13:00
—
14:30

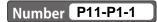# Poster Presentations

**Individual presentations are identified by the numbers that indicate:**

P 11-P1-1

└ Number
└ Room
└ Day
└ Poster Presentation

**Number** **P11-P1-1**

**R**oom **P1**

**Title:** **Extracurricular Activities and Student L2 Motivation:**
**A Case Study of Two Joint-Venture Universities in China**

**Presenter(s):** **DING, Penny (Xi'an Jiaotong-Liverpool University)**

As part of a PRC Ministry of Education funded project, a preliminary qualitative research exercise incorporating semi-structured interviews, group discussions, participatory action research and a case study project were conducted at two high profile joint venture universities in China. This research investigates: 1) what are the Chinese students' motivation towards learning English in a non-academic/social environment? 2) How do these activities affect students' motivation for and competence in their L2 learning and also for their wider personal skills development? 3) To what extent are various extracurricular activities constitutive of a vibrant and engaging academic environment with English as the lingua franca?

**Number** P11- P1- 2

**R**oom **P1**

**Title:** **Conversational Analysis of Contexualization Cues on SNS: The Use of English lol And Japanese 笑 by Native Speakers And Learners**

**Presenter(s):** **FUJINAGA, Kiyono (The University of Tokyo)**
**HEDEGARD, Hannah (University of Bern)**

This study suggests that the use of hedging devices on SNS can work across and between speakers with different languages, and indeed, both native speakers and L2 learners can use such devices as contexualization cues (Gumperz, 1992; 1996). Specifically, the English laughing expression lol and the Japanese equivalents, 笑 and w found in online interactions, are examined. Using conversational analysis methodology, it is put forth that in both languages these expressions appear to enrich online discourse, and work on all three of the discourse levels put forward by Halliday: ideational, interpersonal and texual (Halliday & Matthiessen, 2013).

**Number** P11- P1- 3

**R**oom **P1**

**Title:** **Exploiting Mobile-Assisted Language Learning Technology to Enhance Japanese Language Education**

**Presenter(s):** **HALPERN, Jack (The CJK Dictionary Institute, Inc.)**

This paper describes two applications that leverage mobile technology to help learners study Japanese more effectively than ever before. The first, a Kanji-English dictionary designed to meet the needs of learners, takes advantage of the superb functionality of mobile devices and includes innovative features such as core meanings, an efficient lookup method, homophone discrimination, and indication of interrelatedness between senses. The second application is a groundbreaking, interactive multi-panel environment that enables learners to read Japanese more easily and effectively by combining the strengths of traditional paralleltexts with the potential of mobile technology.

Poster Presentations

Saturday 10

**Sunday 11**

September 2016

13:00
—
14:30

Number **P11-P1-4**

**Title: Investigation on the Influence of Henan Dialect on the Phonetic Learning of English Consonants**

**Presenter(s): LU, Chang (Xi'an Jiaotong University)**

This study explores the consonant perception and production of EFL learners whose mother tongue is Henan dialect, investigating common patterns of dialect influences their phonetic learning. Seventeen seniors in Zhengzhou University were instructed to complete a discrimination test, to read another designed word list, and were recorded. The phonemes' acoustic features such as formant frequencies or VOT time were observed. Generally, participants have difficulty discriminating /n, ŋ/ or /s, z/ contrasts; for production, participants' show significant difference in /r/ and /dʒ/ from that of native speakers of English ($p<0.05$,2- tailed).

Number **P11-P1-5**

**Title: Japanese as an L2 Resulting from Dialect Contact in the Japanese-Mexican Community in Mexico**

**Presenter(s): OKUMURA, Akiko (The University of Tokyo)**

This paper presents some of the preliminary findings of an ongoing study of linguistic features of Japanese as an L2 spoken by those who acquired Japanese in Japanese-Mexican community in Mexico. The population migrated from Japan to Mexico mainly since the 1900s, bringing various Japanese dialects into contact. The descendants of these immigrants acquired Japanese in this contact situation. The results of the analysis which focuses on phonological variation of word-internal /g/ suggest that in this community, the use of the nasal variant gradually decreased with time and the plosive variant became dominant by simplification and levelling.

**Number** P11-P1-6

**Room P1**

**Title:** Effects of Instruction on Giving Advice to Peers

**Presenter(s):** RONALD, Jim (Hiroshima Shudo University)

This paper reports a classroom-based investigation of the effect of L2 instruction given to intermediate level learners of English on their feedback for classmates' presentations. The learners received instruction on how to give pragmatically appropriate advice over two weeks, following which they made presentations, and gave and received feedback on each other's presentation. After the students had completed their revised presentations, the advice they had received was analyzed. The data for these learners showed more than twice as many instances of mitigated advice than that given by learners in parallel classes who did not receive such instruction.

**Number** P11-P1-7

**Room P1**

**Title:** A Study on Teacher Experience of Using Online Role-Play for Collaborative Argument

**Presenter(s):** SHENG, Yue (Shanghai University of Engineering Science)
ZHANG, Li (Shanghai Jiao Tong University)

This study investigated ten teachers participating in an online role-play activity to acquire an understanding of the use of online role-play for teaching collaborative argument. Analyses of data gathered from the questionnaire survey, the blogs and the interviews indicate that participants perceived online role-play as a good way for teaching collaborative argument and asynchronous role-play as being more helpful for collaborative argument than the synchronous role-play. Teachers' perceptions of the use of online role-play provide a new perspective on how teachers can integrate technology into their language instruction through their own experience of learning and doing.

**Number** P11-P2-1

**Title:** **Investigating Indonesian Prepositional Constructions of Japanese Student in Indonesian Learner Corpus**

**Presenter(s):** **SUHARDIJANTO, Totok (University of Indonesia)**

The study focuses on how Japanese student learn and use prepositional construction in Indonesian. Furthermore, this study also revealed and highlighted difficulties and errors that are usually made by Japanese students when they are learning Malay or Indonesian.

**Number** P11-P2-2

**Title:** **A study of Grammatical Colloquialisation in EFL**

**Presenter(s):** **WANG, Li (Nantong University)**
**WANG, Nan (Nantong University)**

Based on corpus-based quantitative method, the present study aims to explore the features of grammatical colloquialisation in Chinese EFL learners' theses. The results showed that compared with international peer reviewed journals, both MA theses and PhD dissertations displayed strong colloquial tendency. The similarities between MA theses and PhD dissertations outweigh their differences. Besides, doctoral dissertations are not less colloquial than MA theses.

**Number  P11-P2-3**

**Title:  The Impact of Teaching and Reflection Experiences on Pre-Service Teachers**

**Presenter(s):  YOSHIDA, Mami (Kyoto University of Foreign Studies)**

The present study explores the development patterns of four English student teachers' conceptions about teaching (such as conceptions of class management, and conceptions of English teaching, and conceptions of their own teaching performance) during their one-year teaching experience in an elementary school as a volunteer. An Ethnographic approach is used to understand the complexities of the process of change, with three methods (semi-structured interview, field notes from observations of English classes they conducted and preparation meetings they attended) used to collect empirical data longitudinally. The four students' conceptions about the three areas mentioned above show varying degrees of change over the year and differing change patterns.

**Number  P11-P2-4**

**Title:  日本人英語学習者による英語フォニックス習得過程の解明と小学校英語語彙・発音指導への示唆**

**Presenter(s):  西川恵（東海大学）**

本研究では，中学校 一部小学校）から英語学習を開始した後大学生に至るまで多くの英単語に遭遇する中で，どのような順序で綴り字と発音の規則 フォニックスルール）を習得していくのかを解明する。「どのフォニックスルールを偶発的学習できるのか，逆に大学生になっても習得にばらつきのあるルール，多くがローマ字読みなどの誤った発音をあててしまっているルールはどれか」を研究課題として調査を行う。調査は，大学 4 年生までを対象に，フォニックスルールを利用して作られた無意味語を発音してもらう形で行う。偶発的学習の観点からルールを習得順序に整理し，小学校英語語彙・発音指導の際の提言をまとめる。

Number  P11-P2-5

**Title:** 英語学習者の作用域解釈における転移の可能性について

**Presenter(s):** 鈴木孝明（京都産業大学）
伊藤敦紀（京都産業大学）
野田茉緒子（京都産業大学）
松岡里奈（京都産業大学）
山﨑祐輔（京都産業大学）

英語を学習する日本語母語話者が Andy didn't read every book/five books のような文に現れる not と数量詞の作用域に関して，2通りの解釈を容認するかどうか調査した。文脈付き容認度判断課題の結果，学習者は数量詞が否定辞よりも広い作用域をとる逆スコープ解釈への選好を示した。通常，英語母語話者は順スコープ解釈への選好を示すことから，本研究の結果は，学習者の解釈には日本語の処理方略に基づく転移が関係している可能性を示唆している。しかし，順スコープ解釈では数詞の方が普遍数量詞よりも容認度が高い傾向にあったことから，転移は数量詞に関して一様に起こるのではないこともわかった。

Number  P11-P2-6

**Title:** **Toy Models of Bilingual Concepts: Low-Dimensional Conceptual Spaces and Game Pragmatics**

**Presenter(s):** **SINCLAIR, Lucas**
**(Tokyo Seitoku University Junior High School)**

The present research attempts to shed some light on differences between concepts represented in the minds of monolinguals and bilinguals. We model the underlying concepts of two toy languages as a low-dimensional conceptual spaces with non-isomorphic partitions. Conceptual prototypes are activated by randomised stimuli in the space, and "bilingual spaces" are updated via genetic algorithms. The simplest interactions can order initially randomised spaces, resulting in something like a superposition of the two monolingual spaces, and seem quite resistant to noise. This research draws on game theory, agent-based modelling, Gardenfors' conceptual spaces, and work on cognitive changes associated with bilingualism.

**Number** P11-P2-7

**R**oom **P2**

**Title:** **An Analysis of Question Constructions in EFL by Chinese College Students Using Processability Theory**

**Presenter(s):** **GAO, Ling (Xi'an Jiaotong University)**
**MA, Xiaomei (Xi'an Jiaotong University)**

After eliciting enough question sentences in EFL from 15 Chinese college students, each of them is identified a stage where he or she is currently at against the hierarchy of Processability Theory for interrogatives. As a result, students and teachers could take immediate actions addressing their problems in constructing question sentences based on Teachability Hypothesis of Processability Theory. In addition, this study explores the relationship between lexical and syntactic development in EFL of Chinese college students using the result of previous analysis. This reveals the essential link between the two aspects which has great instructional implication.

**Number** P11-P2-8

**R**oom **P2**

**Title:** **Measuring the English Writing Self-Efficacy: A Rasch Approach**

**Presenter(s):** **HUANG, Wen-chi (National Taiwan Ocean University)**

English Writing self-efficacy plays an important role in students' second language acquisition and therefore this study investigates the role of English Writing self-efficacy by using quantitative analyses. Both Confirmatory factor analysis (CFA) and Rasch measurement were carried out to scrutinize the reliability and validity of English writing self-efficacy, and the results indicated significant finding that the some latent variables of current study correlated with each other, meaning that some latent variables were similar, showing critical implication s for English instruction.

Number **P11-P3-1**

Room **P3**

**Title:** **T.I.M.E. for Motivated ESL Classroom Interaction**

**Presenter(s):** **NIKOLOV, Nikolay (New Bulgarian University)**

Is drama in the ESL classroom really effective? Yes, it sure is. If it is T.I.M.E. drama! Because T. I. M. E. is magic. A breathtaking experience making its participants roll in smiles while learning English on stage. Closing my eyes I can still see the glitter of its unique images—the props, the script, the rehearsals…then the triumph of my learners' ESL progress...T. I. M. E. is a tested recipe for FL interaction success as it equals motivated learning.

Number **P11-P3-2**

Room **P3**

**Title:** **How Weak Is the Weaker Language? Crosslinguistic and Environmental Influences in Mandarin-English Bilingual Development**

**Presenter(s):** **QI, Ruying (Western Sydney University)**
**DI BIASE, Bruno (Western Sydney University)**

Our presentation evaluates the development and viability of the 'weaker language' of a Mandarin-English bilingual child, born into an immigrant Chinese-speaking family in Australia, focusing on two vulnerable grammatical areas: subject realization and *wh*-questions (cf., Yip & Matthews, 2007). The two languages of this child are maximally divergent in these grammatical areas hence examining their development in the weaker, compared to the stronger, language within their socio-cultural environment may enlighten the issue of the viability of the weaker language. Our longitudinal data set consists of 82 tape-recorded sessions of naturalistic speech from age 1;07 to 4;06, in context-based language use.

**Number** P11-P3-3

**R**oom **P3**

**Title:** **The Effects of Goal-Oriented Instructions in Second Language Pedagogy**

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

This study examines the effects of goal-oriented instructions on second language (L2) learning. Three groups of participants performed an L2 vocabulary learning task. The groups received either learning-oriented instructions, encouraging participants to improve their abilities, outcome-oriented instructions, prompting participants to achieve a positive evaluation of their performance, or neutral instructions, without goal orientation. Participants' performance was measured alongside additional factors. Results showed that learning-oriented instructions decrease performance, while outcome-oriented instructions reduce participants' risk taking, which negatively impacts learning. The control group had the best overall results, indicating that it is better to refrain from goal-oriented instructions for L2 learning tasks.

**Number** P11-P3-4

**R**oom **P3**

**Title:** **The Acquisition of Japanese Tense-Aspect Morphology: The Role of Input in Naturalistic L2 Context**

**Presenter(s):** **SHIBATA, Miki (Hiroshima University)**

This study investigates the potential acquisition of L2 Japanese tense-aspect morphology in naturalistic settings. Both L1 and L2 studies on tense-aspect development observe particular acquisition patterns, referred to as the Aspect Hypothesis. Studies on L2 Japanese tense-aspect morphology with classroom based learners support the hypothesis. However, since input is a main language resource for naturalistic learners, we can hypothesize that the distributional patterns in input will influence over their tense-aspect development. The verbal predicates in two naturalistic L2 Japanese learners' utterances were examined to test the predication. The results indicate that input influences their association of verbs and verbal morphemes.

Poster Presentations

Saturday 10

**Sunday 11**

September 2016

13:00
—
14:30

Number **P11-P3-5**

**Title: Learnability and Teachability: An Acquisition-Based Evaluation of English Textbooks in China**

**Presenter(s):** **TANG, Xiaofei (The Australian National University)**

This study aims to conduct an acquisition-based evaluation of ESL textbooks. It applies Processability Theory to textbook evaluation in order to examine whether the grammar instruction in ESL textbooks is compatible with the developmental sequence of L2 acquisition. Four primary-school ESL textbook series in China are selected and analyzed. The results reveal a discrepancy between what is learnable for L2 leaners and what is taught in textbooks. This study contributes to extending the application of Processability Theory in language pedagogy. It has pedagogical implications for the compilation of language textbooks, and assist in the development of a learnable grammatical syllabus.

Number **P11-P3-6**

**Title:** **A Study of the Acquisition of Chinese Logical Connectors**

**Presenter(s):** **YAN, Shasha (Nantong University)**

This research aims to explore the use of Chinese logical connectors in written discourse on the part of native English speakers by utilizing corpus linguistics methods. The results revealed that in terms of total frequency, there was significant difference between Chinese L2 learners and native speakers. However, learners significantly underused causal type connectors. As for the specific sub-types of logical connectors, learners significantly overused enumerating markers, and contrastive markers, and significantly underused additive markers and conditional markers. Learners used only comparative markers and causal markers generally to a degree comparable with native speakers. Besides, Chinese L2 learners significantly overused eight logical connectors, underused seven logical connectors and didn't use 18 connectors, compared to native speakers of Chinese. Native English speakers used only 42 connectors generally to a degree comparable with native speakers.

**Number** P11-P3-7

**R**oom **P3**

**Title:** メキシコ人学生に見られる「ひらがな」学習上の問題点と対策について

**Presenter(s):** 岸大介（グアダラハラ大学）

本研究の目的は，スペイン語話者，とくにメキシコの大学で日本語初級を第二外国語として履修している学生の「ひらがな」学習上の問題点についての調査結果を基に，同学生の学習効果を高めるための授業方法を模索することにある。調査方法は，授業中に担当教員が経験上間違えやすいと思われる語句 28 項目についてディクテーション形式で生徒に筆記させ，データの収集をおこなった。分析の結果，二つのタイプの間違いが観察された。一つは，「い」と「り」の混同など表記上の間違い，もう一つは拗音から硬口蓋側面接近音化への変化や単音節化現象など音声的要因によるミスであった。

**Number** P11-P3-8

**R**oom **P3**

**Title:** 台湾人日本語学習者に対する日本語関係節のインストラクションの効果

**Presenter(s):** 岡崎優樹（名古屋大学）
稲垣俊史（同志社大学）

本研究の目的は，第二言語習得における日本語関係節の指導の効果に関して，中国語母語話者を対象に，有標性の異なる項目の指導を与えた場合，どのような指導の効果が得られるかを調査することである。文結合タスクを用いた事前テストと SPOT テストの結果に基づいて，被験者を 4 つのグループに分けた。1 つは統制群，残り 3 つのグループは，それぞれ，SU，DO，OBL に関する指導を受けた。結果として，統制群を除いた，3 つのグループには，どのタイプの文 (SU・DO・OBL) においても，同じような指導の効果が見られた。このことは，日本語関係節は NPAH (Keenan & Comrie, 1977) を用いた難易予測を想定する必要はなく，英語などの関係節とは異なる構造である可能性 (Comrie, 1998) を示している。