



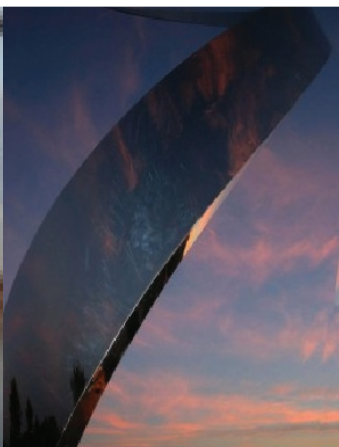
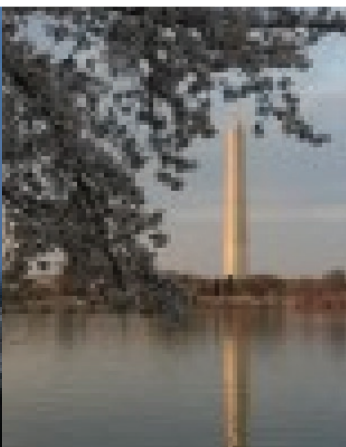
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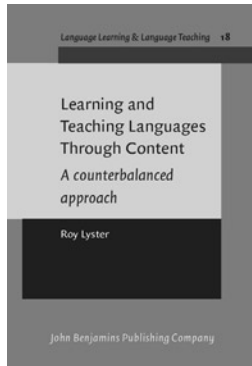
The AAAL 2008 Annual Conference

Saturday, March 29 to Tuesday, April 1

Washington, DC at the Omni Shoreham Hotel



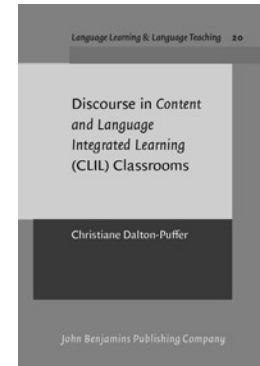
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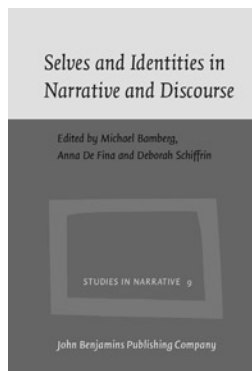
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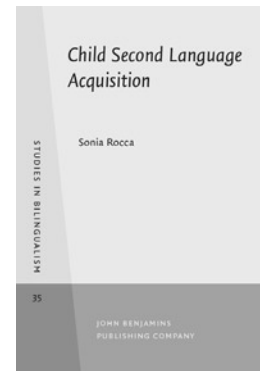
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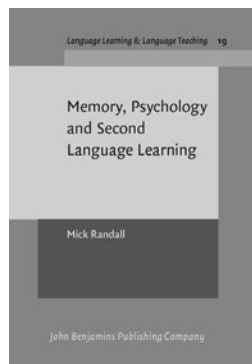
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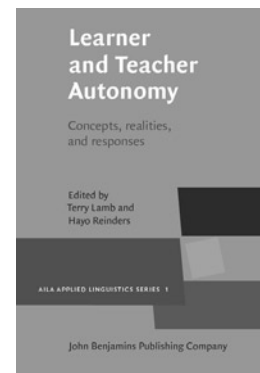
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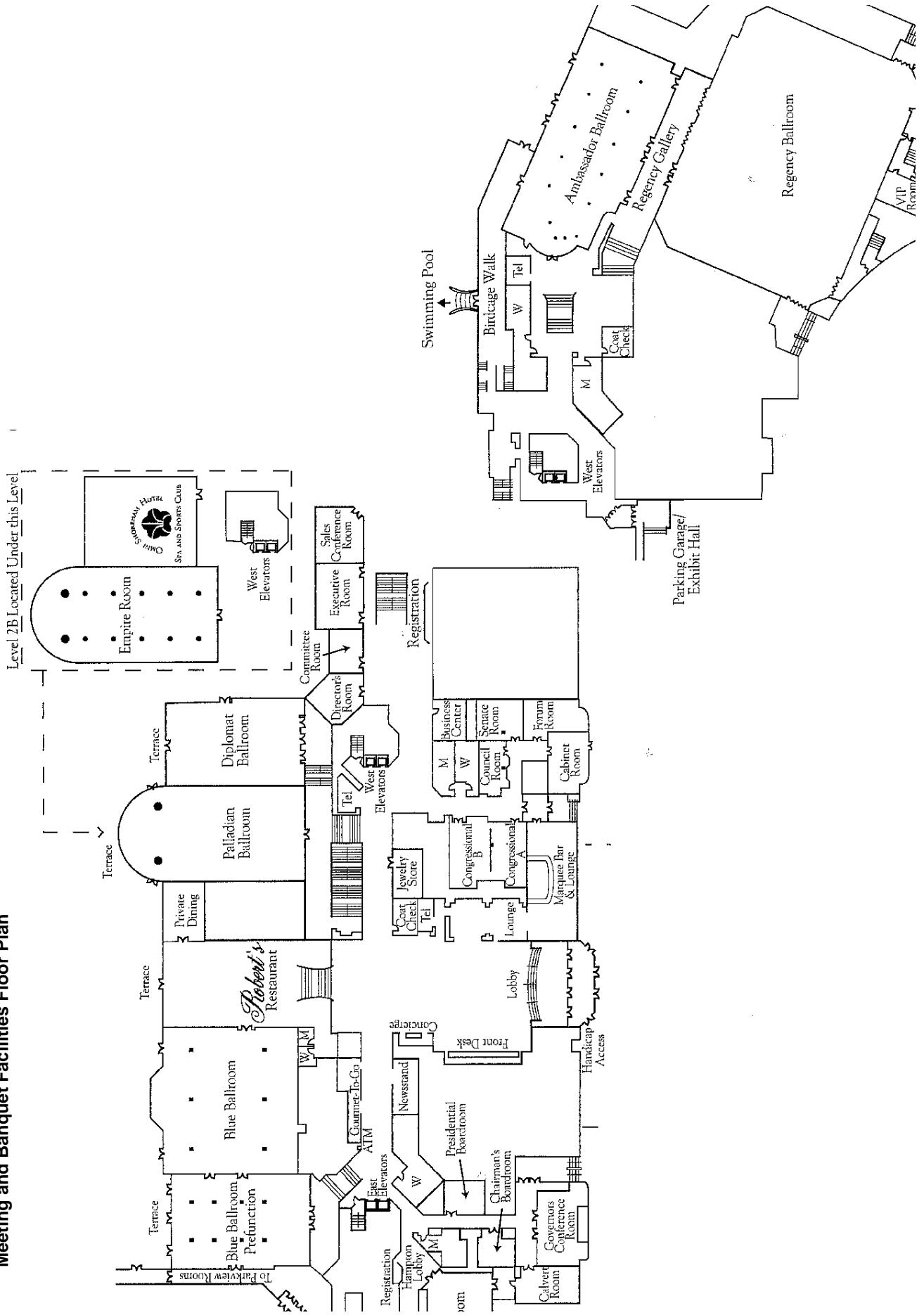
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The American Association for Applied Linguistics would like to thank ***John Benjamins Publishing Company*** and ***Multilingual Matters*** for their Platinum Sponsorship of the 2008 Annual Conference. Their generosity will help support a major portion of the Opening Night Reception.

In addition, John Benjamins Publishing Company will supply specially designed and eco-friendly shoulder/carry bags for all attendees of AAAL 2008.

Please join us in thanking both ***John Benjamins Publishing Company*** and ***Multilingual Matters*** for their generous support of AAAL and the AAAL Annual Conference.

Meeting and Banquet Facilities Floor Plan





from the President

KATHLEEN BARDOVI-HARLIG
AAAL President, 2007-2008

Welcome to the annual AAAL conference! The AAAL conference is always one of my favorite events of the year because it brings us together as a community of scholars. It gives us the opportunity to review our year's work, to bring projects to fruition, and to explore new topics and possibilities. The annual meeting brings senior scholars and aspiring graduate students together in pursuit of issues in applied linguistics, attesting to and enhancing the vitality of the field. As scholars we enjoy four days of intellectual challenge; as colleagues we enjoy the company of old and new friends, the excitement of new projects, new collaborations, and revitalization. I hope that you will find the 2008 conference to be one of discovery and enrichment.

As you plan your conference schedule, please include Association activities. If you have not yet gotten involved, make this meeting in Washington DC your first for participating in at least one event that contributes to the voice or the governance of AAAL. To engage in AAAL business, I invite participants to attend the rules and resolutions committee meeting on Saturday March 29 (12:45-1:45) in Congressional A and the business meeting on Tuesday, April 1 (12:50-2:00) in the Regency Ballroom). The time is right for AAAL members to contribute to the intellectual infrastructure of the profession and to participate in the unique contributions that applied linguists can make to language learning and language-related agendas in education and public life.



from the Conference Chair

NINA SPADA
FIRST VICE-PRESIDENT, 2007-2008

It is with great pleasure that I welcome you to AAAL 2008. This year's conference promises to be a stimulating meeting with just under 500 papers, 75 posters, 17 colloquia, in addition to 6 invited colloquia and 6 plenary speakers. We are also pleased to include 3 special symposia in the program – all of which are directly relevant to the location of this year's conference in Washington, D.C. This includes symposia on research and advocacy in applied linguistics, funding sources for research in applied linguistics and policy issues concerning foreign language education in the U.S. This year, we are particularly pleased to offer a special event for student members of AAAL – an evening reception that is intended to combine academic and professional mentoring activities with networking opportunities for graduate students in a social setting.

As Program Chair, there are many people to thank starting with Robert Ranieri at the AAAL Business Office and the Local Chair, Sigrun Biesenbach-Lucas, Georgetown University. I would also like to extend my gratitude to Vineet Bansal of CLEAR at Michigan State University for maintaining the AAAL online submission and review system and for developing the program template. I am particularly grateful to the 16 strand coordinators and 250 abstract reviewers who worked diligently to maintain the high quality of the academic content at AAAL. The people to whom I am most grateful are the members of the AAAL 2008 Organizing Committee – a group of incredibly energetic, enthusiastic and motivated graduate students at OISE University of Toronto who put hundreds of hours of work into all facets of the conference preparation. We would not be here today if it wasn't for their commitment and dedication for which I will be eternally grateful. I hope that AAAL 2008 is a memorable one for you – academically, professionally, intellectually and socially. Let the games begin!

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Zhejiang University, Hangzhou, China
25 – 28 June, 2008

Visit <http://www.aal.org/conferences/upcomingConferences.php> for Upcoming
Conferences and Call for Papers



The 2009 conference of the American Association for Applied Linguistics (AAAL) will be held **March 21-24** at the Denver Marriott Tech Center, **Denver, CO**.

PLENARY SPEAKERS

Lyle Bachman, UCLA

Graham Crookes, University of Hawai'i

Ellen Bialystok, York University

Rod Ellis, University of Auckland

Guy Cook, The Open University

Heidi Hamilton, Georgetown University

INVITED COLLOQUIA

**Applied Linguistics for a Changing World:
Connecting Research and Practice**
(Organizer: Center for Applied Linguistics)

**Critical issues at the interface between
assessment and language education policy**
(Organizer: J. Norris)

**The Politics of Policy:
A Guide for Language Advocates**
(Organizer: D. Atkinson & J. Harlig)

**Classroom Discourse Analysis and its
Pedagogical Applications**
(Organizer: D. Poole)

**Bridging Computational and Applied
Linguistics: Implementation Challenges
and Benefits**
(Organizer: T. Heift)

**Encouraging replication research in
Applied Linguistics and SLA**
(Organizer: G. Porte)

Proposals addressing the theme of **the relevance of applied linguistics**—to the real world and to other fields of scientific inquiry are particularly encouraged, but **proposals are welcome in all of the following topic strands:**

- *Analysis of discourse and interaction*
- *Assessment and evaluation*
- *Bilingual, immersion, heritage, and language minority education*
- *Language and ideology*
- *Language and learner characteristics*
- *Language and technology*
- *Language cognition and brain research*
- *Language, culture, socialization and pragmatics*
- *Language maintenance and revitalization*
- *Language planning and policy*
- *Reading, writing, and literacy*
- *Second and foreign language pedagogy*
- *Second language acquisition, language acquisition and attrition*
- *Sociolinguistics*
- *Text analysis (written discourse)*
- *Translation and interpretation*

CONFERENCE CHAIR

Jeff Connor-Linton
Georgetown University
Email: connorlj@georgetown.edu

LOCAL CHAIRS

Maria Thomas-Ruzic and Hiromi Sumiya
University of Colorado
Email: AAAL2009Denver@gmail.com

SPECIAL EVENTS

Opening Reception and Presidents' Reception

An Opening Reception and Presidents' Reception are planned to provide opportunities to meet other conference attendees in a relaxed social setting. The Opening Reception will take place on Saturday, March 29th from 6:30 – 8:00 in Empire and will mark the official opening of AAAL 2008. The President's Reception will be on Monday, April 23rd from 6:30 – 8:00 in Empire and will honor past, present and future AAAL presidents.

An Evening for Graduate Students

This year we are very excited to host a special evening event for graduate student members of AAAL. The purpose of this event is to provide academic and professional mentoring activities as well as networking opportunities for graduate students attending AAAL 2008. This event sponsored by the AAAL, Educational Testing Service, and the Linguistics Department at Georgetown University will be held on Sunday March 30th from 6:30 – 8:30 in Diplomat. Details of this event are listed on the following page.

Special Symposia

Taking full advantage of our presence in Washington D.C., we are offering three Special Symposia on the following topics:

Translating research into effective advocacy – K. King and M. Achugar (Conveners)
Sunday March 30th 8:15-11:15 Regency Ballroom

Federal funding sources for research in applied linguistics - D. Christian (Convener)
Monday March 31st 11:55 -1:55 Empire

Modeling representation of foreign language education at the federal level in the United States – H. Byrnes and L. van Lier (Conveners)
Monday March 31st 2:00-5:00 Empire

Awards Presentations

The Distinguished Scholarship and Service (DSS) Award will be presented to Dr. Nancy Hornberger, Professor of Education at the University of Pennsylvania by Dr. Patricia Duff Chair of the DSS award committee at Dr. Hornberger's plenary session, Sunday March 30th at 11:55 in the Regency Ballroom.

The Graduate Student Travel (GST) Awards will be presented by Dr. Nancy Bell, Chair of the GST awards committee prior to the plenary session by Zoltán Dörnyei, Sunday March 30th at 5:10 in the Regency Ballroom.

The Future of Applied Linguistics
An Evening for Graduate Students

Succeeding in the academic job search

Advice from both sides of the table

Sunday, March 30, 2008, 6:30-8:30 p.m. Diplomat Ballroom

We greatly appreciate support for this event by **AAAL**, **Educational Testing Service**, and the **Linguistics Department at Georgetown University**.

6:30-6:35: Opening remarks & Introduction of the panelists and discussants

6:35-6:55: Panel presentation

Suresh Canagarajah - A brief overview of the common application process
(Pennsylvania State University)

Nancy Bell - Preparing the application package
(Washington State University)

Younghee Sheen - The job talk: What does the day(s) look like?
(American University)

Bonny Norton - How to strike a positive impression at the job interview
(University of British Columbia)

6:55-7:00: **Susan Nissan** – ETS job information (Educational Testing Service)

7:00-7:20: Additional advice/tips from the discussants, Q & A

7:20-7:40: Buffet food (Hors d'oeuvres) will be served.

7:40-8:30: Informal discussions in small groups over food/beverages

DISCUSSANTS

Christina Higgins
Eva Lam
Lourdes Ortega
Paul Kei Matsuda
Steven Talmy

Clea Schmidt
Farahnaz Faez
Mary Theresa Seig
Paul Toth
Suhanthie Motha

Ena Lee
John M. Norris
Melissa Bowles
Ryuko Kubota
Susan Nissan

Hyunjung Shin, Khaled Barkaoui, Wataru Suzuki, Yasuyo Tomita
Student Participation Sub-Committee, AAAL 2008 Organizing Committee
(Chair: Dr. Nina Spada)

Meetings and Professional Service Sessions

At the annual AAAL conference there are meetings and special sessions designed to help participants connect with others on specific professional issues. The following meetings and professional service sessions will take place.

AAAL Business Meeting

Members of AAAL will want to be present for the Annual Business Meeting on Tuesday April 1st from 12:50 – 2:00 in the Regency Ballroom. At this meeting you will hear reports of the year's activities and contribute to the governance of your association. This participation includes voting on any proposals brought forward by the Rules and Resolutions Committee.

AAAL Advocacy Action Group

This meeting is to engage interested AAAL members in exploring ways to enable more and better advocacy action in the association at both the individual and collective levels. The meeting chaired by Lourdes Ortega, will take place from 7:00-9:00 p.m. on Monday March 31st in Congressional A.

AAAL Open Meeting of the Rules and Resolutions Committee

The AAAL Rules and Resolutions Committee will hold its open meeting on Saturday March 29th from 12:45 – 1:45 in Congressional A. At this meeting, you will have the opportunity to participate in discussions of importance to AAAL members and to the larger community.

Publishing in Applied Linguistics Journals

Leo van Lier, editor of the Modern Language Journal has organized a forum to explain the publishing process to prospective authors in applied linguistics journals. Editors of international journals in applied linguistics will describe their policies, including submission and editorial guidelines, acceptance rates, reviewer criteria, and the publication process. Questions are welcome! The panel discussion will be followed by opportunities to talk with individual editors. A hand-out with journal descriptions and editor contact information will be provided. This meeting will be held on Monday March 31st from 7:30-9:30 pm in Congressional B.

Job Announcement Board

A notice board is provided for job announcements. Postings that appear on this bulletin board are not reviewed or endorsed by the AAAL Executive Committee, but are made available only as a service for the private exchange of information. The notice board will be on display in the West Registration Desk area for the duration of the conference.

Systemics Meeting

This meeting intended for those interested in systemic linguistics, will be held on Sunday March 30th from 6:30 – 8:30 p.m. in Cabinet.

EXHIBITORS**LOCATION & HOURS**

The publishers' display of books and journals will be located in the Ambassador Ballroom on the hotel Lobby Level. This room sits conveniently alongside the Ambassador Terrace Patio.

Exhibits will be open to conference attendees as follows:

Saturday, March 29
Setup 6pm to 10pm

Monday, March 31
Exhibits open 9am to 5pm

Sunday, March 30
Exhibits open 9am to 5pm

Tuesday, April 1
Exhibits open 9am to 5pm
Teardown 5pm to 10pm

EXHIBITOR LISTING

Blackwell Publishers
Cambridge University Press
Continuum Publishing
Educational Testing Service
Elsevier
English Language Fellow Program,
Georgetown University
Georgetown University Press
IELTS International - Computer Access Area

John Benjamins Publishing Company
Multilingual Matters
Oxford University Press
Palgrave MacMillan
Pearson Longman ESL
Routledge
Springer Academic Journals
University of Michigan Press

COOPERATING PUBLISHERS

AAAL members are entitled to discounted subscriptions to a variety of books and professional journals. Check the AAAL website (www.aaal.org) for a current list of these publications.

SPONSORS

AAAL is grateful for the following sponsors who kindly supported this conference

John Benjamins Publishing Company (Opening Night Reception Platinum Sponsorship and Conference Carrying Bags)
Multilingual Matters (Opening Night Reception Platinum Sponsorship)
Routledge (Presidents Reception Gold Sponsorship)
IELTS, International (Computer Access Area)
Linguistics Department at Georgetown University (Student Networking Reception)
Educational Testing Service (Student Networking Reception)

AWARDS COMMITTEES

Distinguished Service & Scholarship: Patricia Duff (Chair), University of British Columbia; Alister Cumming, OISE University of Toronto; Claire Kramersch, University of California at Berkeley; Thomas Ricento, University of Calgary; Carol Chapelle, Iowa State University

Graduate Student Travel Award: Nancy Bell (Chair), Indiana University of Pennsylvania; Sharon Deckert, Indiana University of Pennsylvania; Carolin Fuchs, Columbia University; Anne Pomerantz, University of Pennsylvania; Tom Salisbury, Washington State University

AWARDS RECIPIENTS***AAAL DISTINGUISHED SCHOLARSHIP AND SERVICE AWARD***

The purpose of the Distinguished Scholarship and Service Award (DSSA) is to recognize and honor a distinguished scholar for her/his scholarship and service to the profession in general and to the American Association for Applied Linguistics in particular.

The winner of the 2008 award is: Nancy Hornberger, University of Pennsylvania

Professor Hornberger will be presented with the award prior to her plenary address on Sunday March 30th at 11:55 in the Regency Ballroom.

Past recipients of this award:

Claire Kramersch	2007	Costa Mesa, California
Andrew Cohen	2006	Montreal, Canada
William Grabe	2005	Madison, Wisconsin
Merrill Swain	2004	Portland, Oregon
G. Richard Tucker	2003	Arlington, Virginia
Susan Gass	2002	Salt Lake City, Utah
Jody Crandall	2001	St. Louis, Missouri
Shirley Brice Heath	2000	Vancouver, Canada
Roger Shuy	1999	Stamford, Connecticut
Robert Kaplan	1998	Seattle, Washington
Courtney Cazden	1997	Orlando, Florida
Charles Ferguson	1996	Atlanta, Georgia

Graduate Student Travel Award

AAAL offers up to 6 awards for students applying for the Graduate Student Travel Awards (GSTA).

These grants are funded by Educational Testing Service, Multilingual Matters, and AAAL's Fund for the Future of Applied Linguistics. The current Graduate Student Travel Scholarships are given to graduate students showing academic accomplishment and promise who are involved in and committed to the field of applied linguistics. This year's recipients will be honored prior to the plenary session by Zoltán Dörnyei, Sunday March 30th at 5:10 in the Regency Ballroom.

The winners for the 2008 Graduate Student Travel Award are:

Khaled Barkaoui, OISE/University of Toronto (The Educational Testing Service Graduate Student Travel Award)

Federica Goldoni, The University of Georgia (The Multilingual Matters Graduate Student Travel Award)
Sang-Ki Lee, University of Hawaii at Manoa

Wataru Suzuki, OISE/University of Toronto
 Paul Quinn, OISE/University of Toronto
 Mary Hudgens Henderson, Colorado State University

Past recipients of the Graduate Student Award:

2007

Angelika Kraemer, Michigan State University
 Antonella Valeo, OISE/University of Toronto
 Magdalena Kubanyiova, University of Nottingham
 Amanda Brown, Boston University
 Alison Crump, McGill University
 Melanie Witt, Colorado State University

2006

Ute Knoch, University of Auckland
 Younghee Sheen, American University
 Panos Athanasopoulos, University of Essex
 Ena Lee, University of British Columbia
 Masatoshi Sato, McGill University
 Maureen Vanessa Reyes Corea, University of
 Ottawa

2005

Hsi-Yao Su, University of Texas
 Luxin Yang, OISE/University of Toronto
 Martin Guardado, University of British Columbia
 Rania Habib, University of Florida
 Tae-Young Kim, OISE/University of Toronto
 Victoria Byczkiewicz, University of Southern
 California

2004

Noriko Ishikawa, University of Minnesota
 Joseph Park, University of California, Santa Barbara
 Elvis Wagner, Columbia University
 Hyunjung Shin, Ontario Institute for Studies in
 Education of the University of Toronto
 Lisa Mikesell, UCLA
 Ryan LaBrozzi, Pennsylvania State University

2003

Kata Csizer, Eötvös University, Budapest
 Hahn thi Nguyen, University of Wisconsin-Madison

Leslie Ash, Wayne State University
 Marie B. Fitzpatrick, San Diego State University

2002

Eowyn Crisfield Burr, Concordia University
 Ioana Nicolae, Concordia University
 Helen S. Carpenter, Georgetown University
 Masaki Kobayashi, University of British Columbia

2001

Almut Koester, University of Nottingham, UK
 Julie Kerekes, Stanford University
 Julie Broulé, Concordia University
 Barbara Z. Hegyesi, Georgia State University

2000

Jodi Nelm, University of Florida
 Diana Pulido, University of Illinois at Urbana-
 Champaign
 Claudia R. Fernández, University of Wisconsin-
 Milwaukee
 Melem Sharpe, California State University Fullerton

1999

Shinichi Izumi, Georgetown University
 Karin Goettsch, University of Minnesota

1998

Laura Collins, Concordia University
 Paul Kei Matsuda, Purdue University

1997

Suzanne Scott, Northern Arizona University

1996

Renée Jourdenais, Georgetown University
 (Nattinger/Oxford University Press Travel Grant)

PROGRAM OVERVIEW

FINDING YOUR WAY AROUND THE PROGRAM

The pages that follow give you information about the time and place of each presentation and indicate the strand to which the abstract was submitted (see strand abbreviations below). To the extent possible, sessions of the individual papers bring together papers in one strand or, in other cases papers from different strands that are thematically related. Information about how to contact presenters is included with the abstracts. There is also an alphabetical index of presenters at the back of this book, as well as an index of presentations by strand.

CONFERENCE EVALUATIONS

Please complete the conference evaluation form online at <http://www.aaal.org/aaal2008/evaluation.htm>.

STRAND ABBREVIATIONS

ASE	Assessment and evaluation
BIH	Bilingual, immersion, heritage, and language minority education
COG	Language cognition and brain research
DIS	Analysis of discourse and interaction
LCS	Language, culture, socialization and pragmatics
LID	Language and ideology
LLC	Language and learner characteristics
LMR	Language maintenance and revitalization
LPP	Language, planning and policy
PED	Second and foreign language pedagogy
RWL	Reading, writing, and literacy
SLA	Second language acquisition, language acquisition, and attrition
SOC	Sociolinguistics
TEC	Language and technology
TRI	Translation and interpretation
TXT	Text analysis (written discourse)

SCHEDULE PLANNING GRID

SATURDAY MORNING, MARCH 29

		08:15-08:45	08:50-09:20	09:25-09:55	break	10:10-10:40	10:45-11:15	11:20-11:50	11:55-12:25	
Omni Shoreham	Cabinet	Aljasser PED	Watanabe PED	Sawallis PED		Suzuki PED	Storch PED	Okuno PED	Song PED	
	Classic 262					Sakamoto PED	Fox PED			
	Classic 273					Kelleher BIH	Cho BIH	Bale BIH	Lee BIH	
	Congressional A	Kuiken SLA	Becker SLA	Moreno SLA		Davies LID	Castillo LID	Rajakumar LID	Malinowski LID	
	Congressional B	Palozzi LPP	Ahn LPP	Ramirez LPP		Poehner ASE	Abdul-Kadir ASE	Larson-Hall ASE	Chua ASE	
	Council	Knight TEC	Sotillo TEC	Driagina TEC		Miralpeix SLA	Pichette SLA	Barcroft SLA	Rodgers SLA	
	Director's	Feng TXT	Okamura TXT	Cimasko TXT			Baffy DIS	Carroll DIS	Bomersbach DIS	
	Forum	Barry RWL	Rine DIS	Urzua DIS		McAnuff-Gumbs RWL	Samway RWL	Pulido RWL	Wagner SLA	
	Robert's Private Dining Room	Sturm LLC	Dion PED	Fukunaga PED		Yeh PED	James PED		Fors PED	
	Senate		Pinnow DIS	Frazier DIS		Dobao DIS		Fasel Lauzon DIS	McCafferty DIS	
	Diplomat	Invited Colloquium: Genesee RWL							Duff BIH	Rea-Dickins ASE
	Empire	Kearney Colloquium PED								
	Executive	Ronald Colloquium LID							Kobayashi LID	Norton LID
	West Registration Desk	Registration (open 8:00-12:00 and 1:00-5:00)								

SATURDAY AFTERNOON, MARCH 29

		02:00-02:30	02:35-03:05	03:10-03:40	break	03:55-04:25	04:30-05:00	
Omni Shoreham	Cabinet	Martin-Beltran BIH	Cammarata BIH	Moloney BIH		Hardison COG	Kuo COG	
	Classic 262	Chen LCS	Nguyen LCS	Zhu LCS		Turnbull LCS	Min LCS	
	Classic 273	Yoon RWL	Lee RWL	Tokita BIH		Goswami BIH	MacSwan BIH	
	Committee	Kumagai PED	McPherron PED	Blyth PED		Mack SOC	Whitlow SOC	
	Congressional A	Laufer PED		Vasquez PED		Kim LCS	Connor LCS	
	Congressional B	Friginal DIS	Burns DIS				Zárate-Sández PED	
	Council	Emura LCS	Ricento LCS	Avni LCS		Oda TEC	Hall TEC	
	Director's		Seo DIS	Strong DIS		Higgins SOC	Brendel Viechnicki	
	Executive	Tarone SLA	Schierloh SLA	Garcia-Amaya SLA		Detaramani R SLA	Le Pichon Vorstman	
	Forum	Wolf ASE	Moore ASE	Kaneko ASE		Tardy TXT	Seymour TXT	
	Senate	Wust SLA	Özçelik SLA	Kanno SLA		Quinn SLA	Wang SLA	
	Regency Ballroom	Invited Colloquium: Belcher RWL						
	Diplomat	Collins Colloquium SLA						
	Empire	May Colloquium BIH						
Birdcage Walk	POSTER SESSIONS COG,DIS,LCS,LMR,LPP,SLA							
Congressional A	Rules and Resolutions Committee Meeting (12:45-1:45)							
Regency Ballroom	Plenary - Linguistic profiling: How your brain can fool your ear Dennis R. Preston, Michigan State University (5:10-6:20)							
Empire	Opening Night Reception (6:30-8:00)							
West Registration Desk	Registration (open 8:00-12:00 and 1:00-5:00)							

SUNDAY MORNING, MARCH 30

	08:15-08:45	08:50-09:20	09:25-09:55	break	10:10-10:40	10:45-11:15	11:20-11:50	11:55-12:25	
Omni Shoreham	Cabinet	Liu TEC	Zhou RWL	Schleppegrell RWL		Sawaki RWL	Sinicrope RWL	Shin RWL	
	Classic 273	Benesch LID	Pomerantz LID	Huang PED		Kissau PED	Guilloteaux PED	Zhao PED	
	Committee	Chang LCS	Ishii LCS	Malko LCS		Makalela SOC	Morris SOC	Ayed SOC	
	Congressional A	Carpenter ASE	Witalisz ASE	Plakans ASE		Ginther ASE	Kim ASE	Farhady ASE	
	Congressional B	Matsuda RWL	Horiba RWL	Sah SLA		Pavlenko SLA	Austin SLA	Lakshmanan SLA	
	Council	Jang SLA	Fogle SLA	Schmerbeck SLA		Cao SLA	Carhill SLA	Gu SLA	
	Director's	Johnston DIS	Sonmez DIS	Kupferberg DIS		Kabat DIS	Park DIS	Waring DIS	
	Forum	De La Fuente PED	Toth PED	Tavakoli PED		Tovares DIS	Poole DIS	Shenk DIS	
	Robert's Private Dining Room	Paugh LCS	Keck TXT	Wu TXT		Crawford TXT	Csomay TXT	Imao TXT	
	Senate	Woodrow LLC	Bonanno LLC	Curran LLC		Park TEC	Soares TEC	Blankenship TEC	
	Executive	Invited Colloquium: Saville ASE						Stafford BIH	
	Diplomat	Horan Colloquium RWL						Philp SLA	
	Regency Ballroom	Special Symposium - Translating Research into Effective Advocacy King and Achugar (Conveners) (8:15-11:15)							
	Birdcage Walk	POSTER SESSIONS BIH,COG,LMR,PED,RWL,SOC,TRI							
	Ambassador	Publishers' Exhibits (9:00-5:00)							
	Regency Ballroom	Plenary - Multilingual Education Policy and Practice: Ten Certainties Nancy H. Homberger, University of Pennsylvania (11:55-1:00)							
West Registration Desk	Registration (open 8:00-12:00 and 1:00-5:00)								

SUNDAY AFTERNOON, MARCH 30

		02:00-02:30	02:35-03:05	03:10-03:40	break	03:55-04:25	04:30-05:00	
Omni Shoreham	Cabinet	Sykes TEC	Zheng TEC	Tsai TEC		Huang LCS	Liao LCS	
	Classic 273	Goldoni ASE	Brooks ASE	Balint ASE		Davison ASE	Dronjic ASE	
	Committee	Roberts SOC	Chiu DIS	Ikeda DIS		Navarre SOC	Chiu SOC	
	Congressional A	Kim SLA	Yilmaz SLA	Nassaji SLA		Barkaoui ASE	Lim ASE	
	Congressional B	Johnson RWL		Kim RWL		Hansen DIS	Neary DIS	
	Council	Yeh COG	Areas da Luz Fontes	Lee COG		Crossley SLA	Hsu SLA	
	Director's	Kanno BIH	Johnson BIH	Kristmanson BIH		Fujiwara DIS	Park DIS	
	Forum	Warford PED	Lopez-Gopar PED	Hult PED		Panayotova LCS	Wang COG	
	Robert's Private Dining Room	Genung SOC	Martinez LPP	Murakawa LPP		Jefferies LID	Warriner LID	
	Senate	Pareto LCS	Polat LCS	Chiu LCS		Overstreet SLA	Godfroid SLA	
	Diplomat	Invited Colloquium: Kormos and Kontras LLC						
	Executive	Froud Colloquium COG						
	Regency Ballroom	Toohey Colloquium RWL						
	Birdcage Walk	POSTER SESSIONS LID,LLC,PED,SLA,TEC,TXT						
	Ambassador	Publishers' Exhibits (9:00-5:00)						
	Regency Ballroom	Plenary - Are individual differences really individual? Zoltán Dörnyei, University of Nottingham (5:10-6:20)						
	Diplomat	The Future of Applied Linguistics - An Evening for Graduate Students (6:30-8:30)						
	West Registration Desk	Registration (open 8:00-12:00 and 1:00-5:00)						

MONDAY MORNING, MARCH 31

	08:15-08:45	08:50-09:20	09:25-09:55	break	10:10-10:40	10:45-11:15	11:20-11:50	11:55-12:25
Cabinet	Forsberg SLA	Wen SLA	Nekrasova SLA		Tracy-Ventura SLA	Year SLA	Golato SLA	Charkova SLA
Calvert	Revesz PED	Bygate PED	Peters PED			Kassabgy PED	Wigglesworth PED	Bowles PED
Committee	Tannenbaum LMR	Shappeck LMR						
Congressional A	Li RWL	Schulze RWL	Gentil RWL		Heift TEC	Suzuki TEC	Jin TEC	Ferreira TEC
Congressional B	Briscoe DIS	Koike DIS	Basta DIS		Moder DIS	Matarese DIS	Forey DIS	Gray TXT
Council	Ueland SOC	Goh SOC	Seals SOC		Park RWL	Peterson RWL	Vaezi RWL	Marchenkova LCS
Director's	Coryell BIH	Kim BIH	Lefkowitz BIH		Guo SOC	Sanz COG	Bowden COG	Sagarra COG
Executive	Eckman SLA	Stringer SLA	Hara SLA		VanPatten SLA	Rott SLA	Mayer SLA	Romanini SLA
Forum	Tavares ASE	Van Naerssen ASE	Watt ASE		Chen LCS	Rodriguez SOC	Sandhu SOC	Eckstein LLC
Governor's	Noels LLC	Ryan LLC	MacLellan LLC		Isaacs ASE	Walters ASE	Kang ASE	Poonpon ASE
Robert's Private Dining Room	Yanagisawa LCS	Xu LCS	Korsko LCS		Pease-Alvarez LPP	Haan LPP	Riley LCS	Shin LCS
Senate	Williams LCS	Mason LCS	Mangual LCS		Spiliotopoulos BIH	Pessoa BIH	Pajooresh BIH	Denizot BIH
Regency Ballroom	Invited Colloquium: Osterhout COG							
Diplomat	Talmy Colloquium DIS							Samuda PED
Empire	Hawkins Colloquium LCS							
Palladian	Carlisle Colloquium SLA						Canagarajah LMR	Swain DIS
Birdcage Walk	POSTER SESSIONS LID,LPP,TRI,TXT							
Ambassador	Publishers' Exhibits (9:00-5:00)							
Empire	Special Symposium - Federal Funding Sources for Research in Applied Linguistics Convener: Donna Christian (11:55-1:55)							
West Registration Desk	Registration (open 8:00-12:00 and 1:00-5:00)							

Omni Shoreham

MONDAY AFTERNOON, MARCH 31

	02:00-02:30	02:35-03:05	03:10-03:40	break	03:55-04:25	04:30-05:00
Cabinet	Sclafani LID	Silberstein LID	Kattan LID		Renguette TEC	Jung TEC
Calvert	Morgan-Short COG	Juffs PED	Ewald PED		Yalcin PED	Lyddon PED
Congressional A	Spolsky LPP	Nogueron-Rouss eau	Schissel LPP		MacIntyre LLC	Yan LLC
Congressional B	Allison RWL	Fraser RWL	Lu RWL		Schmitt RWL	Inutsuka RWL
Council	Sadeghi BIH	Lin BIH	Zhang BIH		Michael-Luna DIS	Cheng DIS
Director's	Tong LLC	Manosuthikit LLC	Katayama LLC		Haddix LID	Motha LID
Empire	Special Symposium - Modeling Representation of Foreign Language Education at the federal level in the United States Byrnes and Van Lier (Conveners) (2:00-5:00)					
Executive	Wang SLA		Kennedy SLA		Spada SLA	Leow SLA
Forum	Upton TXT	Simo TXT	Salies TXT		Headrick TXT	Ishizaki TXT
Governor's	Liu DIS	Hsieh DIS	Hung DIS		Kuo DIS	Li DIS
Robert's Private Dining Room	Seghiri TRI	Chen TRI	Amaya Galván TRI		Newman LMR	Snow LMR
Senate	Eom ASE	West ASE	Ableeva ASE		Kim ASE	MacGregor ASE
Diplomat	Rothman Colloquium SOC					
Palladian	Sheen Colloquium SLA					
Regency Ballroom	Mikesell Colloquium LCS					
Birdcage Walk	POSTER SESSIONS LCS,LID,PED,SLA,SOC					
Ambassador	Publishers' Exhibits (9:00-5:00)					
Congressional A	Advocacy Committee Meeting (7:30-9:30) Remembering Sally Jacoby at AAAL (1:05-1:50)					
Regency Ballroom	Plenary - Putting Accent in its Place: Rethinking Obstacles to Communication Tracey Derwing, University of Alberta, Murray Munro, Simon Fraser University (5:10-6:20)					
Empire	Presidents Reception (6:30-8:00)					
West Registration Desk	Registration (open 8:00-12:00 and 1:00-5:00)					

Omni Shoreham

TUESDAY MORNING, APRIL 1

		08:15-08:45	08:50-09:20	09:25-09:55	break	10:10-10:40	10:45-11:15	11:20-11:50	11:55-12:25	
Omni Shoreham	Cabinet	Stuart RWL	Zappa-Hollman RWL	Shi RWL		Daigle RWL		So LLC		
	Calvert	Leeser COG	Ekiert COG	Yoshimura COG		Stoller RWL	Cheng RWL	Uzuner RWL		
	Congressional A	Liu TEC	Yi BIH	Stevens BIH		Shin SLA	Edenstrom DIS	Wine DIS		
	Congressional B	Fleming LPP	Garza LPP	Carroll LPP		Fleischer LPP	Taguchi LCS	Ishihara LCS		
	Council	Lee PED	Angouri PED	Cotos PED		Wu PED	Putnam LLC	Howard LCS		
	Director's	Yanez-Pinto SLA	Lado SLA	Foote SLA		Kang TEC	Schulze TEC	Lai TEC		
	Executive	Flannery DIS	Suzuki DIS	Kawakami DIS		Nissan ASE	Londe ASE	Liao ASE		
	Forum	Murata LID	Clarke LID	Shin LID		Brogden LCS	Song LCS	Boudaoud SOC		
	Governor's	Kitade TEC	Sinitskaya TEC	Murday TEC		Mihaljevic Dijunovic	Short PED	Eyckmans ASE		
	Regency Ballroom									
	Robert's Private Dining Room	Brau TRI	Colina TRI	Molina TRI		Chen TXT	Munajat TXT	Maheux-Pelletier SOC		
	Senate	Han SLA	Bergsleithner SLA	Goo SLA		Salsbury SLA	Ou SLA	Huang SLA		
	Empire	Invited Colloquium: Housen SLA								
	Diplomat	Ono Colloquium PED								
	Palladian	Kagan Colloquium SLA								
	Birdcage Walk	POSTER SESSIONS ASE,DIS,LCS,SOC								
	Ambassador	Publishers' Exhibits (9:00-5:00)								
	Regency Ballroom	AAAL Business Meeting (12:50-2:00) Plenary - Language, asylum, and the national order . Jan Blommaert, University of Jyvaskyla, Finland (11:55-12:45)								
	West Registration Desk	Registration (open 8:00-12:00 and 1:00-5:00)								

TUESDAY AFTERNOON, APRIL 1

		02:00-02:30	02:35-03:05	03:10-03:40	break	03:55-04:25	04:30-05:00	
Omni Shoreham	Cabinet	Gonzalez-Lloret DIS	Zareva DIS	Felton Rosulek DIS		Fei DIS		
	Calvert	Sanchez ASE				Steinbach RWL		
	Committee	Kang LLC	Bell LLC	Bown LLC		Saito SOC		
	Congressional A	Li RWL	Stegemoller RWL	De Kleine RWL		Davies LID	Pandey LID	
	Congressional B	Santana LPP	Zhao LPP	Mallett LPP		Smith TEC	Goertler TEC	
	Council	Fairclough ASE	Shin ASE	Traiger DIS		Betz DIS	Biar DIS	
	Diplomat	Ranta SLA	Suzuki SLA	Moyer SLA		Jiang SLA		
	Director's	Levine LCS	Vyatkina LCS	Doerr LCS		Clark LCS	Bell LCS	
	Executive	Johnson PED	Vellenga PED	Kubanyiova PED			Choi SLA	
	Forum	Doran PED		Bolonyai TXT		Vickers LCS		
	Governor's	White PED	Summers PED	Van Compernelle PED		Teague PED	Li PED	
	Palladian	Houck DIS	Lin DIS	LoCastro DIS				
	Senate	Romanova SLA	Kwon SLA	Alhawary SLA		Behalova SOC	Duchaj SOC	
	Empire	Fuchs Colloquium TEC						
	Regency Ballroom	Mohan Colloquium ASE						
	Birdcage Walk	POSTER SESSIONS ASE, BIH, LLC, RWL						
	Ambassador	Publishers' Exhibits (9:00-5:00)						
	West Registration Desk	Registration (open 8:00-12:00 and 1:00-5:00)						

SATURDAY
SESSION
DETAILS

SATURDAY MORNING, MARCH 29
Saturday Morning - Invited Colloquia

Diplomat			
Time	Invited Colloquium Title	Organizer	Strand
8:15 - 11:15	Learning to read in a first and second language	Fred Genesee	RWL
	Paper Titles	Presenter(s)	
	What does the best evidence say about reading acquisition in majority language learners?	Robert Savage, Louise Deault	
	Predictors of reading and language impairment in majority language second language learners	Caroline Erdos , Fred Genesee	
	Developing literacy in minority language learners	Diane August, Nonie Lesaux	
	Investigating second language readers with low native language literacy	Elaine Klein , Gita Martohardjono	
	Assessing reading comprehension in first- and second-language readers	Catherine Snow, Michael Kieffer, Paola Uccelli	

Saturday Morning - Colloquia

Empire			
Time	Colloquium Title	Organizer	Strand
8:15 - 11:15	New directions for culture pedagogy in foreign language education	Erin Kearney	PED
	Paper Titles	Presenter(s)	
	Culture pedagogy: from a national to a transnational paradigm	Karen Risager	
	National identity and the interpretation of culture in study abroad: A case study of Americans in France	Celeste Kinginger	
	Culture pedagogy and the advanced heritage learner	Nelleke Van Deusen-Scholl	
	Virtual learning environments for a real (intercultural) dialogue: Toward new pedagogies in culture	Sebastien Dubreil	
	Socializing learners to read cultural representations in the foreign language classroom	Erin Kearney	

Executive			
Time	Colloquium Title	Organizer	Strand
8:15 - 11:15	Breaking new ground in applied linguistics	Ronald Carter, Chris Candlin	LID
	Paper Titles	Presenter(s)	
	Bilingual streams in Dutch secondary education: Interconnecting systems	Kees de Bot	

Food politics and the role of applied linguistics	Guy Cook
Researching the multilingual immigrant in the multilingual workplace	Claire Kramersch
Enhancing socio-pragmatic skills among professionally qualified workers	Janet Holmes
Towards an applied linguistics of professions	Srikant Sarangi

Saturday Morning - Papers

Cabinet

Time	Title	Presenter(s)	Strand
<i>Session Chair: Sara Mack</i>			
8:15 - 8:45	Teaching phonotactics and lexical segmentation in EFL	Faisal Aljasser	PED
8:50 - 9:20	Training the phonological short term memory for L2 comprehension	Yukiko Watanabe, Adam Pang	PED
9:25 - 9:55	Adapting second language phonemic perception training to common instructional situations: A progress report	Thomas R. Sawallis, Michael W. Townley	PED
<i>Session Chair: Nina Moreno</i>			
10:10 - 10:40	The effect of languaging combined with feedback on second language learning	Wataru Suzuki	PED
10:45 - 11:15	Students' engagement with feedback on writing: The role of memorization and learner agency	Neomy Storch	PED
11:20 - 11:50	Efficacy of error feedback on L2 writing in Japanese: Its role in long-term development of accuracy, fluency, and complexity	Tomoko Okuno	PED
11:55 - 12:25	The role of TOEFL speaking tasks in communicative pre-university EAP classes: Teachers' and East Asian students' perspectives	Hyojin Song	PED

Classic 262

Time	Title	Presenter(s)	Strand
<i>Session Chair: Chen Yuanshan</i>			
10:10 - 10:40	The effect of collaborative work on writing: A website creation activity	Mitsuyo Sakamoto, Tadayoshi Kaya	PED
<i>Session Chair: Silvia Pessoa</i>			
10:45 - 11:15	The impact of language support programs on L2 university students: What mediates academic engagement?	Janna Fox, Liying Cheng, Christine Doe	PED

Classic 273

Time	Title	Presenter(s)	Strand
<i>Session Chair: Vedran Dronjic</i>			
10:10 - 10:40	Definitions in the "heritage" discourse: Perspectives on language, learners and disciplinary boundaries	Ann Kelleher	BIH
10:45 - 11:15	"Who Are We?": An Examination of personal pronoun, "we (wuli)" in a Korean heritage language classroom	So-Eun Cho	BIH

11:20 - 11:50	When Arabic is the "target" language: An historical analysis of the intersection of federal language education policies, national security, and higher education programs of Arabic	Jeffrey Bale	BIH
11:55 - 12:25	Media coverage of dual language (two-way immersion) programs from 1995 to 2007	Kathleen Lee	BIH

Congressional A

Time	Title	Presenter(s)	Strand
<i>Session Chair: June Eyckmans</i>			
8:15 - 8:45	Task complexity and linguistic performance in L2 writing and speaking: The effect of mode	Folkert Kuiken, Ineke Vedder	SLA
8:50 - 9:20	The effect of planning time on written task performance	Anthony Becker	SLA
9:25 - 9:55	Type of task feature and type of feedback: Do they matter in L2 development in CALL?	Nina Moreno	SLA
<i>Session Chair: Antonieta Cal y Mayor Turnbull</i>			
10:10 - 10:40	Defining the native speaker: Being and doing	Alan Davies	LID
10:45 - 11:15	Multilingual identities in monolingual settings: The case of university language learners in Mexico	E. Desiree Castillo, Nolvía Ana Cortez Roman, Nolvía Ana Cortez Roman	LID
11:20 - 11:50	Identity, language and culture: The influence of post-secondary education in English in Qatar	Mohanalakshmi Rajakumar	LID
11:55 - 12:25	Producing the "linguistic landscape": Critical reflections on an emerging field	David Malinowski	LID

Congressional B

Time	Title	Presenter(s)	Strand
<i>Session Chair: Jaya Goswami</i>			
8:15 - 8:45	Official English in the United States: A state-by-state analysis with implications for national policy	Vincent Palozzi	LPP
8:50 - 9:20	Learning to teach within the context of English language curricular reform in South Korea	Kyungja Ahn	LPP
9:25 - 9:55	Expanding language-in-healthcare policy: Latino patients' perception of language access services outside of the clinical encounter	Saray Ramirez, Roxana Zamora, Jose Daniel Diaz, Ana Villarreal	LPP
<i>Session Chair: Tony Becker</i>			
10:10 - 10:40	A Vygotskian approach to validity: Language assessment as activism	Matthew Poehner	ASE
10:45 - 11:15	Validation through argumentation: Is it the new toolkit for validity inquiry?	Kadeessa Abdul-Kadir	ASE
11:20 - 11:50	Examining the development, reliability and validity of grammaticality judgment tests	Jenifer Larson-Hall	ASE
11:55 - 12:25	The creation of a valid and reliable tool for measuring productive and receptive vocabulary	Kenneth Chua, Wan-li Yang	ASE

Council

Time	Title	Presenter(s)	Strand
<i>Session Chair: Claudia Fernandez</i>			
8:15 - 8:45	Multi-modal corpora, discourse and gesture	Dawn Knight, David Evans	TEC

8:50 - 9:20	Types of Illocutionary acts and predicate-argument structure in text messaging activities of members of diverse social networks	Susana Sotillo	TEC
9:25 - 9:55	Using learner speech as a resource	Viktoria Driagina	TEC

Session Chair: Jessica Sturm

10:10 - 10:40	The influence of age on vocabulary acquisition in EFL: Estimating vocabulary size	Imma Miralpeix	SLA
10:45 - 11:15	Word concreteness and L2 vocabulary acquisition	Francois Pichette, Linda De Serres, Marc Lafontaine	SLA
11:20 - 11:50	Do the positive effects of talker variability on L2 vocabulary learning extend to L1?	Joe Barcroft, Mitchell Sommers	SLA
11:55 - 12:25	Automatization of L2 verb morphology	Daryl Rodgers	SLA

Diplomat

Time	Title	Presenter(s)	Strand
<i>Session Chair: Douglas Fleming</i>			
11:20 - 11:50	The impact of bilingual education on Hungarians' identities, ideologies, and sociolinguistic practices	Patricia Duff	BIH
11:55 - 12:25	From periphery to centre stage in applied linguistics: The case for situated language assessment practices	Pauline Rea-Dickins, Lynda Taylor	ASE

Director's

Time	Title	Presenter(s)	Strand
<i>Session Chair: Karen Englander</i>			
8:15 - 8:45	The voices behind the curtain: A genre-based study of grant reviews	Haiying Feng	TXT
8:50 - 9:20	What are the influential variables in the use of metadiscourse in scientific discourse?	Akiko Okamura	TXT
9:25 - 9:55	Stability and change: Core and periphery features of academic genres	Tony Cimasko	TXT
<i>Session Chair: Emily Rine</i>			
10:45 - 11:15	Tag-positioned "okay?" in a talk show argument sequence	Marta Baffy	DIS
11:20 - 11:50	Orientations to performance in interaction	Heather Carroll	DIS
11:55 - 12:25	Maximum enjoyment among friends: A frame for the selection of topics in conversation	Marla Bomersbach	DIS

Executive

Time	Title	Presenter(s)	Strand
<i>Session Chair: Christina Higgins</i>			
11:20 - 11:50	Being the most reserved in overseas ESL classes to secure the most dominant status back in Japan	Yoko Kobayashi	LID
11:55 - 12:25	Negotiating third space research in applied linguistics	Bonny Norton, Vai Ramanathan	LID

Forum

Time	Title	Presenter(s)	Strand
<i>Session Chair: Duff Johnston</i>			

8:15 - 8:45	Syntactic complexity and L2 academic immersion effects on readers' recall and pausing strategies for English and Spanish texts.	Sue Barry, Alejandro Lazarte	RWL
8:50 - 9:20	A microanalysis of language socialization & development of interactional competence of ITAs	Emily Rine	DIS
9:25 - 9:55	"I wonder if that's generally true." Interpersonal metadiscourse in students' computer-mediated interactions	Alfredo Urzua	DIS
<i>Session Chair: Jelena Mihaljevic Djigunovic</i>			
10:10 - 10:40	"No wait, I know this word!" Re-examining the role of sight word instruction in developing independent, successful adolescent readers	Michelle McAnuff-Gumbs	RWL
10:45 - 11:15	Efectivo e importante: Teaching cognates to enhance the reading, writing and vocabulary development of Spanish-speaking English language learners (ELLs)	Katharine Davies Samway	RWL
11:20 - 11:50	Individual differences in L1 and L2 lexical processing and reading comprehension under incidental and intentional task conditions	Diana Pulido, Zach Hambrick, Marthe Russell	RWL
11:55 - 12:25	How L2 listeners' visual perceptions of a speaker affect aural comprehension	Elvis Wagner	SLA

Robert's Private Dining Room

Time	Title	Presenter(s)	Strand
<i>Session Chair: Yasuko Kanno</i>			
8:15 - 8:45	Accent marks in L2 French: Keyboarding, presentation format, working memory, and pronunciation ability	Jessica Sturm	LLC
8:50 - 9:20	Laughter and humour in second-language acquisition: Neurological facilitators or cognitive foes?	Chantal M. Dion	PED
9:25 - 9:55	Professional identity, self-perception and practice of Japanese high school English teachers	Sunao Fukunaga	PED
<i>Session Chair: Natalie Lefkowitz</i>			
10:10 - 10:40	How student researchers hedge their writing	Chun-Chun Yeh	PED
10:45 - 11:15	L2 writing education: Does "far" transfer of learning outcomes occur, and can it be promoted?	Mark Andrew James	PED
11:55 - 12:25	The language problem: Resituating L2 writing pedagogy	Nils Fors	PED

Senate

Time	Title	Presenter(s)	Strand
<i>Session Chair: Jun Zhao</i>			
8:50 - 9:20	The line in the sand: The ecological function of hegemony in L2 writing instruction of Latino adolescent ELLs.	Rachel Pinnow	DIS
9:25 - 9:55	Group work talk-in-interaction in writing classrooms	Stefan Frazier	DIS
<i>Session Chair: Elizabeth Strong</i>			
10:10 - 10:40	L1 in L2 interaction: Cognitive functions of L1 use and L2 vocabulary learning	Ana Fernandez Dobao	DIS
11:20 - 11:50	Collective talk in multi-party interactions	Virginie Fasel Lauzon, Evelyne Berger	DIS
11:55 - 12:25	Foreigner talk: More than just talk, an embodied discourse	Steven McCafferty	DIS

SATURDAY AFTERNOON, MARCH 29
Saturday Afternoon - Invited Colloquia

Regency Ballroom			
Time	Invited Colloquium Title	Organizer	Strand
2:00 - 5:00	Redefining the specific in language for specific purposes: Insights from genre theory, corpus linguistics and critical ethnography	Diane Belcher	RWL
	Paper Titles	Presenter(s)	
	Negotiating the 'specific' in English for specific purposes: Insights from genre theory	Vijay K. Bhatia	
	(Critical) genre analysis of the company audit report	John Flowerdew, Alina Wan	
	Corpus linguistics for LSP: Uncovering specificity	Lynne Flowerdew	
	Different strokes for different folks: specificity in EAP	Ken Hyland	
	Critical ethnography and curriculum building: A case study from South Africa	Ann Johns	
	Researching academic writing: The theory of the methodology	Sue Starfield	

Saturday Afternoon - Colloquia

Diplomat			
Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Second language construction learning: Frequency, form, and function	Laura Collins	SLA
	Paper Titles	Presenter(s)	
	Some input on the easy/difficult grammar question	Laura Collins, Pavel Trofimovich, Walcir Cardoso, Joanna White, Marlise Horst	
	A constructional analysis of tense-aspect in spoken English	Steffanie Wulff, Ute Romer, Kathleen Bardovi-Harlig	
	Learning novel form-meaning constructions: Insights from experimental studies of child and adult language learners	Adele Goldberg, Devin Casenhiser, Jeremy Boyd	
	Construction learning as a function of frequency, frequency distribution, form & function	Nick Ellis, Fernando Ferreira Junior	
	The role of type frequency in syntactic priming	Kim McDonough	
	The perception of tense-aspect constructions in oral input: Learning constraints imposed by form/meaning prototypes	Jesus Izquierdo	

Discussant: Adele Goldberg

Empire			
Time	Colloquium Title	Organizer	Strand

2:00 - 5:00	Public discourses and debates about bilingual education: Turning the tide	Stephen May	BIH
	Paper Titles	Presenter(s)	
	Tensions in US educational language policies and implications for applied linguistics	Mary McGroarty	
	Promoting bilingual education in the age of No Child Left Behind: A contradiction in terms?	Kate Menken	
	"Encouraging people not to learn English". Public discourses about bilingualism in education in Britain.	Adrian Blackledge	
	What you don't see is what you get: Development agency commitment to language programs that exacerbate educational wastage in Africa	Kathleen Heugh	
	Looking before you LEAP: Contesting subtractive bilingual debates and policy in English-dominant contexts	Stephen May	

Saturday Afternoon - Papers

Cabinet			
Time	Title	Presenter(s)	Strand
<i>Session Chair: Paula Lee Kristmanson</i>			
2:00 - 2:30	Co-constructing language expertise in a dual immersion bilingual program	Melinda Martin-Beltran	BIH
2:35 - 3:05	Exploring immersion teachers' experience of balancing content and language in instruction	Laurent Cammarata, Diane Tedick	BIH
3:10 - 3:40	"One hundred percent Aussie and sixty percent French": Identity in young Australian immersion learners	Robyn Moloney	BIH
<i>Session Chair: Corinne Seals</i>			
3:55 - 4:25	The role of context and visual cues in L2 spoken language processing: Significant and independent effects	Debra Hardison	COG
4:30 - 5:00	Effects of early bilingualism on language processing: A study on the acquisition of syntax	Li-jen Kuo	COG

Classic 262			
Time	Title	Presenter(s)	Strand
<i>Session Chair: Shinji Sato</i>			
2:00 - 2:30	American and Chinese complaints	Yuan-shan Chen	LCS
2:35 - 3:05	Modifying L2 criticisms: How learners do it?	Minh Nguyen	LCS
3:10 - 3:40	Disagreement strategies used by Chinese students	Weihua Zhu	LCS
<i>Session Chair: Marta Fairclough</i>			
3:55 - 4:25	Code-switching in Spanish/English bilingual speech: A case study of two recent immigrant sisters of Mexican descent	Antonieta Cal y Mayor Turnbull	LCS
4:30 - 5:00	Parental discourse strategies and bilingual children's codemixing: A case study	Hui-Tzu Min	LCS

Classic 273			
Time	Title	Presenter(s)	Strand

Session Chair: Jennifer Austin

2:00 - 2:30	Transfer of rhetorical organization? A within-subjects exploration of Korean students' argumentative essays in Korean and English	Choongil Yoon	RWL
2:35 - 3:05	How might topic congruence and topic interest affect Korean English L2 readers' comprehension of argumentative texts?	Sang-Ki Lee	RWL
3:10 - 3:40	Influences of family conversation patterns on language competences of minority-language-speaking children	Tomoko Tokita, Kohji Shibano	BIH

Session Chair: Jenifer Larson-Hall

3:55 - 4:25	Improving oral proficiency of bilingual speakers through phonetic instruction intervention	Jaya Goswami, Hsuan-Yu Chen	BIH
4:30 - 5:00	Facilitation theory and the time-on-task principle: A structural equation modeling approach to evaluating bilingual and English-only instructional policies	Jeff MacSwan, Marilyn Thompson, Gerda De Klerk, Kara McAlister	BIH

Committee

Time	Title	Presenter(s)	Strand
<i>Session Chair: Heather Walker Peterson</i>			
2:00 - 2:30	Shaping students to embody "Japanese-ness": How Japanese-as-a-foreign-language textbooks construct a "good" Japanese speaker	Yuri Kumagai, Shinji Sato	PED
2:35 - 3:05	"My name is Money": Globalization and identity in ELT in China.	Paul McPherron	PED
3:10 - 3:40	Pedagogical role models and projective Identities: A study of student awareness of native vs. non-native speakers	Carl Blyth	PED

Session Chair: Jennifer Sclafani

3:55 - 4:25	Social stereotypes, implicit processing, and the myth of the 'Gay Lisp'	Sara Mack	SOC
4:30 - 5:00	Evolving kinship terms and same-sex marriage	Julie Whitlow, Patricia Ould	SOC

Congressional A

Time	Title	Presenter(s)	Strand
<i>Session Chair: Fanny Forsberg</i>			
2:00 - 2:30	Collocational knowledge and use in a second language: How do they develop?	Batia Laufer, Tina Waldman	PED
3:10 - 3:40	"Touched on"? "Sprinkled throughout"? Coverage of pragmatics in language teacher preparation programs	Camilla Vasquez, Donna Sharpless	PED

Session Chair: Sang-Ki Lee

3:55 - 4:25	Second language learner autonomy and motivation: A longitudinal case study	Tae-Young Kim	LCS
4:30 - 5:00	Intercultural negotiation and health literacy	Ulla Connor	LCS

Congressional B

Time	Title	Presenter(s)	Strand
<i>Session Chair: David Watt</i>			
2:00 - 2:30	Linguistic variation in outsourced call center interactions	Eric Friginal	DIS
2:35 - 3:05	Questioning in simulated accountant-client consultations: Exploring implications for ESP teaching	Anne Burns, Stephen Moore	DIS

Session Chair: Elvis Wagner

4:30 - 5:00 Language learning strategies for the pronunciation of English in the foreign language classroom Germán Zárate-Sánchez PED

Council

Time	Title	Presenter(s)	Strand
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Session Chair: Aree Manosuthikit

2:00 - 2:30	Language socialization in elementary school ESL: Learning through a routine activity	Mariko Emura	LCS
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2:35 - 3:05	Language ecology and health care: Language and communication in a Latino-serving family health center	Thomas Ricento	LCS
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3:10 - 3:40	Found in translation: Language socialization in religious education	Sharon Avni	LCS
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Session Chair: Laurent Cammarata

3:55 - 4:25	Teacher beliefs and the Internet use	Kazue Oda	TEC
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4:30 - 5:00	Language teacher education by distance	David Hall, John Knox	TEC
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Director's

Time	Title	Presenter(s)	Strand
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Session Chair: Amanda Brown

2:35 - 3:05	Mismatch between L2 learners' speech and gesture and its relevance for language learning	Mi-Suk Seo	DIS
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3:10 - 3:40	The failure of mutual orientation through eye gaze to prevent trouble or repair during conversational schisms	Elizabeth Strong	DIS
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Session Chair: Joe Barcroft

3:55 - 4:25	Hybrid codes and new literacies in a multilingual linguistic landscape	Christina Higgins	SOC
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4:30 - 5:00	Bridging the gap between natural phenomena and graphic inscriptions in the middle school science classroom	Gail Brendel Viechnicki	SOC
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Executive

Time	Title	Presenter(s)	Strand
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Session Chair: Daryl Rodgers

2:00 - 2:30	Literacy level affects oral SLA	Elaine Tarone, Martha Bigelow	SLA
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2:35 - 3:05	The contributions of talker familiarity and individual talker characteristics to FL listening comprehension: Native English speakers listening to German	Maren Schierloh, Rachel Hayes-Harb	SLA
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3:10 - 3:40	New findings for topic effect on fluency measures	Lorenzo Garcia-Amaya	SLA
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Session Chair: Nicola Schmerbeck

3:55 - 4:25	The interrelationship of motivation, instructional preferences and language learning strategies in learning English	Champa Detaramani R	SLA
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4:30 - 5:00	Foreign language learning experience and communicative awareness in children	Emmanuelle Le Pichon Vorstman	SLA
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Forum

Time	Title	Presenter(s)	Strand
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Session Chair: Zsuzsa Londe

2:00 - 2:30	A comparison of academic English vocabulary between tests of English language development and tests of math and science	Mikyung Kim Wolf, Tim Farnsworth	ASE
2:35 - 3:05	Testing the cognate facilitation hypothesis through a depth of vocabulary knowledge (DVK) instrument based on word associations	Ellen Moore, Claudette D'Souza	ASE
3:10 - 3:40	The impact of inherent task structure on learner speech performance: An analysis of fluency, accuracy, and complexity	Emiko Kaneko	ASE

Session Chair: Vincent Palozzi

3:55 - 4:25	Intertextuality and ideology in a public genre network: Debating the U.S. "national language" amendment	Christine Tardy	TXT
4:30 - 5:00	Who are they? What are they? The everyday naming of Native Americans by U.S. journalists	Ruth Seymour	TXT

Senate

Time	Title	Presenter(s)	Strand
<i>Session Chair: Bill VanPatten</i>			
2:00 - 2:30	A la recherche des clitics perdus: L2 French learners' processing of y and en	Valerie Wust	SLA
2:35 - 3:05	Second language acquisition of relative clauses: A unified antisymmetric account	Öner Özçelik	SLA
3:10 - 3:40	Does the frequent use of subject relatives by L2 learners support the NPAH?	Kazuo Kanno	SLA

Session Chair: Merrill Swain

3:55 - 4:25	Two Japanese language tourists' experience of spoken output	Paul Quinn	SLA
4:30 - 5:00	Exploring the role of overt articulation in L2 output practice: A comparison between task repetition and strategic planning	Zhan Wang	SLA

Saturday Afternoon - Posters

Birdcage Walk

Time	Title	Presenter(s)	Strand
2:00 - 5:00	Child language therapists: Enhancing communication for adults with aphasia and Huntington's disease	Anita Pandey	COG
2:00 - 5:00	Processing English like Japanese? Backward transfer effect in bilingual's sentence processing	Kumiko Nakamura	COG
2:00 - 5:00	An fMRI study of second language vocabulary acquisition: Cortical activation during encoding and retrieval processes	Hyeonjeong Jeong, Motoaki Sugiura, Yuko Sassa, Keisuke Wakusawa, Ryuta Kawashima	COG
2:00 - 5:00	Beyond L1 transfer: A study of he/she misuse among Chinese ESL speakers	Jia Zhu	DIS
2:00 - 5:00	Teaching people's othered children: Internationally adopted students learning English	Karen Rodis	DIS
2:00 - 5:00	The smaller the group size, the more the group hedges	Miharu Nittono	DIS
2:00 - 5:00	'Getting by in Spain: A study on service encounter interlanguage requests'	Rebeca Bataller	LCS
2:00 - 5:00	e-Learning in endangered language documentation and revitalization	D. Victoria Rau, Meng-Chien Yang	LMR

2:00 - 5:00	The effects of Proposition 227 on dual language immersion programs in California schools	Margo Gordon	LPP
2:00 - 5:00	No Child Left Behind: Compliance or resistance?	Elizabeth Platt, Candace Harper	LPP
2:00 - 5:00	Second language intonation: A phonetic view	Lorena Jessop	SLA

Poster presenters will be available to discuss their research and respond to any questions between 9:25 and 10:25 in the morning and 3:10 to 4:10 in the afternoon.

Saturday Afternoon - Plenaries

Regency Ballroom			
Time	Title	Presenter(s)	Strand
<i>Session Chair:</i>			
5:10 - 6:20	Linguistic profiling: How your brain can fool your ear	Dennis R. Preston	SOC

SUNDAY SESSION DETAILS

SUNDAY MORNING, MARCH 30

Sunday Morning - Invited Colloquia

Executive			
Time	Invited Colloquium Title	Organizer	Strand
8:15 - 11:15	Issues of language acquisition and assessment as related to migration and citizenship	Nick Saville, Tim McNamara	ASE
	Paper Titles	Presenter(s)	
	Introduction and overview	Nick Saville	
	Denization, naturalization, education and freedom: Becoming a citizen	Joe LoBianco	
	Language testing perspectives: What is the construct?	Tim McNamara, Elana Shohamy, Piet Van Avermaet, Anthony Kunnan, Tzahi Kanza	
<i>Discussants: Alan Davies, James Lantolf</i>			

Sunday Morning - Colloquia

Diplomat			
Time	Colloquium Title	Organizer	Strand
8:15 - 11:15	The Changing Face of Writing Pedagogy	Deborah Horan	RWL
	Paper Titles	Presenter(s)	
	Beyond the personal narrative: Bilingual learners develop academic writing	Maria Estela Brisk	
	Fifth-grade bilingual students' journey in procedural writing: A functional approach	Margarita Zisselsberger	
	Navigating high-stakes contexts through SFL-based writing pedagogy	Elizabeth Harris	
	Beyond fossilized forms: The potential of genre-based writing pedagogies	Deborah A. Horan	

Sunday Morning - Papers

Cabinet			
Time	Title	Presenter(s)	Strand
<i>Session Chair: Mark James</i>			
8:15 - 8:45	Efficacy of computer assisted input-based language instruction on anaphora acquisition by adult English learners	Rong Liu	TEC

8:50 - 9:20	Integrate writing instruction with situated learning to develop academic literacies in adult second language learners	Ally Zhou	RWL
9:25 - 9:55	Supporting English learners' reading comprehension through functional grammar analysis	Mary Schleppegrell	RWL
<i>Session Chair: Nur Yigitoglu</i>			
10:10 - 10:40	Component reading skill efficiency and reading comprehension for adult ESL/EFL learners	Yasuyo Sawaki, John Sabatini	RWL
10:45 - 11:15	Qualities as nouns: The emergence of grammatical metaphor in a longitudinal L2 German corpus	Castle Sinicrope	RWL
11:20 - 11:50	Negotiating grammatical choices: A look at high school intermediate ESL students	Sarah Shin	RWL

Classic 273

Time	Title	Presenter(s)	Strand
<i>Session Chair: Paul McPherron</i>			
8:15 - 8:45	"Generation 1.5" and its discourses of partiality: A postmodern critique	Sarah Benesch	LID
8:50 - 9:20	Using Spanish outside the FL classroom in the US: Exploring ideologies of language, race, and social class in learner narratives	Anne Pomerantz	LID
9:25 - 9:55	Non-native teacher identities-in-practice	I-Chen Huang	PED
<i>Session Chair: Martin Balint</i>			
10:10 - 10:40	"Crepes on Friday": Examining gender differences in extrinsic motivation	Scott Kissau	PED
10:45 - 11:15	Motivating and motivation in language classrooms: Teachers do make a difference	Marie J. Guilloteaux	PED
11:20 - 11:50	Metaphors and gestures in ESL composition class	Jun Zhao	PED

Committee

Time	Title	Presenter(s)	Strand
<i>Session Chair: Ming Ming Chiu</i>			
8:15 - 8:45	NNES PhD students' enculturation across disciplines	Yu-jung Chang	LCS
8:50 - 9:20	The effects of intercultural education on Japanese high school EFL learners	Eriko Ishii	LCS
9:25 - 9:55	Language learning in cultural context: A comparative analysis of American and Russian ESL/EFL classroom socialization	Victoria Malko	LCS
<i>Session Chair: A. Alkistis Fleischer</i>			
10:10 - 10:40	Institutionalization trends in Black South African English: A case of New Englishes	Leketi Makalela	SOC
10:45 - 11:15	American attitudes toward six varieties of English in the USA and Britain	Katherine Morris	SOC
11:20 - 11:50	Avoidance of idioms: An ethnic group identity issue	Souha Ayed, Elizabeth Gatbonton	SOC

Congressional A

Time	Title	Presenter(s)	Strand
<i>Session Chair: Imma Miralpeix</i>			

8:15 - 8:45	Applications of electrophysiology to L2 aptitude testing	Helen Carpenter	ASE
8:50 - 9:20	L2 vs. L1 writing competence: Writing assessment and corpus analysis	Ewa Witalisz	ASE
9:25 - 9:55	Second language writing and reading-to-write assessment tasks: A process study	Lia Plakans	ASE

Session Chair: Lorenzo Garcia-Amaya

10:10 - 10:40	Temporal measures of fluency as indices of oral English proficiency	April Ginther, Slobodanka Dimova, Rui Yang	ASE
10:45 - 11:15	Investigating the construct validity of a task-based speaking placement test	Hyun Jung Kim	ASE
11:20 - 11:50	Human operated, machine aided, and automatic tests of spoken language	Hossein Farhady, Hora Hedayati	ASE

Congressional B

Time	Title	Presenter(s)	Strand
<i>Session Chair: Donna West</i>			
8:15 - 8:45	Writing in dual voices: A case study of an expert bilingual academic writer	Paul Kei Matsuda, Miyuki Sasaki, Aya Matsuda	RWL
8:50 - 9:20	Task-induced strategic processing in L2 text comprehension	Yukie Horiba	RWL
9:25 - 9:55	Mandarin-speaking children's references to frames of mind in narratives: The changing functions	Wen-hui Sah	SLA
<i>Session Chair: Hun-Sook Kang</i>			
10:10 - 10:40	The man in a car or a man in the car?: Article choice by advanced L2 users of English	Aneta Pavlenko, Scott Jarvis	SLA
10:45 - 11:15	How does bilingualism affect morphosyntactic development? A comparison of monolingual and bilingual children acquiring Basque and Spanish	Jennifer Austin	SLA
11:20 - 11:50	The processing role of Binding Principle A in the interpretation of reflexives by L2 speakers of English	Usha Lakshmanan, Hana Kim	SLA

Council

Time	Title	Presenter(s)	Strand
<i>Session Chair: Emmanuelle Le Pichon Vorstman</i>			
8:15 - 8:45	What you say and what you do: Re-thinking L2 learner strategies from a sociocultural perspective	Eun-Young Jang	SLA
8:50 - 9:20	Questioning as a communication strategy and beliefs about SLA: Interaction in internationally adoptive families	Lyn Wright Fogle	SLA
9:25 - 9:55	Learners' strategies to overcome frustration in foreign language writing	Nicola Schmerbeck	SLA
<i>Session Chair: Magdalena Kubanyiova</i>			
10:10 - 10:40	An ecological view of situational willingness to communicate in second Language classrooms	Yiqian (Katherine) Cao	SLA
10:45 - 11:15	The role of peer social networks in second language learning	Avary Carhill, Larry Selinker	SLA
11:20 - 11:50	The discursive construction of English language learners' motivation in China: An integrative perspective	Mingyue Gu	SLA

Diplomat

Time	Title	Presenter(s)	Strand
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Session Chair: Rong Liu

11:20 - 11:50	The roles of age and context in child second language production and development	Jenefer Philp, Rhonda Oliver, Alison Mackey	SLA
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Director's

Time	Title	Presenter(s)	Strand
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Session Chair: Nagwa Kassabagy

8:15 - 8:45	Maintaining multiparty intersubjectivity through "checked understanding" sequences: Analysis of an EFL teachers meeting	Duff Johnston	DIS
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8:50 - 9:20	Investigating intersubjectivity: How is it related to language performance in native-non native interactions?	Serpil Sonmez	DIS
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9:25 - 9:55	Figurative clusters enhance troubled talk at discursive junctions	Irit Kupferberg, David Green	DIS
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Session Chair: Kai-Lun Huang

10:10 - 10:40	Discursive interaction and learning: Where do instances of education occur in an online class?	Katalin Kabat	DIS
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10:45 - 11:15	Doing pedagogy: Question-answer sequences in ESL writing conferences	Innhwa Park	DIS
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11:20 - 11:50	Doing withholding in error feedback	Hansun Zhang Waring	DIS
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Executive

Time	Title	Presenter(s)	Strand
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Session Chair: Beatriz Lado

11:20 - 11:50	Bilingual processing and its influence on adult language learning	Catherine Stafford	BIH
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Forum

Time	Title	Presenter(s)	Strand
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Session Chair: Valerie Wust

8:15 - 8:45	Exploring the role of L1 in the task-based foreign language classroom: A cognitive and social dimension	Maria J. De La Fuente	PED
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8:50 - 9:20	Signaled recasts and learner uptake in an L2 Spanish classroom	Paul Toth, Angela Garritano	PED
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9:25 - 9:55	Teacher and learner perceptions of task difficulty	Parvaneh Tavakoli	PED
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Session Chair: Jennifer Ewald

10:10 - 10:40	The inconvenient body: (Re)creating the mind vs. body opposition in marathon narratives.	Alla Tovares	DIS
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10:45 - 11:15	Instructional discourse in the 'Fifth Dimension': Issues of agency, literacy and learning in a non-traditional after-school program	Deborah Poole	DIS
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11:20 - 11:50	The location of agency and identity in children's discourse	Elaine Shenk	DIS
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Robert's Private Dining Room

Time	Title	Presenter(s)	Strand
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Session Chair: Kathleen Riley

8:15 - 8:45	Speculating about work: Dinnertime narratives among American working families	Amy Paugh	LCS
8:50 - 9:20	Revisiting the summary: A corpus-based investigation of student selection strategies	Casey Keck	TXT
9:25 - 9:55	Metadiscourse awareness in academic writing: What ESL students seem to not know	Hongmei Wu	TXT

Session Chair: Jeng-Yih Hsu

10:10 - 10:40	Lexical bundles in L2 writing: An absence of register variation?	Bill Crawford	TXT
10:45 - 11:15	Positioning lexical bundles in university class sessions	Eniko Csomay, Viviana Cortes	TXT
11:20 - 11:50	A comparison of modal plus verb associations in written and spoken academic English and written general English	Yasuhiro Imao	TXT

Senate

Time	Title	Presenter(s)	Strand
<i>Session Chair: Felicia Roberts</i>			
8:15 - 8:45	Adaptive second language learning: The case of EAP learners in Australia	Lindy Woodrow	LLC
8:50 - 9:20	New language learners and effective language learning strategy use	Michelina Bonanno, Cynthia Taskesen	LLC
9:25 - 9:55	U.S. monolingual English-speakers who become successful additional language users	Mary Curran	LLC
<i>Session Chair: Susana Sotillo</i>			
10:10 - 10:40	Participation framework and multi-voicedness in technology-mediated communication: Mediated subtitles on Korean TV shows	Junghee Park	TEC
10:45 - 11:15	Digital deixis: Multiple senses of self in an online role-playing game	Dionne Soares	TEC
11:20 - 11:50	Mobile phones and language learners in the net generation	Rebecca Blankenship	TEC

Sunday Morning - Posters

Birdcage Walk

Time	Title	Presenter(s)	Strand
8:15 - 11:15	Minority and heritage teacher beliefs about language education and bilingualism: Investigating a two year M.A. program for rural Alaska	Sabine Siekmann, Joan Parker Webster, Patrick Marlow	BIH
8:15 - 11:15	Relative clause processing: Effects of working memory and sentence complexity	Ji Kim	COG
8:15 - 11:15	Air traffic communication in a second language: Effects of cognitive workload	Candace Farris	COG
8:15 - 11:15	Dynamic assessment in a Yup'ik L2 intermediate adult classroom	Walkie Charles	LMR
8:15 - 11:15	Minority language planning and maintenance in southern Siberia, Russian Federation	Joan Chevalier	LMR

8:15 - 11:15	The integration of language and content: Form-focussed instruction in a content-based language program	Antonella Valeo	PED
8:15 - 11:15	Communication tasks and vocabulary acquisition	Marisol Fernandez-Garcia	RWL
8:15 - 11:15	Effects of extensive reading: The relationship between the amount of reading and reading attitude	Yuko Hijikata	RWL
8:15 - 11:15	Tapping the potential: Read-alouds in a Chinese heritage language classroom	Chang Pu, XiaoShi Li	RWL
8:15 - 11:15	Multilingualism of the Lahu Na	Alec Lapidus	SOC
8:15 - 11:15	Priming effects on translation by Korean-English bilinguals	Jung Hyun Lim	TRI

Poster presenters will be available to discuss their research and respond to any questions between 9:25 and 10:25 in the morning and 3:10 to 4:10 in the afternoon.

Sunday Morning - Plenaries

Regency Ballroom			
Time	Title	Presenter(s)	Strand
<i>Session Chair:</i>			
11:55 - 1:00	Multilingual Education Policy and Practice: Ten Certainties	Nancy H. Hornberger	LPP

SUNDAY AFTERNOON, MARCH 30
Sunday Afternoon - Invited Colloquia

Diplomat			
Time	Invited Colloquium Title	Organizer	Strand
2:00 - 5:00	Second/foreign language learning and teaching for learners with special needs	Judit Kormos, Edit Kontras	LLC
	Paper Titles	Presenter(s)	
	Diagnosing dyslexia in a second language context	Esther Geva	
	The effectiveness of multi-sensory instruction in teaching dyslexic language learners	Joanna Nijakowska	
	Modes of assessment for language learners with special needs	Zsuzsanna Abrams	
	A qualitative interview study of Hungarian dyslexic language learners' motivation	Judit Kormos, Kata Csizer	
	Addressing the input challenge facing deaf learners of English	Gerald P. Berent	

Sunday Afternoon - Colloquia

Executive			
Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Neurocognitive investigations of second language perception, representation and processing	Karen Froud, Rim Khamis-Dakwar	COG
	Paper Titles	Presenter(s)	
	Lexical representation in bilingual speakers of Cantonese and Mandarin: A neurolinguistic approach	Karen Keung	
	When is a second language really acquired? An EEG study of the automatization of second language knowledge	J.D. Purdy	
	Speech perception in late Spanish/English bilinguals: an EEG study of vowel recognition	Paula Garcia	
	Language or dialect? Using EEG to determine language status in Arabic diglossic codeswitching	Rim Khamis-Dakwar	
Regency Ballroom			
Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Situated pluriliteracies: Toward a pedagogy of mutuality	Kelleen Toohey, Angela Creese	RWL
	Paper Titles	Presenter(s)	
	Negotiating heritage: Contesting and complying with biliterate texts in community language schools	Angela Creese	
	Investigating community practices to develop multiliteracies curricula	Kelleen Toohey, Paul Neufeld	

Literacy, identity and the globalisation of yoga teaching

Jill Bourne

Constructing pluriliteracy practices in U.S. Schools

Ofelia Garcia

Discussant: Nancy Hornberger

Sunday Afternoon - Papers

Cabinet

Time	Title	Presenter(s)	Strand
<i>Session Chair: Naoko Taguchi</i>			
2:00 - 2:30	Online learner strategies instruction and virtual assessment in Spanish pragmatics: Does it work?	Julie Sykes, Andrew Cohen	TEC
2:35 - 3:05	Designing and learning in Second Life Chinese Island	Dongping Zheng, Ning Li, Ken Dirkin	TEC
3:10 - 3:40	Calibrated peer review	Ya-Chin Tsai	TEC
<i>Session Chair: Dionne Soares</i>			
3:55 - 4:25	Gender identities in L2 writing: When structure meets agency	Kai-Lun Huang, Chi-Fen Chen	LCS
4:30 - 5:00	Variation in the use of discourse markers by L2 speakers of English in the study-abroad context	Silvie Liao	LCS

Classic 273

Time	Title	Presenter(s)	Strand
<i>Session Chair: Yasuhiro Imao</i>			
2:00 - 2:30	Ethnographic evaluation of study abroad as a cultural event	Federica Goldoni	ASE
2:35 - 3:05	Forensic linguistics meets language testing: Using authorship attribution to determine cheating	Rachel Brooks	ASE
3:10 - 3:40	The impact of learner factors in English as a foreign language program evaluation	Martin Balint	ASE
<i>Session Chair: Serpil Sonmez</i>			
3:55 - 4:25	Outdated dichotomies? The use of summative assessments for formative purposes	Chris Davison, Gerry Davies	ASE
4:30 - 5:00	The merits and potential weaknesses of depth-of-vocabulary-knowledge tests containing paradigmatic and syntagmatic associations: An exemplar	Vedran Dronjic, Maria Claudia Petrescu, Rena Helms-Park	ASE

Committee

Time	Title	Presenter(s)	Strand
<i>Session Chair: Yu-jung Chang</i>			
2:00 - 2:30	The interaction of inter-turn silence, sequence type, and prosody in American and Italian perceptions of "trouble" in interaction	Felicia Roberts, Piera Margutti	SOC

2:35 - 3:05	Statistical discourse analyses of algebra students' group problem solving: Identifying conversation watersheds and action sequences that predict correct, new ideas	Ming Ming Chiu	DIS
3:10 - 3:40	Microanalysis of learner talk in and around role-plays in the language classroom	Keiko Ikeda	DIS

Session Chair: Margaret van Naerssen

3:55 - 4:25	Health communication behaviors, strategies, and sources of health information of female marriage-based immigrants in Taiwan	Amber Navarre	SOC
4:30 - 5:00	An analysis of the effect of patient age on Taiwanese doctor's questions in primary care encounters	Yuan-Li Chiu, Hsin-Chiao Wang , Yen-Ling Chen, Chi-Chih Kuo	SOC

Congressional A

Time	Title	Presenter(s)	Strand
<i>Session Chair: Tania Salies</i>			
2:00 - 2:30	Recasts in EFL adult classrooms: A study of learner recognition and uptake	Ji Hyun Kim	SLA
2:35 - 3:05	Effects of modality and perceptual salience on recasts	Yucel Yilmaz, Dogan Yuksel	SLA
3:10 - 3:40	Participation structure and its impacts on the effectiveness of spontaneous focus on form in L2 classrooms	Hossein Nassaji	SLA
<i>Session Chair: Hyun Jung Kim</i>			
3:55 - 4:25	Novice and experienced raters' holistic ratings of ESL essays: Focus on form or meaning?	Khaled Barkaoui	ASE
4:30 - 5:00	Topic-related bias in second language performance assessment: A FACETS analysis of standardized writing exam ratings	Gad Lim, Jeff Johnson	ASE

Congressional B

Time	Title	Presenter(s)	Strand
<i>Session Chair: Stefan Frazier</i>			
2:00 - 2:30	Information structure and second language writing	Mark Johnson	RWL
3:10 - 3:40	English writing instructions in EFL contexts: Focusing on South Korea	Mi-Young Kim	RWL
<i>Session Chair: Nicole Tracy-Ventura</i>			
3:55 - 4:25	The effects of second language learning on the perception of direct and indirect speech	Rachel Hansen	DIS
4:30 - 5:00	The interaction of task type and proficiency level in cohesive discourse	Colleen Neary	DIS

Council

Time	Title	Presenter(s)	Strand
<i>Session Chair: Ana Schwartz</i>			
2:00 - 2:30	The strategic structure structures on reading comprehension-the new discovery by eye movement	Li-Hao Yeh, Ana I. Schwartz	COG
2:35 - 3:05	Norming of English-Spanish ambiguous cognates	Ana Areas da Luz Fontes	COG
3:10 - 3:40	FOXP2 gene mutation and language impairment in the KE family: Circular causality of brain abnormalities and behavioral deficits	Namhee Lee	COG
<i>Session Chair: Eniko Csomay</i>			
3:55 - 4:25	Using latent semantic analysis to investigate the growth of L2 lexical networks	Scott Crossley	SLA

4:30 - 5:00 Teaching lexical collocations to enhance speaking proficiency of college English majors in Taiwan Jeng-yih Tim Hsu SLA

Director's

Time	Title	Presenter(s)	Strand
<i>Session Chair: Miho Fujiwara</i>			
2:00 - 2:30	Immigrant English language learners' access to higher education	Yasuko Kanno, Manka Varghese	BIH
2:35 - 3:05	Are foreign language residences acquisition-rich environments?	Cary Johnson, Wendy Baker, Laura Catharine Smith, Rob Martinsen	BIH
3:10 - 3:40	Enhancing best practices in second language writing through a professional learning community	Paula Lee Kristmanson, Joseph Dicks, Josée Le Boutillier, Renée Bourgoïn	BIH
<i>Session Chair: Chisato Koike</i>			
3:55 - 4:25	On what basis do Japanese native speakers use zero anaphora? : A theoretical and an empirical account using Centering Theory	Miho Fujiwara, Mitsuko Yamura-Takei	DIS
4:30 - 5:00	The organization of turns-at-talk: On the use of the deictic anaphoric verb kulehta in Korean	Jae-Eun Park	DIS

Forum

Time	Title	Presenter(s)	Strand
<i>Session Chair: David Hall</i>			
2:00 - 2:30	Re-thinking authenticity, involvement and code-switching in the FL classroom	Mark Warford	PED
2:35 - 3:05	English and indigenous children in multilingual settings: Its impact and teacher preparation issues	Mario E. Lopez-Gopar	PED
3:10 - 3:40	Engaging with ESL, EFL, and EIL in Sweden: Sociolinguistic awareness in English language teacher training	Francis M. Hult	PED
<i>Session Chair: Mingyue Gu</i>			
3:55 - 4:25	Authoring oneself and being authored: First-year college students' writing as identity negotiation	Dora Panayotova	LCS
4:30 - 5:00	Task effects in masked translation priming	Xin Wang	COG

Robert's Private Dining Room

Time	Title	Presenter(s)	Strand
<i>Session Chair: Elaine Shenk</i>			
2:00 - 2:30	An order is an order: Language and gender in the military workplace	Patricia Genung	SOC
2:35 - 3:05	Language-in-healthcare policy and the ethnicization of medicine	Glenn Martinez, Georgina Garcia	LPP
3:10 - 3:40	Linguistic nationalism in the era of globalization: Discursive strategies for national unification in Japan's language policy	Kojiro Murakawa	LPP
<i>Session Chair: Lisa Stevens</i>			
3:55 - 4:25	Undocumented students and higher education: Escaping the common ideologies	Julian Jefferies	LID
4:30 - 5:00	"This school reminds me of Ellis Island": The discursive construction of race and class in English language teaching	Doris Warriner	LID

Senate

Time	Title	Presenter(s)	Strand
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Session Chair: Amber Navarre

2:00 - 2:30	Building theory of mind within family interaction: Discourse and embodiment in pretend play with deaf children and their hearing parents	Irenka Dominguez Pareto	LCS
2:35 - 3:05	Socially constructed selves: Gender, attitudes, socialization patterns and L2 attainment	Nihat Polat	LCS
3:10 - 3:40	"Which one is playing- is playing with stuff?": A study of language socialization in Taiwanese preschools	Hsin-fu Chiu	LCS

Session Chair: Ronald Leow

3:55 - 4:25	Eye movement patterns in intermediate L2 French readers	Mark Overstreet, Wynne Wong	SLA
4:30 - 5:00	Noticing new words while reading in a foreign language: An eye-tracking study into quantitative differences	Aline Godfroid, Frank Boers, Alex Housen	SLA

Sunday Afternoon - Posters

Birdcage Walk			
Time	Title	Presenter(s)	Strand
2:00 - 5:00	Is English an international lingua franca?: Globalization and language learning in rural Japan	Sandra McKay, Ryuko Kubota	LID
2:00 - 5:00	Search for belonging: African immigrant high school students negotiating identity	Afra A. Hersi	LLC
2:00 - 5:00	Teachers' and students' perceptions of teacher motivational behavior	Seniye Vural	LLC
2:00 - 5:00	The earlier the better? Challenges in research methodology inquiring into early modern foreign language programs	Marianne Nikolov	PED
2:00 - 5:00	Corrective feedback: The effect of negotiation of form on second language learning	Megumi Fujio	PED
2:00 - 5:00	Effects of second language immersion on first and second language production ability	Tammy Jandrey Hertel	SLA
2:00 - 5:00	A closer look at the output hypothesis: A replication of Izumi (2002) in a Spanish as a foreign language context	Victoria Russell	SLA
2:00 - 5:00	Kaffeeklatsch! gossip and small talk in German conversation training	Anita Jayachandran	TEC
2:00 - 5:00	A comparison between automated computer feedback and teacher feedback on ESL writing in its effectiveness	Soojung Lee	TEC
2:00 - 5:00	Effects of electronic portfolios on EFL oral performance	Shao-Ting Alan Hung, Heng-Tsung Huang	TEC
2:00 - 5:00	Text analysis and text types: Sound, form, meaning, and use	Shih-ping Wang	TXT
2:00 - 5:00	Lexical development in FL writing	Pieter De Haan	TXT

Poster presenters will be available to discuss their research and respond to any questions between 9:25 and 10:25 in the morning and 3:10 to 4:10 in the afternoon.

Sunday Afternoon - Plenaries

Regency Ballroom			
Time	Title	Presenter(s)	Strand
American Association for Applied Linguistics			

Session Chair:

5:10 - 6:20

Are individual differences really individual?

Zoltán Dörnyei

LLC

MONDAY
SESSION
DETAILS

MONDAY MORNING, MARCH 31
Monday Morning - Invited Colloquia

Regency Ballroom			
Time	Invited Colloquium Title	Organizer	Strand
8:15 - 11:15	Exploring the neurocognition of second-language processing	Lee Osterhout	COG
	Paper Titles	Presenter(s)	
	Neurophysiological differences in first and second language processing	Angela Friederici	
	How the brain changes during the earliest stages of second language learning	Lee Osterhout, Cheryl Frenck-Mestre	
	Memory, brain and second language	Michael Ullman	
	Age of acquisition, language proficiency and the bilingual brain	Arturo Hernandez	
	Error-related responses supporting grammatical plasticity	Douglas J. Davidson, Peter Indefrey	

Monday Morning - Colloquia

Diplomat			
Time	Colloquium Title	Organizer	Strand
8:15 - 11:15	Reappraising the interview in applied linguistics research: Whose truth, whose voice, what theory?	Steven Talmy	DIS
	Paper Titles	Presenter(s)	
	Contrasting thematic and discourse analyses of interview data: The case of "fresh off the boat"	Steven Talmy	
	Interview "problems" as topics for analysis	Kathryn Roulston	
	Positioning self, reporting experience: Accounting for "unreliable" interviewees in second language research	Elizabeth Miller	
	"That's the real thing": Interviews as discourse and interaction	Matthew Prior	
	Following leads and leading responses: "Continuers" and interviewer positioning	Keith Richards	

Discussant: Srikant Sarangi

Empire			
Time	Colloquium Title	Organizer	Strand
8:15 - 11:15	Beyond multiplicity: Languages and identities in flux	Margaret Hawkins	LCS
	Paper Titles	Presenter(s)	

The identity and language practices of immigrant and refugee children in an after-school center	Jane Zuengler
Mediating language and identity work: Immigrant youth in community-based sites of learning	Margaret Hawkins
Immigrant youths' digital practices in negotiating local and translocal affiliations	Eva Lam

Palladian

Time	Colloquium Title	Organizer	Strand
8:15 - 11:15	Current Issues in the Perception and Production of L2/L3 Phonology	Robert Carlisle	SLA
	Paper Titles	Presenter(s)	
	First Language Attrition in Rating Foreign Accents	Roy Major, Barbara Baptista	
	Age of Learning, Near-Nativeness, and the Production and Perception of VOT in a Second Language	Niclas Abrahamsson	
	Feature Enhancement in L2 phonology	John Archibald	
	The Influence of Sonority on Prothesis	Robert Carlisle	
	Cross-linguistic Influence in L3 Phonology	Jeffrey Steele	

Monday Morning - Papers

Cabinet

Time	Title	Presenter(s)	Strand
<i>Session Chair: Zhan Wang</i>			
8:15 - 8:45	Formulaic sequences in high level L2 use: The effects of task variation	Fanny Forsberg	SLA
8:50 - 9:20	Effects of working memory and pre-task planning on L2 narrative retellings	Zhisheng Wen	SLA
9:25 - 9:55	L1 and L2 English speakers' recall of formulaic sequences	Tatiana Nekrasova	SLA
<i>Session Chair: Camilla Vasquez</i>			
10:10 - 10:40	The relationship between emergence, attempts, and accuracy in an instructional study of L2 Spanish	Nicole Tracy-Ventura	SLA
10:45 - 11:15	The role of input frequency in the acquisition of the English ditransitive construction by Korean speakers of English	JungEun Year	SLA
11:20 - 11:50	A hybrid, ethnomethodological-experimental approach to examining L2 pragmatic development in German	Peter Golato, Andrea Golato	SLA
11:55 - 12:25	To backshift or not: Grammatical and pragmatic variation in second and foreign language	Krassimira Charkova, Laura Halliday	SLA

Calvert

Time	Title	Presenter(s)	Strand
<i>Session Chair: Chan Lu</i>			

8:15 - 8:45	Task complexity, interaction, and linguistic output: A classroom-based study	Andrea Revesz, Moon Jeung Chang	PED
8:50 - 9:20	Freedom and constraint in the use of pedagogical tasks: A study of group task talk	Martin Bygate	PED
9:25 - 9:55	Exploring the effects of meaning- and word-focused tasks on EFL vocabulary acquisition.	Elke Peters	PED

Session Chair: Genevieve Maheux-Pelletier

10:45 - 11:15	Recasts and the production of English articles	Nagwa Kassabgy	PED
11:20 - 11:50	The effect of different modes of feedback on intermediate and advanced learners' writing	Gillian Wigglesworth	PED
11:55 - 12:25	Deconstructing implicit and explicit feedback	Melissa Bowles	PED

Committee

Time	Title	Presenter(s)	Strand
<i>Session Chair: Kornwipa Poonpon</i>			
8:15 - 8:45	Between 'small talk' and praying: Pronunciation and identity among Yemenite migrants' descendants in Israel	Michal Tannenbaum	LMR
8:50 - 9:20	Mixed versus syncretic language projects: The case of Media Lengua in Shacodo, Ecuador	Marco Shappeck	LMR

Congressional A

Time	Title	Presenter(s)	Strand
<i>Session Chair: Bill Crawford</i>			
8:15 - 8:45	The transfer of L1 coherence building skills to L2 reading	Liu Li	RWL
8:50 - 9:20	Genre talk: English language learners' construction of genre awareness through talk	Joshua Schulze	RWL
9:25 - 9:55	Process or post-process pedagogies? Insights from a learner needs analysis of second language writers	Guillaume Gentil, Josee Bigras, Maureen O'Connor	RWL
<i>Session Chair: Robert Summers</i>			
10:10 - 10:40	Corrective feedback in CALL: A longitudinal study of learner uptake	Trude Heift	TEC
10:45 - 11:15	Exploring types of teacher's corrective feedback and learner uptake in an online Japanese as a foreign language classroom	Satomi Suzuki	TEC
11:20 - 11:50	Learning and development dynamics in ESL computer-mediated peer response	Li Jin	TEC
11:55 - 12:25	An observational study of corrective feedback strategies for ICALL systems	Anita Ferreira	TEC

Congressional B

Time	Title	Presenter(s)	Strand
<i>Session Chair: Carol Lynn Moder</i>			
8:15 - 8:45	The construction of families in the discourse of educational leaders in high and low income districts: Handicaps & assets	Felecia Briscoe	DIS
8:50 - 9:20	Interaction at the onset of joint storytelling	Chisato Koike	DIS
9:25 - 9:55	Genre analysis: Advice literature on raising multilingual children	Hidy Basta	DIS

Session Chair: Ariana Mangual

10:10 - 10:40	Tuning and distance: literal and metaphorical uses of "so-called" in spoken American English discourse.	Carol Lynn Moder	DIS
10:45 - 11:15	Social work interaction: A linguistic ethnography of interactional control in caseworker-client interactions in a New York city homeless shelter	Maureen Matarese	DIS
11:20 - 11:50	More than just the call: Call centre communication analyzing the words, the grammar and the call	Gail Forey	DIS
11:55 - 12:25	Stance in contrasting research paradigms: Comparing reports of qualitative and quantitative research	Bethany Ekle Gray	TXT

Council

Time	Title	Presenter(s)	Strand
<i>Session Chair: Hansun Zhang Waring</i>			
8:15 - 8:45	Mexican immigrant family's Spanish/English bilingualism in the U.S.	Michelle Ueland	SOC
8:50 - 9:20	Chinese preschoolers' code-switching in Mandarin: A corpus based study	Hock Huan Goh, Yongbing Liu, Chunsheng Zhao	SOC
9:25 - 9:55	Te Espero: Varying child bilingual abilities and the effects on family dynamics in Mexican immigrant families	Corinne Seals	SOC

Session Chair: Olga Griswold

10:10 - 10:40	Identity negotiation of the first-year L2 undergraduates: Identity as a missing link in learning academic literacies	Hyechong Park	RWL
10:45 - 11:15	Religious literacy, ethnicity, and identity in a Slavic-language congregation	Heather Walker Peterson	RWL
11:20 - 11:50	The reliability of readability formulas and construct validity of reading based on readability formulas, expert opinion, & student comments	Shahin Vaezi, Mohsen Taraghi	RWL
11:55 - 12:25	Formation of the self in dialogue: The pain and promise of second language learning	Ludmila Marchenkova	LCS

Diplomat

Time	Title	Presenter(s)	Strand
<i>Session Chair: Myra Goldschmidt</i>			
11:55 - 12:25	Pedagogic task design: another look at capturing differences among tasks	Virginia Samuda	PED

Director's

Time	Title	Presenter(s)	Strand
<i>Session Chair: Anne Pomerantz</i>			
8:15 - 8:45	Cultural narratives and heritage language learning: A case study of adult, Tejana Spanish learners	Joellen E. Coryell, Lisa Gardner Flores	BIH
8:50 - 9:20	Bilingual acquisition and variations in linguistic profiles of heritage language learners of Korean	Hi-Sun Helen Kim	BIH
9:25 - 9:55	Inheriting more than just Spanish: Heritage language learners' internalization of instructor perceptions	Natalie Lefkowitz, John Hedgcock	BIH
<i>Session Chair: Helen Carpenter</i>			
10:10 - 10:40	Learning language for employment: Beyond the linguistic socialization of immigrant Canadians	Yan Guo	SOC

10:45 - 11:15	Individual variables and external conditions: Experience, aptitude, and explicit instruction	Cristina Sanz	COG
11:20 - 11:50	The processing of inflectional morphology in L1 and L2 Spanish: Memorization vs. on-line computation	Harriet Wood Bowden	COG
11:55 - 12:25	Online processing of L2 gender agreement	Nuria Sagarra	COG

Executive

Time	Title	Presenter(s)	Strand
<i>Session Chair: Rebecca Foote</i>			
8:15 - 8:45	Does production lead perception in the acquisition of L2 phonemic contrasts?	Fred Eckman, Gregory Iverson	SLA
8:50 - 9:20	Children's integration of onomatopoeia into the syntax of motion events: To being or not to being in Japanese and English	David Stringer	SLA
9:25 - 9:55	The learning of processing routines appropriate for target languages	Masahiro Hara	SLA
<i>Session Chair: Hikyung Lee</i>			
10:10 - 10:40	Testing the Preferred Antecedent Hypothesis in Spanish L1 and L2	Bill VanPatten, Gregory Keating	SLA
10:45 - 11:15	Initial mapping and retention of separable-prefix verb constructions	Susanne Rott	SLA
11:20 - 11:50	Spanish clitic complexity and the competition model: The facilitative effects of the acquisition of one linguistic item on a second	Kaylea Mayer	SLA
11:55 - 12:25	The influence of production accuracy on suprasegmental listening comprehension	Adriana Romanini	SLA

Forum

Time	Title	Presenter(s)	Strand
<i>Session Chair: Suguru Ishizaki</i>			
8:15 - 8:45	Teachers learning to assess interactively: An analysis of interactive assessment discourse, ESL teachers' strategy use and teacher development issues	Nicole Tavares, Liz Hamp-Lyons	ASE
8:50 - 9:20	Using evidence argumentation for language proficiency assessment in courts	Margaret Van Naerssen	ASE
9:25 - 9:55	Professional language proficiency: Establishing thresholds for licensure in engineering.	David Watt	ASE
<i>Session Chair: Marco Shappeck</i>			
10:10 - 10:40	Investigating the contributing factors to L2 pragmatic knowledge	Xiaoqing Chen , Shaofeng Li	LCS
10:45 - 11:15	Measuring socio-linguistic variables in political speeches	Antonio Reyes Rodriguez	SOC
11:20 - 11:50	"I am nothing in front of them": Narratives of a Hindi-medium educated Indian woman	Priti Sandhu	SOC
11:55 - 12:25	A framework for pronunciation learning strategies	Grant Eckstein, C. Ray Graham	LLC

Governor's

Time	Title	Presenter(s)	Strand
<i>Session Chair: Lace Marie Brogden</i>			
8:15 - 8:45	A cross-national perspective on self-determined motivation to learn English	Kimberly Noels, Maureen Ehrensberger-Dow, Hiroshi Ota, Kristie Saumure	LLC

8:50 - 9:20	The ideal L2 selves of Japanese learners of English	Stephen Ryan	LLC
9:25 - 9:55	"Individual differences" or shifting possible selves?: Intertemporal change, contextual diversity, and one individual's motivation for language learning.	Philip MacLellan	LLC

Session Chair: Irit Kupferberg

10:10 - 10:40	What lies beneath: Influences on rater assessments of L2 pronunciation	Talia Isaacs, Ron Thomson	ASE
10:45 - 11:15	Critiquing the mandate: Standards evaluation through language-test specification reverse-engineering	F. Scott Walters	ASE
11:20 - 11:50	Impact of rater characteristics and acoustic measures of accentedness on ratings of international teaching assistants' oral performance	Okim Kang, Don Rubin, Lucy Pickering	ASE
11:55 - 12:25	Investigating grammatical features to describe speaking test responses	Kornwipa Poonpon, Joan Jamieson	ASE

Palladian

Time	Title	Presenter(s)	Strand
<i>Session Chair: Sandra Silberstein</i>			
11:20 - 11:50	Language maintenance and the family: Dilemmas for the Sri Lankan Tamil diaspora	Suresh Canagarajah	LMR
11:55 - 12:25	Evidence of cognitive change: Languaging with an older adult	Merrill Swain, Sharon Lapkin	DIS

Robert's Private Dining Room

Time	Title	Presenter(s)	Strand
<i>Session Chair: Mariko Emura</i>			
8:15 - 8:45	Developing L2-pragmatic competence through second-language socialization	Miwako Yanagisawa	LCS
8:50 - 9:20	Achieving pragmatic competence among non-native English speakers in a graduate TESOL program: The roles of learning environment and language proficiency	Wei Xu, Rod Case, Yu Wang	LCS
9:25 - 9:55	The two-party collaborative complaint event: How are amicable/contentious complaint outcomes jointly constructed?	Paula Korko	LCS
<i>Session Chair: Brad Teague</i>			
10:10 - 10:40	Teachers negotiating top-down reform in literacy instruction for English learners	Lucinda Pease-Alvarez, Katharine Samway	LPP
10:45 - 11:15	Institutional language planning in higher education	Jennifer Haan	LPP
11:20 - 11:50	J'ai un mot à dire: Metapragmatic cues and the projection of identity by Congolese immigrants in Montreal	Kathleen Riley, Jacqueline Peters, Olivier Couture	LCS
11:55 - 12:25	Pragmatic, stylistic, and aesthetic considerations of language use in the teaching of conflict resolution skills	Anna G. Shin	LCS

Senate

Time	Title	Presenter(s)	Strand
<i>Session Chair: Irenka Dominguez-Pareto</i>			
8:15 - 8:45	Basil Bernstein's codes recontextualized	Geoff Williams	LCS
8:50 - 9:20	"Come on, people, this is Teatro": Chicana/o participation in a Chicano Secret Service Teatro	Lauren Mason	LCS

9:25 - 9:55	Approaches to studying Mexican mothers' and children's conceptualization of national identity	Ariana Mangual	LCS
<i>Session Chair: Dr. Sandra Zappa-Hollman</i>			
10:10 - 10:40	Elementary foreign language teachers' development through study and work abroad	Valia Spiliotopoulos	BIH
10:45 - 11:15	Biliteracy and educational experiences among immigrant adolescent students	Silvia Pessoa	BIH
11:20 - 11:50	Quality does matter when they express their deep lexical knowledge	Parto Pajoohesh	BIH
11:55 - 12:25	The role of cultural background knowledge in grade three French immersion students reading comprehension	Isabelle Denizot, Monique Bournot-Trites	BIH

Monday Morning - Posters

Birdcage Walk			
Time	Title	Presenter(s)	Strand
8:15 - 11:15	How particular segmental phonetic features (don't) affect attitudes towards nonnative speech	Stephanie Lindemann, Gretchen Andrews, Sarah Irani, Amanda Lanier, Anna Lukyanchenko, Eliana Hirano	LID
8:15 - 11:15	The role of English language teaching in building open societies	Amy Minett	LID
8:15 - 11:15	Understanding community linguistic diversity: An ecological approach to examining language use patterns of international graduate students	Edith Cassell	LPP
8:15 - 11:15	French vs English in Lebanon	Kassim Shaaban, Ghazi Ghaith	LPP
8:15 - 11:15	The closet in the classroom: Re-positioning queer identity as a non-issue in TESOL	Marlen Harrison	LPP
8:15 - 11:15	Translators and interpreters: Difference in attitude and skills?	Daniël Bauwens	TRI
8:15 - 11:15	Issues on language proficiency testing for interpreters	Katherine Langan	TRI
8:15 - 11:15	Rhetorical structure in text-world creation among L2 writers	Paul Russell	TXT
8:15 - 11:15	An analysis of hedging in legal discourse: A cognitive linguistic approach	Natalia Jacobsen	TXT

Poster presenters will be available to discuss their research and respond to any questions between 9:25 and 10:25 in the morning and 3:10 to 4:10 in the afternoon.

MONDAY AFTERNOON, MARCH 31

Monday Afternoon - Colloquia

Diplomat			
Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Child Spanish speakers in the U.S., Canada, Australia and England: Linguistic identity and acquisition	Jason Rothman	SOC
	Paper Titles	Presenter(s)	
	The persistence of monolingualism: The cost of maintaining Spanish in Australia	Daniel Martin	
	From parental attitudes to input conditions: A look at Spanish-English bilingual development in an urban setting in Canada	Ana T. Perez-Leroux, Alejandro Cuza, Danielle Thomas	
	Voicing language dominance: The acquisition of interfaces by English/Spanish bilingual adolescents	Pedro Guijarro Fuentes, Theo Marinis	
	Ethnolinguistic identity: The challenge of fomenting and maintaining Spanish-English bilingualism in American schools	Guadalupe Valdes	

Discussants: Jason Rothman, Kim Potowski

Palladian			
Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Oral and Written Corrective Feedback: Theory, Research and Practice	Younghee Sheen	SLA
	Paper Titles	Presenter(s)	
	Uptake, modified output, and learner perceptions of feedback	Takako Egi	
	Noticeability of corrective feedback and individual learner variables	Ahlem Ammar	
	The effects of prompts versus recasts in dyadic interaction	Roy Lyster	
	Written corrective feedback and L2 acquisition: Recent research evidence and future prospects	John Bitchener	
	Second language writing research and written corrective feedback in SLA: Intersections and practical applications	Dana Ferris	

Discussant: Rod Ellis

Regency Ballroom			
Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Language, sociality, and brain: Lessons from neuropathology	Lisa Mikesell	LCS
	Paper Titles	Presenter(s)	
	Working from brain to language	John Schumann	
	The role of the prefrontal cortex in social knowledge and behavior	Anna Joaquin	
	Frontotemporal dementia's influence on social structure: An interactional study of caregiver's modification of patient's participation	Michael Sean Smith	

Managing "inappropriate" behavior of frontotemporal dementia patients: Reflecting on what it means to be socially (in)appropriate	Lisa Mikesell
Self-perception and others' perception of self: Insights from question-response sequences during doctor-FTD patient interactions	Netta Avineri
The role of Theory of Mind in ordinary conversation: Linking discourse practices and cognitive impairment in frontotemporal dementia	Andrea Mates

Monday Afternoon - Papers

Cabinet

Time	Title	Presenter(s)	Strand
<i>Session Chair: Joshua Schulze</i>			
2:00 - 2:30	Talking back to Newt Gingrich: Multimodal constructions of language ideology on Youtube.com	Jennifer Sclafani	LID
2:35 - 3:05	A mediated occupation: From redemption to despair, the evolution of media narratives	Sandra Silberstein	LID
3:10 - 3:40	Accentuating the dominant other: SLA, mock accents, and resistance among linguistic minorities	Shlomy Kattan	LID
<i>Session Chair: Mathias Schulze</i>			
3:55 - 4:25	Using linguistic analysis to investigate medical literacy: A case study of an animated, interactive informed consent	Corinne Renguette, Mary Theresa Seig	TEC
4:30 - 5:00	A prerequisite for successful ICT integration into language learning: Students' readiness	Sei-Hwa Jung	TEC

Calvert

Time	Title	Presenter(s)	Strand
<i>Session Chair: David Stringer</i>			
2:00 - 2:30	Effects of explicit and implicit conditions on late-learned second language retention: Evidence from event-related potentials	Kara Morgan-Short, Marco Pieyro, Stephanie Lukas, Karsten Steinhauer	COG
2:35 - 3:05	Robust learning of vocabulary in teacher-fronted classrooms and in CALL	Alan Juffs, Maxine Eskenazi, Lois Wilson, Michael Heilman	PED
3:10 - 3:40	Language learners' e-mails: A context for teacher-student communication, L2 writing practice or both?	Jennifer Ewald, Anne Edstrom	PED
<i>Session Chair: Christa de Kleine</i>			
3:55 - 4:25	Exploring the CBI effects on skill-development, domain-specific knowledge, and metacognition in the L2	Sebnem Yalcin	PED
4:30 - 5:00	To FonF or not to FonF? Re-examining the question	Paul Lyddon	PED

Congressional A

Time	Title	Presenter(s)	Strand
<i>Session Chair: Castle Sinicrope</i>			
2:00 - 2:30	Military language management	Bernard Spolsky	LPP
2:35 - 3:05	Responses to EFL certification in Mexican universities: A case study in the U.S.-Mexico Border	Silvia Nogueron-Rousseau	LPP
3:10 - 3:40	Test accommodations as a mechanism of de facto language policy	Jamie Schissel	LPP

Session Chair: Maureen Matarese

3:55 - 4:25	An integrated, idiodynamic method for studying ambivalent affect in second language communication.	Peter MacIntyre, Richard Clément, Sean MacKinnon, James Legatto	LLC
4:30 - 5:00	Chinese culture, identity and Putonghua learning anxiety: A comparison of Hong Kong and Mainland college students	Jackie Yan, Pei-kai Cheng	LLC

Congressional B

Time	Title	Presenter(s)	Strand
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Session Chair: Barbara Kroll

2:00 - 2:30	US-educated English learner perceptions of reading in high school to college transition	Harriett Allison	RWL
2:35 - 3:05	Re-examining L2 reading fluency: Components and development	Carol Fraser	RWL
3:10 - 3:40	Impacts of prior literacy experience on second-language learning to read	Chan Lu	RWL

Session Chair: Liu Li

3:55 - 4:25	How much vocabulary is necessary to comprehend a text?	Norbert Schmitt, Xiangying Jiang, Bill Grabe	RWL
4:30 - 5:00	Processing accuracy and speed: Cross-language transfer of reading skills in typologically distant orthographies	Kumiko Inutsuka	RWL

Council

Time	Title	Presenter(s)	Strand
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Session Chair: Sara Michael-Luna

2:00 - 2:30	"Stories my mother tells me": Bilingual children's perceptions of biliteracy, multiculturalism, and citizenship	Shiva Sadeghi	BIH
2:35 - 3:05	Preschool English vocabulary development: Relation to vocabulary input and distributed bilingual vocabulary	Lu-Chun Lin	BIH
3:10 - 3:40	Development of morphological awareness in Chinese-English bilinguals	Dongbo Zhang, Zhang Yanhui	BIH

Session Chair: Ana Fernandez Dobao

3:55 - 4:25	Code switching or code meshing?: Reconsidering multilingual interaction in early childhood classrooms	Sara Michael-Luna	DIS
4:30 - 5:00	Code-switching and participant orientations: A conversation analytic approach	Tsui-Ping Cheng	DIS

Director's

Time	Title	Presenter(s)	Strand
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Session Chair: Ludmila Marchenkova

2:00 - 2:30	Kiss and 'paint': Asian student identity construction in English lessons	Jimmy Tong	LLC
2:35 - 3:05	Agency in applied linguistics and second language acquisition	Aree Manosuthikit	LLC
3:10 - 3:40	Cross-cultural differences in language student perceptions of oral error correction	Akemi Katayama	LLC

Session Chair: Cary Johnson

3:55 - 4:25	"It's not just bad English": Moving preservice teachers toward critical understandings of language and ethnicity	Marcelle Haddix	LID
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4:30 - 5:00 Discourses of desire: Communicative language teaching, global capitalism, and indigenous identities Suhanthie Motha, Angel Lin LID

Executive

Time	Title	Presenter(s)	Strand
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Session Chair: Alene Moyer

2:00 - 2:30	Does extended length of residence help reduce foreign accent?	Xinchun Wang	SLA
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3:10 - 3:40	The link between word-level and discourse-level L2 intelligibility	Sara Kennedy	SLA
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Session Chair: Catherine Stafford

3:55 - 4:25	The effects of explicit and implicit instruction on different language features: A meta-analysis	Nina Spada, Yasuyo Tomita	SLA
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4:30 - 5:00	The role of awareness in learning: Revisiting Williams (2005)	Ronald Leow, Mika Hama	SLA
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Forum

Time	Title	Presenter(s)	Strand
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Session Chair: Linda Rau

2:00 - 2:30	Move analysis: Why, how, and a novice's reflection on the methodology	Thomas Upton, Mary Ann Cohen	TXT
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2:35 - 3:05	A scandal's impact on referring sequences: An analysis of a series of newspaper articles	Judit Simo	TXT
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3:10 - 3:40	The dynamics behind constructed "truths" in Brazilian editorial discourse	Tania Salies, Luciane Sommer	TXT
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Session Chair: Kellie Rolstad

3:55 - 4:25	No person shall be forced to have an abortion against his will: A case of Epicene Pronouns in written discourse	Rebecca Headrick	TXT
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4:30 - 5:00	Computerized rhetorical analysis of L2 freshman placement essays	Suguru Ishizaki, Danielle Wetzel	TXT
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Governor's

Time	Title	Presenter(s)	Strand
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Session Chair: Marla Bomersbach

2:00 - 2:30	Hypermodal representations on Chinese lifestyle blogs	Jianxin Liu	DIS
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2:35 - 3:05	Politeness strategies in Chinese computer-mediated request	Chia-Ling Hsieh, Rong-Yu Yu, Yi-Rong Shih	DIS
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3:10 - 3:40	What's in a game?: The problem of video games as designed experiences	Aaron Chia-Yuan Hung	DIS
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Session Chair: Yi-Ting Chen

3:55 - 4:25	Conversationalization of television news reporting in Taiwan	Sai-hua Kuo	DIS
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4:30 - 5:00	Discourse of tragedy: Intertextuality and language use in news discourse	Juan Li	DIS
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Robert's Private Dining Room

Time	Title	Presenter(s)	Strand
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Session Chair: Rebecca Headrick

2:00 - 2:30	Virtual corpus: A systematic methodology for compilation	Miriam Seghiri	TRI
2:35 - 3:05	Adopting reader-response theory in poetry translation	Rosa Hong Chen	TRI
3:10 - 3:40	Advertising translation research: Product-oriented versus process-oriented approaches	M. Carmen Amaya Galván	TRI

Session Chair: Virginia LoCastro

3:55 - 4:25	A generation of normalization: The long-term effects of the Linguistic Normalization policy on language attitudes in Catalonia	Michael Newman, Mireia Trenchs-Parera, Shukhan Ng	LMR
4:30 - 5:00	Unplanned maintenance: International tourism and language vitality in a Caribbean creole community	Peter Snow	LMR

Senate

Time	Title	Presenter(s)	Strand
<i>Session Chair: Yasuyo Sawaki</i>			
2:00 - 2:30	Underlying factors of operationalized L2 listening constructs	Minhee Eom	ASE
2:35 - 3:05	Elicited imitation as a measure of L2 working memory capacity: Evidence from Spanish morphemic ontogeny	Donna West	ASE
3:10 - 3:40	Diagnosing and developing listening comprehension abilities: The use of dynamic assessment in an L2 intermediate university context	Rimma Ableeva	ASE
<i>Session Chair: Sunyoung Shin</i>			
3:55 - 4:25	An investigation into differential item functioning on a secondary school English literacy test	Youn-Hee Kim, Eunice Jang	ASE
4:30 - 5:00	Predicting item difficulty: A rubrics-based approach	David MacGregor, Jennifer Christenson, Dorry M. Kenyon	ASE

Monday Afternoon - Posters

Birdcage Walk

Time	Title	Presenter(s)	Strand
2:00 - 5:00	Korean-American families' use of the evidential verb-suffix -tay: Keeping distance from knowledge	Eunjin Park	LCS
2:00 - 5:00	Perceptions of experiences of internationally educated teacher candidates in K-12 teacher preparation programs	Farahnaz Faez	LCS
2:00 - 5:00	Chinese-English interlanguage apology-universality and culture-specificity in speech act perception, strategy choice and modification	Yuh-Huey Lin	LCS
2:00 - 5:00	The ESL student as global consumer in a neoliberal world	Christian W. Chun	LID
2:00 - 5:00	Literature-based ESL instruction with adult English learners: A case study	Won Kim	PED
2:00 - 5:00	Do teacher beliefs really influence teaching practices?	Takako Nishino	PED
2:00 - 5:00	Critical systemic functional linguistics and academic literacy for ELLs in elementary urban school contexts	Ruth Harman, Dong Shin Shin	PED
2:00 - 5:00	Gender assignment in L1 and advanced L2 Spanish	Alyssa Martoccio	SLA

2:00 - 5:00	Beating the odds of the critical period: Amount of English experience predicts Chinese immigrants' degree of foreign accent and grammar knowledge	Becky H. HUANG	SLA
2:00 - 5:00	L2 learners' grammatical judgments on the Japanese auxiliary verbs "give" and "receive"	Akiko Hagiwara	SLA
2:00 - 5:00	Perceptions of teacher accent by Spanish students	Mary Hudgens Henderson, Fabiola Ehlers-Zavala	SOC
2:00 - 5:00	Style acquisition in EFL contexts: English contraction use in Korean and Japanese speakers	Hikyoungh Lee	SOC

Poster presenters will be available to discuss their research and respond to any questions between 9:25 and 10:25 in the morning and 3:10 to 4:10 in the afternoon.

Monday Afternoon - Plenaries

Regency Ballroom			
Time	Title	Presenter(s)	Strand
<i>Session Chair:</i>			
5:10 - 6:20	Putting Accent in its Place: Rethinking Obstacles to Communication	Tracey Derwing , Murray Munro	PED

TUESDAY
SESSION
DETAILS

TUESDAY MORNING, APRIL 1
Tuesday Morning - Invited Colloquia

Empire			
Time	Invited Colloquium Title	Organizer	Strand
8:15 - 11:15	Fluency, accuracy and complexity in second language acquisition: Theoretical and methodological perspectives.	Alex Housen, Folkert Kuiken	SLA
	Paper Titles	Presenter(s)	
	The differential effects of rehearsal, strategic planning and within-task planning on the fluency, complexity and accuracy of L2 production	Rod Ellis	
	Complexity, accuracy fluency and lexis in native and non-native task-based performance	Peter Skehan	
	Measurement for understanding: The case of complexity, accuracy and fluency	John Norris, Lourdes Ortega	
	The complexities of defining complexity	Robert DeKeyser	

Tuesday Morning - Colloquia

Diplomat			
Time	Colloquium Title	Organizer	Strand
8:15 - 11:15	Interfacing theory with practice: applying conversation analysis, cognitive-functional and corpus linguistics in the classroom	Tsuyoshi Ono, Susan Strauss	PED
	Paper Titles	Presenter(s)	
	Providing Account and Managing Epistemic Right: A Case of the Korean	Kyu-hyun Kim	
	Instructing genre specific grammars: An implication from a interactional linguistic study of Japanese talk-in-interaction	Junko Mori	
	Clause-chaining turn-continuation devices in Japanese: An exploration of Japanese native and non-native speech	Tsuyoshi Ono, Yukari Meldrum	
	What does it mean "to see" in Korean?: A corpus-based cognitive analysis of pota	Susan Strauss	
	Natural Language Use vs. Textbook Representations: A Case Study of JIU for the Teaching of Chinese as a Second/Heritage Language	Xuehua Xiang	

Palladian			
Time	Colloquium Title	Organizer	Strand
8:15 - 11:15	Heritage language speakers as language learners: A quest for theory	Olga Kagan	SLA
	Paper Titles	Presenter(s)	
	Heritage language across the lifespan: Fossilization, deterioration, or reanalysis?	Maria Polinsky	
	Morphological errors in L2 learners and heritage language learners	Silvina Montrul	

Toward a temporal and spatial specification of heritage language development Agnes Weiyun He

Discussants: Joseph Lo Bianco, Guadalupe Valdes

Tuesday Morning - Papers

Cabinet

Time	Title	Presenter(s)	Strand
<i>Session Chair: Mi-Young Kim</i>			
8:15 - 8:45	A clash of expectations: L2 writers' experiences in a required freshman composition course	Christian Stuart	RWL
8:50 - 9:20	Developing academic literacies through individual networks of practice	Dr. Sandra Zappa-Hollman	RWL
9:25 - 9:55	Professors' and students' judgments on whether appropriated texts should be cited	Ling Shi	RWL
<i>Session Chair: Aline Godfroid</i>			
10:10 - 10:40	Graphophonemic awareness in deaf readers of French: A case of L2 reading?	Daniel Daigle, Rachel Berthiaume	RWL
11:20 - 11:50	Development of language awareness: What do the learners become aware of?	Sufumi So	LLC

Calvert

Time	Title	Presenter(s)	Strand
<i>Session Chair: Paola Giunchi</i>			
8:15 - 8:45	How do working memory measures work? An investigation of methodological issues for L2 processing research	Michael Leaser, Gretchen Sunderman	COG
8:50 - 9:20	Linguistic effects on online thinking: The case of definiteness in L2 English	Monika Ekiert	COG
9:25 - 9:55	The role of lexical access in second language sentence production	Yuki Yoshimura, Brian MacWhinney	COG
<i>Session Chair: Chun-Chun Yeh</i>			
10:10 - 10:40	Move structures resulting from an analysis of four genres in chemistry	Fredricka Stoller, Marin Robinson	RWL
10:45 - 11:15	Students' noticing of generic features in discipline-specific research articles: A study of a genre-based writing class for L2 graduate students	An Cheng	RWL
11:20 - 11:50	Periphery scholars and their international publication practices	Sedef Uzuner, Julie Mathews-Aydinli	RWL

Congressional A

Time	Title	Presenter(s)	Strand
<i>Session Chair: Deborah Short</i>			
8:15 - 8:45	A corpus study of English linking adverbials across registers	Dilin Liu	TEC
8:50 - 9:20	Transnational literate lives: Korean-American adolescent students' literacy practices and identity construction	Youngjoo Yi	BIH

9:25 - 9:55	A case study of academic language objectives in science with high school immigrant students	Lisa Stevens	BIH
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Session Chair: Laura Felton Rosulek

10:10 - 10:40	Cross-linguistic syntactic influence in Korean-English bilingual production: Evidence from syntactic priming	Jeong-Ah Shin, Kiel Christianson	SLA
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10:45 - 11:15	Right expansions as a strategic resource in turn alignment in German conversations	Juliane Edenstrom	DIS
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11:20 - 11:50	Framing and alignment in parent-teacher meeting talk: The power of politeness	Linda Wine	DIS
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Congressional B

Time	Title	Presenter(s)	Strand
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Session Chair: Shouhui Zhao

8:15 - 8:45	Language policy implementation and assessment instruments: A critical critique of the Canadian Language Benchmarks	Douglas Fleming	LPP
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8:50 - 9:20	The invisible border wall: Overt and covert language policy and ideology among border mayors in Texas	Erika Garza, Maria Dolores Mendiola-Yip-Pon, Anna V. Santos, Maria Emilia Puentes de Terrazas	LPP
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9:25 - 9:55	The perception of threat: Examining and redefining language threat	Kevin Carroll	LPP
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Session Chair: Keiko Ikeda

10:10 - 10:40	Language policy and language ideologies: The debate on Bill 40 in Quebec	A. Alkistis Fleischer	LPP
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10:45 - 11:15	Fluency and accuracy in pragmatic processing in L2 Japanese	Naoko Taguchi	LCS
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11:20 - 11:50	Assessing pragmatic competence: A study of authentic assessment for foreign language pragmatics	Noriko Ishihara, Sachiko Aoshima, Kumiko Akikawa	LCS
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Council

Time	Title	Presenter(s)	Strand
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Session Chair: Peter Wood

8:15 - 8:45	EAP writing instruction at the graduate level: Student perceptions of first year ESL writing courses	Hyunju Lee	PED
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8:50 - 9:20	Are language for specific purposes (LSP) textbooks specific enough for learners to cope with corporate meeting talk?	Jo Angouri	PED
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9:25 - 9:55	Integrating learner corpora into academic writing pedagogy	Elena Cotos	PED
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Session Chair: Dilin Liu

10:10 - 10:40	ESL scaffolding - support for English language learners' writing	Ching-Fen Wu	PED
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10:45 - 11:15	A psychological framework for exploring accent as identity	Mark Putnam	LLC
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11:20 - 11:50	"You are your child's first teacher": Cultural contact zones in Mexican immigrant parent-child interactions	Kathryn Howard, Sarah Lipinoga	LCS
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Director's

Time	Title	Presenter(s)	Strand
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Session Chair: Josefina Santana

8:15 - 8:45	Inflectional regularity in Spanish: How non-bilingual native speakers recognize words.	Nancy Yanez-Pinto	SLA
8:50 - 9:20	L1 English/L2 Spanish: The effects of level of bilingualism and type of feedback on the acquisition of an L3	Beatriz Lado	SLA
9:25 - 9:55	Integration of linguistic knowledge in early and late English-Spanish bilinguals	Rebecca Foote	SLA

Session Chair: Senta Goertler

10:10 - 10:40	Incorporating asynchronous computer mediated communication (ACMC) into peer response	Pai ju Kang	TEC
10:45 - 11:15	Computer-aided analysis of task-based performance	Mathias Schulze, Peter Wood	TEC
11:20 - 11:50	Does TBLT syllabus work well for teachers and learners in beginner-level online foreign language classrooms?	Chun Lai, Yong Zhao, Jiawen Wang	TEC

Executive

Time	Title	Presenter(s)	Strand
<i>Session Chair: Linda Wine</i>			
8:15 - 8:45	Reference and identity in narratives of racial discrimination	Mercia Flannery	DIS
8:50 - 9:20	The construction of Nihonjinron (theories on the Japanese): Theory-building activity in Japanese multiparty interactions	Asuka Suzuki	DIS
9:25 - 9:55	Self-deprecation responses embedded in troubles-talk: An intersection of preferred and dispreferred responses	Kiyomi Kawakami	DIS
<i>Session Chair: Rachel Hansen</i>			
10:10 - 10:40	Criterion-related validity of the TOEFL® iBT Listening section	Susan Nissan	ASE
10:45 - 11:15	Working memory and second language listening comprehension: A latent variable approach	Zsuzsa Londe	ASE
11:20 - 11:50	Assessing second language listening ability: A construct validation study	Yen-Fen Liao	ASE

Forum

Time	Title	Presenter(s)	Strand
<i>Session Chair: Leketi Makalela</i>			
8:15 - 8:45	Exploring ideological assumptions of CDA: A crosscultural perspective	Kumiko Murata	LID
8:50 - 9:20	Towards 'non-indoctrinative' critical literacies	Matthew Clarke	LID
9:25 - 9:55	Language learning in the new economy: Language ideology and the social construction of "yuhakseng" in the global linguistic market	Hyunjung Shin	LID
<i>Session Chair: Grant Eckstein</i>			
10:10 - 10:40	Applied autoethnography: Linguistic performances in liminal spaces	Lace Marie Brogden, Tope Omoniyi	LID
10:45 - 11:15	Imagined communities and language socialization practices among three Korean families	Juyoung Song	LCS
11:20 - 11:50	The variable development of s+consonant onset clusters in the speech of Farsi learners of English	Malek Boudaoud	SOC

Governor's

Time	Title	Presenter(s)	Strand
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Session Chair: Haiying Feng

8:15 - 8:45	What can native speaking keypals' corpora tell us?: Changes in the usage of modal expressions through telecollaboration.	Keiko Kitade, Maiko Ikeda	TEC
8:50 - 9:20	Russian counter-cultural cyberpunk movement: Defining identity through language	Natalia Sinitskaya	TEC
9:25 - 9:55	Should we all go 'hybrid?' How motivation interacts with technology in distance and hybrid language learning environments.	Kimmaree Murday, David Sparks	TEC

Session Chair: Silvia Pessoa

10:10 - 10:40	Products and processes in early foreign language learning	Jelena Mihaljevic Djigunovic, Stela Letica	PED
10:45 - 11:15	Research on academic literacy development through sheltered instruction	Deborah Short	PED
11:20 - 11:50	Language learners' phrasal knowledge in the L2 and what it tells us	June Eyckmans, H�el�ene Stengers	ASE

Robert's Private Dining Room

Time	Title	Presenter(s)	Strand
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Session Chair: Geoff Williams

8:15 - 8:45	ILR-based verbatim translation exams for government use	Maria Brau	TRI
8:50 - 9:20	Translation quality evaluation: An empirical test of a functionalist tool	Sonia Colina	TRI
9:25 - 9:55	Spanish and English collocations and idioms in contrast: A cognitive linguistics perspective	S�ilvia Molina	TRI

Session Chair: Sedef Uzuner

10:10 - 10:40	Effect of socialization between two cultures: Analysis of rhetoric movement in the introduction of proceeding papers	Yi-Ting Chen	TXT
10:45 - 11:15	Voice markings of narrative segments in Indonesian: A case in the classic Malay, traditional and modern Indonesian short stories	Rama Munajat	TXT
11:20 - 11:50	To be Francophone or not to be Francophone, That is their (sociolinguistic) question	Genevieve Maheux-Pelletier	SOC

Senate

Time	Title	Presenter(s)	Strand
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Session Chair: Zhisheng Wen

8:15 - 8:45	Non-metalinguistic think-aloud does produce reactivity	ZhaoHong Han, Cristina Alonso-V�azquez, Maria Luisa P�erez Ca�nado, Li Zhang	SLA
8:50 - 9:20	Individual differences in working memory capacity, noticing of L2 forms, and L2 oral performance	Joara Bergsleithner	SLA
9:25 - 9:55	Working memory and reactivity	Jaemyung Goo, Gisela Granena	SLA

Session Chair: Anna G. Shin

10:10 - 10:40	Psycholinguistic word information in second language oral discourse	Tom Salsbury	SLA
10:45 - 11:15	Age-related variables in L2 phonological acquisition: Evidence from Chinese-English interlanguage stress assignment	Shu-chen Ou	SLA
11:20 - 11:50	Language use by English immersion kindergarten children	Ju Feng Alice Huang	SLA

Tuesday Morning - Posters

Birdcage Walk			
Time	Title	Presenter(s)	Strand
8:15 - 11:15	Validating the construct of language proficiency from sociolinguistic perspectives	Ling He	ASE
8:15 - 11:15	An examination of comprehensibility in a high stakes oral proficiency assessment for prospective international teaching assistants	Alison McGregor	ASE
8:15 - 11:15	Listening comprehension in web-based testing: Validity issues	Cristina Pardo	ASE
8:15 - 11:15	How does a grammar interplay with other grammars?: A study on the Korean verbal negation system in panel discussions	Jini Noh	DIS
8:15 - 11:15	Analysis of revisions to an English-L2 scientific text reveals the repositioning of the scientist and his text	Karen Englander	DIS
8:15 - 11:15	Empowering English learners: ESL services at non-profit organizations	Maria Pehlivanova, Anna Rubin	LCS
8:15 - 11:15	Culturally shaped healthcare beliefs: A key factor in intercultural medical communication	Charles Brua	LCS
8:15 - 11:15	Involvement in university classroom discourse	Federica Barbieri	SOC
8:15 - 11:15	Buongiorno Principessa?: Tuscan affricate lenition in Roberto Benigni films	Jennifer Behney	SOC

Poster presenters will be available to discuss their research and respond to any questions between 9:25 and 10:25 in the morning and 3:10 to 4:10 in the afternoon.

Tuesday Morning - Plenaries

Regency Ballroom			
Time	Title	Presenter(s)	Strand
<i>Session Chair:</i>			
11:55 - 12:45	Language, asylum, and the national order	Jan Blommaert	LID

TUESDAY AFTERNOON, APRIL 1
Tuesday Afternoon - Colloquia

Empire			
Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Electronic literacy and educational practices: A global perspective	Carolin Fuchs	TEC
	Paper Titles	Presenter(s)	
	Producerly Texts: Some implications of electronic literacy for SLA	Carla Meskill	
	Students' and teachers' electronic literacy skills: The gap between theory and praxis	Carolin Fuchs	
	Collaborative pedagogy in language and culture via desktop conferencing: Affordances and constraints	Christine Develotte, Nicolas Guichon, Richard Kern	
	Developing digital literacy: Connecting students in cross-cultural on-line learning activities	Debra Occhi, Cindy J. Lahar	
	Local talk in transcultural communication environments	Steven L. Thorne	

Discussants: Paul Gruba, Marie-Noëlle Lamy

Regency Ballroom			
Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Tasks and the integrated assessment of language and content	Bernard Mohan	ASE
	Paper Titles	Presenter(s)	
	Ecologically valid uses for assessment at the nexus between language, content, and task	Barry O'Sullivan	
	Assessing L2 writing performance: Reconsidering writing prompts as genre-based tasks	Heidi Byrnes	
	Problems in language assessment: Can SFL help?	Carol Chapelle	
	Assessing discourse functionally in practice and theory: The case of causal discourse.	Bernard Mohan, Constant Leung, Marilyn Low	

Discussant: Dan Douglas

Tuesday Afternoon - Papers

Cabinet			
Time	Title	Presenter(s)	Strand
<i>Session Chair: Marcelle Haddix</i>			
2:00 - 2:30	Learning to drop: A microanalysis of the development of Spanish L2 null subjects through CMC.	Marta Gonzalez-Lloret	DIS
2:35 - 3:05	The use of adverbials in student academic presentations	Alla Zareva	DIS

3:10 - 3:40	The use of second-person pronouns to encode stance in the closing arguments of criminal trials	Laura Felton Rosulek	DIS
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Session Chair: Eun-Young Kwon

3:55 - 4:25	Patterns of formulaic language use in young bilinguals' code-switching data	Fei Fei	DIS
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Calvert

Time	Title	Presenter(s)	Strand
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Session Chair: Felecia Briscoe

2:00 - 2:30	Evaluating the quality of teaching for English learners: Possibilities and predicaments in a random assignment study	Raquel Sanchez, Savitha Moorthy	ASE
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Session Chair: Ewa Witalisz

3:55 - 4:25	L2 writing in a selected rural school: An ethnography of cultural preferences	Elizabeth Steinbach	RWL
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Committee

Time	Title	Presenter(s)	Strand
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Session Chair: Akemi Katayama

2:00 - 2:30	Self-efficacy and attribution in the Korean secondary-level EFL context	Hyun-Sook Kang, Peggy Hsieh	LLC
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2:35 - 3:05	Le cadeau or la cadeau?: Aptitude, awareness, and the noticing of gender distinctions in French	Philippa Bell	LLC
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3:10 - 3:40	Affect in a self-regulatory framework for SLA	Jennifer Bown	LLC
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Session Chair: Keiko Kitade

3:55 - 4:25	Revisiting directive usage by people of authority: The case of Japanese male superiors in a workplace	Junko Saito	SOC
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Congressional A

Time	Title	Presenter(s)	Strand
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Session Chair: Becky H. Huang

2:00 - 2:30	From plagiarism to appropriation: The journey of an L2 writer learning to write	Houxiang Li	RWL
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2:35 - 3:05	Marginalized identities and dominant ideologies: The problem of finding spaces for expression in academic writing	Jason Stegemoller	RWL
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3:10 - 3:40	Writing skills development among Sierra Leonean students in the US: The role of L1 transfer from Creole English	Christa De Kleine	RWL
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Session Chair: Ching-Fen Wu

3:55 - 4:25	The linguistic construction of an oppositional country music voice	Catherine Davies	LID
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4:30 - 5:00	Political correctness departed: Analyzing linguistic subversion in post-9/11 American cinema	Anjali Pandey	LID
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Congressional B

Time	Title	Presenter(s)	Strand
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Session Chair: Goh Hock Huan

2:00 - 2:30	Issues of identity in teachers of content	Josefina Santana	LPP
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2:35 - 3:05	Prestige planning in Chinese script reform: Individual agency as a case	Shouhui Zhao, Richard B. Baldauf, Jr.	LPP
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3:10 - 3:40	Educational language policy and the role of advocacy among language education professionals: An historical and case study analysis	Karyn Mallett	LPP
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Session Chair: Yiqian (Katherine) Cao

3:55 - 4:25	Forwarding the SLA research agenda through CMC: What have we been missing?	Bryan Smith	TEC
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4:30 - 5:00	SLA theories in CALL practice and research	Senta Goertler, Paula Winke	TEC
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Council

Time	Title	Presenter(s)	Strand
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Session Chair: Yen-Fen Liao

2:00 - 2:30	Creating a computerized placement exam for heritage speakers of Spanish: Preliminary results from the pilot test	Marta Fairclough, Flavia Belpoliti, Encarna Bermejo	ASE
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2:35 - 3:05	An investigation of the effects of response formats on performance in a web-based academic listening test	Sunyoung Shin	ASE
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3:10 - 3:40	Many Parisians speak English--but learn some French in advance": Attitudes about English and local languages expressed on tourist websites.	Cheryl Traiger, Linda Waugh	DIS
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Session Chair: Marta Gonzalez-Lloret

3:55 - 4:25	Dealing with interactional trouble beneath the interactional surface: Syntactic resources for embedded self-correction	Emma Betz	DIS
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4:30 - 5:00	"Making it easy:" Repetition and parallelism in the political discourse of Fernando Collor de Melo	Liana Biar, Tânia Saliés	DIS
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Diplomat

Time	Title	Presenter(s)	Strand
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Session Chair: Nan Jiang

2:00 - 2:30	Questioning the language exposure questionnaire	Leila Ranta, Amy Meckelborg	SLA
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2:35 - 3:05	Effects of a short-term study abroad program on the development of L2 speaking skills	Masanori Suzuki, Hirokazu Yokokawa, Alistair Van Moere	SLA
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3:10 - 3:40	Comparing language use and length of residence for L2 phonology	Alene Moyer	SLA
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Session Chair: Diane Larsen-Freeman

3:55 - 4:25	Morphological insensitivity in L2 processing: A universal or L1-specific phenomenon?	Nan Jiang, Eugenia Novokshanova, Kyoko Matsuda	SLA
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Director's

Time	Title	Presenter(s)	Strand
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Session Chair: Nancy Bell

2:00 - 2:30	'Doing being' an L2 learner: Conversational and discursive functions of L2-learner laughter in interaction with native speakers	Glenn Levine, Manuela Wagner	LCS
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2:35 - 3:05	Collocations of indexicals as markers of social semiotic in computer-mediated communication between learners and native speakers of German	Nina Vyatkina	LCS
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3:10 - 3:40	Production and contestation of cultural difference: A case from a Japanese-as-a-heritage-language classroom in the United States	Neriko Doerr, Kiri Lee	LCS
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Session Chair: Mario Lopez-Gopar

3:55 - 4:25	"In fact maybe most human beings will (pause) die-and-go-to-hell, um": The hedges and assertions of Father Hackett.	John Clark	LCS
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4:30 - 5:00	That wasn't a laugh: Responses to failed humor	Nancy Bell	LCS
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Executive

Time	Title	Presenter(s)	Strand
<i>Session Chair: Virginia Samuda</i>			
2:00 - 2:30	Rethinking professional knowledge in language teaching	Karen E. Johnson, Donald Freeman, Mark Clarke, Diane Larsen-Freeman	PED
2:35 - 3:05	From theory to practice: Bridging the gap in teacher training programs	Heidi Vellenga, Catherine Smith	PED
3:10 - 3:40	An integrated model of language teacher conceptual change (LTCC)	Magdalena Kubanyiova	PED

<i>Session Chair: Miwako Yanagisawa</i>			
4:30 - 5:00	An interpretable wh-feature in interlanguage grammars	Myong-Hee Choi	SLA

Forum

Time	Title	Presenter(s)	Strand
<i>Session Chair: Jaemyung Goo</i>			
2:00 - 2:30	Interactive e-portfolios and L2 learning	Meredith Doran	PED
3:10 - 3:40	The structure of emotion: Constructing distress in grief appeals	Agnes Bolonyai	TXT

<i>Session Chair: Malek Boudaoud</i>			
3:55 - 4:25	Learning to sew in Spanish	Caroline Vickers, Sharon Deckert, Wendy Smith, Jose Morones	LCS

Governor's

Time	Title	Presenter(s)	Strand
<i>Session Chair: Francis Walters</i>			
2:00 - 2:30	Teacher identity and self in online language teaching	Cynthia White	PED
2:35 - 3:05	Creation of a collaborative environment in the dynamic assessment of students of French as a foreign language	Robert Summers, Tony Erben	PED
3:10 - 3:40	Sociolinguistic norms and variation in French-language on-line chat communities and implications for foreign language pedagogy	Rémi A. Van Compernelle	PED

<i>Session Chair: Robyn Moloney</i>			
3:55 - 4:25	Working with untrained, volunteer adult ESL educators: The benefits and challenges of researcher-teacher collaboration	Brad Teague, Brian Rose	PED
4:30 - 5:00	Chinese-ordered English: Online Chinese grammar instruction reform through an inter-language approach	Ning Li	PED

Palladian

Time	Title	Presenter(s)	Strand
<i>Session Chair: Kumiko Murata</i>			
2:00 - 2:30	Responding to disagreement in academic discussion	Noel Houck	DIS
2:35 - 3:05	Gender in spoken academic discourse: An interpersonal analysis	Li-Fen Lin	DIS
3:10 - 3:40	Relational work in an ITA classroom: Building and maintaining rapport	Virginia LoCastro, Gordon Tapper	DIS

Senate			
Time	Title	Presenter(s)	Strand
<i>Session Chair: Monika Ekiert</i>			
2:00 - 2:30	Salience and acquisition of Russian case	Natalia Romanova	SLA
2:35 - 3:05	Cross-linguistic influence in negation in a Korean child learner of English: A longitudinal study	Eun-Young Kwon	SLA
3:10 - 3:40	Development of gender agreement in Arabic L2: Speech processing prerequisites or L1 transfer?	Mohammad Alhawary	SLA
<i>Session Chair: Jennifer Haan</i>			
3:55 - 4:25	"I'd get into another section of the course": American undergraduates' perceptions of instructors with foreign accents	Andrea Behalova	SOC
4:30 - 5:00	The word journal as a means of overcoming social class barriers	Karen Duchaj	SOC

Tuesday Afternoon - Posters

Birdcage Walk			
Time	Title	Presenter(s)	Strand
2:00 - 5:00	Incorporating examinee feedback in test development	Christina Cavella, Larry Thomas, Amelia DiCola	ASE
2:00 - 5:00	Teacher input in high stakes assessment	Megan Montee, Margaret E. Malone	ASE
2:00 - 5:00	The development of oral proficiency in a 5-week study abroad program	Mariche Garcia-Bayonas	BIH
2:00 - 5:00	Investing in a child's dual language immersion education: A parental satisfaction survey in context and children's views	Lida Cope	BIH
2:00 - 5:00	How do Chinese immigrant parents support their children to be English-Chinese bilinguals?	Chu-Chuan Chiu	BIH
2:00 - 5:00	Aptitude components and phonological memory in advanced L2 learners	Kirsten Hummel	LLC
2:00 - 5:00	The predictive effect of communication apprehension in first language to second language	Miao Yu	LLC
2:00 - 5:00	Bridging the gap: Using discourse analysis to enhance literacy in L2 language courses	Barbara Bird	RWL
2:00 - 5:00	Teachers' perceptions of bilingual students' English writing competence: A comparative study of language-related predictors for Asian and Latino tenth-graders	Jing Che	RWL
2:00 - 5:00	Let's revise this paper: The benefits of including revision in lower-level Spanish language courses	Idoia Elola	RWL
2:00 - 5:00	University academic writing tasks and their possible influence on ESL writing curricula and assessment	Nur Yigitoglu	RWL

Poster presenters will be available to discuss their research and respond to any questions between 9:25 and 10:25 in the morning and 3:10 to 4:10 in the afternoon.

PLENARY SPEAKER,
SPECIAL SYMPOSIA,
AND INVITED
COLLOQUIA
SESSION
DETAILS

PLENARY SPEAKER ABSTRACTS



Jan Blommaert, University of Jyvaskyla, Finland
Language, asylum and the national order

Tuesday April 1, 11:55am, Regency Ballroom

Asylum interviews represent a frontline for applied linguistics in the age of globalization. People who by definition have a background of transnational displacement and relocation are required to produce narratives in a context, and in relation to an institutional regime of interpretation that is dominated by the national order of things. This regime focuses on a narrowly interpreted notion of competence of a nationally dominant language, which is tested and which leads to formal attributions of identity. It also involves judgments of plausibility of sociolinguistic features in applicants' speech, strongly anchored in a sense of normalcy which is 'ours', or which projects a sedentary and immobile 'ideal' identity onto applicants. On the basis of two cases of applications by Africans in Belgium, I will illustrate these characteristics of the national order in the asylum procedure, and sketch implications for theory and applied practice.

Jan Blommaert is Finland Distinguished Professor at the University of Jyvaskyla, Finland, and professor of Linguistic Anthropology at Tilburg University, The Netherlands. Previously, he held professorships at Ghent University (Belgium) and the Institute of Education, London, and visiting appointments in Chicago, Duisburg and Pretoria. He obtained a PhD in African Studies from Ghent University in 1989. His work covers linguistic anthropology, sociolinguistics, literacy studies and discourse analysis, and focuses on connections between language difference and social inequality in the context of globalization. His research has covered situations and groups in East, Central and Southern Africa, multicultural Europe, and China. His publications include 'Discourse: A Critical Introduction' (Cambridge University Press 2005), 'State Ideology and Language in Tanzania' (Koepe 1999), 'Language Ideological Debates' (Mouton de Gruyter 1999) and 'Debating Diversity' (Routledge 1998). A book entitled 'Grassroots Literacy' (Routledge 2008) and one called 'A Sociolinguistics of Globalisation' (Cambridge University Press 2008) are forthcoming. He has held executive functions in several professional bodies and serves on editorial boards of international journals. He has directed several major research projects, most recently a collaborative research programme 'Dynamics of Building a Better Society' with the University of the Western Cape, South Africa.

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Tracey Derwing, University of Alberta
Murray Munro, Simon Fraser University
***Putting accent in its place: Rethinking obstacles
to communication***

Monday March 31, 5:10pm, Regency Ballroom

One of the most salient aspects of speech is accent—either dialectal differences attributable to region or class, or phonological variations resulting from L1 influence on the L2. Our primary concern is with the latter, because of the strong social, psychological, and communicative consequences of speaking with an L2 accent. The decline of audiolingualism led to a concomitant marginalization of pronunciation research and teaching. It was believed that pronunciation instruction could not be effective, in part because of the unrealistic goal of native-like speech in L2 learners, and also because of research findings that suggested that instruction had a negligible impact on oral production. The recent revival of interest in pronunciation research has brought a change of focus away from native-like models toward easy intelligibility. The effects of this change have yet to be fully realized in L2 classrooms. However, many L2 students themselves are keenly interested in pronunciation instruction, a fact not lost on individuals who have recognized a lucrative marketing niche in ‘accent reduction/elimination’ programs that may do more harm than good. Our presentation will relate the core issues of intelligibility, identity, social evaluation, and discrimination to appropriate pronunciation pedagogy for L2 learners.

Tracey Derwing is a professor of TESL in Educational Psychology at the University of Alberta, and a Co-Director of the Prairie Metropolis Centre: A Centre for Research on Immigration, Integration and Diversity. Together with Murray Munro, she has conducted extensive research on second language learners’ pronunciation and oral fluency, focusing on how accent interferes with intelligibility, and how pedagogy can be most effective in addressing pronunciation problems. She has also examined the negative effects of modifications native speakers make when addressing low proficiency L2 learners. Along with colleagues, Tracey has conducted large studies on the settlement experiences of refugees as well as the attraction and retention of immigrants. Her publications appear in journals such as *Language Learning*, *Studies in Second Language Acquisition*, *Applied Linguistics* and *TESOL Quarterly*. She has served as a co-editor of the *Canadian Modern Language Review* and the *TESL Canada Journal*. Tracey has worked with immigrant serving agencies for years to improve conditions for ESL students. She has received lifetime achievement awards from her province’s organization, ATESL, and from TESL Canada.

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Murray Munro is a Professor of Linguistics and Director of TESL at Simon Fraser University in Vancouver, and a former co-editor of the *TESL Canada Journal*. He began his career as an instructor of adult ESL before completing graduate studies in speech production and perception with Terrance Nearey and working as a SSHRC Postdoctoral Fellow with James Flege. His research, much of it carried out with Tracey Derwing, has appeared in more than 20 journals covering the speech sciences, language teaching, and applied linguistics. He is interested in all aspects of L2 speech, especially age and accent, the role of accents in communication, and the social evaluation of L2 speakers. John Benjamins recently published his co-edited volume with Ocke-Schwen Bohn entitled “Language Experience in Second Language Speech Learning,” based on the 1st ASA workshop on second language speech learning, which he organized in 2005. Murray has received extensive research funding from the Social Sciences and Humanities Research Council of Canada. At Simon Fraser University, he was the recipient of the Dean’s Medal for academic excellence.

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Zoltan Dornyei, University of Nottingham
Are individual differences really individual?

Sunday March 30, 5:10pm, Regency Ballroom

Many areas of applied linguistic research have recently begun to look at target phenomena in a situated, contextualised manner as they interact with the environment, resulting in a complex interplay of synchronic and diachronic variation. Individual difference (ID) research has not been immune to this changing perspective, with a number of situated and dynamic concepts having been introduced over the past decade, such as the aptitude-treatment approach in language aptitude research or the process-oriented conceptualization of language learning motivation. These changes, I will argue, have undermined the traditional theoretical basis of 'individual differences' as distinct and stable learner attributes. To start with, even the term itself is a misnomer in the sense that ID research hardly ever concerns the individual proper but rather involves quantitative (i.e. group-based) research paradigms that focus on the variables that are at the heart of learner-based variation. I will further argue that the selection of relevant variables is theoretically ambiguous. To make things worse, when we examine traditional ID factors, we find in several cases that there is considerable overlap in their components, which raises the question of how individual the various ID factors actually are. Why, for example, is motivation typically seen as an 'affective' variable when almost all influential motivation theories in psychology are cognitive in nature? And if this is indeed the case, how is motivation different from 'language aptitude', which is usually viewed as a broad umbrella term covering a variety of cognitive factors determining L2 learning achievement? In an attempt to answer these (and other) questions, this talk will outline a new integrative system of language learner variation that is situated within a temporal and social context.

Zoltan Dornyei received his PhD in psycholinguistics from Eotvos University, Budapest, in 1988 where he then worked for 10 years as a teacher trainer and applied linguist. In 1998 he moved to the UK, and he is currently Professor of Psycholinguistics in the School of English Studies, University of Nottingham. He has published over 60 academic papers on various aspects of second language acquisition, and is the author of several books, including *Teaching and Researching Motivation* (2001), *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition* (2005), *Motivational Dynamics, Language Attitudes and Language Globalisation* (2006), and *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies* (2007). He has received the Kenneth W. Mildener Prize of the Modern Language Association of America and the TESOL Distinguished Research Award. Currently he is working on a comprehensive monograph on the psychology of second language acquisition.

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Nancy Hornberger, University of Pennsylvania
Multilingual education policy and practice: Ten certainties

Sunday March 30, 11:55am, Regency Ballroom

Ethnic diversity and inequality, intercultural communication and contact, and global political and economic interdependence are acknowledged realities in today's world. Multilingual education, too, is a fact of life, and though there are a great variety of contexts, models, contents, and developmental trajectories in multilingual education policy and practice, it is possible to discern continuities that characterize successful multilingual education wherever it is found. My emphasis here is on what we know and are sure of, analytically formulated as ten certainties and illustrated by empirical research: 1) national language education policy opens up ideological and implementational spaces; 2) top-down policy is not enough; there must also be bottom-up support from communities and educators; 3) ecological language policy takes into account power relations between languages and pushes for multilingual uses in all sectors of society; 4) language status planning and language corpus planning go hand in hand; 5) allocation and sequencing of languages must be adapted to linguistic, cultural, and societal goals in each context; 6) communicative means encompass multimodality as well as multilingualism; 7) classroom practices can foster transfer of linguistic skills along and across the continua of biliteracy; and multilingual education is at its best when it 8) reclaims local knowledges; 9) revitalizes indigenous epistemologies; and 10) reaffirms the identities of all participants.

Nancy H. Hornberger is Professor of Education at the University of Pennsylvania, USA. A graduate of Harvard University (B.A. cum laude, 1972), New York University (M.A., 1973), and University of Wisconsin-Madison (Ph.D., 1985), Professor Hornberger investigates multilingual language and education policy and practice, combining methods and perspectives from anthropology, linguistics, sociolinguistics, and policy studies. Her special focus is comparative work on indigenous and immigrant heritage language education, grounded in her in-depth and long-term experience in Andean South America and urban Philadelphia, USA. Three-time Fulbright Senior Specialist Awardee, to Paraguay, New Zealand, and South Africa, Hornberger has also served as consultant under the U.S. Department of State, UNICEF and the United Nations Development Program and has taught, lectured, and advised on multilingualism and education throughout the world. Author/editor of two dozen books and over 100 articles and chapters, she has recently published *Continua of Biliteracy: An Ecological Framework for Educational Policy, Research, and Practice in Multilingual Settings* (Multilingual Matters, 2003), *Can Schools Save Indigenous Languages? Policy and Practice on Four Continents* (Palgrave Macmillan), and the *Encyclopedia of Language and Education* (Springer).

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Dennis Preston, Michigan State University
Linguistic profiling: How your brain can fool your ear

Saturday March 29, 5:10pm, Regency Ballroom

Everybody likes to be on the side of the angels. Bad guys who discriminate against applicants for housing or loans on the basis of their supposed gender, ethnicity, or even sexual orientation on the basis of the applicant's voice should be punished. They are guilty of what John Baugh calls "linguistic profiling." But should those accused of criminal behavior have their ethnicity, age, gender and so forth identified as belonging to one of those groups by a witness, even a law officer, who has heard but not seen the accused? Many studies show such identifications by nonspecialists to be very good, and current law states that such identification is proper, but the law, to be kind to it, is linguistically naive. Even if we fix it to make it more linguistically sophisticated, how shall we deal with studies that show that such identification can be radically redirected on the basis of contextual or other information? If we want to apply linguistics to such matters, we must be very careful to use the best linguistics. This paper explores the pitfalls of profiling, particularly from the point of view of acoustic phonetics and the cognitive foundations of the social psychology of language.

Dennis R. Preston (University Distinguished Professor, Michigan State University; Ph.D., University of Wisconsin-Madison) has been visiting professor at Hawaii, Arizona, and Michigan and a Fulbright Scholar in Poland and Brazil. He was Co-Director of the 1990 TESOL Institute and Director of the 2003 LSA Institute. He served as President of the American Dialect Society (2001-2) and on the Executive Boards of that society and LSA, as well as on the editorial boards of *Language*, the *International Journal of Applied Linguistics*, and the *Journal of Sociolinguistics*. His work focuses on sociolinguistics and dialectology, and he is perhaps best known for the revitalization of folk linguistics and variationist accounts of SLA. He has directed four recent NSF grants in folk linguistics and language variation and change. His most recent book-length publications are, with N. Niedzielski, *Folk Linguistics* (2000), with D. Long, *A Handbook of Perceptual Dialectology, Volume II* (2002), *Needed Research in American Dialects* (2003), and, with B. Joseph and C. G. Preston, *Linguistic diversity in Michigan and Ohio* (2005). He is a fellow of the Japan Society for the Promotion of Science and was awarded the Officer's Cross of the Order of Merit of the Polish Republic in 2004.

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SPECIAL SYMPOSIA***Translating Research into Effective Advocacy*** - Sunday March 30, 8:15am to 11:15am

In this Special Symposium the intersection of applied linguistics research, praxis, and advocacy in community, workplace, legal, and educational contexts will be examined. Presenters will highlight key findings of their own research and demonstrate how those findings can be used to affect change in a particular area. Technical, ethnical and cultural questions and concerns are addressed as presenters share their experiences engaging in advocacy-related research. This colloquium, is sponsored by AAAL's Advocacy Action Group (AAG) and aims to encourage discussion of advocacy issues and to promote effective public advocacy among AAAL's membership.

Conveners:

Kendall King, Georgetown University.
Mariana Achugar, Carnegie Mellon University.

Presenters and Papers:

Martha Bigelow, University of Minnesota
The Risks and Rewards of Advocacy through Community Partnerships

John Baugh, Washington University, St. Louis
Linguistic Profiling and the Law: Future Challenges

Kari Gibson, University of California, Irvine
Myths at Work: Why Workplace Language Policies Exist and How Linguists Can Affect Change

Claudia Angelelli, San Diego State University
Young Bilinguals as Linguistic Advocates in a Multilingual Society

Laurie Olsen, Executive Director, California Tomorrow
The Intersection of Research, Policy, Practice and Advocacy: Tools to Move a Proactive Immigrant Education Agenda in the Midst of a Political Storm

Discussants:

Claire Kramersch, UC Berkeley; Jeff Harlig, Words@Work ; Sue Dicker, Hostos Community College, CUNY

Federal Funding Sources for Research in Applied Linguistics

Monday March 31, 11:55am to 1:55pm

This Special Symposium will provide AAAL members with relevant information about U.S. federal funding sources that support research in applied linguistics. Representatives of federal agencies including the National Institutes of Health, the National Science Foundation, the National Endowment for the Humanities, and the Department of Education will discuss funding opportunities and priorities for the current year and prospects for the future. Resource materials will be distributed.

Convener:

Donna Christian, Center for Applied Linguistics

Presenters:

Julia Huston Nguyen
Senior Program Officer
Division of Education Programs
National Endowment for the Humanities

D. Terence Langendoen
Program Director, Linguistics
National Science Foundation

Peggy McCardle
Chief, Child Development & Behavior Branch
National Institute of Child Health and Human Development
National Institutes of Health

Cindy Ryan
Office of English Language Acquisition
Department of Education

Ed McDermott
International Education Programs Service
Office of Postsecondary Education
Department of Education

David Malouf
National Center for Special Education Research
Institute of Education Sciences
Department of Education

Elizabeth Albro
National Center for Education Research
Institute of Education Sciences
Department of Education

Modeling Representation of Foreign Language Education at the Federal Level in the United States

Monday April 31, 2pm to 5pm

Recent documents have stated well the problems in foreign language education in the United States and what needs and concerns urgently require attention and action. Missing, however, are precise proposals for procedures, processes, and, most important, forms of institutionalization for language education policies. This Special Symposia features experts charged with imagining forms of institutionalization for foreign language education policy-making at the federal level in the U.S. that would assure the development of coherent, long-term policies and practices. Following panelists' opening statements the session features a moderated panel discussion and seeks ample commentary by attendees.

Conveners:

Heidi Byrnes, Georgetown University
Leo van Lier, Monterey Institute of International Studies

Participants:

Lyle Bachman, Professor of Applied Linguistics, UCLA
Rep. Rush Holt (D-New Jersey)
Diane Auer Jones, Asst. Secretary for Postsecondary Education, U.S. Department of Education
Ambassador Michael Lemmon, National War College
Mary Ellen O'Connell, Senior Program Officer, The National Academies

Abstracts are listed alphabetically by the last name of the first presenter/organiser.

INVITED COLLOQUIA ABSTRACTS

Belcher, Diane (Georgia State University, eslddb@langate.gsu.edu)

Redefining the specific in language for specific purposes: Insights from genre theory, corpus linguistics and critical ethnography

This colloquium considers how recent developments in LSP research and theory contribute to increasingly complex and multi-layered notions of specificity. Issues such as interdiscursivity in professional genres, the interplay of phraseology and ideology, the contexts of text production, the role of rhetorical choice and local literacy practices will be explored.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Regency Ballroom • RWL

Colloquium Papers

Vijay K. Bhatia (City University of Hong Kong)

Negotiating the 'specific' in English for specific purposes: Insights from genre theory

Recent work on genre theory argues for an integration of discursive and professional activities in the context of professional cultures, focusing on 'interdiscursivity', and acquisition of 'expertise', which incorporates communicative, disciplinary, and professional practices. This paper will consider implications of this development in the negotiation of the 'specific' in ESP.

John Flowerdew (University of Leeds), **Alina Wan** (City University of Hong Kong)

(Critical) genre analysis of the company audit report

This paper demonstrates the potential of (critical) ethnography in ESP target situation analysis. Ethnographic analysis of auditors' reports reveals that despite template use in such reports, there is one crucial section which requires original writing and, hence, results in tension among Chinese speakers and others within this discourse community.

Lynne Flowerdew (University of Leeds)

Corpus linguistics for LSP: Uncovering specificity

Corpus linguistics is usually associated with a phraseological approach to language, involving collocational and colligational patterning and semantic preferences and prosodies. Analysis of recurring patterns, preferences and prosodies can help shed light on phraseologies and ideologies in LSP texts, which may not be immediately obvious from qualitative discourse-based text analysis.

Ken Hyland (University of London)

Different strokes for different folks: specificity in EAP

The emergence of community-oriented views of literacy has encouraged greater attention to the specific contexts of academic language use in EAP. This paper draws on corpus analyses to show something of how writers employ rhetorical choices to create a recognisable social world as their discourses reflect and construct their communities.

Ann Johns (San Diego State University)

Critical ethnography and curriculum building: A case study from South Africa

Critical ethnography (CE) focuses on the ethics of fieldwork, the methods and politics of collecting and analyzing data. While developing a literacy curriculum, this author attempted to use CE in a South African university context in order to understand and interpret traditional practices that could be integrated into the curriculum.

Sue Starfield (University of New South Wales)

Researching academic writing: The theory of the methodology

Viewing academic writing as a 'social act' may have achieved 'a certain orthodoxy' (Candlin & Hyland 1999). Less well discussed have been the implications of this view for the methodologies we use to study writing in academic settings. Critical ethnographic research becomes an appropriate methodology if we seek to understand writing within the complex (and frequently unequal) contexts in which texts are produced and received.

Genesee, Fred (McGill University, fred.genesee@mcgill.ca)

Learning to read in a first and second language

Research findings with respect to issues related to the following topics will be considered: majority and minority language learners; first and second language reading acquisition; kindergarten level and older students; and word decoding and comprehension skills.
Saturday, March 29, 2008 • 8:15 am - 11:15 am • Diplomat • RWL

Colloquium Papers

Robert Savage (McGill University), Louise Deault (McGill University)

What does the best evidence say about reading acquisition in majority language learners?

There has been extensive research on reading acquisition and instruction for majority language learners. This research has been subjected to systematic review and statistical meta-analysis techniques that explicitly consider the methodological quality of individual studies. This presentation summarizes and discusses the findings that have emerged from these reviews.

Caroline Erdos (McGill University), Fred Genesee (McGill University)

Predictors of reading and language impairment in majority language second language learners

This presentation reports on results from a longitudinal study of individual differences in L2 reading acquisition among English-speaking students in French immersion programs in Canada. It focuses on predictors of L2 reading development in these learners and, in particular, on learners who may be at risk for oral or written language impairment.

Diane August (Center for Applied Linguistics), Nonie Lesaux (Harvard University)

Developing literacy in minority language learners

This presentation will summarize and discuss findings on the development of literacy in language minority children and youth from a recent synthesis on this topic. The synthesis was conducted by the National Literacy Panel on Language-Minority Children and Youth, a panel constituted and funded by the US Department of Education.

Elaine Klein (CUNY Graduate Center), Gita Martohardjono (CUNY Graduate Center)

Investigating second language readers with low native language literacy

This presentation presents results of case studies and ongoing longitudinal research on the development of second language reading development among 100 adolescents who have entered New York City schools with weak first language literacy skills and academic knowledge, having had very poor or interrupted formal education in their home countries.

Catherine Snow (Harvard Graduate School of Education), Michael Kieffer (Harvard Graduate School of Education), Paola Uccelli (Harvard Graduate School of Education)

Assessing reading comprehension in first- and second-language readers

Analysis of widely used reading comprehension assessments reveals widely varying operational definitions of 'comprehension.' In many cases vocabulary and background knowledge contribute to outcomes more than reading skills. Data from a novel comprehension assessment designed to be sensitive to second-language readers central process skills will be presented.

Housen, Alex (Alex.Housen@vub.ac.be) **Kuiken, Folkert** (f.kuiken@uva.nl)

Fluency, accuracy and complexity in second language acquisition: Theoretical and methodological perspectives.

This colloquium explores the converging theoretical and methodological approaches that different disciplines (linguistic, cognitive, pedagogic) bring to the study of complexity, fluency and accuracy as basic dimensions of language proficiency in second language representation, use, development, learning and teaching.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Empire • SLA

Colloquium Papers

Rod Ellis (University of Auckland)

The differential effects of rehearsal, strategic planning and within-task planning on the fluency, complexity and accuracy of L2 production

This paper reviews research that has investigated the effects of three types of planning (rehearsal, strategic planning and within-task planning) on the fluency, complexity and accuracy of L2 learners' production. The findings are discussed in terms of Levelt's (1989) model of speech production and the distinction between implicit/explicit knowledge.

Peter Skehan (Chinese University of Hong Kong)

Complexity, accuracy fluency and lexis in native and non-native task-based performance

The presentation will explore differences between native and non-native speakers on tasks, and also report on measures of lexical performance. It will be argued that fluency and lexis, rather than language complexity, distinguish the two groups, and central to this is the difference in integrating less frequent lexis into smooth performance.

John Norris (University of Hawai'i at Manoa), Lourdes Ortega (University of Hawai'i at Manoa)

Measurement for understanding: The case of complexity, accuracy and fluency

In this presentation we identify and discuss three challenges in the evidentiary logic that underlies current uses of complexity, accuracy, and fluency measurement. We call for articulation between theory and measurement; interpretive benchmarks; and more central roles for dynamicity, variability, and non-linearity in future complexity, accuracy, and fluency measurement practices.

Robert DeKeyser (University of Maryland)

The complexities of defining complexity

The possibility of an objective definition of grammatical complexity is discussed and contrasted with concepts such as acquisition order, difficulty, and salience. This definition is also compared with the way complexity is usually understood in the literature on accuracy, fluency, and complexity, and it is predicted that this definition will yield a clearer (and negative) correlation between complexity on the one hand, and accuracy and fluency on the other.

Kormos, Judit (kormos.j@chello.hu) **Kontras, Edit** (Etvös Loránd University, ehkontra@ludens.elte.hu)

Second/foreign language learning and teaching for learners with special needs

This symposium provides an overview of topics related to the language learning processes of and methods of teaching for learners with special needs including students with learning disabilities as well as Deaf language learners. The presentations discuss individual learner characteristics and profiles, diagnosis and assessment issues and instructional programs.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Diplomat • LLC

Colloquium Papers

Esther Geva (Ontario Institute of Studies in Education of the University of Toronto)

Diagnosing dyslexia in a second language context

Diagnosing dyslexia in a second language context is challenging. One strong belief is that until second language learners have not developed their oral language proficiency fully, diagnosis of dyslexia is unreliable and invalid. The paper will examine systematic research on cognitive, linguistic and reading development that challenge this belief.

Joanna Nijakowska (University of Lodz)

The effectiveness of multi-sensory instruction in teaching dyslexic language learners

I will present the outcome of research conducted in the field of teaching English as a foreign language to Polish dyslexic students concentrating on the effectiveness of direct multi-sensory instruction for improving word reading and spelling skills in English through the systematic study of selected grapheme-phoneme relations and spelling rules.

Zsuzsanna Abrams (The University of Texas, Austin)

Modes of assessment for language learners with special needs

Alternate modes of assessment may enable students with disabilities to complete L2 courses but, if significant modifications are required, may threaten the validity of programmatic assessment in language curricula. We argue, however, that alternative modes of assessment actually strengthen the validity of measuring the authentic language knowledge of disabled students.

Judit Kormos (Eötvös Loránd University), Kata Csizer (Eötvös Loránd University)

A qualitative interview study of Hungarian dyslexic language learners' motivation

We report the results of a qualitative interview study on the motivation of Hungarian dyslexic language learners. We describe the most important motivational dimensions of dyslexic learners from the students' own perspective. The presentation highlights the role of teachers and parents in motivating students' with special educational needs.

Gerald P. Berent (National Technical Institute for the Deaf, Rochester Institute of Technology)

Addressing the input challenge facing deaf learners of English

Recent classroom research has established the efficacy of visual input enhancement in facilitating deaf learners' access to English language input, leading to significant improvement in English morphosyntactic knowledge. The spoken language input challenge facing deaf learners is summarized, and the promising results of new input enhancement research are discussed.

Osterhout, Lee (losteho@u.washington.edu)

Exploring the neurocognition of second-language processing

Language processing is fundamentally a function of the human brain. This symposium will review recent brain-based evidence that might help us understand how people acquire a second language, how they process it at various stages of fluency, and what factors might facilitate or inhibit their eventual success.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Regency Ballroom • COG

Colloquium Papers

Angela Friederici (Max Planck Institute for Human Cognitive and Brain Sciences)

Neurophysiological differences in first and second language processing

In second language processing, syntax appears to be the major problem. In a series of experiments using event-related brain potentials (ERP) measures, we showed that semantic processing mechanisms as reflected in a particular ERP component (N400) are quite similar to L1 and L2. Syntactic processes which in L1 are reflected in an early left anterior negativity (for automatic local phrase structure building) and a centro-parietal positivity (P600 for late integration processes) are only expressed in a P600 in L2. This suggests that early automatic structure building processes are not established in L2 unless the user is highly proficient. Functional imaging studies reveal that the average L2 user compared to a native recruits additional strategy-related brain regions in the prefrontal cortex to deal with syntax.

Lee Osterhout (University of Washington), Cheryl Frenck-Mestre (University of Provence)

How the brain changes during the earliest stages of second language learning

Second-language learning, like learning in general, must be associated with changes in the brain. We will describe longitudinal studies of university students enrolled in their first year of classroom-based L2 instruction. These studies show that changes in both brain function and brain structure occur with remarkably little L2 instruction.

Michael Ullman (Georgetown University School of Medicine)

Memory, brain and second language

Neurocognitive evidence on second language learning and processing, and its relation to brain memory systems, will be presented, including data from psycholinguistic, neurological, electrophysiological and neuroimaging studies. New evidence from studies examining the neurocognitive effects of explicit versus implicit language training will be discussed.

Arturo Hernandez (University of Houston)

Age of acquisition, language proficiency and the bilingual brain

Cases of selective impairment of one language in bilingual aphasics have been taken as evidence that each language is represented in separate parts of the brain. However, recent neuroimaging studies are not entirely consistent with this view. Recent studies identify factors that modulate differences in neural activity in bilinguals, including age of acquisition and proficiency in a second language. These results will be discussed within an emergentist framework.

Douglas J. Davidson (F.C. Donders Centre for Cognitive Neuroimaging), Peter Indefrey (F.C. Donders Centre for Cognitive Neuroimaging)

Error-related responses supporting grammatical plasticity

Electrophysiological studies of adult language learners have shown violation responses early in grammatical learning. We present work investigating whether the error-related negativity (ERN) in response to feedback is also related to improved grammatical discrimination. Our results indicate that the feedback ERN amplitude decreases during morphosyntactic learning, suggesting that it is related to decision-making processes that occur during grammar acquisition.

Saville, Nick (Cambridge University, Saville.n@cambridgeesol.org) **McNamara, Tim** (University of Melbourne, tfmcna@unimelb.edu.au)

Issues of language acquisition and assessment as related to migration and citizenship

This symposium focuses on language acquisition, learning and assessment as they relate to migration and citizenship. A range of theoretical and practical issues are presented including discussion of potentially positive impacts of language assessment and of negative impacts and of misuses of tests for these purposes.

Sunday, March 30, 2008 • 8:15 am - 11:15 am • Executive • ASE

Discussants: Alan Davies, James Lantolf

Colloquium Papers

Nick Saville (University of Cambridge, ESOL Examinations)

Introduction and overview

Current perspectives on migration and integration point to a need to develop a coherent framework for addressing the assessment dimension when considering languages in society. This framework needs to be interdisciplinary and grounded in current theory and research on learning, teaching and the assessment of languages.

Joe LoBianco (University of Melbourne)

Denization, naturalization, education and freedom: Becoming a citizen

Citizenship is discussed as part of normative political philosophy, related to language expectations of four categories: the young (taught standard official language forms and standard literacy), the foreigner (classically linguistic socialisation is determined by occupational position) and indigenous and enslaved minorities in whose cases marginalisation and compulsory illiteracy have been practiced.

Tim McNamara (University of Melbourne), Elana Shohamy (Tel Aviv University), Piet Van Avermaet (Centre for Intercultural Education, University of Ghent), Anthony Kunnan (California State University, Los Angeles), Tzahi Kanza (School of Education, Tel Aviv University)

Language testing perspectives: What is the construct?

The four speakers in this central part of the symposium focus of some key issues from different parts of the world. They question how language testers can interact with other research strands in applied linguistics in considering the social and cultural dimensions with a view to identifying their own roles and distinctive voices. Ways of addressing the policy dimension with a view to dealing with language learning and assessment practices more effectively are discussed.

COLLOQUIA,
PAPER,
AND POSTER
ABSTRACT
SUMMARIES

COLLOQUIA ABSTRACTS

Carlisle, Robert (rcarlisle@csub.edu)

Current Issues in the Perception and Production of L2/L3 Phonology

These empirical studies provide new evidence on current issues in L2/L3 phonology including the relationship between L1 attrition and perception, the influence of age on perception and production, the role of robust phonetic features in acquisition, sonority as an environmental constraint, and the influence of L1 and L2 on L3.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Palladian • SLA

Colloquium Papers

Roy Major (Arizona State University), Barbara Baptista (Federal University of Santa Catarina)

First Language Attrition in Rating Foreign Accents

This study investigates L1 attrition in the ability to detect a foreign accent in one's native language by comparing accent ratings of native and nonnative speakers of Brazilian Portuguese. The results suggest very little L1 attrition in NSs and further that there may be salient universal features of nonnative speech.

Niclas Abrahamsson (Stockholm University)

Age of Learning, Near-Nativeness, and the Production and Perception of VOT in a Second Language

The production and categorical perception of VOT by L1 Spanish near-native speakers of L2 Swedish was investigated. The study showed effects of age of onset on VOT, and revealed that not all of the early learners and none of the late learners were truly nativelike in both production and perception.

John Archibald (University of Calgary)

Feature Enhancement in L2 phonology

This paper demonstrates that the deficit model of L2 phonology (Brown, 2000) is too strong. Second language learners can acquire contrasts which are not based on L1 features when (a) there is a robust phonetic cue to the contrast in the input, or (b) L1 knowledge can be redeployed.

Robert Carlisle (California State University, Bakersfield)

The Influence of Sonority on Prothesis

This paper presents the results of three empirical studies investigating the claim that the frequency of prothesis before s(C) onsets is inversely related to the sonority of the preceding environment. Statistical results are uniformly significant across all three studies.

Jeffrey Steele (University of Toronto)

Cross-linguistic Influence in L3 Phonology

A number of factors, including psychotypology and non-native language proficiency, determine the nature of cross-linguistic influence in L3 acquisition. The present study investigates the role of these factors in L3 phonology via an experimental study of the acquisition of voicing in French fricatives by Mandarin-speaking learners of advanced English proficiency.

Carter, Ronald (University of Nottingham, ronald.carter@nottingham.ac.uk) **Candlin, Chris** (Macquarie University, Sydney, Australia, ccandlin@optusnet.co.au)

Breaking new ground in applied linguistics

This colloquium focuses on breaking out of the standard boundaries of Applied Linguistics, directing attention to real world issues of social urgency where communication and working creatively with others are essential. Papers range from language policy initiatives to food politics, to workplace language and to redefinitions of professional expertise.

Saturday, March 29, 2008 • 8:15 am - 11:15 am • Executive • LID

Colloquium Papers

Kees de Bot (University of Groningen, The Netherlands)

Bilingual streams in Dutch secondary education: Interconnecting systems

This paper explores the emergence of CLIL (Content and Language Integrated Learning) through the dynamic interaction between different layers in the educational system going from parents' initiatives to European language policy implementation (and back).

Guy Cook (The Open University, UK.)

Food politics and the role of applied linguistics

This paper examines the politics of food and its implications for the environment, political decision making, cultural identity, and health, involving methodologies which integrate analysis of sender intentions, textual products and reader reactions, rather than any of these in isolation.

Claire Kramersch (UC Berkeley, USA)

Researching the multilingual immigrant in the multilingual workplace

How can applied linguistics do justice to multilingual immigrants living in the deterritorialized, dehistoricized spaces of a global economy? The paper draws on Whitesides' 2006 study of Maya-speaking undocumented immigrants in California to examine the role of the researcher and to problematize the existing tools of analysis in applied linguistics.

Janet Holmes (Victoria University, Wellington, New Zealand)

Enhancing socio-pragmatic skills among professionally qualified workers

This paper discusses a collaborative project with workplaces willing to offer placements for a period for the professional migrants on the course, with the aim of evaluating the extent to which the skills prove relevant in the workplace.

Srikant Sarangi (University of Cardiff, Wales)

Towards an applied linguistics of professions

Parallel with developments in cognate social scientific approaches, I expand the boundaries of applied linguistic themes and sites under the label 'Applied Linguistics of Professions'. This transition marks a shift in focus from 'professional discourse as a register' to 'professional discourse as an expert system', with its attendant challenges for applied linguistics research.

Collins, Laura (Concordia University, laura.collins@concordia.ca)

Second language construction learning: Frequency, form, and function

Researchers from SLA, child-language, and cognitive and corpus linguistics explore how integrated analyses of the distribution and saliency of target forms in oral input, their functional interpretations, and the reliabilities of mappings between these informs our understanding of how constructions are acquired by learners in naturalistic, classroom, and experimental contexts

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Diplomat • SLA

Discussant: Adele Goldberg

Colloquium Papers

Laura Collins (Concordia University, Montreal), Pavel Trofimovich (Concordia University, Montreal), Walcir Cardoso (Concordia University, Montreal), Joanna White (Concordia University, Montreal), Marlise Horst (Concordia University, Montreal)

Some input on the easy/difficult grammar question

We compare the input profiles for three English constructions in a 120,000-word corpus of teacher input. Findings highlight the inter-relatedness of phonological, morpho-syntactic, and lexico-semantic factors in determining the relative opacity (Goldschneider & DeKeyser, 2001) of the different features and inform hypotheses for facilitating the learnability of the constructions.

Steffanie Wulff (University of Michigan), Ute Romer (University of Michigan), Kathleen Bardovi-Harlig (Indiana University)

A constructional analysis of tense-aspect in spoken English

We investigate how learning of tense-aspect morphology is sensitive to input frequency, reliabilities of form-function mapping, and prototypicality of lexical aspect in spoken English. Statistical contingency analyses determine the associations between verbs types and aspect categories, and (following the Aspect hypothesis) whether the most frequent forms have prototypical meaning

Adele Goldberg (Princeton University), Devin Casenhiser (York University, Toronto), Jeremy Boyd (Princeton University)

Learning novel form-meaning constructions: Insights from experimental studies of child and adult language learners

Studies summarized in this paper involve training children and adults on a novel pairing of both form and meaning: a novel construction. Effects of skewed frequency, inconsistent input, and order of stimuli-presentation will be discussed

Nick Ellis (University of Michigan), Fernando Ferreira Junior (Federal University of Minas Gerais (UFMG), Brazil)

Construction learning as a function of frequency, frequency distribution, form & function

This paper considers effects of construction frequency, form, and function, and of their contingency and prototypicality, upon second language acquisition (L2A). It illustrates these effects by analyzing the naturalistic L2A of English verb-argument constructions in the European Science Foundation corpus.

Kim McDonough (Northern Arizona University)

The role of type frequency in syntactic priming

This study investigated the role of type frequency in syntactic priming and its impact on English L2 learners' production of developmentally advanced questions. The results are discussed in terms of ongoing efforts to understand the relationships among type frequency, syntactic priming and ESL question development.

Jesus Izquierdo (Universidad Juárez Autónoma de Tabasco, Mexico)

The perception of tense-aspect constructions in oral input: Learning constraints imposed by form/meaning prototypes

This study investigated whether verb semantics constrain perception of tense-aspect marking in L2 French oral input. Results from a computerised aural comprehension task revealed that they do when the perfective and imperfective distinction lacks phonological salience. Potential benefits of interactive computer-mediated tasks involving non proto-typical form-meaning pairings will be discussed.

Froud, Karen (Teachers College, Columbia University, kfroud@tc.columbia.edu) **Khamis-Dakwar, Rim** (Teachers College, Columbia University, rk2121@columbia.edu)

Neurocognitive investigations of second language perception, representation and processing

Neuroscientific approaches to second language acquisition can elucidate the brain processes which underpin L2 attainment. This colloquium aims to present current neuroscientific research related to second language acquisition. Researchers will discuss neural correlates of aspects of second language processing, with the aim of further integration between neuroscience and applied linguistics.
Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Executive • COG

Colloquium Papers

Karen Keung (Teachers College, Columbia University)

Lexical representation in bilingual speakers of Cantonese and Mandarin: A neurolinguistic approach

We investigate brain responses of Cantonese speakers who acquired Mandarin after age 3. By manipulating Cantonese and Mandarin tones, we examined changes in dialect and meaning. Findings revealed increased responses to Cantonese-Mandarin switches, supporting the view that Cantonese and Mandarin are more distinct than aspects of a single linguistic system.

J.D. Purdy (Teachers College, Columbia University)

When is a second language really acquired? An EEG study of the automatization of second language knowledge

We examined the ELAN, a brain response reflecting first-pass parsing in native speakers. Sentences containing word-category violations were presented to Chinese learners of English. Despite difficulties with L2 syntax, learners generated ELAN-like components. This suggests that parsing based on word category information may be possible even using non-linguistic, domain-general processes.

Paula Garcia (Teachers College, Columbia University)

Speech perception in late Spanish/English bilinguals: an EEG study of vowel recognition

Perception studies reveal influences of native phoneme categories on L2 sound perception. We examine a non-native vowel contrast in native Spanish speakers. Results suggest no neural discrimination between non-lexically-contrastive speech sounds, suggesting that non-native phonemic contrasts are assimilated to L1. L2 pedagogical approaches should emphasize perception as well as production.

Rim Khamis-Dakwar (Teachers College, Columbia University)

Language or dialect? Using EEG to determine language status in Arabic diglossic codeswitching

We used EEG to study the neurofunctional bases of codeswitching between Standard and Colloquial varieties of Arabic. Our results strongly support the view that languages which exist in a diglossic situation, like Arabic, are not simply variants of the same language, but are processed as completely distinct languages.

Fuchs, Carolin (Teachers College, Columbia University, cfuchs@tc.columbia.edu)

Electronic literacy and educational practices: A global perspective

The papers in this colloquium will provide different perspectives on electronic literacy practices (based on reports of research in different educational and institutional contexts). They will discuss the effect of technology on literacy in different media, different electronic literacy practices, the constraints and affordances of such practices, and socio-institutional implications.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Empire • TEC

Discussants: Paul Gruba, Marie-Noëlle Lamy

Colloquium Papers

Carla Meskill (University at Albany, University of New York)

Producterly Texts: Some implications of electronic literacy for SLA

This paper explores literate activity with television and the internet as pleasurable, producterly interaction, an aspect of electronic literacy that carries direct implications for SLA.

Carolyn Fuchs (Teachers College, Columbia University)

Students' and teachers' electronic literacy skills: The gap between theory and praxis

This paper reports on an exploratory survey study involving five secondary schools in the southwest of Germany. Questions aimed at eliciting information on students', teachers', and administrators' electronic literacy skills and the importance of these skills. Data also include participants' perspectives on technology access and use and professional development opportunities.

Christine Develotte (Ecole Normale Supérieure, Lyon), Nicolas Guichon (Université Lumière Lyon 2), Richard Kern (University of California, Berkeley)

Collaborative pedagogy in language and culture via desktop conferencing: Affordances and constraints

This presentation describes a series of desktop videoconference exchanges between apprentice teachers in France and students in Berkeley. Observational and interview data show how multimodal and synchronous online communication facilitates students' learning of French language and culture and sensitizes French apprentice teachers to the underlying cultural issues involved in designing multimedia materials.

Debra Occhi (Miyazaki International College), Cindy J. Lahar (York County Community College, Maine)

Developing digital literacy: Connecting students in cross-cultural on-line learning activities

This presentation will discuss strategies, resources, and outcomes gleaned from 5 years of collaborative Internet-based teaching activities between classrooms in the US and Japan. The American and Japanese students expressed great value in the opportunity to work with, and learn from, students in a different culture.

Steven L. Thorne (The Pennsylvania State University)

Local talk in transcultural communication environments

In the ecology of multilingual and transcultural environments, communication is shown to draw upon resources distributed across activity systems. Three empirical projects are discussed, 1) Internet-mediated intercultural communication 2) use of instant messaging and blogging for out-of-class FL interaction, and 3) international, multilingual, multiuser online games.

Hawkins, Margaret (mhawkins@education.wisc.edu)

Beyond multiplicity: Languages and identities in flux

This colloquium addresses complex inter-relationships of language and identity work in out-of-school sites. Three studies explore complex migration histories and situated identity work among Hmong and African children, local resources mediating interactional language and identity processes for immigrant youth, and Chinese adolescents developing linguistic and cultural identities via the internet.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Empire • LCS

Colloquium Papers

Jane Zuengler (University of Wisconsin-Madison)

The identity and language practices of immigrant and refugee children in an after-school center

Studying identity in language use by immigrant/refugee children in a community center reveals processes more complex and fluid than current notions of identity acknowledge. For example, children's migration experiences offer affordances (van Lier, 2000) for constructing complex, hybrid identities. Moreover, one child's identity process can influence another's.

Margaret Hawkins (University of Wisconsin-Madison)

Mediating language and identity work: Immigrant youth in community-based sites of learning

This paper reports on current findings from a longitudinal study of immigrant youth in community-based sites of learning. Data from observations and interviews are presented that illustrate the complexity and inter-dependence of language and identity work, mediated by local resources, non-local resources and affiliations, language practices, and social interactions.

Eva Lam (Northwestern University)

Immigrant youths' digital practices in negotiating local and translocal affiliations

This paper considers language and identity development of adolescent immigrants in new contexts of transnationality and digitally-mediated networks.

We will draw from an ethnographic study to discuss how adolescent immigrants use instant messaging to manage social relationships and develop linguistic and cultural identities that index their multiple affiliations across societies

Horan, Deborah (dhoran@mail.utexas.edu)

The Changing Face of Writing Pedagogy

This colloquium focuses on: (1) empirical research with theoretical frameworks in systemic functional linguistics (SFL), (2) trends in elementary writing pedagogy, and (3) language minority populations. Four research papers address the potential of SFL-informed pedagogies to expand writing opportunities and development of K-5 children, with particular attention to bilingual students.

Sunday, March 30, 2008 • 8:15 am - 11:15 am • Diplomat • RWL

Colloquium Papers

Maria Estela Brisk (Boston College)

Beyond the personal narrative: Bilingual learners develop academic writing

This paper analyzes the English writing development of bilingual fifth graders. Students showed development relative to tenor (audience/writer relationship), topic and genre variety, text structure, and language. Second language learners in mainstream classrooms are well served with an approach to teaching writing that uses the tools of systemic functional linguistics.

Margarita Zisselsberger (Boston College)

Fifth-grade bilingual students' journey in procedural writing: A functional approach

This paper explores procedural writing development for bilingual learners in a fifth-grade mainstream English classroom. Drawing on Halliday's (1985) SFL theory, diverse bilingual students' writing was analyzed to identify ways in which students showed their understanding of field (topic), tenor (audience/writer relationship) and mode (type of text).

Elizabeth Harris (Boston College)

Navigating high-stakes contexts through SFL-based writing pedagogy

This paper explores how systemic functional linguistic theory can inform test writing instruction in a bilingual, fourth-grade writer's workshop. SFL concepts allowed the teacher to more precisely teach, assess, and mediate confusions related to purpose, audience, language, and tenor for all learners and particularly for bilingual learners.

Deborah A. Horan (University of Texas at Austin)

Beyond fossilized forms: The potential of genre-based writing pedagogies

The paper presents trends in elementary writing pedagogy, as informed by SFL theory, a survey of 284 elementary teachers, and 12 case studies. Results suggest inordinate attention to fossilized language forms and minimal attention to (1) genre-based pedagogies and (2) heritage language and culture as contextual factors in writing development.

Kagan, Olga (UCLA, okagan@ucla.edu)

Heritage language speakers as language learners: A quest for theory

This colloquium addresses the nature of language acquisition, learning and relearning of heritage languages. Two presenters ask whether current L2 theoretical models can adequately explain heritage language acquisition. One paper discusses the appropriateness of fossilization and reanalysis hypotheses, and the fourth speaker challenges the linear approach to HLL's development.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Palladian • SLA

Discussants: Joseph Lo Bianco, Guadalupe Valdes

Colloquium Papers

Maria Polinsky (Harvard University)

Heritage language across the lifespan: Fossilization, deterioration, or reanalysis?

This paper presents and analyzes data on structured narratives produced by children and adult heritage speakers of Russian whose dominant language is English. Using qualitative and quantitative measures we show that adult heritage language represents a reanalysis rather than fossilization or deterioration of their child language.

Silvina Montrul (University of Illinois at Urbana-Champaign)

Morphological errors in L2 learners and heritage language learners

This paper investigates the source of morphological variability in Spanish L2 learners and proficiency-matched heritage speakers and asks whether current theoretical models proposed for L2 acquisition can also explain heritage language acquisition. Results of production and comprehension-based experiments show important but divergent comprehension and production dissociations in the two populations.

Agnes Weiyun He (State University of New York at Stony Brook)

Toward a temporal and spatial specification of heritage language development

This paper delineates the complexity of heritage language (HL) development. Temporally, it underscores the nonlinear, iterative, dynamic nature of HL development. Along the spatial dimension, it highlights the multi-agency and multi-directionality of HL development. It argues that HL competencies, choices, and ideologies change over the learner's lifespan, reflecting changing motivations, changing social networks, changing opportunities, and other variables.

Kearney, Erin (erin3@sas.upenn.edu)

New directions for culture pedagogy in foreign language education

This colloquium explores new directions for culture pedagogy in foreign language education. Research across various learning contexts and theoretical orientations sheds light on the nature of culture learning, its role in foreign language education, and its potential for the transformation of individuals, societies and cultures themselves.

Saturday, March 29, 2008 • 8:15 am - 11:15 am • Empire • PED

Colloquium Papers

Karen Risager (Roskilde University, Denmark)

Culture pedagogy: from a national to a transnational paradigm

Culture pedagogy has to break with its national-romantic tradition and begin to see itself as a field operating in a complex and dynamic world characterized by transnational flows of people, commodities and ideas. The paper will outline a number of principles for a new transnational paradigm in language studies.

Celeste Kinginger (Pennsylvania State University)

National identity and the interpretation of culture in study abroad: A case study of Americans in France

This paper examines study abroad as a context for culture learning via case histories of American students in France during the U.S.-led invasion of Iraq. Findings of the research suggest that the post-9/11 generation exhibits a growing need for explicit guidance in the observation and interpretation of intercultural encounters.

Nelleke Van Deusen-Scholl (University of Pennsylvania)

Culture pedagogy and the advanced heritage learner

Building on research by Kramsch on the notion of native speaker and by Cook on the concept of multicompetence, this paper argues that the perception of heritage learners as 'cultural experts' in the foreign language classroom is problematic and requires a new approach to culture pedagogy in the context of heritage learning.

Sebastien Dubreil (University of Tennessee)

Virtual learning environments for a real (intercultural) dialogue: Toward new pedagogies in culture

The author approaches culture pedagogy by examining the role of technology in fostering intercultural learning. Using technology (webcams, Second Life) in innovative ways, he places learners in situations where they must negotiate their cultural identities as well as their interlocutors' and position themselves in a dynamic stance between two cultures.

Erin Kearney (University of Pennsylvania)

Socializing learners to read cultural representations in the foreign language classroom

Through the close analysis of video-recorded classroom data, this presentation explores the process whereby a foreign language teacher socialized her students into a critical and interpretive stance toward the reading of cultural representations, which is argued to be an integral process for successful culture learning in the foreign language classroom.

May, Stephen (s.may@waikato.ac.nz)

Public discourses and debates about bilingual education: Turning the tide

This colloquium addresses how researchers can better inform, and, where possible, positively shape/influence wider public and policy debates on bilingual education. The colloquium papers discuss a range of international examples where research-based advocacy of additive bilingual programs has influenced/shifted wider policy/public debates that are often predisposed against bilingual education.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Empire • BIH

Colloquium Papers

Mary McGroarty (Northern Arizona University)

Tensions in US educational language policies and implications for applied linguistics

This presentation argues that changes in political coalitions in the US could favor 'ecological niches' for innovative language education programs but only in localities where support can be mobilized for countering widespread public assumptions about exclusive use of English. Implications of these trends for researchers, educators, and advocates are considered.

Kate Menken (City University, New York)

Promoting bilingual education in the age of No Child Left Behind: A contradiction in terms?

No Child Left Behind (NCLB) encourages English-only approaches in the majority of US classrooms, reinforcing the prevailing myth that native language (L1) learning hinders English acquisition. This paper explores how certain schools in New York have gone against the NCLB tide and emphasized L1 instruction, with very promising educational results.

Adrian Blackledge (University of Birmingham)

"Encouraging people not to learn English". Public discourses about bilingualism in education in Britain.

This paper addresses public debates in Britain about immigration, multilingualism, citizenship and language testing, along with the strongly stated discourse that public use of minority languages other than English undermines national unity and British identity. The paper contrasts these subtractive public discourses with the multilingual practices of the students themselves.

Kathleen Heugh (Human Sciences Research Council)

What you don't see is what you get: Development agency commitment to language programs that exacerbate educational wastage in Africa

Major development and aid agencies, such as the World Bank, have had a history of promoting ineffective English-only and transitional bilingual language programs in Africa. However, there is now more open debate there on the merits of bilingual education, even if this remains politically and economically challenging for key decision-makers.

Stephen May (University of Waikato)

Looking before you LEAP: Contesting subtractive bilingual debates and policy in English-dominant contexts

This paper discusses public and policy debates in New Zealand concerning Pasifika students, which regularly construct such students, and their bilingualism, in deficit terms. The paper highlights, however, the recent development of a major research-based resource, which provides educational policymakers and practitioners with attested principles and practices of additive bilingualism.

Mikesell, Lisa (mikesell.lisa@gmail.com)

Language, sociality, and brain: Lessons from neuropathology

Linguists studying human behavior must now take the discoveries in neuroscience and find a place for them in the advancement of our understanding of language. Examining Frontotemporal Dementia (FTD), a neuropathology affecting social behavior, this colloquium bridges current neuroscience research with our understanding of language use.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Regency Ballroom • LCS

Colloquium Papers

John Schumann (UCLA)

Working from brain to language

This paper discusses the colloquium presentations from the perspective of our approach to the neurobiology of language. Our procedure involves the analysis of brain mechanisms and the development of theoretical formulations for how these mechanisms subserve language. This approach assumes there are no neural systems exclusively dedicated to language.

Anna Joaquin (UCLA)

The role of the prefrontal cortex in social knowledge and behavior

This paper discusses the brain research in typically developing children and in patients with frontotemporal dementia (FTD) that implicates the frontal lobes in aspects of social behavior. Therefore, this paper will conclude that patients with FTD are an appropriate population to begin examining the role of PFC in pragmatics.

Michael Sean Smith (UCLA)

Frontotemporal dementia's influence on social structure: An interactional study of caregiver's modification of patient's participation

This paper uses a conversational analytic approach to argue that the neurological changes caused by FTD forces the patient's co-participants to structure the interaction so as to make the patient's identity a primary focus, and this is then argued to demonstrate the importance of other-focused practice for social interaction.

Lisa Mikesell (UCLA)

Managing "inappropriate" behavior of frontotemporal dementia patients: Reflecting on what it means to be socially (in)appropriate

Using natural video recorded data, this paper uses discourse analysis to examine inappropriate social behaviors of FTD patients, specifically perseverative behaviors, and the ways in which interlocutors (normals) react to them. Such an examination naturally leads to a discussion of what it means to behave socially (in)appropriately.

Netta Avineri (UCLA)

Self-perception and others' perception of self: Insights from question-response sequences during doctor-FTD patient interactions

Frequently, FTD patients lack self awareness regarding disease-caused personality changes; therefore, family members are the primary individuals to observe and report these changes. Through discourse analysis of videotaped doctor-patient interactions, we gain insight into how these patients view themselves and how they understand the ways they are viewed by others.

Andrea Mates (UCLA)

The role of Theory of Mind in ordinary conversation: Linking discourse practices and cognitive impairment in frontotemporal dementia

Theory of Mind (ToM) impairment in FTD is presented as the primary contributor to inappropriate person reference in a photograph narrative activity compared to normals. This points to ToM as an underlying mechanism in conversation and for the use of photograph narrative activities as a measurement instrument for ToM impairment.

Mohan, Bernard (U. of British Columbia, bernard.mohan@ubc.ca)

Tasks and the integrated assessment of language and content

Evaluators must assess tasks as meaning or content as well as language form. But how? We examine: the history of Language for Specific Purposes, an assessment framework for learners' integrated development, writing prompts framed integratively as genre-based tasks, recurrent problems in language assessment, and causal discourse development in science tasks.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Regency Ballroom • ASE

Discussant: Dan Douglas

Colloquium Papers

Barry O'Sullivan (Roehampton University, U.K.)

Ecologically valid uses for assessment at the nexus between language, content, and task

In concert with task-based and related innovations, this presentation introduces a framework for helping language educators develop assessment systems that can (a) illuminate learners' development of language/content/task abilities, (b) support the integrated teaching of the same, and (c) fulfill the variety of assessment uses that language programs now face.

Heidi Byrnes (Georgetown University)

Assessing L2 writing performance: Reconsidering writing prompts as genre-based tasks

The paper investigates the link between L2 writing tasks and assessment with a focus on the creation of writing prompts. It does so by specifying how "content" and "language" as crucial and integrated features of meaning-making in texts can be enhanced by framing writing prompts as genre-based tasks.

Carol Chapelle (Iowa State University)

Problems in language assessment: Can SFL help?

This paper discusses three problems in language assessment for which SFL (Systemic Functional Linguistics) may provide the necessary conceptual and analytic tools: the role of context, difficulty levels of text, and language development as expansion of meaning potential beyond grammatical sequences and vocabulary.

Bernard Mohan (U. of British Columbia), Constant Leung (King's College, London), Marilyn Low (Pacific Resources for Education and Learning, Hawaii)

Assessing discourse functionally in practice and theory: The case of causal discourse.

Assessing meaning in task, and taking the case of causal discourse, we analyse learner discourse functionally as integrated form and meaning (language and content) using a functional model of causal discourse development. It offers principled criteria for assessment, and illuminates learner difficulties and functional teacher and learner scaffolding and recasting.

Ono, Tsuyoshi (University of Alberta, tonon@ualberta.ca) Strauss, Susan (The Penn State University, sgs9@psu.edu)

Interfacing theory with practice: applying conversation analysis, cognitive-functional and corpus linguistics in the classroom

This colloquium demonstrates how theory and data analytic methodologies inform pedagogical practices, including ways of developing pedagogical materials using spontaneous oral discourse in Japanese, Korean, and Mandarin. The analyses are based on three approaches: cognitive-functional, conversation analytic, and corpus. Methodologies and techniques are easily applicable to other languages, including ESL.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Diplomat • PED

Colloquium Papers

Kyu-hyun Kim (Kyung Hee University)

Providing Account and Managing Epistemic Right: A Case of the Korean

This presentation examines the Korean sentence-ending suffix -ketun in terms of how the strong epistemic right that it indexes is 'mitigated' in a range of sequential practices of account-giving. The interactional skill to manage epistemic right interactively is proposed as a crucial component of the pedagogical treatment of -ketun.

Junko Mori (University of Wisconsin-Madison)

Instructing genre specific grammars: An implication from a interactional linguistic study of Japanese talk-in-interaction

This presentation examines how the so-called pseudo-cleft construction is realized in various genres of L1 and L2 Japanese discourse and considers how grammar in talk-in-interaction operates differently than grammar introduced in language textbooks. It also discusses how to implement these findings into the development of instructional materials and methods.

Tsuyoshi Ono (University of Alberta), Yukari Meldrum (University of Alberta)

Clause-chaining turn-continuation devices in Japanese: An exploration of Japanese native and non-native speech

A prominent feature of Japanese conversation is the usage of long stretches of multiple clauses connected with so-called 'subordinators' (if/because/when/though...). This use is not included in pedagogical materials and not found in non-native speech. This study suggests that 'subordinators' are better characterized and taught as clause-chaining turn-continuation devices.

Susan Strauss (The Penn State University)

What does it mean "to see" in Korean?: A corpus-based cognitive analysis of pota

This study provides a unified analysis of Korean pota through a corpus-cognitive account, proposing a conceptual meaning as "vision + epistemic gauge." It underscores the primacy of vision and visual evidence/experience in Korean. It also emphasizes the need for understanding/teaching grammar through conceptualization patterns with suggestions for teaching material development.

Xuehua Xiang (University of Illinois at Chicago)

Natural Language Use vs. Textbook Representations: A Case Study of JIU for the Teaching of Chinese as a Second/Heritage Language

From a combined approach of discourse analysis and cognitive grammar, this paper presents a case study of preverbal particle, jiu, in Mandarin Chinese. The study also examines the treatment/presentation of jiu in representative Chinese textbooks at the beginning and intermediate levels and discuss implications for pedagogy and materials design.

Rothman, Jason (jason-rothman@uiowa.edu)

Child Spanish speakers in the U.S., Canada, Australia and England: Linguistic identity and acquisition

The papers in this colloquium examine and discuss the construction of linguistic identity related to the acquisition and maintenance of Spanish in child/adolescent Hispanic bilinguals in English-dominant societies. The four papers examine in a complimentary fashion

the U.S., Canadian, Australian and English situations of bilingualism with Spanish/English contact.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Diplomat • SOC

Discussants: Jason Rothman, Kim Potowski

Colloquium Papers

Daniel Martin (The Australian National University)

The persistence of monolingualism: The cost of maintaining Spanish in Australia

This paper will explore the subtle and not so subtle challenges to the externalization of a multicultural, multilingual identity in Australia, as reflected by the experiences and perceptions of second generation Spanish-speakers.

Ana T. Perez-Leroux (University of Toronto), Alejandro Cuza (University of Illinois at Chicago), Danielle Thomas (University of Toronto)

From parental attitudes to input conditions: A look at Spanish-English bilingual development in an urban setting in Canada

A combination of external factors, speakers' attitudes and family and community input conditions constitute key factors in bilingual development. The goal of this study is to tease out how these factors interact using Hispanic Bilingualism in Canada as an example.

Pedro Guijarro Fuentes (Plymouth University), Theo Marinis (Reading University)

Voicing language dominance: The acquisition of interfaces by English/Spanish bilingual adolescents

Exploring the acquisition of interfaced conditioned properties in Hispanic bilinguals born and raised in the UK, specifically properties at the syntax/semantic interface, we discuss individuals' linguistic performance in relation to other external factors (i.e., choice, attitudes and so on) as an indication of language identity and culture maintenance.

Guadalupe Valdes (Stanford University)

Ethnolinguistic identity: The challenge of fomenting and maintaining Spanish-English bilingualism in American schools

This paper examines the role of the American educational systems in maintaining and developing minority languages by tracing the ongoing journey of two sisters (now 10 and 13 years old) who have developed their English/Spanish bilingualism primarily through American schools.

Sheen, Younghee (American University, DC, sheen@american.edu)

Oral and Written Corrective Feedback: Theory, Research and Practice

This colloquium brings together SLA and second language writing researchers to address theoretical and pedagogical issues concerning the role of oral and written corrective feedback in language learning. It also re-examines the debate about the efficacy of corrective feedback and considers the application of current research findings to language pedagogy.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Palladian • SLA

Discussant: Rod Ellis

Colloquium Papers

Takako Egi (University of Florida)

Uptake, modified output, and learner perceptions of feedback

The study investigated the relationship between learners' perceptions and uptake of recasts. Learners of Japanese received recasts in task-based interaction and participated in a stimulated recall interview. Those learners who produced repair following recasts perceived them as correction and noticed the gap between their erroneous output and the target form.

Ahlem Ammar (Université de Montréal)

Noticeability of corrective feedback and individual learner variables

The study explores the role individual learner variables play in instructed SLA by investigating the noticeability of recasts and prompts in relation to learners' phonological memory, attention switching capacity, analytical ability, and proficiency level. Results revealed complex patterns of interaction between corrective feedback types and learner variables.

Roy Lyster (McGill University)

The effects of prompts versus recasts in dyadic interaction

This study compared the effects of prompts and recasts on the acquisition of grammatical gender in French L2 during the dyadic interaction with a native speaker of French. Both prompts and recasts were equally effective in dyadic interaction, contrary to classroom studies demonstrating more positive results for prompts over recasts.

John Bitchener (Auckland University of Technology)

Written corrective feedback and L2 acquisition: Recent research evidence and future prospects

This paper addresses a number of issues that have been identified in the published written corrective feedback research and suggests an agenda that

will enable L2 writing researchers to move forward by reporting new empirical findings which illuminate the role that written feedback plays in L2 learning.

Dana Ferris (California State University, Sacramento)

Second language writing research and written corrective feedback in SLA: Intersections and practical applications

This paper will examine similarities and differences between error correction research in L2 writing and SLA research on written corrective feedback and suggest classroom research designs that draw on the strengths of the SLA research but take account of specific practical questions raised by their findings.

Talmy, Steven (University of British Columbia, steven.talmy@ubc.ca)

Reappraising the interview in applied linguistics research: Whose truth, whose voice, what theory?

Interviews have long been conceptualized as revealing truths, giving respondents voice, and being susceptible to researcher bias. Increasingly, however, interviews are theorized as interactional accomplishments, and interview data as situated, occasioned, and co-constructed. Taking this perspective, this colloquium calls for a reappraisal of the interview in qualitative applied linguistics research.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Diplomat • DIS

Discussant: Srikant Sarangi

Colloquium Papers

Steven Talmy (University of British Columbia)

Contrasting thematic and discourse analyses of interview data: The case of "fresh off the boat"

This paper contrasts thematic with discourse analyses of data from interviews with oldtimer ESL students in high school, concerning the category "fresh off the boat." The contrast demonstrates how denotative "differences" associated with the category were occasioned, co-produced, and indexed interactionally. Implications for qualitative research will be discussed.

Kathryn Roulston (University of Georgia)

Interview "problems" as topics for analysis

In this paper it is argued that close analysis of interview transcripts using methods drawn from ethnomethodology and conversation analysis may be used as a methodological tool by researchers to examine problematic interview interactions. "Problems" in qualitative interviews must be read through the theoretical conception of interviews adopted by researchers.

Elizabeth Miller (University of North Carolina at Charlotte)

Positioning self, reporting experience: Accounting for "unreliable" interviewees in second language research

This study draws on positioning theory and uses micro-discourse-analysis in analyzing three interview conversations with an adult immigrant English-language learner in the US. It considers how "suspect" reports and an apparent "truthful" report regarding his experiences of discrimination were occasioned in the interactional positioning work of interviewer and interviewee.

Matthew Prior (University of Hawai'i at Manoa)

"That's the real thing": Interviews as discourse and interaction

Using Discursive Psychology, this presentation demonstrates how adult immigrant L2 English users draw upon interpretative repertoires and emotion discourse in interview accounts and narratives to locally construct, protect, justify, and resist particular identities and positionings, as they attend to their knowledge and experience claims as truthful, moral, rational, and consistent.

Keith Richards (University of Warwick)

Following leads and leading responses: "Continuers" and interviewer positioning

This paper focuses on interviewer reciprocity, challenging the claim that continuers such as "mm hm" and "uh huh" are neutral beyond requesting more from the current speaker and arguing instead that their placement and distribution may contribute significantly to the development of a respondent's position.

Toohy, Kelleen (Simon Fraser University, toohey@sfu.ca) **Creese, Angela** (University of Birmingham, a.creese@bham.ac.uk)

Situated pluriliteracies: Toward a pedagogy of mutuality

In this colloquium, we explore the teaching, learning, and valorization of literacy practices situated in a variety of national, international

and interactional settings. The papers aim at better understandings of possibilities for and limits to student and teacher negotiation of literacy and instructional practices.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Regency Ballroom • RWL

Discussant: Nancy Hornberger

Colloquium Papers

Angela Creese (University of Birmingham)

Negotiating heritage: Contesting and complying with biliterate texts in community language schools

The use of traditional folk stories is common in heritage language schools for the teaching of language and culture. This paper looks at the bilingual interactions taking place around these texts and shows young people and teachers negotiating 'heritage'. Heritage is considered as emically constructed and contested by classroom participants.

Kelleen Toohey (Simon Fraser University), Paul Neufeld (Simon Fraser University)

Investigating community practices to develop multiliteracies curricula

We describe a collaborative project in which university researchers, teachers, and Grade 4-5 English language learners in two Canadian schools investigated learners' first language, English and multimodal literacy practices. Excerpts from student-produced videos representing multimodal/multilingual community practices will be presented, along with students' collective action to widen school literacy practices.

Jill Bourne (University of Southampton)

Literacy, identity and the globalisation of yoga teaching

This paper will use a theoretical framework derived from the work of Basil Bernstein to examine the globalization of yoga teaching, its adaptation to different cultural settings, and the consequent changes in literacy practices among participants. It will refer to data collected in both India and England, among multilingual participants.

Ofelia Garcia (Teachers College, Columbia University)

Constructing pluriliteracy practices in U.S. Schools

This paper examines the hybrid pluriliteracy practices of children in a two-way bilingual education program in the United States. It analyzes the role of such practices for the children, as well as the contestation of such practices by educators who believe in keeping the two languages separate.

INDIVIDUAL PAPER ABSTRACTS

Abdul-Kadir, Kadeessa (University of Illinois, kadeessa@gmail.com)

Validation through argumentation: Is it the new toolkit for validity inquiry?

This study evaluates Kane's argument approach in examining the usefulness and impact of occupational language testing in a government setting. The integration of quantitative and qualitative data collection methods and analysis, as well as evidence explicated from a network of inferences from observed performance to test impact will be presented.

Saturday, March 29, 2008 • 10:45 am - 11:15 am • Congressional B • ASE

Ableeva, Rimma (The Pennsylvania State University, rxa180@psu.edu)

Diagnosing and developing listening comprehension abilities: The use of dynamic assessment in an L2 intermediate university context

This presentation reports on a study that applies dynamic assessment (DA) to L2 listening instruction and focuses on diagnostic capacities of DA. More specifically, the presentation demonstrates how DA identified the specific areas where L2 French university students needed improvement and informed the instructional process regarding students' listening abilities.

Monday, March 31, 2008 • 3:10 pm - 3:40 pm • Senate • ASE

Ahn, Kyungja (Pennsylvania State University, kua110@psu.edu)

Learning to teach within the context of English language curricular reform in South Korea

This study examines how pre-service English teachers in South Korea learn to teach within the context of CLT oriented curricular reforms. Using activity theory (Leont'ev, 1981; Engestrom, 1999), this paper focuses on how student teachers' cognitive development and instructional practices evolve as situated in historical, cultural, social, and institutional contexts.

Saturday, March 29, 2008 • 8:50 am - 9:20 am • Congressional B • LPP

Alhawary, Mohammad (The University of Oklahoma, malhawary@ou.edu)

Development of gender agreement in Arabic L2: Speech processing prerequisites or L1 transfer?

The study examines the development of Arabic gender agreement in verbal and equational constructions. Longitudinal and cross-sectional production data of English and French L2ers of Arabic are used. The findings are discussed with respect to Processability Theory vs. L1 transfer proposals such as the Full/Transfer Full Access model.

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Senate • SLA

Aljasser, Faisal (Newcastle university, faisalmj24@hotmail.com)

Teaching phonotactics and lexical segmentation in EFL

English native speakers use phonotactic constraints in lexical segmentation. More specifically, the presence of illegal English clusters such as /t/ and /d/ signals word boundaries. What role can teaching phonotactics in English as a foreign language play in lexical segmentation?

Saturday, March 29, 2008 • 8:15 am - 8:45 am • Cabinet • PED

Allison, Harriett (University of Georgia, hallison@uga.edu)

US-educated English learner perceptions of reading in high school to college transition

This multiple case study using interviews, observations, and document analyses follows four Generation 1.5 English learners from high school to college, examining their perceptions of reading assignments and strategies for accomplishing tasks. Findings indicate need for sustained secondary reading; intentional introduction to discourse communities; more challenging coursework; targeted vocabulary development.

Monday, March 31, 2008 • 2:00 pm - 2:30 pm • Congressional B • RWL

Amaya Galván, M. Carmen (University of Malaga, mag@uma.es)

Advertising translation research: Product-oriented versus process-oriented approaches

Process-oriented approach of advertising translation research illustrated by means of the descriptive analysis of a real case study.

The presentation will be carried out using ICT.

Monday, March 31, 2008 • 3:10 pm - 3:40 pm • Robert's Private Dining Room • TRI

Angouri, Jo (University of Essex, pmango@essex.ac.uk)

Are language for specific purposes (LSP) textbooks specific enough for learners to cope with corporate meeting talk?

This paper addresses the tension between the need to develop LSP skills for large numbers of students and the context-bound nature of workplace interactions. Real life data from business meetings are compared to transcripts and expressions published in the best selling Business English textbooks in the UK.

Tuesday, April 1, 2008 • 8:50 am - 9:20 am • Council • PED

Areas da Luz Fontes, Ana (University of Texas at El Paso, aafontes@miners.utep.edu)

Norming of English-Spanish ambiguous cognates

In this study we were interested in investigating how Spanish-English bilinguals process words that are ambiguous English words (words with more than one meaning like "novel", but that also share one of the meanings with Spanish (a cognate word).

Sunday, March 30, 2008 • 2:35 pm - 3:05 pm • Council • COG

Austin, Jennifer (Rutgers University, jbaustin@andromeda.rutgers.edu)

How does bilingualism affect morphosyntactic development? A comparison of monolingual and bilingual children acquiring Basque and Spanish

This paper is a cross-sectional study of the development of tense and agreement morphology in 40 bilingual children and monolingual children acquiring Basque and Spanish. We found a difference between the rate of correct production of inflection between bilingual and monolingual children for Basque but not for Spanish.

Sunday, March 30, 2008 • 10:45 am - 11:15 am • Congressional B • SLA

Avni, Sharon (New York University, sra214@NYU.edu)

Found in translation: Language socialization in religious education

This paper examines the socializing activities of religious literacy practices, specifically showing that translation of religious texts is a process by which learners position themselves historically and within local ideologies of community. Drawing from the language socialization paradigm, it shows how these practices are important sites for developing cultural competency.

Saturday, March 29, 2008 • 3:10 pm - 3:40 pm • Council • LCS

Ayed, Souha (Concordia University, Montreal, sahoota2002@yahoo.fr), **Gatbonton, Elizabeth** (Concordia University, Montreal, elizabeth.gatbonton@concordia.ca)

Avoidance of idioms: An ethnic group identity issue

The study investigates whether there is a resistance towards learning English idioms among Tunisian students and whether this resistance, if it exists, is an ethnic group identity negotiation strategy. Results revealed a significant relationship between the use of idioms and the attribution of in-group and out-group attitudes and loyalty.

Sunday, March 30, 2008 • 11:20 am - 11:50 am • Committee • SOC

Baffy, Marta (Teachers College, Columbia University, mlb2154@columbia.edu)

Tag-positioned "okay?" in a talk show argument sequence

While there has been a slew of research on "okay" as a turn-initial phenomenon, investigations into its tag-positioned functions have been minimal. In examining the nature of tag-positioned, upward-intoned "okay" in a six-minute argument sequence, this study suggests that "okay" may be employed as a self-assertion tool in conflict talk.

Saturday, March 29, 2008 • 10:45 am - 11:15 am • Director's • DIS

Bale, Jeffrey (Arizona State University, d.bale@asu.edu)

When Arabic is the "target" language: An historical analysis of the intersection of federal language education policies, national security, and higher education programs of Arabic

This paper presents the results from an historical policy analysis of the impact of perceived national security concerns on federal language education policies (LEPs) in the United States. Of particular concern are the historical implications for heritage language speakers' participation in higher education Arabic language programs funded by LEPs explicitly linked to national security.

Saturday, March 29, 2008 • 11:20 am - 11:50 am • Classic 273 • BIH

Balint, Martin (Kyoto Institute of Technology, balint.martin@gmail.com)

The impact of learner factors in English as a foreign language program evaluation

The presenter will describe the results of a large-scale quantitative study conducted at a university in Japan investigating the impact of learner factors on the learners' perceptions upon completing a required 2-year EAP program. The results of the path analysis provided valuable information for curriculum developers of the program.

Sunday, March 30, 2008 • 3:10 pm - 3:40 pm • Classic 273 • ASE

Barcroft, Joe (Washington University, barcroft@wustl.edu), **Sommers, Mitchell** (Washington University, msommers@wustl.edu)

Do the positive effects of talker variability on L2 vocabulary learning extend to L1?

This study tested whether positive effects of talker variability on L2 vocabulary learning extend to L1. University-level native speakers of English attempted to learn new English words via word-picture repetition in conditions of zero, moderate, and high talker variability. The results indicated systematic increases on posttest scores as variability increased.

Saturday, March 29, 2008 • 11:20 am - 11:50 am • Council • SLA

Barkaoui, Khaled (OISE/University of Toronto, kbarkaoui@oise.utoronto.ca)

Novice and experienced raters' holistic ratings of ESL essays: Focus on form or meaning?

Adopting a mixed-method approach, I examine how rater experience mediates the relationship between the writing aspects (grouped under form or meaning) that raters attend to and the holistic ratings they assign to ESL essays. I present the findings and discuss their implications for ESL writing assessment research and practice.

Sunday, March 30, 2008 • 3:55 pm - 4:25 pm • Congressional A • ASE

Barry, Sue (Auburn University, barryms@auburn.edu), **Lazarte, Alejandro** (Auburn University, lazaraa@auburn.edu)

Syntactic complexity and L2 academic immersion effects on readers' recall and pausing strategies for English and Spanish texts.

Native-Spanish-speakers (NSS) recalled more kernel information and paused longer at end-of-clauses (EOC) than native-English-speakers (NES) reading complex texts in their respective languages. Native-English-speaking Spanish teachers with more immersion matched NSS recall and EOC pauses in Spanish and outperformed NES recall in English, suggesting L2 to L1 reading transfer.

Saturday, March 29, 2008 • 8:15 am - 8:45 am • Forum • RWL

Basta, Hidy (University of Washington, hbasta@u.washington.edu)

Genre analysis: Advice literature on raising multilingual children

The paper presents the results of a textual study of guidebooks directed to parents who are raising multilingual children. It argues for the role of the genre as a rationale for the discrepancies between research findings and their representation in the guidebooks.

Monday, March 31, 2008 • 9:25 am - 9:55 am • Congressional B • DIS

Becker, Anthony (Northern Arizona University, tpb28@nau.edu)

The effect of planning time on written task performance

This study examines the effects of planning on written task performance for native and non-native English speakers. Participants planned for either 0, 1, or 5 minutes prior to an online writing task. The findings are discussed in terms of their implications for identifying the specific effects of planning on task performance.

Saturday, March 29, 2008 • 8:50 am - 9:20 am • Congressional A • SLA

Behalova, Andrea (Oklahoma State University, andrea.behalova@okstate.edu)

"I'd get into another section of the course": American undergraduates' perceptions of instructors with foreign accents

The presenter will share a mixed-method study of American undergraduates' perceptions of instructors with foreign accents and the influence of those perceptions on their learning. Results show that while participants perceived instructors as intelligent, many still reported negative perceptions overall. The session includes implications for maximizing learning in cross-cultural settings.

Tuesday, April 1, 2008 • 3:55 pm - 4:25 pm • Senate • SOC

Bell, Nancy (Washington State University, nbell@wsu.edu)

That wasn't a laugh: Responses to failed humor

This study investigates responses to failed humor. While fake laughter and groaning are commonly cited as responses, these were almost non-existent in the corpus. Genuine laughter was common, but often accompanied by a negative assessment of the joke. Response patterns are also discussed according to gender and social relationship.

Tuesday, April 1, 2008 • 4:30 pm - 5:00 pm • Director's • LCS

Bell, Philippa (Concordia University, philippakbell@yahoo.ca)

Le cadeau or la cadeau?: Aptitude, awareness, and the noticing of gender distinctions in French

Learners behave differently when presented with the same input. Why? This research investigated this issue by asking whether aptitude (attentional control, working memory, phonemic coding ability, inductive language learning ability, and grammatical sensitivity) could act as predictors of awareness (the noticing of a linguistic feature in the input).

Tuesday, April 1, 2008 • 2:35 pm - 3:05 pm • Committee • LLC

Benesch, Sarah (City University of New York, benesch@mail.csi.cuny.edu)

"Generation 1.5" and its discourses of partiality: A postmodern critique

This presentation will critique the "generation 1.5" label and its surrounding "discourses of partiality", claiming that their promotion of modernist assumptions about identity, language, and education supports the exclusion of immigrant students from higher education.

Sunday, March 30, 2008 • 8:15 am - 8:45 am • Classic 273 • LID

Bergsleithner, Joara (Univers. Estadual Santa Cruz, joaramb@hotmail.com)

Individual differences in working memory capacity, noticing of L2 forms, and L2 oral performance

This study examines the relationship among working memory capacity, noticing of L2 forms, and grammatical accuracy in L2 oral tasks. The results reveal that there are statistically significant relationships among these variables and that higher spans noticed more L2 linguistic aspects and demonstrated better performance in L2 oral tasks.

Tuesday, April 1, 2008 • 8:50 am - 9:20 am • Senate • SLA

Betz, Emma (, emmabetz@ksu.edu)

Dealing with interactional trouble beneath the interactional surface: Syntactic resources for embedded self-correction

This Conversation Analytic study investigates the use of syntactic pivot constructions in self-correction in German. Speakers use pivots to launch and correct an action or stance within the same turn constructional unit, thereby addressing problems in intersubjectivity. My findings provide further insight into the relationship between syntax and real-time interaction.

Tuesday, April 1, 2008 • 3:55 pm - 4:25 pm • Council • DIS

Biar, Liana (Rio de Janeiro State University, lianabiar@gmail.com), **Saliés, Tânia** (Rio de Janeiro State University, taniassalies@gmail.com)

"Making it easy:" Repetition and parallelism in the political discourse of Fernando Collor de Melo

This study accounts for syntactic repetitions in a corpus of televised political campaign speeches given by Collor during the 1989 elections in Brazil. It examines how these repetitions lower cost of processing to reach the masses. It also examines syntactical parallelisms that seem to trigger re-categorization processes by conceptual blending.

Tuesday, April 1, 2008 • 4:30 pm - 5:00 pm • Council • DIS

Blankenship, Rebecca (SHDC/USF, rebecca.blankenship@sdhc.k12.fl.us)

Mobile phones and language learners in the net generation

This presentation will discuss the use of mobile phone technologies in language education. Specifically, it will be argued that, while the pedagogical implications of using SMS technologies in foreign language classes has been positively substantiated, the actual activities and, by consequence, text messaging language used by students has dramatic implications for SLA.

Sunday, March 30, 2008 • 11:20 am - 11:50 am • Senate • TEC

Blyth, Carl (University of Texas at Austin, ciblyth@mail.utexas.edu)

Pedagogical role models and projective Identities: A study of student awareness of native vs. non-native speakers

This paper reports on a study of student awareness of native vs non-native discourse. Based on recall data from participants who watched videos of natives and non-natives, it appears that beginners attended more closely to non-native speakers, on whom they based their own projective linguistic identities.

Saturday, March 29, 2008 • 3:10 pm - 3:40 pm • Committee • PED

Bolonyai, Agnes (North Carolina State University, bolonyai@unity.ncsu.edu)

The structure of emotion: Constructing distress in grief appeals

Although emotions are commonly viewed as internal private states, recent work suggests that they are best understood as situated discursive practices constructed publicly, 'within the politics of everyday life'. This paper investigates how emotion is constructed in a particular context: grief appeals posted on a news website after the tsunamis, 2004.

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Forum • TXT

Bomersbach, Marla (The University of Pittsburgh, marla.bomersbach@gmail.com)

Maximum enjoyment among friends: A frame for the selection of topics in conversation

This paper proposes the Maximum Enjoyment Frame as an explanation for the success or failure of certain topics during a casual conversation among friends. The Maximum Enjoyment Frame states that when given a choice, the speakers will select the topic that promises the maximum amount of enjoyment for all.

Saturday, March 29, 2008 • 11:55 am - 12:25 pm • Director's • DIS

Bonanno, Michelina (Foreign Service Institute, bonannomp@state.gov), **Taskesen, Cynthia** (Foreign Service Institute, TaskesenCP@state.gov)

New language learners and effective language learning strategy use

Adult students new to language learning participated in a program to increase autonomy and enhance learning strategies. The presenters will discuss the results of the program, and describe how to help students through the use of counseling and coaching techniques, and through adapting teaching methods to the needs of first-time language learners.

Sunday, March 30, 2008 • 8:50 am - 9:20 am • Senate • LLC

Boudaoud, Malek (Concordia University, mbouda_05@yahoo.ca)

The variable development of s+consonant onset clusters in the speech of Farsi learners of English

Following a sociolinguistic methodology for data collection and analysis, this paper investigates the variable production of English (L2) s+consonant onset clusters by Farsi native speakers. The results indicate that speech production is determined by a combination of linguistic and extralinguistic factors.

Tuesday, April 1, 2008 • 11:20 am - 11:50 am • Forum • SOC

Bowden, Harriet Wood (University of Tennessee, hbowden1@utk.edu)

The processing of inflectional morphology in L1 and L2 Spanish: Memorization vs. on-line computation

This study examines the processing of inflectional morphology in Spanish L2 at low and advanced proficiency, as compared to L1 Spanish. Frequency effects are examined both for reaction time and accuracy of production in all subjects, and predictions of single- and dual-system models are compared to outcomes.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Director's • COG

Bowles, Melissa (University of Illinois Urbana Champaign , bowlesm@uiuc.edu)

Deconstructing implicit and explicit feedback

There is no consensus about what features corrective feedback must have to be effective, partly because of inconsistent operationalizations of the terms implicit and explicit feedback. This study deconstructs them into three binary variables, [+/- error identification], [+/- grammatical explanation], and [+/- overt corrective intent], and investigates their relative importance.

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Calvert • PED

Bown, Jennifer (Brigham Young University, jennifer.bown@gmail.com)

Affect in a self-regulatory framework for SLA

In this paper we propose a self-regulatory framework for understanding the relationship between the social environment, the intelligent processing of emotions, learning and achievement. Findings from a study of the regulation of affect by independent learners of Russian are presented, together with implications for theory and further research.

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Committee • LLC

Brau, Maria (Federal Bureau of Investigatio, maria.brau@ic.fbi.gov)

ILR-based verbatim translation exams for government use

A review of the Interlanguage Roundtable (ILR) Skill Level Descriptions for Translation Performance, designed for assessment of translating skills in government settings, and of the ILR-based Verbatim Translation Tests in 15 languages developed and validated by the FBI.

Tuesday, April 1, 2008 • 8:15 am - 8:45 am • Robert's Private Dining Room • TRI

Brendel Viechnicki, Gail (George Washington University, gbv@gwu.edu)

Bridging the gap between natural phenomena and graphic inscriptions in the middle school science classroom

Drawing on 70 hours of video data of a middle-school science curriculum unit, this paper traces students' socialization into graphing practices, accounting for the multimodal strategies by which the unit and teacher scaffold this process, and how collaborative understanding of the graphing process emerges through classroom discourse.

Saturday, March 29, 2008 • 4:30 pm - 5:00 pm • Director's • SOC

Briscoe, Felecia (University of Texas, San Anton, Felecia.Briscoe@utsa.edu)

The construction of families in the discourse of educational leaders in high and low income districts: Handicaps & assets

This study examines the ideologies perpetuated by public school leaders about families. A dominant strand that emerges is the need to reach out and form relationships with families. However, the reasons for doing so differ--high income leaders: families are constructed as assets, while in low income schools: as problems.

Monday, March 31, 2008 • 8:15 am - 8:45 am • Congressional B • DIS

Brogden, Lace Marie (University of Regina, lace.brogden@uregina.ca), **Omoniyi, Tope** (Roehampton University, T.Omoniyi@roehampton.ac.uk)

Applied autoethnography: Linguistic performances in liminal spaces

Drawing from research in sociology and education, this double-voiced storying of language(s) presents a theoretical overview of autoethnography. Using narratives from quotidian spaces, we query, what possibilities arise when autoethnographic inquiry is pursued in the context of applied linguistics? And, what might such forays mean for language making and learning? (50 words)

Tuesday, April 1, 2008 • 10:10 am - 10:40 am • Forum • LID

Brooks, Rachel (Federal Bureau of Investigatio, rachel.brooks@ic.fbi.gov)

Forensic linguistics meets language testing: Using authorship attribution to determine cheating

Authorship attribution techniques were employed to determine whether cheating occurred on FBI translation tests by examining two cases in Arabic and Urdu to corpora. Questions explored included which techniques were effective, and the similarity necessary to determine cheating. Results revealed the error identification profile and overlap within strings were effective.

Sunday, March 30, 2008 • 2:35 pm - 3:05 pm • Classic 273 • ASE

Burns, Anne (Macquarie University, aburns@mq.edu.au), **Moore, Stephen** (Macquarie University, Stephen.Moore@ling.mq.edu.au)
Questioning in simulated accountant-client consultations: Exploring implications for ESP teaching

This presentation reports research investigating spoken accounting discourse derived from simulated accountant-client consultations. A questioning typology, derived from four trainee-accountant simulations, shows six typical question types in advice-giving encounters in accountant-client taxation-based consultations: information; clarification; client-specified; backchannel; discourse-related; and 'interpersonal'. The implications of this research for ESP teaching are discussed.

Saturday, March 29, 2008 • 2:35 pm - 3:05 pm • Congressional B • DIS

Bygate, Martin (Lancaster University, M.Bygate@lancaster.ac.uk)

Freedom and constraint in the use of pedagogical tasks: A study of group task talk

Drawing on transcript and interview data following a picture-based task, this paper considers how different groups structure the same task into distinct phases, the range of challenges these seem to pose the participants, and the implications for the development of a systematic pedagogy of task selection and use.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Calvert • PED

Cammarata, Laurent (University of Georgia, lc@uga.edu), **Tedick, Diane** (University of Minnesota, djtedick@umn.edu)

Exploring immersion teachers' experience of balancing content and language in instruction

This presentation reports on a phenomenological study that tapped the experiences of three veteran immersion teachers in the U.S. once enrolled in a year-long professional development program geared toward preparing them to effectively balance content and language instruction. Implications for professional development and future research will also be highlighted.

Saturday, March 29, 2008 • 2:35 pm - 3:05 pm • Cabinet • BIH

Canagarajah, Suresh (Pennsylvania State University, canax@aol.com)

Language maintenance and the family: Dilemmas for the Sri Lankan Tamil diaspora

Fishman's Graded Intergenerational Disruption Scale emphasizes the family in maintaining heritage languages. Interview data from the Sri Lankan Tamil community in USA, UK, and Canada show how desiring the colonial valuation of English, making up for caste and gender deprivations, and revolving intergenerational tensions influence families to forego language maintenance.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Palladian • LMR

Cao, Yiqian (Katherine) (University of Auckland, cao.katherine@gmail.com)

An ecological view of situational willingness to communicate in second Language classrooms

This study takes the angle of individual differences to examine second language learning contexts at a micro, situated level, to explore whether Willingness to Communicate, as a central individual difference variable considered in this research and predicted by other key factors, can contribute to language acquisition or development.

Sunday, March 30, 2008 • 10:10 am - 10:40 am • Council • SLA

Carhill, Avary (New York University, avary.carhill@nyu.edu), **Selinker, Larry** (New York University, larry.selinke@nyu.edu)

The role of peer social networks in second language learning

Peer social networks have emerged as an important predictor of English proficiency among adolescent language learners. Data suggests that members of learner's peer social network engage in qualitatively different interactions with adolescent second language learners than non-members and that learners perceive of these interactions as opportunities for language learning.

Sunday, March 30, 2008 • 10:45 am - 11:15 am • Council • SLA

Carpenter, Helen (Georgetown University, carpenth@georgetown.edu)

Applications of electrophysiology to L2 aptitude testing

This paper reports results of an investigation of the role of procedural memory in L2 aptitude. Cognitive tests assessing procedural, declarative, and working memory, aptitude, and intelligence were administered to 45 participants. Results were compared to grammaticality judgment tasks and electrophysiological (EEG) data at different stages of language learning.

Sunday, March 30, 2008 • 8:15 am - 8:45 am • Congressional A • ASE

Carroll, Kevin (University of Arizona / University of Puerto Rico Mayaguez, carrollk@gmail.com)

The perception of threat: Examining and redefining language threat

This paper will rework common definitions of language threat and discuss what is meant by the perception of threatened languages. The presentation will also include a case study on the threat posed by English on Spanish in Puerto and how this relationship extends the dialogue of threatened languages.

Tuesday, April 1, 2008 • 9:25 am - 9:55 am • Congressional B • LPP

Carroll, Heather (University of Wisconsin, hcarroll@wisc.edu)

Orientations to performance in interaction

This presentation reports on a study of language style performance (i.e. putting on an accent) during radio and television talk shows. Drawing heavily on conversation analysis, it provides a micro-analysis of the performances' conversational roles as well as participants' recognition and acceptance of the performances.

Saturday, March 29, 2008 • 11:20 am - 11:50 am • Director's • DIS

Castillo, E. Desiree (Universidad de Sonora, e.desireecastillo@gmail.com), **Cortez Roman, Nolvía Ana** (Universidad de Sonora, ncortez@lenext.uson.mx), **Cortez Roman, Nolvía Ana** (Universidad de Sonora, ncortez@lenext.uson.mx)

Multilingual identities in monolingual settings: The case of university language learners in Mexico

Mexico's language policy does not have an explicit directive for multilingualism. Yet most educational institutions have encouraged learning English. Despite the institutional privileging of Spanish monolingual or bilingual Spanish/English identities, we found how learners have transgressed such fixed identities to position themselves as multilingual and multicultural beings.

Saturday, March 29, 2008 • 10:45 am - 11:15 am • Congressional A • LID

Chang, Yu-jung (University of Washington, yujung@u.washington.edu)

NNES PhD students' enculturation across disciplines

The multiple-case study presents four Nonnative-English-speaking (NNES) international doctoral students' disciplinary enculturation experiences in a major US university. The researcher critically examines how the nature and language dependence of different disciplines influence students' participation in community practices and identity development.

Sunday, March 30, 2008 • 8:15 am - 8:45 am • Committee • LCS

Charkova, Krassimira (Southern Illinois University, sharkova@siu.edu), **Halliday, Laura** (Southern Illinois University, halliday@siu.edu)

To backshift or not: Grammatical and pragmatic variation in second and foreign language

This study investigated how English speakers in second and foreign language environments employ the backshift rule in English reported speech. The results provided evidence in support of our hypothesis that FL contexts foster grammatical awareness while exposure to authentic input in SL contexts facilitates the acquisition of pragmatic norms.

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Cabinet • SLA

Chen, Yuan-shan (Ling Tung University, yuanshan@mail.ltu.edu.tw)

American and Chinese complaints

In interlanguage pragmatics (ILP) research, the relationship between transfer and proficiency has been under debate. The presenter contributes to this controversy by examining the Chinese learners' transfer behaviors in the act of complaining.

Saturday, March 29, 2008 • 2:00 pm - 2:30 pm • Classic 262 • LCS

Chen, Yi-Ting (Arizona State University, ychen77@imap2.asu.edu)

Effect of socialization between two cultures: Analysis of rhetoric movement in the introduction of proceeding papers

The present paper is a small-scale study, examining the interplay of two cultures in the context of ESL academic writing in one particular discipline. The results show 5 to 7 years academic training in America doesn't really make ESL scholars' writing more westernized.

Tuesday, April 1, 2008 • 10:10 am - 10:40 am • Robert's Private Dining Room • TXT

Chen , Xiaoqing (Michigan State University, chenxia6@msu.edu), **Li, Shaofeng** (Michigan State University, lishaofe@msu.edu)

Investigating the contributing factors to L2 pragmatic knowledge

The present study seeks to answer the question of what factors contribute to L2 learners' pragmatic knowledge. Results of a multiple regression analysis revealed that among the potential factors, only a few (such as multiplexity of social network, instrumental motivation, and so on) are significant predictors of L2 pragmatics.

Monday, March 31, 2008 • 10:10 am - 10:40 am • Forum • LCS

Chen, Rosa Hong (Simon Fraser University, hrchen@sfu.ca)

Adopting reader-response theory in poetry translation

As translation is the sole means of exchanging literature across languages and cultures, I seek in this paper to apply reader-response theory as a theoretical orientation to explore how the translator, as a primary reader, reads poetic texts affects his ways and quality of translation.

Monday, March 31, 2008 • 2:35 pm - 3:05 pm • Robert's Private Dining Room • TRI

Cheng, Tsui-Ping (University of Hawaii at Manoa, tsuiping@hawaii.edu)

Code-switching and participant orientations: A conversation analytic approach

Guided by the conversation analytic approach to code-switching (CS) (Auer, 1984, 1998), this study examines the relationship between the participant orientations and their CS behavior in different classroom interaction. The results underscore the fact that CS behavior should be perceived as inherently locally produced in the sequential development of interaction.

Monday, March 31, 2008 • 4:30 pm - 5:00 pm • Council • DIS

Cheng, An (Oklahoma State University, an.cheng@okstate.edu)

Students' noticing of generic features in discipline-specific research articles: A study of a genre-based writing class for L2 graduate students

Situated in the ESP genre-based approach, this study explored how a group of L2 learners in a graduate-level writing class noticed the rhetorical patterns and the language features in discipline-specific journal articles. The main categories developed from the data highlight the multiplicity of learning experience afforded by the genre-analysis tasks.

Tuesday, April 1, 2008 • 10:45 am - 11:15 am • Calvert • RWL

Chiu, Ming Ming (The Chinese University of Hong Kong, mingming@cuhk.edu.hk)

Statistical discourse analyses of algebra students' group problem solving: Identifying conversation watersheds and action sequences that predict correct, new ideas

Statistical discourse analysis via dynamic multilevel analyses (DMA) identified conversation watersheds during 80 algebra students' group problem solving. DMA of 2,951 speaker turns showed how specific micro-time contexts or sequences (three previous speakers' wrong ideas, correct evaluations, justifications, and polite disagreements) yielded more correct, new ideas in specific time periods.

Sunday, March 30, 2008 • 2:35 pm - 3:05 pm • Committee • DIS

Chiu, Hsin-fu (UCLA, hsinfu@humnet.ucla.edu)

"Which one is playing- is playing with stuff?": A study of language socialization in Taiwanese preschools

To shed light on Taiwanese young children's language socialization process in preschools, this paper analyzes the sequential organizations of sanctioning activities in classroom interactions. It aims to discover what specifies the overall structures of the sanctioning sequences, and what socio-cultural norms and values are reflected by the specificity.

Sunday, March 30, 2008 • 3:10 pm - 3:40 pm • Senate • LCS

Chiu, Yuan-Li (University of Pennsylvania, tiffany7202@yahoo.com.tw), **Wang , Hsin-Chiao** (University of Pennsylvania,

jiang517@hotmail.com), **Chen, Yen-Ling** (University of Pennsylvania, mavis68_chen@hotmail.com), **Kuo, Chi-Chih** (University of Pennsylvania, motolover@msn.com)

An analysis of the effect of patient age on Taiwanese doctor's questions in primary care encounters

The results of how patient of different age influences the doctor's question styles and linguistic features of the questions will be

presented. Furthermore, the various doctor-patient communication strategies combined by the doctor will also be reported.

Sunday, March 30, 2008 • 4:30 pm - 5:00 pm • Committee • SOC

Cho, So-Eun (Pennsylvania State University, sxc411@psu.edu)

"Who Are We?": An Examination of personal pronoun, "we (wuli)" in a Korean heritage language classroom

This presentation reports on a micro-ethnography study whose purpose was to examine how Korean heritage language learners try to negotiate their identities through the use of the personal pronoun, 'wuli (we)'. Findings show that the teacher's 'we' usually refers to 'an expert Korean', whereas students' use is more varied such as a novice Korean, American, and Korean American.

Saturday, March 29, 2008 • 10:45 am - 11:15 am • Classic 273 • BIH

Choi, Myong-Hee (Georgetown University, mhc7@georgetown.edu)

An interpretable wh-feature in interlanguage grammars

This paper presents learning problems beyond a parameter-setting metaphor, by testing whether learners whose L1 lacks variable readings of wh-words could appropriately interpret L2 Korean wh-words licensed by prosodic features. The findings suggest that the acquisition requires figuring out how differently the relevant interpretable features are assembled and realized in the L2.

Tuesday, April 1, 2008 • 4:30 pm - 5:00 pm • Executive • SLA

Chua, Kenneth (Feng Chia University, kchua@fcu.edu.tw), **Yang, Wan-li** (Kwang Hwa Elementary School, queen0930.tw@yahoo.com.tw)

The creation of a valid and reliable tool for measuring productive and receptive vocabulary

Research in applied linguistics has yet to produce a valid assessment tool for comparing productive to receptive vocabulary. In a large-scale study of young novice EFL learners, this paper provides empirical evidence to show that a procedure for developing such a tool may have been found.

Saturday, March 29, 2008 • 11:55 am - 12:25 pm • Congressional B • ASE

Cimasko, Tony (Purdue University, acimasko@purdue.edu)

Stability and change: Core and periphery features of academic genres

While all genres undergo change, each has certain essential features that remain stable over time. Understanding what these core features are enables ESL writing instructors to narrow their efforts toward student accuracy, while at the same time giving students room for new and innovative writing in the genre's periphery.

Saturday, March 29, 2008 • 9:25 am - 9:55 am • Director's • TXT

Clark, John (California State University, Sacramento, jtclark@csus.edu)

"In fact maybe most human beings will (pause) die-and-go-to-hell, um": The hedges and assertions of Father Hackett.

A discourse analysis of "men's bible study meetings" led by the minister of a conservative Christian church shows that, Fr. Hackett's bible-study pronouncements contain a greater range of explicit evidential marking in the form of hedges and its opposite, of boldly-stated assertions than do his pronouncements made in sermonic performances.

Tuesday, April 1, 2008 • 3:55 pm - 4:25 pm • Director's • LCS

Clarke, Matthew (, mclarke@hku.hk)

Towards 'non-indoctrinative' critical literacies

This paper presents findings from a collaborative action research project to develop 'non-indoctrinative' critical literacies as part of a text-based approach to liberal studies, involving university staff, as well as students and teachers from senior secondary English-medium schools in Hong Kong.

Tuesday, April 1, 2008 • 8:50 am - 9:20 am • Forum • LID

Colina, Sonia (University of Arizona, scolina@email.arizona.edu)

Translation quality evaluation: An empirical test of a functionalist tool

This paper presents the results of an empirical test of a functionalist tool for translation quality evaluation. Inter-rater reliability was

found at around .8 for most groups (close to .9 for some). Rating and timing results suggest that differences in ratings could be attributed to rater qualifications.

Tuesday, April 1, 2008 • 8:50 am - 9:20 am • Robert's Private Dining Room • TRI

Connor, Ulla (IUPUI, uconnor@iupui.edu)

Intercultural negotiation and health literacy

The study examined access to health literacy among nonnative English speaking patients in the US, using in-depth interviews and text analyses. The results provide information about reasons for noncomprehension of prescription medication information and offer suggestions for more effective intercultural negotiation between health care providers and patients.

Saturday, March 29, 2008 • 4:30 pm - 5:00 pm • Congressional A • LCS

Coryell, Joellen E. (University of Texas at San Antonio, joellen.coryell@utsa.edu), **Gardner Flores, Lisa** (Texas A&M International University, lflores@tamiu.edu)

Cultural narratives and heritage language learning: A case study of adult, Tejana Spanish learners

This study examines the attitudes that Spanish Heritage Language Learners have toward their own language learning and production when taking online Spanish courses. The interpretive findings indicate that Heritage Language Learners experience apprehension and tension between the academic classroom variety of Spanish and the Spanish spoken in the home community.

Monday, March 31, 2008 • 8:15 am - 8:45 am • Director's • BIH

Cotos, Elena (Iowa State University, ecotos@iastate.edu)

Integrating learner corpora into academic writing pedagogy

This paper presents a mixed-methods investigation that bridges learner corpora and academic writing classroom methodology. The study evaluated the implementation of corpus-based data-driven pedagogical interventions through an examination of their effect on international students' use of linking adverbials. The session provides implications and suggestions for graduate academic writing courses.

Tuesday, April 1, 2008 • 9:25 am - 9:55 am • Council • PED

Crawford, Bill (Northern Arizona University, william.crawford@nau.edu)

Lexical bundles in L2 writing: An absence of register variation?

This study reports on the most commonly-occurring lexical bundles in a learner corpus of over 2 million words and compares this with previous work on bundles in university registers. The most common bundles in L2 writing reflect the bundle types that are frequent in spoken (but not written) university registers.

Sunday, March 30, 2008 • 10:10 am - 10:40 am • Robert's Private Dining Room • TXT

Crossley, Scott (Mississippi State University, scrossley@mail.psyc.memphis.edu)

Using latent semantic analysis to investigate the growth of L2 lexical networks

This study investigates how Latent Semantic Analysis can be used as a computational tool to investigate the growth of lexical networks in L2 learners. The findings demonstrate that L2 lexical networks develop closer semantic properties over time and that L2 lexicons develop stronger semantic links between related words.

Sunday, March 30, 2008 • 3:55 pm - 4:25 pm • Council • SLA

Csomay, Eniko (San Diego State University, ecsomay@mail.sdsu.edu), **Cortes, Viviana** (Iowa State University, viviana@iastate.edu)

Positioning lexical bundles in university class sessions

The present study investigates the relationship between the discourse functions of lexical bundles found in classroom teaching and their position in the flow of discourse. Providing lexical evidence, initial findings support previous studies describing the linguistic characteristics and corresponding instructional functions of opening phases in class sessions.

Sunday, March 30, 2008 • 10:45 am - 11:15 am • Robert's Private Dining Room • TXT

Curran, Mary (Rutgers University, mcurran@rci.rutgers.edu)

U.S. monolingual English-speakers who become successful additional language users

Through case studies, this study provides a rich description and analysis of the experience of monolingual English speakers in the U.S. who become bilingual. Findings reveal the importance of experiences in language classrooms, immersion experiences, and relationships with TL speakers and the ways that identity constructs influence the acquisition process.

Sunday, March 30, 2008 • 9:25 am - 9:55 am • Senate • LLC

Daigle, Daniel (Université de Montréal, daniel.daigle@umontreal.ca), **Berthiaume, Rachel** (Université du Québec à Montréal, berthiaume.rachel@courrier.uqam.ca)

Graphophonemic awareness in deaf readers of French: A case of L2 reading?

We studied graphophonemic processing in deaf readers who were matched to Chinese learners of French as a L2 with two tasks of phonemic awareness. Deaf readers get lower scores than the Chinese on both tasks. The role of graphophonemic awareness in reading acquisition in deaf people is discussed.

Tuesday, April 1, 2008 • 10:10 am - 10:40 am • Cabinet • RWL

Davies, Alan (University of Edinburgh, a.davies@ed.ac.uk)

Defining the native speaker: Being and doing

The native speaker model is challenged by post-colonial claims of 'native users' and by the emergence of a non-native speaker English as a Lingua franca. Recognising the native speaker as isomorphic with the standard language reconciles the three concepts: native speaker, native user, English as a lingua franca.

Saturday, March 29, 2008 • 10:10 am - 10:40 am • Congressional A • LID

Davies, Catherine (The University of Alabama, cdavies@bama.ua.edu)

The linguistic construction of an oppositional country music voice

This paper is a discourse analysis of a song commissioned and disseminated by the Music Row Democrats in Nashville. Building on previous work on the language of country music (Rogers 1989, and Rogers & Williams 2000), the study examines the linguistic construction of an oppositional country music voice.

Tuesday, April 1, 2008 • 3:55 pm - 4:25 pm • Congressional A • LID

Davison, Chris (University of Hong Kong, cdavison@hku.hk), **Davies, Gerry** (University of Hong Kong, gdavies@hku.hk)

Outdated dichotomies? The use of summative assessments for formative purposes

Adopting a Vygotskian sociocultural perspective, and incorporating detailed linguistic analysis of teacher-student interactions, this paper reports on a study of ways in which oral summative assessments in school-based assessment can be used formatively to improve teaching and learning in traditional examination-dominated cultures such as Hong Kong.

Sunday, March 30, 2008 • 3:55 pm - 4:25 pm • Classic 273 • ASE

De Kleine, Christa (College of Notre Dame, cdekleine@ndm.edu)

Writing skills development among Sierra Leonean students in the US: The role of L1 transfer from Creole English

This paper examines L1 transfer in standardized writing assessments of Creole English-speaking secondary school ESL students from Sierra Leone. Within a framework proposed by Jarvis (2000), quantitative and qualitative analyses of morpho-syntactic features reveal excessive L1 transfer. Findings serve to question current ESL practices for Creole English speakers.

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Congressional A • RWL

De La Fuente, Maria J. (George Washington University, mjfuente@gwu.edu)

Exploring the role of L1 in the task-based foreign language classroom: A cognitive and social dimension

The study addresses the role of L1 in task-based, classroom second language learning by exploring the ways students use L1 to solve different types of language tasks. Results are discussed from a cognitive and an interactive (social) perspective, and pedagogical recommendations are offered.

Sunday, March 30, 2008 • 8:15 am - 8:45 am • Forum • PED

Denizot, Isabelle (University of British Columbia, idenizot@interchange.ubc.ca), **Bournot-Trites, Monique** (University of British Columbia, monique.bournot-trites@ubc.ca)

The role of cultural background knowledge in grade three French immersion students reading comprehension

This study explored the role of culturally conditioned background knowledge in the comprehension and recall of written text of 72 Grade 3 French immersion children. Results from regression analyses showed that cultural word recognition and general vocabulary (EVIP) were the best predictors of reading comprehension.

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Senate • BIH

Detaramani R, Champa (City University of Hong Kong, enchampa@cityu.edu.hk)

The interrelationship of motivation, instructional preferences and language learning strategies in learning English

This study investigated motivation, instructional preferences and use of language learning strategies to understand the interaction of motivation and classroom learning in Learning English. An adapted version Schmidt Boraie and Kassabgy (1996) questionnaire and an English cloze test were used to collect the data from 891 Chinese students.

Saturday, March 29, 2008 • 3:55 pm - 4:25 pm • Executive • SLA

Dion, Chantal M. (Carleton University, chantal_dion@carleton.ca)

Laughter and humour in second-language acquisition: Neurological facilitators or cognitive foes?

Pleasure provided by humour may create motivation but offer no direct connections with second language learning (SLL). A multidimensional theoretical study of humour applied to SLL calls for caution here since motivating tools, however pleasant, trigger emotions with a cost on working memory. Only controlled emotional stimulation increases cognitive involvement.

Saturday, March 29, 2008 • 8:50 am - 9:20 am • Robert's Private Dining Room • PED

Dobao, Ana Fernandez (University of Washington, anadobao@u.washington.edu)

L1 in L2 interaction: Cognitive functions of L1 use and L2 vocabulary learning

This study examines L1 use from a sociocultural perspective. The analysis of intermediate and advanced learners' interactions provides evidence of the collaborative use of the L1 as a cognitive tool that can facilitate L2 vocabulary learning. It reveals, however, that this use is often constrained by learners' attitudes and beliefs.

Saturday, March 29, 2008 • 10:10 am - 10:40 am • Senate • DIS

Doerr, Neriko (Brookdale Community College, Nerikomushadoerr@aol.com), **Lee, Kiri** (Lehigh University, kjl2@Lehigh.edu)

Production and contestation of cultural difference: A case from a Japanese-as-a-heritage-language classroom in the United States

This paper questions the taken-for-granted association between one language, one culture, and one linguistic community in the recent incorporation of culture in language learning. This ethnographic study does so through discourse analyses of how teacher and students negotiate cultural borders in a Japanese-as-a-heritage-language classroom in the United States.

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Director's • LCS

Doran, Meredith (Penn State University, mcd15@psu.edu)

Interactive e-portfolios and L2 learning

This paper analyzes data from an interactive e-portfolio project in a college-level French class. It is argued that the integration of blogs and social networking tools into the portfolio transforms it from a repository of static artifacts to an important site of engagement, interaction, and learning in the L2.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Forum • PED

Driagina, Viktoria (University of Georgia, driagina@uga.edu)

Using learner speech as a resource

Who should write texts for tasks and exercises included in textbooks for second language (L2) learners? Textbooks authors? Expert users of these languages? Should stretches of discourse be borrowed from media and literary sources? While supporting the use of authentically-based materials for L2 teaching, the author of this presentation will argue that learner L2 speech can also be used a

basis for creating effective and easily accessible materials for L2 learning and teaching.

Saturday, March 29, 2008 • 9:25 am - 9:55 am • Council • TEC

Dronjic, Vedran (OISE/University of Toronto, vdronjic@oise.utoronto.ca), **Petrescu, Maria Claudia** (OISE/University of Toronto, mpetrescu@oise.utoronto.ca), **Helms-Park, Rena** (University of Toronto at Scarborough, rhelms@utsc.utoronto.ca)

The merits and potential weaknesses of depth-of-vocabulary-knowledge tests containing paradigmatic and syntagmatic associations: An exemplar

This study investigates potential weaknesses of depth-of-vocabulary-knowledge (DVK) tests based on paradigmatic and syntagmatic associations. Three groups of participants completed Qian and Schedl's (2004) DVK: native English speakers, Romanian/English and Vietnamese/English late bilinguals. We recommend checking each test item against NS and corpus data, and testing the DVK with various L1 groups.

Sunday, March 30, 2008 • 4:30 pm - 5:00 pm • Classic 273 • ASE

Duchaj, Karen (Northeastern Illinois University, k-duchaj@neiu.edu)

The word journal as a means of overcoming social class barriers

Urban university students often perceive that educated vocabulary belongs to the affluent. This study of a word journal confirms the presence of that perception. Students who ranked the journal strongly as providing confidence in vocabulary expansion also scored well on word exercises, suggesting that they benefit from assignments addressing self-confidence.

Tuesday, April 1, 2008 • 4:30 pm - 5:00 pm • Senate • SOC

Duff, Patricia (University of British Columbia, patricia.duff@ubc.ca)

The impact of bilingual education on Hungarians' identities, ideologies, and sociolinguistic practices

This paper follows up on research conducted in Hungary in the early 1990s examining aspects of students' identities, language-related ideologies, and sociolinguistic practices resulting from bilingual socialization in Hungarian-English dual-language secondary schools. Data come from interviews with former research participants, document analysis, and recent observations inside and outside schools.

Saturday, March 29, 2008 • 11:20 am - 11:50 am • Diplomat • BIH

Eckman, Fred (University Wisconsin-Milwaukee, eckman@uwm.edu), **Iverson, Gregory** (University Wisconsin-Milwaukee, iverson@uwm.edu)

Does production lead perception in the acquisition of L2 phonemic contrasts?

This paper investigates whether the perception of a target-language contrast by a learner must necessarily precede that learner's systematic production of the contrast. The paper concludes with a discussion of the claim that written input is necessary for learners' production of a contrast to systematically outstrip their production.

Monday, March 31, 2008 • 8:15 am - 8:45 am • Executive • SLA

Eckstein, Grant (Brigham Young University, ge24@byu.net), **Graham, C. Ray** (Brigham Young University, ray_graham@byu.edu)

A framework for pronunciation learning strategies

Pronunciation learning strategies were organized into a framework based on Kolb's learning cycle construct. An instrument measuring frequency of strategy usage was created using this framework and was administered to 183 adult ESL learners. Results suggest that use of learning strategies can be linked to the construct of language acquisition.

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Forum • LLC

Edenstrom, Juliane (University of Illinois at Urbana Champaign, schnfldt@uiuc.edu)

Right expansions as a strategic resource in turn alignment in German conversations

Using the empiric research methodology of conversation analysis, the paper analyzes German speakers' strategic use of right-expansions to align their turn with a co-participant's preceding turn in conversation. The analysis reveals how participants in conversations use right-expansions as a resource in organizing their interaction independent of syntactic restraints.

Tuesday, April 1, 2008 • 10:45 am - 11:15 am • Congressional A • DIS

Ekiert, Monika (Columbia University, me341@columbia.edu)

Linguistic effects on online thinking: The case of definiteness in L2 English

This longitudinal group study explored the distinctive patterns of differential encoding of definiteness by L2 English learners whose L1 does not make use of articles. Results of quantitative and qualitative analyses are discussed in terms of the predictions of Slobin's (2003) "thinking for writing" hypothesis.

Tuesday, April 1, 2008 • 8:50 am - 9:20 am • Calvert • COG

Emura, Mariko (Sophia University, mariko.emura@gmail.com)

Language socialization in elementary school ESL: Learning through a routine activity

This study of elementary school ESL class in Honolulu examines classroom interaction from language socialization perspective, using conversation analysis approach. It revealed how students and teacher's aide gained interactional competence, enabling them to participate more effectively in the routine activity. Based on the findings, pedagogical implications are discussed.

Saturday, March 29, 2008 • 2:00 pm - 2:30 pm • Council • LCS

Eom, Minhee (University of Texas-Pan American, meom@utpa.edu)

Underlying factors of operationalized L2 listening constructs

This study investigated underlying factors of operationalized L2 listening constructs. Approximately 450 Korean participants' TOEFL listening scores were collected and factor-analyzed. This study successfully extracted two factors: linguistic knowledge and comprehension. The linguistic factor indicated phonological and illocutionary knowledge of listening, while the comprehension factor represented reference-related processing.

Monday, March 31, 2008 • 2:00 pm - 2:30 pm • Senate • ASE

Ewald, Jennifer (Saint Joseph's University, jewald@sju.edu), **Edstrom, Anne** (Montclair State University, edstroma@mail.montclair.edu)

Language learners' e-mails: A context for teacher-student communication, L2 writing practice or both?

The present study examines university-level L2 students' use of the L1 and L2 in e-mails to their Spanish professor. Though students opted for the L2 less often than the L1 in the over 1,500 messages analyzed, they used it in a variety of communicative contexts and for several pedagogical functions.

Monday, March 31, 2008 • 3:10 pm - 3:40 pm • Calvert • PED

Eyckmans, June (Vrije Universiteit Brussel; Erasmushogeschool Brussel, june.eyckmans@telenet.be), **Stengers, H el ene** (Vrije Universiteit Brussel, hstengers@vub.ac.be)

Language learners' phrasal knowledge in the L2 and what it tells us

In the proposed paper presentation I will discuss several options for assessing receptive phrasal knowledge in a foreign language. More specifically I will report on the specificities of constructing a collocations test through a corpus-based sampling procedure.

Tuesday, April 1, 2008 • 11:20 am - 11:50 am • Governor's • ASE

Fairclough, Marta (University of Houston, mfairclough@uh.edu), **Belpoliti, Flavia** (University of Houston, flavia.belpoliti@mail.uh.edu), **Bermejo, Encarna** (University of Houston, Encarna.Bermejo@mail.uh.edu)

Creating a computerized placement exam for heritage speakers of Spanish: Preliminary results from the pilot test

This presentation describes the design and implementation of the Online Placement Exam for Heritage Speakers of Spanish (OPEHSS) developed at a major university in the Southwest. The exam mainly focuses on four areas: fluency, registers' dominance, dialect variations and literacy level.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Council • ASE

Farhady, Hossein (Second Language Testing, Inc., hfarhady@iust.ac.ir), **Hedayati, Hora** (Alzahra University, Tehran, Iran, hora7475@yahoo.com)

Human operated, machine aided, and automatic tests of spoken language

A comparison among three tests of spoken language (human operated IELTS type OPI, machine aided iBT TOEFL, and automated

Versant) taken by 130 participants, revealed that despite methodological variations, they demonstrate similar concurrent and construct validity evidence. Therefore, automated tests are recommended due to their high reliability and superior practicality.
Sunday, March 30, 2008 • 11:20 am - 11:50 am • Congressional A • ASE

Fasel Lauzon, Virginie (University of Neuchâtel, virginie.fasel@unine.ch), **Berger, Evelyne** (University of Neuchâtel, evelyne.berger@unine.ch)

Collective talk in multi-party interactions

This paper aims at describing the characteristics and the functions of collective talk in classroom (L1/L2) interactions, as well as the linguistic, discursive and interactional processes mobilized in order to accomplish it. 'Collective talk' occurs when several speakers collectively build a 'single voice', as being one party.

Saturday, March 29, 2008 • 11:20 am - 11:50 am • Senate • DIS

Fei, Fei (Michigan State University, feifei@msu.edu)

Patterns of formulaic language use in young bilinguals' code-switching data

Using the Conversation Analysis framework, this study examined young bilinguals' speech during classroom interaction, their code-switching and formulaic language use, aiming to provide linguistic and psychological explanations for patterns of formulaic language use in code-switching. Influences of classroom settings on language switching are discussed.

Tuesday, April 1, 2008 • 3:55 pm - 4:25 pm • Cabinet • DIS

Felton Rosulek, Laura (University of Illinois, Urbana-Champaign, Irosulek@uiuc.edu)

The use of second-person pronouns to encode stance in the closing arguments of criminal trials

This paper uses data from criminal trials to show that lawyers use second-person plural pronouns in their closing arguments to create a sense that the jurors have a more personal role in the discourse and that they have a stance that fits the lawyer's argument.

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Cabinet • DIS

Feng, Haiying (City University of Hong Kong, enfeng@cityu.edu.hk)

The voices behind the curtain: A genre-based study of grant reviews

Based on 44 grant reviews of Hong Kong Competitive Earmarked Research Grant (CERG) proposals in social sciences, interviews with proposal writers as well as their written responses to the grant reviews, this study aims to demystify the genre of grant reviews, a critical link in the grant application genre system.

Saturday, March 29, 2008 • 8:15 am - 8:45 am • Director's • TXT

Ferreira, Anita (Universidad de Concepcion, aferreir@udec.cl)

An observational study of corrective feedback strategies for ICALL systems

In this paper, we present the results of an empirical study of student-teacher interactions with a view towards informing the design of feedback strategies in Intelligent Computer Assisted Language Learning (ICALL) and Intelligent Tutoring (ITS) systems for Foreign Language (FL).

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Congressional A • TEC

Flannery, Mercia (University of Pennsylvania, merciaf@sas.upenn.edu)

Reference and identity in narratives of racial discrimination

This individual paper presents a discussion of the role of references to enable narrators to construct their identities, or ideas of self, in narratives of racial discrimination, collected in Brazil through sociolinguistic interviews.

Tuesday, April 1, 2008 • 8:15 am - 8:45 am • Executive • DIS

Fleischer, A. Alkistis (Georgetown University, fleischa@georgetown.edu)

Language policy and language ideologies: The debate on Bill 40 in Quebec

Based on an integrated analysis of government documents and archival data, this paper explores the debate on Bill 40 amending the Charter of the French Language in Quebec, demonstrating that language ideological debates arise in the context of nation-building

and are generated by state discourses on language policy.

Tuesday, April 1, 2008 • 10:10 am - 10:40 am • Congressional B • LPP

Fleming, Douglas (Universite d'Ottawa, douglasfleming@shaw.ca)

Language policy implementation and assessment instruments: A critical critique of the Canadian Language Benchmarks

This session critiques the Canadian Language Benchmarks and a set of closely related official documents in the context of a major second language policy shift. The argument is made that these documents exhibit significant weaknesses as policy implementation instruments and tend to represent 'being Canadian' in terms of normative standards.

Tuesday, April 1, 2008 • 8:15 am - 8:45 am • Congressional B • LPP

Fogle, Lyn Wright (Georgetown University, erw2@georgetown.edu)

Questioning as a communication strategy and beliefs about SLA: Interaction in internationally adoptive families

Few studies provide a comprehensive view of the function of questions in L2 interactions and why variation in question use across contexts exists (Tarone & Liu, 1995). This study focuses on how parents' beliefs about second language learning intersect with patterns of question use in family interactions with international adoptees.

Sunday, March 30, 2008 • 8:50 am - 9:20 am • Council • SLA

Foote, Rebecca (Michigan State University, rfoote@msu.edu)

Integration of linguistic knowledge in early and late English-Spanish bilinguals

This study investigated whether early and late English-Spanish bilinguals evidence automatic linguistic knowledge in Spanish by examining sensitivity to agreement errors. Participants read word-by-word 72 Spanish sentences. Comparisons of reading times for grammatical and ungrammatical sentences indicated varying sensitivity to agreement errors depending on AoA and type of agreement (person/number/gender).

Tuesday, April 1, 2008 • 9:25 am - 9:55 am • Director's • SLA

Forey, Gail (Hong Kong Polytechnic University, eggail@polyu.edu.hk)

More than just the call: Call centre communication analyzing the words, the grammar and the call

Asia is a leading offshore destination for English language call centres and English plays a significant role in this fast growing business sector. This paper focuses on the lexico-grammatical analysis of authentic calls and discusses the implications of choices made within the calls for the development the offshore outsourced destinations.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Congressional B • DIS

Fors, Nils (Indiana University of Pennsylvania, olafpep@yahoo.com)

The language problem: Resituating L2 writing pedagogy

Traditional explanations for the performance of L2 writers in academic and professional communities are based on a lingua-centric, similarity-deficiency paradigm. This paper presents alternative explanations based on "post-textual" views of writing and suggests ways that teachers and students can resist the marginalizing forces of most mainstream L2 writing pedagogy.

Saturday, March 29, 2008 • 11:55 am - 12:25 pm • Robert's Private Dining Room • PED

Forsberg, Fanny (Stockholm University, fanny.forsberg@fraitu.su.se)

Formulaic sequences in high level L2 use: The effects of task variation

This study investigates collocations in high level L2 use of French and Chilean Spanish, as compared to native speakers. Two identical corpora are collected, including 10 L2 users in each group and 10 native speakers (40 participants), performing two tasks: an interactive task (role-play) and a monological task (picture retelling).

Monday, March 31, 2008 • 8:15 am - 8:45 am • Cabinet • SLA

Fox, Janna (Carleton University, janna_fox@carleton.ca), **Cheng, Liying** (Queen's University, chengl@educ.queensu.ca), **Doe,**

Christine (Queen's University, itsadoe@yahoo.ca)

The impact of language support programs on L2 university students: What mediates academic engagement?

This study investigated the influence of language support programs on L2 students' engagement with university study. Analysis of data drawn from 697 students attending 26 Canadian universities suggests that the type of language program provided to students directly mediates their degree of academic engagement, although individual characteristics also influence engagement.

Saturday, March 29, 2008 • 10:45 am - 11:15 am • Classic 262 • PED

Fraser, Carol (Glendon/York University, cfraser@glendon.yorku.ca)

Re-examining L2 reading fluency: Components and development

This paper synthesizes current conceptualizations of fluency, its underlying components and development as it applies to L2 reading. Within this theoretical framework, instructional research that has examined the development of L2 reading fluency is reviewed.

Implications for future research and teaching applications are proposed.

Monday, March 31, 2008 • 2:35 pm - 3:05 pm • Congressional B • RWL

Frazier, Stefan (San José State University, stefan.frazier@sjsu.edu)

Group work talk-in-interaction in writing classrooms

Group work participants in undergraduate writing classrooms often present "reports" on their essay theses, and these reports are constructed in ways similar to "stories" told in ordinary interaction. This paper will present several examples of these public reports, how they are initiated, and how participants transition between one another.

Saturday, March 29, 2008 • 9:25 am - 9:55 am • Senate • DIS

Friginal, Eric (Northern Arizona University, eric.friginal@nau.edu)

Linguistic variation in outsourced call center interactions

This study explores the discourse of outsourced call centers involving Filipino call-takers and American callers engaged in various types of customer service transactions. Using a corpus-based, multi-dimensional framework following Biber (1988), the presentation discusses patterns of extracted linguistic dimensions across a range of speaker and text categories in the corpus.

Saturday, March 29, 2008 • 2:00 pm - 2:30 pm • Congressional B • DIS

Fujiwara, Miho (Willamette University, mfujiwar@willamette.edu), **Yamura-Takei, Mitsuko** (Hiroshima Shudo University, takeim@shudo-u.ac.jp)

On what basis do Japanese native speakers use zero anaphora? : A theoretical and an empirical account using Centering Theory

This experimental study explains a mechanism of the use of Japanese ellipsis (ZERO anaphora). Based on Centering Theory and experimental results, we propose the degree of coherence created by topic transitions affects Japanese native speakers' use of ZERO anaphora. In short, ZERO anaphora is more likely used in coherent discourse.

Sunday, March 30, 2008 • 3:55 pm - 4:25 pm • Director's • DIS

Fukunaga, Sunao (University of Washington, sunaof@u.washington.edu)

Professional identity, self-perception and practice of Japanese high school English teachers

This study investigates the relationship between experienced Japanese English teachers' professional identity and its influence on teaching practice. The result indicates that the teachers share a belief: Teaching practice should not be merely teaching the subject matter, but rather bedrock of a student's growing processes as a whole person.

Saturday, March 29, 2008 • 9:25 am - 9:55 am • Robert's Private Dining Room • PED

Garcia-Amaya, Lorenzo (Indiana University, lgarciaa@indiana.edu)

New findings for topic effect on fluency measures

Previous work on fluency have not addressed the effect of topic on the oral speech production of second language learners. This paper demonstrates that an examination of multiple turns dealing with a variety of topics in longer conversations is necessary in order to achieve a more detailed analysis of fluency.

Saturday, March 29, 2008 • 3:10 pm - 3:40 pm • Executive • SLA

Garza, Erika (University of Texas Pan American, babystartx@yahoo.com), **Mendiola-Yip-Pon, Maria Dolores** (University of Texas Pan American, marhia2000@yahoo.com), **V. Santos, Anna** (University of Texas Pan American, a.santos2@ljsd.com), **Puentes de Terrazas, Maria Emilia** (University of Texas Pan American, maeterrazas@yahoo.com)

The invisible border wall: Overt and covert language policy and ideology among border mayors in Texas

Texas border mayors have recently expressed dissatisfaction with the border wall proposal. Our paper explores language ideologies among Texas border mayors and shows that while many oppose overt anti-immigrant policies, they may reinforce covert language policies.

Tuesday, April 1, 2008 • 8:50 am - 9:20 am • Congressional B • LPP

Gentil, Guillaume (Carleton University, guillaume_gentil@carleton.ca), **Bigras, Josee** (Carleton University, jbigras@connect.carleton.ca), **O'Connor, Maureen** (Carleton University, mo_oconnor12@hotmail.com)

Process or post-process pedagogies? Insights from a learner needs analysis of second language writers

This paper examines how a workplace language-training program addressed the L2 writing needs of professional learners of English and French in the Canadian public service. The implications of learner needs analysis for L2 writing research and pedagogy are discussed.

Monday, March 31, 2008 • 9:25 am - 9:55 am • Congressional A • RWL

Genung, Patricia (Mercyhurst College, patricia.genung@us.army.mil)

An order is an order: Language and gender in the military workplace

This paper examines oral data from military personnel and asks three questions: (1) how do military personnel use language to construct identities as persons of authority, (2) are those identities recognizably gendered (3) do other military personnel not present at these conversations accurately perceive the speakers' gender and authority levels?

Sunday, March 30, 2008 • 2:00 pm - 2:30 pm • Robert's Private Dining Room • SOC

Ginther, April (Purdue University, aginther@purdue.edu), **Dimova, Slobodanka** (East Carolina University, DIMOVAS@ecu.edu), **Yang, Rui** (Purdue University, yang69@purdue.edu)

Temporal measures of fluency as indices of oral English proficiency

This study examines the relationships among discrete measures of "fluency and a holistic, global measure of oral English proficiency for three native-speaker groups (Chinese, Hindi, and American English) on the OEPT, a computer-based semi-direct test of oral English "proficiency used to screen ITAs at Purdue University. "

Sunday, March 30, 2008 • 10:10 am - 10:40 am • Congressional A • ASE

Godfroid, Aline (Vrije Universiteit Brussel (VUB), aline.godfroid@vub.ac.be), **Boers, Frank** (Erasmus University College Brussels, frank.boers@docent.ehb.be), **Housen, Alex** (Free University of Brussels, alex.housen@vub.ac.be)

Noticing new words while reading in a foreign language: An eye-tracking study into quantitative differences

This paper presents and discusses the results of an eye-tracking study on differences in how frequently learners notice new words while reading in an L2. Noticing is defined as the cognitive process of paying focal attention to new language forms in the input. We consider it a necessary condition for learning.

Sunday, March 30, 2008 • 4:30 pm - 5:00 pm • Senate • SLA

Goertler, Senta (Michigan State University, goertler@msu.edu), **Winke, Paula** (Michigan State University, winke@msu.edu)

SLA theories in CALL practice and research

In this paper we outline SLA theories, both cognitive and social, that should be considered when designing or researching CALL activities. Furthermore, we present a review of current university CALL practices. In addition, we discuss past research from the perspective of what it can offer general SLA research and theory.

Tuesday, April 1, 2008 • 4:30 pm - 5:00 pm • Congressional B • TEC

Goh, Hock Huan (NTU-NIE, CRPP, hockhuan.goh@nie.edu.sg), **Liu, Yongbing** (NTU-NIE, CRPP, yongbing.liu@nie.edu.sg), **Zhao, Chunsheng** (NTU-NIE, CRPP, chunsheng.zhao@nie.edu.sg)

Chinese preschoolers' code-switching in Mandarin: A corpus based study

This study explores use of Code-switching (to English) in Mandarin spoken by Singaporean Chinese children. With a self-developed annotation scheme, this study qualitatively annotated its data and illustrated its result qualitatively via Conversation Analysis. This study found that CS in Mandarin has relation with home-language backgrounds of studied children.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Council • SOC

Golato, Peter (University of Illinois at Urbana Campaign, pgalato@uiuc.edu), **Golato, Andrea** (University of Illinois U-C, golato@uiuc.edu)

A hybrid, ethnomethodological-experimental approach to examining L2 pragmatic development in German

We present a timed multiple-choice experiment examining L2 pragmatic development in German. Participants include German native speakers, and L1 English-German L2 learners who differ qualitatively and quantitatively in exposure to German. Results shed light on the development of German L2 pragmatic comprehension through a hybrid, ethnomethodological-experimental perspective.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Cabinet • SLA

Goldoni, Federica (The University of Georgia, goldoni@uga.edu)

Ethnographic evaluation of study abroad as a cultural event

Following the tradition of ethnographic program evaluation, data were collected and analyzed over a year to study, evaluate, and improve the cultural immersion offered to US students participating in a university-directed study abroad program in Cádiz and Valencia, Spain.

Sunday, March 30, 2008 • 2:00 pm - 2:30 pm • Classic 273 • ASE

Gonzalez-Lloret, Marta (University of Hawai'i, marta@hawaii.edu)

Learning to drop: A microanalysis of the development of Spanish L2 null subjects through CMC.

This paper presents a microanalysis of computer-mediated interactions between an intermediate learner of Spanish as a Foreign Language and a Native speaker in Spain. The longitudinal data revealed how the student's overuse of explicit subject pronouns developed to a use very similar to that of the native speaker.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Cabinet • DIS

Goo, Jaemyung (Georgetown University, jg349@georgetown.edu), **Granena, Gisela** (University of Maryland, granena@hotmail.com)

Working memory and reactivity

The presentation will begin with a brief literature review in regard to verbal reports in L2 research, working memory, and two recent L2 studies on reactivity, which will be followed by research questions, method, results, discussion, conclusion, and a 10-minute discussion session.

Tuesday, April 1, 2008 • 9:25 am - 9:55 am • Senate • SLA

Goswami, Jaya (Texas A&M University-Kingsville, jaya.goswami@tamuk.edu), **Chen, Hsuan-Yu** (Texas A&M University-Kingsville, jackchen@cc.kuas.edu.tw)

Improving oral proficiency of bilingual speakers through phonetic instruction intervention

This study evaluates the impact of direct phonetic instruction on the pronunciation of second language learners, specifically, Spanish speakers learning English as a second language. Pre- and post-intervention data are analyzed quantitatively and qualitatively. Results show that subjects benefit from direct phonetic instruction aimed at improving their oral language proficiency.

Saturday, March 29, 2008 • 3:55 pm - 4:25 pm • Classic 273 • BIH

Gray, Bethany Ekle (Northern Arizona University, bethany.gray@nau.edu)

Stance in contrasting research paradigms: Comparing reports of qualitative and quantitative research

This study compared the use of stance in two distinct research paradigms, (quantitative and qualitative research) by investigating a corpus built from two social science disciplines (education and sociology). The results provide detailed information that can be used to help novice researchers effectively report research, and provide insights into the nature of research paradigms in differing disciplines.

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Congressional B • TXT

Gu, Mingyue (Hong Kong Institute of Education, moongu1009@gmail.com)

The discursive construction of English language learners' motivation in China: An integrative perspective

This paper explores the discursive construction of motivation in the context of learning English as an L2 in the People's Republic of China. Examining the construction of university students' L2 motivation through multiple dimensions, this paper explores the social, historical and linguistic factors that combine to shape motivation.

Sunday, March 30, 2008 • 11:20 am - 11:50 am • Council • SLA

Guilloteaux, Marie J. (Gyeongsang National University, marie@gnu.ac.kr)

Motivating and motivation in language classrooms: Teachers do make a difference

A large-scale classroom-oriented correlational study revealed that teachers' motivational practices is positively linked to students' motivation and motivated classroom behavior. The more likely explanation for the strong positive relationship between teacher practice and student motivated behavior is that the latter varies according to the quality of the teachers' motivational practices.

Sunday, March 30, 2008 • 10:45 am - 11:15 am • Classic 273 • PED

Guo, Yan (University of Calgary, yanguo@ucalgary.ca)

Learning language for employment: Beyond the linguistic socialization of immigrant Canadians

This study, based on observations of an ESL program for employment preparation and interviews with immigrant Canadians, reveals that the program puts the pressure for learning and change on immigrants, and not on social change. The roots of the domination of English language and sociocultural norms are not questioned.

Monday, March 31, 2008 • 10:10 am - 10:40 am • Director's • SOC

Haan, Jennifer (Purdue University, blauw@purdue.edu)

Institutional language planning in higher education

This historical case study examines the language planning process of a large university. The researcher shows how understanding students' language ecology in relation to the institutional planning process allows ESL professionals to advocate for their students as well as implement language policies that support their needs.

Monday, March 31, 2008 • 10:45 am - 11:15 am • Robert's Private Dining Room • LPP

Haddix, Marcelle (Boston College, haddix@bc.edu)

"It's not just bad English": Moving preservice teachers toward critical understandings of language and ethnicity

The author shares findings from a qualitative study of preservice teachers enrolled in a sociolinguistics course. The author examines how the course challenged tacit notions of whiteness and standard language ideologies and considers how teachers' critical understandings of language and ethnicity hold promise for teaching for cultural and linguistic diversity.

Monday, March 31, 2008 • 3:55 pm - 4:25 pm • Director's • LID

Hall, David (Macquarie University Sydney, david.hall@ling.mq.edu.au), **Knox, John** (Macquarie University Sydney, john.knox@ling.mq.edu.au)

Language teacher education by distance

Language teacher education by distance (LTED) now plays an important role in language education internationally. This paper presents the findings from an international survey of LTED providers. A wide range of issues emerged, including administrative, workload, status, procedural, technical and academic concerns.

Saturday, March 29, 2008 • 4:30 pm - 5:00 pm • Council • TEC

Han, ZhaoHong (Teachers College, Columbia University, zh2@columbia.edu), **Alonso-Vázquez, Cristina** (University of Castilla-La-Mancha, Spain, alonsovazquezcristina2@yahoo.es), **Pérez Cañado, María Luisa** (University of Jaen, Spain, mlperez@ujaen.es), **Zhang, Li** (Southeast University, China, spearzhang@sohu.com)

Non-metalinguistic think-aloud does produce reactivity

This presentation reports on two parallel studies conducted respectively in Spain and China examining the issue of think-aloud reactivity in the context of second language reading comprehension. The presenters discuss their findings both in the general terms of the nature of cognition and in the specific terms of task-based cognition.

Tuesday, April 1, 2008 • 8:15 am - 8:45 am • Senate • SLA

Hansen, Rachel (Brigham Young University, rachelelizahansen@yahoo.com)

The effects of second language learning on the perception of direct and indirect speech

This study looks at L2 learning and the interpretation of direct and indirect teacher feedback. Participants studied essays differing in the directness of teacher feedback. L2 learners were less able to understand indirect speech than native English speakers and were less likely to ascribe indirect speech to gender.

Sunday, March 30, 2008 • 3:55 pm - 4:25 pm • Congressional B • DIS

Hara, Masahiro (Truman State University, mhara@truman.edu)

The learning of processing routines appropriate for target languages

This bi-directional study shows learners can overcome the learning difficulty caused by headedness difference between their L1 and L2 as they adopt processing routines appropriate for their TL. Data come from English-speaking learners of Japanese and Japanese-speaking learners of English who took listening lexical and semantic probe latency tests.

Monday, March 31, 2008 • 9:25 am - 9:55 am • Executive • SLA

Hardison, Debra (Michigan State University, hardiso2@msu.edu)

The role of context and visual cues in L2 spoken language processing: Significant and independent effects

Experiments using the gating paradigm revealed visual cues (seeing the talker's face) and sentence context facilitated L2 spoken word identification by intermediate learners of English. Both factors had significant and independent effects. Findings support the priming role of both in speech processing. Results are discussed within a multimodal episodic model.

Saturday, March 29, 2008 • 3:55 pm - 4:25 pm • Cabinet • COG

Headrick, Rebecca (CSU, Fresno, rheadrick@csufresno.edu)

No person shall be forced to have an abortion against his will: A case of Epicene Pronouns in written discourse

This presentation begins with a brief overview of the history of epicene pronouns including previous studies, and viewpoints. Secondly, the study administered is described in-depth analyzing the objectives, methods, and issues under investigation. In conclusion, the finding's implications on discourse and grammar using the usage-based approach will be discussed.

Monday, March 31, 2008 • 3:55 pm - 4:25 pm • Forum • TXT

Heift, Trude (Simon Fraser University, heift@sfu.ca)

Corrective feedback in CALL: A longitudinal study of learner uptake

This paper describes a longitudinal study of corrective feedback and learner uptake in CALL. For three semesters, 24 learners of German used a CALL program that provided two types of feedback of varying specificity. Results indicate significant differences in the way students respond to certain feedback types over time.

Monday, March 31, 2008 • 10:10 am - 10:40 am • Congressional A • TEC

Higgins, Christina (University of Hawaii at Manoa, cmhiggin@hawaii.edu)

Hybrid codes and new literacies in a multilingual linguistic landscape

This paper analyzes the use of English as a commodity and as a source of creativity in Swahili-English bilingual advertisements in Dar es Salaam, Tanzania. Using interview data, I investigate what kinds of multilingual knowledge and new literacies these advertisements signify and how literate Tanzanians are in these hybrid codes.

Saturday, March 29, 2008 • 3:55 pm - 4:25 pm • Director's • SOC

Horiba, Yukie (Kanda University of International Studies, zvc07051@nifty.com)

Task-induced strategic processing in L2 text comprehension

This study examines and compared the effects of task instructions (read for expressions, for image, and for critique) on strategic L2 reading comprehension. Think-alouds were analyzed for mode of processing (Exp 1). Task effect was also analyzed by considering the effect of L2 proficiency and general comprehension skill (Exp 2).

Sunday, March 30, 2008 • 8:50 am - 9:20 am • Congressional B • RWL

Houck, Noel (CSU, Pomona, nrhouck@csupomona.edu)

Responding to disagreement in academic discussion

This study investigates disagreements by graduate student pairs during a problem-solving task. It characterizes the types of disagreement and the subsequent countermoves. It goes on to contrast the turns and language used to realize the countermoves in NS-NNS and NSE-NSE interactions.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Palladian • DIS

Howard, Kathryn (University of Pennsylvania, kmhoward@gse.upenn.edu), **Lipinoga, Sarah** (University of Pennsylvania, slipinog@dolphin.upenn.edu)

"You are your child's first teacher": Cultural contact zones in Mexican immigrant parent-child interactions

This paper analyzes videotaped mother-child interactions between one Mexican immigrant mother and her 4-year-old son as they engage in home-based literacy practices. Drawing on concepts of performance, footing and participation, we show how the home literacy activities constitute cultural 'contact zones' where participants align to divergent cultural models of parenting.

Tuesday, April 1, 2008 • 11:20 am - 11:50 am • Council • LCS

Hsieh, Chia-Ling (National Taipei University of Technology, clhsieh@ntut.edu.tw), **Yu, Rong-Yu** (National Taipei University of Technology, s3540303@ntut.edu.tw), **Shih, Yi-Rong** (National Taipei University of Technology, eydie15@hotmail.com)

Politeness strategies in Chinese computer-mediated request

This paper ascertains the effect of mediums and participants on request strategies via Internet communication. Data were taken from Chinese requests made for technological information on Yahoo Knowledge Discussion Group and Amarylliss Blog. Results indicate effects of communicative situations on politeness realization and interpersonal communication.

Monday, March 31, 2008 • 2:35 pm - 3:05 pm • Governor's • DIS

Hsu, Jeng-yih Tim (National Kaohsiung First University of Science & Technology, gogotim@ccms.nkfust.edu.tw)

Teaching lexical collocations to enhance speaking proficiency of college English majors in Taiwan

The study investigates collocations and their impact on the speaking proficiency of Taiwanese EFL students. Four groups receive single-item vocabulary, lexical collocation, and no instruction, and complete a spoken test. The results are compared within and between groups to examine the differences in speaking proficiency after different types of instruction.

Sunday, March 30, 2008 • 4:30 pm - 5:00 pm • Council • SLA

Huang, Kai-Lun (NKFUST, kailunhuang@yahoo.com), **Chen, Chi-Fen** (NKFUST, emchen@ccms.nkfust.edu.tw)

Gender identities in L2 writing: When structure meets agency

This study applied a critical discourse analysis (CDA) approach to examine Taiwanese EFL learners' gender identities reflected in their L2 writing and uncover how their gender identities were constructed under the interplay of the structural force shaped by the L1 culture and the individual agency instigated by western feminist thinking.

Sunday, March 30, 2008 • 3:55 pm - 4:25 pm • Cabinet • LCS

Huang, Ju Feng Alice (, angelin0808@yahoo.com.tw)

Language use by English immersion kindergarten children

The current study combined quantitative and qualitative research methods to investigate the English immersion young children's language use in Taiwan. There were two main goals of the present study:

1. To quantify the amount of English, Chinese, and Mixed language used by kindergarten children in an immersion classroom and to describe the social variables that appeared related to their language choices.
2. To explain the reasons behind the young children's language use through using ethnographic methods (Norton, 2000).

Tuesday, April 1, 2008 • 11:20 am - 11:50 am • Senate • SLA

Huang, I-Chen (University of Washington, jichuang@u.washington.edu)

Non-native teacher identities-in-practice

The presenter discusses the under-explored issue of non-native teachers in a secondary ESL context. These non-native teachers, who are foreign born and foreign trained, assume full-fledged teaching responsibilities. This study applies poststructuralism to examine teacher identities, the K-12 ESL discourse, and teaching practices.

Sunday, March 30, 2008 • 9:25 am - 9:55 am • Classic 273 • PED

Hult, Francis M. (University of Texas at San Antonio, Francis.Hult@utsa.edu)

Engaging with ESL, EFL, and EIL in Sweden: Sociolinguistic awareness in English language teacher training

Drawing on ethnographic and discourse-analytic research conducted with a cohort of twenty-seven student teachers in Malmö, Sweden, this paper explores how future language teachers critically engage with the roles of English in Sweden (ESL, EFL, and EIL) as well as their own experiences with and assumptions about these roles.

Sunday, March 30, 2008 • 3:10 pm - 3:40 pm • Forum • PED

Hung, Aaron Chia-Yuan (Teachers College, Columbia University, ch406@columbia.edu)

What's in a game?: The problem of video games as designed experiences

Squire (2006) describes video games as "designed experiences" that allow players to participate in ideological worlds. However, this study challenges this view by reporting on findings that describe how "playing a video game" remains a locally constructed event that requires a process of complex and continuous maintenance between the players.

Monday, March 31, 2008 • 3:10 pm - 3:40 pm • Governor's • DIS

Ikeda, Keiko (Nagoya University, ikeda@lang.nagoya-u.ac.jp)

Microanalysis of learner talk in and around role-plays in the language classroom

A microanalysis of audio-recordings of 24 dyadic role-plays illustrate how participants develop talk in ways unintended by the task. The analysis particularly captures learners' metalinguistic talk about the task in prior and a priori to the role-play performance. The study suggests "emic" learning moments exist even around the task.

Sunday, March 30, 2008 • 3:10 pm - 3:40 pm • Committee • DIS

Imao, Yasuhiro (UCLA, yasuihao@ucla.edu)

A comparison of modal plus verb associations in written and spoken academic English and written general English

This paper compares frequent modal + main verb associations in written and spoken academic English and written general English. The findings suggest that associations and usage patterns of modal + verb are different in these registers. Semantic and functional aspects of these differences will be discussed.

Sunday, March 30, 2008 • 11:20 am - 11:50 am • Robert's Private Dining Room • TXT

Inutsuka, Kumiko (University of Toronto, kumiko@siegconsulting.com)

Processing accuracy and speed: Cross-language transfer of reading skills in typologically distant orthographies

The accuracy and speed of processing skills in English and Japanese reading were tested for forty-seven Japanese undergraduate students learning English. The results showed a limited correlation between L1 and L2 accuracy scores. However, in all the constructs, speed correlates between English and Japanese, suggesting that it underlies processing skill.

Monday, March 31, 2008 • 4:30 pm - 5:00 pm • Congressional B • RWL

Isaacs, Talia (McGill University, talia.isaacs@mcgill.ca), **Thomson, Ron** (Simon Fraser University, ron.thomson@ualberta.ca)

What lies beneath: Influences on rater assessments of L2 pronunciation

This mixed-methods study employs verbal protocols and post-task interviews to examine the effect of rater expertise and scale length (5 vs. 9-point scales) on judgments of non-native speaker comprehensibility and accentedness. Rater perceptions will be discussed in conjunction with an analysis of segmental and prosodic errors in the speech samples.

Monday, March 31, 2008 • 10:10 am - 10:40 am • Governor's • ASE

Ishihara, Noriko (Hosei University, ishi0029@umn.edu), **Aoshima, Sachiko** (American University, aoshima@american.edu), **Akikawa, Kumiko** (American University, akw935@yahoo.co.jp)

Assessing pragmatic competence: A study of authentic assessment for foreign language pragmatics

This qualitative case study reports on the classroom-based assessment of pragmatic competence in a university Japanese course as part of pragmatics-focused instruction. Assessment instruments used, learner language, and the instructor's assessment will be presented and the areas of learners' pragmatic development and limitations of the assessments will be discussed.

Tuesday, April 1, 2008 • 11:20 am - 11:50 am • Congressional B • LCS

Ishii, Eriko (Sophia University, eriko_ishii@hotmail.com)

The effects of intercultural education on Japanese high school EFL learners

The present study was designed to investigate the effects of intercultural education on Japanese high school EFL learners. This study is single-factor between-participants control group matching design with two levels of discussion theme conditions (intercultural/non-intercultural). The results show that intercultural discussion positively enhances both English and intercultural learning of participants.

Sunday, March 30, 2008 • 8:50 am - 9:20 am • Committee • LCS

Ishizaki, Suguru (Carnegie Mellon University, suguru@cmu.edu), **Wetzel, Danielle** (Carnegie Mellon University, dfz@ANDREW.CMU.EDU)

Computerized rhetorical analysis of L2 freshman placement essays

This paper presents a computerized method for assessing student essays in terms of their reader's communicative experiences as postulated by Kaufer et al. (2004). We report on the initial results of a study analyzing a corpus of L2 freshman placement essays using computerized rhetorical analysis.

Monday, March 31, 2008 • 4:30 pm - 5:00 pm • Forum • TXT

James, Mark Andrew (Arizona State University, Mark.A.James@asu.edu)

L2 writing education: Does "far" transfer of learning outcomes occur, and can it be promoted?

Research suggests that differences between L2 writing instruction and target writing tasks inhibits the transfer of learning outcomes. This study examines such a situation to see which learning outcomes transfer and whether transfer can be promoted by asking students to identify similarities between the writing task and their writing course.

Saturday, March 29, 2008 • 10:45 am - 11:15 am • Robert's Private Dining Room • PED

Jang, Eun-Young (Vanderbilt University, eun-young.jang@vanderbilt.edu)

What you say and what you do: Re-thinking L2 learner strategies from a sociocultural perspective

From a sociocultural perspective, this year-long qualitative inquiry investigated how the development of second language learning strategies related to the surrounding social context by focusing on the gap between what learners say about strategies and which they actually use in the context.

Sunday, March 30, 2008 • 8:15 am - 8:45 am • Council • SLA

Jefferies, Julian (Boston College, jefferij@bc.edu)

Undocumented students and higher education: Escaping the common ideologies

Through frame analysis (Entman, 1993), this study looked at how two Massachusetts newspapers construct arguments around undocumented students participation in American society, limiting the discussion within four basic ideologies, and not paying attention to the historical and political histories that locate the movements of people around the globe.

Sunday, March 30, 2008 • 3:55 pm - 4:25 pm • Robert's Private Dining Room • LID

Jiang, Nan (Georgia State University, njiang@gsu.edu), **Novokshanova, Eugenia** (Georgia State University, novokshanova@yahoo.com), **Matsuda, Kyoko** (Georgia Tech, km210@mail.gatech.edu)

Morphological insensitivity in L2 processing: A universal or L1-specific phenomenon?

The study tested Japanese and Russian ESL speakers to understand whether plural-related morphological insensitivity is an L1-specific phenomenon or universal among adult L2 learners. The results showed that whether a linguistic meaning is realized morphologically in one's L1 plays an important role in determining whether the relevant structure is acquirable.

Tuesday, April 1, 2008 • 3:55 pm - 4:25 pm • Diplomat • SLA

Jin, Li (Appalachian State University, jinl@appstate.edu)

Learning and development dynamics in ESL computer-mediated peer response

The paper reports on an empirical study investigating ESL students' learning and development in a series of peer response tasks conducted through instant messenger. From an activity theoretical perspective, it showed students dynamically developed both second language proficiency and certain computer literacy through active participation in online peer response.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Congressional A • TEC

Johnson, Karen E. (Penn State University, kej1@psu.edu), **Freeman, Donald** (University of Michigan/School for International Training, Donald.Freeman@worldlearning.org), **Clarke, Mark** (University of Colorado at Denver and Health Sciences Center, Mark.Clarke@cudenver.edu), **Larsen-Freeman, Diane** (University of Michigan, dianelf@umich.edu)

Rethinking professional knowledge in language teaching

This panel will address questions of what matters as professional knowledge in language teaching within the dynamics of the current global social and political environment through four interrelated lenses: the changing nature of English as content; of teacher's varying roles; of the processes of professional learning; and of what constitutes knowledge.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Executive • PED

Johnson, Mark (Northern Arizona University, mdj46@nau.edu)

Information structure and second language writing

This study investigated the influence of first language on information structure in L2 narrative writing. Results suggest that Chinese learners of English structure information differently from native speakers of English.

Sunday, March 30, 2008 • 2:00 pm - 2:30 pm • Congressional B • RWL

Johnson, Cary (Brigham Young University, cary_johnson@byu.edu), **Baker, Wendy** (Brigham Young University, wendy_baker@byu.edu), **Smith, Laura Catharine** (Brigham Young University, laurasmith@byu.edu), **Martinsen, Rob** (rob.martinsen@byu.edu)

Are foreign language residences acquisition-rich environments?

This study examined the effectiveness of foreign language residences as acquisition-rich environments. Students of four languages (Japanese, Russian, German, French) were tracked for one academic year. Data were analyzed quantitatively and qualitatively. All students improved in target-language production, but French and German students improved the most.

Sunday, March 30, 2008 • 2:35 pm - 3:05 pm • Director's • BIH

Johnston, Duff (Pennsylvania State University, duffjohnston@yahoo.com)

Maintaining multiparty intersubjectivity through "checked understanding" sequences: Analysis of an EFL teachers meeting

This presentation examines the use of "checked understanding" sequences, a repair technique identified in conversation analytic methodology, to maintain joint attention in multiparty meetings. In addition to contributing to the analysis of multiparty interaction, the presentation seeks to add to an understanding of group decision making in organizational contexts.

Sunday, March 30, 2008 • 8:15 am - 8:45 am • Director's • DIS

Juffs, Alan (University of Pittsburgh, juffs@pitt.edu), **Eskenazi, Maxine** (Carnegie Mellon University, max+@cs.cmu.edu), **Wilson, Lois** (University of Pittsburgh, liw@pitt.edu), **Heilman, Michael** (Carnegie Mellon University, mheilman@cs.cmu.edu)

Robust learning of vocabulary in teacher-fronted classrooms and in CALL

This paper presents data from two vocabulary instruction contexts: one using CALL and one from regular class activities. Analysis of

written production shows that words seen in regular class transfer more than those seen in reading only during CALL. Output practice thus has an important role in robust vocabulary learning.

Monday, March 31, 2008 • 2:35 pm - 3:05 pm • Calvert • PED

Jung, Sei-Hwa (Catholic University of Korea, seihwajung@hotmail.com)

A prerequisite for successful ICT integration into language learning: Students' readiness

This study investigated (a) Korean university students' ICT ownership, usage patterns, and levels of perceived ICT skills; (b) their attitudes towards using ICT in learning English; and c) sociocultural contextual information with regard to their learning English and ICT as essential literacy skills in the 21st century.

Monday, March 31, 2008 • 4:30 pm - 5:00 pm • Cabinet • TEC

Kabat, Katalin (Teachers College, Columbia University, kjk2010@columbia.edu)

Discursive interaction and learning: Where do instances of education occur in an online class?

This study explores asynchronous/synchronous communication by focusing on the discursive instances in a distance learning class at a higher educational institution in New York. The analysis discovers where and when do interactional educative instances occur underlining the spatial configurations, time and with whom do these moments come to light.

Sunday, March 30, 2008 • 10:10 am - 10:40 am • Director's • DIS

Kaneko, Emiko (University of Wisconsin - Milwaukee, ekaneko@uwm.edu)

The impact of inherent task structure on learner speech performance: An analysis of fluency, accuracy, and complexity

This study investigates the influence of inherent task structure on oral performance by comparing picture descriptions with narratives produced by learners. The results showed a significant interaction between proficiency and task characteristic, such that complexity of more proficient learners was affected positively while that of less proficient learners was unaffected.

Saturday, March 29, 2008 • 3:10 pm - 3:40 pm • Forum • ASE

Kang, Okim (University of Georgia, okang@uga.edu), **Rubin, Don** (the University of Georgia, drubin@uga.edu), **Pickering, Lucy** (the Georgia State University, esllup@langate.gsu.edu)

Impact of rater characteristics and acoustic measures of accentedness on ratings of international teaching assistants' oral performance

The study examines the relative impact of raters' background characteristics versus actual acoustical patterns of speech on US undergraduates' ratings of NNS teaching assistants. Results show the extent to which variances in L2 oral assessment are relevant to accent (20%), and how language backgrounds and training affect raters' judgments.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Governor's • ASE

Kang, Hyun-Sook (Illinois State University, hkang@ilstu.edu), **Hsieh, Peggy** (University of Texas at San Antonio, peggy.hsieh@utsa.edu)

Self-efficacy and attribution in the Korean secondary-level EFL context

This study aimed to investigate the relationship between self-efficacy and attributions in the Korean secondary-level EFL context. It examined whether there would be differences in the endorsement of attributions between successful and less successful learners, as defined by the learners themselves, and what role self-efficacy would play in learners' attributions.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Committee • LLC

Kang, Pai ju (National Chiayi University, kang2066@pchome.com.tw)

Incorporating asynchronous computer mediated communication (ACMC) into peer response

The findings of the research indicated that electronic peer response was effective. The participants' English proficiency made an impact on the number of feedback they provided. In addition, the degree of closeness between students didn't avoid them from giving critical peer response. The pedagogical implications based on the findings were also discussed in this study.

Tuesday, April 1, 2008 • 10:10 am - 10:40 am • Director's • TEC

Kanno, Yasuko (Temple University, ykanno@u.washington.edu), **Varghese, Manka** (University of Washington, mankav@u.washington.edu)

Immigrant English language learners' access to higher education

This study examines how being an ELL affects immigrant students' access to and success in four-year competitive universities in the US. Ethnographic interviews with 33 undergraduate ELLs were analyzed through the lenses of social and cultural capital. Results underscore the interaction between individual students' resources and their sense of entitlement.

Sunday, March 30, 2008 • 2:00 pm - 2:30 pm • Director's • BIH

Kanno, Kazue (University of Hawaii at Manoa, kanno@hawaii.edu)

Does the frequent use of subject relatives by L2 learners support the NPAH?

This study investigates the contributing factors for the high frequent use of subject-gap relative clauses in L2 production reported in previous studies, and suggests the limitation on the type of predicates used in L2 learners' relative clauses as a possible factor.

Saturday, March 29, 2008 • 3:10 pm - 3:40 pm • Senate • SLA

Kassabgy, Nagwa (The American University in Cairo, nagwa@aucegypt.edu)

Recasts and the production of English articles

The purpose of this exploratory study was to determine the effect of using recasts as corrective feedback on the acquisition and production of English articles. The research method, instruments, findings, and teaching suggestions will be discussed.

Monday, March 31, 2008 • 10:45 am - 11:15 am • Calvert • PED

Katayama, Akemi (The University of Texas at Austin, akataya@mail.utexas.edu)

Cross-cultural differences in language student perceptions of oral error correction

This paper presents the results of a cross-cultural study that examined differences and similarities in the perceptions of classroom oral error correction between university students of Japanese (N=249) in the U.S and students of English as a foreign language (N=588) at seven universities in Japan.

Monday, March 31, 2008 • 3:10 pm - 3:40 pm • Director's • LLC

Kattan, Shlomy (UC Berkeley, shlomyk@gmail.com)

Accentuating the dominant other: SLA, mock accents, and resistance among linguistic minorities

Drawing on a multi-sited ethnography of Israeli families residing in New York, this paper examines how acquisition of American English phonology and the mocking of US varieties of Hebrew by language learners draw on and contest local language ideologies. The paper thus develops the concept of the "linguistic black market."

Monday, March 31, 2008 • 3:10 pm - 3:40 pm • Cabinet • LID

Kawakami, Kiyomi (University of Wisconsin Madison, kawakami2@wisc.edu)

Self-deprecation responses embedded in troubles-talk: An intersection of preferred and dispreferred responses

Using the framework of conversation analysis, this paper analyzes self-deprecation responses embedded in troubles-talk in Japanese conversation. Unlike Pomerantz's discussion, my data show that such disagreement may present turn-shapes associated with dispreferred responses. It is suggested that such a recipient is dealing with intricate characteristic of self-deprecation embedded in troubles-talk.

Tuesday, April 1, 2008 • 9:25 am - 9:55 am • Executive • DIS

Keck, Casey (San Francisco State University, cmi3@dana.ucc.nau.edu)

Revisiting the summary: A corpus-based investigation of student selection strategies

This study analyzed a corpus of L1 (n=124) and L2 (n=103) summaries to identify (a) which passages of the source text students perceived as most important, and (b) how students attempted to integrate these passages into the surface structure of their summaries. Possible directions for future corpus-based research are discussed.

Sunday, March 30, 2008 • 8:50 am - 9:20 am • Robert's Private Dining Room • TXT

Kelleher, Ann (University of California, Davis, amkelleher@ucdavis.edu)

Definitions in the "heritage" discourse: Perspectives on language, learners and disciplinary boundaries

An analysis of the term "heritage" in the first four volumes of the Heritage Language Journal using Critical Discourse Analysis (Fairclough, 1995) reveals competing meanings of "heritage language" and "heritage language learner". Tensions between definitions mark irreconcilable rifts over theoretical perspectives on the nature of language and language teaching pedagogy.

Saturday, March 29, 2008 • 10:10 am - 10:40 am • Classic 273 • BIH

Kennedy, Sara (McGill University, sara.kennedy@mcgill.ca)

The link between word-level and discourse-level L2 intelligibility

How is word-level intelligibility linked to discourse-level intelligibility? Personal anecdotes of native English and L2 speakers were analyzed with word- and discourse-level intelligibility measures. Results showed that word-level intelligibility measures did not accurately reflect how well L2 speakers' anecdotes were understood at discourse-level. Implications for teaching and assessment are discussed.

Monday, March 31, 2008 • 3:10 pm - 3:40 pm • Executive • SLA

Kim, Hyun Jung (Teachers College Columbia University, hjk2104@columbia.edu)

Investigating the construct validity of a task-based speaking placement test

While research on performance assessment has focused on construct definition in defining examinees' language ability, the role of tasks has also been discussed. This study provides empirical evidence that the effects of tasks as well as examinees' attributes should be considered in describing speaking ability in a task-based performance assessment.

Sunday, March 30, 2008 • 10:45 am - 11:15 am • Congressional A • ASE

Kim, Youn-Hee (OISE/University of Toronto, younkim@oise.utoronto.ca), **Jang, Eunice** (OISE/University of Toronto, ejang@oise.utoronto.ca)

An investigation into differential item functioning on a secondary school English literacy test

The present study investigates the extent to which items or item-bundles on the Ontario Secondary School Literacy Test (OSSLT) function differentially for Grade 10 students who speak only or mostly English at home and those whose home language is something other than English.

Monday, March 31, 2008 • 3:55 pm - 4:25 pm • Senate • ASE

Kim, Ji Hyun (Teachers College, Columbia University, jhk2024@columbia.edu)

Recasts in EFL adult classrooms: A study of learner recognition and uptake

This presentation will report an empirical study on learner recognition of recasts. The study was conducted in 9 EFL classrooms in Korea and employed three introspective measures and a post-exposure test. Learner recognition of recasts and its relationship with learner uptake will be addressed.

Sunday, March 30, 2008 • 2:00 pm - 2:30 pm • Congressional A • SLA

Kim, Hi-Sun Helen (University of Chicago, hisun@uchicago.edu)

Bilingual acquisition and variations in linguistic profiles of heritage language learners of Korean

This study empirically investigates how well the L1 variable predicts the variability of HL and non-HL learners of Korean (N=128) when processing various linguistic features. Moreover, a profile on the language usage, frequency, and exposure of each sub-group is reported to explain the different linguistic characteristics of HL learners.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Director's • BIH

Kim, Mi-Young (University of British Columbia, mykim5@interchange.ubc.ca)

English writing instructions in EFL contexts: Focusing on South Korea

After critically examining a status quo of second language (L2) writing instructions in South Korean schools, this study argues a paucity of L2 writing instructions impedes students from developing necessary literacy skills to be a more successful and competitive L2 learner. Various educational interventions and constructive suggestions will be presented.

Sunday, March 30, 2008 • 3:10 pm - 3:40 pm • Congressional B • RWL

Kim, Tae-Young (Chung-Ang University, tykimtesol@gmail.com)

Second language learner autonomy and motivation: A longitudinal case study

I investigate the interface between L2 learners' autonomy and motivation by focusing on Korean adult ESL learners. I take an activity theory perspective and use qualitative, case study approaches. The findings suggest that despite the participants' commonalities, they showed remarkable differences in creating and exercising their L2 autonomy and motivation.

Saturday, March 29, 2008 • 3:55 pm - 4:25 pm • Congressional A • LCS

Kissau, Scott (University of North Carolina, spkissau@unc.edu)

"Crepes on Friday": Examining gender differences in extrinsic motivation

The results of a study examining gender differences in intrinsic and extrinsic motivation amongst students studying French are discussed. Findings suggest that motivational orientation is an important factor in one's decision to study French and that boys are perceived to be less intrinsically and more extrinsically motivated than girls.

Sunday, March 30, 2008 • 10:10 am - 10:40 am • Classic 273 • PED

Kitade, Keiko (Ritsumeikan University, kitade@it.ritsumei.ac.jp), **Ikeda, Maiko** (University of Hawai'i at Manoa, maikoi@hawaii.edu)

What can native speaking keypals' corpora tell us?: Changes in the usage of modal expressions through telecollaboration.

This study examines changes in the use of modal expressions through CMC by learners and native speaking keypals. The exchanged text messages indicate that native speaking keypals as well as learners accommodate some of the modal expressions while communicating with their partners to construct their own cyber community.

Tuesday, April 1, 2008 • 8:15 am - 8:45 am • Governor's • TEC

Knight, Dawn (The University of Nottingham, aexdk3@nottingham.ac.uk), **Evans, David** (The University of Nottingham, david.evans@nottingham.ac.uk)

Multi-modal corpora, discourse and gesture

This paper reports on the construction of the Nottingham Multi-Modal Corpus and the development of the Digital Replay System, a tool capable of displaying multiple streams of corpus data. We provide a demonstration of this system to show how such technologies can be utilised to enhance the understanding of gesture-in-use.

Saturday, March 29, 2008 • 8:15 am - 8:45 am • Council • TEC

Kobayashi, Yoko (Iwate University, yokobaya@iwate-u.ac.jp)

Being the most reserved in overseas ESL classes to secure the most dominant status back in Japan

This work-in-progress presents its preliminary findings on Japanese male students' passive attitudes toward English learning from the perspective of Japanese manliness and reticence, as those socially constructed gender identities influence the level of comfort with speaking a foreign language that requires a different set of gendered manners.

Saturday, March 29, 2008 • 11:20 am - 11:50 am • Executive • LID

Koike, Chisato (Cal State L.A., chisatok@ucla.edu)

Interaction at the onset of joint storytelling

Using joint storytelling data in Japanese, this study investigates how story recipients revise and bodily display their understanding of potential storytellers' positions in the course of unfolding storytelling by careful analysis of the interaction and negotiation between storytellers in terms of talk, gaze, and body movements.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Congressional B • DIS

Korsko, Paula (Hostos Community College, CUNY, pkorsko@hotmail.com)

The two-party collaborative complaint event: How are amicable/contentious complaint outcomes jointly constructed?

This paper examines complaints negotiated between two different people over multiple turns collected by means of a Collaborative

DCT (Co-DCT)-an influencing, two-way activity. Amicably resolved complaints are compared to those whose outcome is contentious in order to discern mechanisms interlocutors use to jointly construct how a complaint is resolved.

Monday, March 31, 2008 • 9:25 am - 9:55 am • Robert's Private Dining Room • LCS

Kristmanson, Paula Lee (University of New Brunswick, pkristma@unb.ca), **Dicks, Joseph** (University of New Brunswick, jdicks@unb.ca), **Le Boutillier, Josée** (University of New Brunswick, josee@unb.ca), **Bourgoin, Renée** (University of New Brunswick, renee.bourgoin@nbed.nb.ca)

Enhancing best practices in second language writing through a professional learning community

This proposal describes an action-research project conducted at an elementary school in New Brunswick, Canada. The purpose was to improve literacy in an early French immersion program within a professional learning community (PLC). This presentation will present key findings on best practices related to second language teaching and PLCs.

Sunday, March 30, 2008 • 3:10 pm - 3:40 pm • Director's • BIH

Kubanyiova, Magdalena (University of Birmingham, United Kingdom, m.kubanyiova@bham.ac.uk)

An integrated model of language teacher conceptual change (LTCC)

This paper presents a conceptual model of language teacher development that is grounded in empirical data of a longitudinal study and fully compatible with findings across several theoretical paradigms, including language teacher cognition and L2 Ideal Self. Implications for language teacher education pedagogy and future research directions are discussed.

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Executive • PED

Kuiken, Folkert (Universiteit van Amsterdam, f.kuiken@uva.nl), **Vedder, Ineke** (Universiteit van Amsterdam, s.c.vedder@uva.nl)

Task complexity and linguistic performance in L2 writing and speaking: The effect of mode

In this paper the question will be answered for a group of 45 Italian L2 learners with Dutch as L1, "to what extent the effect of task complexity on linguistic complexity and accuracy is influenced by the mode in which the tasks have to be performed" (oral versus written).

Saturday, March 29, 2008 • 8:15 am - 8:45 am • Congressional A • SLA

Kumagai, Yuri (Smith College, ykumagai@email.smith.edu), **Sato, Shinji** (Columbia University, ss903@columbia.edu)

Shaping students to embody "Japanese-ness": How Japanese-as-a-foreign-language textbooks construct a "good" Japanese speaker

In this paper, we demonstrate how Japanese-as-a-foreign-language textbooks present linguistic/cultural practices in Japan as a static, monolithic reality, and how such practices are transformed into concrete behaviors for students to learn through drills. These processes force learners to embody particular values and behaviors in becoming a "good" Japanese language speaker.

Saturday, March 29, 2008 • 2:00 pm - 2:30 pm • Committee • PED

Kuo, Li-jen (Northern Illinois University, ljenkuo@niu.edu)

Effects of early bilingualism on language processing: A study on the acquisition of syntax

This study reinvestigates the effects of early bilingualism on the acquisition of syntax with an augmented conceptual and methodological framework. Complicating factors present in previous research on bilingualism (e.g., cross-language transfer, discrepancy in the proficiency of tested languages, etc.) were isolated to reveal the effect of bilingualism per se.

Saturday, March 29, 2008 • 4:30 pm - 5:00 pm • Cabinet • COG

Kuo, Sai-hua (National Tsing Hua University, shkuo@mx.nthu.edu.tw)

Conversationalization of television news reporting in Taiwan

Based on 24 hours of video-taped data, this study investigates conversationalization in Taiwan's television news. The analysis shows that conversationalization is more pervasive in soft news and female news readers are more likely to adopt a more informal and conversational communicative style in news reporting than their male counterparts.

Monday, March 31, 2008 • 3:55 pm - 4:25 pm • Governor's • DIS

Kupferberg, Irit (Levinsky College , kupir@macam.ac.il), **Green, David** (The Green Institute for Advanced Psychology, greendavid@bezeqint.net)

Figurative clusters enhance troubled talk at discursive junctions

The study probes the functions of figurative clusters - chains of two or more figurative forms produced in troubled talk. Espousing the The Four World Model, we show that FCs are language tools used at discursive meeting places between the complexity of past experience and additional difficulties arising during the interaction.

Sunday, March 30, 2008 • 9:25 am - 9:55 am • Director's • DIS

Kwon, Eun-Young (Teachers College, Columbia University, ek2110@columbia.edu)

Cross-linguistic influence in negation in a Korean child learner of English: A longitudinal study

This 26-month longitudinal study examined bidirectional influence and L1 attrition in negation in a Korean child who arrived in the United States at age 3:6. Findings were compared to data from 32 previous studies and interpreted in light of the Sliding Window (Foster-Cohen, 2001) Hypothesis.

Tuesday, April 1, 2008 • 2:35 pm - 3:05 pm • Senate • SLA

Lado, Beatriz (Georgetown University, bl42@georgetown.edu)

L1 English/L2 Spanish: The effects of level of bilingualism and type of feedback on the acquisition of an L3

This study includes four levels of English/Spanish bilinguals exposed to two computerized treatments to learn an L3 with different degrees of explicitness in the feedback provided. The study explores the interaction between external conditions (feedback) and individual variables (bilingualism) in L3 learning.

Tuesday, April 1, 2008 • 8:50 am - 9:20 am • Director's • SLA

Lai, Chun (Michigan State University, laichun1@msu.edu), **Zhao, Yong** (MSU, zhaoyo@msu.edu), **Wang, Jiawen** (MSU, wangjjaw@msu.edu)

Does TBLT syllabus work well for teachers and learners in beginner-level online foreign language classrooms?

This study examines how well a TBLT syllabus works at a beginner-level online Chinese class over a semester both in terms of student learning outcome and students' and teachers' perceptions of and reactions to the curriculum.

Tuesday, April 1, 2008 • 11:20 am - 11:50 am • Director's • TEC

Lakshmanan, Usha (Southern Illinois University Carbondale, usha@siu.edu), **Kim, Hana** (Southern Illinois University Carbondale, hanak100@siu.edu)

The processing role of Binding Principle A in the interpretation of reflexives by L2 speakers of English

We investigated the processing role of Binding Principle A in the interpretation of English reflexives by Korean, Chinese and Japanese adult L2-English speakers through an online experiment (self-paced reading task). The results indicated that the L2 speakers were influenced by the long-distance properties of the L1 in processing English reflexives.

Sunday, March 30, 2008 • 11:20 am - 11:50 am • Congressional B • SLA

Larson-Hall, Jenifer (University of North Texas , jenifer@unt.edu)

Examining the development, reliability and validity of grammaticality judgment tests

An important issue in constructing accurate grammaticality judgment tests involves testing native speakers (NS). Using data collected from both NS and learners of Japanese, I will show how to test reliability using item response theory and discuss validity in terms of examining which items to keep after first testing NS.

Saturday, March 29, 2008 • 11:20 am - 11:50 am • Congressional B • ASE

Laufer, Batia (University of Haifa, batialau@research.haifa.ac.il), **Waldman, Tina** (Kibbutzim College of Education and University of Haifa, wald@macam.ac.il)

Collocational knowledge and use in a second language: How do they develop?

Two studies investigated how L2 learners' collocational knowledge (passive and active) and collocation use (frequency of acceptable and deviant collocations) changed across three levels of proficiency. We used collocation tests, analyzed a learner corpus and

compared it with a native speaker corpus.

Saturday, March 29, 2008 • 2:00 pm - 2:30 pm • Congressional A • PED

Le Pichon Vorstman, Emmanuelle (University of Utrecht, emmanuellevorstman@hotmail.com)

Foreign language learning experience and communicative awareness in children

We have demonstrated that the context of learning a foreign language significantly influences communicative awareness. Our results from a study in 101 young children also showed a strong linear effect of age. Factor analysis of the used strategies suggested three clusters, tentatively named: "speaker oriented", "hearer oriented" and "externally oriented".

Saturday, March 29, 2008 • 4:30 pm - 5:00 pm • Executive • SLA

Lee, Sang-Ki (University of Hawaii at Manoa, sangki@hawaii.edu)

How might topic congruence and topic interest affect Korean English L2 readers' comprehension of argumentative texts?

This presentation shows that topic congruence and topic interest may have subtle but systematic effects on reading comprehension of two argumentative passages by 60 upper-intermediate to advanced level English L2 users from an L1 Korean background.

Theoretical and pedagogical implications of the findings will be discussed.

Saturday, March 29, 2008 • 2:35 pm - 3:05 pm • Classic 273 • RWL

Lee, Namhee (UCLA, namheele@gmail.com)

FOXP2 gene mutation and language impairment in the KE family: Circular causality of brain abnormalities and behavioral deficits

This presentation reviews studies on the etiology of FOXP2 mutation and language deficit, presents how the mutation, anatomical and functional brain abnormalities, behavioral deficits, and language impairment are causally related, and suggests how language is learned by and instantiated in the brain. As a reasoning tool, complexity theory is employed.

Sunday, March 30, 2008 • 3:10 pm - 3:40 pm • Council • COG

Lee, Kathleen (University of Pennsylvania, leekat@dolphin.upenn.edu)

Media coverage of dual language (two-way immersion) programs from 1995 to 2007

Using strategies of Critical Discourse Analysis, the presenter examines newspaper articles from 1995 to 2007 that report on dual language education in the U.S. The data reveal a language-as-an-instrument orientation that is perceived as essential for surviving in the competitive global market, particularly in the education of language majority students.

Saturday, March 29, 2008 • 11:55 am - 12:25 pm • Classic 273 • BIH

Lee, Hyunju (The Ohio State University, lee.2445@osu.edu)

EAP writing instruction at the graduate level: Student perceptions of first year ESL writing courses

This presentation will report preliminary findings of a 20week-long investigation of student perceptions of genre-based EAP writing instruction. The researcher is the teacher. The study qualitatively analyzes data from multiple sources to arrive at a "constructed reality" (Lincoln & Guba, 1985) of how specific learners interact with genre based instruction.

Tuesday, April 1, 2008 • 8:15 am - 8:45 am • Council • PED

Leeser, Michael (Florida State University, mleeser@fsu.edu), **Sunderman, Gretchen** (Florida State University, gsunderm@fsu.edu)

How do working memory measures work? An investigation of methodological issues for L2 processing research

This study investigates the effects of WM task type (reading and operation span) and scoring method on L2 Spanish learners' text comprehension and sentence processing. We discuss the theoretical and methodological ramifications of our findings, concluding with a set of guidelines for using WM span tasks in L2 processing research.

Tuesday, April 1, 2008 • 8:15 am - 8:45 am • Calvert • COG

Lefkowitz, Natalie (Central Washington University, nataliel@cwu.edu), **Hedgcock, John** (Monterey Institute of International Studies, john.hedgcock@miis.edu)

Inheriting more than just Spanish: Heritage language learners' internalization of instructor perceptions

This study examines how judgmental linguistic attitudes expressed by Spanish-language educators in university classrooms influence the self-perceptions, identity (re)construction processes, and language/literacy development patterns of heritage-language students. Analyses of ethnographic interviews, survey responses, and classroom performance suggest that certain instructor attitudes may inhibit students' claims to legitimacy as Spanish speakers.

Monday, March 31, 2008 • 9:25 am - 9:55 am • Director's • BIH

Leow, Ronald (Georgetown University, leowr@georgetown.edu), **Hama, Mika** (Georgetown University, mh278@georgetown.edu)
The role of awareness in learning: Revisiting Williams (2005)

The present study sought to probe deeper into the issue of the role of awareness in learning by revisiting Williams' (2005) study and addressing several methodological issues that arose from this study. Contrary to Williams' findings, our results did not provide evidence for implicit learning.

Monday, March 31, 2008 • 4:30 pm - 5:00 pm • Executive • SLA

Levine, Glenn (University of California, Irvine, glevine@uci.edu), **Wagner, Manuela** (University of Connecticut, manuela.m.wagner@uconn.edu)

'Doing being' an L2 learner: Conversational and discursive functions of L2-learner laughter in interaction with native speakers

This study explores the ways L2 learners use laughter in interaction as a discursive tool. The data are recordings of L2 learners studying in Berlin. While a CA approach informs understandings of turns-at-talk, a discourse-analytical perspective facilitates a more nuanced understanding of ways L2 learners take part in L2 socialization.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Director's • LCS

Li, Juan (University of Saint Thomas, jli3@stthomas.edu)

Discourse of tragedy: Intertextuality and language use in news discourse

This paper analyzes the discursive effects of language use and intertextuality on the creation of nationalist ideologies in news discourse. Specifically, it looks at how news texts in New York Times and China Daily draw upon different voices, styles, and genres in their respective reports of a specific news event.

Monday, March 31, 2008 • 4:30 pm - 5:00 pm • Governor's • DIS

Li, Ning (Michigan State University, Confucius Institute, lining2@msu.edu)

Chinese-ordered English: Online Chinese grammar instruction reform through an inter-language approach

Chinese-Ordered English is employed in online Chinese instruction as a cognitive scaffold for English-speaking learners to attend to and discover grammar structures. This presentation illustrates learners' grammar discovery process, explains the role the deviation of Chinese grammar from English plays, and presents initial analysis of relationship between deviation levels and diverse difficulty levels of grammar induction.

Tuesday, April 1, 2008 • 4:30 pm - 5:00 pm • Governor's • PED

Li, Houxiang (The Pennsylvania State University, hxl238@psu.edu)

From plagiarism to appropriation: The journey of an L2 writer learning to write

This longitudinal case study traces the journey of a Taiwanese Ph.D. student in her development of L2 writing competence. A micro-ethnographic analysis of the data reveals that the process of writing competence development is also the process whereby the participant comes to appropriate others' voices and negotiate conflicting cultural identities.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Congressional A • RWL

Li, Liu (Carnegie Mellon University, liul@andrew.cmu.edu)

The transfer of L1 coherence building skills to L2 reading

This study examined how readers' language-specific L1 literacy experience influences their L2 reading at the discourse level. We focused on coherence building, with/without connectives. It was hypothesized that readers whose L1 contains less connectives in

discourse may develop a coherence building skill and transfer this skill in L2 reading.

Monday, March 31, 2008 • 8:15 am - 8:45 am • Congressional A • RWL

Liao, Silvie (UC Davis, szeliao@ucdavis.edu)

Variation in the use of discourse markers by L2 speakers of English in the study-abroad context

This paper investigates the use of discourse markers by Chinese L2 speakers of English in the US. The results show that gender and stylistic difference among these L2 speakers and that the focal L2 speakers use discourse markers as resources to construct identities and personas appropriate to different situations.

Sunday, March 30, 2008 • 4:30 pm - 5:00 pm • Cabinet • LCS

Liao, Yen-Fen (Columbia University, yl2067@columbia.edu)

Assessing second language listening ability: A construct validation study

The presenter will share a construct validation study with a focus on modeling second language listening ability in the context of a high-stakes standardized test. A model comprised of two traits with the ability to comprehend explicit and implicit information were confirmed using exploratory factor analysis and confirmatory factor analysis.

Tuesday, April 1, 2008 • 11:20 am - 11:50 am • Executive • ASE

Lim, Gad (University of Michigan, limgs@umich.edu), **Johnson, Jeff** (University of Michigan, elijsj@umich.edu)

Topic-related bias in second language performance assessment: A FACETS analysis of standardized writing exam ratings

Standardized exams often generalize about learner abilities based on limited performance samples (e.g. one essay), making topic fairness a vital consideration. This study examines MELAB composition ratings (N=25,471) awarded by official raters to 60 different essay topics. FACETS analysis shows minimal topic-related bias, and findings are discussed.

Sunday, March 30, 2008 • 4:30 pm - 5:00 pm • Congressional A • ASE

Lin, Li-Fen (University of California, Davis, lflin@ucdavis.edu)

Gender in spoken academic discourse: An interpersonal analysis

The purpose of this paper is to ethnographically explore the way gender is performed interpersonally in a graduate seminar. By drawing on Martin & White's (2005) theoretical and analytical framework of APPRAISAL, this paper looks locally the role that gender plays in construing a community of shared feelings and values.

Tuesday, April 1, 2008 • 2:35 pm - 3:05 pm • Palladian • DIS

Lin, Lu-Chun (National Chiao Tung University, reginelin@mail.nctu.edu.tw)

Preschool English vocabulary development: Relation to vocabulary input and distributed bilingual vocabulary

The present study examined the role of vocabulary input and distributed characteristic of bilingual vocabulary in explaining bilingual vocabulary discrepancy. An English-speaking teacher's lexical input and 5 bilingual children's early English lexicon were classified into four lexical categories: common words, sophisticated words, home-based vocabulary, and school-based vocabulary.

Monday, March 31, 2008 • 2:35 pm - 3:05 pm • Council • BIH

Liu, Dilin (The University of Alabama, dliu@as.ua.edu)

A corpus study of English linking adverbials across registers

This presentation reports on findings from a large corpus study regarding the frequency, use patterns, and unique meanings of all major linking adverbials across five registers (five sub-corpora). Pedagogical implications of the findings will be addressed as well.

Tuesday, April 1, 2008 • 8:15 am - 8:45 am • Congressional A • TEC

Liu, Rong (University of Arizona, mikeliu@u.arizona.edu)

Efficacy of computer assisted input-based language instruction on anaphora acquisition by adult English learners

This study investigates the efficacy of computer delivered processing instruction (PI) on anaphora acquisition with both online and offline measures. Results show that PI is effective as assessed by offline measures but not effective as assessed by the online task.

No difference was found between implicit and explicit feedback groups.

Sunday, March 30, 2008 • 8:15 am - 8:45 am • Cabinet • TEC

Liu, Jianxin (University of Sydney, jliu2780@usyd.edu.au)

Hypermodal representations on Chinese lifestyle blogs

This presentation examines the increasing hypermodal representations on Chinese lifestyle blogs. It develops and uses a multimodal discourse analytic approach in analyzing the data. Findings from the analysis are identified and discussed in relation to a range of sociological, cultural, and philosophical theories and perspectives.

Monday, March 31, 2008 • 2:00 pm - 2:30 pm • Governor's • DIS

LoCastro, Virginia (University of Florida, locastro@lin.ufl.edu), **Tapper, Gordon** (University of Florida, gt@ufl.edu)

Relational work in an ITA classroom: Building and maintaining rapport

This paper discusses the interactional strategies used by an International Teaching Assistant and his students to build and maintain rapport in an advanced electrical engineering laboratory course. The focus of the analysis is on the relational work of the participants to promote the learning of subject matter and experimental procedures.

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Palladian • DIS

Londe, Zsuzsa (UCLA, zsuzsa@ucla.edu)

Working memory and second language listening comprehension: A latent variable approach

When testing a second language cognitive abilities can be part of the construct. In this study the relationship between working memory and second language listening comprehension ability was investigated using structural equation modeling.

Tuesday, April 1, 2008 • 10:45 am - 11:15 am • Executive • ASE

Lopez-Gopar, Mario E. (OISE-UT / UABJO, lopezmario9@gmail.com)

English and indigenous children in multilingual settings: Its impact and teacher preparation issues

The purpose of this collaborative critical action research project is to analyze the impact English may have on "content" and language teachers' and Indigenous children views on multilingualism. It critically analyzes the knowledge base English language teachers should possess to teach English to children in responsible ways that promote multilingualism.

Sunday, March 30, 2008 • 2:35 pm - 3:05 pm • Forum • PED

Lu, Chan (Carnegie Mellon University, chanl@andrew.cmu.edu)

Impacts of prior literacy experience on second-language learning to read

By investigating the cross-linguistic relationship between morphological awareness, vocabulary and reading capabilities in two languages, this study examined how previous literacy experience in one language impacts the acquisition of literacy in another among children who are becoming biliterate in both English and Chinese.

Monday, March 31, 2008 • 3:10 pm - 3:40 pm • Congressional B • RWL

Lyddon, Paul (Miami University, palyddon@muohio.edu)

To FonF or not to FonF? Re-examining the question

This computer-based experimental study investigated the relative efficacy of corrective feedback and target form enhancement as opposed to mere comprehensible input in promoting acquisition of necessary redundancies in beginning L2 French. The findings suggested no advantage for any of the treatment conditions, thus further complicating the debate on form-focused instruction.

Monday, March 31, 2008 • 4:30 pm - 5:00 pm • Calvert • PED

MacGregor, David (Center for Applied Linguistics, david@cal.org), **Christenson, Jennifer** (Center for Applied Linguistics, jennifer@cal.org), **Kenyon, Dorry M.** (Center for Applied Linguistics, dorry@cal.org)

Predicting item difficulty: A rubrics-based approach

Can item developers learn to accurately predict empirical item difficulty in a language test? In this study, we describe an attempt to use information about item difficulty to identify factors that may influence the difficulty, and to help item developers write items that

more closely reach the desired proficiency level.

Monday, March 31, 2008 • 4:30 pm - 5:00 pm • Senate • ASE

MacIntyre, Peter (Cape Breton University, peter_macintyre@cbu.ca), **Clément, Richard** (University of Ottawa, rclement@uottawa.ca), **MacKinnon, Sean** (Cape Breton University, mackinnon.sean@gmail.com), **Legatto, James** (Cape Breton University, jl20020655@webmail.cbu.ca)

An integrated, idiodynamic method for studying ambivalent affect in second language communication.

The language learner frequently is of two minds, one disposed toward communication in the L2 and the other which is disposed to reticence. Examining these tendencies simultaneously poses a significant challenge to methodology. Data from six videotaped interviews provide an integrated examination of anxiety, motivation, verbal output and learners' explanations for fluctuations in affective states.

Monday, March 31, 2008 • 3:55 pm - 4:25 pm • Congressional A • LLC

Mack, Sara (University of Minnesota - Twin Cities, mack0185@umn.edu)

Social stereotypes, implicit processing, and the myth of the 'Gay Lisp'

This presentation reports on a systematic study of the relationship between social stereotypes, /s/ variation, and perceived sexual orientation. It will also address methodological issues of approaching the interaction of speech processing, sociophonetic variation, and social stereotypes from an implicit processing perspective.

Saturday, March 29, 2008 • 3:55 pm - 4:25 pm • Committee • SOC

MacLellan, Philip (University of Illinois, Urbana-Champaign, philipmaclellan@gmail.com)

"Individual differences" or shifting possible selves?: Intertemporal change, contextual diversity, and one individual's motivation for language learning.

Drawing upon social practice and language socialization (LS) theories and ethnographic research, this paper presents a longitudinal and relational view of SLA motivation through a five year case study of the language learning experiences of a Japanese female scientist from doctoral student through novice faculty member

Monday, March 31, 2008 • 9:25 am - 9:55 am • Governor's • LLC

MacSwan, Jeff (Arizona State University, macswan@asu.edu), **Thompson, Marilyn** (Arizona State University, mt@asu.edu), **De Klerk, Gerda** (Arizona State University, gdk@asu.edu), **McAlister, Kara** (Arizona State University, kara.mcalister@asu.edu)

Facilitation theory and the time-on-task principle: A structural equation modeling approach to evaluating bilingual and English-only instructional policies

English-only educational policies rely on the Time-on-Task Principle, that more time in English will result in higher academic outcomes, while bilingual education embraces a Facilitation Theory postulating that first language instruction facilitates academic growth in English. We evaluate these theories using structural equation modeling, with results favoring the Facilitation Theory.

Saturday, March 29, 2008 • 4:30 pm - 5:00 pm • Classic 273 • BIH

Maheux-Pelletier, Genevieve (University of Alberta, genevieve@ualberta.ca)

To be Francophone or not to be Francophone, That is their (sociolinguistic) question

Using conversation analysis, this presentation will examine conversation in a francophone community of Western Canada with the aim of analyzing how "being francophone" is negotiated in talk-in-interaction. It will show how issues of identity can demonstrably be dealt with by the participants who can use conversational strategies to claim their French-speaking identity.

Tuesday, April 1, 2008 • 11:20 am - 11:50 am • Robert's Private Dining Room • SOC

Makalela, Leketi (University of Limpopo, johnm@ul.ac.za)

Institutionalization trends in Black South African English: A case of New Englishes

Whereas Black South African English (BSAE) as a distinct variety of English has received attention recently, little is known about speech patterns from the educated Black professionals. Both categorical and ONE WAY ANOVA analyses of data derived from lecturers and media personnel show that BSAE is institutionalized.

Sunday, March 30, 2008 • 10:10 am - 10:40 am • Committee • SOC

Malinowski, David (University of California, daveski@berkeley.edu)

Producing the "linguistic landscape": Critical reflections on an emerging field

In this two-part presentation, critical attention is cast upon the concept of "landscape" in the emerging field of linguistic landscape: first through exploration of landscape in theories of space and place, and then through a report on the creation of an online database for archiving images of signs.

Saturday, March 29, 2008 • 11:55 am - 12:25 pm • Congressional A • LID

Malko, Victoria (California State University, Fresno, vmalko@csufresno.edu)

Language learning in cultural context: A comparative analysis of American and Russian ESL/EFL classroom socialization

Culture and its influence on language learning has generated contentious debates among scholars and ESL/EFL professionals. A comparative analysis of American and Russian classroom participation patterns, discovered through ethnographic interviews and observations, will help teachers and program administrators to improve methods of teaching English as a second or foreign language.

Sunday, March 30, 2008 • 9:25 am - 9:55 am • Committee • LCS

Mallett, Karyn (Purdue University, kmallett@purdue.edu)

Educational language policy and the role of advocacy among language education professionals: An historical and case study analysis

The purpose of this paper is to push the subject of advocacy to the foreground of discussion among AAAL members by historically situating and tracing the concept of advocacy within the greater social sciences and by discussing the researcher's own process, results, and implications of advocacy-related case studies.

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Congressional B • LPP

Mangual, Ariana (University of California, Berkeley, amangual@berkeley.edu)

Approaches to studying Mexican mothers' and children's conceptualization of national identity

This paper uses Garfinkel's "breach" concept and Hanks' formulation of deixis to illustrate how mothers and children of Mexican descent negotiate and express their national identity. I present data on twenty-six families of Mexican descent living in California and the Southwest to highlight their emic concepts of "Mexican" and "American".

Monday, March 31, 2008 • 9:25 am - 9:55 am • Senate • LCS

Manosuthikit, Aree (University of Wisconsin-Madison, manosuthikit@wisc.edu)

Agency in applied linguistics and second language acquisition

This paper discusses the various ways in which the term "agency" has been conceptualized in L2 classroom research from three major theoretical perspectives: task-based activity theory, classroom participation, and critical pedagogy. It also presents classroom and research implications aiming to help promote learner agency in language classrooms.

Monday, March 31, 2008 • 2:35 pm - 3:05 pm • Director's • LLC

Marchenkova, Ludmila (Ohio University, marchenl@ohio.edu)

Formation of the self in dialogue: The pain and promise of second language learning

Based on Bakhtin and Voloshinov's ideas, this paper proposes a framework for identity formation in second language learning. It argues that the transition from authoritative to internally persuasive discourse corresponds to the growth of the student's personhood, manifested in his or her attainment of their own voice and authorship.

Monday, March 31, 2008 • 11:55 am - 12:25 am • Council • LCS

Martin-Beltran, Melinda (University of Maryland, memb@umd.edu)

Co-constructing language expertise in a dual immersion bilingual program

Grounded in sociocultural theory, this study examines the interaction between learners in a dual immersion program and analyzes the

construction of bilingual language expertise during joint literacy activities. Findings demonstrate that students serve as languaculture co-informants as they engage in cross-linguistic analysis and open new possibilities for language learning.

Saturday, March 29, 2008 • 2:00 pm - 2:30 pm • Cabinet • BIH

Martinez, Glenn (University of Texas Pan American, glenmtz505@aol.com), **Garcia, Georgina** (Univ of Texas Pan American, georgina_garcia_7@hotmail.com)

Language-in-healthcare policy and the ethnicization of medicine

An analysis of direct to consumer advertising of pharmaceutical products in US-based Spanish-language print media shows the ways in which the pharmaceutical industry implements language-in-healthcare policy. We argue that this policy mechanism creates new opportunities for Spanish speakers to access the US healthcare system but also ensures them a subordinate place within that system.

Sunday, March 30, 2008 • 2:35 pm - 3:05 pm • Robert's Private Dining Room • LPP

Mason, Lauren (UCLA, mason.lauren@gmail.com)

"Come on, people, this is Teatro": Chicana/o participation in a Chicano Secret Service Teatro

This presentation will be multi-modal in nature, utilizing powerpoint with embedded video clips of the performances, text transcripts of the performances, and audio clips from the interviews to support my claims. I will first present my theoretical framework & methodologies, then present my claims, with evidence from my data.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Senate • LCS

Matarese, Maureen (Teachers College, Columbia University, maureenmatarese@yahoo.com)

Social work interaction: A linguistic ethnography of interactional control in caseworker-client interactions in a New York city homeless shelter

This linguistic institutional ethnography explores the one-on-one social interactions between 5 New York City homeless shelter caseworkers and 16 of their clients over a 7 month period, specifically using Nexus Analysis to examine interactional control across the data, as well as across three individual cases.

Monday, March 31, 2008 • 10:45 am - 11:15 am • Congressional B • DIS

Matsuda, Paul Kei (Arizona State University, pmatsuda@asu.edu), **Sasaki, Miyuki** (Nagoya Gakuin University, miyuki.sasaki@gmail.com), **Matsuda, Aya** (Arizona State University, Aya.Matsuda@asu.edu)

Writing in dual voices: A case study of an expert bilingual academic writer

This case study of a well-established researcher examines how a writer's identity is constructed and negotiated through her sustained effort to publish in two languages. It identifies salient differences in the participant's discursive construction of self in two languages as well as her perception of the two different communities.

Sunday, March 30, 2008 • 8:15 am - 8:45 am • Congressional B • RWL

Mayer, Kaylea (Georgetown University, kbm3@georgetown.edu)

Spanish clitic complexity and the competition model: The facilitative effects of the acquisition of one linguistic item on a second

Using the principles of the Competition Model (Bates & MacWhinney, 1989), this study investigates the relation between Spanish direct object clitic structures and the gustar structure in the development of 150+ beginning learners of Spanish and predicts that the acquisition of one structure may affect the acquisition of the other.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Executive • SLA

McAnuff-Gumbs, Michelle (Ministry of Education, mm320100@ohio.edu)

"No wait, I know this word!" Re-examining the role of sight word instruction in developing independent, successful adolescent readers

The presentation will involve a look at oral reading data gathered from 60 struggling readers. Data on the nature of miscues as well as the relationship between recognition lag time and comprehension will be explored.

Saturday, March 29, 2008 • 10:10 am - 10:40 am • Forum • RWL

McCafferty, Steven (University of Nevada Las Vegas, mcaffes@unlv.nevada.edu)

Foreigner talk: More than just talk, an embodied discourse

From a sociocultural perspective, foreigner talk (FT) is not only a form of input but part of the social construction of meaning. Moreover, the mimetic aspect of gesture plays a central role in this process. This study provides a fuller understanding of what FT is and how it functions.

Saturday, March 29, 2008 • 11:55 am - 12:25 pm • Senate • DIS

McPherron, Paul (UC Davis, pmcpherr@ucdavis.edu)

"My name is Money": Globalization and identity in ELT in China.

Based on data collected over a three-year span at a university in China, this paper explores how west-based teaching methodologies and notions of communicative competence are appropriated or discarded in Chinese contexts. The paper connects classroom practices to morality education in China, student career motivations, and appropriations of English names.

Saturday, March 29, 2008 • 2:35 pm - 3:05 pm • Committee • PED

Michael-Luna, Sara (New York University, smichaelluna@hotmail.com)

Code switching or code meshing?: Reconsidering multilingual interaction in early childhood classrooms

A close linguistic analysis of moment-to-moment interaction from a bilingual classroom suggests code meshing (Canagarajah, 2006) as an agentive way to understand code switching by young ELLs. This paper expands the definition of code meshing, examines how code meshing is operationalized, and unpacks what code meshing means for language learning.

Monday, March 31, 2008 • 3:55 pm - 4:25 pm • Council • DIS

Mihaljevic Djigunovic, Jelena (University of Zagreb, jmihalje@ffzg.hr), **Letica, Stela** (University of Zagreb, stletica@net.hr)

Products and processes in early foreign language learning

The paper describes a study into early learning of English as a foreign language. Based on extensive data collection, interactions of selected antecedent, process and product variables are used to interpret their role in early language learning.

Tuesday, April 1, 2008 • 10:10 am - 10:40 am • Governor's • PED

Min, Hui-Tzu (National Cheng Kung University, minhuitz@mail.ncku.edu.tw)

Parental discourse strategies and bilingual children's codemixing: A case study

Parental discourse styles play a pivotal role in their bilingual children's codemixing. In this session, I will report how consistent parental monolingual interaction strategies diminished a bilingual child's codemixing rate, heightened her sensitivity to her own codemixing and to self-repair it, and contributed to her productive ability in the weaker language.

Saturday, March 29, 2008 • 4:30 pm - 5:00 pm • Classic 262 • LCS

Miralpeix, Imma (University of Barcelona, imiralpeix@ub.edu)

The influence of age on vocabulary acquisition in EFL: Estimating vocabulary size

This paper analyzes the influence of Age of Onset on the vocabularies of two groups of EFL learners (early and late starters) in the long run. It does so by estimating the productive vocabulary sizes of the students in oral and written tasks with a new exploratory tool: V_Size.

Saturday, March 29, 2008 • 10:10 am - 10:40 am • Council • SLA

Moder, Carol Lynn (Oklahoma State University, carol.moder@okstate.edu)

Tuning and distance: literal and metaphorical uses of "so-called" in spoken American English discourse.

This study uses a corpus of talk/news programs to analyze the spoken American English discourse uses of the expression "so-called" preceding both literal and metaphorical phrases. Results indicate a dual use of the expression as an indicator of the perceived unfamiliarity of an upcoming phrase or of speaker distance.

Monday, March 31, 2008 • 10:10 am - 10:40 am • Congressional B • DIS

Molina, Silvia (University of Castilla-La Mancha, silvia.molina@uclm.es)

Spanish and English collocations and idioms in contrast: A cognitive linguistics perspective

The contrastive analysis of collocations and idioms will provide some evidence for believing that they do not exist as separate semantic units but actually are a reflection of coherent systems of metaphorical concepts. 25 examples from authentic texts will be provided, discussing the problems involved and the solutions put forward by practising translators when they translate metaphoric and metonymic language from naval engineering and technological texts.

Tuesday, April 1, 2008 • 9:25 am - 9:55 am • Robert's Private Dining Room • TRI

Moloney, Robyn (University of Sydney, robynm@igssyd.nsw.edu.au)

"One hundred percent Aussie and sixty percent French": Identity in young Australian immersion learners

This paper examines the construction of intercultural identity in immersion language learners in one Australian primary school, using findings from a qualitative case study research. Students demonstrate attributes and attitudes which indicate sophisticated strategies of assessing their movement between cultures, and their linguistic and cultural memberships.

Saturday, March 29, 2008 • 3:10 pm - 3:40 pm • Cabinet • BIH

Moore, Ellen (University of Toronto Scarborough, emoore_14@msn.com), **D'Souza, Claudette** (Univ. of Toronto Scarb., claudette.dsouza@dal.ca)

Testing the cognate facilitation hypothesis through a depth of vocabulary knowledge (DVK) instrument based on word associations

The study investigates the facilitative role of cognates through a depth of vocabulary knowledge instrument. The new DVK was administered to undergraduate L1 speakers of Romanian, the genetically related language, and Vietnamese, the unrelated language. The nature and magnitude of the L1 cognate effect in lexical depth tests is discussed.

Saturday, March 29, 2008 • 2:35 pm - 3:05 pm • Forum • ASE

Moreno, Nina (University of South Carolina, MorenoN@gwm.sc.edu)

Type of task feature and type of feedback: Do they matter in L2 development in CALL?

This study investigates a task feature that, despite being considered ideal because it inherently draws participants' attention to the target structure, has not been empirically studied. It also contributes to the debate of the effects of type of feedback (explicit versus implicit) on L2 development in a computerized context.

Saturday, March 29, 2008 • 9:25 am - 9:55 am • Congressional A • SLA

Morgan-Short, Kara (University of Illinois Chicago, karams@uic.edu), **Pieyro, Marco** (Georgetown University, map89@georgetown.edu), **Lukas, Stephanie** (Georgetown University, sal37@georgetown.edu), **Steinhauer, Karsten** (McGill University, Karsten.Steinhauer@mcgill.ca)

Effects of explicit and implicit conditions on late-learned second language retention: Evidence from event-related potentials

This study uses an artificial language paradigm to explore the neurocognitive factors, as revealed by event-related potentials, underlying retention of late-learned second language three to six months after exposure to explicit and implicit training conditions.

Monday, March 31, 2008 • 2:00 pm - 2:30 pm • Calvert • COG

Morris, Katherine (Brigham Young University, whigmaleerie@gmail.com)

American attitudes toward six varieties of English in the USA and Britain

American participants rated several varieties of British and American English on different personality traits. Prestige varieties were rated high for status traits from both countries, while only British varieties rated high on solidarity traits. Rural were rated higher in solidarity than urban varieties while the opposite was true for status.

Sunday, March 30, 2008 • 10:45 am - 11:15 am • Committee • SOC

Motha, Suhanthie (University of Maryland, CP, sumotha@umd.edu), **Lin, Angel** (The Chinese University of Hong Kong, yeonmia@gmail.com)

Discourses of desire: Communicative language teaching, global capitalism, and indigenous identities

The co-authors examine classroom-based attempts to subvert hidden ideologies of global capitalism, English hegemony, and imperialism embedded within discourses of CLT. Within two contexts, EFL in Hong Kong and K-12 ESOL in the U.S., they make suggestions for exploring alternative pedagogies and practices that take into account students' desires.

Monday, March 31, 2008 • 4:30 pm - 5:00 pm • Director's • LID

Moyer, Alene (University of Maryland, moyera@umd.edu)

Comparing language use and length of residence for L2 phonology

Quantity (time on task) and quality (domain-based language use) of L2 experience are tested against AO and LOR for 42 adult learners of English across several phonological tasks. Correlation and multiple regression analyses point to the significant, independent effects of experience, which is correlated to LOR but not AO.

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Diplomat • SLA

Munajat, Rama (Defense Language Institute, munajat@ballstate.bsu.edu)

Voice markings of narrative segments in Indonesian: A case in the classic Malay, traditional and modern Indonesian short stories

This presentation reports voice markings of narrative segments in Indonesian. Hopper (1979) implies a split function of the voice in the classic Malay Texts: the active-passive contrast correlates to the background-foreground distinction. The present analysis, however, seems to challenge the finding. Assumptions and implications of this will be discussed.

Tuesday, April 1, 2008 • 10:45 am - 11:15 am • Robert's Private Dining Room • TXT

Murakawa, Kojiro (OISE/University of Toronto, murakawa@athena.ocn.ne.jp)

Linguistic nationalism in the era of globalization: Discursive strategies for national unification in Japan's language policy

In this presentation, by taking Japan as an example, I examine how discourse and language policy get involved in the national unification project in the era of globalization in which national identity is called into question and consider implications for today's language policy research.

Sunday, March 30, 2008 • 3:10 pm - 3:40 pm • Robert's Private Dining Room • LPP

Murata, Kumiko (Waseda University, murata@waseda.jp)

Exploring ideological assumptions of CDA: A crosscultural perspective

This paper explores ideological assumptions of Critical Discourse Analysis (CDA) from a crosscultural perspective and argues that CDA should be able to deal with the discourses of varying moral causes, taking differing cultural values and assumptions into account and not necessarily imposing its own values.

Tuesday, April 1, 2008 • 8:15 am - 8:45 am • Forum • LID

Murday, Kimmaree (IUPUI, kmurday@iupui.edu), **Sparks, David** (Catholic University of America, mysticdavidsparks@gmail.com)

Should we all go 'hybrid?' How motivation interacts with technology in distance and hybrid language learning environments.

This study investigates the interaction of technology and second-language learner motivation in university-level Spanish distance courses, which included an optional hybrid component. Quantitative and qualitative data suggest motivation is affected both positively and adversely by the use of technology. Implications for distance and hybrid language learning formats will be discussed.

Tuesday, April 1, 2008 • 9:25 am - 9:55 am • Governor's • TEC

Nassaji, Hossein (University of Victoria, nassaji@uvic.ca)

Participation structure and its impacts on the effectiveness of spontaneous focus on form in L2 classrooms

This study examined the impacts of participation structure on the effectiveness of spontaneous focus on form (FoF) (i.e., FoF that occurs incidentally during meaningful communication) in adult L2 classrooms. The results revealed a significant interaction among participation structure, types of FoF, and the learners' levels of language proficiency.

Sunday, March 30, 2008 • 3:10 pm - 3:40 pm • Congressional A • SLA

Navarre, Amber (Pennsylvania State University, huh116@psu.edu)

Health communication behaviors, strategies, and sources of health information of female marriage-based immigrants in Taiwan

The current study examined health communication behaviors, strategies and preferred sources of female marriage-based immigrants in Taiwan, which are largely influenced by their migration into families and communities with their L1 not shared by other members, as well as their limited L2 proficiency and lack of bilingual resources and interpreters.

Sunday, March 30, 2008 • 3:55 pm - 4:25 pm • Committee • SOC

Neary, Colleen (Purdue University, colleen@purdue.edu)

The interaction of task type and proficiency level in cohesive discourse

This study examines the use of cohesive devices (discourse markers and conjunctions) in oral data from 40 ESL learners in order to address 1) the effect of task-type on the type of cohesive device used and 2) the interaction of proficiency level and task-type in the creation of coherent discourse.

Sunday, March 30, 2008 • 4:30 pm - 5:00 pm • Congressional B • DIS

Nekrasova, Tatiana (Northern Arizona University, netami2005@hotmail.com)

L1 and L2 English speakers' recall of formulaic sequences

This study examined the impact of discourse function on the recall of formulaic sequences by L1 and L2 English speakers during the text reconstruction activity. The implications are discussed in terms of the use of corpus techniques for psycholinguistic research and the role of formulaic sequences in L2 acquisition research.

Monday, March 31, 2008 • 9:25 am - 9:55 am • Cabinet • SLA

Newman, Michael (Queens College CUNY, michael.newman@qc.cuny.edu), **Trenchs-Parera, Mireia** (Universitat Pompeu Fabra, mireia.trenchs@upf.edu), **Ng, Shukhan** (Graduate Center CUNY, sng@gc.cuny.edu)

A generation of normalization: The long-term effects of the Linguistic Normalization policy on language attitudes in Catalonia

A modified replication of Woolard's two Spanish-Catalan matched-guise studies in the 1980s shows the language attitudes of the second generation to grow up under Linguistic Normalization in Catalonia. Results show that proficient bilingualism is now expected regardless of L1. Catalan is however perceived as less masculine for L1 Spanish men.

Monday, March 31, 2008 • 3:55 pm - 4:25 pm • Robert's Private Dining Room • LMR

Nguyen, Minh (Vietnam National University, thuyminhnguyen@gmail.com)

Modifying L2 criticisms: How learners do it?

This study examines how Vietnamese adult learners of Australian English modified their criticisms in a peer-feedback session. Results revealed a number of factors that might have influenced the learners' pragmatic behavior and suggested an acquisitional order for criticism modifiers.

Saturday, March 29, 2008 • 2:35 pm - 3:05 pm • Classic 262 • LCS

Nissan, Susan (Educational Testing Service, snissan@ets.org)

Criterion-related validity of the TOEFL® iBT Listening section

The authors compare the TOEFL® iBT Listening section to a criterion measure, which includes typical language use tasks that NNS's encounter at university: listening to and understanding academic lectures. Substantial correlations were observed for the entire sample of 221 participants and for some subgroups.

Tuesday, April 1, 2008 • 10:10 am - 10:40 am • Executive • ASE

Noels, Kimberly (University of Alberta, knoels@ualberta.ca), **Ehrensberger-Dow, Maureen** (Zurich University of Applied Sciences, mehrensberger@swissonline.ch), **Ota, Hiroshi** (Aichi Shukutoku University, giants@asu.aasa.ac.jp), **Saumure, Kristie** (University of Alberta, kdh@ualberta.ca)

A cross-national perspective on self-determined motivation to learn English

Self-determined motivation is fostered when students experience autonomy in the learning process. This study examined the English students' motivation in two countries that arguably differ in the value placed on individualism and collectivism: Japan and Switzerland. Contrary to expectation, autonomy was the most important predictor of motivation in both countries.

Monday, March 31, 2008 • 8:15 am - 8:45 am • Governor's • LLC

Nogueron-Rousseau, Silvia (Arizona State University, silvia.nogueron@asu.edu)

Responses to EFL certification in Mexican universities: A case study in the U.S.-Mexico Border

This paper presents the case study of a Mexican public university located in the U.S.-Mexico border region, regarding efforts to certify its graduates' English proficiency and its English instructors' practice. Results present ideologies and tensions found when U.S. or U.K. standards are used in a context with particular local needs.

Monday, March 31, 2008 • 2:35 pm - 3:05 pm • Congressional A • LPP

Norton, Bonny (University of British Columbia, bonny.norton@ubc.ca), **Ramanathan, Vai** (University of California Davis, vramanathan@ucdavis.edu)

Negotiating third space research in applied linguistics

Drawing on our long-term ethnographic research projects in Uganda and India, respectively, we consider how the notion of "third space research" permits us to speak to several strains in Applied Linguistics, including those addressing the way researchers negotiate oral and literate discourses in the context of changing local and global practices.

Saturday, March 29, 2008 • 11:55 am - 12:25 pm • Executive • LID

Oda, Kazue (University of Minnesota, odax0004@umn.edu)

Teacher beliefs and the Internet use

This presentation reports on a case study that explored 1) the relationships between foreign language teachers' beliefs about teaching, learning, and Internet use in language classrooms, and 2) the impact of contextual factors on teachers' use of the Internet. Implications for professional development and future research will also be discussed.

Saturday, March 29, 2008 • 3:55 pm - 4:25 pm • Council • TEC

Okamura, Akiko (Takasaki City University, okamura@tcue.ac.jp)

What are the influential variables in the use of metadiscourse in scientific discourse?

This paper combines ethnographic approach and text analysis to examine influential variables in use of metadiscourse in scientific research articles. Interviews with British and Japanese scientists indicate the influence of expectations of the national scientific community, while text analysis reveals disciplinary variations and linguistic variations of L1 and L2 writers.

Saturday, March 29, 2008 • 8:50 am - 9:20 am • Director's • TXT

Okuno, Tomoko (Michigan State University, okunotom@msu.edu)

Efficacy of error feedback on L2 writing in Japanese: Its role in long-term development of accuracy, fluency, and complexity

The present study investigates the long-term efficacy of error feedback in L2 Japanese writing in terms of accuracy, fluency, and complexity. Also, it examines how explicit error feedback should be. Findings suggest that the efficacy of less-explicit-feedback for long-term development of accuracy in L2 writing, and teaching implication is discussed.

Saturday, March 29, 2008 • 11:20 am - 11:50 am • Cabinet • PED

Ou, Shu-chen (National University of Kaohsiu, sherryou@nuk.edu.tw)

Age-related variables in L2 phonological acquisition: Evidence from Chinese-English interlanguage stress assignment

Previous research on the age effects affecting L2 phonological acquisition looks at 'global accent' rather than the specifics of the L2 phonological system. This paper reports that age effects do not only reveal themselves in global accent but also in specific phonological acquisition such as L2 word stress assignment.

Tuesday, April 1, 2008 • 10:45 am - 11:15 am • Senate • SLA

Overstreet, Mark (Dickinson College, overstrm@dickinson.edu), **Wong, Wynne** (The Ohio State University, wynnewong@aol.com)
Eye movement patterns in intermediate L2 French readers

Eye movement research reveals a great deal about the reading process. This study will respond to these questions: With what probability do L2 readers fixate on function words? Where on the function word do readers fixate? Is there evidence that readers are processing function words while processing the previous word?

Sunday, March 30, 2008 • 3:55 pm - 4:25 pm • Senate • SLA

Pajooesh, Parto (University of Alberta, ppajooesh@oise.utoronto.ca)

Quality does matter when they express their deep lexical knowledge

From a study on the lexical depth knowledge of school-age students, I will discuss some qualitative considerations in the assessment of lexical depth for young L2 learners. The patterns of revisions, the effectiveness of elicitations and word selection in a 'definition task', a school-based literacy task, will be presented. The paper offers educational and teaching implications for ESL vocabulary enhancement.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Senate • BIH

Palozzi, Vincent (Miami University of Ohio, palozzvj@muohio.edu)

Official English in the United States: A state-by-state analysis with implications for national policy

This paper reports on the analysis of 26 official English state codes. Specific topics include how official English is defined, to what domains (workplace, education, etc.) it is applied, and how it is implemented. In addition, a survey of court decisions and implications for a national language policy are discussed.

Saturday, March 29, 2008 • 8:15 am - 8:45 am • Congressional B • LPP

Panayotova, Dora (University of California, Santa Cruz, dora@ucsc.edu)

Authoring oneself and being authored: First-year college students' writing as identity negotiation

The paper investigates how three first-year undergraduate students build into their essays representations of themselves woven out of written, biographical, and cultural texts. It argues that creating a text involves much more than acquisition of subject matter and the norms of academic writing—it is a process of identity negotiation.

Sunday, March 30, 2008 • 3:55 pm - 4:25 pm • Forum • LCS

Pandey, Anjali (Salisbury University, axpandey@salisbury.edu)

Political correctness departed: Analyzing linguistic subversion in post-9/11 American cinema

445 tokens of dysphemism coded from recent releases reveals that insults in current American cinema are not randomly uttered linguistic expletives, mean to shock audiences into disbelief, but rather, systematic and consistent linguistic devices utilized to reflect and simultaneously sustain a current reality of phobia in the post-9/11 American psyche.

Tuesday, April 1, 2008 • 4:30 pm - 5:00 pm • Congressional A • LID

Pareto, Irenka Dominguez (University California Berkeley, idpareto@berkeley.edu)

Building theory of mind within family interaction: Discourse and embodiment in pretend play with deaf children and their hearing parents

The main purpose is to study pieces of communicative interaction that encourage/discourage ways of thinking and acting about people as psychological beings in situated cultural contexts. This paper investigates the processes of co-construction of observed during a pretend play situation at home with 19 Spanish deaf children their hearing parents.

Sunday, March 30, 2008 • 2:00 pm - 2:30 pm • Senate • LCS

Park, Innhwa (UCLA, innhwa@ucla.edu)

Doing pedagogy: Question-answer sequences in ESL writing conferences

Based on the conversation analytic study of student-teacher interaction in ESL writing conferences, the paper aims to find new aspects of question-answer sequences and identify practices through which pedagogy is done. Different types of student questions and various practices that the teacher deploys to answer such questions will be examined.

Sunday, March 30, 2008 • 10:45 am - 11:15 am • Director's • DIS

Park, Junghee (UC, Berkeley, jungpark@berkeley.edu)

Participation framework and multi-voicedness in technology-mediated communication: Mediated subtitles on Korean TV shows

After briefly explaining the nature of the data from Korean TV shows, I will address the notions of "participation" and "multi-voicedness", I will then show video clips that illustrate mediated subtitles. Finally, I will discuss how the clips demonstrate multi-voicedness and a complex participation framework.

Sunday, March 30, 2008 • 10:10 am - 10:40 am • Senate • TEC

Park, Hyechong (Ohio State University, park.543@osu.edu)

Identity negotiation of the first-year L2 undergraduates: Identity as a missing link in learning academic literacies

This research employed longitudinal case studies to reconceptualize L2 undergraduates' identity negotiation in their socialization process to academic literacies during their first academic years. The findings show that students actively constructed their repositionings in the process of "ideological becoming" across cultural and disciplinary boundaries in their interactions with others.

Monday, March 31, 2008 • 10:10 am - 10:40 am • Council • RWL

Park, Jae-Eun (UCLA, parkjaee@humnet.ucla.edu)

The organization of turns-at-talk: On the use of the deictic anaphoric verb kulehta in Korean

From a conversation analytic perspective, this study examines a position-sensitive use of a deictic anaphoric verb kulehta in Korean conversations. The presentation will focus on showing how this verb is deployed as a resource for closing down a prior course of action in various sequential positions.

Sunday, March 30, 2008 • 4:30 pm - 5:00 pm • Director's • DIS

Paugh, Amy (James Madison University, paughal@jmu.edu)

Speculating about work: Dinnertime narratives among American working families

This paper analyzes video-recorded dinnertime conversation among 16 middle-class dual-earner American families to illustrate how children are socialized to understand and talk about work through interaction with parents. It focuses on one widespread feature of adults' narratives about work at dinnertime: the unfinished, unresolved, future-oriented quality of it.

Sunday, March 30, 2008 • 8:15 am - 8:45 am • Robert's Private Dining Room • LCS

Pavlenko, Aneta (Temple University, apavlen@temple.edu), **Jarvis, Scott** (Ohio University, jarvis@ohio.edu)

The man in a car or a man in the car?: Article choice by advanced L2 users of English

The study compares article choices made by native speakers of English and Russian L2 users of English in the context of two elicited narratives. The similarities and differences between their choice patterns are discussed in the light of universal, intralingual, and interlingual processes affecting article acquisition and use.

Sunday, March 30, 2008 • 10:10 am - 10:40 am • Congressional B • SLA

Pease-Alvarez, Lucinda (University of California, Santa Cruz, pease@ucsc.edu), **Samway, Katharine** (San Jose State, University, kdsamway@comcast.net)

Teachers negotiating top-down reform in literacy instruction for English learners

This study examines how elementary-grade teachers of English learners viewed and implemented an externally imposed reading program. Findings indicate that teachers made few adjustments to the program despite believing that the program did not meet the language and literacy needs of their English learners.

Monday, March 31, 2008 • 10:10 am - 10:40 am • Robert's Private Dining Room • LPP

Pessoa, Silvia (Carnegie Mellon University-Qat, spessoa@qatar.cmu.edu)

Biliteracy and educational experiences among immigrant adolescent students

This presentation reports on a 1-year ethnographic study that investigated the potential influences of individual and sociocultural

factors on the biliteracy development and educational experiences of undocumented immigrant adolescents. Findings from written texts and reading comprehension tasks are shared and recommendations for literacy instruction are discussed.

Monday, March 31, 2008 • 10:45 am - 11:15 am • Senate • BIH

Peters, Elke (Lessius University College, elke.peters@lessius.eu)

Exploring the effects of meaning- and word-focused tasks on EFL vocabulary acquisition.

This study explores the differential effects of meaning- and word-focused tasks on retention of 14 target words among EFL students. Unlike most previous studies, time-on-task was kept constant. The findings indicate that immediate as well as delayed word retention was better in the word-focused than in the meaning-focused group.

Monday, March 31, 2008 • 9:25 am - 9:55 am • Calvert • PED

Peterson, Heather Walker (Indiana University of Pennsylvania, heather.walker.peterson@gmail.com)

Religious literacy, ethnicity, and identity in a Slavic-language congregation

Based on a 12-month ethnographic study of a Slavic-language congregation, the researcher describes that members' participation in religious literacy events, as theorized by the New Literacy Studies, forms new individual and collective, including ethnic, identities, partially through appropriating scriptural narratives through a narrow interpretive lens.

Monday, March 31, 2008 • 10:45 am - 11:15 am • Council • RWL

Philp, Jenefer (University of Auckland, j.philp@auckland.ac.nz), **Oliver, Rhonda** (Edith Cowan University, Australia, rhonda.oliver@ecu.edu.au), **Mackey, Alison** (Georgetown University, mackeya@georgetown.edu)

The roles of age and context in child second language production and development

This presentation considers distinctive features of child L2 production and development, discussing children at different ages. We compare interaction between child language learners and their peers, siblings and adult interlocutors in different social contexts through data drawn from published and unpublished research on children in home and school settings.

Sunday, March 30, 2008 • 11:20 am - 11:50 am • Diplomat • SLA

Pichette, Francois (Université du Québec à Montréal, pichette.francois@teluq.uqam.ca), **De Serres, Linda** (Université du Québec à Trois-Rivières, linda.de.serres@uqtr.ca), **Lafontaine, Marc** (Université Laval, marc.lafontaine@lli.ulaval.ca)

Word concreteness and L2 vocabulary acquisition

This study examines the impact of syntactic elaboration and word concreteness on L2 vocabulary acquisition. French-speaking learners of English and Spanish were tested for incidental acquisition of 16 concrete or abstract L2 words through reading and writing. Cued recall was used to assess acquisition. Results and their implications are discussed.

Saturday, March 29, 2008 • 10:45 am - 11:15 am • Council • SLA

Pinnow, Rachel (The University of Georgia, rpinnow@gmail.com)

The line in the sand: The ecological function of hegemony in L2 writing instruction of Latino adolescent ELLs.

This ethnographic study explores the intersection of social identity development and national identity affiliation through the multimodal critical discourse analysis of interaction between adolescent Latino ELLs and an ESL teacher during L2 nonfiction writing. Institutional perspectives on national identity and Latino success are juxtaposed with ELL negotiation of such perspectives.

Saturday, March 29, 2008 • 8:50 am - 9:20 am • Senate • DIS

Plakans, Lia (University of Texas at Austin, l.plakans@gmail.com)

Second language writing and reading-to-write assessment tasks: A process study

This paper compares the process of second language writers' composing reading-to-write and writing-only test tasks. The results reveal that the process differs more for some writers, particularly in pre-writing stages. Conclusions will discuss implications for assessment and theory in second language writing.

Sunday, March 30, 2008 • 9:25 am - 9:55 am • Congressional A • ASE

Poehner, Matthew (Penn State University, mep158@psu.edu)

A Vygotskian approach to validity: Language assessment as activism

This presentation reconceptualizes validity within a Vygotskian theoretical framework. Examples are provided of Dynamic Assessment interactions with learners of L2 French and discussed referencing Messick's unified validity model. Interpretations and consequences assume new importance in this assessment-as-activism approach, where the goal is to support learner development and foster learner agency.

Saturday, March 29, 2008 • 10:10 am - 10:40 am • Congressional B • ASE

Polat, Nihat (Duquesne University, polatn@duq.edu)

Socially constructed selves: Gender, attitudes, socialization patterns and L2 attainment

This study addresses differences between girls and boys regarding the relationship between their socialization patterns, attitudinal orientations, and success in acquiring Turkish accent by Kurds in Turkey. Results suggested significant amount of difference between girls and boys concerning the degree of variation in accent, socialization patterns and attitudes towards Turks.

Sunday, March 30, 2008 • 2:35 pm - 3:05 pm • Senate • LCS

Pomerantz, Anne (University of Pennsylvania, apomeran@gse.upenn.edu)

Using Spanish outside the FL classroom in the US: Exploring ideologies of language, race, and social class in learner narratives

Drawing on poststructuralist approaches to identity and additional language learning and critical sociolinguistic examinations of Spanish in the US, I examine how learners at a prestigious US university appropriate and reproduce particular ideologies of language, race, and social class in stories they tell about using Spanish outside the classroom.

Sunday, March 30, 2008 • 8:50 am - 9:20 am • Classic 273 • LID

Poole, Deborah (San Diego State University, dpoole@mail.sdsu.edu)

Instructional discourse in the 'Fifth Dimension': Issues of agency, literacy and learning in a non-traditional after-school program

This paper analyzes interaction in a 'Fifth Dimension' after-school program (Cole, 1995) based on Vygotskian principles such as the role of play in cognitive development. Data reveal children in multiple authoritative roles during child/adult game-playing, while interaction in more literacy-oriented activities often resembles more traditional classroom discourse (Cazden, 2002).

Sunday, March 30, 2008 • 10:45 am - 11:15 am • Forum • DIS

Poonpon, Kornwipa (Northern Arizona University, kp62@nau.edu), **Jamieson, Joan** (Northern Arizona University, joan.jamieson@nau.edu)

Investigating grammatical features to describe speaking test responses

To account for variance at different score bands, we characterized grammatical features of spoken responses. Using TOEFL iBT's rubric, 264 responses were scored, automatically tagged, and analyzed, predicting 25-30% of the variance. Empirically-based grammatical descriptions can complement other evidence to expand the lower end of TOEFL iBT's speaking scale.

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Governor's • ASE

Pulido, Diana (Michigan State University, pulidod@msu.edu), **Hambrick, Zach** (Michigan State University, hambric3@msu.edu),

Russell, Marthe (Michigan State University, russe288@msu.edu)

Individual differences in L1 and L2 lexical processing and reading comprehension under incidental and intentional task conditions

Using structural equation modeling this study examined L1 and L2 (Spanish) reading comprehension, lexical inferencing and recall under intentional and incidental task conditions with adult learners. The predictor variables reflected: L1 and L2 working memory, L2 proficiency; L2 language use habits and print-exposure; L1 literacy; and topic familiarity.

Saturday, March 29, 2008 • 11:20 am - 11:50 am • Forum • RWL

Putnam, Mark (University of Tampa, mputnam@ut.edu)

A psychological framework for exploring accent as identity

The speaker presents findings from a pilot study correlating learners' attitudes towards the target language and culture with potential for native-like accent. Implications speak to understanding accent reduction through a nonlinguistic, psychological framework which conceptualizes accent as identity. How do learners' beliefs about identity, language and culture affect accent?

Tuesday, April 1, 2008 • 10:45 am - 11:15 am • Council • LLC

Quinn, Paul (OISE/University of Toronto, paulandkinuyo@gmail.com)

Two Japanese language tourists' experience of spoken output

This case study of two adult Japanese learners in the under-researched context of a private Canadian ESL school analyzes their spoken output from the theoretical framework of Swain's (1985, 1995, 2005) output hypothesis. Quantitative and qualitative results provide some new insights given what much literature has concluded about Japanese learners.

Saturday, March 29, 2008 • 3:55 pm - 4:25 pm • Senate • SLA

Rajakumar, Mohanlakshmi (Qatar University, mohanalakshmi@hotmail.com)

Identity, language and culture: The influence of post-secondary education in English in Qatar

This presentation reports on a study examining Qatari undergraduate students' perspectives on the impact of English-medium education in Qatari culture, language, and identity. Findings from survey and interview data are shared and pedagogical recommendations that take into account these students' attitudes toward English and language maintenance and shift are discussed.

Saturday, March 29, 2008 • 11:20 am - 11:50 am • Congressional A • LID

Ramirez, Saray (University of Texas Pan American, ramirez_saray@yahoo.com), **Zamora, Roxana** (University of Texas Pan American, roxanzamora@yahoo.com), **Diaz, Jose Daniel** (University of Texas Pan American, roxanzamora@yahoo.com),

Villarreal, Ana (University of Texas Pan American, anac.villarreal@gmail.com)

Expanding language-in-healthcare policy: Latino patients' perception of language access services outside of the clinical encounter

This paper focuses on Latina/o patients' perceptions of the implementation of language access services outside of clinical spaces. Through interviews with 60 patients we found considerable dissatisfaction with these services. Limited access to health information outside of the clinical encounter induced a feeling of inferiority and limitation among our interviewees.

Saturday, March 29, 2008 • 9:25 am - 9:55 am • Congressional B • LPP

Ranta, Leila (University of Alberta, leila.ranta@ualberta.ca), **Meckelborg, Amy** (University of Alberta, amy.meckelborg@ualberta.ca)

Questioning the language exposure questionnaire

Self-report questionnaires are widely used to collect quantitative information about learners' language exposure in SLA research. But can questionnaire data be trusted? In this study, questionnaire responses were compared to exposure data gathered from 17 Chinese graduate students via a computerized log. Results indicate that new approaches should be explored.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Diplomat • SLA

Rea-Dickins, Pauline (University of Bristol, P.Rea-Dickins@bris.ac.uk), **Taylor, Lynda** (University of Cambridge, lynda_and_nigel.taylor@ntlworld.com)

From periphery to centre stage in applied linguistics: The case for situated language assessment practices

This paper calls for an increase in research addressing the contextual features of situated language assessment practices so as to extend our understandings of equitable educational and social processes. Much language testing research is narrowly focused, inadequately capturing the complexities of language needs and assessment requirements in our global world

Saturday, March 29, 2008 • 11:55 am - 12:25 pm • Diplomat • ASE

Renguet, Corinne (Ball State University, crenguet@gmail.com), **Seig, Mary Theresa** (Ball State University, mtseig@bsu.edu)

Using linguistic analysis to investigate medical literacy: A case study of an animated, interactive informed consent

Based on needs analyses, a software application was created targeting various learning styles and literacy levels for potential bariatric surgery patients. Presenters will outline discourse analysis techniques used during usability testing to examine patients' comprehension as well as linguistic issues related to patient education and medical literacy.

Monday, March 31, 2008 • 3:55 pm - 4:25 pm • Cabinet • TEC

Revesz, Andrea (Georgetown University, ar429@georgetown.edu), **Chang, Moon Jeung** (Georgetown University, mjc75@georgetown.edu)

Task complexity, interaction, and linguistic output: A classroom-based study

This study explores the effects of the task variable +/- reasoning demands on the amount of interaction and nature of linguistic output occurring during small group classroom interaction. The results are discussed in terms of the predictions of the cognition hypothesis for adult task-based language development (Robinson, 2005).

Monday, March 31, 2008 • 8:15 am - 8:45 am • Calvert • PED

Ricento, Thomas (University of Calgary, tricento@ucalgary.ca)

Language ecology and health care: Language and communication in a Latino-serving family health center

This is an empirical investigation on the role of language (Spanish, English, and code-switching) in patients' experiences with health care delivery at a primarily Latino-serving medical clinic in San Antonio, Texas. Survey and interview data reveal a high degree of satisfaction with medical care among Spanish- and English-speaking patients.

Saturday, March 29, 2008 • 2:35 pm - 3:05 pm • Council • LCS

Riley, Kathleen (Concordia University, kriley@pshift.com), **Peters, Jacqueline** (Concordia University, dialogueouvert@videotron.ca), **Couture, Olivier** (Concordia University, charlesantho@gmail.com)

J'ai un mot à dire: Metapragmatic cues and the projection of identity by Congolese immigrants in Montreal

Drawing on a longitudinal study of the language ideologies and strategies of francophone Africans in multilingual Montreal, this paper analyzes situated interviews with immigrants from the DRC. The metapragmatic cues used in their narratives are contrasted to examine how individuals differentially construct heteroglossic identities in a Western metropolis.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Robert's Private Dining Room • LCS

Rine, Emily (Penn State University, efr108@psu.edu)

A microanalysis of language socialization & development of interactional competence of ITAs

This paper investigates development of interactional competence (IC) of ITAs during a semester-long training course. Using a language socialization framework showing how ITAs are socialized both through use of language and how to use language, several observations are made regarding action sequencing, topic management, turn-taking mechanisms, register, and participation frameworks.

Saturday, March 29, 2008 • 8:50 am - 9:20 am • Forum • DIS

Roberts, Felicia (Purdue University, froberts@purdue.edu), **Margutti, Piera** (University of Perugia, pimargy@yahoo.it)

The interaction of inter-turn silence, sequence type, and prosody in American and Italian perceptions of "trouble" in interaction

We explore the possibility of cross-linguistic universals at the discourse level. Using an experimental approach, we examine American (n=123) and Italian (n=76) listeners' judgments about inter-turn silence as projecting disagreement. Results indicate that groups' differing sensitivities to inter-turn silence disappear when the gap reaches just beyond 1 second (1200 ms).

Sunday, March 30, 2008 • 2:00 pm - 2:30 pm • Committee • SOC

Rodgers, Daryl (University of Illinois, U-C, dmrodger@uiuc.edu)

Automatization of L2 verb morphology

In order to test Ullman's (2001) predictions regarding L2 automatization, 85 L2 Italian learners completed a primed lexical decision task. Although results indicated increasing automatization of verbal morphology, they were mitigated by a lack of any frequency effects. Implications for the declarative/ procedural model and second language automatization are discussed.

Saturday, March 29, 2008 • 11:55 am - 12:25 pm • Council • SLA

Rodriguez, Antonio Reyes (University of Illinois at Urbana-Champaign, reyesrod@uiuc.edu)

Measuring socio-linguistic variables in political speeches

This analysis explained the connection between standard varieties and political speeches through style and socio-economic status. Style is a useful social variable to analyze political speeches together with notions such as accommodation theory (Giles and Powesland 1997), audience design (Bell 1997), and identities (Fairclough 2003, Mendoza-Denton 2004).

Monday, March 31, 2008 • 10:45 am - 11:15 am • Forum • SOC

Romanini, Adriana (, driromanini@byu.edu)

The influence of production accuracy on suprasegmental listening comprehension

Very brief overview of literature on the different views of how perception and production are related, after which the experiment and its results will be presented and discussed.

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Executive • SLA

Romanova, Natalia (University of Maryland, romanova@umd.edu)

Salience and acquisition of Russian case

The empirical study shows that the order of acquisition of Russian nominal cases can be explained by their salience in the input, and that the role of various aspects of salience - perceptual salience, semantic complexity, morpho-phonological regularity, syntactic complexity, and frequency - changes with change in proficiency.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Senate • SLA

Rott, Susanne (, srott@uic.edu)

Initial mapping and retention of separable-prefix verb constructions

This investigation assessed the learning and retention of separable-prefix verb constructions by beginning learners of German. In sets of 7, 28 constructions were presented as picture-sentence pairs in two different conditions: adjacent (Er kauft ein.) or nested (Er kauft jeden Mittwoch im Supermarkt ein.). Findings supported the linear fusion hypothesis.

Monday, March 31, 2008 • 10:45 am - 11:15 am • Executive • SLA

Ryan, Stephen (Seitoku University, ryans@seitoku.ac.jp)

The ideal L2 selves of Japanese learners of English

This paper presents results from the first empirical test of Dornyei's concept of an Ideal L2 Self. The study aims to both test the validity of the concept and to look at its applications and development in the Japanese educational context.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Governor's • LLC

Sadeghi, Shiva (OISE/University of Toronto, shiva.sadeghi@gmail.com)

"Stories my mother tells me": Bilingual children's perceptions of biliteracy, multiculturalism, and citizenship

This presentation reports on my ongoing postdoctoral project, funded by the Social Sciences and Humanities Research Council of Canada. I discuss the effects of heritage language programs on minority children's awareness and understandings of biliteracy, multiculturalism, and citizenship within the context of five heritage language classrooms in a major metropolitan centre in Canada.

Monday, March 31, 2008 • 2:00 pm - 2:30 pm • Council • BIH

Sagarra, Nuria (Penn State University, sagarra@psu.edu)

Online processing of L2 gender agreement

This study investigates the acquisition of semantic and grammatical gender agreement. The results of two experiments (moving window task, eyetracking) revealed that intermediates and monolinguals were sensitive to gender violations but beginners were not, suggesting initial L1 transfer and late acquisition of L2 features absent in the L1.

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Director's • COG

Sah, Wen-hui (National Chengchi University, whsah@nccu.edu.tw)

Mandarin-speaking children's references to frames of mind in narratives: The changing functions

This study explores the changing functions of Mandarin-speaking children's references to frames of mind (FOM) in narratives. The

results suggest that the five-year-olds' FOM references rely more strongly on facial expressions which are restricted at local, immediate situations. The nine-year-olds' use of such expressions, however, tends to be motivated by not only immediate/local event but also the overall/global story plotline.

Sunday, March 30, 2008 • 9:25 am - 9:55 am • Congressional B • SLA

Saito, Junko (University of Hawaii at Manoa, junkosai@hawaii.edu)

Revisiting directive usage by people of authority: The case of Japanese male superiors in a workplace

This study quantitatively and qualitatively investigates Japanese male superiors' directive strategies in a Japanese workplace. I quantitatively demonstrate that the distributions of directive forms vary depending on situated contexts, such as subordinates' gender and qualitatively discuss that male superiors employ linguistic resources associated with positive politeness for solidarity building.

Tuesday, April 1, 2008 • 3:55 pm - 4:25 pm • Committee • SOC

Sakamoto, Mitsuyo (Sophia University, mitsuy-s@sophia.ac.jp), **Kaya, Tadayoshi** (Sophia University, t-kaya@sophia.ac.jp)

The effect of collaborative work on writing: A website creation activity

Do language learners improve their writing skills by engaging in a group activity to create a website? To investigate this issue, an empirical study was conducted, and forty Japanese university students were directed to create a website in English collaboratively. Results will be provided and discussed.

Saturday, March 29, 2008 • 10:10 am - 10:40 am • Classic 262 • PED

Salies, Tania (Rio de Janeiro State University, tancias.salies@gmail.com), **Sommer, Luciane** (PUC-Rio, lusommer@hotmail.com)

The dynamics behind constructed "truths" in Brazilian editorial discourse

Mass media emerge as a major sculptor of public opinion in post-modern society. To investigate how use of language relates to this phenomenon, we qualitatively look at the role of nominal subordinate clauses in the construction of blends and their corresponding psycho-pragmatic effects in a corpus of 20 Brazilian editorials.

Monday, March 31, 2008 • 3:10 pm - 3:40 pm • Forum • TXT

Salsbury, Tom (Washington State University, tsalsbury@wsu.edu)

Psycholinguistic word information in second language oral discourse

The study reports on the spoken lexical growth of six adult L2 English learners from a year-long longitudinal study. Five dimensions from the MRC psycholinguistic database are used: meaningfulness, concreteness, imageability, age of acquisition, and familiarity. Repeated measure ANOVAs found significant differences over time for concreteness, imageability, and meaningfulness.

Tuesday, April 1, 2008 • 10:10 am - 10:40 am • Senate • SLA

Samuda, Virginia (Lancaster University, virginia.samuda@btinternet.com)

Pedagogic task design: another look at capturing differences among tasks

Drawing on a microanalysis of a set of pedagogic tasks, this paper identifies key areas of difference among tasks developed by more and less 'expert' designers. It relates these to the kinds of task characteristics generally discussed in the research literature, and the designers' own pedagogically-oriented perceptions of those differences.

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Diplomat • PED

Samway, Katharine Davies (San José State University, kdsamway@comcast.net)

Efectivo e importante: Teaching cognates to enhance the reading, writing and vocabulary development of Spanish-speaking English language learners (ELLs)

In this session, we will share findings from a multi-method study investigating what happens to the reading comprehension, vocabulary development, and writing of 4th graders when their teachers emphasize the development of word consciousness. We will focus on cognate knowledge among Latino and non-Latino ELLs.

Saturday, March 29, 2008 • 10:45 am - 11:15 am • Forum • RWL

Sanchez, Raquel (Berkeley Policy Associates, raquel@bpacal.com), **Moorthy, Savitha** (Berkeley Policy Associates,

savitha@gmail.com)

Evaluating the quality of teaching for English learners: Possibilities and predicaments in a random assignment study

We focus on one professional development program, whose effectiveness is assessed in 50 middle schools, using a random controlled trial (RCT) design. We discuss the research design and the issues involved in analyzing the program's impact on (1) teacher professional knowledge, (2) instructional practices, and student achievement.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Calvert • ASE

Sandhu, Priti (University of Hawaii at Manoa, sandhu@hawaii.edu)

"I am nothing in front of them": Narratives of a Hindi-medium educated Indian woman

This study analyzed an Indian woman's narratives to investigate how she ascribed meaning to a life-time of socialization into discourses concerning Hindi-medium education (HME) in India. The analysis revealed her deeply conflicted attitudes towards her societal positioning vis-a-vis her HME. It also demonstrated her considerable resistance to these hegemonic discourses.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Forum • SOC

Santana, Josefina (Universidad Panamericana, jsantana@up.mx)

Issues of identity in teachers of content

As internationalization in higher education becomes the norm, non-native speaker content teachers are increasingly teaching their subjects in English.

This paper describes a study that uses narrative inquiry to explore how experienced teachers in a Mexican university are recreating a new teaching identity in a second language

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Congressional B • LPP

Sanz, Cristina (Georgetown University, sanzc@georgetown.edu)

Individual variables and external conditions: Experience, aptitude, and explicit instruction

Do learners that differ in aptitude and L2 development use explicit and implicit evidence in the L3 differently? +/- 300 bilinguals (L1 English, Chinese, Spanish/ L2 Spanish, English) complete two computerized lessons (+/- explicit feedback) in Latin sentence processing. Accuracy & RT, aptitude data, verbalizations, and other qualitative data are also included.

Monday, March 31, 2008 • 10:45 am - 11:15 am • Director's • COG

Sawaki, Yasuyo (Educational Testing Service, ysawaki@ets.org), **Sabatini, John** (Educational Testing Service, JSabatini@ets.org)

Component reading skill efficiency and reading comprehension for adult ESL/EFL learners

This study investigated the relationship between component reading skill efficiency and reading comprehension level for adult ESL/EFL learners with Chinese, Korean and Spanish L1 backgrounds. Group differences reflecting the effects of L1 orthographic systems were found in the mean scores of various measures and their relationships.

Sunday, March 30, 2008 • 10:10 am - 10:40 am • Cabinet • RWL

Sawallis, Thomas R. (University of Alabama, tsawalli@bama.ua.edu), **Townley, Michael W.** (University of Alabama, townl003@bama.ua.edu)

Adapting second language phonemic perception training to common instructional situations: A progress report

Building on positive research results, we have initiated a classroom phonemic perception training project. Three practical considerations will be discussed: building a training corpus with the required speech variation, designing training sessions appropriate for classroom use, and choice of control software. We end with a demonstration and interim results.

Saturday, March 29, 2008 • 9:25 am - 9:55 am • Cabinet • PED

Schierloh, Maren (Michigan State University, schier1@msu.edu), **Hayes-Harb, Rachel** (University of Utah, hayes-harb@linguistics.utah.edu)

The contributions of talker familiarity and individual talker characteristics to FL listening comprehension: Native English speakers listening to German

An investigation of the relative contributions of talker familiarity and inherent talker intelligibility to FL listening comprehension provides

evidence that exposure to only one teacher's voice in a FL setting does not necessarily have a negative impact on learners' ability to comprehend other talkers of the FL.

Saturday, March 29, 2008 • 2:35 pm - 3:05 pm • Executive • SLA

Schissel, Jamie (University of Pennsylvania, jamie.schissel@gmail.com)

Test accommodations as a mechanism of de facto language policy

U.S. State policies allow accommodations for English Language Learners on state assessments. How do the policies surrounding accommodations affect this group? This study uses Critical Discourse Analysis to define test accommodations as a mechanism of the de facto language policy and examines the implications of such policies.

Monday, March 31, 2008 • 3:10 pm - 3:40 pm • Congressional A • LPP

Schleppegrell, Mary (University of Michigan, mjschlep@umich.edu)

Supporting English learners' reading comprehension through functional grammar analysis

This paper demonstrates activities and outcomes of a project where teachers work with early grade ELLs within a grade-level mandated curriculum to support reading comprehension, using constructs from systemic functional linguistics. It presents activities that explore genre, character development, plot, and themes, as well as students' responses to the intervention.

Sunday, March 30, 2008 • 9:25 am - 9:55 am • Cabinet • RWL

Schmerbeck, Nicola (UW Madison, Marquette University, NSchmerbeck@wisc.edu)

Learners' strategies to overcome frustration in foreign language writing

Foreign language learners desire to communicate ideas in writing is often compromised by their lack of linguistic skills. This study explored how intermediate learners of German experience this dilemma during writing tasks. The results emphasize the importance of self-motivational strategies for gaining a voice in foreign language writing.

Sunday, March 30, 2008 • 9:25 am - 9:55 am • Council • SLA

Schmitt, Norbert (University of Nottingham, norbert.schmitt@nottingham.ac.uk), **Jiang, Xiangying** (West Virginia University, xiangying.jiang@mail.wvu.edu), **Grabe, Bill** (Northern Arizona University, william.grabe@nau.edu)

How much vocabulary is necessary to comprehend a text?

This paper reports on a study that compares vocabulary coverage and reading comprehension of two English texts, one on a topic well-known to participants, and the other relatively unknown. Rather than reporting a required vocabulary 'threshold' (e.g. 95%), the results describe the dynamic relationship between vocabulary size and reading comprehension.

Monday, March 31, 2008 • 3:55 pm - 4:25 pm • Congressional B • RWL

Schulze, Joshua (UMass Amherst, jschulze@educ.umass.edu)

Genre talk: English language learners' construction of genre awareness through talk

The researcher shows how the classroom discourse of elementary ELLs reveals the way they are constructing an understanding of genre practices through talk. Evidence will include video, audio, and transcript analysis of ELLs genre-talk with particular focus on how this talk contributes to their production of more powerful informational texts.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Congressional A • RWL

Schulze, Mathias (University of Waterloo, mschulze@uwaterloo.ca), **Wood, Peter** (University of Waterloo, p2wood@uwaterloo.ca)

Computer-aided analysis of task-based performance

Evaluating students' performance in CALL writing tasks can be facilitated through computer(-aided) analysis. We are introducing a small, browser-based tool which enables instructors to analyze student writing according to a number of accuracy and complexity measures.

Tuesday, April 1, 2008 • 10:45 am - 11:15 am • Director's • TEC

Sclafani, Jennifer (Georgetown University, jms236@georgetown.edu)

Talking back to Newt Gingrich: Multimodal constructions of language ideology on Youtube.com

This study investigates the construction of language ideologies in video responses to Newt Gingrich's Youtube.com apology to Spanish-speakers regarding his offensive remarks on bilingual education. Incorporating perspectives on intertextuality, multimodality, and computer-mediated communication, this study explores how technology has enhanced creative options in public debates on issues like language policy.

Monday, March 31, 2008 • 2:00 pm - 2:30 pm • Cabinet • LID

Seals, Corinne (UC Santa Barbara, cseals@umail.ucsb.edu)

Te Espero: Varying child bilingual abilities and the effects on family dynamics in Mexican immigrant families

This paper examines the effects of an English-dominant society on school age children of Mexican immigrant families in Northern California. It provides evidence supporting the conclusion that difficulty with bilingual communication within each family leads to heritage language avoidance by the younger children and a weakening of family interaction.

Monday, March 31, 2008 • 9:25 am - 9:55 am • Council • SOC

Seghiri, Miriam (University of Malaga, seghiri@uma.es)

Virtual corpus: A systematic methodology for compilation

Nowadays, there can be no doubt about the necessity of using corpora in Translation. Given the short deadlines demanded in the translation industry, the virtual corpus has proved itself as a most useful tool. For this reason, a systematic methodology for corpus compilation is needed.

Monday, March 31, 2008 • 2:00 pm - 2:30 pm • Robert's Private Dining Room • TRI

Seo, Mi-Suk (University of Illinois at Urbana-Champaign, misukseo@uiuc.edu)

Mismatch between L2 learners' speech and gesture and its relevance for language learning

From a conversation analytic perspective, this study examines mismatch between L2 learners' speech and gesture in ESL conversation tutoring sessions and its relevance for language learning. It discusses how L2 learners' incongruent gestures for their utterances during their word searches trigger tutors' corrective feedback and engender opportunities for language learning.

Saturday, March 29, 2008 • 2:35 pm - 3:05 pm • Director's • DIS

Seymour, Ruth (Oakland University, seymour@oakland.edu)

Who are they? What are they? The everyday naming of Native Americans by U.S. journalists

In covering Native Americans, U.S. journalists choose among semantically charged referents like tribal leaders, residents of the reservation, Goshutes, full-blooded Indians, etc. This study of one year's coverage by The New York Times and Los Angeles Times considers evident patterns and social implications of everyday choices made by veteran journalists.

Saturday, March 29, 2008 • 4:30 pm - 5:00 pm • Forum • TXT

Shappeck, Marco (University of Illinois Urbana-Champaign, shappeck@uiuc.edu)

Mixed versus syncretic language projects: The case of Media Lengua in Slacedo, Ecuador

This study reports on recent research on Media Lengua (a Spanish-Quichua "mixed" language) and suggests that it has little concordance with specific structural features, but is rather one of a variety of different forms of syncretic language use which are sensitive to different social factors.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Committee • LMR

Shenk, Elaine (St. Joseph's University, eshenk@sju.edu)

The location of agency and identity in children's discourse

This paper examines the agency manifested in school-aged children's interactions of negotiation and confrontation in daily classroom discourse. Ethnographic data show a positioning of identity through specific linguistic choices including the assumption and relinquishing of turn-taking, interruptions, strategies of clarification and topicalization, and alignment towards or away from the interlocutor.

Sunday, March 30, 2008 • 11:20 am - 11:50 am • Forum • DIS

Shi, Ling (University of British Columbia, ling.shi@ubc.ca)

Professors' and students' judgments on whether appropriated texts should be cited

The present study, based interviews with 27 professors and 48 students in a North American university, illustrates how students and professors differ in their judgments on whether students' appropriated texts represent common knowledge that needs no citation or special knowledge that needs a citation.

Tuesday, April 1, 2008 • 9:25 am - 9:55 am • Cabinet • RWL

Shin, Sarah (University of Maryland Baltimore County, shin@umbc.edu)

Negotiating grammatical choices: A look at high school intermediate ESL students

This study reports on a part of a year-long investigation into eight high school ESL students' academic literacy development in which the participants actively negotiated their grammatical and rhetorical choices in combining and rewriting sentences. The results indicate a general improvement in writing and a more enjoyable learning experience.

Sunday, March 30, 2008 • 11:20 am - 11:50 am • Cabinet • RWL

Shin, Sunyoung (Indiana University, shin36@indiana.edu)

An investigation of the effects of response formats on performance in a web-based academic listening test

The presentation of this paper addresses the issue of construct validity of an academic listening test of English as a Second Language. Confirmatory factor analysis (CFA) models of multitrait-multimethod (MTMM) data are tested in order to assess the convergent and discriminant validity of different response formats in a listening test.

Tuesday, April 1, 2008 • 2:35 pm - 3:05 pm • Council • ASE

Shin, Jeong-Ah (University of Illinois, jshin20@uiuc.edu), **Christianson, Kiel** (University of Illinois at UC, kiel@uiuc.edu)

Cross-linguistic syntactic influence in Korean-English bilingual production: Evidence from syntactic priming

This study examined cross-linguistic influence in Korean-English bilingual sentence production by using syntactic priming. The result revealed that cross-linguistic syntactic influence is unidirectional in bilingual production, potentially due to language dominance. L1 syntactic processing influences L2 syntactic processing, and the influential syntactic information is primarily in the hierarchical structure.

Tuesday, April 1, 2008 • 10:10 am - 10:40 am • Congressional A • SLA

Shin, Hyunjung (University of Toronto, hshin@oise.utoronto.ca)

Language learning in the new economy: Language ideology and the social construction of "yuhakseng" in the global linguistic market

This paper examines the social categorization of "yuhakseng" (visa students) in the global linguistic market through a 1.5-year sociolinguistic ethnography of language practices of Korean students in Toronto high schools, and further discusses a renewed meaning of language learning in the globalized new economy.

Tuesday, April 1, 2008 • 9:25 am - 9:55 am • Forum • LID

Shin, Anna G. (UCLA, annashin@ucla.edu)

Pragmatic, stylistic, and aesthetic considerations of language use in the teaching of conflict resolution skills

Using ethnographic and conversation analytic methodologies, this paper examines interactive practices used by an elementary school educator to socialize students into ideologies and practices associated with a peaceful, respectful community. In so doing, it examines pragmatic and stylistic features of educator's language repertoire that make it particularly appealing to students.

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Robert's Private Dining Room • LCS

Short, Deborah (Center for Applied Linguistics, dshort@cal.org)

Research on academic literacy development through sheltered instruction

This paper describes findings on teacher change and student achievement from a quasi-experimental research study on the Sheltered Instruction Observation Protocol (SIOP) Model in secondary content and ESL classrooms. Results offer guidance for strengthening professional development for content teachers with ELLs and suggestions for improving student language and

academic outcomes.

Tuesday, April 1, 2008 • 10:45 am - 11:15 am • Governor's • PED

Silberstein, Sandra (University of Washington, TQ@u.washington.edu)

A mediated occupation: From redemption to despair, the evolution of media narratives

As the occupation of Iraq drags on, with polls emboldening a timid press, mediated discourses of occupation have evolved from a rhetoric of redemption to a wide range of rhetorical despairs. The paper analyzes a developing set of narratives, highlighting ideological intertextualities and the complexities of manufacturing consent.

Monday, March 31, 2008 • 2:35 pm - 3:05 pm • Cabinet • LID

Simo, Judit (Oklahoma State University, tapolca70@yahoo.com)

A scandal's impact on referring sequences: An analysis of a series of newspaper articles

The results of an analysis of the definiteness and explicitness of referring sequences in a series of New York Time articles reporting on the chess world championship match will be presented. The findings show how these sequences are adjusted to a change in perceived audience when an unexpected event happens.

Monday, March 31, 2008 • 2:35 pm - 3:05 pm • Forum • TXT

Sinicrope, Castle (University of Hawaii - Manoa, castles@hawaii.edu)

Qualities as nouns: The emergence of grammatical metaphor in a longitudinal L2 German corpus

Drawing on systemic functional linguistics, this longitudinal study of second language German writing traces the development of adjectives expressed as nouns, a type of grammatical metaphor. The results revealed a shift from adjectival forms to grammatical metaphor at advanced curricular levels that was also influenced by relative word frequency.

Sunday, March 30, 2008 • 10:45 am - 11:15 am • Cabinet • RWL

Sinitskaya, Natalia (York University, natalia_sinitskaya@edu.yorku.ca)

Russian counter-cultural cyberpunk movement: Defining identity through language

This study examines the Russian counter-cultural cyberpunk movement. The cyberpunk lingo is analysed in relation to the formation and performance of counter-cultural group identity. Aspects of the cyberpunk lingo such as stylized spelling, context-specific vocabulary, features of oral communication, and language play are discussed.

Tuesday, April 1, 2008 • 8:50 am - 9:20 am • Governor's • TEC

Smith, Bryan (Arizona State University, bryansmith@asu.edu)

Forwarding the SLA research agenda through CMC: What have we been missing?

This proposal reports on an L2 empirical study that illustrates how employing screen capture software in CMC research is essential for CMC studies that purport to forward the SLA research agenda.

Tuesday, April 1, 2008 • 3:55 pm - 4:25 pm • Congressional B • TEC

Snow, Peter (Christopher Newport University, peter.snow@cnu.edu)

Unplanned maintenance: International tourism and language vitality in a Caribbean creole community

This study examines quotidian interactions between Creole-speaking residents of Bastimentos and tourists visiting the Panamanian island. By discursively analyzing the language ideologies expressed during resident/tourist interactions and narratives recounting such interactions, the paper suggests that the local creole variety is being unintentionally maintained as a result of this emergent contact.

Monday, March 31, 2008 • 4:30 pm - 5:00 pm • Robert's Private Dining Room • LMR

So, Sufumi (George Mason University, sso2@gmu.edu)

Development of language awareness: What do the learners become aware of?

This paper reports the findings of a qualitative investigation on how Japanese-language learners developed their language awareness during their one-month stay in Japan through keeping a language-awareness journal. A total of 230 entries written by the 15 students

were analyzed synchronically and diachronically for what they noticed and how they reflected on them.

Tuesday, April 1, 2008 • 11:20 am - 11:50 am • Cabinet • LLC

Soares, Dionne (University of California Davis, dmssoares@ucdavis.edu)

Digital deixis: Multiple senses of self in an online role-playing game

This study investigates how players of the online role-playing game World of Warcraft project their identities onto their animated avatars and into virtual space and how their use of the deictic first person singular pronoun indexes these shifting senses of self as they interact within the game community.

Sunday, March 30, 2008 • 10:45 am - 11:15 am • Senate • TEC

Song, Juyoung (The Ohio State University, song.151@osu.edu)

Imagined communities and language socialization practices among three Korean families

This paper explores three Korean sojourn families' language socialization practices from the perspectives of globalization, transnationalism, and bilingualism. The ethnographic data discuss language ideologies and language socialization practices among these families, illuminating the role of their future "imagined communities" in their current language socialization practices in a bilingual/transnational setting.

Tuesday, April 1, 2008 • 10:45 am - 11:15 am • Forum • LCS

Song, Hyojin (Concordia University, hyojins@hotmail.com)

The role of TOEFL speaking tasks in communicative pre-university EAP classes: Teachers' and East Asian students' perspectives

This study examined East Asian students' and teachers' perspectives on the integration of TOEFL speaking tasks into an English for Academic Purposes (EAP) program. The findings suggest that TOEFL speaking practice may be a viable classroom method for addressing East Asian students' EAP oral communication needs.

Saturday, March 29, 2008 • 11:55 am - 12:25 pm • Cabinet • PED

Sonmez, Serpil (Florida State University, serpilsonmez@yahoo.com)

Investigating intersubjectivity: How is it related to language performance in native-non native interactions?

This presentation will discuss the findings of a doctoral dissertation study on intersubjectivities established between native and non native speakers of English in a natural social setting based on the analyses of learner's orientations towards each other as evidenced in their interactions.

Sunday, March 30, 2008 • 8:50 am - 9:20 am • Director's • DIS

Sotillo, Susana (Montclair State University, sotillos@mail.montclair.edu)

Types of Illocutionary acts and predicate-argument structure in text messaging activities of members of diverse social networks

The present study investigates the pragmatic functions of SMS in a corpus of over 1000 text messages sent by volunteers who were members of complex and diverse social networks. These include types of illocutionary acts, social network category, and predicate-argument structure of the majority of lexical verbs in the data.

Saturday, March 29, 2008 • 8:50 am - 9:20 am • Council • TEC

Spada, Nina (University of Toronto, nspada@oise.utoronto.ca), **Tomita, Yasuyo** (University of Toronto, ytomita@oise.utoronto.ca)

The effects of explicit and implicit instruction on different language features: A meta-analysis

In this presentation we report the results of a meta-analysis that examined the effects of different types of instruction on different language features and whether the effects varied depending on the context of the research (i.e. classroom or laboratory), type of language ability measured and short versus long-term effects.

Monday, March 31, 2008 • 3:55 pm - 4:25 pm • Executive • SLA

Spiliotopoulos, Valia (University of British Columbia, valia.spiliotopoulos@ubc.ca)

Elementary foreign language teachers' development through study and work abroad

This study analyses the experiences of five new teachers who went abroad to observe and teach in their second language to natives of that language. Results show that they improved their language competence and developed their social-cultural and professional knowledge. Furthermore, their awareness was enhanced through a guided reflective process.

Monday, March 31, 2008 • 10:10 am - 10:40 am • Senate • BIH

Spolsky, Bernard (Bar-Ilan University, bspolsky@gmail.com)

Military language management

A theory of language management assumes efforts by individuals in discourse or organizations at various levels and domains to solve recognized language problems. The military as a sociolinguistic domain provides many and varied cases that test the model.

Monday, March 31, 2008 • 2:00 pm - 2:30 pm • Congressional A • LPP

Stafford, Catherine (University of Wisconsin-Madison, cstafford@wisc.edu)

Bilingual processing and its influence on adult language learning

This paper explores bilingualism's influence on language learning under different conditions. Spanish-English bilinguals were introduced to Latin through a computer application providing (or not) grammatical explanation and feedback during practice. Half completed think-aloud protocols; immediate and delayed posttests assessed learning. Quantitative/qualitative results are explained from an information processing perspective.

Sunday, March 30, 2008 • 11:20 am - 11:50 am • Executive • BIH

Stegemoller, Jason (University of Illinois at Urbana-Champaign, stegemol@uiuc.edu)

Marginalized identities and dominant ideologies: The problem of finding spaces for expression in academic writing

This interpretive study explores the writing and writing experiences of a group of 6 Spanish-English bilingual, immigrant undergraduates and their relation to participants' identities and the university context. The study draws on methods borrowed from grounded theory to examine student experiences with academic writing from a broad sociocultural perspective.

Tuesday, April 1, 2008 • 2:35 pm - 3:05 pm • Congressional A • RWL

Steinbach, Elizabeth (University of Limpopo, steinbache@ul.ac.za)

L2 writing in a selected rural school: An ethnography of cultural preferences

Very little is known about the conditions of L2 learner-writers with African language backgrounds in remote rural areas. Data elicited from a South African writing classroom show that local cultural thought patterns mediate in the learners' L2 writing process. Suggestions based on multicultural hypothesis are advanced for L2 writing pedagogy.

Tuesday, April 1, 2008 • 3:55 pm - 4:25 pm • Calvert • RWL

Stevens, Lisa (Boston College, lps@bc.edu)

A case study of academic language objectives in science with high school immigrant students

This presentation will share research on the development of academic language objectives for students in secondary school contexts. Drawing from a case study of a chemistry class made up solely of immigrant students, this study presents a compelling case for how specific academic language objectives must be based on a dynamic and intertwined knowledge of student, language, content, and context. Implications will examine the practical and policy implications of such an approach.

Tuesday, April 1, 2008 • 9:25 am - 9:55 am • Congressional A • BIH

Stoller, Fredricka (Northern Arizona University, fredricka.stoller@nau.edu), **Robinson, Marin** (Northern Arizona University, Marin.Robinson@nau.edu)

Move structures resulting from an analysis of four genres in chemistry

Move structures depicting the organization of disciplinary genres represent excellent pedagogical tools. The presenters report steps taken to analyze four genres in chemistry, the outcomes of those analyses in the form of move structures, and instructional applications. Implications for applied linguists working with other disciplines will be explored.

Tuesday, April 1, 2008 • 10:10 am - 10:40 am • Calvert • RWL

Storch, Neomy (Melbourne University, neomys@unimelb.edu.au)

Students' engagement with feedback on writing: The role of memorization and learner agency

This study compared learners' engagement with two forms of feedback: reformulations and editing. The study found that editing elicited a higher level of engagement than reformulations, yet reformulations led to greater improvement in the learners' writing. The findings suggest that memorization and agency are important in L2 learning.

Saturday, March 29, 2008 • 10:45 am - 11:15 am • Cabinet • PED

Stringer, David (Indiana University, ds6@indiana.edu)

Children's integration of onomatopoeia into the syntax of motion events: To being or not to being in Japanese and English

Japanese and English children reveal very early knowledge of arguably universal principles at work in the grammar of motion events; they know that directionality must be syntactically coerced, invariably merging mimetic expressions (whether in main predicates, complex predicates or adjuncts) with inherently directional V or P in directional contexts.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Executive • SLA

Strong, Elizabeth (Purdue University, estrong@purdue.edu)

The failure of mutual orientation through eye gaze to prevent trouble or repair during conversational schisms

While previous research has shown that mutual orientation through gaze before a schisming may aid its successful launching from a structural perspective, this paper argues that the schisming may still fail in terms of participants' orientation to the semantic content, as indicated by the presence of trouble or repair.

Saturday, March 29, 2008 • 3:10 pm - 3:40 pm • Director's • DIS

Stuart, Christian (University of Washington, cdds@u.washington.edu)

A clash of expectations: L2 writers' experiences in a required freshman composition course

This paper presents qualitative research on the experiences of L2 students in a required freshman composition course at a major U.S. university. Findings show that success in the class largely depended on how able L2 students were to re-adjust their expectations of the class based on those of their instructor.

Tuesday, April 1, 2008 • 8:15 am - 8:45 am • Cabinet • RWL

Sturm, Jessica (University of Illinois at Urbana-Campaign, jsturm@uiuc.edu)

Accent marks in L2 French: Keyboarding, presentation format, working memory, and pronunciation ability

The present study explores the conflicting results of Gascoigne-Lally (2000) and Gascoigne (2006a,b) and Sturm and Golato (in press) and Sturm (2006) concerning the effect of keyboarding vs. writing on spelling, specifically recall of accent marks, in L2 French. The effects of working memory, pronunciation ability, and linguistic context (isolated word vs. sentence) were investigated.

Saturday, March 29, 2008 • 8:15 am - 8:45 am • Robert's Private Dining Room • LLC

Summers, Robert (University at Albany, robert@robertsummers.net), **Erben, Tony** (University of Tampa, terben9397@gmail.com)

Creation of a collaborative environment in the dynamic assessment of students of French as a foreign language

This paper reports on an investigation into the effects of dynamic assessment training on French instructors preparing to work with FFL students through a computer-mediated, listening exam. Specifically the way in which a collaborative environment, one that fosters the unscripted use of hints, prompts and leading questions on the part of the mediator and receptiveness on the part of the student will be discussed.

Tuesday, April 1, 2008 • 2:35 pm - 3:05 pm • Governor's • PED

Suzuki, Wataru (OISE/University of Toronto, wsuzuki@oise.utoronto.ca)

The effect of languaging combined with feedback on second language learning

In this paper, I look at the cognitive perspective and the sociocultural perspective which have not previously been well connected in SLA. My intention in looking at these two perspectives is to empirically argue that written languaging combined with corrective feedback plays a significant role in L2 learning. Pedagogical implications will be discussed.

Saturday, March 29, 2008 • 10:10 am - 10:40 am • Cabinet • PED

Suzuki, Masanori (Ordinate Corporation, masanori_suzuki@harcourt.com), **Yokokawa, Hirokazu** (Kobe University, yokokawa@nth.biglobe.ne.jp), **Van Moere, Alistair** (Ordinate Corporation, alistair_vanmoere@harcourt.com)

Effects of a short-term study abroad program on the development of L2 speaking skills

This study explores the effectiveness of a short-term study abroad program on L2 speaking skills of Japanese university students, particularly with regard to fluency. Quantitative data obtained from a speech-processing based, automated test of spoken English are presented and results are discussed using Levelt's speech production model as a framework.

Tuesday, April 1, 2008 • 2:35 pm - 3:05 pm • Diplomat • SLA

Suzuki, Asuka (University of Hawaii at Manoa, asuzuki@hawaii.edu)

The construction of Nihonjinron (theories on the Japanese): Theory-building activity in Japanese multiparty interactions

This paper examines the way in which participants engage in particular theory-building activities, nihonjinron (theories on the Japanese), in vernacular talk by applying a conversation analytic approach. The data is drawn from multiparty interactions in Japanese where four native speakers of Japanese and one non-native speaker of Japanese are involved.

Tuesday, April 1, 2008 • 8:50 am - 9:20 am • Executive • DIS

Suzuki, Satomi (UGA / Georgia Tech, satomi.suzuki@modlangs.gatech.edu)

Exploring types of teacher's corrective feedback and learner uptake in an online Japanese as a foreign language classroom

Applying the error treatment sequence model, types of teacher's corrective feedback and learner uptake in an online Elementary Japanese as a foreign language classroom were investigated. The result from archived data suggests that the instructor's preference of recasts and explicit correction while other feedback types led to a higher rate of learner uptake.

Monday, March 31, 2008 • 10:45 am - 11:15 am • Congressional A • TEC

Swain, Merrill (OISE/University of Toronto, mswain@oise.utoronto.ca), **Lapkin, Sharon** (OISE/University of Toronto, slapkin@oise.utoronto.ca)

Evidence of cognitive change: Languaging with an older adult

This case study examines the effect of languaging (Swain, 2006), the activity of using language to mediate cognitively complex thinking, on the cognition of an older adult (Jane). We analyzed transcribed excerpts from 12 sessions where the researcher engaged Jane in cognitively complex reminiscing, demonstrating that positive cognitive change occurred.

Monday, March 31, 2008 • 11:55 am - 12:25 pm • Palladian • DIS

Sykes, Julie (University of Minnesota, sykes030@umn.edu), **Cohen, Andrew** (University of Minnesota, adcohen@umn.edu)

Online learner strategies instruction and virtual assessment in Spanish pragmatics: Does it work?

This presentation reports on the effectiveness of online learning modules in L2 Spanish pragmatics and the use of a synthetic immersive virtual environment for assessment purposes. Results present important implications for design and use and well as unique insights into synthetic immersive environments for pragmatics assessment and data collection.

Sunday, March 30, 2008 • 2:00 pm - 2:30 pm • Cabinet • TEC

Taguchi, Naoko (Carnegie Mellon University, taguchi@andrew.cmu.edu)

Fluency and accuracy in pragmatic processing in L2 Japanese

Thirty native speakers and 63 learners of Japanese completed a listening test measuring ability to comprehend three types of implicatures: indirect refusals, conventional indirect opinions, and non-conventional indirect opinions. Comprehension accuracy scores and response times were analyzed to examine the effects of implicature types and general L2 proficiency on comprehension.

Tuesday, April 1, 2008 • 10:45 am - 11:15 am • Congressional B • LCS

Tannenbaum, Michal (Tel Aviv University, mtannen@post.tau.ac.il)

Between 'small talk' and praying: Pronunciation and identity among Yemenite migrants' descendants in Israel

In sum, pronunciation maintenance among descendants of Yemenite immigrants appears to have various parallel aspects with language maintenance among immigrant groups; it emerges as central to their sense of identity in terms of their position vis-à-vis the majority, communal relationships, and sense of continuity with their ancestral tradition.

Monday, March 31, 2008 • 8:15 am - 8:45 am • Committee • LMR

Tardy, Christine (DePaul University, ctardy@depaul.edu)

Intertextuality and ideology in a public genre network: Debating the U.S. "national language" amendment

This paper examines one newspaper discussion of the 2006 U.S. Senate's language amendments as a genre network. Through a corpus of 181 texts, the paper examines the genres used in the news debate over time, the intertextual links to the amendments, and the uptake of particular ideologies throughout the network.

Saturday, March 29, 2008 • 3:55 pm - 4:25 pm • Forum • TXT

Tarone, Elaine (University of Minnesota, etarone@umn.edu), **Bigelow, Martha** (University of Minnesota, mbigelow@umn.edu)

Literacy level affects oral SLA

Research is needed on the oral SLA of low literate adult learners. Lack of such research handicaps teachers and unacceptably limits SLA theory. The study presented shows that alphabetic literacy level is significantly related to L2 learners' accuracy in processing recasts in oral L2. Theoretical and pedagogical implications are explored.

Saturday, March 29, 2008 • 2:00 pm - 2:30 pm • Executive • SLA

Tavakoli, Parvaneh (London Metropolitan University, p.tavakoli@londonmet.ac.uk)

Teacher and learner perceptions of task difficulty

This presentation would report on a qualitative research on task difficulty. It has aimed at investigating how learners and teachers perceive, define and determine task difficulty. The findings of this study have significant implications for second language teaching as well as language testing.

Sunday, March 30, 2008 • 9:25 am - 9:55 am • Forum • PED

Tavares, Nicole (The University of Hong Kong, tavaresn@hkucc.hku.hk), **Hamp-Lyons, Liz** (The University of Hong Kong, lizhl@hkucc.hku.hk)

Teachers learning to assess interactively: An analysis of interactive assessment discourse, ESL teachers' strategy use and teacher development issues

Adopting a sociocultural approach to the analysis of teacher-student discourse and mediational strategy use, this paper examines Hong Kong ESL teachers' exploration of the meaning and practice of interactive assessment in school-based oral assessment. It discusses teacher-assessors' challenges, factors limiting their ability to assess interactively and implications for teacher development.

Monday, March 31, 2008 • 8:15 am - 8:45 am • Forum • ASE

Teague, Brad (Vanderbilt University, brad.l.teague@vanderbilt.edu), **Rose, Brian** (Vanderbilt University, brian.rose@vanderbilt.edu)

Working with untrained, volunteer adult ESL educators: The benefits and challenges of researcher-teacher collaboration

In this session we report on a project designed to explore the potential benefits and challenges of providing situated professional development to a group of untrained, volunteer ESL teachers. Findings indicate that researcher-teacher dialogue served to mediate teachers' developing knowledge, beliefs, and practice, albeit with certain limitations.

Tuesday, April 1, 2008 • 3:55 pm - 4:25 pm • Governor's • PED

Tokita, Tomoko (Tokyo University of Foreign Studies, tomokotokita@hotmail.com), **Shibano, Kohji** (Professor, Tokyo University of Foreign Studies, shibano@aa.tufs.ac.jp)

Influences of family conversation patterns on language competences of minority-language-speaking children

The competence of a minority language is different among bilinguals. For children, home is a main site to develop it. Analyzing the family conversations, we found that, to develop the children's minority language competence, a minority language is required to be a dominant language at home.

Saturday, March 29, 2008 • 3:10 pm - 3:40 pm • Classic 273 • BIH

Tong, Jimmy (HK Institute of Education, jtong@ied.edu.hk)

Kiss and 'paint': Asian student identity construction in English lessons

This paper attempts to investigate how Asian EFL/ESL students attempt to construct a different classroom identity. Based on intensive classroom observation and video-taped lesson transcripts, Asian students, widely perceived as conformists, are observed to construct an alternative, sometimes non-conforming classroom identity through using verbal language or displaying disruptive behavior.

Monday, March 31, 2008 • 2:00 pm - 2:30 pm • Director's • LLC

Toth, Paul (University of Wisconsin-Madison, ptoth@wisc.edu), **Garritano, Angela** (Green High School, Green, OH,

garritanoangela@greenlocalschools.org)

Signaled recasts and learner uptake in an L2 Spanish classroom

Uptake rates in two L2 Spanish classes were compared, with a hand signal accompanying recasts in one, and unaccompanied recasts in the other. Results showed learners to be more sensitive to other discourse cues, but consistently accurate in inferring optimal responses, even when uptake did not follow a recast.

Sunday, March 30, 2008 • 8:50 am - 9:20 am • Forum • PED

Tovares, Alla (Howard University, atovares@howard.edu)

The inconvenient body: (Re)creating the mind vs. body opposition in marathon narratives.

Drawing on Schiffrin's (1996, 2000, 2002) work on narrative construction of identity, this study considers how marathon runners discursively construct their identities as winners by objectifying and problematizing the body and in so doing they (re)create western understanding of the relationship between mind and body as dichotomous.

Sunday, March 30, 2008 • 10:10 am - 10:40 am • Forum • DIS

Tracy-Ventura, Nicole (Northern Arizona University, Nicole.Tracy-Ventura@nau.edu)

The relationship between emergence, attempts, and accuracy in an instructional study of L2 Spanish

This presentation will discuss the results of an instructional study of L2 Spanish preterit and imperfect acquisition that investigated the relationship between emergence, frequency of functional contexts attempted, and accuracy on three separate measures: a fill-in-the-blank test, a written narrative based on pictures, and an oral interview.

Monday, March 31, 2008 • 10:10 am - 10:40 am • Cabinet • SLA

Traiger, Cheryl (University of Arizona, ctraiger@email.arizona.edu), **Waugh, Linda** (University of Arizona, lwaugh@u.arizona.edu)

Many Parisians speak English--but learn some French in advance": Attitudes about English and local languages expressed on tourist websites.

This paper analyzes postings on traveler-advice websites to evaluate the effect of power relationships and the influence of the cultural and symbolic capital of the local language and culture on expectations of English availability, tolerance for restricted proficiency in English, and attitudes about learning some of the local language.

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Council • DIS

Tsai, Ya-Chin (, jhyctsa@yahoo.com)

Calibrated peer review

This paper was set to examine technology-supported peer review on writing. The peer review activity appears to act as a catalyst for triggering revisions, and simultaneously, the essay quality was improved holistically.

Sunday, March 30, 2008 • 3:10 pm - 3:40 pm • Cabinet • TEC

Turnbull, Antonieta Cal y Mayor (Universidad Autónoma de Chiapas, acymt@hotmail.com)

Code-switching in Spanish/English bilingual speech: A case study of two recent immigrant sisters of Mexican descent

Research on code-switching has placed little emphasis on recently arrived immigrants who were already bilingual before immigrating. The present study thus explores the functions code-switching plays in the casual interaction of two Spanish/English bilingual sisters, particularly with regards to the construction of their identity as elite bilinguals.

Saturday, March 29, 2008 • 3:55 pm - 4:25 pm • Classic 262 • LCS

Ueland, Michelle (, mueland@cal.org)

Mexican immigrant family's Spanish/English bilingualism in the U.S.

Just as English is the "unofficial" first language of the United States, Spanish is the U.S.'s "unofficial" second language. This case study paper presents a Mexican immigrant family's experiences acquiring English and maintaining Spanish. Recommendations include human capital, economic development, and social cohesion benefits of adult English language instruction.

Monday, March 31, 2008 • 8:15 am - 8:45 am • Council • SOC

Upton, Thomas (Indiana University - Indpls, tupton@iupui.edu), **Cohen, Mary Ann** (Indiana University - Indpls, mdcohen@iupui.edu)

Move analysis: Why, how, and a novice's reflection on the methodology

Move analysis describes text structure by identifying communicative purpose. Missing from the literature is a clear description of the methodology for novices. Clear guidelines and the reflections of a novice using move analysis on "birthmother" letters establish procedures and highlight challenges and insights that one can expect using move analysis.

Monday, March 31, 2008 • 2:00 pm - 2:30 pm • Forum • TXT

Urzua, Alfredo (University of Texas at El Paso, aurzua@odu.edu)

"I wonder if that's generally true." Interpersonal metadiscourse in students' computer-mediated interactions

This investigation of students' computer-mediated interactions focuses on interpersonal metadiscourse. Online discussions are analyzed by examining frequency and distribution of hedges, boosters, and attitudinal markers in order to explore how writers position themselves in their texts, and the extent to which their discourse reflects an increasingly knowledgeable authorial stance.

Saturday, March 29, 2008 • 9:25 am - 9:55 am • Forum • DIS

Uzuner, Sedef (SUNY Albany, usedef@yahoo.com), **Mathews-Aydinli, Julie** (Bilkent University, Ankara Turkey, julie@bilkent.edu.tr)

Periphery scholars and their international publication practices

What happens to periphery scholars who earn doctorates in the West but choose an institutional base in the Developing World? What kind of engagement do they have with scholarly publishing upon their return? This presentation addresses these questions by looking at the publication practices of four Western-trained Turkish TESOL scholars.

Tuesday, April 1, 2008 • 11:20 am - 11:50 am • Calvert • RWL

Vaezi, Shahin (Iran University of Science and Technology, shvaezi@yahoo.com), **Taraghi, Mohsen** (Iran University of Science and Technology, m.taraghi@yahoo.com)

The reliability of readability formulas and construct validity of reading based on readability formulas, expert opinion, & student comments

The study focused on the reliability of readability formulas and construct validation by examining texts based on formula ratings, expert ratings, and performance of students on reading comprehension tests as determinants of text difficulty. Analyses showed a higher degree of congruency between expert opinion and student performance on reading tests.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Council • RWL

Van Compernelle, Rémi A. (University of North Texas, compernelle@gmail.com)

Sociolinguistic norms and variation in French-language on-line chat communities and implications for foreign language pedagogy

This presentation analyzes sociolinguistic norms and variation in a corpus of unmonitored public French-language Internet chat and discusses the use of this type of authentic discourse for sensitizing language learners to stylistic variation. The focus will be on pronoun paradigms and grammatical variation (i.e., verbal negation and interrogative structures).

Tuesday, April 1, 2008 • 3:10 pm - 3:40 pm • Governor's • PED

Van Naerssen, Margaret (Immaculata University, margaret.vannaerssen@gmail.com)

Using evidence argumentation for language proficiency assessment in courts

To increase credibility of language proficiency assessment in legal cases, expert witnesses need to go beyond reporting levels or scores and giving a general opinion. Through evidence argumentation (Mislevy 2003) attorneys, judges, and the jury can be shown how appropriate language assessment can link language evidence to the legal issues.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Forum • ASE

VanPatten, Bill (Texas Tech University, bill.vanpatten@ttu.edu), **Keating, Gregory** (San Diego State University, gkeating@mail.sdsu.edu)

Testing the Preferred Antecedent Hypothesis in Spanish L1 and L2

We test the Preferred Antecedent Hypothesis (PAH) with L1 and advanced L2 speakers of Spanish to see if the results of research in Italian L1 and L2 obtain for Spanish. We discuss our results in terms of generalizability of the PAH and whether or not a learning/processing problem exists for Spanish L2.

Monday, March 31, 2008 • 10:10 am - 10:40 am • Executive • SLA

Vasquez, Camilla (University of South Florida, cvasquez@cas.usf.edu), **Sharpless, Donna** (St. Petersburg College, falgalc@tampabay.rr.com)

"Touched on"? "Sprinkled throughout"? Coverage of pragmatics in language teacher preparation programs

Reporting on results from a survey of faculty from 94 TESOL programs, this paper explores pragmatics in the graduate TESOL curriculum. The discussion focuses on courses where pragmatics is covered, the amount of time spent on pragmatics, and faculty members' beliefs about the role of pragmatics in language teacher preparation.

Saturday, March 29, 2008 • 3:10 pm - 3:40 pm • Congressional A • PED

Vellenga, Heidi (Northern Arizona University, heidi.vellenga@gmail.com), **Smith, Catherine** (Troy University, catherinesmith@troy.edu)

From theory to practice: Bridging the gap in teacher training programs

This paper introduces a new view of TESL/TEFL training programs incorporating elements from various disciplines. Illustrations of specific applications which incorporate elements of applied linguistics research as well as methodological innovations ultimately contribute to providing teacher trainees with tools to more effectively teach English across a variety of educational contexts.

Tuesday, April 1, 2008 • 2:35 pm - 3:05 pm • Executive • PED

Vickers, Caroline (California State University, cvickers@csusb.edu), **Deckert, Sharon** (Indiana University of Pennsylvania, sdeckert@iup.edu), **Smith, Wendy** (California State University, San Bernardino, wsmith@csusb.edu), **Morones, Jose** (California State University, San Bernardino, jmorones7@yahoo.com)

Learning to sew in Spanish

This paper explores how macro level power structures and expert-novice relationships contribute to the construction of a second language learning context within a sewing cooperative. The individuals in this imagined community negotiate relationships, share practices, and nurture each other as they master sewing and the language that goes with it.

Tuesday, April 1, 2008 • 3:55 pm - 4:25 pm • Forum • LCS

Vyatkina, Nina (The University of Kansas, vyatkina@ku.edu)

Collocations of indexicals as markers of social semiotic in computer-mediated communication between learners and native speakers of German

I compare the use of collocations of two types of indexicals (personal pronouns and modal particles) in electronic interactions between learners and native speakers of German and demonstrate how they shape the social context of the interaction. Corpus-based pedagogical suggestions for teaching collocations are made.

Tuesday, April 1, 2008 • 2:35 pm - 3:05 pm • Director's • LCS

Wagner, Elvis (Temple University, elviswag@temple.edu)

How L2 listeners' visual perceptions of a speaker affect aural comprehension

Recent L2 listening research has suggested that how a listener perceives a speaker can affect the listener's comprehension of that speaker's utterances. The current study utilized verbal report methodology to investigate how L2 listeners' perception of an English native speaker who was Asian-American affected their comprehension of a video text.

Saturday, March 29, 2008 • 11:55 am - 12:25 pm • Forum • SLA

Walters, F. Scott (Queens College, francis.walters@qc.cuny.edu)

Critiquing the mandate: Standards evaluation through language-test specification reverse-engineering

This paper reports on a study in which a group of instructors of English as a Second Language from New York public schools systematically critiqued State standards and performance indicators through application of critical reverse-engineering of language-test specifications from State ESL assessments and their own classroom-based tests.

Monday, March 31, 2008 • 10:45 am - 11:15 am • Governor's • ASE

Wang, Xin (University of Arizona, xwang@email.arizona.edu)

Task effects in masked translation priming

This paper will discuss some empirical data of Chinese-English bilingual processing in the Masked Priming Paradigm. The results will provide insights into the dominant Revised Hierarchical Model and the recent Sense Model in the literature.

Sunday, March 30, 2008 • 4:30 pm - 5:00 pm • Forum • COG

Wang, Zhan (The Chinese University of Hong Kong, janjanwang@gmail.com)

Exploring the role of overt articulation in L2 output practice: A comparison between task repetition and strategic planning

This empirical study explores the role of overt articulation in L2 speech output by comparing the effect of task repetition and strategic planning. It carries pedagogical implications for manipulating classroom tasks for different learning purposes.

Saturday, March 29, 2008 • 4:30 pm - 5:00 pm • Senate • SLA

Wang, Xinchun (California State University, Fresno, xinw@csufresno.edu)

Does extended length of residence help reduce foreign accent?

Native Mandarin speaking professors teaching in a U.S. university with a mean length of residence (LOR) in America of 12 years was rated as highly accented as Mandarin speaking professors teaching English in China. Extended LOR did help reduce foreign accent for highly advanced learners at late stages of learning.

Monday, March 31, 2008 • 2:00 pm - 2:30 pm • Executive • SLA

Warford, Mark (Buffalo State College, warformk@buffalostate.edu)

Re-thinking authenticity, involvement and code-switching in the FL classroom

This session reports on the topic of code-switching in foreign language classrooms as it pertains to students' need for teacher involvement and a sense of authenticity. The integration of Vygotskian and Self-Determination Theoretical principles offers a fresh look at classroom discourse and what it means to be authentic and involved.

Sunday, March 30, 2008 • 2:00 pm - 2:30 pm • Forum • PED

Waring, Hansun Zhang (Teachers College, Columbia University, hz30@columbia.edu)

Doing withholding in error feedback

Based on a corpus of videotaped adult ESL classes, this conversation analytic study examines the instructional practices of "withholding" in error correction sequences and argues for the importance of sensitizing teachers to the delicate balance between promoting self-discovery and providing level-specific help.

Sunday, March 30, 2008 • 11:20 am - 11:50 am • Director's • DIS

Warriner, Doris (Arizona State University, Doris.Warriner@ed.utah.edu)

"This school reminds me of Ellis Island": The discursive construction of race and class in English language teaching

Language ideologies operate in language learning/teaching contexts such that adult immigrants are (implicitly and explicitly) "raced" and "classed" in the talk of their teachers. The presentation offers a critique of these practices as well as hopeful suggestions for

increasing awareness of such ideological influences on language teaching and learning.

Sunday, March 30, 2008 • 4:30 pm - 5:00 pm • Robert's Private Dining Room • LID

Watanabe, Yukiko (University of Hawaii at Manoa, yukikow@hawaii.edu), **Pang, Adam** (Hawaii Pacific University, adamtang@hawaii.edu)

Training the phonological short term memory for L2 comprehension

The study explored the effect of "shadowing," an immediate overt speech rehearsal technique, on learners' phonological short term memory (PSTM) capacity. "Shadowing" enhanced PSTM capacity and allowed learners' to allocate attentional resources towards utilization of information for listening comprehension. However, the contribution of shadowing in reading process needs further investigation.

Saturday, March 29, 2008 • 8:50 am - 9:20 am • Cabinet • PED

Watt, David (University of Calgary, dwatt@ucalgary.ca)

Professional language proficiency: Establishing thresholds for licensure in engineering.

This study reports on research project aimed at accountably defining and identifying the expected threshold of professional language proficiency for licensure in the field of Engineering (P.Eng.). The study outlines the methodology used for language sampling, the decision process for setting the threshold, and the application of generalizability analysis to ensure dependability

Monday, March 31, 2008 • 9:25 am - 9:55 am • Forum • ASE

Wen, Zhisheng (Hong Kong Shue Yan University, wenzhisheng@hotmail.com)

Effects of working memory and pre-task planning on L2 narrative retellings

This study looked into the effects of individual differences in working memory capacity (operationalized as phonological working memory and executive working memory) and pre-task planning on L2 narrative task performance (in terms of fluency, accuracy and complexity) of Chinese EFL learners.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Cabinet • SLA

West, Donna (The State University of New York at Cortland, westsimon@odyssey.net)

Elicited imitation as a measure of L2 working memory capacity: Evidence from Spanish morphemic ontogeny

Elementary, intermediate and advanced L2 learners of Spanish and natives imitate tape recorded prompts (9-17 syllables). Higher proportions of inflection errors are produced by the less advanced groups; and morphemic complexity will depress response accuracy for the less advanced groups only.

Monday, March 31, 2008 • 2:35 pm - 3:05 pm • Senate • ASE

White, Cynthia (Massey University, c.j.white@massey.ac.nz)

Teacher identity and self in online language teaching

Drawing on data from a longitudinal qualitative study this paper explores identity and self among foreign language teachers new to online teaching. Findings reveal the sites of conflict and struggle experienced by teachers that impact on their selves as language teachers, the beliefs they develop and the actions they take.

Tuesday, April 1, 2008 • 2:00 pm - 2:30 pm • Governor's • PED

Whitlow, Julie (Salem State College, cwhitlow@salemstate.edu), **Ould, Patricia** (Salem State College, pjould@earthlink.net)

Evolving kinship terms and same-sex marriage

Through interview and survey data, this study examines the kinship terms used between same-sex married couples in Massachusetts, the only state to allow same-sex marriage. Results show that the use of traditional kinship terms is in flux amongst same-sex couples who interpret such terms as being inadequate. Instead, terms such as husband, wife, partner, friend, and spouse are selected dependent on the social situation in which the individual is engaged.

Saturday, March 29, 2008 • 4:30 pm - 5:00 pm • Committee • SOC

Wigglesworth, Gillian (University of Melbourne, gillianw@unimelb.edu.au)

The effect of different modes of feedback on intermediate and advanced learners' writing

The effects of two types of written feedback, reformulation and editing, were compared with a control group who received no feedback over the short (5 days) and long term (28 days). Intermediate and advanced learners participated. Results suggest that reformulation is most effective, and better retained by the advanced group.

Monday, March 31, 2008 • 11:20 am - 11:50 am • Calvert • PED

Williams, Geoff (University of British Columbia, geoff.williams@ubc.ca)

Basil Bernstein's codes recontextualized

The paper argues the potential of Bernstein's model of the pedagogic device (Bernstein,1990) for research in applied linguistics, specifically his proposals about recontextualization, and illustrates use of the model in research investigating differential and differentiating "proto-recontextualization" in everyday discourse in families in contrasted social positions.

Monday, March 31, 2008 • 8:15 am - 8:45 am • Senate • LCS

Wine, Linda (Teachers College, Columbia University, wine@tc.edu)

Framing and alignment in parent-teacher meeting talk: The power of politeness

This study examines the kinds of framing and politeness strategies a first-grade teacher uses to leverage power and elicit alignment from parents on parent-teacher meeting nights, allowing her to frame herself and the parents as a "team" with her as "team leader," thus making her institutional power seem consensually derived.

Tuesday, April 1, 2008 • 11:20 am - 11:50 am • Congressional A • DIS

Witalisz, Ewa (Jagiellonian University, ewital@yahoo.com)

L2 vs. L1 writing competence: Writing assessment and corpus analysis

The paper examines the relationship of L2 to L1 writing by means of writing assessment criteria and learner corpus analysis. Both types of analysis demonstrated that the subjects in the study, Polish advanced students of English, were more successful in L2 writing, possibly overestimating their native-speaker status in L1.

Sunday, March 30, 2008 • 8:50 am - 9:20 am • Congressional A • ASE

Wolf, Mikyung Kim (CRESST/UCLA, miwolf@cse.ucla.edu), **Farnsworth, Tim** (UCLA, tim.farnsworth@gmail.com)

A comparison of academic English vocabulary between tests of English language development and tests of math and science

This study investigated the characteristics of academic English and language demands presented on an English language proficiency test and math and science tests for English language learners. In addition to the content analysis of the test items, the linguistic complexity of and student performance on those tests were analyzed.

Saturday, March 29, 2008 • 2:00 pm - 2:30 pm • Forum • ASE

Woodrow, Lindy (University of Sydney, l.woodrow@edfac.usyd.edu.au)

Adaptive second language learning: The case of EAP learners in Australia

This presentation presents a model of adaptive second language learning which comprises motivation, affect and learning strategies. The model emerged from theorising in language learning and educational psychology. The results provide empirical support for the model and highlight the importance of cross disciplinary research

Sunday, March 30, 2008 • 8:15 am - 8:45 am • Senate • LLC

Wu, Ching-Fen (National Chiayi University, chingfen@mail.ncyu.edu.tw)

ESL scaffolding - support for English language learners' writing

This study examines the nature of scaffolding in assisting a novice ESL learner's acquiring writing in a mainstream classroom. The metaphor, scaffolding, is used to look at the assistance she receives in accomplishing her school project - Author Study Report. Ethnographic approaches - participant observations, interviews, and artifact collection - are utilized to answer the research questions.

Tuesday, April 1, 2008 • 10:10 am - 10:40 am • Council • PED

Wu, Hongmei (University of Arizona, hongmeiw@email.arizona.edu)

Metadiscourse awareness in academic writing: What ESL students seem to not know

This presentation discusses findings from a comparative analysis of the use of metadiscourse in 20 native and 20 nonnative college students' argumentative papers, aiming to understand what ESL students need to learn about metadiscourse.

Sunday, March 30, 2008 • 9:25 am - 9:55 am • Robert's Private Dining Room • TXT

Wust, Valerie (North Carolina State University, vawust@social.chass.ncsu.edu)

A la recherche des clitiques perdus: L2 French learners' processing of y and en

A dictogloss task was used to determine the degree to which intermediate-level learners of French were able to aurally process and reproduce the meaning of the clitics y and en. Qualitative analysis indicated shallow and incomplete parsing, as was exemplified by a preference for +human forms and numerous lexical innovations.

Saturday, March 29, 2008 • 2:00 pm - 2:30 pm • Senate • SLA

Xu, Wei (University of Nevada, Reno, xuw@unr.edu), **Case, Rod** (University of Nevada, Reno, rcase@unr.edu), **Wang, Yu** (Dalian University of Technology, China, karenwangyu20042@163.com)

Achieving pragmatic competence among non-native English speakers in a graduate TESOL program: The roles of learning environment and language proficiency

This report presents the findings of a study on pragmatic competence among 50 non-native English speaking (NNES) MA/TESOL students, an underrepresented population in the literature. It finds that both learning environments and language proficiency have an impact on pragmatic competence. Implications for MA/TESOL programs are discussed.

Monday, March 31, 2008 • 8:50 am - 9:20 am • Robert's Private Dining Room • LCS

Yalcin, Sebnem (OISE/University of Toronto, sebnemyalcin@gmail.com)

Exploring the CBI effects on skill-development, domain-specific knowledge, and metacognition in the L2

In this presentation I will report on the results of a study that investigated the effects of CBI on content learning, L2 language proficiency, L2 reading motivation and L1 and L2 metacognitive awareness with freshman students in an English-medium university in Turkey.

Monday, March 31, 2008 • 3:55 pm - 4:25 pm • Calvert • PED

Yan, Jackie (City University of Hong Kong, ctjackie@cityu.edu.hk), **Cheng, Pei-kai** (City University of Hong Kong, cipcheng@cityu.edu.hk)

Chinese culture, identity and Putonghua learning anxiety: A comparison of Hong Kong and Mainland college students

This survey study examines the interplay among identity, Chinese culture learning and Putonghua learning anxiety in Hong Kong and Mainland China. Significant correlations among the major variables and differences among gender, grade level and regional groups are found; factors underlying the concept of Chinese cultural identity have been identified.

Monday, March 31, 2008 • 4:30 pm - 5:00 pm • Congressional A • LLC

Yanagisawa, Miwako (Tokyo Christian University, miwako_yanagisawa@hotmail.com)

Developing L2-pragmatic competence through second-language socialization

This paper examines L2-learners' pragmatic socialization. I will demonstrate that L2-pragmatic socialization is shown to proceed through language-mediated interaction with L1-speakers and conclude that keeping the interactive nature of L2-socialization enables us to take a fuller and more holistic view of SLA as a socially-interactive process of secondary socialization.

Monday, March 31, 2008 • 8:15 am - 8:45 am • Robert's Private Dining Room • LCS

Yanez-Pinto, Nancy (, nancyvi02@yahoo.com)

Inflectional regularity in Spanish: How non-bilingual native speakers recognize words.

A lexical decision task was used to determine whether Spanish regular and irregular verbs facilitate base form recognition by non-bilingual native speakers of Spanish. Results show that, when given enough time, regular and irregular verbs facilitate word recognition. There was no L2 effect at this early L2 acquisition stage.

Tuesday, April 1, 2008 • 8:15 am - 8:45 am • Director's • SLA

Year, JungEun (Teachers College, Columbia University, jy2014@columbia.edu)

The role of input frequency in the acquisition of the English ditransitive construction by Korean speakers of English

The present study investigates the extent to which a prototypical ditransitive verb (i.e., give) with high frequency facilitates the acquisition of form-meaning correspondences underlying the English ditransitive construction. The study also examines whether abstract construction learning exhibits distributed learning effects, the phenomenon that, given an equal number of exposures to a stimulus, learning that is distributed over several sessions is substantially better than learning massed into one session.

Monday, March 31, 2008 • 10:45 am - 11:15 am • Cabinet • SLA

Yeh, Chun-Chun (Chung Cheng University, folccy@ccu.edu.tw)

How student researchers hedge their writing

The current study aims to investigate graduate writers' hedging behavior, with a specific focus on epistemic modality markers. Results show that students use a greater number of hedging devices than expert writers, but they seem to rely on a limited range of epistemic devices to hedge their writing.

Saturday, March 29, 2008 • 10:10 am - 10:40 am • Robert's Private Dining Room • PED

Yeh, Li-Hao (University of Texas at El Paso, lhyeh@miners.utep.edu), **Schwartz, Ana I.** (University of Texas at El Paso, aischwartz@utep.edu)

The strategic structure structures on reading comprehension-the new discovery by eye movement

This research investigates how the text-structure reading strategy improves non-native speaker's recall of text and processing of text via eye-movement monitoring. pre-test measures of participants' recall and eye-movements when reading expository text were compared with post-test measures obtained after a five-week training on the strategy.

Sunday, March 30, 2008 • 2:00 pm - 2:30 pm • Council • COG

Yi, Youngjoo (University of Alabama, yyi@ua.edu)

Transnational literate lives: Korean-American adolescent students' literacy practices and identity construction

Given the significance of transnational flows in knowledge, resources, capital, and commodities and the emergence of a transnational school-age population, this presentation addresses how transnational adolescents' lived experiences and options influence ways in which they engage in multiple literacies and construct a sense of self, social relationships, and the worlds.

Tuesday, April 1, 2008 • 8:50 am - 9:20 am • Congressional A • BIH

Yilmaz, Yucel (Florida State University, yilmazyucel@gmail.com), **Yuksel, Dogan** (Kocaeli University, doganyuksel@yahoo.com)

Effects of modality and perceptual salience on recasts

The purpose of this study is to find out whether the effectiveness of recasts on two Turkish morphemes, locative -de and plural -ler, differs depending on the perceptual salience of the target structures and/or modality (i.e., Face-to-Face and synchronous computer-mediated communication).

Sunday, March 30, 2008 • 2:35 pm - 3:05 pm • Congressional A • SLA

Yoon, Choongil (University of Hawaii at Manoa, choongil@hawaii.edu)

Transfer of rhetorical organization? A within-subjects exploration of Korean students' argumentative essays in Korean and English

This study investigated rhetorical transfer in the L1 and L2 essays written by the same Korean writers on the same topic. Analysis of the L1-L2 texts and retrospective data revealed transfer in both directions as well as no transfer across pairs and suggested writer's background and agency are also important.

Saturday, March 29, 2008 • 2:00 pm - 2:30 pm • Classic 273 • RWL

Yoshimura, Yuki (Carnegie Mellon University, yyuki@cmu.edu), **MacWhinney, Brian** (Carnegie Mellon University, macw@cmu.edu)

The role of lexical access in second language sentence production

The study reports the effect of lexical novelty in L2 sentence production in Japanese. The measure involved production time and accuracy of sentences, where the newly learned words were inserted. The novel words were either robustly or non-robustly learned. The results suggest a possible speed/accuracy trade-off.

Tuesday, April 1, 2008 • 9:25 am - 9:55 am • Calvert • COG

Zappa-Hollman, Dr. Sandra (University of British Columbia, shallman@gmail.com)

Developing academic literacies through individual networks of practice

This qualitative multiple-case study explores the second language (L2) academic literacy socialization experiences of foreign students studying abroad at a large Canadian English-medium university. Suggestions for future exchange students, instructors and institutions sending and receiving international L2-speaking students are presented together with directions for further research.

Tuesday, April 1, 2008 • 8:50 am - 9:20 am • Cabinet • RWL

Zárate-Sández, Germán (Georgetown University, gaz5@georgetown.edu)

Language learning strategies for the pronunciation of English in the foreign language classroom

This study analyzed the effectiveness of strategy-based instruction aimed at improving the phonological performance in English as a FL among a group of college students in Argentina. The results supported the positive role of explicit training and determined that the participants found metacognitive strategies more useful in enhancing their pronunciation during oral tasks.

Saturday, March 29, 2008 • 4:30 pm - 5:00 pm • Congressional B • PED

Zareva, Alla (Ohio University, zareva@ohio.edu)

The use of adverbials in student academic presentations

The study compared the use of adverbials in L1 and L2 corpora of academic presentations. The analysis revealed a tendency for overuse of certain categories of adverbials and underuse of others by L2 presenters, which suggests that explicit teaching of adverbial functions in prepared discourse is necessary in L2 instruction.

Tuesday, April 1, 2008 • 2:35 pm - 3:05 pm • Cabinet • DIS

Zhang, Dongbo (Carnegie Mellon University, dongboz@andrew.cmu.edu), **Yanhui, Zhang** (Carnegie Mellon University, yanhuiz@andrew.cmu.edu)

Development of morphological awareness in Chinese-English bilinguals

This study examines how morphological awareness develops and how it is cross-linguistically shared in grade 3-5 Chinese-English bilingual children who learn to read simultaneously in English and Chinese in the United States.

Monday, March 31, 2008 • 3:10 pm - 3:40 pm • Council • BIH

Zhao, Jun (Marshall University, zhaoj@marshall.edu)

Metaphors and gestures in ESL composition class

This study takes gestures and metaphors in totality to analyze how composition instructors and ESL student writers use them to concretize the abstract concepts of EAP writing conventions. Analysis of naturally occurred data and elicited data pinpoint the importance of metaphors in helping L2 learners' reconceptualization process.

Sunday, March 30, 2008 • 11:20 am - 11:50 am • Classic 273 • PED

Zhao, Shouhui (Nanyang Technological University, shouhui.zhao@nie.edu.sg), **Baldauf, Jr., Richard B.** (University of Queensland, Australia, rbaldauf4@bigpond.com)

Prestige planning in Chinese script reform: Individual agency as a case

Summary: Drawing upon the lately developed theories about prestige and image planning, the paper discusses an important but long neglected aspect in the study of Chinese script modernization – the individual's roles. Future directions are proposed in light of the focus shift in responding to information technological development under the new sociopolitical context.

Tuesday, April 1, 2008 • 2:35 pm - 3:05 pm • Congressional B • LPP

Zheng, Dongping (Michigan State University, zhengdo@msu.edu), **Li, Ning** (Michigan State University, lining2@msu.edu), **Dirkin,**

Ken (Michigan State University, dirkinke@msu.edu)

Designing and learning in Second Life Chinese Island

This paper describes the design principles for creating Second Life Chinese Island, report interview data and results on how learners perceive learning Chinese in the SLCI, and use bot- tracked data to discern what object-oriented and designed kiosks, activities and tasks best afford negotiation for meaning, noticing and pick up.

Sunday, March 30, 2008 • 2:35 pm - 3:05 pm • Cabinet • TEC

Zhou, Ally (, azhou@oise.utoronto.ca)

Integrate writing instruction with situated learning to develop academic literacies in adult second language learners

Using findings from two studies on university students' writing, I challenge the view that explicit writing instruction in EAP courses or situated learning alone can adequately prepare ESL learners for university studies. I propose offering continuous writing instruction alongside situated learning to help learners fulfill writing requirements in the discipline.

Sunday, March 30, 2008 • 8:50 am - 9:20 am • Cabinet • RWL

Zhu, Weihua (University of Florida, whzhu@ufl.edu)

Disagreement strategies used by Chinese students

This study shows that Chinese students used more direct disagreement strategies than indirect ones in specific situations by analyzing natural conversations among them both in Chinese and English and interviewing twenty-four consultants for pragmatic judgments. It challenges a cultural stereotype toward Chinese people and Brown & Levinson's (1978) Politeness Theory.

Saturday, March 29, 2008 • 3:10 pm - 3:40 pm • Classic 262 • LCS

Özçelik, Öner (McGill University, oner.ozcelik@mail.mcgill.ca)

Second language acquisition of relative clauses: A unified antisymmetric account

Using an antisymmetric approach to syntax (Kayne, 1994), I propose a solution to the conflicting results of L2 processing studies on head-final relative clauses. This account has the extra advantage of circumventing the problems of the original antisymmetry account of relative clauses, and is supported by some independent evidence, too.

Saturday, March 29, 2008 • 2:35 pm - 3:05 pm • Senate • SLA

POSTER ABSTRACTS

Barbieri, Federica (Northern Arizona University, Federica.Barbieri@NAU.EDU)

Involvement in university classroom discourse

The present study investigates the use of involvement markers in classroom discourse and their relationship with various socio-pragmatic and situational factors, including speaker's role, class size, educational level, academic discipline. Results indicate that in classroom discourse involvement is affected by a number of factors that interact in complex ways.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Birdcage Walk • SOC

Bataller, Rebeca (University of Iowa, rebeca-bataller@uiowa.edu)

'Getting by in Spain: A study on service encounter interlanguage requests'

This study investigates the interlanguage pragmatic development of a group of 32 second language learners studying abroad for a semester. Specifically, this investigation addresses the development of the request production in two service encounter scenarios of a group of American learners of Spanish spending four months living and studying in Spain.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LCS

Bauwens, Daniël (Erasmushogeschool Brussel, daniel.bauwens@docent.ehb.be)

Translators and interpreters: Difference in attitude and skills?

In our poster presentation we will present the results of a study in which we investigated the differences in attitudinal profiles of student translators and student interpreters. In a first stage we set out to obtain information regarding their (1) self-perceived communication competence, (2) self-perception of language skills, (3) anxiety levels and (4) integrative motivation. For obtaining these data we used standardized questionnaires. In a second stage we related their profiles to their interpreting performance, more specifically, a sight translation performance.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Birdcage Walk • TRI

Behney, Jennifer (Michigan State University, behneyje@msu.edu)

Buongiorno Principessa?: Tuscan affricate lenition in Roberto Benigni films

This study explores a possible dialect shift in Italian film actor Roberto Benigni's speech from his native Tuscan toward Standard Italian through the variable of affricate lenition using a corpus of six films. Effects of interlocutor gender and vulgar speech on Benigni's use of the standard forms are considered.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Birdcage Walk • SOC

Bird, Barbara (University of Wisconsin-Madison, bbird@wisc.edu)

Bridging the gap: Using discourse analysis to enhance literacy in L2 language courses

Using a Renaissance theatre text, this paper demonstrates how Discourse Analysis can be used to analyze literature in the L2 classroom. Empowering L2 learners to analyze authentic texts using DA in lower-level language courses improves their literacy skills and gives them the tools to approach upper-level literature courses.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • RWL

Brua, Charles (Penn State University, chasbrua@psu.edu)

Culturally shaped healthcare beliefs: A key factor in intercultural medical communication

Cultural attitudes can crucially affect medical communication. Immigrants from the former Soviet Union were interviewed concerning experiences with English-speaking doctors. Findings included participants' beliefs that U.S. healthcare is diagnostically superior but impersonal, and concerns that U.S. doctors favor antibiotics over "natural" treatments. Implications for intercultural healthcare communication are discussed.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Birdcage Walk • LCS

Cassell, Edith (Texas A&M University, ediecassell@gmail.com)

Understanding community linguistic diversity: An ecological approach to examining language use patterns of

international graduate students

Characteristics and language use patterns of 280 international students were examined to create a description of the way they function linguistically in an American university environment. Survey data organized by domains of use was analyzed using an ecological approach to language planning, which supports both English and other language needs.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Birdcage Walk • LPP

Cavella, Christina (Center for Applied Linguistics, ccavella@cal.org), **Thomas, Larry** (Center for Applied Linguistics, larry@cal.org), **DiCola, Amelia** (Center for Applied Linguistics, adicola@cal.org)

Incorporating examinee feedback in test development

This poster describes the development and operationalization of a computer-based, semi-adaptive test of Arabic or Spanish oral proficiency of secondary and post-secondary students or adults. By describing the results of piloting, specifically the role of user feedback in test revision, the presenters will demonstrate the iterative nature of test development.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • ASE

Charles, Walkie (University of Alaska Fairbanks, ffwc@uaf.edu)

Dynamic assessment in a Yup'ik L2 intermediate adult classroom

Dynamic Assessment (DA) in a Yup'ik L2 intermediate adult classroom is the first of its kind in Alaska. Reporting on a classroom-based research study, the presenter will provide evidence of what role DA plays using Vygotsky's zone of proximal development as a venue in this poster presentation.

Sunday, March 30, 2008 • 8:15 am - 11:15 am • Birdcage Walk • LMR

Che, Jing (University of Rochester, Jing.Che@warner.rochester.edu)

Teachers' perceptions of bilingual students' English writing competence: A comparative study of language-related predictors for Asian and Latino tenth-graders

This study investigates the language-related predictors of teachers' perceptions of bilingual Asian and Latino tenth-graders' English writing competence. Preliminary results show that students' English language proficiency, students' native language preference, and reading achievement scores are good predictors after controlling for gender and parents' socioeconomic status.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • RWL

Chevalier, Joan (United States Naval Academy, chevalie@usna.edu)

Minority language planning and maintenance in southern Siberia, Russian Federation

This paper compares the outcomes of language contact between Turkic minority languages and Russian in the Siberian republics of Altai, Khakassia, and Tuva in the Russian Federation. This comparative analysis provides insight into factors influencing minority language vitality in the region.

Sunday, March 30, 2008 • 8:15 am - 11:15 am • Birdcage Walk • LMR

Chiu, Chu-Chuan (University of Florida, chchch@ufl.edu)

How do Chinese immigrant parents support their children to be English-Chinese bilinguals?

Immigrant languages have short lives in the United States. The purpose of this qualitative study was to explore Chinese immigrant parents' experiences of supporting their children to be English and Chinese bilinguals. Five parents were interviewed individually and their unique experiences could be inspiring for promoting today's bilingual education.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • BIH

Chun, Christian W. (OISE/University of Toronto, c_w_chun@yahoo.com)

The ESL student as global consumer in a neoliberal world

This interdisciplinary study investigates the extent to which ESL classrooms in university Intensive English Programs (IEP) function as institutionalized discursive spaces that aid in reproducing ideologies of global consumerism by examining how four IEP students discursively construct and resist consumerist identities through their engagement with learning English in this institution.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LID

Cope, Lida (East Carolina University, copel@ecu.edu)

Investing in a child's dual language immersion education: A parental satisfaction survey in context and children's views

This poster contextualizes the results of a parental satisfaction survey, complemented by parent/teacher/student interviews, drawn from research in a K-3 Spanish/English dual language immersion (DLI) program in the rural South. In the findings, the notion of learner as well as parental investment (cf. Norton-Pierce, 1995) in DLI education is addressed.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • BIH

De Haan, Pieter (Radboud University Nijmegen, P.deHaan@let.ru.nl)

Lexical development in FL writing

This presentation discusses the development of lexical sophistication in FL writing. Essays written in three consecutive years by Dutch students of English were analyzed for lexical variation and density, as well as the use of modifying adjectives and adverbs. These yielded lexical profiles for the various stages in FL development.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • TXT

Elola, Idoia (Texas Tech University, idoia.elola@ttu.edu)

Let's revise this paper: The benefits of including revision in lower-level Spanish language courses

Statistical analyses of students' in-class revisions triggered by content- and form- feedback in a Spanish-Intermediate course reveal an increase in fluency and accuracy between first and final drafts of the same essay and an increase in fluency, accuracy, and complexity (length of T-units but not subordination) over the semester.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • RWL

Englander, Karen (Universidad Autonoma de Baja California, karenenglander@hotmail.com)

Analysis of revisions to an English-L2 scientific text reveals the repositioning of the scientist and his text

Nonnative-English-speaking scientists writing for English-language journals often receive criticism concerning "the English," but then revise to successfully satisfy the editors. In this case study of one Spanish-speaking scientist's revisions, a close analysis using systemic functional linguistics reveals that changes made to the lexicogrammar actually reposition the scientist and his work.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Birdcage Walk • DIS

Faez, Farahnaz (University of Western Ontario, ffaez@uwo.ca)

Perceptions of experiences of internationally educated teacher candidates in K-12 teacher preparation programs

As the population in North America is growing increasingly diverse, it has become critical to respond to this demographic change in educational institutions. This study responds to this call by exploring the perceptions of experiences of internationally educated and Canadian born teacher candidates in a K-12 teacher preparation program.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LCS

Farris, Candace (Concordia University, Montreal, candace.farris@gmail.com)

Air traffic communication in a second language: Effects of cognitive workload

We examine effects of cognitive workload on native and non-native speakers' performance in a simulated air-traffic controller/pilot communication task. Workload led to decreased speaking accuracy, more accented, less fluent speech, but only for non-native speakers. Results have implications for language learning and use by professionals whose jobs involve cognitive workload.

Sunday, March 30, 2008 • 8:15 am - 11:15 am • Birdcage Walk • COG

Fernandez-Garcia, Marisol (, m.fernandez-garcia@neu.edu)

Communication tasks and vocabulary acquisition

The current study examined whether features of task design, that theoretically demand different degrees of cognitive processing, lead to different amounts of attention to and negotiation of target vocabulary items. In addition, the study addressed whether learners' involvement in negotiation related to the acquisition of the target lexical items.

Sunday, March 30, 2008 • 8:15 am - 11:15 am • Birdcage Walk • RWL

Fujio, Megumi (University of Arizona, fujio@email.arizona.edu)

Corrective feedback: The effect of negotiation of form on second language learning

This presentation focuses on the interaction between negotiation of form provision of corrective feedback that encourages self-repair involving accuracy and precision and the learners' internalization of target forms. The results of the study indicate that negotiation of form is a useful corrective feedback that promotes second language learning.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • PED

Garcia-Bayonas, Mariche (University of North Carolina at Greensboro, megarcia@uncg.edu)

The development of oral proficiency in a 5-week study abroad program

This study examined the gains in oral proficiency of students in a 5-week study abroad program. All participants in this study experienced advancement of at least one level in OPI. An analysis of the program and the factors that may have influenced the students' advancement are discussed.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • BIH

Gordon, Margo (San Jose State University, meg2002@stanfordalumni.org)

The effects of Proposition 227 on dual language immersion programs in California schools

This study analyzes the effects of Proposition 227 dual language immersion programs in California. This cross-case study investigates what challenges the passage of Proposition 227 has posed for programs in six California schools and whether specific components of programs at each school affected their ability to overcome their stated challenges.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LPP

Hagiwara, Akiko (The University of Iowa, akiko-hagiwara@uiowa.edu)

L2 learners' grammatical judgments on the Japanese auxiliary verbs "give" and "receive"

The study examines L2 learners' ability to distinguish Japanese auxiliary verbs that mean "give" and "receive" from aural input.

Results indicate L2 learners tend to rely on contextual cues more than syntactic cues, and recognizing the correct usage of "receive" is more challenging than that of "give" for L2 learners.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • SLA

Harman, Ruth (University of Massachusetts Amherst, rharman@educ.umass.edu), **Shin, Dong Shin** (University of Massachusetts Amherst, dongshin@educ.umass.edu)

Critical systemic functional linguistics and academic literacy for ELLs in elementary urban school contexts

This paper explores the textual journeys of two elementary-level ELL students when immersed in explicit instruction based on theories of systemic functional linguistics and critical literacy. The presenters demonstrate changes in students' textual performances through an SFL analysis of representative data (e.g., videotaped interactions, ELL students' texts, and curriculum materials).

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • PED

Harrison, Marlen (IUP, theperfumecritic@yahoo.com)

The closet in the classroom: Re-positioning queer identity as a non-issue in TESOL

In this interactive discussion, we'll examine our attitudes and beliefs about the positioning of queer identities in language classrooms, queer identities themselves, current scholarship examining queer theory in applied linguistics, and the politics of TESOL materials creation around the world.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Birdcage Walk • LPP

He, Ling (University of British Columbia, lingheli@interchange.ubc.ca)

Validating the construct of language proficiency from sociolinguistic perspectives

The paper argues that the construct of language proficiency is a growing multifaceted concept that encompasses all forms of knowledge about language/use, informed by the shift in the current theoretical principle of second language acquisition. Recognizing the language complexity, the paper advocates construct validity as an integrative process.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Birdcage Walk • ASE

Hersi, Afra A. (Loyola College of Maryland, ahersi@loyola.edu)

Search for belonging: African immigrant high school students negotiating identity

The paper explores learner characteristics such as immigration history, educational backgrounds, socio-cultural factors such as race and religion as important factors influencing experiences of African immigrants. Understanding these factors and acknowledging the agency and resilience of students has significant implications for recent scholarship on the schooling experiences of immigrant youths.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LLC

Hertel, Tammy Jandrey (Lynchburg College, hertel@lynchburg.edu)

Effects of second language immersion on first and second language production ability

This study examines the L1 and L2 effects of immersion. Native English speakers studying in Ecuador completed a production task and self-rated L1 and L2 abilities before and after their sojourn. Results show significant increases in L2 production and self-ratings, but decreases in L1 production and ratings were not significant.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • SLA

Hijikata, Yuko (University of Tsukuba, hijikko21@yahoo.co.jp)

Effects of extensive reading: The relationship between the amount of reading and reading attitude

There has been little research investigating the effects of extensive reading on the development of affective aspect. The present study extends Yamashita (2007), focusing on the amount of reading. The correlation analyses showed that extensive reading was effective in reducing anxiety and raising comfort in L2.

Sunday, March 30, 2008 • 8:15 am - 11:15 am • Birdcage Walk • RWL

HUANG, Becky H. (UCLA, beckyhuang@gmail.com)

Beating the odds of the critical period: Amount of English experience predicts Chinese immigrants' degree of foreign accent and grammar knowledge

Name of Presenter: Becky H. Huang

This study examined the impact of age of arrival (AOA) and experience in second language (L2) acquisition. Preliminary findings suggested that degree of foreign accent and grammar knowledge were predicted by the amount of experience and not AOA. Current findings demonstrate the importance of experience in L2 acquisition.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • SLA

Hudgens Henderson, Mary (Colorado State University, marykh@lamar.colostate.edu), **Ehlers-Zavala, Fabiola** (Colorado State University, fabponce@lamar.colostate.edu)

Perceptions of teacher accent by Spanish students

This project analyzes the perceptions that undergraduate students of Spanish have towards their native and nonnative teachers. Student impressions of teacher competence, personality, race and accent may be influenced by previous experience with native and nonnative speakers or study abroad. Implications for student motivation in second language acquisition are presented.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • SOC

Hummel, Kirsten (Laval University, Kirsten.Hummel@lli.ulaval.ca)

Aptitude components and phonological memory in advanced L2 learners

The present study examined whether cognitive tasks found in a traditional aptitude test and phonological memory (PM) are related to aspects of L2 proficiency in relatively advanced learners. Three traditional aptitude tasks (MLAT) constituted the aptitude components. PM was measured by a nonword repetition task.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LLC

Hung, Shao-Ting Alan (National Kaohsiung First University of Science & Technology, alanhung@ccms.nkfust.edu.tw), **Huang,**

Heng-Tsung (The University of Texas at Austin, danny123@mail.utexas.edu)

Effects of electronic portfolios on EFL oral performance

Equipped with the characteristics of being easily manageable and accessible, electronic portfolios have been explored and practiced mostly in writing classrooms. The present study, for that reason, shed light on their effects on EFL oral performance and as such revealed their benefits on lexical learning.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • TEC

Jacobsen, Natalia (Georgetown University, ndj5@georgetown.edu)

An analysis of hedging in legal discourse: A cognitive linguistic approach

In this paper, I attempt to analyze the rhetorical phenomena known as 'hedges' or 'hedging' from a cognitive linguistic perspective, proposing a general definition of the concept of 'hedging' that should be true for all different approaches to the analysis of hedging.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Birdcage Walk • TXT

Jayachandran, Anita (The University of Iowa, anita-jayachandran@uiowa.edu)

Kaffeeklatsch! gossip and small talk in German conversation training

Kaffeeklatsch, a German phrase translating literally as coffee chat, is the inspiration for a web-based learning unit that uses the concept of casual conversation and small talk to introduce learners to everyday spoken German. The Kaffeeklatsch themes range from casual morning chats to midday gossip and also includes an open chat option.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • TEC

Jeong, Hyeonjeong (Japan Society for the Promotion of Science, jeong@idac.tohoku.ac.jp), **Sugiura, Motoaki** (NIPS, Japan, sugiura@nips.ac.jp), **Sassa, Yuko** (RISTEX, Japan, yukos@idac.tohoku.ac.jp), **Wakusawa, Keisuke** (Tohoku University, kwakusawa@idac.tohoku.ac.jp), **Kawashima, Ryuta** (Tohoku University, ryuta@idac.tohoku.ac.jp)

An fMRI study of second language vocabulary acquisition: Cortical activation during encoding and retrieval processes

In this study, native speakers of Japanese were asked to learn unknown Korean words presented under two conditions: (a) situation-based and (b) text-based. Then, they recalled the words presented under both conditions. Brain activation during learning and recall was measured using fMRI. Findings will be discussed with reference to cognitive neuroscience.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • COG

Jessop, Lorena (Queen's University & OISE/University of Toronto, jessopL@post.queensu.ca)

Second language intonation: A phonetic view

Language teachers sometimes notice that their learners' intonation patterns match neither their first nor second languages. This implies that unlike other linguistic components, which can involve significant language transfer, intonation may not. This study acoustically and empirically investigates the acquisition of intonation by French learners of English.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • SLA

Kim, Won (University of British Columbia, onheaven@interchange.ubc.ca)

Literature-based ESL instruction with adult English learners: A case study

A linear view of Second Language Acquisition (SLA) still prevails in adult ESL classes where linguistically-based meaning-making is emphasized and a learner is treated as a passive information processor. Literature-based instruction is proposed as an alternative teaching paradigm that extends the view of SLA processes from linear to dialogical.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • PED

Kim, Ji (University of Illinois at Urbana-Champaign, jkim1@uiuc.edu)

Relative clause processing: Effects of working memory and sentence complexity

Two experiments investigated effects of working memory and sentence complexity on the processing of ambiguous English relative clauses. On-line and off-line experiments probing attachment preferences of native speakers show these factors cause much variability in processing strategies within a given language, and suggest a potential source for purported cross-linguistic variability.

Sunday, March 30, 2008 • 8:15 am - 11:15 am • Birdcage Walk • COG

Langan, Katherine (Mercy Medical Center, Des Moines, IA, klangan@mercydesmoines.org)

Issues on language proficiency testing for interpreters

This presentation focuses on proficiency testing given to interpreters in the community (primarily medical) context for spoken languages. It is based on ongoing research examining how language proficiency test results compare with interpreter performance. Theoretical and context validity vis-à-vis the micro and macro linguistic competence are used to critique assessment methods.
Monday, March 31, 2008 • 8:15 am - 11:15 am • Birdcage Walk • TRI

Lapidus, Alec (Indiana University of PA, rfjm@iup.edu)

Multilingualism of the Lahu Na

This presentation focuses on two qualitative interview-based studies conducted by the researcher in Northern Thailand, illuminating the attitudes of the multilingual Lahu Na refugees toward Standard Thai and English, the two regional lingua francas, and their own multilingual literacy as an important component of their collective and individual identities.
Sunday, March 30, 2008 • 8:15 am - 11:15 am • Birdcage Walk • SOC

Lee, Hikyoung (Korea University, hleeku@korea.ac.kr)

Style acquisition in EFL contexts: English contraction use in Korean and Japanese speakers

This study examines the acquisition of stylistic variation (in/formality) in EFL contexts. Spoken and written data from Korean and Japanese speakers of English were analyzed for contraction presence/absence. Results indicate subjects have limited control over style and that different patterns are found regarding ethnicity and context.
Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • SOC

Lee, Soojung (University of Iowa, soojung-lee@uiowa.edu)

A comparison between automated computer feedback and teacher feedback on ESL writing in its effectiveness

This study of ESL learners' writing compares automated computer feedback, via a program named Criterion, with teacher feedback on the effectiveness of editing practices. Argumentative essays will be analyzed to determine how and to what extent each type of feedback affects students' editing practices, particularly concerning grammar, usage and mechanics.
Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • TEC

Lim, Jung Hyun (University of Illinois at Urbana-Champaign, jhlim@uiuc.edu)

Priming effects on translation by Korean-English bilinguals

The present study illuminates how second language learners translate, specifically to what extent L1 and the target language are integrated in the translation process. It also offers important data, as no one has examined a sentence-level translation from a psycholinguistic standpoint.
Sunday, March 30, 2008 • 8:15 am - 11:15 am • Birdcage Walk • TRI

Lin, Yuh-Huey (National Sun Yat-sen University, gracelin@faculty.nsysu.edu.tw)

Chinese-English interlanguage apology-universality and culture-specificity in speech act perception, strategy choice and modification

This is the first in-depth cross-cultural and interlanguage study on Chinese and English speakers' perception and production of the speech act of apology. Results revealed that many significant cross-cultural and interlanguage phenomena were observed only when interactions among the perceptions, linguistic formula, exact wordings, intensifications, and situational variations were considered.
Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LCS

Lindemann, Stephanie (Georgia State University, lindemann@gsu.edu), **Andrews, Gretchen** (Georgia State University, gretchen@sturgeonriver.com), **Irani, Sarah** (Georgia State University, sirani1@student.gsu.edu), **Lanier, Amanda** (Georgia State University, eslaclx@langate.gsu.edu), **Lukyanchenko, Anna** (Georgia State University, anna_lukyanchenko@hotmail.com), **Hirano, Eliana** (Georgia State University, elianahirano1@aol.com)

How particular segmental phonetic features (don't) affect attitudes towards nonnative speech

Nonnative English was acoustically manipulated to determine effects of specific changes. Eliminating epenthetic vowels from Italian-accented speech resulted in fewer identifications of the speaker as Italian, but did not influence evaluations. Obstruent

changes to Korean-accented speech resulted in higher "correctness" ratings but not higher perceived suitability as a teaching assistant.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Birdcage Walk • LID

Martoccio, Alyssa (University of Illinois at Urbana-Champaign, martocci@uiuc.edu)

Gender assignment in L1 and advanced L2 Spanish

This study investigated Carroll's (1989) theory regarding the relevance of L2 gender assignment errors. 15 post-puberty advanced L2 speakers and 15 native Mexican Spanish speakers were tested using a modified Vocabulary Knowledge Scale (Paribakht & Wesche, 1997). L1 and L2 speakers made gender assignment errors, even on nouns they knew.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • SLA

McGregor, Alison (University of Texas at Austin, mcalison@mail.utexas.edu)

An examination of comprehensibility in a high stakes oral proficiency assessment for prospective international teaching assistants

The session will focus on findings demonstrating how an interrelation among two temporal variables, total pause time and mean length of runs, with intonation units, a phonological variable, impacted judgments of comprehensibility. The limitations of using pronunciation as an oral proficiency assessment criterion will also be addressed.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Birdcage Walk • ASE

McKay, Sandra (San Francisco State University, smckay@sfsu.edu), **Kubota, Ryuko** (University of North Carolina, Chapel Hill, rkubota@email.unc.edu)

Is English an international lingua franca?: Globalization and language learning in rural Japan

The discourse surrounding English as an international lingua franca (EILF) is often framed with little attention given to the local language ecology. Focusing on a rural Japanese city with a growing population of non-English-speaking immigrant workers, we explore local residents' views about English vis-a-vis local linguistic diversity.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LID

Minett, Amy (IUP and MATC, mhbl@iup.edu)

The role of English language teaching in building open societies

The paper presents findings from 1) a critical discourse analysis of the role of English and ELT in building open societies; and 2) a qualitative content analysis of interviews with participants involved in English language programs throughout Central, Eastern, and South Eastern Europe and the former Soviet Union.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Birdcage Walk • LID

Montee, Megan (Center for Applied Linguistics, mmontee@cal.org), **Malone, Margaret E.** (Center for Applied Linguistics, mmalone@cal.org)

Teacher input in high stakes assessment

This poster focuses on the role of stakeholders in high-stakes testing. Teacher input can provide a practical perspective on test development and training. This poster describes the process of revising an online training course for administrators of the ACCESS for ELLs® Speaking Test, a K-12 test for English Language Learners.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • ASE

Nakamura, Kumiko (Kansas State University, University of Arizona, kunakamu@ksu.edu)

Processing English like Japanese? Backward transfer effect in bilingual's sentence processing

This study examines if learning Japanese as a foreign language affects native English speaker's first language processing. Garden-path sentences and left-branching sentences are used to test if Japanese-English bilinguals show any sign of effect of learning Japanese in their English sentence processing.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • COG

Nikolov, Marianne (University of Pecs, nikolov@nostromo.pte.hu)

The earlier the better? Challenges in research methodology inquiring into early modern foreign language programs

The paper aims to provide a critical overview of issues and challenges characterizing recent empirical research inquiring into early foreign language programs with a focus on studies conducted in the European context and to give the audience insights into how further research could be designed by applying mixed methods.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • PED

Nishino, Takako (Temple University Japan, west@kitanet.ne.jp)

Do teacher beliefs really influence teaching practices?

This study investigates Japanese high school teachers' beliefs and practices regarding communicative language teaching (CLT). The quality of in-service teacher training and teachers' perceptions of the efficiency of instruction and of their students' expectations regarding the use of communicative activities were the best predictors of the use of CLT.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • PED

Nittono, Miharū (Columbia University, mn70@columbia.edu)

The smaller the group size, the more the group hedges

Using natural data gathered in Japan, this paper examines the relationship between group size and hedging use in informal contexts. All data were analyzed quantitatively and qualitatively. Consequently, an interesting relationship was observed between group size and number of hedges: The smaller the group size, the more the group hedged.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • DIS

Noh, Jini (UCLA, jinino@gmail.com)

How does a grammar interplay with other grammars?: A study on the Korean verbal negation system in panel discussions

Given that the evolution of grammar is the consequence of the adaptation to the conditions of use where interlocutors' past experience of language and their assessment of present context are constructed, this paper reveals the nature of a grammar in panel discussion in comparison to ordinary conversation by examining the use of the Korean negation system including two forms.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Birdcage Walk • DIS

Pandey, Anita (Morgan State University, anitapan1@yahoo.com)

Child language therapists: Enhancing communication for adults with aphasia and Huntington's disease

This presentation will examine how children and young adults facilitate communication and/or language relearning for linguistically challenged adults (with HD and aphasia). It will demonstrate that, just as children can scaffold their peers' language, they can, in fact, also scaffold adult language. Conversation analysis is employed to highlight scaffolding points.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • COG

Pardo, Cristina (Iowa State University, cpardo@iastate.edu)

Listening comprehension in web-based testing: Validity issues

This paper describes the design of a listening exam and investigates validity issues using Bachman's (2005) framework of an assessment use argument. Quantitative and qualitative analyses provide sufficient information to support the validity and utilization arguments of the test.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Birdcage Walk • ASE

Park, Eunjin (University of Texas at Arlington, eunjin.park.kang@gmail.com)

Korean-American families' use of the evidential verb-suffix -tay: Keeping distance from knowledge

This research examines ways in which Korean-American speakers use the evidential verb-suffix -tay. The findings suggest that participants indicate politeness by using -tay to disclaim ownership of the knowledge conveyed in the proposition, stating that they did not know any more than the other interlocutors.

Monday, March 31, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LCS

Pehlivanova, Maria (Cal State Polytechnic University Pomona, mpehlivanova@csupomona.edu), **Rubin, Anna** (Families Forward, arubin@families-forward.org)

Empowering English learners: ESL services at non-profit organizations

This paper investigates a random sample of non-profit organizations serving both native and immigrant groups to track the availability of ESL classes. It identifies the issues and trends at non-profit organizations whose client population would benefit from ESL education by empowering them to become truly self-sufficient.

Tuesday, April 1, 2008 • 8:15 am - 11:15 am • Birdcage Walk • LCS

Platt, Elizabeth (Florida State University, ejplatt@embarqmail.com), **Harper, Candace** (University of Florida, charper@coe.ufl.edu)

No Child Left Behind: Compliance or resistance?

A case study of two experienced Florida ESL teachers in the context of state and local implementation of No Child Left Behind (NCLB, 2002) reflects these teachers' very different stances toward the teaching of English language learners within the constraints of the policy. A Bakhtinian perspective frames their dialogic encounter.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LPP

Pu, Chang (University of Texas San Antonio, pu.chang@gmail.com), **Li, XiaoShi** (Michigan State University, xsli1120@163.com)

Tapping the potential: Read-alouds in a Chinese heritage language classroom

This study aims to understand the role of student read-alouds in a Chinese heritage language class. The findings show that read-alouds help construct a community for meaning-making and provide opportunities for students to discuss comprehension and character decoding process, which also helps the teacher identify students' needs in language acquisition.

Sunday, March 30, 2008 • 8:15 am - 11:15 am • Birdcage Walk • RWL

Rau, D. Victoria (Providence University, Taiwan, and University of Michigan, dhrau@pu.edu.tw), **Yang, Meng-Chien** (Providence University, Taiwan, mcyang2@pu.edu.tw)

e-Learning in endangered language documentation and revitalization

The paper provides a summative assessment of the impact of our e-Learning materials, addressing (1) the contexts of developing e-Learning materials for endangered indigenous languages in Taiwan, (2) the indigenous language teachers' perceptions of e-Learning in Taiwan, and (3) the attitudes of the Yami community on Orchid Island toward e-Learning.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LMR

Rodis, Karen (University of Massachusetts, Amherst, Karen.Rodis@valley.net)

Teaching people's othered children: Internationally adopted students learning English

How do classroom discourse practices shape the education of internationally adopted (IA) students in the United States? This presentation, based on an ethnographic study in rural Vermont, argues that discourse practices circumscribed Ethiopian IA students within a narrow range of identities and learning experiences despite teachers' best intentions.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • DIS

Russell, Victoria (The University of South Florida, vrussell@mail.usf.edu)

A closer look at the output hypothesis: A replication of Izumi (2002) in a Spanish as a foreign language context

This is a poster session, thus the empirical results will be presented visually through graphs and tables.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • SLA

Russell, Paul (Indiana University Bloomington, padrusse@indiana.edu)

Rhetorical structure in text-world creation among L2 writers

This study uses text-world theory to examine how the dynamic construction of text and discourse worlds in written performance by a group of L2 learners of academic writing affects (and reflects) rhetorical structure and the ideological basis which underwrites it.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Birdcage Walk • TXT

Shaaban, Kassim (American University of Beirut, shaaban@aub.edu.lb), **Ghaith, Ghazi** (American University of Beirut,

gghaith@aub.edu.lb)

French vs English in Lebanon

This study addresses the issue of the competition between French and English in Lebanon and its educational, political, social, and economic implications. It also addresses prospects of these languages in light of announced and unannounced language policies as well as the sociopolitical changes Lebanon has been undergoing in recent years.

Monday, March 31, 2008 • 8:15 am - 11:15 am • Birdcage Walk • LPP

Siekman, Sabine (University of Alaska Fairbanks, ffs5@uaf.edu), **Parker Webster, Joan** (University of Alaska Fairbanks, ffjp1@uaf.edu), **Marlow, Patrick** (University of Alaska Fairbanks, fpem@uaf.edu)

Minority and heritage teacher beliefs about language education and bilingualism: Investigating a two year M.A. program for rural Alaska

This presentation addresses teacher beliefs towards bilingualism and language learning. Participants include twenty Yup'ik and ESL teachers from Southwestern Alaska. Data sources include semi-structured interviews, course artifacts, observations and fieldnotes. The presenters will provide an overview of the study context, describe the program as designed, and report on results.

Sunday, March 30, 2008 • 8:15 am - 11:15 am • Birdcage Walk • BIH

Valeo, Antonella (OISE/University of Toronto, avaleo@oise.utoronto.ca)

The integration of language and content: Form-focussed instruction in a content-based language program

This study investigates the integration of language and content via form-focussed instruction in a content-based language program designed to prepare adults for employment. The study aims to measure learners' progress in terms of language and content outcomes as well as their reported awareness of language and content in classroom instruction.

Sunday, March 30, 2008 • 8:15 am - 11:15 am • Birdcage Walk • PED

Vural, Seniye (Erciyes University, seniyevural@gmail.com)

Teachers' and students' perceptions of teacher motivational behavior

This paper reports on research that explored teachers' and students' perceptions of teachers' motivational behavior at Erciyes University, Turkey, and examines how these perceptions relate to motivating behaviors in the literature. Teachers' awareness of how students perceive teacher motivational behavior may lead them to examine their own motivational strategies.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LLC

Wang, Shih-ping (TCSL, Ming Chuan University, spwang2005@yahoo.com.tw)

Text analysis and text types: Sound, form, meaning, and use

This paper explores how repetition and sound symbolism interact with lexical items in texts, integrating corpus-based analysis and textual analysis in relation to word usages at different language levels. The findings show some typical text types with features, e.g., the musicality, metaphor, phonological priming etc.

Sunday, March 30, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • TXT

Yigitoglu, Nur (Michigan State University, yigitogl@msu.edu)

University academic writing tasks and their possible influence on ESL writing curricula and assessment

This study serves as an indicator of change in how university faculty uses writing to teach content. The intent is to inform ESL instructors and material writers how to best prepare students for university-level writing and to provide information regarding relevant academic writing skills to test developers.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • RWL

Yu, Miao (, yumiao22@hotmail.com)

The predictive effect of communication apprehension in first language to second language

This study aims to examine the claimed predicting trait feature of first language communication apprehension to second language communication apprehension. Moreover, English proficiency and communication apprehension are examined as individual predictors of willingness to communicate.

Tuesday, April 1, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • LLC

Zhu, Jia (The university of Iowa, jia-zhu@uiowa.edu)

Beyond L1 transfer: A study of he/she misuse among Chinese ESL speakers

This paper analyzes the common misuse of pronouns he and she in oral discourse by Chinese ESL speakers. Both quantitative and qualitative analyses of oral data collected from a narrative task, stimulated recalls, and follow-up interviews are presented to explain, beyond L1 transfer, the conditions that contribute to the misuse.

Saturday, March 29, 2008 • 2:00 pm - 5:00 pm • Birdcage Walk • DIS

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Remembering Sally Jacoby at AAAL

Sally Jacoby (UNH), a graduate of the Applied Linguistics program at UCLA, one of the founding editors of *issues in applied linguistics*, and a regular contributor at AAAL, died in July, 2007 of the complications of lung cancer (Sally had never smoked). Colleagues and friends of Sally are invited to come together to reflect on her life and career on Sunday 30th March from 1.05 to 1.50pm in Congressional A. Refreshments will be available.



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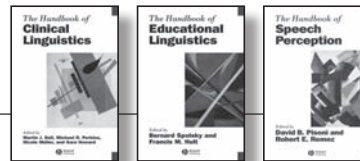
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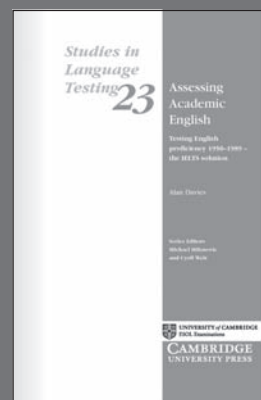
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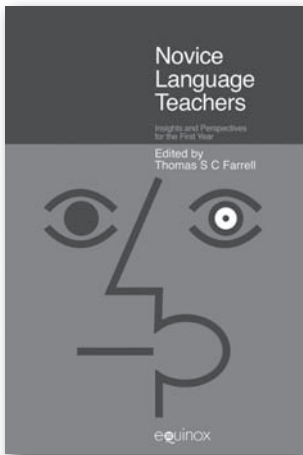
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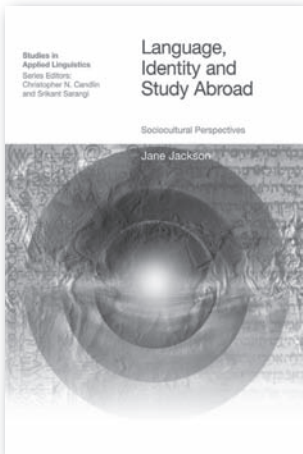
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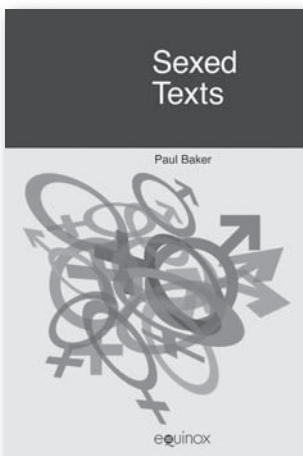


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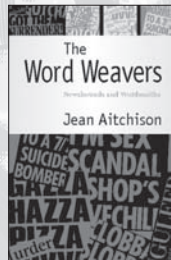
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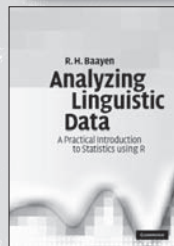
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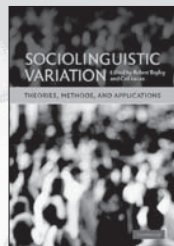
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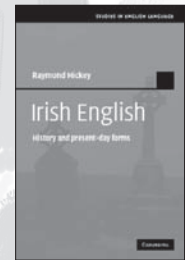


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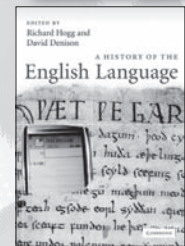
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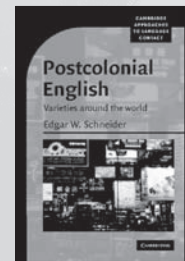


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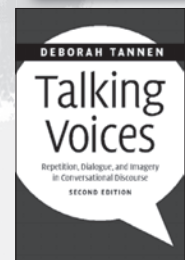


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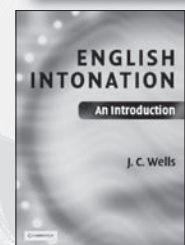


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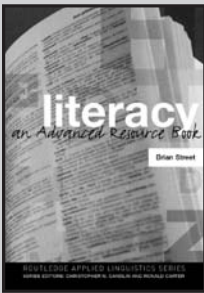
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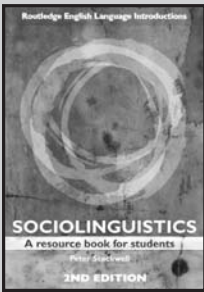
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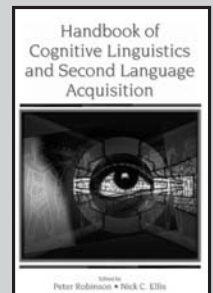
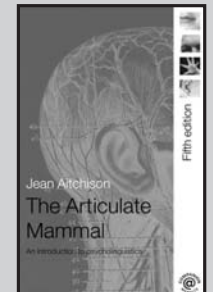
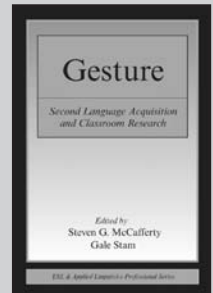
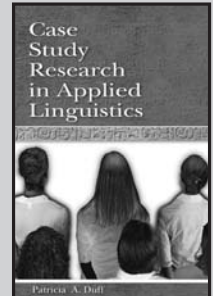
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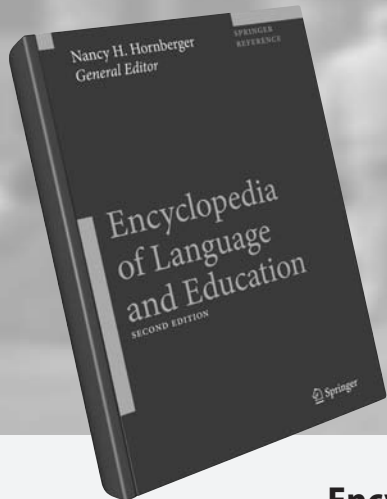
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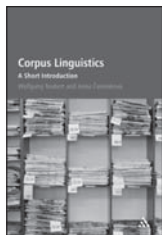
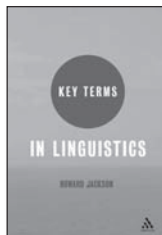
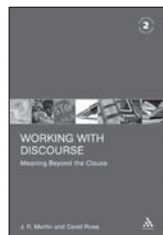
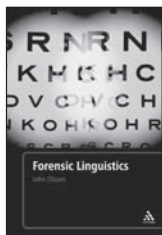
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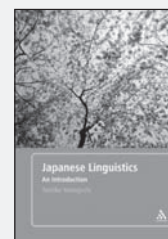


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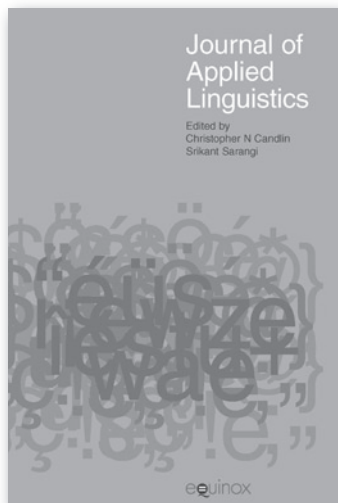
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