

PAPERS

Patchwriting in non-native English speakers' academic writing – Tetyana Bovkun

The current study investigates the use of a patchwriting strategy by non-native English speakers in their summary writing for an academic writing class. The study analyzes students' textual and interview data to discover the extensiveness and syntactic features of patchwritten language in the summaries as well as participants' beliefs about this language re-use strategy they resort to in academic writing.

Teacher Reflection for the English as a Second Language Classroom – Jennifer N. Cozzens

This study investigates the field of teacher reflection through a near replication of the study of Akbari, Behzadpoor and Dadvand, 2010, attempting to test the validity of their teacher reflection-measuring questionnaire. Drawing upon the quantitative survey data of 64 teachers in the field of English as a Second Language and the qualitative review of a focus group sample of these teachers, this study aims to discuss the effectiveness of said survey while commenting on the ESL teacher view of reflection.

Strategic listening: Examining the efficacy of a pedagogical cycle intended to teach the listening process, increase metacognitive awareness, and improve comprehension – Mary Freeday.

This study examined the effect of a teaching cycle which included explicit instruction in select metacognitive and cognitive listening strategies on intermediate level English learners' listening comprehension and self-reported metacognitive awareness. Learners' perceptions and opinions of the treatment were also examined. Pedagogical implications and suggestions will be discussed.

Perception and positioning of the self: Explore the correlation between self-concept, self-efficacy and test anxiety in the context of foreign language learning – Lin Guo (OSU)

This study explores how personal, contextual and situational variables are intertwined to influence test anxiety and affect further language learning. The mixed methods data analysis reveals that test anxiety due to low self-concept and self-efficacy could give rise to anticipated failure and fear of demonstrating incompetence before one's peers. This study suggests that test anxiety could also result in motivation to exceed standards at a proximal level (a performance-approach goal) or motivation to improve competence (a mastery-approach goal). Interventions to enhance student's positive evaluation should be encouraged in classroom instruction.

Commentary Markers: A Corpus Study – Caylee Heiremans

Commentary markers, a sub-class of pragmatic markers, allow speakers to make a subjective assessment about the propositional content of their utterance. This study looks at the use of commentary markers and the semantic qualities of their co-text in order to understand more about the nature of their usage.

Teachers' Perceptions on the Value of Linguistic Training for Teaching – Kristina Jetter

Ratings from 149 M.A. TESOL-related program graduates revealed that teachers find linguistics to be relevant for teaching practice. The study also investigates how teaching

experience influences the value that graduates place on linguistic training.

Orthographic effects on pronunciation of English-speaking learners of German as a foreign language – Irina Konstantinova

The study investigates whether L1 (English) orthography, namely its sound-letter correspondence rules, is transferred to L2 (German) and whether this has any effect on L2 pronunciation of segmentals by adult learners. Additionally, three proficiency levels were compared to investigate whether there is a significant difference in the amount of orthographic transfer evidenced by each level.

Benchmarks of Noticing in Eye-Tracking research – Jeff Kuhn

This study investigates the use of eye-tracking in the analysis of error noticing in L2 speakers of English. The study aims at understanding how to establish benchmarks of noticing in eye-tracking use with non-native speakers of English.

Corrective Feedback Preferences and Learner Repair

Among Advanced ESL Students – Eun Jeong Lee (OSU)

This study investigates the patterns of corrective feedback and learner repair present in advanced-level adult ESL classrooms, and examines both teacher and student preferences regarding that feedback. Using a combination of classroom observations, survey data, and interview, it analyzes student feedback preferences vs. the actual feedback used.

We Speak Unique? Folk Linguistic Perceptions and Attitudes of Dialect in Japan – Patrick Maher.

This study examines perceptions and attitudes of dialect at both the regional and national level in Japan. Utilizing both perceptual map tasks and quantitative attitude tests, data was collected from two geographically distant subject populations. Perceived dialect boundaries were compared with those from prior production-based data for each region respectively; furthermore, differences in perceived degree of dialect difference, as well as attitudes regarding standard Japanese, were analyzed.

L1 Influence on Chinese Learners' Acquisition of English Passives – Yinjuan Mi

This study examines the acquisition of English passives by Chinese-speaking learners of English as a L2. It seeks to explore the differences between Chinese learners and native English speakers in the use of English passives, the effects of L1 influence and other factors affecting the participants' acquisition of English passives.

Binding in Swahili Morphology and Syntax – Peter Mwangi

This paper looks at binding in Swahili Morphology and Syntax. Binding in Swahili differs from Binding in English in that whereas it is only realized in syntax I in English, it is realized in both Morphology and syntax in Swahili. Debate on Anaphor Agreement Effect is also looked at from the binding point of view. Important terms: Anaphors, binding, binding principles and anaphor agreement effect.

Tracking the L2 Writers' Voice in the U.S. College Composition – Ani Pujiastuti (OSU)

The presenter outlines the L2 writers' efforts of claiming their voices among the L1 writers in the U.S college composition. L2 writers are advised to follow particular writing conventions which often give them no choice other than following the rules acknowledged by the mainstream writing arena.

The effects of cross-linguistic phonological influence in the perceptual assimilation of French and German front rounded vowels by native speakers of American English.

– *Gabriella F. Ruiz*

The current study investigates evidence for cross-linguistic phonological influence, by conducting perceptual assimilation tasks between French and German fronted vowels from native speakers of American English (AE). The aim of this study examines the relative segmental difficulties AE L2 learners of French or German may encounter in the language classroom.

The acquisition of the Chinese resultative construction by native English speakers - *Shuai Shao*

This study investigates the acquisition of the Chinese resultative construction by English speakers using a video-description task and a grammaticality judgment test. English learners of Chinese from three different proficiency levels and a group of native Chinese speakers were tested. Data was analyzed both qualitatively and quantitatively and results show evidences of first language transfer.

Self-initiated repairs for second language socialization: A Japanese expatriate student's imagined community of English speakers in the United States - *Hiroshi Shima* (OSU)

This study investigates a Japanese expatriate student's use of English in interactions with his peers at his lunch table in a US middle school. The Japanese student's self-initiated repairs show a trace of his second language socialization where he has already developed his understanding of English and its speakers.

Identity vs. Positioning: Which one do I use now? - *Allison Sigler* (OSU)

In the field of SLA research, there is a raging debate in the area of identity of F/SL learners. The debate centers on the term "identity" and what it means when authors use the term. This paper will look into a variety of research published within the last 15 years to demonstrate how current researchers are grappling with the term and what it means for F/SL learners.

A study of a self-access learning center in a Japanese university: The relationship between student use and autonomy - *Miwa Tokunaga*

This study investigates whether there is a relationship between students' autonomy and their use of a self-access center (SAC) in a Japanese university. The students' autonomy levels and their use of SAC are assessed and analyzed by surveys and interviews. Findings suggest the characteristics of highly autonomous students, their perspective of the SAC and a relationship between them.

Facebook Status Updates: A Multilingual Perceived – *Rezia Usman*

The author will share her findings about a multilingual's status updates and investigate the frequency and the roles of language switch when a multilingual updates her status and also the perceptions by the commenters. It explores different reasons and perceptions of the language usage.

Indonesian students' reading comprehension performance: A case study in Columbus, USA - *Yanty Wirza* (OSU)

This study examined reading comprehension performance in English of four Indonesian students in reading staged-reading materials both in fiction and nonfiction texts. Employing mixed methods, the study found that reading comprehension

performance decreased as the texts became more challenging and difficult. The study also confirmed the importance of prior English reading exposure and engagement as well as attitude toward reading in the participants' reading comprehension performance.

ESL learners' reading strategies, preferences, and habits for online and print-based texts. - *Ya-Li Wu* (OSU)

This study investigated ESL graduate students' reading strategies, preferences, and habits for online and print-based texts. The findings showed that participants had mostly similar reading strategies and habits when reading online and print-based texts. However, they had different reading preferences for online and print-based texts like reading extensive texts online.

Computer assisted second language vocabulary instruction: isolated or integrated focus on form? – *Mykhaylo Zakrychevsky*

The aim of this research is to compare isolated and integrated vocabulary instruction in a computerized advanced academic reading class using Moodle and Hot Potatoes. Integrated and isolated types of vocabulary instruction were both found equally effective for learning and retention, while the participants indicated strong preference for the integrated focus.

English L2 learner's Strategy Use While Reading Literary and Academic Texts - *Ruilan Zhao* (OSU)

The present case study investigated an English L2 learner's strategies use while reading a literary text versus an academic text adopting Bernhardt's compensatory model (2011). The study focused on reading strategies and vocabulary building strategies an advanced L2 reader used while reading two genres of texts as well as her own recognition of strategy use.

PANELS

Reflections on the history and mission of the Linguistics Department - *Dr. Zinny Bond, Dr. James Coady, Dr.*

Beverly Flanigan, Dr. Richard McGinn

Retired professors will share their reflections on the history of the Linguistics Department, with emphasis on important milestones which shaped its mission and current structure. Featured will be the MA Program, the Languages, and aspects of faculty and student research.

Issues of Education and Language Reform in the Former Soviet Union - *Kamola Azimova, Sally Behrenwald, Ella*

Datsenko, Eddie McGee, Nataliya Telegina

Since independence in 1991, language issues have played a major role in the politics and educational systems of the various countries that once made up the USSR. Drawing on applied linguistics research and personal experiences in the region, this panel will highlight different aspects of language-related issues in the FSU.

Kamola Azimova: The purpose of this research is to analyze the background and the history of the Uzbek alphabet. The study demonstrates the impacts of the country's independence from Soviet Russia on Uzbek script. And it raises the question as to which alphabet should be used in order to avoid confusion.

Sally Behrenwald: This presentation will look at the changes in English language pedagogy in the countries of the former Soviet Union since independence, focusing on but not limited

to Ukraine. Special attention will be paid to the role of communicative language teaching (CLT), teachers' reactions to it, and difficulties found in implementation.

Ella Datsenko: This study investigates the distribution of language attitudes in the post-Soviet bloc with special emphasis on Ukrainian and Russian languages in Ukraine after the turbulent sociopolitical changes associated with the downfall of the USSR in 1991.

Eddie McGee: Drawing from experience in Azerbaijan and the South Caucasus, this presentation will inform participants about a broad range of resources, including websites, conferences, think tanks, publications, and organizations, focused on the Newly Independent States of the former Soviet Union. Specifically, resources concerning education and language reform will be discussed.

Nataliya Telegina: This presentation will look into the development of private language schools in Ukraine and their role in education, as well as difficulties and achievements in this sector -

POSTERS

The Production of French Vowels by Native Speakers of American English: A Study of Environment- *Leah C. Berger*

This study will examine French vowels within different environments produced by students in the 213 level of French. Specifically, it will examine the five French vowels /y, œ, a, i, u/ in the alveolar and bilabial consonantal environments of /dVt/ and /bVp/, respectively. The study goes further by testing both of the consonantal environments in stressed and unstressed sentence placements. Finally, the study asks whether factors such as immersion experience or studying other languages affects vowel pronunciation.

Google as a web corpus concordancer - *Jordan Boggs*

The web corpus is a vast body of authentic text, easily accessible through search engines such as Google or Bing. This can be used to enrich the classroom experience. This study will look at the use of Google from the student's perspective and analyze a selection of Google search results.

Spanish Syntax: A Study in Dialectal Differences in Prominence Scales and Unmarked Word Order - *Jon Cinovec*

While Spanish syntax is considered to be SVO, the truth is that it is much more flexible. Rodrigo Gutiérrez-Bravo (2007)'s pole theory attempts to explain this phenomenon through the Extended Projection Principal (EPP) and Harmonic Alignment. This study tests this through several dialects of Spanish to determine whether all dialects follow Gutiérrez-Bravo's theory.

Kanji Learning Software: Does it work? - *Nicholas N. Corris*

This study tested the usefulness of Kanji learning software and whether or not the software actually provides acceptable results. The software used in this study was Declan's ReadWrite Kanji. Thus far, the results are showing a strong trend pointing toward the software providing substantial benefit. The participants have shown increases in the areas of reading, meaning, and writing of the selected Kanji.

Modern Culture, Modern Language: A Look at Japanese College Students' Perceptions of Gendered Language in Japanese.- *Mark J. Hykes*

Throughout Japan's history, strict social rules on language use, based on the gender of the speaker, have been documented; however, these social rules continuously change over time. This study investigates Japanese college students' (18-20 years of age) perceptions of gendered language in order to document the changes going on today.

Effect of Intonation on Ratings of L2 Speakers' Comprehensibility - *Elizabeth Jenkins*

This study looks at the various features of pronunciation including phonemes, word stress, intonation, and linking, and how they influence the overall comprehensibility of International Teaching Assistants' speech, according to native speakers. Four speech samples were taken from four ITAs of two different language backgrounds (a man and a woman from each). Raters evaluated each sample on a Likert scale ranging from 1 to 5, 1 being incomprehensible, and 5 being native-like, based on the pronunciation features mentioned above.

Usage of Lexicon Unique to the Appalachian Mountain Region--*Cassandra L. Keeler*

Some people call green peppers 'mangoes,' and this study focuses on who those people are. Specifically, it investigates what sociological factors influence the use of such terms, including age, education level, length of residency in the region, and family history.

Teachers' and Students' Perceptions Toward Autonomy - *Sidi Becar Meyara*

Autonomy is often defined as the students' ability to take control over their own learning. In this study, the researcher is trying to examine the perceptions teachers and students have toward autonomous language learning. The researcher also attempts to find out more about the methods teachers are using to help their students become autonomous language learners, and the students view regarding these methods.

Pragmatics Transfer and Pedagogy: Apologies in English and Spanish - *Matthew R. Musarra*

The study aims to distinguish the pragmatics of apologies between native English and native Spanish speakers. Using this as baseline data, I will examine how advanced-level native English speaking Spanish students are transferring pragmatics from their L1 into their L2 as a means of supporting a communicative-focused classroom in favor of our current language classrooms.

Gesture During Decoding: its Affect on Memory and Recall -*Marie Palisky*

This study will research a topic in the area of paralinguistic cues in relation to memorization and learning techniques. It seeks to examine hand/arm iconic and concrete deictic gesture use during the decoding process. This study looks to answer whether gesticulation during the decoding process of memorization has any notable impact on the later recall of information.

Pluralization in Virgin Islands English Creole - *Learose E. Pinkham*

This research looks at noun pluralization in Virgin Islands English Creole. Specifically, it seeks to find the plural forms of the creole, how they are constructed and in what context is each used. The goal of this study is finding grammatical structures governing the usage of each noun plural form.