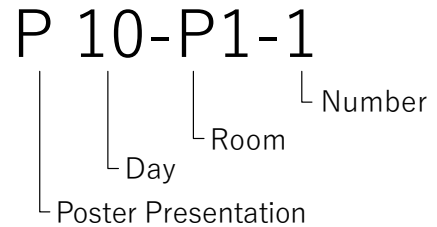


Poster Presentations

Individual presentations are identified by the numbers that indicate:



Number **P10-P1-1**

Room
P1

Title: The Simultaneous Development of *Wh*-Questions in Typologically Distant Languages: A Japanese-English Bilingual Child Case Study

**Presenter(s): DI BIASE, Bruno (Western Sydney University)
ITANI-ADAMS, Yuki (Australian National University)**

This paper aims to clarify aspects of bilingual development through a detailed study of *wh*-questions development both in Japanese and English since in constellations with English, in different environments e.g., Japanese-English in America (Mishina-Mori, 2005), Cantonese-English in Hong Kong (Yip and Matthews, 2007), and Japanese-English in Australia (Itani-Adams, 2007) results appear to be contradictory despite the typological parallelism of such constellations. The rich database of a Japanese-English child growing up in a one parent-one language family Australia is analysed within Processability Theory (Pienemann, 1998; Bettoni & Di Biase, 2015) to shed some light on a controversial area of bilingual development.

Number **P10-P1-2**

Room
P1

Title: Grammatical Development During Study Abroad: Proficiency Level, Duration of Stay Abroad, Type of Grammatical Feature

Presenter(s): HOWARD, Martin (University College Cork)

This paper is situated within the field of study abroad research which focuses on second language development among classroom learners spending a period of residence in the target language community. While findings to date point to the potential of study abroad to positively impact the L2 learner at various levels, findings are mixed in the case of grammatical development. Based on a longitudinal study over a full year, this paper explores various factors hypothesized to constrain the scope of grammatical development in a study abroad context. The factors concern proficiency level, duration of stay abroad and type of grammatical feature.

Number **P10-P1-3**

Room
P1

Title: Bilingual Cognition? Comparison Between Monolingual and Bilingual Speakers on an Item Categorisation Task

**Presenter(s): KASAI, Chise (Gifu University),
SINCLAIR, Lucas (Tokyo Seitoku University Junior High School)
PALMROOS, Tim (Gifu University)**

The current research focuses on effects of language on cognition. The participants are monolingual speakers of German and Japanese, and bilingual speakers of L1 German or Japanese, and L2 English. They were asked to participate in an item categorisation task, very similar to the one used in Imai and Gentner (1997, 2003). There was no statistically significant difference between the two monolingual groups overturning Imai and Gentner's finding that speakers of languages with different counting systems should employ different cognitive models.

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Number P10-P1-4

Room
P1**Title: An Influence of L3 German on L2 English****Presenter(s): KIMURA, Masayuki (Kyoto University of Foreign Studies)**

The present study reports an influence of L3 German on L2 English among Japanese university students. In Third Language Acquisition (TLA), the reverse transfer (L3→L1/L2) has gained little attention, compared to the forward transfer (L1/L2→L3). The present study dealt with two domains: words with *sh* as lexis and the comparison as grammar. The participants were divided into L3 German learner and non-L3 German learner. The participants completed two tasks: translation from Japanese to English and acceptability judgement tasks. As a result, the reverse transfer from L3 German to L2 English possibly took place in lexis: words with *sh*.

Number P10-P1-5

Room
P1**Title: Presuppositionality Effects in L2 English Article Choice by L1 Japanese Speakers****Presenter(s): KUME, Keisuke (Nanzan University)**

Recent studies have shown that L2 learners' errors in English article choice are committed not randomly but rather systematically influenced by such semantic universal features as definiteness, specificity, and presuppositionality. This study investigates a poorly-explored topic of presuppositionality effects examining how presuppositionality affects L1 Japanese L2 English learners. The results suggest that the presuppositionality effects are operative in L1 Japanese L2 English learners, which supports the argument in the previous studies that L2 English learners with article-less L1 in particular are subject to the effects of semantic factors related to Universal Grammar in article selection.

Number **P10-P1-6**

Room
P1

Title: How Learners Infer the Meaning of Unfamiliar Words in L2 Reading Comprehension

**Presenter(s): OKUWAKI, Natsumi (Tsuru University)
HOSHINO, Noriko (Kobe City University of Foreign Studies)
TAJIKI, Hiroko (Tsuda College)
SAITO, Ryoko (Shirayuri College)
NODA, Saeko (Tsuda College)
MURASUGI, Keiko (Nanzan University),
TOYOSHIMA, Saeko (Akita International University)**

Lexical inferencing is one of the most discussed areas in L2 reading comprehension. It has not yet been known, however, how L2 readers infer the meaning of unfamiliar words, and in particular, whether there is a specific type of inferencing which is most likely to lead to a target meaning. In the present study, we aimed to find the exact type of inferences most frequently used by L2 learners of different levels of vocabulary knowledge and to identify the type of inferences that would lead to a successful guess. Implications for successful inferencing in L2 reading will be discussed.

Number **P10-P1-7**

Room
P1

Title: Enhancing Second Language Vocabulary Instruction Strategies Through the Use of Color Coding Techniques

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

This study examines the use of color coding techniques in second language vocabulary instruction. Three groups of participants learned the English translation and grammatical gender of foreign vocabulary words. Two groups received words that were color coded according to the words' grammatical gender. One coloring scheme utilized colors with a gender-color association (blue-masculine, pink-feminine), while the other scheme included contrasting colors with no gender-related association (green-masculine, red-feminine). Gender-associated coding improved participants' ability to recall the definition and grammatical gender of the words, while significantly increasing their motivation. Green-red coding did not improve participants' performance, but similarly improved their motivation.

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Poster Presentations

Number **P10-P1-8**Room
P1**Title: The Lexical Acquisition of English Orientational Prepositions by Japanese EFL Learners****Presenter(s): FUJIMORI, Atsushi (Shizuoka University)**

Parallel to L1 studies (Sinha et al., 1999), we hypothesize that semantic complexity has an impact on L2 acquisition of English orientational prepositions, including "over," "above," "under," "below," "behind," "after," "in front of," and "before." Production and truth value judgment tasks were conducted with 96 Japanese EFL learners (English proficiency at B1 (CEFR)) whose background exclude the possibilities of frequency effect and L1 effect. The results fail to support the hypothesis: L2 learners tend to acquire more specified orientational prepositions.

Number **P10-P1-9**Room
P1**Title: Quantitatively and Qualitatively Investigating Effects of English Medium Instruction in Japan on L2 Speech Production****Presenter(s): SUZUKI, Shungo (Waseda University)**

This study was designed to investigate the effects of English medium instruction (EMI) over one academic year in Japan (i.e., EFL settings) on L2 speech production and the relationships between complexity, accuracy, and fluency measures (e.g., Skehan, 2001). The monologic speech data with questionnaires were collected from eight university students at three different times as the pre-, mid-, and post-tests. The result did not show the statistically significant effects of EMI over a year as a group, because of each participant's different developmental trajectory identified by retrospective interviews, indicating the importance of individual awareness of L2 speech.

Number **P10-P1-10**

Room
P1

Title: Impact of the Environment of L2 Acquisition and Use on Cognitive Control and Language Processing

**Presenter(s): VINERTE, Santa (University of Ottawa)
SABOURIN, Laura (University of Ottawa)**

While bilingualism may lead to improved cognitive control, the link between the two is currently debated. Based on the Adaptive Control Hypothesis, the current study uses the non-linguistic ANT and linguistic Stroop tasks to compare English-French and English-Japanese bilinguals, groups who have acquired and use their second language in environments with frequent language-switching and minimal language-switching, respectively. Cognitive skills, language processing, and script processing are investigated. Results reveal greater Alerting efficiency for English-French bilinguals, and better interference suppression for English-Japanese bilinguals. The effects of environment and script are discussed, and links are made between second language acquisition and cognitive control.

Number **P10-P2-1**

Room
P2

Title: Spontaneous Production of Mandarin Relative Clauses by Japanese Learners

Presenter(s): YANG, Yike (The Hong Kong Polytechnic University)

Studies examining the acquisition of relative clauses (RCs) presented conflicting results as to the noun phrase accessibility hierarchy (NPAH). This study investigated L2 Mandarin RCs produced by Japanese learners in spontaneous speech, and compared our results with the findings of previous work to explore the extent to which the NPAH hypothesis could be generalized. Contrary to the prediction following NPAH and studies on head-initial languages, our data revealed a strong preference for the direct object RCs. RCs also appeared much more frequently to modify the objects of the matrix sentences than the subjects.

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Number **P10-P2-2**Room
P2**Title: Different Use Pattern of Metacognitive Reading Strategy at Three Developmental Stages****Presenter(s): YOSHIKAWA, Lisa (Hiroshima University)
LEUNG, Chi Yui (Nagoya Gakuin University)**

The present study explores the relationship between metacognitive reading strategy and reading proficiency among Japanese EFL learners. A reading comprehension test and a questionnaire comprising three dimensions of metacognitive reading strategy (global reading, problem solving, and support reading strategies) were used to assess participants' performances. A cluster analysis of these data set yielded three clusters: high reading proficiency with high strategy use, intermediate reading proficiency with the least strategy use, and low reading proficiency with high strategy use. The non-linear paths of metacognitive reading strategy indicate that L2 learners restructure, change, and discard their metacognitive patterns in reading.

Number **P10-P2-3**Room
P2**Title: Computer-Based Focus on Form Tasks and Peer Interaction****Presenter(s): ZHAO, Helen (Chinese University of Hong Kong)
ICHIKAWA, Shingo (Nagoya Gakuin University)**

The current study investigated collaborative dialogue when learners communicated through a computer-based consciousness-raising task that teach English articles. Four pairs of Japanese EFL learners received different feedback of explicitness. Results showed that learners' collaborative dialogues were more productive during consciousness-raising and may not be enhanced by more explicit feedback.

Number **P10-P2-4**

Room
P2

Title: 中国語母語の日本語学習者における社会語用論的転移
——「後日の感謝表現」の事例から

Presenter(s): 市原明日香(中央大学)

日本語の「このあいだはどうも」「先日はごちそうさま」といった、過去の恩恵について後日に感謝を表明する発話行為について、中国語母語の日本語学習者は後日の感謝を否定的に捉えることが多く、「よそよそしい」と誤解する場合もあるという(李 2014, 市原 2015)。本研究は、「後日の感謝表現」を行わないという中国語の語用が、日本語学習者に転移しているのではないかという仮説を検証した。自由記述アンケート、ロールプレイによる談話データ、フォローアップ・インタビューをデータとし、談話分析を行った。中国語母語の日本語学習者と母語話者の使用を比較した結果、前者には「後日の感謝表現」が使用されないことが示された。

Number **P10-P2-5**

Room
P2

Title: **Creating Pedagogical Wordlists: A Comparison of Thematic and Corpus Approaches**

Presenter(s): **FITZPATRICK, Tess (Cardiff University)**
KNIGHT, Dawn (Cardiff University)
MORRIS, Steve (Swansea University)

This poster presentation compares two approaches to the compilation of pedagogical vocabulary lists, using real examples from Welsh language instruction. A two-stage thematic approach, suitable for use in languages that do not have a representative corpus resource, is reported. The content of the resulting pedagogical lists is then compared with the output from a corpus-informed frequency approach. Pedagogical implications of the overlaps and divergences between the two lists are highlighted.

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Poster Presentations

Number **P10-P2-6**Room
P2**Title: On Context Clues and CSL Learners' Meaning Inference****Presenter(s): HSIAO, Huichen S. (National Taiwan Normal University)**

The present study explored whether meaning-inference strategy (cf. Haastrup, 1991; Watanabe, 1997; Mondria 2003) training has facilitation effects on L2 Chinese as second language (CSL) learners' performance. We examined whether the strategy of circulating context clues enhance learners' overall accuracy rate, and whether the semantic transparency of words facilitate learners' inference performance and receptive memory retention. Twenty-two learners participated this study and were trained to be aware of context clues. The overall results indicate that learning context clues is effective in enhancing CSL learners' word meaning-inference accuracy and identifying context clues when inferring unfamiliar words.

Number **P10-P2-7**Room
P2**Title: Acquisition of Agreement: The Production of Auxiliary "Does" by Japanese Learners of English****Presenter(s): KIKUCHI, Emi (The University of Tokyo)**

This study investigates the relation between the syntactic position and inflection. I examine the production of auxiliary "do/does" by Japanese learners of English in this study and find that they often produce uninflected "do" with a third person singular subject in negative sentences, but not in interrogative sentences.

Number **P10-P2-8**

Room
P2

Title: Unexpected L1 Negative Transfer in L2 phonology: A Perception-Based Account

**Presenter(s): KUMAGAI, Gakuji (Tokyo Metropolitan University)
KAWAI, Hiromi (Kanda University of International Studies)**

One of the most oft-discussed problems in SLA research is to what extent L1 negative transfer affects the acquisition of L2 sound systems. It usually emerges if language learners adapt L2 sounds to their L1 phonology. However, there are also cases of L1 negative transfer even though language learners produce L2 words that do not violate constraints in their L1 phonology. In this paper, we report that Japanese speakers of English show a nasal insertion in non-words consisting of three CVs, and provide an account for it by adopting the theory which assumes both perception and production subgrammars.

Number **P10-P2-9**

Room
P2

Title: Towards Diagnostic Language Assessment: Application of Cognitive Diagnostic Approach in L2 Reading

**Presenter(s): MA, Xiaomei (Xi'an Jiaotong University)
DU, Wenbo (Xi'an Jiaotong University)**

In this paper, we first introduce the new term of “diagnostic language assessment (DLA)” and its nature in promoting Assessment for Learning. And then we discuss how to use Cognitive Diagnostic Approach (CDA), a new psychometric theory, to implement DLA. In this part, the nature of CDA, its key concepts and methods are generally explained and illustrated. Based on CDA, we employed both qualitative and quantitative methods to validate the reliability and validity of constructed diagnostic model including think-aloud protocol, expert judgement and G-DINA analysis through OX software. The findings obtained are quite positive and satisfied. Finally, the authors suggest that with CDA integrated with web-technology, the “personalized” and “tailored” L2 learning will be possibly realized, which is of great significance in enrichment of DLA framework and methodology.

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Number **P10-P3-1**Room
P3**Title: Bilinguals' Eye Movement Patterns in Reading L1 and L2****Presenter(s): SASAKI, Miho (Keio University)**

This study examines eye movement patterns of Japanese-English bilinguals while they read short passages in L1 and in L2. Eye movement studies on reading have significantly developed focusing on word-level processing by monolinguals, but bilingual eye movement research is still a new field, especially when the two languages use different scripts such as Japanese and English. The results compare the bilinguals' reading patterns analysing variables such as fixation time, fixation count, saccade length, skipping and regression rates as well as their reading experiences and proficiency. It also discusses complexities to compare two different writing systems from a methodological viewpoint.

Number **P10-P3-2**Room
P3**Title: The Acquisition of Prosodic Head Nods by Hearing L2 Learners of Japanese Sign Language****Presenter(s): SHIMOTANI, Natsuko (Kwansei Gakuin University)
MATSUOKA, Kazumi (Keio University)**

Hearing L2 learners of Japanese Sign Language (JSL) are predicted to take time to learn grammatical head nods. Six adult learners of JSL were asked to watch a short video clip and retell the story in JSL. The analysis of the data revealed clear differences between the two groups of learners: 1) Narratives of beginners were shorter but contained more gestural head nods than the intermediate and native signers. 2) The positions of the head nods of intermediate learners were still influenced by the gestural head nods in Japanese. 3) The intermediate learners are learning to combine multiple prosodic expressions.

Number **P10-P3-3**

Room
P3

Title: Does Talker Variability Improve the Learning of Word Level Prosody?

**Presenter(s): SIRIKANERAT, Thanasak (Tohoku University)
SUGAYA, Natsue (Tohoku University)**

Using speech stimuli with acoustic variability, such as talker variability improves memory for L2 vocabulary. But, it is unknown if talker variability also improves memory for word level prosody such as pitch accent. This study investigates if participants benefit from talker variability in remembering Japanese word level prosody (pitch accent) as well as segmental sequence associated with the word meaning. The results revealed that the participants failed to memorize pitch accent but were able to memorize segmental sequences. No significant difference between talker variability was found in either task.

Number **P10-P3-4**

Room
P3

Title: What Kinds of Inflection and Affixation Forms in English Words Are Difficult for L2 Learners

**Presenter(s): UEDA, Norifumi (Komazawa University)
TSUTSUI, Eiichiro (The University of Kitakyushu)**

This study examines whether Bauer and Nation's suggestion is true of L2 learners of English. For this purpose, we examine some vocabulary lists for L2 learners to check the word frequencies of some words in the same word family. Also, we conducted an experiment to know how difficult some word forms categorized into each word frequency level are to L2 learners. As a results, we found that we could not find graded difficulties predicted in Bauer and Nation (1993). Rather, other factors such as word frequencies, L2 learners' proficiency level and word familiarity, not seven levels set in word family concept proposed by Bauer and Nation (1993), could affect L2 learner's understanding word meanings like Mochizuki & Aizawa (2000). We also found the extent of understanding derived words, or words including inflection form and affixation could be predicted by L2 learner's lexical proficiency level. We will discuss what kinds of inflection and affixation forms are difficult for L2 Learners of English in different lexical proficiency levels by using case study of Japanese learners of English.

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Number P10-P3-5

Room
P3**Title: Vlogs and Foreign Language Writing: Ways to Mitigate Language Anxiety****Presenter(s): WRIGHT, David (Tokai University)
NAKAGAWA, Hiroshi (Tokai University)**

Video logs (vlogs) in teaching English as a foreign language, provide an opportunity to create new classroom formats, by having learners produce language and analyze both their own production and that of their peers outside of class. This can be followed up by in-class activities related to the vlog postings. However, it is important to ensure that the use of vlogs will not negatively impact the level of language anxiety (Horowitz, 1986) student perceive in the classroom. The current study examines language anxiety in integrated speaking and listening classrooms that employed vlog activities.

Number P10-P3-6

Room
P3**Title: Development of Metacognition and Self-Esteem of Japanese EFL Learners from Beginners Through Advanced Learners****Presenter(s): YASUDA, Toshinori (Waseda University)**

This study investigates how Japanese EFL learners' metacognition and psychological well-being (i.e., self-esteem), considered as a crucial component of autonomy, develop differently from beginners through advanced learners. Undergraduate learners at four proficiency levels (beginners, low-intermediate, high-intermediate, advanced, 44 each) responded to two types of questionnaires to measure metacognition and self-esteem. Results of one-way ANOVA showed that the metacognition and self-esteem may vary differently according to their proficiency levels, and that while the former could be developed in the initial stage of the whole proficiency development process, the latter could improve at the final stage.

Number P10-P3-7

Room
P3

Title: Investigating Pragmatic Development of Chinese JFL Students by Examining Downgrader Usage in Requests

Presenter(s): YUNING, Cao (University of Pittsburgh)

This study explores the pragmatic development of Chinese learners of Japanese by examining syntactic and semantic downgraders in requests. Using DCT to elicit data from different proficiency levels, I identified several downgraders to examine. χ^2 analyses revealed differences in the adoption of negation and donatory verbs across study years, which suggests a possible acquisition sequence. The application of understater demonstrates a declining pattern, indicating that students rely less on this tool as their proficiency increases. The current research not only sheds light on the evolution of learners' interlanguage from a pragmatic perspective, but also proffers meaningful implications on Japanese pedagogy.

Number P10-P3-8

Room
P3

Title: タイ語を母語とする日本語学習者における語彙習得と読解の関係

**Presenter(s): 堀場裕紀江 (神田外語大学)
SANGUANSRI, Thanyarat (神田外語大学)**

語彙と読解の習得・処理における密接な関係は広く認識されているが、第2言語における語彙習得と読解の関係は殆ど明らかにされていない。本研究では、タイ語を母語とする日本語学習者(3つの言語習熟度レベルからなる95名)を対照に、語彙知識の広さ(語義)と深さ(語連想)、および読解(説明文の内容再生)を測定した。語彙知識の特徴は頻度、品詞、連想の種類、およびこれらの交互作用の効果について分析した。読解への語彙知識の関わりは再生率を(語彙テスト得点を予測変数とした)回帰分析によって分析した。結果の基づき、語彙知識の側面や要素がどのように発達し、それが読解とどのように関わるかを考察する。

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Number P10-P3-9

Room
P3

Title: 母語喪失と新たな言語習得の様子 —— 3 人の子供のケーススタディーから分かったこと

Presenter(s): 金菊熙(松山大学)

母語以外の言語使用環境で現地の言語を新たに学ぶ子供の場合、学習開始年齢のほか、母語の習熟度、家庭の言語環境、学習スタイル、性格等々、個々人の学習者要因が大きく異なっているため、どれか1つの要因だけをもって母語の喪失と新たな言語習得の様子を語ることは到底できないことである。本研究は、5歳と10歳の日本語話者と、9歳の日本語と韓国語のバイリンガル児童を対象に、11か月間、定期的観察と実験を通して母語の喪失と第2(第3)言語の習得様子を時間の経過に沿ってまとめたものである。データ収集には、いずれも母語による Picture Naming Test, Storytelling, Narration, Comprehension Test, Reading Aloud の手法が用いられ、その分析からは被験者間で大きく異なる傾向も示された。