

SLRF 2008 SCHEDULE GRID

FRIDAY, OCTOBER 17

7:30-4:00 Registration (Wailana Room – garden level downstairs)

	KEONI	ASIA	PACIFIC	SARIMANOK	KANIELA	PAGO PAGO	TAGORE
9:15-9:45	Welcome address						
9:45-11:00	Plenary I: Richard Schmidt						
11:00-11:20	Coffee break (Wailana Room – garden level downstairs)						
11:20-11:50	Predicting near-native L2 ability (C. Doughty, S. Campbell, M. Bunting, M. Mislevy, S. Stimely, J. Koeth)	Grammatical sensitivity, noticing of recasts, and interaction-driven learning of Korean relative clauses (S. Ahn)	The effects of linear distance and working memory on gender agreement processing (G. Keating)	Going local: Exploiting variation set structure to learn artificial second languages (L. Onnis, H. Waterfall, S. Edelman)	What makes items difficult: An analysis of elicited imitation test items (R. Hendrickson, A. Johnson, J. McGhee, K. Cook, M. Eckerson)	Learners' perspectives on native and non-native English teachers: Strengths, weaknesses, and preferences (S.Y. Chun)	Development of interactional competence: Cooking talk (M. Achiba)
11:55-12:25	Level of bilingualism and aptitude in non-primary language acquisition (B. Lado, C. Sanz)	Effect of recasts and task planning on acquisition of morphology (N. Romanova)	Processing grammatical gender in Spanish-English code-switches: A visual world study (J. Valdes-Kroff, R. Guzzardo, P. Dussias, C. Gerfen, J. Gullifer)	Sequence learning, artificial grammars, and SLA (W. Bonk)	The role of lexical choice in elicited imitation item difficulty (B. Millard)	Transfer of knowledge for teaching English language learners (J. Young, S. Pinnegar)	Whole-class discussions in a second language literature classroom: The role of affordances (J.J. Thoms)
12:25-2:00	Lunch break						
2:00-2:30	Invited Colloquium: Language learning in and out of the classroom: Connecting contexts of language use with learning and teaching practices (C. Higgins, organizer)	Differential effects of corrective feedback on two structures in L2 Korean (S.H. Hwang)	Clause-edge reactivations of fillers in processing English as a second language (L. Dekydtspotter, Y. Chang, O-H. Kim, A.K. Miller, V. Schaefer)	My words or your words? - Helping novice ESL/EFL learners towards independence (J. Milton, V. Cheng)	Usage of honorific and plain forms in Japanese: Implications for teaching JFL (S. Okamoto)	Understanding and adopting effective L2 pedagogy: The role of teachers' backgrounds (B.L. Teague)	Analysis of instructor's gesture in feedback episodes in a JFL classroom (K. Nakatsukasa)
2:35-3:05		What is repairable? Negotiating participant orientation in repair trajectories (T-P. Cheng)	L2 learners' sensitivity to strong and weak subadjacency-violations in online processing (U. Lakshmanan, K-S Kim, R. Mannino, K-S. Park, U. Sun, S. Lee)	Technology-enhanced vocabulary learning strategies for learners with limited English proficiency (J. Li)	L2 requests-in-interaction: Some universals on the sequential level? (T. Huth, C. Taleghani-Nikazm)	Influencing preservice teachers' efficacy and attitudes toward English language learners: Technological possibilities (R. Cutri, S. Pinnegar, C. Johnson, C. Lay)	Evaluating rating variations in holistic writing placement assessment (D. Koyama)

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3:10-3:40	Invited Colloquium: Language learning in and out of the classroom: Connecting contexts of language use with learning and teaching practices (C. Higgins, organizer) (continued)	Oral and written metalinguistic feedback, language aptitude and L2 learning (Y. Sheen)	Evidence for the online use of island constraints in second language processing (B. Schulz, A. Omaki)	Annotating abstract vocabulary using multimedia: A pilot study (J. Xu, H. Wang)	Politeness and social interaction in L2 Spanish: Service encounters in study abroad (R. Shively)	L1 inclusion/exclusion in the L2 classroom: Brazilian teacher beliefs and practices (J. Corcoran)	Raters' holistic ratings of ESL essays: Focus on form or meaning? (K. Barkaoui)	
3:40-4:05		Coffee break (Wailana Room – garden level downstairs)						
4:05-4:35		The effects of written corrective feedback on Japanese students' use of articles (M. Murakami, H. Takashima, R. Ellis)	Learner-learner interactions in Spanish as a foreign language classrooms (M. Bowles, R. Adams, P. Toth)	The cue-based processing of relative clauses in second language Japanese (S. Mitsugi, B. MacWhinney, Y. Shirai)	The measurement of primary traits in L2 oral proficiency in SLA research (N. Iwashita)	Remotivation: Who, when, and how (J. Falout)	Place-dependent VOT in L2 acquisition (K. Nasukawa)	
4:40-5:10		The effects of guided planning with writing on L2 oral narratives (H.T. Chau)	Alignment and interactional competence in JSL peer talk in study abroad (K. Masuda)	Task effects in on-line L2 sentence processing research (M. Leeser, C. Weissglass, A. Munive)	Cloze tests: A tool for proficiency assessment in research on L2 French (A. Tremblay, M. Garrison)	English language learners' demotivators among Japanese high school students (K. Kikuchi, H. Sakai)	Article measurement and accuracy judgment in L2 written narratives: English or Englishes? (H.L. Mello, R. Upor)	
5:15-5:45	Neurocognitive development of L2 morphosyntactic processing (K. Morgan-Short, C. Sanz, K. Steinhauer, M. Ullman)	L2 learners' perceptions of the learning potential of written output in SLA (R. Manchon)	The interactional co-authorship of a medium by Japanese L1 and L2 speakers (C. Bushnell)	Evidence for L2 syntactic gap processing from proceeding of Japanese scrambling (M. Hara)	The effect of dialect and learner background on an Arabic speaking test (E. Trentman)	Motivational profiles of bilingual and multilingual learners (A. Thompson)	Use of the dative in German: A computer learner corpus study (J. Deak, C. Frei, E. Dixon)	
6:00-8:00	Welcome reception (Imin Center lanai) – free event							

SATURDAY, OCTOBER 18

7:30-4:00 Registration (Wailana Room – garden level downstairs)

	KEONI	ASIA	PACIFIC	SARIMANOK	KANIELA	PAGO PAGO	TAGORE
8:30-9:45	Plenary II: Alan Firth						
9:45-10:15	Coffee break (Wailana Room – garden level downstairs)						
10:15-10:45	Colloquium: Combining Conversation Analysis and SLA: Avenues for research (N. Markee, T, McLeroy, H. Nguyen, G. Kasper, S. Ross, P. Golato, A. Golato)	The role of explicit information in instructed SLA (B. VanPatten)	Lexical class and native language effects on the L2 mental lexicon structure (A. Zareva)	The effects of classroom assessment on participants' interaction and awareness of mistakes (A. S-Y. Chen)	Online processing of anaphora by advanced English learners (R. Liu, J. Nicol)	Agentivity of passives and inchoatives in second language learners of English and Korean (H-R. Joo)	L2 knowledge of target phonotactics: learner judgments of French re-suffixation (S. Halicki)
10:50-11:20		Re-defining explicit instruction: The role of meta-linguistic explanations in acquiring grammatical concepts (O. Liamkina)	Production and comprehension in PT? Swedish L2 morphology from a processability perspective (G. Hakansson, C. Norrby)	Oral language proficiency development for Spanish-English students in a two-way immersion program (E. Feinauer, E. Whiting)	Agreement and binding in the processing of anaphoric dependencies in L2 English (Y-T. Wang)	Elicited production of Korean relative clauses by L2 speakers (S. Lee-Ellis)	Tap and trill perception by learners and native speakers of Spanish (M. Rose)
11:25-11:55		Classroom interaction engendered by different form-and-accuracy exercises with advanced students (M. Källkvist)	Is the acquisition order of grammatical morphemes impervious to L1 knowledge? P-S. (Luk, Y. Shirai)	Peer assessment of oral presentation in an EFL context (J-C. Peng)	On knowledge and processing of grammatical number by nonnatives (Z. Wen, M. Miyao, W. Chu, Y-J. Shiung, B.D. Schwartz)	Task demands on morpho-syntax in the L2 production of Spanish clitic pronouns (P. Malovrh)	Identification of L2 Japanese vowels: Effects of hyperarticulated cues and phonetic environment (T. Okuno)
12:00-12:30		Form-focused episodes in high school foreign and second language classroom discourse (J. Newton, R. Adams, D. Crabbe)	The phonological enemy effect in deaf learners of Spanish as an L3 (P. Piñar, C. Gerfen, J. Kroll)	The effects of quality and quantity of speech on group oral rating (S. Park, Y. Sekiya, Y. Ito, M. Kobayashi, R. Hirschel)	Shallow structures in L2-learners' PP attachment preferences? (A. Rah, D. Adone)	The Aspect Hypothesis revisited: Cross-linguistic evidence for the strong effect of L1 (Y. Nishi)	The role of gestures in a narration by beginning learners of Spanish (C. Guidi)
12:30-2:30		Lunch break – Poster Session I (Wailana Room) / Publisher's Session (Keoni Auditorium)					
2:30-3:00	The pedagogical mediation of a developmental learner corpus for classroom-based language instruction (J. Belz, N. Vyatkina)	A multi-componential model of L2 reading comprehension: Skills, experiential, and linguistic contributions (D. Pulido, Z. Hambrick)	Looking into trouble sources: ESL learners' use of phonologically adapted English loanwords (M-S. Seo)	Learning styles: Conceptual overview and meta-analysis of research instruments and research studies (R. Yuan, R. Singh)	Discursive construction of nationalism and Chinese identity: The case of "Crazy English" (H. Li)	Noticeability of feedback: The effects of noticing in reformulation of L2 writing (S.H. Kim)	Prosodic information and attachment preferences in Korean-English L2 processing (H-J. Kim)

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3:05-3:35	Between pragmatics and grammar: The L2 acquisition of formulas (K. Bardovi-Harlig)	Background, motivation, and reading ability of students of Chinese, Japanese, and Korean (K. Kondo-Brown)	Electronic dictionary look-ups and learning of words in interaction (J. Barrow)	The effectiveness of second language strategy instruction: A meta-analysis (L. Plonsky)	Learning through playing: Design and identity formation in Second Life Chinese school (D. Zheng)	How do L2 learners revise lexical errors? A longitudinal case study (H-T. Huang, J.H. Ma)	Understanding English prepositions: Mental simulation in English L1 and L2 users (B. Shoen)
3:40-4:10	A Bayesian approach to subjective uncertainty of L2 knowledge (R. Bley-Vroman)	L1/L2 reading patterns with dynamic/static texts: Using captions for language learning (E. Specker)	CMC versus face-to-face interaction: A qualitative analysis using NVivo (M. Baralt)	Group dynamics and the impact of strategy instruction on learner beliefs (K. Sato)	A case study of a Chinese heritage language program in Michigan (S. C-H. Chiu)	Assessing a new approach to FSL instruction in a Canadian school board (C. Mady, S. Arnott)	The intake of new words in L2 reading: an eye-tracking study (A. Godfroid, F. Boers, A. Housen)
4:10-4:30	Coffee break (Wailana Room – garden level downstairs)						
4:30-5:45	Plenary III: Carmen Muñoz						
6:30-9:00	Optional ticketed social event (Campus Center Ballroom)						

SATURDAY POSTER SESSIONS (12:30-2:30)

Narrative discourse of bilingual South African elders (T. Beckett)

Children's experiences of biliteracy in languages with different scripts (M. de Courcy)

Child bilingualism in Hawai'i: Children's narratives in Japanese and English (M. Takemoto)

Multilingual development: A Korean family in Chinese heritage language school (Y-F. Yeh)

Minding the gap: Where language minority children lag behind French L1 peers (L. Morris, M. Labelle)

Pivots and Rounds: Turn-taking practices in small group oral proficiency tests (T. Greer)

Pragmatic development in a study abroad context: Agreeing with L1 speakers' assessments (S. Kondo)

Indexing one's stance through linguistic features: A study of Japanese OPIs (W. Tominaga)

Union and divisibility in ELF dinner talk (M. Lin)

Bilingual children's comprehension of double object constructions (A. Chan, V. Yip, S. Matthews)

Processing of frequent phrases by native and nonnative speakers: A psycholinguistic perspective (A. Siyanova, K. Conklin)

Beyond brute frequency: Incidental vocabulary acquisition in extensive reading (S-O. Kweon, H-R. Kim)

Effects of cognitive complexity on vocabulary learning and text comprehension (A. Martínez-Fernández)

First graders learn English as a foreign language: Challenges and hopes (O. Gahungu)

The negotiation of cultural and ideological beliefs during vocabulary instruction (H.Y. Kim)

Changing English needs in Japan (N. Galloway)

The effect of learning context on the development of L2 request strategies (M. Wai-Cook)

Effects of acculturation on expression of 'complaints' in English by Turkish speakers (M. Unal)

Pragmatic processing of refusals by native and non-native speakers of English (L. Klimanova)

Introducing ESECS: English studies in the European Credit System (M.L. Perez Canado, A.V. Casas Pedrosa, J.R. Padilla)

The role of contingency in autonomous learning (D. Lucantonio)

Challenging the native speaker myth: A sociocultural perspective on NNESTs' identity development (D.S. Reis)

SUNDAY, OCTOBER 19

7:30-4:00 Registration (Wailana Room – garden level downstairs)

	KEONI	ASIA	PACIFIC	SARIMANOK	KANIELA	PAGO PAGO	TAGORE	
8:30-9:00	Invited Colloquium: Comparing child L2 and SLI: Crosslinguistic perspectives (T. Grüter, organizer)	The relationship between noticing and learning: Evidence from corrective feedback research (A. Ammar)	A construction of expectancy-value motivated language learning model Y-L. (Li)	Multilingual scholars' participation in core/global academic communities: A review of the literature (S. Uzuner)	The connection between spoken and written languages in L2/FL writing development (K. Matsumoto)	Comparing vocal and silent rehearsal methods in adult foreign word learning (M. Kaushanskaya, S. Van Hecke)	Sources of underspecification in L2 inflectional morphology (D.S. Tanner)	
9:05-9:35		Learner-generated noticing of L2 input: What do they notice on their own? (E.S. Park)	A situated perspective on motivation: The process model (I. Yanguas)	Ideologies of English in the South Korean "English immersion" debate (J. Lee)	The effects of verbalization on the quality of EFL writers' texts (I. Knouzi)	How much educational input can affect the acquisition of target language variability (X. Li)	Are FL learners sensitive to neighborhood density and word frequency? (G. Yun)	
9:40-10:10		Using stimulated recall to re-investigate the noticing function of output (M. Schierloh)	Perspectives on motivation in SLA: Lessons from the Ryoanji Garden (P. MacIntyre, K. Noels)	Same language, different ideology: An analysis of EFL textbooks in Romania (G. Camase, K. Murakawa)	Bimodal approaches: Combining wikis and chats for L2 collaborative writing (A. Oskoz, I. Elola)	The differential effectiveness of SLA and knowledge construction in Flemish multilingual classrooms (K. Van Gorp)	A preliminary analysis of the organization of laughter tokens in peer interaction (A. Hasegawa)	
10:10-10:40		Coffee break (Wailana Room – garden level downstairs)						
10:40-11:10		Promoting noticing and learning of past hypothetical conditional through dictogloss (Y. Muraoka, F. Sano, T. Ishikawa)	What makes students' sojourn abroad a cultural event and immersion experience? (F. Goldoni)	The use of fillers as communication strategies in the Japanese Language Table (Y. Han)	The composing processes of two L2 writers in the screen capture data (S. Kim, K. Park)	Becoming a speaker of neo-liberalism: Promotion of entrepreneurial discourses in rural Tanzania (E. Boner)	Crossing, mockery, and stake inoculation: The use of accented English in comedy (T. Furukawa)	
11:15-11:45		The role of noticing and working memory capacity in L2 oral performance (J.M. Bergsleithner)	Metalanguage in second language interactions (L.W. Fogle)	First and second language pragmatics in third language oral and written modalities (D. Koike)	A comparison of the composing processes of three groups of ESL writers (C. Castro)	From language barriers to social capital: Serbian as L2 for Roma children (J. Vuco, J. Filipovic, L. Djuric)	Medium-of-education: An identity category in an Indian woman's autobiographical narrative (P. Sandhu)	
11:50-1:50		Lunch break – Poster Session II (Wailana Room) / Conversation Analysis Workshop (venue TBA)						

	KEONI	ASIA	PACIFIC	SARIMANOK	KANIELA	PAGO PAGO	TAGORE
1:50-2:20	Colloquium: Instructed SLA in foreign language contexts: Issues, innovations and implications (Y. Kim, N. Tracy-Ventura, H. Vellenga, N. Taguchi, E.H. Jeon)	Relative clause comprehension and production by young L1/L2 speakers of Japanese (T. Hasegawa)	Are idioms processed differently by native speakers and second language learners? (K. Conklin, A. Siyanova, N. Schmitt)	Heritage- and foreign-language learner use of the subjunctive in advice (A. Mikulski, I. Elola)	Evaluating an instrument for assessing connected speech performance using FACETS analysis (Y. Seong)	Competence differences in heritage speaker grammars: The Interface Hypothesis across Spanish DP- phenomena (M. Iverson, J. Rothman)	Identity construction in the development of food talks (C. Fukuda)
2:25-2:55		The syntax-semantics interface in child L2 acquisition: The DP in L2 French (C. Bongartz, N. Kolb)	A usage-based approach to overpassivization: The role of input and conceptualization biases (S-K. Lee, M. Miyata, L. Ortega)	The effects of instruction on L2 acquisition of epistemic stance forms (K. Fordyce)	Should we dictate? An investigation of a standard dictation test (L. Davis)	The lexicon-syntax interface in the L2: Can it be acquired? (T. Kras)	
3:00-3:30		Overgeneralizing definite determiner DE in child Dutch: Language change or sociolinguistic variety? (A. Hulk, C. Leonie)	Incidental acquisition of L2 vocabulary through reading and writing (F. Pichette)	Phonological memory and second-language speech production (L. French, I. O'Brien)	Exploring correlations between age and tolerance of ambiguity: Case of Japanese learner (K. Maeda, E. Osada, K. Imura)	Move it later: Stepwise setting of configurational parameters (H. Yang)	
3:35-4:05		The V2-phenomenon in child second language acquisition (A. Sopata)	Do features that determine L2 words' learnability also determine their retention? (L. Hansen, J. Lee, C.C. Tan)	Bilingual children's comprehension of relative clauses in Cantonese and English (V. Yip, A. Chan, S. Matthews)	Individual differences in L2 reading comprehension (J. Foss)	Overriding wrong classroom instruction: Mission possible (A. Belikova)	
4:05-4:25	Coffee break (Wailana Room – garden level downstairs)						
4:25-5:40	Plenary IV: Harald Clahsen						
5:40-5:55	Closing remarks						

SUNDAY POSTER SESSIONS (11:50-1:50)

- Probing into Chinese learners' on-line processing of English past tense (A-T. Huang)
- Spanish gender agreement behavior in argumentative texts produced by advanced L2 learners (I. Alarcon)
- LCTL and CTL students: A demographic and academic comparison (A. Brown)
- L2 learner's interpretations of recasts in the L2 classrooms (M. Hama)
- Bring or take: That's the question in teaching deictic shifts in FL classrooms (Y. Hu, Y-C. Kang)
- Noticing the gap, hypothesis testing, and the uptake of subsequent feedback (C. Sheppard)
- L2 syntactic priming of Italian relative clauses (J. Behney)
- Bidirectional influence of L1 and L2 on L2ers' sentence parsing (J. Shin, S. Speer)

An exploration of heritage and non-heritage Chinese learners' learning strategies (Y. Liu)
Investigating the motivation changes of Korean EFL learners in New Zealand (S. Pak)
Developing positive attitudes toward English intercultural communication in Japanese EFL (E. Ishii)
Confidence and anxiety in university EFL speaking activities (R. Hirschel, T. Fujimura, S. Osboe)
Investigating lexical bundles in NS and NNS writing (Y-H. Chen)
The effects of homonymy on high frequency word lists (A. Graham)
Learner corpus of spoken English: The construction process (Y. Ito, S. Park, Y. Sekiya, M. Kobayashi, R. Hirschel)
Learner corpora: a possible first step to clinical linguistics (L-J. Garcia-Lopez, M-B. Diez-Bedmar)
So what's it take to get a cup of coffee around here? (L. Durand)
Students' attitudes towards individual writing, co-writing, and peer editing (H. Nassaji, J. Tian)
A comprehensive progressive writing rubric for Chinese university EFL students (J. Thompson)
Investigating reliability of MDCTs on Japan's national university entrance examination (E.H. Setoguchi)
Development of verbal aspect in second language learners of Italian (K. Kidner)
Learning Japanese in an online virtual classroom: Characteristics of feedback and uptake (S. Suzuki)