

SLRF 2007 – University of Illinois at Urbana-Champaign

Thursday – October 11, 2007

3:00 – 3:45	Registration: 210
3:45 – 4:00	Conference Opening: 314A
4:00 – 6:00	CA-Workshop: Data Session and Discussion: 314A
6:30 – 7:30	Plenary – Gabriele Kasper (The University of Hawai'i at Manoa): 314A <i>Locating cognition in second language interaction: Inside the skull or in public view?</i>
7:30 – 8:30	Opening Reception: 210

Friday – October 12, 2007

8:00 – 10:00	Registration: 314A				
8:30 – 9:00	Opening Remarks: Illini Room C				
ROOMS	314B	404	406	407	Illini Room B
9:00 – 9:30	Vocabulary Acquisition <b>Effects of receptive and productive tasks on receptive and productive vocabulary development</b> <i>Ji Yoon Choi, Diana Pulido</i>	Syntax, Semantics, and Processing <b>The processing of lexical and morphosyntactic information among L2 speakers of German</b> <i>Carrie N. Jackson</i>	Definiteness and Case in L2 Grammars <b>Making sense of English articles</b> <i>Ben White</i>	Context of Instruction <b>Oral proficiency gains through study abroad: An aptitude treatment interaction (ATI) approach</b> <i>Sheri Anderson</i>	Form and Frequency <b>The role of frequency in the acquisition of the English ditransitive construction by Korean speakers</b> <i>JungEun Year</i>
9:30 – 10:00	Vocabulary Acquisition <b>The effects of glosses and tasks on L2 vocabulary acquisition</b> <i>Jung-Min Lee</i>	Syntax, Semantics, and Processing <b>The status of subadjacency in L2 children, L2 adults &amp; L1 children: Revisiting Johnson &amp; Newport (1991)</b> <i>Jee Hyun Ma, Jung-Hee Kim, Bonnie D. Schwartz</i>	Definiteness and Case in L2 Grammars <b>Definiteness and number in the early interlanguage grammars: Evidence from the adult ESL classroom</b> <i>Iliana Panova</i>	Context of Instruction <b>Processing instruction and the acquisition of Spanish copula choice by Chinese-speaking learners</b> <i>An Chung Cheng, Hui-Chuan Lu</i>	Form and Frequency <b>Connecting Form and Meaning: What do we really know?</b> <i>Ronald P. Leow, Nina Moreno, Hui-Chen Hsieh</i>
10:00 – 10:30	Vocabulary Acquisition <b>Depth of processing, type of task and type of item in incidental L2 vocabulary learning and text comprehension</b> <i>Ana M. Martinez</i>	Syntax, Semantics, and Processing <b>On the L2 acquisition of adjective placement and adjectival semantics</b> <i>Tiffany Judy, Pedro Guijarro-Fuentes</i>	Definiteness and Case in L2 Grammars <b>What processing theories can explain about a developmental sequence in SLA: The German case system</b> <i>Kristof Baten</i>		Form and Frequency <b>Form, function and frequency in the learning of L2 constructions</b> <i>Nick C. Ellis, Fernando Ferreira Jr.</i>
10:30 – 11:00	AM Coffee Break: 314A				
11:00 – 12:00	Plenary – Lydia White (McGill University): Illini Room C <i>Grammatical theory, interfaces and L2 knowledge</i>				

12:00 – 1:30	Lunch Break				
12:30 – 1:30	Registration: 314A				
ROOMS	314B	404	406	407	Illini Room B
1:30 – 2:00	Colloq – Recent Trends in Generative L2 Acquisition <b>Exposure type doesn't matter: Similar patterns of English article use among ESL and EFL learners</b> <i>Tania Ionin, Maria Luisa Zubizarreta, Salvador Bautista Maldonado, Vadim Philippov</i>	Phonology I <b>Orthographic information and the phonological structure of the L2 lexicon</b> <i>Rachel Hayes-Harb, Paola Escudero, Holger Mitterer</i>	Frequency and Task Effects in SLA <b>An instructional study of L2 preterit and imperfect acquisition in Spanish</b> <i>Nicole Tracy-Ventura</i>	Focus on Form <b>Exploring focus on form approaches in teaching materials: A study on current L2 Spanish textbooks</b> <i>Claudia Fernández</i>	Colloq – Conversation Analysis in L2 Acquisition <b>Pure and applied conversation analysis: Issues and opportunities</b> <i>David Olsher</i>
2:00 – 2:30	Colloq – Recent Trends in Generative L2 Acquisition <b>Questioning the validity of the Article Choice Parameter. Evidence from L2 English of L1 Polish speakers</b> <i>Marta Tryzna</i>	Phonology I <b>Development of perception of L2 Japanese geminates: Role of duration and sonority</b> <i>Debra M. Hardison, Miki Motohashi Saigo</i>	Frequency and Task Effects in SLA <b>Present states and past achievements: Can frequency effects explain tense-aspect acquisition?</b> <i>Laura Collins, Jesús Izquierdo</i>	Focus on Form <b>Disentangling second language acquisition, instruction, and analysis in research on focus on form</b> <i>Young Woo Cho</i>	Colloq – Conversation Analysis in L2 Acquisition <b>Talk-in-interaction as a locus of socially distributed cognition</b> <i>Numa Markee, Misuk Seo</i>
2:30 – 3:00	Colloq – Recent Trends in Generative L2 Acquisition <b>Ne ... que in English–French acquisition: Evidence for a deep rule-based reflex</b> <i>Laurent Dekydtspotter, Amandine Lorente Lapole</i>	Phonology I <b>L2 pronunciation ability: What you hear or what you say?</b> <i>Pavel Trofimovich, Randall Halter, Patsy M. Lightbown, Hyojin Song</i>		Focus on Form <b>Three approaches to focus on form: A comparison study of their role in SLA processes and outcomes</b> <i>Teresa Pica, Shannon Sauro, Jiyoung Lee</i>	Colloq – Conversation Analysis in L2 Acquisition <b>Learner-defined objects as the focus of research for additional language learning: Repair</b> <i>John Hellermann</i>
3:00 – 3:30	PM Coffee Break: 314A				
3:30 – 4:00	Colloq – Recent Trends in Generative L2 Acquisition <b>The Combinatorial Variability Hypothesis in the second language</b> <i>Roumyana Slabakova, Johnathan Gajdos</i>	Word Learning <b>Factors affecting word learning in adults: A comparison of L2 versus L1</b> <i>Junko Maekawa, Holly L. Storkel</i>	Recasts <b>The effects of segmentation of recasts and working memory on Chinese L2 learners' tone development</b> <i>Xiaoqing Chen</i>	Heritage Language Learners <b>“Speak Zhōngwén”: Code-switching in a Chinese heritage language classroom</b> <i>Xiaoshi Li, Chang Pu</i>	Colloq – Conversation Analysis in L2 Acquisition <b>On approaching emic perspectives towards language learning</b> <i>Junko Mori, Atsushi Hasegawa, Yumiko Matsunaga</i>
4:00 – 4:30	Colloq – Recent Trends in Generative L2 Acquisition <b>Teasing apart tense and aspect in the acquisition of English by Mandarin native speakers</b> <i>Alison Gabriele, Junko Maekawa, Erik Christensen, Lindsay Ignatowski</i>	Word Learning <b>Bilingual deaf children learning to read in French : The role of morphological knowledge</b> <i>Rachel Berthiaume, Daniel Daigle</i>	Recasts <b>The occurrence and effectiveness of extended focus on form episodes ending in recasts</b> <i>Shawn Loewen</i>	Heritage Language Learners <b>Student voices: The missing link in the SHL language debate</b> <i>Cynthia M. Ducar</i>	Colloq – Conversation Analysis in L2 Acquisition <b>Language learning as process and product of participation in discursive practice</b> <i>Joan Kelly Hall</i>

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ROOMS	314B	404	406	407	Illini Room B
4:30 – 5:00	Colloq – Recent Trends in Generative L2 Acquisition <b>Colloquium discussion</b>	Word Learning <b>Semantic and phonologic influence of L1 and L2 in L3 learning</b> <i>Silia Karen Lugo</i>		Heritage Language Learners <b>Code-copying as a mechanism for understanding the pragmatics of requests by heritage speakers of Hmong</b> <i>Susan Burt</i>	Colloq – Conversation Analysis in L2 Acquisition <b>Of mutual benefit: On CA for SLA &amp; SLA for CA</b> <i>Alan Firth</i>
5:00 – 6:30	Poster Session: 314A				

Saturday – October 13, 2007

8:00 – 10:00	Registration: 314A				
ROOMS	210	404	405	406	407
9:00 – 9:30	Learner Corpora I <b>Examining lexical diversity through mean probabilities of word occurrence</b> <i>Scott Jarvis, Gabriela Castaneda-Jimenez</i>	Effects of Corrective Feedback on L2 Writing <b>ESL writing students' perceptions on different types of corrective feedback</b> <i>Ulugbek Nurmukhamedov, Soo Hyon Kim</i>	Syntax, Prosody, and Processing I <b>Multiple readings and prosody in wh-constructions</b> <i>Myong-Hee Choi</i>	Pragmatics <b>Consequences of shifting styles in Japanese: L1 listeners' attitudes toward L2 speakers' politeness</b> <i>Yuriko Miyamoto Caltabiano</i>	Colloq – Impact of Dialect on Acquisition of L2 Sound Systems <b>The effects of vowel mergers in the L1 dialect on the L2 acquisition of German vowels</b> <i>Laura Catharine Smith</i>
9:30 – 10:00	Learner Corpora I <b>Lexical bundles in L2 writing: Frequency of input</b> <i>Bill Crawford, Tony Becker, Tatiana Nekrasova</i>	Effects of Corrective Feedback on L2 Writing <b>Feedback in L2 writing: A study of the developmental process</b> <i>Scott Chien-Hsiung Chiu</i>	Syntax, Prosody, and Processing I <b>Acquisition of Spanish prepositional relative clauses by Arabic speakers</b> <i>Silvia Perpiñán</i>	Pragmatics <b>L1 influence in the production and recognition of formulaic expressions in L2 pragmatic development</b> <i>Kathleen Bardovi-Harlig, Thereza Bastos, Beatrix Burghardt, Delma Nickels, Marda Rose</i>	Colloq – Impact of Dialect on Acquisition of L2 Sound Systems <b>First language dialect and second language intonation</b> <i>Mary Grantham O'Brien</i>
10:00 – 10:30	Learner Corpora I <b>Verb-noun collocations in second language writing: A corpus analysis of learners' English</b> <i>Tina Waldman, Batia Laufer</i>		Syntax, Prosody, and Processing I <b>L1 to L2 Transfer in bilingual sentence processing</b> <i>Jeffrey D. Witzel, Naoko O. Witzel, Karen Barto-Sisamout, Janet L. Nicol</i>	Pragmatics <b>Sociocultural and learner-based effects on pragmatic variation in L2 Spanish</b> <i>Lisa Kuriscak</i>	Colloq – Impact of Dialect on Acquisition of L2 Sound Systems <b>The impact of L2 dialect on learning French and German vowels</b> <i>Laura Catharine Smith, Wendy Baker</i>

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10:30 – 11:00	AM Coffee Break: 314A				
ROOMS	210	404	405	406	407
11:00 – 11:30	Factors Affecting the Efficacy of Corrective Feedback <b>Prior knowledge and the efficacy of implicit and explicit corrective feedback in SLA</b> <i>Melissa A. Bowles</i>	Nominal Agreement <b>The second language acquisition of Spanish gender agreement: Evidence from accuracy and reaction time data</b> <i>Irma Alarcón</i>	Syntax, Prosody, and Processing II <b>Working memory effects on L2 sentence processing</b> <i>Ji Kim, Kiel Christianson</i>	Learner-internal Differences in SLA <b>The relationships of learning strategies, autonomy, and motivation in L2 vocabulary learning</b> <i>Hung-Tzu Huang, Jee Hyun Ma</i>	Colloq – Impact of Dialect on Acquisition of L2 Sound Systems <b>Social and psychological factors affecting L2 dialect acquisition</b> <i>Wendy Baker, Silia Lugo</i>
11:30 – 12:00	Factors Affecting the Efficacy of Corrective Feedback <b>The influence of learners' language analytic ability on the success of metalinguistic feedback</b> <i>Younghee Sheen</i>	Nominal Agreement <b>Agreeing that agreement isn't the problem</b> <i>Darren Tanner</i>	Syntax, Prosody, and Processing II <b>The processing of ambiguous relative clauses in non-proficient L2 learners</b> <i>Anne Rah, Dany Adone</i>	Learner-internal Differences in SLA <b>Attitudes towards grammar instruction: A comparison of students across languages</b> <i>Kimi Nakatsukasa, Amy Thompson</i>	Colloq – Impact of Dialect on Acquisition of L2 Sound Systems <b>Colloquium Discussion</b>
12:00 – 12:30	Factors Affecting the Efficacy of Corrective Feedback <b>Differential effects of corrective feedback on the acquisition of two English structures</b> <i>Jaemyung Goo</i>	Nominal Agreement <b>N-drop at the L3 initial state and its relationship to the L2 steady state</b> <i>Michael Iverson, Jennifer Cabrelli, Tiffany Judy, Jason Rothman</i>	Syntax, Prosody, and Processing II <b>Working memory in context: Differential effects on comprehension of relative clauses and anaphor binding</b> <i>Alan Juffs, Guillermo Rodríguez</i>	Learner-internal Differences in SLA <b>The effects of different types of computer-delivered written feedback in language development</b> <i>Maite Camblor-Portilla</i>	
12:30 – 2:00	Lunch Break				
1:00 – 2:00	Registration: 314A				
ROOMS	210	404	405	406	407
2:00 – 2:30	Noticing <b>Think-aloud protocols and type of reading task: The issue of reactivity in L2 reading research</b> <i>Mami Yoshida</i>	Colloq - Heritage Lang Acq <b>The usage and interpretation of Korean -tul 'plural' by heritage language speakers</b> <i>Eugenia Suh</i>	CALL <b>Modality of video presentation and vocabulary acquisition</b> <i>Tetyana Sydorenko</i>	Language Assessment and SLA <b>Assessing paired oral task performance by L2 learners</b> <i>YouJin Kim</i>	Binding I <b>The role of pragmatics in reflexive interpretation by Korean learners of English</b> <i>Kum-Young Lee</i>
2:30 – 3:00	Noticing <b>Noticing L2 forms and bilingual dictionary use</b> <i>Dana Monsein Haley</i>	Colloq - Heritage Lang Acq <b>The use of perfective marker LE by Chinese heritage language learners</b> <i>Tao Ming, Liang Chen</i>	CALL <b>Online learning of Spanish pragmatics: What learners do, how they do it, and what they think</b> <i>Julie M. Sykes, Andrew D. Cohen</i>	Language Assessment and SLA <b>Washback effect of a high-stakes test in the Taiwanese context</b> <i>Ching-Ni Hsieh</i>	Binding I <b>When a local anaphor is not locally bound: Understanding Korean exempt binding by bilinguals</b> <i>Ji-Hye Kim</i>

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ROOMS	210	404	405	406	407
3:00 – 3:30		Colloq - Heritage Lang Acq <b>Testing the Linguistic Competence of Persian heritage speakers</b> <i>Ilhan Cagri, Karine Megerdoomian, Scott Jackson</i>	CALL <b>Research on CALL comparison studies: Can a meta-analysis inform instructed SLA?</b> <i>Maja Grgurovic</i>	Language Assessment and SLA <b>Interfaces between second language learning and assessment: Review and illustrations</b> <i>Jiyoung Kim</i>	Binding I <b>The role of Binding Principle A in the processing and interpretation of reflexives by L2 speakers</b> <i>Usha Lakshmanan, Hana Kim</i>
3:30 – 4:00	PM Coffee Break: 314A				
4:00 – 4:30		Colloq - Heritage Lang Acq <b>Incomplete acquisition in Spanish heritage speaker' acquisition of the preposition -a</b> <i>Silvina Montrul, Melissa Bowles</i>	Individual Differences in Instructed SLA <b>Motivation, age, and L2 phonological development</b> <i>Larry LaFond, Elizabeth A. Burke</i>	Diagnostic and Placement Testing <b>Self-assessment's role in placement testing: Using it to form groups for group oral assessment</b> <i>Paula Winke</i>	Binding II <b>Anaphora resolution in the processing of L2 English: Evidence for intermediate traces</b> <i>Laurent Deydtspotter, Boubacar Diakite, Bora Kim, Hye-Kyung Kim, Hyun-jin Kim, Jong Kun Lee, Marwa Ragheb, Hyun Kyoung Seo, Yi-Ting Wang</i>
4:30 – 5:00		Colloq - Heritage Lang Acq <b>The effects of processing instruction on subjunctive development among Spanish heritage language speakers</b> <i>Kim Potowski, Jill Jegerski, Kara Morgan-Short</i>	Individual Differences in Instructed SLA <b>Processing French dislocation: The influence of L2 instruction and working memory</b> <i>Kindra Santamaría</i>	Diagnostic and Placement Testing <b>Historical review of the UIUC ESL Placement Test (EPT) research agendas</b> <i>Youngshin Chi</i>	Binding II <b>Parsing cataphoric pronouns in L2 sentence processing</b> <i>Guillermo Rodríguez</i>
5:00 – 5:30		Colloq - Heritage Lang Acq <b>Negative evidence in the learning of Korean as a heritage language</b> <i>Hyun-Sook Kang</i>	Individual Differences in Instructed SLA <b>How do individual differences contribute to metalinguistic awareness in young instructed learners?</b> <i>Joanna White, Marlise Horst, Philippa Bell</i>		
5:45 – 6:45	Plenary – Silvina Montrul (The University of Illinois at Urbana-Champaign): Illini Room C <i>Unraveling heritage language (re)acquisition</i>				
7:00 – 9:00	SLRF 2007 Banquet: Illini Room A & B				

Sunday – October 14, 2007

9:00 – 10:00	Plenary – James Purpura (Teachers College, Columbia University): Illini Room C <i>Conceptualizing and measuring "meaning" in SLA Research</i>				
10:00 – 10:30	AM Coffee Break: 314A				
ROOMS	210	404	405	406	407
10:30 – 11:00	Phonology II <b>Prosodic constraints in the acquisition of English (primary) stress by French Canadian L2 learners</b> <i>Annie Tremblay</i>	Conversation Analysis and SLA <b>Gestures in foreign language classroom: An empirical analysis of their organization and functions</b> <i>Carmen Taleghani-Nikazm</i>	Lexical Semantics <b>-Er and Re-: Revisiting L2 knowledge of the syntax-lexical semantics interface</b> <i>Junkyu Lee</i>	Learner Corpora II <b>Exploring L2 vocabulary use: A corpus-driven investigation of near-synonyms in Taiwanese college essays</b> <i>Yi-Jiun Shiung</i>	Syntax and Discourse <b>Crosslinguistic influence in Andean Spanish: Word order variation, topic and focus</b> <i>Antje Muntendam</i>
11:00 – 11:30	Phonology II <b>The production of English vowels by Korean speakers: Effects of acoustic similarity between L1 and L2</b> <i>Hee Youn Cho, Yoonsook Mo</i>	Conversation Analysis and SLA <b>Interactional competence in second language learning</b> <i>Juliane Edenstrom</i>	Lexical Semantics <b>Overpassivization and overcausativization: Was it happened because somebody happened it?</b> <i>Jin-Hwa Lee, Hyun-Kwon Yang</i>	Learner Corpora II <b>Lexical and morphological knowledge in oral narratives by low-level EFL learners</b> <i>Hung-Tzu Huang</i>	Syntax and Discourse <b>The null object construction in English learners' interlanguage in relation to L1 typologies</b> <i>Miyuki Miyai</i>
11:30 – 12:00	Phonology II <b>Acquiring and suppressing aspiration: Emergence of interlanguage constraints</b> <i>Kimberly Swanson</i>	Conversation Analysis and SLA <b>Using conversation analysis to examine conflict in talk-in-interaction: Toward pragmatic development</b> <i>Yumi Takamiya, Laurel Reinking</i>	Lexical Semantics <b>L1 &amp; L2 interaction in Korean-English bilingual sentence production</b> <i>Jeong-Ah Shin, Kiel Christianson</i>	Learner Corpora II <b>Variable subject expression in second-language Spanish: A comparison of native and non-native speakers</b> <i>Kimberly L. Geeslin, Aarnes Gudmestad</i>	Syntax and Discourse <b>Syntax and discourse: Form-function mapping in near-native speakers of French</b> <i>Bryan Donaldson</i>
12:00 – 12:30				Learner Corpora II <b>Developing a CHILDES-based corpus of L2 oral Spanish</b> <i>Rosamond Mitchell, Laura Dominguez, Maria Arche, Florence Myles, Emma Marsden</i>	

**Accounting for dialect in the interlanguage: The present perfect and the preterit in Spanish**

*Elena M. Schoonmaker-Gates*

**Conversation analytic study of instant messaging corpus**

*Julieta Fernandez, Aziz Yuldashev*

**Corpus-based grammar to facilitate consciousness-raising**

*Ulugbek Nurmukhamedov*

**Differential effects of uptake on learning of English past tense by Japanese EFL learners**

*Mikiko Suzuki*

**Learned attention in language acquisition: Blocking**

*Nick C. Ellis*

**Negative feedback and classroom anxiety**

*Anna Kolesnikova*

**Per-spec-tive or pers-pec-tive? Influence of acquisition of L2 Spanish on L1 English syllabification**

*Anita K. Saalfeld*

**Pushing the limits of traditional CALI: Traditional vs. intelligent computer-generated feedback in synchronous CMC**

*Markus Dickinson, Soojeong Eom, Natalia Jacobsen, Yunkyung Kang, Chong Min Lee, Ken Petersen, Rebecca Sachs*

**Putting the 'I' in instruction: FL-teachers and classroom discourse. An exploratory study involving teaching assistants of Second-Year German**

*Julie Larson-Guenette, Rose Rittenhouse*

**Rater variation in web-based assessment of KFL learners' pragmatics using FACETS analysis**

*Soo Jung Youn*

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**Representation of phonological alternations in a first and a second language**

*Isabelle Darcy*

**Task modality and developmental sequences in the acquisition of morphosyntactic features in EFL**

*Laura Sanchez*

**The automatization of verbal morphology in instructed SLA**

*Daryl Rodgers*

**Too bad he couldn't say bye': The form and function of appraisal in bilingual child narratives**

*Agnes Bolonyai*

**What do vocabulary tests measure? -Focusing on vocabulary knowledge and reading ability**

*Yuko Morimoto*

**Why is subject extraction more difficult than object extraction in processing wh-questions?**

*Soondo Baek*