Friday, April 19, 2013

12:00 p.m. - 1:45 p.m.  Registration  
The UCC Conference Center  Foyer

2:00 p.m. – 2:15 p.m.  Welcome  
Dr. John C. Keller  
Dean of the Graduate College, The University of Iowa  
The UCC Conference Center  UCC-2520D-Seminar

2:15 p.m. – 3:15 p.m.  Plenary Talk and Q&A Session  
John Norris  
Associate Professor, Department of Linguistics  
Georgetown University  
Understanding language learning in educational contexts: The role of program evaluation  
The UCC Conference Center  UCC-2520D-Seminar

3:15 p.m. – 3:30 p.m.  Coffee Break  
The UCC Conference Center  Foyer

3:30 p.m. – 5:30 p.m.  Session 1  
UCC 2520D-Seminar

1A: Processing  
Moderator: Eléonore Kosi

Ji-Hyun Park (Michigan State University)  
Second language learners’ processing of English articles

Yaqiong Cui (Michigan State University) Verb bias and processing of temporarily ambiguous sentences in Mandarin

Liu Meng (The University of Illinois-Urbana Champaign)
The perception of Mandarin tones by American learners of Chinese

Yun Yao (The University of Illinois-Urbana Champaign)
The role of working memory in L2 syntactic ambiguity resolution

1B: Computer Mediated Communication       IP Commons

Moderator: Anastasia Izmaylova-Culpepper
Micheli Gomes de Souza (The University of Iowa)
Teletandem Brazil: Foreign languages for all

Kelsey White (University of Wisconsin-Madison)
Developing identities in the virtual world: Attitudes, objectives, and behaviors

Iftikhar Haider (University of Illinois-Urbana Champaign)
Assessing inter-language pragmatics through computer mediated communicative tasks

Yu Chi Wang (The University of Iowa)
Using children’s literature in an online face-to-face English course

5:45 p.m. – 6:45 p.m.  Assessment in SLA
John Norris (Georgetown University)
Lia Plakans (The University of Iowa)
Charles James (The University of Wisconsin-Madison)
Katharina Kley (The University of Iowa)
Madina Djuraeva (The University of Wisconsin-Madison)

7:00 p.m. – 8:30 p.m.  Reception

The UCC Conference Center
UCC-2520D-Seminar

The UCC Conference Center
UCC 2780 Lounge
Saturday, April 30, 2011

8:00 a.m. – 8:45 a.m.  Breakfast and Poster Set-Up  The UCC Conference Center Foyer

8:45 a.m. – 9:45 a.m.  Plenary Talk and Q&A Session  The UCC Conference Center
Kate Paesani
Professor, Classical and Modern Languages, Literatures and Cultures
Wayne State University

Rethinking the role of language and literary-cultural content in advanced FL learning contexts

10:00 a.m. – 12:00 p.m.  Session 2  The UCC Conference Center

2A: Formal Approaches  UCC-2520D-Seminar

Moderator: Katharina Kley

Janire Zalbidea (University of Illinois - Chicago)
The effects of explicit information on one-to-many form-meaning connections

Tania Leal (The University of Iowa)
The interpretability hypothesis: Evidence from L2 English

Jessica Hall (The University of Iowa)
The role of complexity in L1 and L2 error production

Paul Morris (The University of Iowa)
Full transfer full access in L2 acquisition of polysynthetic languages
2B: Literacy

Moderator: Elizabeth Deifell

Zhi Li, Hui-Hsien Feng, Aysel Sarıcaoğlu, & Volker Hegelheimer (Iowa State University)
Can corrective feedback from AWE (Automated Writing Evaluation) tools help?

Ayman Mohamed (Michigan State University)
Vocabulary acquisition in foreign language reading: Tracking the role of repetition

Hsing-Yin Cynthia Lin (The Ohio State University)
L1 syntactic features influence L2 writing with subjects or topics

Claire Brakel Packer (St. Cloud State University)
Connecting motivation and word form errors: Arabic-L1 ESL learners

2C: Instructed Second Language Acquisition

Moderator: Yuhan Lin

Hilal Peker (The University of Texas at Austin)
Educational and cultural contexts of language learning motivation

Rosa M Piqueres Gilabert & Rocío Martínez Galiano (Indiana University)
Instructors’ knowledge when teaching Spanish: Matching students’ perceptions

Moonyoung Park & Sarah Huffman (Iowa State University)
An instructional design project for online aviation English training

Ina Choi (Michigan State University)
Semantic relatedness and vocabulary learning in Korean
12:00 p.m. – 1:00 p.m.  **Lunch**  
IP Commons

1:00 p.m. – 2:00 p.m.  **Plenary Talk and Q&A Session**  
Chuanren Ke  
Professor, Department of Asian and Slavic Languages  
*The University of Iowa*  

L2 Chinese proficiency development in at home and study abroad settings

1:00 p.m. – 2:00 p.m.  **Plenary Talk and Q&A Session**  
Chuanren Ke  
Professor, Department of Asian and Slavic Languages  
*The University of Iowa*  

L2 Chinese proficiency development in at home and study abroad settings

2:00 p.m. – 2:15 p.m.  **Coffee Break**  
The UCC Conference Center Foyer

2:15 p.m. – 3:45 p.m.  **Session 3**  
UCC-2520D Seminar

**3A: Google Assisted Language Learning**  
**Moderator: Kelsey White**  

*Elizabeth Deifell (The University of Iowa)*  
Digital contexts of L2 writing with Google Translate

*Raychel Vasseur (The University of Iowa)*  
Google chatting about comics: What role does the L1 have?

*Victor D.O. Santos (Iowa State University)*  
Google docs for synchronous writing development and practice
3B: Language in the Wild

Moderator: Akira Kondo

Rajiv Ranjan (The University of Iowa)
L2 Hindi: Talk-in-interaction

Emily Heidrich (University of Wisconsin-Madison)
Perceptions of non-standard Forms: Does study abroad make a difference?

Colleen Hamilton (University of Wisconsin-Madison)
Refining the L2 use measure in survey research

3:45 p.m. – 4:45 p.m. Poster Session / Coffee Break

IP Commons
The UCC Conference Center Foyer

5:15 p.m. – 6:45 p.m. Technology in SLA

Sue Otto (The University of Iowa)
Pamela M. Wesely (The University of Iowa)
Marta Tecedor Cabrero (The University of Iowa)
Leah Wicander (The University of Wisconsin-Madison)
Anna Kolesnikova (The University of Iowa)

6:45 p.m.-7:00 p.m. Closing

Roumyana Slabakova (The University of Iowa)

The UCC Conference Center
UCC-2520D-Seminar
Keynote Speakers

John Norris (Georgetown University)

“Understanding language learning in educational contexts: The role of program evaluation”

One goal of SLA research is to enhance our understandings of how and why learners develop varying degrees of multilingual competence through more-or-less planned instructional interventions. While robust research findings have accumulated over the years in several domains of instructed SLA inquiry, a common critique suggests that SLA research does not generalize to instructional practice. Indeed, the majority of research on instructed SLA has focused on discrete and short-term language learning occurring at the level of one or a few lessons. Language learning, however, is a long-term, complex endeavor, and language instruction consists of much more than a series of lessons. For most learners, educational programs provide the contexts within which language acquisition occurs (or does not occur, all too often), presenting a constellation of interwoven causal factors (e.g., learners and teachers, their identities and motivations, social settings, classroom and school affordances, educational designs, political circumstances, and so on). In this talk, I suggest that understanding instructed language learning requires a much richer understanding of the educational contexts within which it occurs. Though often narrowly construed as an external accountability mechanism only, program evaluation provides a fitting epistemology for capturing the complexities of educational contexts with the goal of understanding and improving instructional practice. On the one hand, evaluation helps us to focus on the logic of educational program designs and to illuminate how—and how well—resources are deployed, teaching practices are implemented, valuable learning experiences occur, and expected outcomes are achieved. On the other hand, evaluation provides pragmatic methodologies for ‘cutting to the chase’, that is, for answering high-priority questions about what works, how, and why in fostering language learning through educational actions. I present several examples of evaluation at work in language programs, highlighting its contribution to local educational decisions as well as more global understandings about educational effectiveness. I close by suggesting ways in which program evaluation offers a framework for future inquiry into instructed SLA, with the goal of achieving more generalizable claims about language learning in educational contexts.

Kate Paesani (Wayne State University)

“Rethinking the Role of Language and Literary-Cultural Content in Advanced FL Learning Contexts”

As has long been argued in applied linguistics research, undergraduate students entering advanced-level foreign language (FL) courses in U.S. institutions of higher education do not possess advanced-level language abilities (Byrnes & Maxim, 2004; Maxim, 2009). This gap is due to a number of factors, including the well-known and well-documented language-literature divide present in many collegiate FL programs (MLA, 2007); the nature of many advanced content courses wherein there is little explicit focus on language development (Donato & Brooks, 2004; Mantero, 2002; Polio & Zyzik, 2009; Zyzik & Polio, 2008); and a dearth of coherent frameworks for organizing curriculum and instruction across the undergraduate program (Byrnes, Maxim, & Norris, 2010; Paesani & Allen, 2012).

This talk contributes to discussions of FL teaching and learning in advanced contexts by focusing on the role of language and literary-cultural content in developing students’ FL literacy. Specifically, I consider “reading-to-write” as a means of linking language development, interpretation of literary texts, and literacy practices and ground the discussion within the multiliteracies framework (Cope & Kalantzis, 2009; Kern, 2000; New London Group, 1996). Practical examples and empirical evidence from advanced courses in which students read literature to write creatively illustrate how the multiliteracies framework can deepen students’ ability to interpret and transform FL texts and move them toward advanced-level language abilities.

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Chuanren Ke (The University of Iowa)

“L2 Chinese proficiency development in at home and study abroad settings”

This presentation reports data from an ongoing long-term research project investigating L2 Chinese proficiency gains in the United States and in study abroad contexts. This study is supported by The Henry Luce Foundation. Data collection of this project began in 2009 and will end by the end of 2015. About a dozen programs in the United States and four programs in China have been participating in data collection of this project. L2 Chinese learners take two standardized proficiency tests (one for speaking and one for the skills of listening comprehension, grammar, vocabulary and reading). These two tests are administered twice: as the entrance language proficiency tests administered at the beginning of the learning program and as the exit language proficiency tests administered at the end of the learning program. A questionnaire on language contact profile is also used to assess the extent to which learners in the study abroad learning contexts employ Chinese language outside their classroom experiences. Data from this study will provide information about L2 Chinese learning trajectories in both at home and study abroad learning settings and will thus provide crucial information for the field to make informed decision on the development of national standards for Chinese K-16 learning.

Panelists

Technology in SLA Panel

Sue Otto (Director, Language Media Center, The University of Iowa)

Pamela M. Wesely (Assistant Professor in Foreign Language/ ESL Education, The University of Iowa)

Marta Tecedor Cabrero (Doctoral student in Second Language Acquisition, The University of Iowa)

Leah Wicander (Doctoral student in Second Language Acquisition, The University of Wisconsin-Madison)

Anna Kolesnikova (Visiting Assistant Professor in the Department of Asian and Slavic Languages, The University of Iowa)

Assessment in SLA

John Norris (Associate Professor in the Department of Linguistics, Georgetown University)

Lia Plakans (Assistant Professor in Foreign Language/ ESL Education, The University of Iowa)

Charles J. James (Professor of German, Program Coordinator of World Language Education, The University of Wisconsin-Madison)

Katharina Kley (Doctoral student in Second Language Acquisition, The University of Iowa)

Madina Djuraeva (Doctoral student in Second Language Acquisition, The University of Wisconsin-Madison)
Student Presentations

Friday, April 19, 2013
3:30 p.m. – 5:30 p.m.

1A: Processing

Ji-Hyun Park (Michigan State University): Second Language learners’ processing of English articles
The present study investigates second language learners’ knowledge and use of the English articles by employing online (eye-movement recordings) and offline (grammaticality acceptability task) measures.

Yaqiong Cui (Michigan State University): Verb bias and processing of temporarily ambiguous sentences in Mandarin
Using a self-paced reading paradigm, I seek to investigate whether native speakers and second language (L2) learners of Mandarin are sensitive to verb bias cues to resolve temporarily ambiguous sentences during real-time processing. Preliminary results revealed delayed verb bias effects in both the native and L2 groups.

Liu Meng (The University of Illinois-Urbana Champaign): The perception of Mandarin tones by American learners of Chinese
The program will present major findings regarding the perception of Mandarin tones by American learners of Chinese in both monosyllabic and disyllabic non-words; in terms of how accuracy rates, error patterns, and reaction times are influenced by tonal context, syllable position, and learning experience. This study’s pedagogical implications will improve the learning and teaching efficiency of Mandarin tones.

Yun Yao (The University of Illinois-Urbana Champaign): The role of working memory in L2 syntactic ambiguity resolution
To address the question whether L2 processing is qualitatively or quantitatively different from L1 processing, this study investigated how Chinese L2 learners parsed the ambiguous construction ‘ba NP1 Verb de NP2’ using an offline questionnaire and an online self-paced reading task. Results indicated working memory capacity played an important role.

1B: Computer Mediated Communication

Micheli Gomes de Souza (The University of Iowa): Teletandem Brazil: Foreign languages for all
The project Teletandem Brazil: foreign languages for all is developed in one of the biggest Brazilian universities, São Paulo State University, in partnership with Portuguese departments in American universities like Georgetown University and Virginia Commonwealth University. It has promoted, since 2006, online intercultural learning partnerships between students from these institutions.
Kelsey White (University of Wisconsin-Madison): **Developing identities in the virtual world: attitudes, objectives, and behaviors**

This presentation will draw on both quantitative and qualitative data sets to provide a composite picture of the attitudes, objectives, and on-line learning behaviors exhibited by beginning learners of German, and how these different aspects interact with students’ perceptions of themselves as members of German-speaking communities.

Iftikhar Haider (University of Illinois-Urbana Champaign): **Assessing inter-language pragmatics through computer mediated communicative tasks**

As a contribution to the general understanding of Second Language Pragmatic Testing (SLPT), in particular to provide a comprehensive construct (specific definition of language ability) representative assessment model, this study, combines second language pragmatics and computer-mediated communication to assess the pragmatic knowledge of second language users of English at UIUC.

Yu Chi Wang (The University of Iowa): **Using children’s literature in an online face-to-face English course**

This research-based presentation will illustrate how children’s literature can be used in an EFL English learning context via an online face-to-face English course. This presentation will include an introduction of this study; a short demonstration of student’s working samples, discussion of using children’s literature as a means in EFL/ESL setting.

**Saturday, April 20, 2013**

10:00 a.m. – 12:00 p.m.

2A: Formal Approaches

Janire Zalbidea (University of Illinois - Chicago): **The effects of explicit information on one-to-many form-meaning connections**

The study explored the effects of explicit information (EI) on the acquisition of forms that encode both single and multiple meanings. It is suggested that structured input paired with implicit feedback alone is sufficient to trigger learning of both forms, although EI can facilitate immediate gains in production.

Tania Leal (The University of Iowa): **The interpretability hypothesis: Evidence from L2 English**

Tsimpli and Dimitrakopoulou (2007) propose the Interpretability Hypothesis (IH), according to which syntactic operations and interpretable features are accessible, whereas uninterpretable features are subject to maturational effects and remain fixed to the native ones. The present study tests the IH testing L2 English wh-constructions.

Jessica Hall (The University of Iowa): **The role of complexity in L1 and L2 error production**

This research compares L1 and L2 acquisition by examining whether learners’ errors are related to the syntactic complexity of the utterance, while also examining the types of errors to test the Missing Surface Inflection Hypothesis.
Paul Morris (The University of Iowa): **Full transfer full access in L2 Acquisition of polysynthetic languages**

Transfer of L1 word order, based on the Full Transfer Full Access Hypothesis, is examined for L2 learners of polysynthetic languages with nonconfigurational word order. The study reports on the word order preference of English and Spanish L1 speakers who are learning Classical Náhuatl, which has free, nonconfigurational word order.

**2B: Literacy**

Zhi Li, Hui-Hsien Feng, Aysel Sarıcaoglu, & Volker Hegelheimer (Iowa State University): **Can corrective feedback from AWE (Automated Writing Evaluation) tools help?**

In this mixed-methods longitudinal study, we explore both short-term and long-term effects of corrective feedback from Automated Writing Evaluation (AWE) on two groups of college ESL learners' grammatical accuracy in English writing. Both quantitative data of ESL learners’ specific error occurrence and qualitative data from interviews and questionnaire were analyzed.

Ayman Mohamed (Michigan State University): **Vocabulary acquisition in foreign language reading: tracking the role of repetition**

This study investigates online processing and acquisition of vocabulary from Arabic as a Foreign Language reading using eye-tracking methodology. Results discuss effects of repeated encounters and reading fluency on three aspects of word knowledge. Implications of incidental vocabulary learning in foreign language setting will be discussed.

Hsing-Yin Cynthia Lin (The Ohio State University): **L1 syntactic features influence L2 writing with subjects or topics**

L1-L2 transfer (Odlin, 1989) appears to have significantly impact during L2 writing process. The impact can be beneficial, specifically the levels of linguistic similarities and differences between two languages. However, L2 writers may overgeneralize surface linguistic similarities; L1-L2 transfer may cause their underproduction of particular L2 syntactic structures.

Claire Brakel Packer (St. Cloud State University): **Connecting motivation and word form errors: Arabic-L1 ESL learners**

Studies have shown that Arabic-L1 ESL learners struggle uniquely in word-form recognition but little published research has been done to catalogue production errors in this population. This study investigated what word-form production errors this specific population is making and the impact of learner motivation on word-form production errors.

**2C: Instructed Second Language Acquisition**

Peker, Hilal (The University of Texas at Austin): **Educational and cultural contexts of language learning motivation**

This study investigated student motivation and attitudes in L2 within cultural and educational contexts. Students’ attitudes were examined by adapting the questionnaire items from Kissau et al. (2010), while the motivation types were examined through Deci and Ryan’s Self-Determination Theory (1985). The results are discussed for pedagogical implications.
Rosa M Piqueres Gilabert & Rocío Martínez Galiano (Indiana University): **Instructors’ knowledge when teaching Spanish: Matching students’ perceptions**

This study focuses on instructors' individual differences when teaching intermediate Spanish as a Foreign Language. Specifically, it analyzes whether native and nonnative instructors differ in their grammatical or vocabulary knowledge and if their students are aware of it. Students report differences that are reinforced by the responses in the instructors' test.

Moonyoung Park & Sarah Huffman (Iowa State University): **An instructional design project for online aviation English training**

This study describes an instructional design project created to improve the aviation English language skills of seven non-commissioned air traffic control officers in an East Asian army. Procedures for conducting and implementing the needs analysis, and creating and evaluating the instructional unit are detailed in this presentation.

Choi, Ina (Michigan State University) **Semantic relatedness and vocabulary learning in Korean**: The study investigates the effectiveness of presenting words in semantically unrelated sets in second language vocabulary learning, including Korean vocabulary and learners. It is anticipated that presenting semantically categorized L2 words have an inhibitory effect on vocabulary learning.

2:15 p.m. – 3:45 p.m.

**3A: Google Assisted Language Learning**

Elizabeth Deifell (The University of Iowa): **Digital contexts of L2 writing with Google Translate**

This multiple case study examines L2 writers’ use of Google Translate when completing a short writing assignment for a Spanish literature class. A method of data analysis informed by Complexity Theory sheds light on the dynamic nature of digitally mediated L2 writing and vocabulary use.

Raychel Vasseur (The University of Iowa): **Google chatting about comics: What role does the L1 have?**

This study investigates the uses of the first language (L1) in synchronous computer mediated communication. The uses of the L1 while learners wrote a story about a comic were analyzed using a sociocultural framework. Findings suggest that the amount of the L1 varied, however the functions were rather constant.

Victor D.O. Santos (Iowa State University): **Google docs for synchronous writing development and practice**

This paper investigates the potential of using Google Docs as a synchronous online communication tool for second language writing development. The teacher’s role is to provide good opportunities for using the target language in real time in addition to pointing out mistakes and language structures, thus fostering fluency and/or accuracy.
3B: Language in the Wild

Rajiv Ranjan (The University of Iowa): L2 Hindi: Talk-in-interaction
This paper used a socio-cultural approach and conversation analytical tools to analyze audio-recordings and to investigate the interactional features of the two service encounters, conducted with the same native speaker of Hindi in an Indian grocery store: one with a heritage speaker and the other with a classroom learner.

Emily Heidrich (University of Wisconsin-Madison): Perceptions of non-standard forms: Does study abroad make a difference?
Do our students even recognize non-standard forms as “native”? This pilot study presented standard and non-standard German forms via questionnaire to 40 upper-level students of German with a range of SA experience to determine if students who spent more time abroad would be more likely to recognize non-standard forms.

Colleen Hamilton (University of Wisconsin-Madison): Refining the L2 use measure in survey research
This empirical study focuses on refining the measure of second language use in order to provide more accurate, complex, and valid questionnaire data. Two questionnaire versions were administered to adult language learners (N=51). Results, including significant differences and participant preference, indicate the second version as more complex and valid.

Posters

Gonulal, Talip (Michigan State University): Evaluating the use of exploratory factor analysis in SLA research
This study examines the use of exploratory factor analysis in SLA studies across four SLA journals. It not only assesses the quality of current practice in terms of common errors in use and reporting but also provides some suggestions for future studies regarding methodological decisions and reporting.

Henderson, Carly (Arizona State University): Spanish tense and aspect morphology by learners and native speakers
This study analyzes tense-aspect morphology by tutored L2 Spanish learners, examining the validity of the Lexical Aspect Hypothesis (LAH) and exploring the relationship between narrative task type (movie retell vs. personal narrative) and morphology. Results are under analysis and will be discussed during the presentation.

Izmaylova-Culpepper, Anastasia (The University of Iowa): Preterite vs. imperfect: An investigation of L2 Spanish students’ perspectives
This presentation reports on a study of intermediate-level college students’ perceptions and mental representations of preterite vs. imperfect in Spanish. Subjects explained their views of the rules while completing a set of binary choice tasks on the topic. Pedagogical implications of the findings will be discussed.

Kosi, Eléonore (The University of Iowa): Interactionally modified input in NNS-NNS dyads
The present study will analyze the interaction of pairs of non-native speakers of French with the same level of proficiency. The aim of this study is to determine whether beginner L2 learners of French are able to interactionally modify their input and to co-construct meaning using a jigsaw task.
Natarina, Ari (The University of Iowa): The acquisition of English past tense by Indonesian speakers
This study focuses on the acquisition of past inflectional morphology in English (-d/-ed) by Indonesian speakers living in the US. A grammaticality judgment task, as well as oral and written production task, were conducted in order to check the predictions of Missing Surface Inflection Hypothesis (MSIH) and the Impaired Representation Hypothesis (IRH).

Omar, Youssif Zaghwani (University of Missouri): Critical period influence on language proficiency among bilingual immigrants
My study is about SLA and Bilingualism. I collected the data of this study from primary and secondary resources. The primary resources of collecting data include interviewing three international families. I based findings of this study on participants’ proficiency in English and their first language in addition to my observations.

Shvidko, Elena (Purdue University): Investigating sociocultural adjustment of freshmen ESL writers
This session discusses some difficulties that international students have in first-year writing classes and proposes a number of methodological approaches that may be taken for the investigation of this issue. The presenter will particularly emphasize the conceptual framework of World Englishes and critical discourse analysis.

You, Yunjung (Purdue University): Relationships between lexical proficiency and L2 spoken language
As an empirical research, this study examines 1) the relationships between L2 oral proficiency development and one’s lexical proficiency and 2) the effectiveness of lexical indices in terms of its predictability to the quality of L2 spoken production. The results of this study offer some critical viewpoints on L2 vocabulary development as well as the construct development in measuring L2 speech.

Zheng, Huiqiang (Purdue University): Evaluation of Chinese textbooks
Some of the Chinese textbooks are trying to avoid learning Chinese characters to make the process easier for American students. Some of them emphasize culture more than language elements. Some editors believe in bottom-up learning while others believe in the opposite way. How to applied SLA theory in setting criteria for evaluating the Chinese teaching materials in college will be an interesting topic in the area of teaching Chinese as a second language.
Acknowledgements
FLAREs would like to extend special thanks to Dr. Sue Otto, Dr. Judith Liskin-Gasparro, Dr. Roumyana Slabakova, Dr. John Keller, Connie Hsieh, Katelyn McBride, and Sarolta Graves.

Symposium Co-Hosts at the University of Wisconsin-Madison
Amy Clay, Nelly Martin, Kazeem Sanuth

Symposium organization committee members at the University of Iowa
Elena Shimanskaya, Rajiv Ranjin, Elizabeth Deifell (abstract review)
Brianna Janssen Sánchez, Karen Leonard, Eléonore Kosi (hospitality)
Raychel Vasseur, Jennifer Vojtko-Rubí (organization)

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