reading self-efficacy among 222 Chinese undergraduates learning ESL. They were asked to fill out an questionnaire assessing their reading frequency, reading engagement, and reading self-efficacy for Chinese and ESL. Reading frequency and reading engagement were specifically measured for academic and recreational contexts. Results of within-language analyses showed that recreational reading behaviours were the significant and unique predictors of reading self-efficacy after controlling for the effects of academic reading behaviours for both languages. Results of cross-language analyses showed that the effects of Chinese reading frequency in academic and recreational contexts transferred to ESL reading to predict ESL reading self-efficacy. Findings of this study highlight the contributions of recreational reading behaviours to reading self-efficacy and the cross-language transfer of the effects of quantitative investment in reading, i.e., reading frequency, from Chinese as a first language to ESL reading.

OR1497
The influence of English and Mandarin speakers' temporal thinking patterns on language processing
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Two Experiments were conducted to testify a hypothesis of "Thinking Affects Language Processing" proposed in this study. This hypothesis adopts a theoretical perspective opposite to that of Slobin's "Thinking for Speaking" hypothesis. To be specific, the two experiments focused on the influence of English and Mandarin speakers' temporal thinking patterns on L1 processing and L2 processing respectively. In the experiment, each participant completed the temporal arrangement task and the priming task. The temporal arrangement task asked participants to arrange in order a series of pictures depicting temporal sequences of natural events. The priming task asked participants to successively verify a horizontal or vertical nonlinguistic graphic prime and a linguistic target depicting a temporal order. Results demonstrate that: 1) Habitual thinking patterns exert profound effects on L1 processing. 2) Habitual thinking patterns exert significant influences on L2 processing. These findings provide preliminary evidence in support of "Thinking Affects Language Processing" hypothesis.

OR1498
The mono-syllabic word inferiority effect in visual recognition of Korean words
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The length effect in word recognition refers to the phenomenon that shorter words are recognized faster than longer ones. Although the effect has long been reported in English and other European languages, several recent studies with Korean words have seen the opposite effect of word length: Mono-syllabic words lead to inferior performance in lexical decision (Kim, 2010; Park, 1993). Those studies also showed a significant interaction between length and frequency. The inferiority effect was much stronger for more familiar words. Our studies showed the inferiority effect with verbs with mono-syllabic stem and compounds with a mono-syllabic word as a constituent. The studies also provided evidence against the ideal length hypothesis by New et al. (2006). We propose the mono-syllabic inferiority effect reflects the syllable-based lexical representations in Korean.

OR1499
A comprehensive study of good college English learners' learning strategies in China
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This study adopted a comprehensive method (a mixed method of quantitative and qualitative research) to tentatively answer "how to learn English well", a big question frequently asked by Chinese students. The quantitative research revealed a significant correlation between English achievement and learning strategies and proved the necessity to summarize good English learning strategies. The qualitative analysis of interviews about good English learners' strategies generalized their comprehensive learning strategies. Following a grounded theory approach, it respectively encoded in three stages learning strategies for English listening, speaking, reading, writing and vocabulary. Finally a selective code of good English learners' comprehensive learning strategies was derived: listen more, speak more, read more, write more and recite more, to comprehend and learn English in real contexts. It coincides with the whole language approach and enlightens English teaching and autonomous learning.

OR1500
Action simulation in Chinese metaphor comprehension
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The involvement of sensory-motor system in abstract language comprehension has been verified by numbers of studies. However, the role of action simulation in metaphor comprehension is still controversial. The present study examined the role of action simulation in Chinese metaphor comprehension

by action-sentence compatibility task. Participants were asked to respond by a hand or foot when the sentence was meaningful. The results showed that the responses to foot-related metaphorical sentences were significantly slower than those to hand-related and mouth-related metaphorical sentences when using a foot to respond. We speculated that hand action were overlearned and overused in daily life, therefore there was no inhibition of hand action simulation to the responses of hands, but only inhibition of foot action simulation to the responses of feet. In addition, there was no inhibition in literal sentence comprehension, which implied that implicit action simulation was more necessary in abstract metaphor comprehension.

P1980
The psychological analysis of respondents' attitude towards Kazakh language
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The main language policy in Kazakhstan is multilingualism. In this study we used a semantic differential consisting 28 scales, including such features as "fast - slow", "good - bad", "strong - weak". The sample consists of 58 students of private university from Kazakh and Foreign Philology and IT departments (38 Kazakhs and 20 Russians). Respondents evaluate their attitudes to Kazakh language. The research reveals following factors: Factor 1 includes such features as "unsure" (0.752), "forced" (0.724), "unfair" (0.701), "slow" (0.688), and "sad" (0.417); Factor 2 includes the following features as "weak" (0.778), "negative" (0.729), "rejected" (0.452),"non-native" (0.413); Factor 3 compiles the characteristics of being "good" (0.789), "remarkable" (0.700), and "joyful" (0.385). The assessment highlights the fact that Kazakh language has been forgotten for over 70 years and the policy of forced implementation during last 20 years has caused mixed reactions among students.

P1981
Bilingualism as a condition for successful individual socialization