI, Hitoshi (Chubu University)  
KAWAGUCHI, Yusaku (Nagoya University)**

This study provides basic data of unintentional plagiarism committed by Japanese university students studying English as their foreign language (FL). The participants ( $N = 61$ ) complete a questionnaire survey and a FL summary writing task. The results of data analysis reveal the following: (a) Of 61 participants, only three participants knew the concept of plagiarism; (b) the average textual copy rate per person is quite high ( $M = 71.51\%$ ;  $SD = 0.23$ ); and (c) it will be beneficial for Japanese university students to learn ways to write complex and/or compound sentences as part of their plagiarism education.

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Number O 11-1-5

Room  
1

**Title: A Video-Mediated Discourse Completion Test to the Understanding of Interlanguage Pragmatics**

**Presenter(s): CHEN, Yupin (National Taipei University)**

This study integrates two research instruments, both enriched DCT and video prompts, to elicit comparable cross-sectional data. The aim is to compare the elicited data obtained with the video-mediated DCT to those elicited with conventional DCT. It is found that all participants appear to provide longer, richer, and more elaborated responses in the integrated DCT. In addition, the overall structure of their refusals appears to be more complex and variable in the video-mediated version. Generally speaking, participants of Mandarin background tend to refuse more indirectly while English native speakers appear to refuse more directly. This may therefore suggest that Chinese English learners are inclined to transfer pragmatically from their first language when making refusals.

Number O 11-3-5

Room  
3

**Title: The Optimal Conditions for Form-Focused Instruction in Eliminating Second Language Pronunciation Errors in the Classroom**

**Presenter(s): ABE, Hideki  
(National Institute of Technology, Tsuruoka College)**

This research attempts to answer the ubiquitous question, "How best can we help learners learn foreign language pronunciation in the classroom?" by considering the following factors: (a) the attainment of second language (L2) pronunciation competence which adolescent learners can achieve after receiving form-focused instruction (FFI); and (b) the development of L2 pronunciation from receptive and productive acquisition perspective. This study deliberately explores the significant possibility that learners will be able to work together toward eliminating their pronunciation errors in an EFL classroom.

Number O 11-4-5

Room  
4

**Title: Teaching English Spelling to Japanese Learners:  
A Comparison of the Phonics and Whole-Word Methods**

**Presenter(s): MATSUOKA, Yukiko (Temple University Japan)**

Research has shown spelling to be the first major difficulty faced by Japanese learners when they begin learning English formally in junior high school. Despite this finding, little attention has been paid on researching teaching methods for EFL spelling instruction in Japan. This presentation aims to contribute to such lack of research by presenting findings from a study conducted at a Japanese junior high school, which explored the degree to which the phonics and whole-word methods assisted learners (with varying levels of general academic ability) to develop L2 English spelling skills and spelling strategies.

Number O 11-5-5

Room  
5

**Title: Are Second Language Learners and Native Speakers  
Sensitive to the Constructions: An ERP Study**

**Presenter(s): ZHANG, Hui (Nanjing Normal University)  
BIAN, Jing (Nanjing Normal University)**

Our experiment applies ERPs technique to Construction Grammar Theory to detect the neurocognitive mechanisms of proficient Chinese English learners and English native speakers on processing way constructions. The experiment is designed as follows: the stimuli are divided into three conditions: acceptable condition; marginal and unacceptable conditions with each condition including 36 sentences; the subjects are composed of two groups: the proficient Chinese English learners and English native speakers. P300 is found for unacceptable condition in group of English native speakers and no difference is obtained for proficient Chinese English learners. Based on the results, some pedagogical implications are given.

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Oral Presentation



Number O 11-6-5

Room  
6

**Title: The Roles of Explicit Knowledge and Working Memory in Generalizing from Input**

**Presenter(s): JACKSON, Daniel  
(Kanda University of International Studies)**

This paper describes research based on statistical learning and usage-based accounts of SLA, focusing on the roles of input, awareness, and individual differences (IDs) in learning artificial constructions. Ninety participants were assigned to one of three input conditions. Trained and untrained tests of learning, as well as triangulated measures of awareness, and tests of IDs were used. Mixed-effects regression models revealed that explicit knowledge, linguistic factors, and working memory significantly predicted learning, while input condition was unrelated to explicit knowledge and learning. Theoretical implications concerning the role of awareness, as well as practical implications for future research, will be discussed.

Number O 11-8-5

Room  
8

**Title: Articles in SLA: Some Effects of Positive and Negative Feedback in the L2 Classroom**

**Presenter(s): UMEDA, Mari (Gunma Prefectural Women's University)  
SNAPE, Neal (Gunma Prefectural Women's University)  
YUSA, Noriaki (Miyagi Gakuin Women's University)  
WILTSHIER, John (Miyagi Gakuin Women's University)**

This study examines the role of instruction given to Japanese L2 learners of English in the complex area of article meanings. Two groups were recruited, an instruction group ( $n=21$ ) and a control (non-instruction) group ( $n=16$ ). Instruction lasted for 9 weeks (a 60-minute class each week). Acceptability judgment tasks for a pre-test and four post-tests were administered. Results of post-tests 1-3 show improvement by the instruction group in their article ratings for generic and  $\pm$ definite  $\pm$ specific sentences in comparison with the control group. One year after instruction, post-test 4 was administered and the instruction group no longer shows any intervention effects.

Number **O 11-9-5**

Room  
**9**

**Title: How Sensitive to Experience Are Language Analytic Abilities?**

**Presenter(s): CHALMERS, James (Griffith University)**

This study examined how experience affects language analytic abilities. Experience was investigated in two ways: the effect of prior language learning and the effect of targeted training in language analytic abilities. Participants were university students taking a beginner-level Spanish course. Data collected included pre- and post-test scores from the LLAMA language aptitude tests, background information on participants, and results from six weeks online training in LAAs. Preliminary results suggest that language analytic abilities may be improved through the process of learning another language.

Number **O 11-10-5**

Room  
**10**

**Title: The Formation of L2 English *Wh*-Questions Among Cebuano-Speaking Children**

**Presenter(s): DUEÑAS, Ian Francis (Chuo University)  
WAKABAYASHI, Shigenori (Chuo University)**

This study aims to discuss early L2 acquisition of English *wh*-questions among Cebuano-speaking children whilst taking into account the absence of *do*-support and auxiliary inversion as well as right Spec TP in Cebuano. Cebuano children were asked to participate in an oral production task. The results show an asymmetry between subject and object *wh*-questions: The children extended the use of the subject question pattern to object questions. We propose that this is borne out of the application of the same rules in the interlanguage grammar of Cebuano children which are neither based on their L1 Cebuano and nor L2 English.

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Number O 11-1-6

Room  
1**Title: Should Pragmatic Marker Use Be Taught?****Presenter(s): KAWASHIMA, Chie (Macquarie University)**

Although pragmatic markers frequently occur in dialogues in ELT textbooks, most of them are not explicitly introduced or practiced. A textbook is a primary source of input and practice especially in an EFL context. This study looks at pragmatic markers presented in internationally used commercial beginner-level ELT textbooks and the analysis reveals 1) the range of pragmatic markers and functions in all the textbooks; 2) the characteristic in presenting pragmatic markers of each textbook and 3) common weakness such as how unevenly these markers are distributed across the textbooks and the lack of meta-language use and guided practices.

Number O 11-3-6

Room  
3**Title: L3 English Vowel Acquisition by Taiwanese EFL Learners****Presenter(s): LIN, Chihkai (Soochow University)**

This paper examines English vowel acquisition by Taiwanese EFL learners, concentrating on linguistic proficiency and typological distance between first language (L1), second language (L2) and third language (L3). Learners are native speakers of Taiwan Southern Min (TSM) with L2 Taiwan Mandarin (TM) and L3 English, in contrast to native speakers of Taiwan Hakka (THK) with L2 Taiwan Mandarin and L3 English. The results suggest that L1 TSM and L1 THK learners' English vowels are affected differently by their L1 and L2. Besides, age and gender have an effect on the English vowel acquisition by Taiwanese EFL learners.

Number O 11-4-6

Room  
4

**Title: Orthographical Errors in Beginning and Intermediate Learners of L2 Japanese from Two L1s**

**Presenter(s): LI, Noriyasu (University of Pittsburgh)  
MARTIN, Katherine  
(Southern Illinois University Carbondale)**

Although the development of orthographic knowledge has been well-documented in L1 English children, relatively little work has examined orthographic development in L2 learners or learners of non-English languages. In this study we present results from a longitudinal and cross-sectional study of orthographic knowledge development in 66 adult L2 Japanese learners in their first and third semesters of language study. Results show changing patterns of frequent error types across development, as well as different patterns of errors between learners with L1 English vs. L1 Chinese. We compare these error types across L1 groups and across time and also discuss pedagogical implications.

Number O 11-5-6

Room  
5

**Title: Neurolinguistic Correlates of Transfer at the Initial Stages of Third Language Acquisition: An ERP Approach**

**Presenter(s): ROTHMAN, Jason  
(University of Reading & UiT The Arctic University of Norway)  
ALEMÁN BAÑÓN, José  
(Basque Center on Cognition, Brain and Language)  
GONZÁLEZ ALONSO, Jorge  
(University of Reading & UiT The Arctic University of Norway)**

This paper proposes a neurolinguistic methodology to test competing models of morphosyntactic transfer at the initial stages of third language (L3) acquisition. We submit that a combination of ERP and artificial language (AL) paradigms will allow us to observe the very first contact with a third or further language, and detect indices of processing that may correlate with transfer at the level of abstract mental representation from previously acquired languages.

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Oral Presentation

Number O 11-6-6

Room  
6

**Title: Effects of Reading Practice on Processing English Homographs in Sentential Contexts by Japanese EFL Learners**

**Presenter(s): MIKI, Kohei (Kwansei Gakuin University)**

The present study examined how reading practice affects the lexical processes of English homographs in sentential contexts by Japanese learners of English as a foreign language (Japanese EFL learners). Nineteen participants were required to read sixty-four pairs of sentences in the reading practice session between the pre-test and post-test. As a result, the reading practice facilitated the semantic access to homographs but the results were different depending on types of homographs (biased homograph or balanced homograph). Consequently, it was suggested that meaning frequencies of homographs were dominant to sentential contexts in the cognitive processes of reading by Japanese EFL learners.

Number O 11-8-6

Room  
8

**Title: Does Input Alone Facilitate L2 English Relative Clause Acquisition? Evidence from Japanese University Students**

**Presenter(s): KIRJAVAINEN, Minna (Osaka Gakuin University)  
FUJIMOTO, Donna (Osaka Gakuin University)**

The present paper studied the effect of language input without output or overt practice components on the acquisition of subject and object relative clauses (RCs) in Japanese university students learning English as an L2. We measured the students' ability (a) to spontaneously produce and (b) to repeat RCs before and after a training session in which the participants were exposed to RCs. We found that the input facilitated the students' ability to repeat RCs, but no clear effect was found for the spontaneous production of RCs. We will discuss our results with reference to L2 learning and teaching.

Number O 11-9-6

Room  
9

**Title: Is There a Gradual Decline in Second Language Perception?**

**Presenter(s): WATANABE, Haruna (The University of Tokyo)  
GRENON, Isabelle (The University of Tokyo)**

We evaluated if there was, like in production (based on accent ratings), a gradual decline in the perception of non-native sounds, using an English vowel contrast as perceived by early Japanese-English bilinguals. Our experiment used a cue-weighting design with the words 'beat' and 'bit' manipulated in terms of vowel duration and spectral envelope. We found that 15 out of 26 participants performed like native English speakers, while the others did not. There was, however, no significant effect of age of exposure or length of exposure to an English environment. Hence, a gradual decline in perception was not observed.

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Oral Presentation