P1971
Segmental and prosodic features of English spoken by Japanese EFL learners with different proficiency levels

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The purpose of this study is to see how proficiency in English affects the learners' production of English through an acoustic analysis of their speech. The data shows that there is a clear difference between the learners with different English proficiency levels in their realization of segments and prosody.

P1976
An Asymmetrical Network Model of the Japanese EFL learner's mental lexicon

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The aim of the present study is to devise a two dimensional asymmetrical network model which accounts for how words are organized in the EFL learner's mental lexicon. The strength and asymmetry of the connections among vocabulary items will be measured and analyzed using AMISESCAL (Asymmetric von Mises Scaling).

P1993
Teachers using focus-on-form in students' writing

Julia Mika Kawamoto*, Maki Fujimoto
Matsuyama University, Matsuyama, Ehime, Japan

This study considers whether form-focused instruction (FFI) is applicable for all teachers. It examins the tendency (form- or meaning-based instruction) which teachers are inclined to focus on in their written feedback. In addition, if they are able to successfully merge both instructional foci.

P210
A corpus-based study of Chinese beginning learners' English: A conceptual transfer perspective

Yongbing Liu*, Huiping Zhang
School of Foreign Languages, Northeast Normal University, Changchun City, China

Based upon the recently developed conceptual transfer hypothesis in SLA, the presenters will report a study that examines the systematic features of the Chinese learners' English compared with those of the German-speaking learners' English. The findings largely support the conceptual transfer hypothesis in SLA.

P2126
Misperception of connected speech by Japanese learners of English at elementary, intermediate, and advanced levels

Mako Ishida*[1], Takayuki Arai[2]
1. Sophia University, Japan and Stony Brook University, USA 2. Sophia University, Japan

The present study analyzed misperceptions of English connected speech by Japanese learners of English as a second language. The presenter will talk about the structural differences between English stress-timed rhythm and Japanese mora-timed rhythm and subsequently occurring perceptual errors. This study attempts to clarify the developmental process of perceptual accuracy.

P2469
Corrective feedback as a bridge between the cognitive interactionsit and the social interactionist perspectives

Naif Althobaiti
Taif University, Taif, Saudi Arabia and University of Queensland. Brisbane, Australia

This presentation tries to explain the facilitative role of corrective feedback in light of cognitive interactionist and social interactionist perspectives..

P2541
Topic hypothesis in Processability Theory: The case of Spanish

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