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from the President

CAROL A. CHAPELLE

AAAL President, 2006–2007

Welcome to the annual AAAL conference! This year marks our 30th anniversary as a professional organization. It is an ideal occasion to thank the founders of AAAL and all of the past leadership responsible for bringing us to this point in our collective professional life. Today it is difficult to imagine our individual professional lives without this organization, and its central event—the annual conference. I invite you to reflect on AAAL's history with the help of the memories of some of AAAL's past presidents that appear on the AAAL Website. Our past presidents express the hope they felt 30 years ago in creating something new, the uncertainty that engulfed the move to independence, and the ultimate satisfaction at having been instrumental in the creation and evolution of our profession through AAAL.

When AAAL began 30 years ago, the intellectual and political scene in the United States did not provide an obvious space for our organization. But haven't things changed! As you participate in the conference, note the significance of our work for today's critical issues, including language assessment, language learning, language policy, and particularly, Spanish language issues in the United States!

As you participate, reflect on how you might promote the continued development of AAAL. To engage in AAAL business, I invite participants to attend the rules and resolutions committee meeting on Sunday, April 22 (1:00 pm - 2:00 pm in the Hilton Costa Mesa: Catalina II), the business meeting on Monday, April 23 (12:45 pm - 2:00 pm in the Hilton Costa Mesa: Pacific Ballroom), and the meeting of the Advocacy Action Group on Monday, April 23 (7:30 – 9:00 pm in the Hilton Costa Mesa: Emerald Bay I). The time is right for AAAL to continue to develop and contribute to the intellectual infrastructure of the profession and to language agendas in education and public life.

from the Conference Chair

KATHLEEN BARDOVI-HARLIG

First Vice-President, 2006–2007

Welcome to AAAL 2007 in Costa Mesa, California! I am particularly pleased to be able to welcome you to my home state. This year's conference has a full schedule of six plenary speakers, five invited colloquia, the *Language Learning* Roundtable celebrating 30 years of AAAL, the invited joint ILTA/AAAL symposium, nearly 500 papers, and a record number of colloquia. In honor of the Spanish-language heritage of California (and the United States more broadly) we have featured the theme of Spanish in the US with a plenary, an invited colloquium, and a special strand for this year. I would like to invite you to visit the poster sessions as listed in the program. For any given strand, papers and poster sessions are in complementary distribution, so that no poster is scheduled across from papers in the same strand. This should give all participants a chance to view the posters and discuss them with the presenters and colleagues. Please join us as we celebrate the 30th anniversary of our professional organization at the receptions, roundtables, and various business meetings where you can share your vision of the future of the association.

As Program Chair, I have many people to thank: Associate Chair César Félix-Brasdefer, Local Chair Robin Scarcella, Program Assistant Marda Rose, and Exhibits Liaison, Linda Harklau. Thank you to Robert Ranieri at the AAAL Business Office and to our program production team, Karin Dahlgren, Beth Clark, Erin Lavin, Aarnes Gudmestad, Maria Hasler, Hyun Kyoung (Susan) Seo, and Yi-Ting Wang. I would like to express my appreciation to Vineet Bansal of CLEAR at Michigan State University for maintaining our online submission and reviewing system and our online database. Thanks to graphic artists, Yasmin Vahdatpour for designing our logo and Regina Harlig for the cover design. Thanks to the sixteen strand coordinators and all the abstract reviewers. Without peer review we cannot have the high quality conference that is AAAL. The annual AAAL meeting is intended to be a time of exchanging ideas, learning, catching up with friends and colleagues, and moving the field of applied linguistics forward. I hope that you will find the 2007 conference to be one of discovery and enrichment.

CONFERENCE PROGRAM COMMITTEE

PROGRAM CHAIR Kathleen Bardovi-Harlig, Indiana University

ASSOCIATE CHAIR César Félix-Brasdefer, Indiana University

LOCAL CHAIR Robin Scarcella, University of California, Irvine

PROGRAM ASSISTANT Marda Rose, Indiana University

EXHIBITS LIAISON Linda Harklau, University of Georgia

STRAND COORDINATORS
Claudia Angelelli, San Diego State University
Diane Belcher, Georgia State University
Diana Boxer, University of Florida
Heidi Byrnes, Georgetown University
Dorothy Chun, University of California at Santa Barbara
Susan Dicker, Hostos Community College (CUNY)
Zoltan Dornyei, University of Nottingham
Nick Ellis, University of Michigan
Peter Fries, Central Michigan University
Fred Genesee, McGill University
Scott Jarvis, Ohio University
Carol Klee, University of Minnesota
Virginia LoCastro, University of Florida
James Purpura, Teachers College, Columbia University
Thomas Ricento, University of Texas, San Antonio
Jane Zuengler, University of Wisconsin, Madison

ABSTRACT READERS

Mariana Achugar, Carnegie Mellon University
Karen Adams, Arizona State University
Dwight Atkinson, Purdue University
Salvatore Attardo, Youngstown State University
Lyle Bachman, University of California, Los Angeles
Robert Bayley, University of California, Davis
David Bell, Ohio University
Julie A. Belz, Monterey Institute of International Studies
Diana Berkowitz, Queensborough Community College, CUNY
Robert Blake, University of California, Davis
Joel Bloch, The The Ohio State University
Helene Blondeau, University of Florida
Christiane Bongartz, University of Cologne
Donna Brinton, University of California, Los Angeles
Stephen Brown, Youngstown State University
Chris Candlin, Maquarie University
Nathan Carr, California State University, Fullerton
Maria Carreira, California State University, Long Beach
Micheline Chalhoub-Deville, University of North Carolina at Greensboro
So-Eun Cho, Penn State University
Donna Christian, Center for Applied Linguistics
MaryAnn Christison, Univeristy of Utah
Tom Cobb, University of Québec, Montréal
KimMarie Cole, State University of New York, Fredonia
Cecilia Colombi, University of California, Davis
Haruko Cook, University of Hawaii
Mary Curran, Rutgers University
Kees de Bot, University of Groningen
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Manuel Gutierrez, University of Houston
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Helena Halmari, Sam Houston State University
Else Hamayan, Illinois Resource Center
Heidi Hamilton, Georgetown University
Linda Harklau, University of Georgia
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Margaret Hawkins, University of Wisconsin, Madison
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Kimi Kondo-Brown, University of Hawaii
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Katherine Sprang, US Department of State
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Irene Thompson, George Washington University, Emerita
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Daniel Villa, New Mexico State University
Elvis Wagner, Teachers College, Columbia University
Doris Warriner, University of Utah
Sara Weigle, Georgia State University
Gillian Wigglesworth, University of Melbourne
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Kyung-Hee Bae, University of Houston
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Brenda Bearden, Georgetown University
Gunnar Bergh, Mid-Sweden University
John Bitchener, Auckland University of Technology
Melissa Bowles, University of Illinois at Urbana-Champaign
Diana Boxer, University of Florida
Lace Marie Brogden, University of Regina
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Dorothy Chun, University of California, Santa Barbara
Shartriya Collier, California State University, Northridge

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Haruko M Cook, University of Hawaii at Manoa
Viviana Cortes, Iowa State University
Alister Cumming, OISE/University of Toronto
Helmut Daller, University of the West of England
Richard R. Day, University of Hawaii at Manoa
Anna De Fina, Georgetown University
Ester J. de Jong, University of Florida
Sue Dicker, Hostos Community College, CUNY
Sarah E. Dietrich, Salem State College
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Doreen Ewert, Fresno Pacific University
Claudia Fernández, DePaul University
Marisol Fernández-García, Northeastern University
Leif French, Concordia University
Juan Carlos Gallego, California State University, Fullerton
Kari Gibson, University of California, Irvine
Bethany Elke Gray, Northern Arizona University
Frédérique Grim, Colorado State University
Aarnes Gudmestad, Indiana University
Victorine Hancock, Stockholms Universitet
Linda Harklau, University of Georgia
Ruth Harman, University of Massachusetts, Amherst
Maria Hasler, Indiana University
Volker Hegelheimer, Iowa State University
Yuko Hijikata, University of Tsukuba
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Junko Hondo, Lancaster University, UK
Kylie Hsu, California State University, Los Angeles
Talia Isaacs, McGill University
Noriko Iwasaki, University of California, Davis
Scott Jarvis, Ohio University
Shaobin Ji, Wenzhou Vocational and Technical College
Ann Johns, San Diego State University
Kazue Kanno, University of Hawaii at Manoa
Tae-Young Kim, OISE/University of Toronto
Carol Klee, University of Minnesota
Ute Knoch, University of Auckland
Keiko Koda, Carnegie Mellon University
Paula Lee Kristmanson, University of New Brunswick
Irit Kupferberg, The Shahak Institute for Language, Society & Communication
Jeff LaBelle, University of San Francisco
Erin Lavin, Indiana University
Jina Lee, Indiana University
Sang-Ki Lee, University of Hawaii at Manoa
Tamara Lindner, Indiana University
Roy Lyster, McGill University
Karyn E. Mallett, Purdue University
Meg Malone, Center for Applied Linguistics
Paul Malovrh, Indiana University
Douglas Paul Margolis, University of Hawaii at Manoa
Robb McCollum, Brigham Young University
Sara Michael-Luna, Rutgers University
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Meg Montee, Center for Applied Linguistics
Michael Newman, Queens College, CUNY
Ana María Nuevo, Georgetown University
Parto Pajoohesh, University of Toronto
Deborah Palmer, University of Texas, Austin
Genevieve Patthey-Chavez, Los Angeles City College
Nick Pendar, Iowa State University
Charlene Polio, Michigan State University
Anne Pomerantz, University of Pennsylvania
Jason Rothman, University of Iowa
Anita Saalfeld, University of Illinois at Urbana-Champaign
Shannon Sauro, University of Pennsylvania
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David Stringer, Indiana University
Robert M. Strong, Wartburg College
Tomoko Takahashi, Soka University
Kerry Taylor-Leech, Griffith University
Ron Thomson, University of Alberta
Terese Thonus, California State University, Fresno
Alla Tovares, Howard University
Saowanee Treerat, Indiana University
Amos van Gelderen, University of Amsterdam
Ilona Vandergriff, San Francisco State University
Zhan Wang, Chinese University of Hong Kong
Heather D. Weger, Georgetown University
Zhisheng Wen, Chinese University of Hong Kong
Freeda Wilson, Okanagan College, Kelowna British Columbia
Paula Winke, Michigan State University
Helen Woodfield, University of Bristol
Chengbin Yin, University of Maryland, College Park
Eunjyu Yu, The Ohio State University

AWARDS COMMITTEES

Distinguished Service & Scholarship: Patricia Duff (Chair), OISE/University of Toronto; Alister Cumming, OISE/University of Toronto; Charlene Polio, Michigan State University; Andrew D. Cohen, University of Minnesota; Richard Young, The University of Wisconsin-Madison

Graduate Student Travel Award: Jodi Eisterhold (Chair), Georgia State University; Walcir Cardoso, Concordia University; Susan Conrad, Portland State University; Nancy Bell, Indiana University of Pennsylvania; Andrea DeCapua, New York University

The American Association for Applied Linguistics (AAAL) was founded in 1977 as a professional organization in the multi-disciplinary field of applied linguistics. AAAL members engage in principled approaches to language-related issues such as language education, acquisition and loss, bilingualism, discourse analysis, literacy, rhetoric and assessment, and language policy and planning.

For information about AAAL activities and membership, including the 2008 conference in Washington, DC, March 29-April 2, 2008, please visit the AAAL Website at www.aaal.org.

MEMBERS OF THE EXECUTIVE COMMITTEE 2006–2007

President	Carol Chapelle, Iowa State University
First Vice-President	Kathleen Bardovi-Harlig, Indiana University
Second Vice-President	Nina Spada, OISE/University of Toronto
Secretary-Treasurer	Paul Angelis, Southern Illinois University
Past President	Richard Young, The University of Wisconsin, Madison
Member-at-large	Linda Harklau, University of Georgia
Member-at-large	Lourdes Ortega, The University of Hawaii at Manoa
Member-at-large	Keiko Koda, Carnegie Mellon University
Ex-Officio	Donna Christian
AAALetter Editor	Celeste Kinginger

NEWLY ELECTED OFFICERS

Second Vice-President	Jeff Connor-Linton
Member-at-large	Angel Lin

AAAL BUSINESS OFFICE

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http://www.primemanagement.net

PAST PRESIDENTS

2005-06	Richard Young	1991–92	Elaine Tarone
2004-05	James Lantolf	1990–91	Leslie Beebe
2003-04	Richard Schmidt	1989–90	Lyle Bachman
2002-03	Margie Berns	1988–89	Jacquelyn Schachter
2001–02	William Grabe	1987–88	Susan Gass
2000–01	Patricia L. Carrell	1986–87	Dell Hymes
1999–00	Patsy Lightbown	1985–86	Courtney Cazden
1998–99	Merrill Swain	1984–85	Braj B. Kachru
1997–98	Mary McGroarty	1983–84	Thomas Scovel
1996–97	Elinor Ochs	1982–83	Betty Wallace Robinett
1995–96	Jodi Crandall	1981–82	Muriel Saville-Troike
1994–95	Claire Kramsch	1980–81	Eugene Briére
1993–94	Robert B. Kaplan	1979–80	Roger Shuy
1992–93	Sandra J. Savignon	1978–79	Wilga Rivers

The 2008 conference of the American Association for Applied Linguistics (AAAL) will be held March 29 – April 1 at the Omni Shoreham Hotel, Washington, DC.

PLENARY SPEAKERS

Jan Blommaert, London Institute of Education

Tracey Derwing**, University of Alberta &**
Murray Munro**, Simon Fraser University**

Zoltán Dörnyei, University of Nottingham

Nancy Hornberger, University of Philadelphia

Dennis Preston, Michigan State University

INVITED COLLOQUIA

Redefining the specific in language for specific purposes (Organizer: D. Belcher)

Exploring the neurocognition of second language processing (Organizer: L. Osterhoot)

Language learners with special education needs (Organizers: J. Kormos & E. Kontra)

Fluency accuracy and complexity in SLA (Organizers: A. Housen & F. Kuiken)

Learning to read in a first and second language (Organizer: F. Genesee)

Language assessment, migration and citizenship (Organizer: N. Saville)

Proposals are welcome in 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

PROGRAM CHAIR
Nina Spada
OISE/University of Toronto
Email: nspada@oise.utoronto.ca

LOCAL CHAIR
Sigrun Biesenbach-Lucas
Centre for Language Education and Development, Georgetown University
Email: biesenbs@georgetown.edu

OPENING RECEPTION AND PRESIDENTS RECEPTION

An Opening Reception and Presidents Reception are planned to provide opportunities to meet other conference attendees. The Opening Reception will take place on Saturday, April 21, from 6:30 to 7:30 pm in the Catalina Ballroom I and II, and will celebrate the opening of the AAAL 2007 Conference. The President's Reception will be on Monday, April 23, from 6:30 pm to 7:30 pm in the Catalina Ballroom I and II, and will honor past, present and future AAAL presidents.

Saturday, April 21, 2007 • 6:30 – 7:30 pm • Catalina Ballroom I and II (Opening Reception)

Monday, April 23, 2007 • 6:30 – 7:30 pm • Catalina Ballroom I and II (President's Reception)

POSTER SESSIONS

Posters will be on display each day from 9:00 am to 4:30 pm in Bristol III. This year posters have been scheduled by strand, and whenever possible, no talks from the same strand will be given at the times when these posters are discussed. Poster presenters will be available to discuss their work from 9:00 am to 11:00 am and from 2:00 pm to 4:00 pm, according to the conference schedule. We encourage all participants to take a walk through the poster display area, read the posters, and stop to talk with the authors.

Daily • 9:00 - 11:00 am • 2:00 – 4:00 pm • Bristol III

PLENARY SESSIONS AND COLLOQUIA

In addition to featured plenary talks by leading experts in different areas of Applied Linguistics (pp. 88-93), AAAL features a variety of colloquia presentations described on pages 96-120.

ILTA/AAAL INVITED JOINT SESSION

On Sunday morning, April 22, from 8:15 am to 11:15 am, AAAL is co-sponsoring a joint session with the International Language Testing Association (ILTA). Organized by Gillian Wigglesworth and Lynda Taylor, this session will bring together specialists in SLA research and in language testing research to discuss how communicative approaches in language teaching have led to the widespread use of pair work in both L2 learning and assessment.

Sunday, April 22, 2007 • 8:15 – 11:15 am • Catalina Ballroom II

LANGUAGE LEARNING ROUND TABLE: LANGUAGE LEARNING CELEBRATES 30 YEARS OF AAAL

This panel celebrates the 30 years of AAAL by presenting a critical review of central issues in applied linguistics and present cutting-edge research in five areas of applied linguistics. Each senior researcher has been selected to review fundamental issues in applied linguistics with regard to theoretical and methodological considerations over the past 30 years, present their insights of where we stand in the field, highlight caveats, and propose an agenda for future research. This event was sponsored by Language Learning through the Language Learning Roundtable grant program.

Sunday, April 22, 2007 • 2:00 – 4:00 pm • Catalina Ballroom II

AWARDS PRESENTATIONS

The Distinguished Scholarship and Service Award will be presented to Professor Claire Kramsch, University of California, Berkeley, by AAAL President Carol Chapelle at the Opening Ceremony, Saturday, April 21, 2007 at 5:20 pm.

Saturday, April 21, 2007• 5:20 pm • Pacific Ballroom

The Graduate Student Travel Awards will be presented by Kathleen Bardovi-Harlig prior to the plenary session by John Lipski, Sunday, April 22, 2007 11:35 am.

Sunday, April 22, 2007• 11:35 pm • Pacific Ballroom

PROFESSIONAL SERVICE SESSIONS

At every AAAL conference, special sessions are on the program that are designed to help participants connect with others on specific professional issues. The following professional service sessions include the following:

Publishing in Applied Linguistics Journals
Sally Sieloff Magnan (mlj@lss.wisc.edu) has organized a forum for explaining the publishing process to prospective authors in applied linguistics journals. Editors of 18 international journals in applied linguistics describe their policies, including submission and editorial guidelines, acceptance rates, what reviewers look for, and the publication process. Questions welcome. The panel discussion will be followed by opportunities to talk with individual editors at tables. A hand-out with journal descriptions and editor contact information will be provided.

Sunday, April 22, 2007 • 7:00 – 9:00 pm • Pacific Ballroom I

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 Executive Committee of AAAL, but are made available only as a service for the private exchange of information.

Pacific Ballroom Foyer

Invited Breakfasts for Graduate Students
As part of AAAL's mission to provide networking opportunities for graduate students, we are pleased to provide them with the chance to meet and engage in informal discussions with leading applied linguists Monday, April 23, 2007 from 7:15 a.m. to 8:15 a.m. The names of participating members/scholars will be available at the registration desk and on the daily updates.

Monday, April 23, 2007 • 7:15 – 8:15 a.m. • Bristol Terrace Patio

MEETINGS

AAAL Open Meeting of the Rules and Resolutions Committee
The AAAL Rules and Resolutions Committee will hold its open meeting during the lunch break from 1:00 pm to 2:00 pm in Catalina Ballroom II on Sunday, April 22, 2007. At this meeting, you have the opportunity to participate in discussions of importance to AAAL members and the larger community.

AAAL Business Meeting
Members of AAAL will want to be present for the Annual Business Meeting on Monday, April 23, from 12:45 to 2:00 pm in the Pacific Ballroom. At this meeting you will hear reports of the year's activities and can contribute to the governance of your association. This participation includes voting on any proposals brought forward by the Rules and Resolutions Committee.

AAAL Advocacy Session
This session is organized by the newly formed AAAL Advocacy Action Group (AAG). The goal 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. We will examine actions and strategies designed to support and promote positions on issues germane to the AAAL mission regarding language-related policy in the U.S.

Monday, April 23, 2007 • 7:30 – 9:00 pm • Emerald Bay I

Editor to Editor
Closed meeting for editors to exchange information on issues related to journal publication. No lunch provided, brown bag lunches welcome.

Sunday, April 22, 2007 • 12:30 – 2:00 pm • Bristol III

MLJ Editorial Board Meeting
Closed meeting of *The Modern Language Journal* Editorial Board. Breakfast provided.

Monday, April 23, 2007 • 7:00 – 8:15 am • Bristol III

Washington, DC

Omni Shoreham Hotel
March 29 – April 1, 2008

AILA 2008
WORLD CONGRESS

Essen, Germany
August 24 – 29, 2008

LOCATION & HOURS

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

Exhibits will be open to conference attendees as follows:

Saturday, April 21
Setup 7am to 12noon
Exhibits open 12noon to 5pm

Sunday, April 22
Exhibits open 9am to 5pm

Monday, April 23
Exhibits open 9am to 5pm

Tuesday, April 24
Exhibits open 9am to 12noon
Teardown 12noon to 5pm

EXHIBITOR LISTING

Auralong, Inc.
Blackwell Publishers
Cambridge University Press
Center for Applied Linguistics
Compass Publishing
Continuum Publishing
East/West Discovery Press
Elsevier
Equinox
Georgetown University Press
Lawrence Erlbaum Associates
Mouton/Walter de Gruyter
Multilingual Matters
NFLRC
Oxford
Palgrave/Macmillan
Pearson
Routledge
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 in Costa Mesa:
John Benjamins Publishing Company (Tote Bags)
Multi-Lingual Matters (Gold President's reception)
University of California at Santa Barbara, Linguistic Minority Research Institute (Special Sponsorship Agreement)

INSTITUTIONAL MEMBERS OF AAAL

Institutional members of AAAL are invited to display their promotional materials in the exhibitors' area, where a special table will be provided.

Brigham Young University
Carnegie Mellon University
Center for Applied Linguistics
Central Connecticut State University
Georgetown University
Georgia State University
Indiana University
Iowa State University
Michigan State University
Northern Arizona University
Purdue University
Saint Michael's College
Saint Mary's University
San Francisco State University
San Jose State Univeristy
School for International Training
Stanford Language Center
The Pennsylvania State University
University of Alabama
University of California, Los Angeles
University of Hawai`i at Manoa
University of Sydney
University of Toledo
University of Utah
University of Cincinnati
University of Reading
Wright State University

FUND FOR THE FUTURE OF APPLIED LINGUISTICS

The goal of the Fund for the Future of Applied Linguistics (FFAL) has been to create an endowment fund to support graduate students who will attend AAAL annual conferences. In this way, the Applied Linguistics profession offers a unique growth opportunity for outstanding graduate students who will be the future of our profession.

The Fund for the Future of Applied Linguistics was established at the Spring 2000 meeting of the AAAL Executive Meeting in Vancouver. The goal was to begin a public fund-raising campaign in Fall 2000 and end the campaign in Spring of 2003 with the goal of raising $100,000 for the endowment fund. The goal was officially met in the summer of 2003 and the initial fund-raising campaign was ended. We would like to thanks the more than 150 individual AAAL members and institutional contributors for their support during this campaign.

Successful completion of the FFAL campaign is especially indebted to two major sponsors: Multilingual Matters and Educational Testing Service for contributing major gifts that each funds a graduate student every year. This generosity is recognized by named awards:

The *Multilingual Matters* Graduate Student Travel Award
The *Educational Testing Service* Graduate Student travel Award

Contributions are still gratefully received. To contribute to the FFAL, please visit: http://www.aaal.org/index.php?id=8.

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 her/his service to the profession in general and to the American Association for Applied Linguistics in particular.

The winner of the 2007 Award is:

Claire Kramsch, UC Berkeley

Prof. Kramsch will receive the award during the Opening Ceremony, *Saturday, April 21, 5:20-6:30pm, Pacific Ballroom.*

She will present a paper on Monday, April 23 (2:00-3:00pm). *Pacific Ballroom III*

Language ecology in practice: Implications for FL education

Drawing on the definition of language ecology as a "convenient metaphor for the post-structuralist realization that learning is a nonlinear, relational human activity, co-constructed between humans and their environment, contingent upon their position in space and history, and a site of struggle for the control of social power and cultural memory" (Kramsch 2002:5), this paper explores what an ecological approach could mean concretely for foreign language education at the college level in the U.S.

Past recipients of this award:

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
Jodi Crandall	2001	St. Louis, Missouri
Shirley Brice Heath	2000	Vancouver, British Columbia
Roger Shuy	1999	Stamforn, Connecticut
Robert Kaplan	1998	Seattle, Washington
Courtney Cazden	1997	Orlando, Florida
Charles Ferguson	1996	Atlanta, Georgia

AAAL GRADUATE STUDENT TRAVEL AWARDS

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 by Lipsky (Sunday, April 22, 2007, 11.35am)

The winners for the 2007 Graduate Student Travel Award are:

Angelika Kraemer, Michigan State University (The Educational Testing Service Graduate Student travel Award)
Antonella Valeo, OISE/University of Toronto (The Multilingual Matters Graduate Student Travel Award)
Magdalena Kubanyiova, University of Nottingham
Amanda Brown, Boston University
Alison Crump, McGill University
Melanie Witt, Colorado State University

Past recipients of the Graduate Student Award:

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)

FINDING YOUR WAY AROUND THE PROGRAM

The information pages that follow give you information about the place and time of each presentation and indicate the strand (see strand abbreviations below) to which the abstract was submitted. To the extent possible, sessions of 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. In addition, there is an alphabetical index of presenters at the back of this book, as well as an index of presentations by strand.

Please be aware that some changes may have been made to the program schedule since it went to the printer in late March. Please pick up a copy of the daily update sheet at the registration desk before going to the sessions. Also check the signs outside each room for notification of changes.

CONFERENCE EVALUATIONS

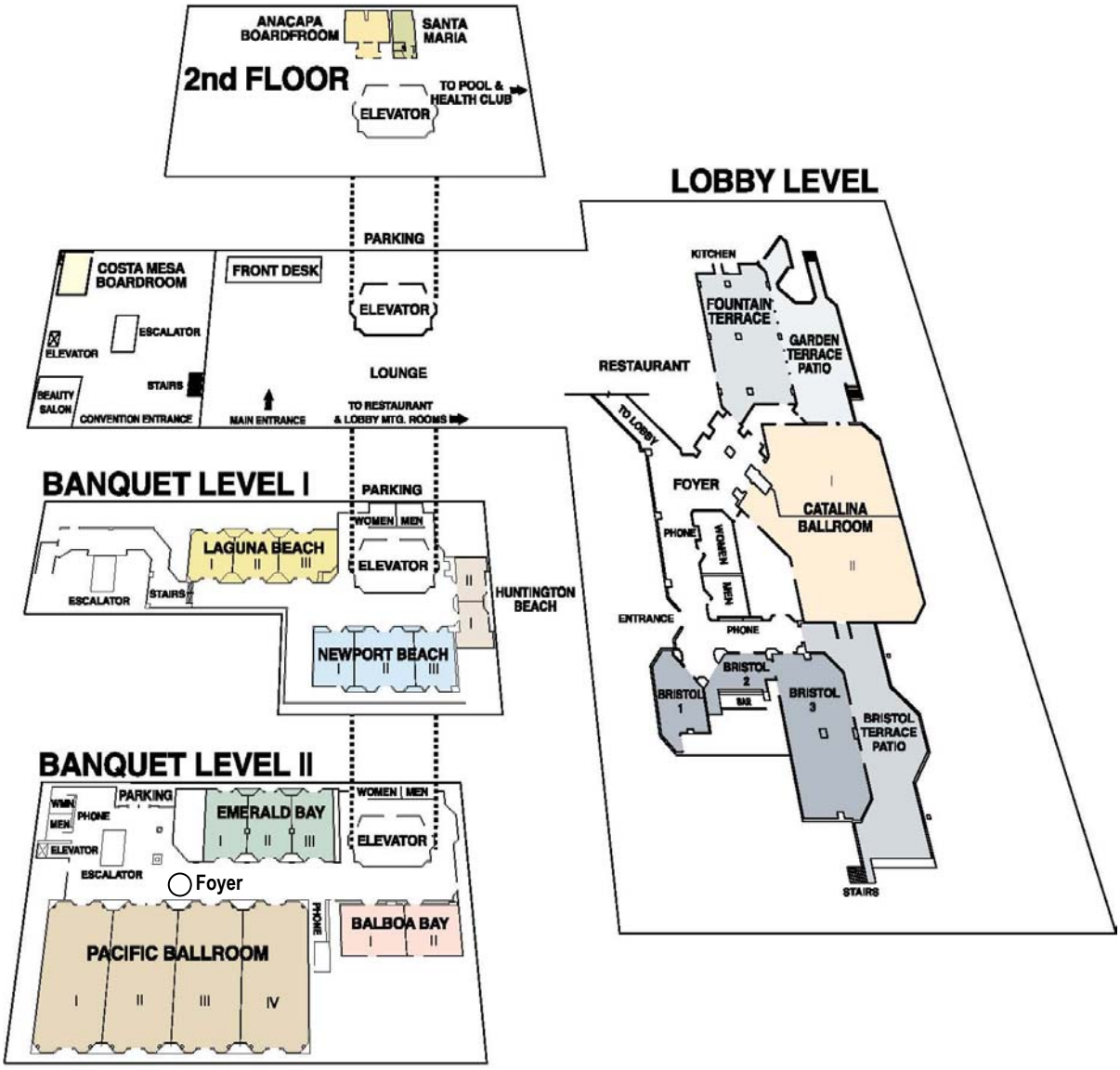
Please complete the conference evaluation form (inserted in this program) before leaving. Conference evaluations may be dropped off any time before the final plenary session at the registration desk, or you may bring yours to the closing ceremony on Tuesday (April 24, 2007), where a drawing will be held.

ABBREVIATIONS

These abbreviations are used throughout the program to reference the strand names.

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
SPA	Spanish in the United States
TEC	Language and technology
TRI	Translation and interpretation
TXT	Text analysis (written discourse)

MEETING AND BANQUET FACILITIES FLOOR PLAN



SATURDAY MORNING, APRIL 21

		08:15-08:45	08:50-09:20	09:25-09:55	15 min. break	10:10-10:40	10:45-11:15	11:25-11:55	12:00-12:30	12:30-2:00 lunch break
Banquet Level I	Huntington Beach	Fernández Dobao LLC		Guo LLC			Kristmanson LLC	Atay LLC	Hsieh LLC	
	Laguna Beach I	Ewald DIS	Lee SLA	Silva DIS		Kim DIS	Caltabiano DIS	Hualpa DIS	Soukup DIS	
	Laguna Beach II	Lanza LID	Fitzgerald LID	Gillispie LID			Flores SPA	Evenhuis SPA	Lynch SPA	
	Laguna Beach III	Kim ASE	Carr ASE	Yang ASE		Barkaoui ASE	Knoch ASE		Matsumoto ASE	
	Newport Beach I	Liao RWL	Liggett RWL	He RWL		Li RWL	Takeda RWL	Park RWL	Wang RWL	
	Newport Beach II	Salami RWL	Leonard RWL			Hafner RWL	Kovalik RWL	Poole RWL	Patthey-Chavez RWL	
	Newport Beach III	Liu PED	Birch PED	Novellino PED		Hayashi PED	Kubanyiova PED	Lai SLA	Zhang PED	
Banquet Level II	Balboa Bay I	Wen SLA	Sikorski SLA	Ke SLA		Foote SLA	Forsberg SLA		Wu SLA	
	Balboa Bay II	Zhang LCS	Hoshi LCS	Deters LCS		Ciriza SOC	Gallego SOC	Lee SOC	Preston SOC	
	Emerald Bay I	Shin SLA	Gordon SLA			Nekrasova SLA	Kim SLA	Wang SLA	Ranta SLA	
	Emerald Bay II	Campbell DIS	Kozlova DIS			Frazier DIS	Maheux-Pelletier DIS	Huang DIS	van Naerssen DIS	
	Emerald Bay III	Aoki PED	Farley PED	Toth PED		Kroll PED	DaSilva Iddings PED	Leiva PED	Latham PED	
	Pacific Ballroom Foyer	Registration (open 8:00 am – 12:00 pm and 1:00 pm to 5:00 pm)								
	Pacific Ballroom I	Diaz-Rico Colloquium • BIH								
	Pacific Ballroom II	Nikolov Colloquium • PED								
	Pacific Ballroom III	Duff & Wiley Colloquium (Part A) • BIH								
	Pacific Ballroom IV	Moore Colloquium • LPP								
Lobby Level	Bristol III									
	Catalina Ballroom I									
	Catalina Ballroom II	Invited Colloquium: Otto & Pusack								
	Fountain Terrace								Publisher Exhibits (open at 12:00 pm)	

SATURDAY AFTERNOON, APRIL 21

		2:00-2:30	2:35-3:05	3:10-3:40	15 min. break	3:55-4:25	4:30-5:00	20 min. break	5:20-6:30
Banquet Level I	Huntington Beach	Firestone LMR	Derhemi LMR	Johnson LMR		Demeter LCS			
	Laguna Beach I	Park LPP	Martínez LPP	Canese LPP		Bristow LPP	Kim LPP		
	Laguna Beach II	Martin-Beltran BIH	Morris BIH	Palmer BIH		Beaudrie BIH	Lee BIH		
	Laguna Beach III	Winke ASE	Kang ASE			Rossiter ASE	Woo ASE		
	Newport Beach I	Stone RWL	Anctil RWL	Meyer RWL		Tardy RWL	Cheng RWL		
	Newport Beach II	Hinkel RWL	Hanauer RWL	Holmes RWL		Masny RWL			
	Newport Beach III	Shin LID	Sclafani LID	Menard-Warwick LID		Leeman LID	Smith LID		
Banquet Level II	Balboa Bay I	McNamara LCS	Song LCS	Sayer LCS			Kim LCS		
	Balboa Bay II	Yilmaz SLA		Alarcón SLA		Polat SLA	Zhou SLA		
	Emerald Bay I	Verspoor SLA		Simard SLA			Mellow SLA		
	Emerald Bay II	Sarangi DIS	Rine DIS	Seig DIS		Tovares DIS			
	Emerald Bay III	Beckett DIS	Omori DIS	Mori DIS			Candlin DIS		
	Pacific Ballroom Foyer	Registration (open 8:00 am – 12:00 pm and 1:00 pm to 5:00 pm)							
	Pacific Ballroom I	Koshik & Gelato Colloquium • DIS							Opening Plenary: Cohen
	Pacific Ballroom II	Atkinson Colloquium • SLA							
	Pacific Ballroom III	Duff & Wiley Colloquium (Part B) • BIH							
	Pacific Ballroom IV	Chamot LLC		Mohan ASE		VanPatten SLA	Lemke DIS		
Lobby Level	Bristol III	Poster Sessions DIS • PED • TEC • TXT							
	Catalina Ballroom I	Ricento & Shohamy Colloquium • LPP							
	Catalina Ballroom II	Invited Colloquium • Cobb & Horst							
	Fountain Terrace	Publisher Exhibits							

Special Event
Opening Reception
Catalina I & II
6:30 – 7:30 pm

SUNDAY MORNING, APRIL 22

		08:15-08:45	08:50-09:20	09:25-09:55	15 min. break	10:10-10:40	10:45-11:15	15 min. break	11:35-12:35	12:35-2:00 lunch break
Banquet Level I	Huntington Beach	Jeon LPP	Melander LPP	Baldauf LPP		Martin LPP	Drescher LPP			
	Laguna Beach I	Zhang PED	Icy PED	Grim PED		Suzuki SLA				
	Laguna Beach II	Basta LID	Mortimer LID	Train LID		Tannenbaum LID	Li LID			
	Laguna Beach III			Jeong COG		Lado COG	Hagen COG			
	Newport Beach I	Cortes TXT	Csomay TXT	Friginal TXT		Tongpoon TXT	Liu TXT			
	Newport Beach II	Bylund SLA	McDonough SLA	Wust SLA		Ehlers-Zavala SLA	Salaberry SLA			
	Newport Beach III	Keller-Lally TEC	Dikli TEC	Hsieh TEC		Ruellot TEC	Tanner TEC			
Banquet Level II	Balboa Bay I	Sah SLA	Thomson SLA	Ewert SLA		De Costa SLA	Nuevo SLA			
	Balboa Bay II	Behalova SOC	Lee SOC	Chiu SOC		Habib SOC	Albakry SOC			
	Emerald Bay I	Sano SLA		Pulido SLA		Stringer SLA	Byrnes SLA			
	Emerald Bay II	Michael-Luna DIS	Whiteside DIS	Shappeck DIS		Lowenberg DIS	Moissinac DIS			
	Emerald Bay III	Harman PED	Tracy-Ventura PED	Tyler PED		James PED	Chikamatsu PED			
	Pacific Ballroom Foyer	Registration (open 8:00 am – 12:00 pm and 1:00 pm to 5:00 pm)								
	Pacific Ballroom I	Robinson Colloquium • SLA							Plenary: Lipski	
	Pacific Ballroom II	Valdman Colloquium • LMR								
	Pacific Ballroom III	Early Colloquium • BIH								
	Pacific Ballroom IV	Cole Colloquium • DIS								
Lobby Level	Bristol III	Poster Sessions LLC ▪ RWL ▪ TRI								
	Catalina Ballroom I	Severino & Niño Murcia Colloquium • SOC								
	Catalina Ballroom II	ILTA/AAAL Invited Joint Session: Taylor & Wigglesworth								AAAL Open Meeting of the Rules and Resolutions Committee (starts at 1:00 pm)
	Fountain Terrace	Publisher Exhibits (open 9:00 am to 5:00 pm)								

SUNDAY AFTERNOON, APRIL 22

		2:00-2:30	2:35-3:05	3:10-3:40	15 min. break	3:55-4:25	4:30-5:00	20 min. break	5:20 – 6:20
Banquet Level I	Huntington Beach	Chang TRI	Brua TRI	Wilson TRI		Pinto SPA	Potowski SPA		
	Laguna Beach I	Hancock SLA	Iwasaki SLA	Granena SLA		Sánchez SLA			
	Laguna Beach II	Khamis-Dakwar SOC	Bulhoes SOC	Soares SOC		Rihs SOC	Sandhu SOC		
	Laguna Beach III	Huang ASE	Farnsworth ASE	Yu ASE		Cavella ASE	Hasler LCS		
	Newport Beach I	Strong RWL	Hamada RWL	Kim RWL		Crosby RWL	Cheng RWL		
	Newport Beach II	Flowerdew RWL	Stoller RWL	Starfield ASE		Cumming RWL	Sheen SLA		
	Newport Beach III			Vyatkina TEC		Kassabgy PED			
Banquet Level II	Balboa Bay I	Matsuoka SLA	Tseng SLA	Lessard-Clouston SLA		Malovrh SLA	Becker SLA		
	Balboa Bay II	Geyer LCS	Engelke LCS	Allen LCS		Ishihara LCS	Beebe LCS		
	Emerald Bay I	Zhang SLA	Naves SLA	Dewaele SLA		Wong SLA	Driagina SLA		
	Emerald Bay II	Kawakami DIS	Kaneyasu DIS	Koike DIS		Wu DIS	Duong LCS		
	Emerald Bay III	Connor-Linton PED	Revesz PED	Bowles PED			Hondo PED		
	Pacific Ballroom Foyer	Registration (open 8:00 am – 12:00 pm and 1:00 pm to 5:00 pm)							
	Pacific Ballroom I	Higgins & Norton Colloquium • SOC							Plenary: Labov
	Pacific Ballroom II	Felton Rosulek Colloquium • DIS							
	Pacific Ballroom III	Bell Colloquium • DIS							
	Pacific Ballroom IV	Belz TEC	Hardison TEC				Juffs TEC		
Lobby Level	Bristol III	Poster Sessions BIH • LMR • SPA							
	Catalina Ballroom I	Ramanathan Colloquium • LID							
	Catalina Ballroom II	Language Learning Round Table: Language Learning Celebrates 30 years of AAAL Sponsor: Language Learning							
	Fountain Terrace	Publisher Exhibits (9:00 am to 5:00 pm)							

Special Event
Publishing in Applied Linguistics Journals
Pacific Ballroom I
7:00 pm - 9:00 pm

MONDAY MORNING, APRIL 23

		08:15-08:45	08:50-09:20	09:25-09:55	15 min. break	10:10-10:40	10:45-11:15	20 min. break	11:35-12:35	12:35-2:00 lunch break
Banquet Level I	Huntington Beach	Ho DIS	Kakava DIS	Schwartz SPA		Edstrom SPA	Houser SPA			
	Laguna Beach I	Dias PED	Gilmore PED	Cartaya PED		Charkova PED	Akamatsu PED			
	Laguna Beach II	Stotko SOC	Marshall SOC	Gudmestad SOC		Gocheco TXT	Davis TXT			
	Laguna Beach III	Johnson ASE	Suzuki ASE	Gan ASE		Halleck DIS	Hansen ASE			
	Newport Beach I	Harwood TXT	Brown TXT	Gales TXT			McKay SOC			
	Newport Beach II	Nauman RWL	Pratontep RWL	Flahive RWL						
	Newport Beach III	Nakazawa PED	Grant PED	Lin PED		Pérez Canado PED	Hardy PED			
Banquet Level II	Balboa Bay I	Lee SLA	Saalfeld SLA	Wang SLA		Suzuki SLA	Sauro SLA			
	Balboa Bay II	Nelson SLA	Kim SOC	Goldoni SOC		DeCapua SOC				
	Emerald Bay I	Kanno SLA	Bitchener SLA	Ammar SLA		Harada SLA	Carlisle SLA			
	Emerald Bay II	Zheng DIS	Talmy DIS	Collier DIS		Quaglio TXT	Bonnici DIS			
	Emerald Bay III		Hu PED	Collins PED		Turnbull PED				
	Pacific Ballroom Foyer	Registration (open 8:00 am – 12:00 pm and 1:00 pm to 5:00 pm)								
	Pacific Ballroom I	Harklau Colloquium • BIH							Plenary: Schmidt	AAAL Business Meeting (begins at 12:45 pm)
	Pacific Ballroom II	De Fina Colloquium • DIS								
	Pacific Ballroom III	McCafferty & Gullberg Colloquium • SLA								
	Pacific Ballroom IV	Brantmeier Colloquium • SLA								
Lobby Level	Bristol III	Poster Sessions LCS • LID • LPP								
	Catalina Ballroom I	Vickers & Deckert Colloquium • DIS								
	Catalina Ballroom II	Invited Colloquium: Dörnyei								
	Fountain Terrace	Publisher Exhibits (open 9:00 am to 5:00 pm)								

MONDAY AFTERNOON, APRIL 23

		2:00-2:30	2:35-3:05	3:10-3:40	15 min. break	3:55-4:25	4:30-5:00	20 min. break	5:20 – 6:20
Banquet Level I	Huntington Beach	Ji TRI	Angelelli TRI	Degueldre TRI		Palozzi LMR	Haynes LMR		
	Laguna Beach I			White COG		Kuo GOG	Atoofi COG		
	Laguna Beach II	Kearney LCS	Dicker LCS	Friedman LCS			Chang LCS		
	Laguna Beach III	Overstreet ASE	Mikulski ASE	Pino-Silva ASE		Helms-Park ASE	Ramírez ASE		
	Newport Beach I	Loudermilk TXT	Flowerdew TXT	Munajat TXT		Lindemann TXT	Ishizaki TXT		
	Newport Beach II	Taylor-Leech LPP	Harper LPP	Lin RWL			Seymour TXT		
	Newport Beach III	Hung TEC	Charbonneau-Gowdy TEC	Pinnow TEC		Sarieva TEC	Shin TEC		
Banquet Level II	Balboa Bay I					Thonus RWL	Menken LPP		
	Balboa Bay II								
	Emerald Bay I	Sanaoui BIH	Langman LID	Pajtek LID		Lee RWL	Razfar LID		
	Emerald Bay II	Griswold DIS	Watanabe DIS	Pellerin DIS		Warren DIS	Kupferberg DIS		
	Emerald Bay III	Brown PED	Yoshimi PED	Vandergrift PED		Margolis PED	Suzuki PED		
	Pacific Ballroom Foyer	Registration (open 8:00 am – 12:00 pm and 1:00 pm to 5:00 pm)							
	Pacific Ballroom I	Van Deusen-Scholl Colloquium • LLC							Plenary: Watts
	Pacific Ballroom II	Lantolf Colloquium • PED							
	Pacific Ballroom III	Distinguished Service and Scholarship Award Lecture: Kramsch							
	Pacific Ballroom IV		Biber TXT	Bolonyai SOC		de Bot COG	Bowden COG		
Lobby Level	Bristol III	Poster Sessions SLA							
	Catalina Ballroom I	Nguyen & Ishida Colloquium • LCS							
	Catalina Ballroom II	Invited Colloquium: Valdes							
	Fountain Terrace	Publisher Exhibits (9:00 am to 5:00 pm)							

Special Events

Presidents Reception	AAAL Advocacy Session
Catalina I & II	Emerald Bay I
6:30 – 7:30 pm	7:30 pm – 9:00 pm

TUESDAY MORNING, APRIL 24

		08:15-08:45	08:50-09:20	09:25-09:55	15 min. break	10:10-10:40	10:45-11:15	20 min. break	11:35-12:35	12:35-2:00 lunch break
Banquet Level I	Huntington Beach	Back LMR		Callahan LMR		Shin SPA	Villa SPA			
	Laguna Beach I			Hu LPP		Fleming LPP	Rosa LPP			
	Laguna Beach II	Marinova-Todd BIH		Cope BIH		Hedgcock BIH	Lu BIH			
	Laguna Beach III	Woodfield LCS	Sykes LCS	Lin LCS		Kerekes LCS	Schauer LCS			
	Newport Beach I	Keck TXT	Kanoksilapatham TXT	Samraj TXT		Cimasko TXT				
	Newport Beach II			Burkindine RWL			Huang RWL			
	Newport Beach III	Hillman TEC		Sato TEC		Lei LLC	Zielinski LLC			
Banquet Level II	Balboa Bay I	Alhawary SLA	Suh SLA			Mizera SLA	Watanabe SLA			
	Balboa Bay II	Waterhouse LID		DiCamilla LID		Lukenchuk LID	de Jong LID			
	Emerald Bay I	Fernández-García SLA		Patanasorn SLA		Cazzoli-Goeta SLA	Stam SLA			
	Emerald Bay II	Simon-Maeda DIS	Kuo DIS	Zhu DIS		Siekmann DIS	Li DIS			
	Emerald Bay III	Brogden PED	Vásquez PED	Hirano PED		Benati PED	Brown PED			
	Pacific Ballroom Foyer	Registration (open 8:00 am – 12:00 pm and 1:00 pm to 5:00 pm)								
	Pacific Ballroom I	Bucholtz Colloquium • DIS							Plenary: Johns	
	Pacific Ballroom II	Poehner Colloquium • PED								
	Pacific Ballroom III	Dagenais Colloquium • LCS								
	Pacific Ballroom IV	Mates Colloquium • SLA								
Lobby Level	Bristol III	Poster Sessions ASE • COG • SOC								
	Catalina Ballroom I	Zuengler & Hawkins Colloquium • BIH								
	Catalina Ballroom II	Invited Colloquium: Gass & Mackey								
	Fountain Terrace	Publisher Exhibits (9:00 am to 12:00 pm)								

TUESDAY AFTERNOON, APRIL 24

		2:00-2:30	2:35-3:05	3:10-3:40	15 min. break	3:55-4:25	4:30-5:00	20 min. break	5:20 – 6:20
Banquet Level I	Huntington Beach	Harbon LCS	Wang COG	Bonk COG		Sekiya ASE			
	Laguna Beach I	Park DIS	Kim DIS	Huang DIS		Liang DIS	M'rabet-Abid DIS		
	Laguna Beach II	de Korsak LID	Navarre LID	Gutiérrez Estrada LID		Crump LID	Cook LID		
	Laguna Beach III	Newman ASE	Butler ASE	Sider ASE		Yin ASE			
	Newport Beach I	Özhan SLA	Amer TEC	Krasinski TEC		Kissau PED	Blattner PED		
	Newport Beach II	Yoshida RWL	Chiu RWL	Zhou RWL		Jiang RWL	Lefrançois RWL		
	Newport Beach III	Kumagai PED	Wu PED	McCormack PED		Teague PED			
Banquet Level II	Balboa Bay I	Simo LCS	Trentman LCS	Park LCS		Liaw LCS	Cook LCS		
	Balboa Bay II		Lee SLA	Nakakubo SLA		Detaramani SLA	Gao SLA		
	Emerald Bay I	Ozeki SLA		Yang SLA		Moyer SLA	Lowie SLA		
	Emerald Bay II	Seror DIS	Jacobson DIS	Englander DIS		Morita DIS			
	Emerald Bay III	Eyring PED	Cammarata PED	Chen PED		Sprang PED	Grohe PED		
	Pacific Ballroom Foyer	Registration (open 8:00 am – 12:00 pm and 1:00 pm to 5:00 pm)							
	Pacific Ballroom I	Fischer Colloquium • TEC							
	Pacific Ballroom II	Han Colloquium • SLA							
	Pacific Ballroom III	Ramírez Colloquium • LPP							
	Pacific Ballroom IV	Hult & Hornberger Colloquium • LCS							
Lobby Level	Bristol III								
	Catalina Ballroom I	Nassaji Colloquium • PED							
	Catalina Ballroom II	Davis Colloquium • BIH							
	Fountain Terrace								

Saturday, April 21 Highlights		
8:00 am – 12:00 pm 1:00 pm – 5:00	Conference Registration	Pacific Ballroom Foyer
8:15 am – 11:15 am	Invited Colloquium: *Next-generation CALL software: What we need and a research agenda for getting It* Organizers: Sue E. K. Otto and James P. Pusack	Catalina Ballroom II
8:15 am – 12:30 pm	Refereed colloquia, papers	as scheduled
12:00 pm – 5:00 pm	Publishers Exhibits	Fountain Terrace
12:30 pm – 2:00 pm	Lunch Break	
2:00 pm – 5:00 pm	Invited Colloquium: *Getting the word out: Large-scale implementations of vocabulary research* Organizers: Tom Cobb and Marlise Horst	Catalina Ballroom II
2:00 pm – 5:00 pm	Refereed colloquia, papers	as scheduled
2:00 pm – 4:00 pm	Poster Sessions *DIS • Analysis of discourse and interaction* *PED • Second and foreign language pedagogy* *TEC • Language and technology* *TXT • Text analysis (written discourse)*	Bristol III
5:20 pm – 6:30 pm	Opening Ceremony Distinguished Service Award: Prof. Claire Kramsch, UC Berkeley Opening Plenary *Teaching & assessing L2 Pragmatics: What can we expect from learners?* Andrew D. Cohen	Pacific Ballroom
6:30 pm – 7:30 pm	Opening Reception	Catalina Ballroom

Saturday Morning - Invited Colloquium

Catalina Ballroom II

Time	Invited Colloquium Title	Organizers	Strand
8:15 - 11:15	Next-generation CALL software: What we need and a research agenda for getting it	Sue E. K. Otto James P. Pusack,	TEC
	Paper Titles	**Presenter(s)**	
	Where things stand today	James P. Pusack	
	Next-generation CALL research: Investigating CALL software from an SLA perspective	Volker Hegelheimer	
	CALL and the LCTLs: Pedagogical and curricular challenges	Nina Garrett	
	Into the future: CALL tools and SLA research	Sue E. K. Otto	

Saturday Morning – Colloquia

Pacific Ballroom I

Time	Colloquium Title	Organizer	Strand
8:15-11:15	Applied linguistics issues in Southern California native American language restoration or trying not to choke in the sandstorm	Lynne Díaz-Rico	BIH

	Paper Titles	Presenter(s)
	Bird songs of the Cahuilla--Passing on the ancient ways	Ernest H. Siva
	Issues in the survival of two California languages against the hegemonic presence of English	Arkamez Blankenship
	Challenges in the linguistic apprenticeship model in heritage language preservation	Christina Morreo, Michelle Morreo

Pacific Ballroom II

Time	Colloquium Title	Organizer	Strand
8:15-11:15	The age factor in context: issues in early foreign language programs	Marianne Nikolov	PED

	Paper Titles	Presenter(s)
	Effective teaching of EFL to young learners: Homeroom or EFL teachers?	Ofra Inbar
	A third language at primary level in Ireland: An independent evaluation of the modern languages in primary schools initiative	John Harris, Denise O'Leary
	Young EFL learners' multi-competence	Jelena Mihaljevic Djigunovic
	The interaction between time variables and outcomes in early English and German programs	Marianne Nikolov
	Discussant: Elana Shohamy	

Pacific Ballroom III

Time	Colloquium Title	Organizer	Strand
8:15-11:15	Research on heritage and community languages: National and cross-national perspectives (Part A)	Patricia A. Duff, Terrence G. Wiley	BIH

	Paper Titles	Presenter(s)
	Is Arabic a strategic or heritage language? Language ideology and the prospects for Arabic education programs in the United States	Jeff Bale
	Chinese heritage language education in the U.S. - Challenges and prospects	Na Liu

	Filipino as a community language in the Philippines and the U.S.: A transnational perspective	Joseph Axel
	Hindi as a heritage language in the United States: An analysis of classroom- and community-based education initiatives	Rucheeta Kulkarni
	The challenges and prospects of Korean heritage language education: The case of the Korean community schools	Byeong-keun You
	Discussants: Kees de Bot, Patricia A. Duff	

Pacific Ballroom IV

Time	Colloquium Title	Organizer	Strand
8:15-11:15	Sheltered/Structured English immersion (SEI), language planning and policy (LPP) and real world practice: Evaluative, pedagogical and judicial concerns	Sarah Catherine Moore	LPP

	Paper Titles	Presenter(s)
	Are they soaring yet? The failed promises of sheltered English immersion in Arizona	Wayne Wright
	Arizona SEI training: How do trainers interpret state curricular mandates?	Sarah C. Moore
	Scientific-based reform in Arizona: Whose evidence counts for applying the Castañeda test to structured English immersion?	Beatriz Arias, Christian Faltis
	Structured English immersion in California: Policy as discourse, the discourse of policy	Grace P. McField
	Discussant: Terrence G. Wiley	

Saturday Morning – Papers

Balboa Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Brenda Bearden			
8:15 - 8:45	Effects of working memory capacity on L2 task-based speech planning and performance	Zhisheng Wen	SLA
8:50 - 9:20	Indigenous language classrooms: A culture of its own	Hishinlai' "Kathy" Sikorski	SLA
9:25 - 9:55	The role of attention: From language evolution to language acquisition	Jinyun Ke	SLA
Session Chair: Hua Chen			
10:10 - 10:40	Age of acquisition and proficiency as factors in language production: Agreement in bilinguals	Rebecca Foote	SLA
10:45 - 11:15	Formulaic sequences across L2 learning: Non-analytic vs. idiomatic structures	Fanny Forsberg	SLA
12:00 - 12:30	Subjacency versus grammatical extraction in Chinese focused cleft wh-questions: L1 understanding and L2 performance	Fuyun Wu	SLA

Balboa Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Margaret Smith			
8:15 - 8:45	Study abroad and pragmatic development in Chinese as a Second language --a study of request behaviors	Dongbo Zhang, Liu Li	LCS
8:50 - 9:20	Impacts of scaffolding on L2 learning: Collaborative interaction in a Japanese language classroom	Saori Hoshi	LCS
9:25 - 9:55	Discourse, identity and agency in SLA: Narratives of immigrant professionals	Ping Deters	LCS
Session Chair: Tamara Lindner			
10:10 - 10:40	Language contact and political identity: The case of Basque country Spanish	Maria Ciriza	SOC
10:45 - 11:15	How speakers of different varieties of Spanish from Spain view other accents	Juan Carlos Gallego	SOC
11:25 - 11:55	Imagined communities and Chineseness: Envisioning educational possibilities in an era of globalization	Yuhshi Lee	SOC
12:00 - 12:30	A Folk linguistic taxonomy of language teaching and learning	Dennis R. Preston, Michael Pasquale	SOC

Emerald Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Scott Jarvis			
8:15 - 8:45	The relationships between lexical and grammatical development in L2 acquisition of English by Korean EFL learners	Chang Won Shin	SLA
8:50 - 9:20	English speakers and L2 Spanish vowel perception; Perceptual challenges of 'similar' vowels.	Leslie Gordon	SLA
Session Chair: Jeff LaBelle			
10:10 - 10:40	English L1 and L2 speakers'recognition of formulaic sequences	Tatiana Nekrasova	SLA
10:45 - 11:15	L2 article choice and the specificity hypothesis: An online study	Kyoungsook (Lucy) Kim, Usha Lakshmanan	SLA
11:25 - 11:55	The effects of pre-task and within-task planning on second language speech performance	Zhan Wang	SLA
12:00 - 12:30	Phrasal verbs as a measure of L2 idiomaticity	Leila Ranta	SLA

Emerald Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Alla Tovares			
8:15 - 8:45	Finding a voice: Representations of self in text and interaction	Michael Campbell	DIS
8:50 - 9:20	"Gesture as a Partner of Speech:" The role of body moves in humorous exchanges in the university classroom	Iryna Kozlova	DIS
Session Chair: Kylie Hsu			
10:10 - 11:40	Stance and footing in writing class group work	Stefan Frazier	DIS
10:45 - 11:15	Maintaining language boundaries at work: A strategy for cultural and economic survival	Geneviève Maheux-Pelletier	DIS
11:25 - 11:55	How do we interpret metaphor?	Ziwei Mimi Huang	DIS
12:00 - 12:30	How much is too much context in forensic linguistics cases?	Margaret M. van Naerssen	DIS

Emerald Bay III

Time	Title	Presenter(s)	Strand
Session Chair: Doreen Ewert			
8:15 - 8:45	The effects of feedback specificity on revising processes	Nobuyuki Aoki	PED
8:50 - 9:20	Textual enhancement and structured input: Impacts on L2 acquisition of Spanish and French morphology	Andrew Farley, Silvia Peart, Erica Enns	PED
9:25 - 9:55	Comparing outcomes for teacher- and learner-led discourse in task-based L2 Spanish instruction	Paul Toth	PED
Session Chair: Amos van Gelderen			
10:10 - 10:40	Advanced EFL writing courses for doctoral students	Barbara Kroll, Shimona Kushner	PED
10:45 - 11:15	Improving reading comprehension for English language learners in three 4th grade mainstream classrooms: A multifaceted analysis	Ana Christina DaSilva Iddings	PED
11:25 - 11:55	Alderson's question revisited: Is reading in a foreign language a reading problem or a language problem?	Bertha Leiva	PED
12:00 - 12:30	Teaching L2 phonetics: An evaluation of pedagogical approaches to pronunciation in two current German textbooks	Melissa Latham, Saskia Stoessel	PED

Huntington Beach

Time	Title	Presenter(s)	Strand
Session Chair: Parto Pajoohesh			
8:15 - 8:45	The effect of individual variables on collaborative dialogue and L2 vocabulary learning	Ana M. Fernández Dobao	LLC
9:25 - 9:55	Gender, work, and ESL learning: Voices of immigrant women	Yan Guo	LLC
Session Chair: Theresa Austin			
10:45 - 11:15	Learning a second language through intensive programming: Effects on attitudes and motivation	Paula Lee Kristmanson, Joseph Dicks	LLC
11:25 - 11:55	Willingness to communicate in an EFL setting	Derin Atay, Gökçe Kurt	LLC
12:00 - 12:30	Learners' self-appraisal of L2 motivational changes over time	Ching-Ni Hsieh	LLC

Laguna Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Tobias Barske			
8:15 - 8:45	Explaining how to get there: An analysis of Men's and Women's approaches to giving driving directions	Jennifer Ewald	DIS
8:50 - 9:20	A meta-analytic approach to investigating the effects of visual input enhancement on grammar learning	Sang-Ki Lee, Hungtzu Huang	SLA
9:25 - 9:55	Suggestions in the workplace as an interactional achievement	Gláucia Silva, Denise Santos	DIS
Session Chair: Shartriya Collier			
10:15 - 10:40	Phrase/sentence-final high pitch as a discourse-monitoring device in Korean	Hyeri Stephanie Kim	DIS
10:45 - 11:15	Analysis of interactions in a home visit project conducted in a Japanese language class	Yuriko Caltabiano	DIS
11:25 - 11:55	"Mas argentino quel dulce de leche": Practices for achieving collaborative understanding during story-telling	Laila Hualpa	DIS
12:00 - 12:30	Investigating listeners' perception of Austrian standard-dialect shifts as a basis for discourse analysis	Barbara Soukup	DIS

Laguna Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Ron Thomson			
8:15 - 8:45	Language ideology, identity and linguistic landscape	Elizabeth Lanza, Hirut Woldemariam	LID
8:50 - 9:20	Learning and unlearning language ideology in a service-learning course	Colleen Fitzgerald, Chiu Yin Wong, Fernando Benavidez, Kristen Jones	LID
9:25 - 9:55	You don't even talk in Spanish: Spanish and English as resources for positioning in a dual immersion program	Jesse Gillispie, Jin Sook Lee, Laura Hill-Bonnet	LID
Session Chair: Carol Klee			
10:45 - 11:15	Mexicanos in New Jersey: The state of Spanish in New Jersey	Nydia Flores	SPA
11:25 - 11:55	English and Spanish it-clefts in contact	John Evenhuis	SPA
12:00 - 12:30	*Mi dólar habla español*: Language accommodation in Miami service encounters	Andrew Lynch	SPA

Laguna Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Meg Montee			
8:15 - 8:45	Investigating integrated-skills tasks in a speaking test	Hyunjoo Kim	ASE
8:50 - 9:20	Scoring consistency and the effects of heritage speaker status and length of study in an interview test in multiple languages	Nathan Carr	ASE
9:25 - 9:55	Factors affecting English-as-a-Foreign-Language (EFL) teachers' classroom assessment practices of young language learners (YLLs) in Taiwan	Tsun-Lih Yang	ASE
Session Chair: Meg Malone			

10:10 - 10:40	Rates' perceptions of the effects of thinking aloud on their ESL essay rating performance: A qualitative study	Khaled Barkaoui	ASE
10:45 - 11:15	Do empirically-developed descriptors improve the validity of writing assessment? A comparison of two analytic rating scales using multi-faceted Rasch measurement	Ute Knoch	ASE
12:00 - 12:30	The possibilities and limitations of automated writing evaluation: An experiment in Japanese university writing classes	Kahoko Matsumoto	ASE

Newport Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Heather Weger-Guntharp			
8:15 - 8:45	EFL students' views, knowledge, and behavior of paraphrasing and plagiarism in an academic setting	Ming-Tzu Liao, Chiung-Ying Tseng	RWL
8:50 - 9:20	Teacher racial identity: The influence of whiteness on literacy practices for English language learners	Tonda Liggett	RWL
9:25 - 9:55	Invented spelling of EFL children and its relation with phonological awareness, letter knowledge, and phonic teaching	Tung-hsien He	RWL
Session Chair: Robert M. Strong			
10:10 - 10:40	Exploring EFL readers' metacognitive knowledge: A descriptive study	Jie Li	RWL
10:45 - 11:15	An analysis of errors in texts written by Japanese learners of English	Makiko Takeda	RWL
11:25 - 11:55	L2 undergraduates' academic socialization into college writing: Transfer of competence from ESL composition to first-year composition to disciplinary classes	Hyechong Park	RWL
12:00 - 12:30	The effects of teacher feedback combinations on the writing of Chinese EFL learners: An empirical study	Ying Wang, Zhenqian Liu	RWL

Newport Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Sarah Dietrich			
8:15 - 8:45	Arabic literacy and identity in Nigeria	Oladipo Salami	RWL
8:50 - 9:20	Developing writers -- A classroom ethnography	Duane Leonard	RWL
Session Chair: Kerry Taylor-Leech			
10:10 - 10:40	The writing life from Thug life: Bridging urban spaces through critical multiliteracies	Andrew Habana Hafner, Mary Wright	RWL
10:45 - 11:15	The read, the inferred, and the already-known: Acquiring knowledge through reading	Ludovic Kovalik	RWL
11:25 - 11:55	The downside of mixed-ability reading groups: An interactional analysis of local differentiation	Deborah Poole	RWL
12:00 - 12:30	Accessing academic literacy in college: Student pathways and perceptions	Genevieve Patthey-Chavez, Joan Thomas-Spiegel	RWL

Newport Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Jeff Connor-Linton			
8:15 - 8:45	The effectiveness and challenges of using a corpus-assisted and contextualized lexicogrammatical approach to grammar instruction	Dilin Liu	PED
8:50 - 9:20	The global civil society: Language pedagogy, curriculum, and peace	Barbara Birch	PED
9:25 - 9:55	Advertisement images: Meaning and genre teaching approach in an EFL textbook	Marcia Novellino	PED
Session Chair: Ruth Harman			
10:10 - 10:40	Classroom dialogue: an English as a second language education in a middle school	Hisako Hayashi	PED
10:45 - 11:15	The microcontext of instructed SLA: Why it matters and why its assessment requires a mixed methods approach	Magdalena Kubanyiova	PED
11:25 - 11:55	Intensity of recasts and noticing during an online interactive activity	Chun Lai, Robin Roots, Fei Fei	SLA
12:00 - 12:30	Chinese college ESL Learners' attitudes and abilities of conducting peer response	Jie Zhang	PED

Saturday Afternoon – Invited Colloquium

Catalina Ballroom II

Time	Invited Colloquium Title	Organizer	Strand
2:00 - 5:00	Getting the word out: Large-scale implementations of vocabulary research	Tom Cobb, Marlise Horst	DIS
	Paper Titles	**Presenter(s)**	
	Optimizing vocabulary learning with IRT and online technology	Brent Culligan, Charles Browne	
	Exploiting the learning potential of a mass-distribution video game	Tom Cobb	
	Vocabulary's impact on the emergence of fluid and automatic reading: Evidence from ISRS	Scott Murray	
	Designing research-informed vocabulary teaching materials	Diane Schmitt, Norbert Schmitt	
	Bare naked lexis: Starting with the basics, from paper to CD to web	Steve Neufeld, Ali Billuroglu	
	Re-designing the vocabulary component of the Hong Kong school curriculum	Arthur McNeill	
	Discussant: Keith Folse		

Saturday Afternoon – Colloquia

Catalina Ballroom I

Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	The misuses of language in the immigration debates	Thomas Ricento, Elana Shohamy	LPP
	Paper Titles	**Presenter(s)**	
	Introduction: On the misuse of language in the immigration debate	Elana Shohamy	
	Misconceptions about language in U.S. discourse on immigration	Mary McGroarty	
	The misuse of language tests against immigrants in Europe	Piet Van Avermaet	
	Immigration and language policy in California: Uses and abuses	Ronald Schmidt, Sr.	
	Some thoughts on effective and humane language policies	Thomas Ricento	
	Discussant: Suresh Canagarajah, Stephen May		

Pacific Ballroom I

Time	Colloquium Title	Organizer	Strand
2:00-5:00	Conversation analytic research on repair across languages, modalities, and speech exchange systems	Irene Koshik, Andrea Golato	DIS
	Paper Titles	**Presenter(s)**	
	Repair at hand: Fixing up gestures for recipients	Mandana Seyfeddinipur	
	A conversation analytic study of nonverbal repair initiators used in ESL conversational tutoring	Mi-Suk Seo, Irene Koshik	
	Gesturally enhanced repeats in response to "What" "or "Huh?"	David Olsher	
	German "ach" and "achso" in repair uptake: A resource to sustain or remove epistemic asymmetry	Emma Betz, Andrea Golato	
	Repair in the sequential environment of ZITs	Numa Markee, Tobias Barske	

Pacific Ballroom II

Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Toward a sociocognitive approach to second language acquisition	Dwight Atkinson	SLA
	Paper Titles	**Presenter(s)**	
	Overview: Toward a sociocognitive approach to SLA	Dwight Atkinson	
	On the nature of competence	Diane Larsen-Freeman	
	Alignment and interaction in a sociocognitive approach to SLA	Hanako Okada, Takako Nishino	
	Exploring the boundaries of L2 competence: A conversation analytic perspective	Donald Glenn Carroll	
	A Japanese as a second language learner and a word: From ecology to form relations	Eton Churchill	
	Discussant: Claire Kramsch		

Pacific Ballroom III

Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Research on heritage and community languages: National and cross-national perspectives (Part B)	Patricia A. Duff, Terrence G. Wiley	BIH
	Paper Titles	**Presenter(s)**	
	Heritage-language education for native American learners: Implications from a national study of language shift and retention	Teresa L. McCarty	
	Indigenous language retention/revitalization in Canada: Research on "language nest"	Onowa McIvor	
	Spanish as a heritage language in Canada: An overview of school, community and home-based initiatives and research	Sandra Zappa-Hollman, Martin Guardado	
	Research on Chinese as a Heritage Language in the "Canadian Mosaic"	Duanduan Li	
	The evolution of heritage languages in Montreal, Quebec: Researching "third spaces" and points of enunciation	Mary Maguire	
	Shifting discourses of diversity and the changing dynamics of community language maintenance initiatives in Australia	Helen Borland	
	Discussants: Nancy Hornberger, Terrence G. Wiley		

Saturday Afternoon - Papers

Balboa Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Tomoko Takahashi			
2:00 - 2:30	Unpicking 'identity'	Tim McNamara, David Block	LCS
2:35 - 3:05	Negotiating the self: Language ideology and language socialization in the Korean children's code-switching	Juyoung Song	LCS
3:10 - 3:40	Teaching English in Mexico: Studying EFL as a language socialization phenomenon	Peter Sayer	LCS
4:30 - 5:00	Second language learning motivation from an activity theory perspective: Cases of Korean ESL students and recent immigrants in Toronto	Tae-Young Kim	LCS

Balboa Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Claudia Fernández			
2:00 - 2:30	Task effects on collaborative dialogue in synchronous computer-mediated communication	Yucel Yilmaz	SLA
3:10 - 3:40	Effects of morphological marking and noun class on the relationship between gender assignment and agreement in L2 Spanish	Irma Alarcón	SLA
3:55 - 4:25	Kurds acquiring Turkish accent: Their identities and extrinsic motivational orientations	Nihat Polat	SLA
4:30 - 5:00	Corrective feedback in a computer mediated L2 class	Changquan Zhou, Pinghua Hu, Hongmei Guo	SLA

Emerald Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Melissa Bowles			
2:00 - 2:30	How "free" is "free" variation: A dynamic perspective on development	Marjolijn Verspoor	SLA
3:10 - 3:40	Elicited metalinguistic reflection and second language acquisition: Is there a link?	Daphnee Simard	SLA
4:30 - 5:00	Quantifying L2 grammatical development: Implications for measurement and construct validity	Dean Mellow, Loreley Hadic Zabala, Catherine Smith, M. Katherine MacKinnon, Maria Clemencia González, Michelle Akçar	SLA

Emerald Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Irit Kupferberg			
2:00 - 2:30	The dynamics of information exchange and participant structure in mediated intercultural healthcare consultations	Srikant Sarangi	DIS
2:35 - 3:05	The achievement of intersubjectivity: Propositional and procedural distinctions	Emily Rine	DIS
3:10 - 3:40	Conversations across time: Redefining authenticity by improving interaction	MaryTheresa Seig	DIS
3:55 - 4:25	"Is This Your Final Answer:" Family Members' dialogic involvement with the TV game show	Alla Tovares	DIS

Emerald Bay III

Time	Title	Presenter(s)	Strand
Session Chair: Anne Pomerantz			
2:00 - 2:30	Negotiating differences about how to learn ESL Functionally: A social practice analysis	Gulbahar Beckett, Tammy Slater, Lorraine Sharpsteen	DIS
2:35 - 3:05	'Meaning' as members' conceptions: Discursive construction of the conceptions of 'meaning' in the social process of teaching/learning linguistic resources	Makoto Omori	DIS
3:10 - 3:40	Multilingual international ESL teachers: Quest for 'internationalization' in English-medium higher education.	Chiyo Mori	DIS
4:30 - 5:00	Interprofessional contact zones: Constructing and sustaining interdiscursive practices	Christopher Candlin, Alan Jones	DIS

Huntington Beach

Time	Title	Presenter(s)	Strand
Session Chair: Sue Dicker			
2:00 - 2:30	*Runakuna Hatarinqaku* ("The people will rise Up"): Revitalizing Quechua in Urban Ayacucho, Peru	Amy Firestone	LMR
2:35 - 3:05	Linguistic and cultural commodification and its effects on linguistic maintenance: the case of Arbresh	Eda Derhemi	LMR
3:10 - 3:40	Reversal of language shift? A look at one Mayan community in Guatemala	Janelle Johnson	LMR
3:55 - 4:25	An analysis of apology strategies in Romanian	Gusztav Demeter	LCS

Laguna Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Juan Carlos Gallego			
2:00 - 2:30	Korean language policy in education: Evidence of its divergence	Jaeduck Park	LPP
2:35 - 3:05	Language governmentality and performativity in Latino health along the US-Mexico border	Glenn Martinez	LPP
3:10 - 3:40	Teachers' perspectives on the teaching of Guaraní as a second language in urban Paraguay	Valentina Canese	LPP
3:55 - 4:25	How Seoul's "Foreigners" build their community spaces' linguistic landscapes	Mackenzie Bristow, Jocelyn Graf	LPP
4:30 - 5:00	"English villages" in South Korea: A truly authentic ESL experience in a non-English speaking country?	Mi-Young Kim	LPP

Laguna Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Saowanee Treerat			
2:00 - 2:30	Co-constructing language exchange in a dual immersion bilingual program	Melinda Martin-Beltran	BIH
2:35 - 3:05	The long road to becoming francophone: The lexical development of minority language children schooled in French	Lori Morris	BIH
3:10 - 3:40	The controversial role and positioning of middle class English speakers in a two-way bilingual classroom	Deborah Palmer	BIH
3:55 - 4:25	Curricular and pedagogical considerations in the SHL context: Student perspectives	Sara Beaudrie, Cynthia Ducar, Ana María Relaño Pastor	BIH
4:30 - 5:00	Relations between Korean language learners' heritage status and motivation	Jeongyi Lee	BIH

Laguna Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Talia Isaacs			
2:00 - 2:30	The development of a test of pragmatic ability for pre and post study abroad in China	Paula Winke, Xiaoqing Chen	ASE
2:35 - 3:05	Accoustical measures of accentedness and judgements of ELL proficiency in oral English	Okim Kang, Lucy Pickering, Don Rubin	ASE
3:55 - 4:25	Worth a thousand words: Selecting visual stimuli for research purposes	Marian Rossiter, Tracey Derwing, Vivienne Jones	ASE
4:30 - 5:00	Effects of school characteristics and student background on English Language (EL) learners' NAEP reading achievement and their engagement in reading	Hui-Jeong Woo	ASE

Newport Beach I

Time	Title	Presenter(s)	Strand
Session Chair:John Bitchener			
2:00 - 2:30	The interrelationship of private speech and learning contexts	Lynda Stone, Tabitha Hart, Leslie Cabral	RWL
2:35 - 3:05	Is it possible to delimit the concept of lexical error?	Dominic Anctil	RWL
3:10 - 3:40	Some linguistic and cognitive insights into secondary writing	Heather Meyer	RWL
3:55 - 4:25	Construction of authorial voice by editorial board members	Christine Tardy, Paul Kei Matsuda	RWL
4:30 - 5:00	Writing the literature review: Examining assumptions and negotiating multiple roles	Rui Cheng, Wei Zhu	RWL

Newport Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Linda Harklau			
2:00 - 2:30	You have to be this tall to ride this ride: National and standardized writing assessment rubrics	Eli Hinkel	RWL
2:35 - 3:05	Cross-modal literacy development: A qualitative study of writing in an elementary science inquiry classroom	David Hanauer	RWL
3:10 - 3:40	Mother tongue literacy: The first generation	John Holmes	RWL
3:55 - 4:25	Bilingual children's perceptions of competing writing systems: A case study in learning multiple literacies.	Diana Masny, Danielle Higgins	RWL

Newport Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Douglas Paul Margolis			
2:00 - 2:30	'Girogi Gajok': Transnationalism and language learning	Hyunjung Shin	LID
2:35 - 3:05	Tracing the intertextual origins of public opinion: The 1996 Oakland Ebonics controversy in The New York Times	Jennifer Sclafani	LID
3:10 - 3:40	The dad in the Che Guevara t-shirt: Narratives of Chilean English teachers	Julia Menard-Warwick	LID
3:55 - 4:25	The language of the other and the commercialization of public space: Rethinking linguistic landscape	Jennifer Leeman, Gabriella Modan	LID
4:30 - 5:00	The minutemen versus the united army of illegal aliens: Metaphorical battles and the discourse of disaster	Margaret Smith	LID

Pacific Ballroom IV

Time	Title	Presenter(s)	Strand
Session Chair: Roy Lyster			
2:00 - 2:30	Learning strategies of students of less commonly taught languages	Anna Uhl Chamot	LLC
3:10 - 3:40	A functional approach to assessing student discourse and the integration of language, content and culture in an elementary Chinese program	Bernard Mohan, Jingzi Huang	ASE
3:55 - 4:25	Processing tense in an L2: Universal strategies or L1 transfer?	Bill VanPatten, Gregory D. Keating	SLA
4:30 - 5:00	Transmedia meaning-making: Discourse beyond Text	Jay Lemke	DIS

Saturday Afternoon – Posters

Bristol III

2:00 - 4:00	Poster Title	Presenter(s)	Strand
	Grammaticalization of "Shuo" in spoken Chinese	Kylie Hsu	DIS
	The adaptability of laboratory phonemic perception training protocols to common second language instruction situations	Thomas R. Sawallis, Michael W. Townley	PED
	A model for supervising academically unprepared language teachers	Olga Valdivia, Inés Gaytán	PED
	Learning to teach writing to ESL Students	Tamara Warhol	PED
	The motivational impact of digital technologies on the language learning environment: A self-determination theory perspective	Antonie Alm	TEC
	Type of feedback and type of linguistic form in computerized task-based second language learning	Luis Cerezo Ceballos	TEC
	Dynamic engagement in ESL computer-mediated peer response	Li Jin	TEC
	Learner language characterization using generalized instance sets	Nick Pendar	TXT
	Meaning making in instructional discourse	Lyudmila Klimanova	TXT
	Satellites, paths, and manner - how verbs encode metaphor	Doina Kovalik	TXT
	Features of interaction in the academic writing of Mexican university students	Ruth Roux, Sarah Dietrich	TXT
	A comparative study of English and Japanese school texts	Toru Tadaki	TXT

Saturday Afternoon - Opening Plenary

Pacific Ballroom

5:20 - 6:30	**Plenary** *Introduction by Diana Boxer* Teaching & assessing L2 pragmatics: What can we expect from learners?	Andrew D. Cohen

Sunday, April 22 Highlights		
8:00 am – 12:00 pm 1:00 pm – 5:00	Conference Registration	Pacific Ballroom Foyer
8:15 am – 11:15 am	ILTA/AAAL Invited Joint Session *Are two heads better than one? Pair work in L2 learning and assessment* Gillian Wigglesworth and Lynda Taylor	Catalina Ballroom II
8:15 am – 11:15 am	Refereed colloquia, papers	as scheduled
9:00 am – 5:00 pm	Publishers Exhibits	Fountain Terrace
9:00 am – 11:00 am	Poster Sessions *LLC • Language and learner characteristics* *RWL • Reading, writing, and literacy* *TRI • Translation and interpretation*	Bristol III
11:35 am- 12:35 pm	Plenary *The evolving interface of U. S. Spanish: Language mixing as hybrid vigor* John M. Lipski	Pacific Ballroom
12:35 pm – 2:00 pm	Lunch Break	
1:00 pm – 2:00 pm	AAAL Open Meeting of the Rules and Resolutions Committee	Catalina Ballroom II
2:00 pm – 5:00 pm	*Language Learning* Round Table: Language Learning celebrates 30 years of AAAL *Lyle F. Bachman, Heidi Byrnes, Rod Ellis, Gabriele Kasper, Dennis R. Preston*	Catalina Ballroom II
2:00 pm – 5:00 pm	Refereed colloquia, papers	as scheduled
2:00 pm – 4:00 pm	Poster Sessions *BIH • Bilingual, immersion, heritage, and language minority education* *LMR • Language maintenance and revitalization* *SPA • Spanish in the United States*	Bristol III
5:20 pm – 6:20 pm	Plenary *Reading: The imperative challenge to applied linguistics* William Labov	Pacific Ballroom
7:00 pm – 9:00 pm	Publishing in Applied Linguistics Journals	Pacific Ballroom I

Sunday Morning –ILTA/AAAL Invited Joint Session

Catalina Ballroom II

Time	Colloquim Title	Organizer	Strand
8:15 - 11:15	Are two heads better than one? Pair work in L2 learning and assessment	Gillian Wigglesworth, Lynda Taylor	PED
	Paper Titles	**Presenter(s)**	
	Anatomising pairwork interaction in second language acquisition	Pauline Foster, Amy Ohta	
	Pairs processing feedback: A comparison of reformulation and editing	Gillian Wigglesworth, Neomy Storch	
	Paired oral proficiency testing: Bringing out the best	Lindsay Brooks	
	A conversation analytic perspective on discourse and proficiency in paired oral assessment	Anne Lazaraton	
	Two by two: Paired interaction in large-scale proficiency assessment	Lynda Taylor	
	Discussants: Andrew D. Cohen, Elana Shohamy		

Sunday Morning – Colloquia

Catalina Ballroom I

Time	Colloquim Title	Organizer	Strand
8:15 - 11:15	Language socialization influences on dominance and attrition in multilingualism	Carol Severino, Mercedes Niño-Murcia	SOC
	Paper Titles	**Presenter(s)**	
	"¡Háblale en español m'ijo, eres mexicano!": Language choices and familial ideologies in the U.S. Midwest	Elaine Shenk	
	Linguistic, pedagogical, and cultural dissonance: Journal based studies of learning Kichwa in Ecuador and Guarani in Paraguay	Carol Severino, Joshua Thoms	
	Three languages, one family: The simultaneous acquisition of three first languages	Mercedes Niño-Murcia, Jason Rothman	
	The instability of L2 phonology: Evidence from the acquisition of a third language (L3)	Jennifer Cabrelli	

Pacific Ballroom I

Time	Colloquim Title	Organizer	Strand
8:15-11:15	Task complexity, language learning and language performance: Current research issues	Peter Robinson	SLA

	Paper Titles	Presenter(s)
	The effects of task condition and task complexity on oral production in a second language	Marije Michel, Folkert Kuiken, Ineke Vedder
	Giving reasons and directions in a second language: The influence of task sequence and complexity on uptake of premodified input	Peter Robinson
	Effects of manipulating task complexity on self-repairs during L2 oral production	Roger Gilabert
	Motion events, linguistic typology and task complexity in L2 narrative production	Daisuke Nakamura
	Effects of manipulating reasoning demands of tasks on L2 accuracy, complexity, and fluency	Tomohito Ishikawa
	Task complexity, linguistic complexity and L2 performance: A discussion	Folkert Kuiken, Ineke Vedder

Pacific Ballroom II

Time	Colloquim Title	Organizer	Strand
8:15-11:15	The effect of variation on the maintenance and revitalization of endangered minority languages : The case of Louisiana French	Albert Valdman	LMR

	Paper Titles	Presenter(s)
	Variation in enclave varieties: The case of Louisiana French	Kevin J. Rottet
	The development of a written norm for Cajun French	Albert Valdman
	The cultural, social and pedagogical implications of linguistic variability in Louisiana	Barry J. Ancelet
	Louisiana high school students' attitudes toward Cajun French: A pilot study	Tamara Lindner

Pacific Ballroom III

Time	Colloquim Title	Organizer	Strand
8:15 - 11:15	Multimodality in the education of multilingual, multicultural students: policy and practices	Margaret Early	BIH

	Paper Titles	Presenter(s)
	Dual language teaching practices in monolingual instructional settings: Bringing identity to the fore of literacy	Sarah Cohen
	Diverse futures: Rethinking the image of the child in multilingual schools	Jim Cummins
	A multimodal perspective on literary analysis in an urban high school English classroom	Margaret Early
	Multimodal, multilingual pedagogies in the age of evidence	Diane Potts

Pacific Ballroom IV

Time	Colloquim Title	Organizer	Strand
8:15 - 11:15	Multiple perspectives and multiple meanings: Trends in classroom discourse analysis	KimMarie Cole	DIS

	Paper Titles	Presenter(s)
	Reconciling quantitative and qualitative approaches to studying vocabulary in classroom discourse	Hugh Bishop
	What's authenticity got to do with it? Content learning and identity in the context of 'real science'	KimMarie Cole
	I like irrelevant: Critical narrative inquiry and participant examples	Mary Curran
	The contextualization of participation in a classroom asthma project: Focus on assessments	John Hellermann
	Expanding the community of practice perspective: considering historicity and multiple communities in understanding the perpetuation of marginality	Elizabeth Miller
	Discussant: Jane Zuengler	

Sunday Morning – Papers

Balboa Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Kazue Kanno			
8:15 - 8:45	Mandarin-speaking preschoolers' relating events in narratives: A developmental study	Wen-hui Sah	SLA
8:50 - 9:20	Spanish narratives: Interlanguage of Portuguese speakers	Amy Thompson	SLA
9:25 - 9:55	Narratives as side structures in non-narrative text-types	Doreen Ewert	SLA
10:10-10:40	Learning English in America: A conversation analysis of Hmong refugee learners' internalization processes	Peter De Costa	SLA
10:45 - 11:15	Modified output and L2 development in learner-learner interaction	Ana-Maria Nuevo, Rebecca Adams, Lauren Ross-Feldman	SLA

Balboa Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Oahn Duong			
8:15 - 8:45	American-born undergraduates' perceptions of instructors with Eastern-European accents	Andrea Behalova	SOC
8:50 - 9:20	English villages in Korea: “Experiential” English learning in “our own backyard"	Jamie Lee	SOC
9:25 - 9:55	How does the age of the patient influence the doctor-centered or patient-centered style of communication?	Yuan-Li Chiu, Yu-Ying Chang	SOC
10:10 - 10:40	Optimality theory and sociolinguistic interpersonal variation	Rania Habib	SOC
10:45 - 11:15	Language features in young adult literature: Corpus-based analysis	Mohammed Albakry	SOC

Emerald Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Marisol Fernández-García			
8:15 - 8:45	Differential effects of form-focused tasks on students’ written production	Fujiko Sano	SLA
9:25 - 9:55	Individual differences in L2 (Spanish) lexical input processing in incidental and intentional learning conditions	Diana Pulido, David Z. Hambrick, Marthe Russell	SLA
10:10 - 10:40	The gloss trap: Lexical relativity and its implications for second language research	David Stringer	SLA
10:45 - 11:15	Developing relativization in L2 writing revisited: A dynamic longitudinal perspective	Heidi Byrnes	SLA

Emerald Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Anna De Fina			
8:15 - 8:45	"Inbetweeness': Hybrid discursive practice in a bilingual first grade	Sara Michael-Luna	DIS
8:50 - 9:20	Analyzing epistemic and affective stance in multilingual conversations: Transnational Yucatec Maya-speaking migrants in California	Anne Whiteside	DIS
9:25 - 9:55	Interdiscursive practices of codeswitching: buying and selling in the cigarette/linguistic markets of Cusco, Peru	Marco Shappeck	DIS
10:10 - 10:40	The Filipino bilingual's repertoire: A case study of code-shifting in domains of official power	Peter Lowenberg	DIS
10:45 - 11:15	Being the first 'black sheep': Differing discursive identity constructions of resilience and independence by Mexican immigrant college students	Luke Moissinac, Cody McDonald, Alan Hansen	DIS

Emerald Bay III

Time	Title	Presenter(s)	Strand
Session Chair: Mohammad T. Alhawary			
8:15 - 8:45	Making systemic functional linguistics accessible for urban teachers and their students in the context of high stakes school reform	Ruth Harman	PED
8:50 - 9:20	Developmental readiness and tense/aspect: An instructional study of L2 preterit and imperfect acquisition in Spanish	Nicole Tracy-Ventura	PED
9:25 - 9:55	Applying cognitive linguistics to instructed L2 learning: English prepositions	Andrea Tyler	PED
10:10 - 10:40	L2 writing education: The influence of learners' perceptions of task difference on learning transfer	Mark Andrew James	PED
10:45 - 11:15	Subject-matter content-based instruction in less commonly taught languages: A study of skill development and learner's perception in Japanese CBI	Nobuko Chikamatsu	PED

Huntington Beach

Time	Title	Presenter(s)	Strand
Session Chair: Donna Christian			
8:15 - 8:45	Policies and practices on hiring native-speaking English teachers in Asian countries	Mihyon Jeon, Jiyoon Lee	LPP
8:50 - 9:20	Language planning in developed contexts: the case of Sweden	Bjorn Melander	LPP
9:25 - 9:55	The role of agency in language planning	Richard Baldauf, Minglin Li, Catherine Hudson	LPP
10:10 - 10:40	Language policy and multilingual advertising in France	Elizabeth Martin	LPP
10:45 - 11:15	Bilingual education in the Kingdom of Tonga: An examination of context and practice	Nancy Drescher	LPP

Laguna Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Lace Marie Brogden			
8:15 - 8:45	In search of EFL teachers' knowledge of vocabulary instruction	Weimin Zhang, Guiling Hu	PED
8:50 - 9:20	Understanding teachers' responding practices in secondary writing classrooms	Lee Icy	PED
9:25 - 9:55	The role of second language teachers L1 practices in secondary and post-secondary classes	Frédérique Grim	PED
10:10 - 10:40	Learner uptake and second language learning	Mikiko Suzuki	SLA

Laguna Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Jenny Miller			
8:15 - 8:45	Guidebooks: Authority and ideology in the claimed link between research findings and parents' practices in raising their children bilingually	Hidy Basta	LID
8:50 - 9:20	Ideologies of a national language in Paraguay: Across an urban/rural divide	Katherine Mortimer	LID
9:25 - 9:55	Inventing native standard Spanish: Ideology and intertextuality in language and language education.	Robert Train	LID
10:10 - 10:40	"Tell me what you speak and I'll tell you…" Exploring attitudes to languages in an ultra-Orthodox community	Michal Tannenbaum, Hannah-Esther Ofner	LID
10:45 - 11:15	Understanding language in the news media: Representing an air collision in the New York Times and China Daily	Juan Li	LID

Laguna Beach III

Time	Title	Presenter(s)	Strand
Session Chair: MaryAnn Christison			
9:25 - 9:55	Brain activation during second language processing: A cross-linguistic approach	Hyeonjeong Jeong, Motoaki Sugiura, Shigeru Sato, Kawashima Ryuta	COG
10:10 - 10:40	The interaction between cognitive capacity and type of feedback in the early development of a non-primary language	Beatriz Lado	COG
10:45 - 11:15	The evolutionary foundations of the adult second language acquisition	L. Kirk Hagen	COG

Newport Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Bethany Elke Gray			
8:15 - 8:45	A comparative study of lexical bundles in history writing in English and Spanish	Viviana Cortes	TXT
8:50 - 9:20	A corpus-based look at lexical variation in short turns in university classroom talk	Eniko Csomay	TXT
9:25 - 9:55	Dimensions in blogs: A corpus linguistic investigation	Ericson Friginal	TXT
10:10 - 10:40	The use of linking adverbials in the argumentative essays of Thai EFL learners: Some insights	Angkana Tongpoon	TXT
10:45 - 11:15	Learning how to write a good MA thesis literature review: A case study of a Taiwanese graduate student	Pei-Chun Liu, Yu-Ying Chang	TXT

Newport Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Anita Saalfeld			
8:15 - 8:45	Effects of age of onset of bilingualism on the attainment of L1 event conceptualization	Emanuel Bylund	SLA
8:50 - 9:20	Type frequency, syntactic priming and ESL question development	Kim McDonough, YouJin Kim	SLA
9:25 - 9:55	Do university-level learners really understand object clitics in French?	Valerie Wust	SLA
10:10 - 10:40	Understanding the nature of learners' explicit/implicit knowledge through elicited imitation in a two-way immersion setting	Fabiola Ehlers-Zavala, Wayne Walker, Melanie Witt, Rhiannon Adkins	SLA
10:45 - 11:15	Representational knowledge of L2 Spanish aspect: Interaction effects of lexical aspect and narrative grounding	M. Rafael Salaberry	SLA

Newport Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Ilona Vandergriff			
8:15 - 8:45	Effect of task-type and group size on foreign language learner output in synchronous computer-mediated communication	Ann Keller-Lally	TEC
8:50 - 9:20	AES feedback versus teacher feedback on mechanics and conventions: A case study of two ESL students	Semire Dikli	TEC
9:25 - 9:55	Input-based practice, feedback, awareness and L2 development through a computerized task	Hui-Chen Hsieh	TEC
10:10 - 10:40	Pronunciation learning of French /u/ and /y/ at the beginner level: Can computer-mediated visual feedback help?	Viviane Ruellot	TEC
10:45 - 11:15	Does short-term computerized pronunciation instruction work?	Mark Tanner, Melissa Landon	TEC

Sunday Morning – Posters

Bristol III

9:00 - 11:00	Poster Title	Presenter(s)	Strand
	Attitudes towards accented speech: A comparative study of native and non-native speakers of American English	Selim Ben Said, Jo Shan Fu, Krassimira Sharkova	LLC
	The potential sources of language anxiety on oral performance through task-based learning	Juby Chi-Lin Chen	LLC
	Individual identity and the acquisition of second languages and dialects	Natalia Jacobsen, Alison Mackey	LLC
	Working memory and L3 development in adult bilinguals: Standing at the crossroads of individual differences	Catherine Stafford	LLC
	Motivation: Revisiting and revising a language learning reality	Heather Weger-Guntharp	LLC
	Identity versus professionalism: Expectations towards nonnative English speaking educators	Ana Wu, Eunhee Han, Kyung-Hee Bae	LLC
	Second language writing development in Thai learners of English	Bill Crawford, Kornwipa Poonpon	RWL
	Academic literacy and the language of mathematics as required by two types of mathematics curricula	Kerry Enright Villalva	RWL
	Identification of semantic integration units of Japanese EFL readers: Focus on the expectation for ergative verbs	Yuko Hijikata	RWL
	English language learning and the development of "international" scholars: The case of a Japanese human scientist	Philip MacLellan	RWL
	Improving text coherence: Effects of collaborative revision conditions on writing quality in EFL	Elke Van Steendam	RWL
	An investigation of students' written summaries as a measure of reading comprehension and writing ability	Viphavee Vongpumivitch	RWL
	Collecting survey data from non-English-speaking populations: A program of research at the US Census Bureau's Statistical Research Division	Manuel de la Puente	TRI
	Analyzing discourse to uncover power relations in verse: A critical lens for translating classical Chinese poetry	Rosa Hong Chen	TRI

Sunday Morning - Plenary

Pacific Ballroom

11:35-12:35	**Plenary**	
	Introduction by Carol Klee	John M. Lipski
	The evolving interface of U. S. Spanish: Language mixing as hybrid vigor	

Sunday Afternoon – Language Learning Round Table

Catalina Ballroom II

Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Language Learning Round Table: Language Learning Celebrates 30 Years of AAAL Sponsor: *Language Learning*	César Félix-Brasdefer **Moderator**: Albert Valdman	
	Paper Titles	**Presenter(s)**	
	Language assessment: Opportunities and challenges	Lyle F. Bachman	ASE
	Second and Foreign language pedagogy	Heidi Byrnes	PED
	Developments in SLA research	Rod Ellis	SLA
	Pragmatics in second language research	Gabriele Kasper	LCS
	Variationist approaches in SLA	Dennis R. Preston	SOC

Sunday Afternoon – Colloquia

Catalina Ballroom I

Time	Colloquim Title	Organizer	Strand
2:00 - 5:00	Critical re-visitations: Disciplinary ideologies and knowledge-making practices	Vaidehi Ramanathan	LID
	Paper Titles	**Presenter(s)**	
	Revisitations as critical autoethnography in applied linguistic research	Tope Omoniyi	
	From ideology to identity: Revisiting ethnicity, age, and the traffic in women	Sandra Silberstein	
	The struggle for legitimacy in scholarly research	Bonny Norton	
	Applied linguistics redux: A Derridean exploration of Alzheimer life-histories	Vaidehi Ramanathan	
	Applied linguistics as a site for constructing contingent 'truths': Sexualities, ethics and politics	Luis Paulo Moita-Lopes	
	Children with knives: Holding out. Holding on. And the problem of child development ideology	Karen Watson-Gegeo	
	Discussant: Alastair Pennycook		

Pacific Ballroom I

Time	Colloquim Title	Organizer	Strand
2:00 - 5:00	Putting applied linguistics to work in HIV/AIDS education	Christina Higgins, Bonny Norton	SOC
	Paper Titles	**Presenter(s)**	
	Paradise found: Andaman, affluence and education	Annabelle Mooney	
	Talking about AIDS in virtual communities of practice	Rodney Jones	
	Reformulations as contextualization cues in HIV/AIDS prevention	Martina Drescher	
	On 'adolescence' and HIV/AIDS literacy in Ugandan society	Shelley Jones, Harriet Mutonyi	
	Engendering responsibility in Tanzania: A critical examination of HIV/AIDS prevention as a 'female' problem	Christina Higgins	
	Countering stigmatizing discourses on HIV/AIDS in Uganda: A national organization's response	Juliet Tembe	
	Discussant: Maureen Kendrick		

Pacific Ballroom II

Time	Colloquim Title	Organizer	Strand
2:00 - 5:00	A polyphony of voices: Discourse-theoretic perspectives	Laura Felton Rosulek	DIS
	Paper Titles	**Presenter(s)**	
	Managing polyphony in closing arguments in criminal trials	Laura Felton Rosulek	
	Voicing, indexicality, and African American Vernacular English	Erica Britt	
	Voicing, distancing and shifting: Discursive strategies in Chavez's political discourse	Antonio Reyes-Rodríguez	
	Contrasting voices: Global English in South Korea	Hyun-Ju Park	
	Framing voices: Global texts, local contexts, and literary discourse	Jill Ward	
	Discussant: Adrienne Lo		

Pacific Ballroom III

Time	Colloquim Title	Organizer	Strand
2:00 - 5:00	Research on language play: Recent developments, future directions	Nancy Bell	DIS
	Paper Titles	**Presenter(s)**	
	Foreign language play and CMC	Carolin Fuchs, Ilona Vandergriff	
	Intertextuality and language play	Angela Goddard	
	Child labour? Play and task in the words and minds of children	David Kellogg, Yongho Kim	
	Learning to play, playing to learn: FL learners as multicompetent language users	Anne Pomerantz, Nancy Bell	
	Multilingual learner utterances and language play	Julie A. Belz	
	Discussant: Guy Cook		

Sunday Afternoon - Papers

Balboa Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Shannon Sauro			
2:00- 2:30	Communication apprehension and L2 willingness to communicate among Japanese college students	Rieko Matsuoka	SLA
2:35- 3:05	Tracking the stability and change of self-regulating capacity in English vocabulary learning	Wen-Ta Tseng	SLA
3:10- 3:40	Theology lectures as lexical environments: Observing technical vocabulary use and noting implications for its acquisition	Michael Lessard-Clouston	SLA
3:55- 4:25	Task demands and variability in the L2 production of Spanish third-person object pronouns	Paul Malovrh, Manuel Díaz-Campos	SLA
4:30- 5:00	Avoiding phrasal verbs in English: A matter of proficiency, exposure, or native language	Tony Becker	SLA

Balboa Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Tae-Young Kim			
2:00 - 2:30	Teasing and ambivalent face: Japanese discursive politeness in multi-party discourse	Naomi Geyer	LCS
2:35 - 3:05	Achieving competency: Language socialization among children with severe autism	Christopher Engelke	LCS
3:10 - 3:40	From the foreign language classroom into the target culture: Analyzing the shift in language-learning activity	Heather Allen	LCS

3:55 - 4:25	Tracing the development of teacher's knowledge and beliefs about the instruction of L2 pragmatics: The effects of a summer institute	Noriko Ishihara	LCS
4:30 - 5:00	Mean mommy: Creating alignments, constructing identity, and saving face by speaking rudely through one's child	Leslie Beebe	LCS

Emerald Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Sang-Ki Lee			
2:00 - 2:30	Word knowledge development in English among high-school EFL learners in China and Israel	Yanhui Zhang, Deborah Dubiner	SLA
2:35 – 3:05	The long-term effects of an early start on foreign language writing	Teresa Naves	SLA
3:10 - 3:40	The effects of trait emotional intelligence and sociobiographical variables on communicative anxiety among adult polyglots	Jean-Marc Dewaele	SLA
3:55 - 4:25	Enhancing the learner's attention: An online study of textual enhancement	Wynne Wong, Mark Overstreet, Florian Vauleon	SLA
4:30 - 5:00	Verbs of motion in the narratives of L2 learners of Russian	Viktoria Driagina	SLA

Emerald Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Mary Theresa Seig			
2:00 - 2:30	"U:n" in turn-constructional unit (TCU)-medial position	Kiyomi Kawakami	DIS
2:35 - 3:55	Distinguishing artificial vs. spontaneous spoken discourse: A corpus-based study of Japanese final particles YO/ NE/ YONE in drama and conversation	Michiko Kaneyasu	DIS
3:10 - 3:40	E?-prefaced utterance in Japanese: A discourse particle projecting a question	Chisato Koike	DIS
3:55 - 4:25	Facework in contemporary China: An investigation into self-denigration and self-enhancement in Mandarin conversation	Ruey-Jiuan Regina Wu	DIS
4:30 - 5:00	Community values and their impact on classroom dynamics and relationships	Oanh Duong	LCS

Emerald Bay III

Time	Title	Presenter(s)	Strand
Session Chair: Frédérique Grim			
2:00 - 2:30	Effects of studying abroad on oral proficiency and intercultural awareness	Jeff Connor-Linton, Meg Malone	PED
2:35 - 3:05	An investigation of the effects of recasts and task complexity on L2 acquisition using multi-faceted Rasch measurement	Andrea Revesz	PED
3:10 - 3:40	Does implicit or explicit corrective feedback drive a higher level of awareness?	Melissa Bowles	PED
4:30 - 5:00	Constructing knowledge in SLA: The role of timing in form focused intervention	Junko Hondo	PED

Huntington Beach

Time	Title	Presenter(s)	Strand
Session Chair: Jason Rothman			
2:00 - 2:30	Language enhancement for the interpreters: Students' needs and perceptions	Chia-chien Chang	TRI
2:35 - 3:05	Interpreters' portrayals of sociolinguistic modifications in response to multilingual health-care needs	Charles Brua	TRI
3:10 - 3:40	Dissociative identity disorder: The Grim Reaper between languages	Freeda Wilson, Lorin Card	TRI
3:55 - 4:25	Oye, ¿qué onda con mi dinero? An analysis of heritage speaker complaints	Derrin Pinto, Richard Raschio	SPA
4:30 - 5:00	Bilingual discourse markers in Chicago Spanish	Kimberly Potowski, Lourdes Torres	SPA

Laguna Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Irma Alarcón			
2:00 - 2:30	Late discourse features in spontaneous spoken L2 French: Very advanced/near-native vs native speakers	Victorine Hancock, Igne Bartning	SLA
2:35 - 3:05	Development of Japanese oral proficiency among learners after studying abroad for a year in Japan	Noriko Iwasaki, Suwako Watanabe	SLA
3:10 - 3:40	The effects of implicit and explicit instruction: A computer-based study	Gisela Granena, Yucel Yilmaz, Flavia Azeredo, Jaemyung Goo	SLA
3:55 - 4:25	The conceptualization of 'cause' in English as a FL. Transfer effects at the interface between SLA and linguistic relativity	Laura Sanchez	SLA

Laguna Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Deborah Palmer			
2:00 - 2:30	Syntactic and morphological development in an Arabic diglossic situation	Rim Khamis-Dakwar, Peter Gordon	SOC
2:35 - 3:05	Word-final /u/ deletion in Azorean Portuguese: A variationist perspective	Elizabeth Bulhoes	SOC
3:10 - 3:40	Virtual gender performance in an online role-playing game: gendered language and social status	Dionne Soares	SOC
3:55 - 4:25	Code-switching in Russian-English bilingual speech	Natalia Rihs	SOC
4:30 - 5:00	English medium education as a path to empowerment for Indian women	Priti Sandhu	SOC

Laguna Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Ute Knoch			
2:00 - 2:30	The next generation TOEFL® academic speaking test: Test-takers' strategic behaviours	Li-Shih Huang	ASE
2:35 - 3:05	The validity of the TOEFL ibt speaking test for international teaching assistant certification	Timothy Farnsworth	ASE
3:10 - 3:40	Technology-mediated speaking tests in theory and practice	Eunjyu Yu	ASE
3:55 - 4:25	Spanish in the U.S. vs. Spanish abroad: How does learning context affect fluency?	Christina Cavella, Colleen Gallagher, Megan Montee, Larry Thomas	ASE
4:30 - 5:00	Conversational delay: Interactions between L1 and L2 Spanish speakers	Maria Hasler, Erin Lavin	LCS

Newport Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Kyung-Hee Bae			
2:00 - 2:30	Writing to learn what? Advanced Spanish students' perceptions of their learning in the WAC-centered Spanish curriculum.	Robert Strong	RWL
2:35 - 3:05	Role of decoding efficiency in L2 incidental word learning: A longitudinal investigation	Megumi Hamada	RWL
3:10 - 3:40	Literature discussion guided by reading comprehension strategies	Sook-Hee Kim	RWL
3:55 - 4:25	Negotiating academic literacies: Two qualitative studies of the academic socialization of two diverse learner populations at an American university	Cathryn Crosby, Lisya Seloni	RWL
4:30 - 5:00	Genre analysis and learning opportunities: Implications for ESP genre-based writing instruction	An Cheng	RWL

Newport Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Ann Johns			
2:00 - 2:30	Problems and strategies in scholarly literacy	John Flowerdew	RWL
2:35 - 3:05	Development of discipline-specific writing proficiency as a function of curriculum structure	Fredricka Stoller, Bradley Horn, William Grabe, Marin Robinson	RWL
3:10 - 3:40	Assessing academic literacy in higher education: Challenge and responsibility	Sue Starfield	ASE
3:55 - 4:25	Literacy education in secondary schools in twelve culturally diverse cities	Alister Cumming	RWL
4:30 - 5:00	Language anxiety and the efficacy of recasts	Younghee Sheen	SLA

Newport Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Chengbin Yin			
3:10 - 3:40	German modal particles as "lexical emoticons" in intercultural CMC: The development of L2 pragmatic competence and contrastive learner corpus analysis	Nina Vyatkina	TEC
3:55 - 4:25	Vocabulary acquisition and the interaction hypothesis	Nagwa Kassabgy	PED

Pacific Ballroom IV

Time	Title	Presenter(s)	Strand
Session Chair: Dorothy Chun			
2:00 - 2:30	Internet-mediated foreign language education as education for peace	Julie A. Belz	TEC
2:35 - 3:05	Second-language processing strategies in the perception of Japanese geminates: Effects of training with waveform displays and transfer to production	Debra Hardison, Miki Motohashi Saigo	TEC
4:30 - 5:00	Activity theory and computer-assisted learning of English vocabulary	Alan Juffs, Maxine Eskenazi, Lois Wilson, Michael Heilman, Ben Friedline	TEC

Sunday Afternoon – Posters

Bristol III

2:00 - 4:00 Poster Title	Presenter(s)	Strand
One English-speaking friend: Adolescent immigrant students learning English	Avary Carhill	BIH
Korean language socialization: The role of polite form, 'V-a/e yo', in a Korean heritage language classroom	So-Eun Cho	BIH
Motivation for learning Chinese among heritage and non-heritage learners	Ruxandra Comanaru, Kimberly A. Noels	BIH
Code switching in the elementary school classroom	Marla Garcia	BIH
English immersion programs in Japan: Sociopragmatic perspectives	Nozomi Kanekatsu	BIH
Young L2 learner's mathematics activity	Mi Song Kim, Michael Hoover	BIH
Verbal vs. written output: Differences in bilinguals' word definitions	Parto Pajoohesh	BIH
Non-native teachers of English as a second language: What is their future in Massachusetts?	Ellen Rintell	BIH
Mediating identity in reading texts: Literature group discussions in a Japanese community language school	Miwa Takeuchi	BIH
Immigrant children's heritage language maintenance in Korean immigrant families: A case study of Korean Immigrants in Montreal, Canada	Seong Man Park	LMR
La señaléctica en español: Miami-Dade County	Jose Franco-Rodriguez	SPA
Formal vs. informal style: A study of the lexicon used by heritage speakers of Spanish	Ana Sanchez-Munoz	SPA

Sunday Afternoon - Plenary

	Pacific Ballroom	
5:20 – 6:20	**Plenary** *Introduction by Peter H. Fries* Reading: The imperative challenge to applied linguistics	William Labov

Professional Service Session
Publishing in Applied Linguistics Journals

Sunday, April 22, 2007 • 7:00 – 9:00 pm • Pacific Ballroom I

Monday, April 23 Highlights		
8:00 am – 12:00 pm 1:00 pm – 5:00	Conference Registration	Pacific Ballroom Foyer
8:15 am – 11:15 am	Invited Colloquium: *Individual differences, language identity, and the L2 self* Zoltán Dörnyei	Catalina Ballroom II
8:15 am – 11:15 am	Refereed colloquia, papers	as scheduled
9:00 am – 5:00 pm	Publishers Exhibits	Fountain Terrace
9:00 am – 11:00 am	Poster Sessions *LCS • Language, culture, socialization, and pragmatics* *LID • Language and ideology* *LPP • Language, planning, and policy*	Bristol III
11:35 am- 12:35 pm	Plenary *SLA and US National Foreign Language Education Policy* Richard Schmidt	Pacific Ballroom
12:35 pm – 2:00 pm	Lunch Break	
2:00 pm – 5:00 pm	Invited Colloquium: *Ideologies of language in an anti-immigrant age: The case of Spanish (or is it Spanglish?) in the United States* Guadalupe Valdés	Catalina Ballroom II
2:00 pm – 3:00 pm	Distinguished Service and Scholarship Award: *Claire Kramsch*	Pacific Ballroom III
2:00 pm – 5:00 pm	Refereed colloquia, papers	as scheduled
2:00 pm – 4:00 pm	Poster Sessions *SLA • Second language acquisition, language acquisition, and attrition*	Bristol III
5:20 pm – 6:20 pm	Plenary *The discursive construction of politeness/impoliteness* Richard J. Watts	Pacific Ballroom
7:00 pm - 9:00 pm	AAAL Advocacy Session	Emerald Bay I

Monday Morning - Invited Colloquium

Catalina Ballroom II

Time	Colloquim Title	Organizer	Strand
8:15 - 11:15	Individual differences, language identity, and the L2 self	Zoltán Dörnyei	LLC
	Paper Titles	**Presenter(s)**	
	Ethnolinguistic affiliation-L2 fluency links: Are there mediating psycholinguistic variables?	Norman Segalowitz, Elizabeth Gatbonton, Pavel Trofimovich	
	Beyond language and identity: The bilingual as an intercultural broker	Richard Clément	
	A person-in-context relational view of emergent motivation, self and identity	Ema Ushioda	
	The L2 motivational self system	Zoltán Dörnyei	
	From integrative motivation to possible selves: The baby, the bathwater, and the future of language learning motivation research	Peter D. MacIntyre	
	Identity and the internalization of language learning into the self-concept	Kimberly A. Noels	
	Discussant: Bonny Norton		

Monday Morning – Colloquia

Catalina Ballroom I

Time	Colloquim Title	Organizer	Strand
8:15 - 11:15	Exploring local, micro-interactional processes in face-to-face interactions that contribute to constructions of power and identity	Caroline Vickers, Sharon Deckert	DIS
	Paper Titles	**Presenter(s)**	
	The transmission of ideology via pedagogical means: A case study of foreign language students reproducing appropriated ideologies in face-to-face talk	Bryan Meadows	
	The local construction of dominant-subordinate in teamwork among engineers	Caroline Vickers	
	Symbolic power and its effects on identity and ideology for generation 1.5 ESL Speakers in their L1	Linda Waugh	
	Reconstruction of powerful and powerless identities during a traffic citation	Wendy Smith	
	Co-animation of and resistance to the construction of witness, victim, and perpetrator identities in forensic interviews with children	Sharon Deckert	
	Discussant: Susan Philips		

Pacific Ballroom I

Time	Colloquium Title	Organizer	Strand
8:15-11:15	Language minority students and the transition from secondary schools to higher education	Linda Harklau	BIH

	Paper Titles	Presenter(s)
	K-12 background and biliteracy and their relation to bilingual, immigrant students' experiences with writing at a university	Jason Stegemoller
	College bound generation 1.5 readers in high school	Harriett Allison
	From high school to community college: Language tests, placement policies, and the construction of academic language and literacy	George Bunch
	Immigrant English language learners' transitions from high school to university: Ethnographic interviews	Yasuko Kanno, Manka Varghese
	Primary language use, college-going and gender: The case of Latino linguistic minority students in Texas	Rebecca Callahan
	Discussant: Guadalupe Valdés	

Pacific Ballroom II

Time	Colloquium Title	Organizer	Strand
8:15-11:15	Narratives and narrative genres: texts and contexts	Anna De Fina	DIS

	Paper Titles	Presenter(s)
	Managing verbal aggression in different narrative genres: Taking the he said/she said story out of the report	Shonna Trinch
	Preschoolers' co-constructed pretend play stories: The impact of social variables	Amy Sheldon
	Narrative genres: an interactional approach	Anna De Fina
	Small stories --- Just a different genre?	Michael Bamberg
	Narrative as snapshot: Glimpses of the past in Alzheimer talk	Heidi Hamilton
	Epistemic challengeability	Isolda Carranza

Pacific Ballroom III			
Time	**Colloquium Title**	**Organizer**	**Strand**
8:15 - 11:15	Gesture and the acquisition of a second language	Steven McCafferty, Marianne Gullberg	SLA
	Paper Titles	**Presenter(s)**	
	Bidirectional cross-linguistic influences in speech and gesture: The case of manner of motion	Amanda Brown, Marianne Gullberg	
	The assistive roles of gestures in L2 Speech	Jun Zhao	
	Gesture and private speech in second language acquisition	Jina Lee, Richard Young	
	Mimesis and SLA	Steven McCafferty	
	Thinking-for-speaking in gesture-speech interface: An analysis of L2 motion event narratives in Korean and English	Soojung Choi	

Pacific Ballroom IV			
Time	**Colloquium Title**	**Organizer**	**Strand**
8:15 - 11:15	Interacting variables in second language reading	Cindy Brantmeier	SLA
	Paper Titles	**Presenter(s)**	
	A compensatory processing conceptualization of L2 reading	Elizabeth Bernhardt	
	Components of adolescents' L1 and L2 reading comprehension: A longitudinal analysis	Amos Van Gelderen	
	The reliability of self-assessment as a predictor for second language reading performance	Cindy Brantmeier	
	Linking L2 reading and writing through textual borrowing	Hiram Maxim	
	Individual learner differences and extensive reading	Richard Day	
	Discussants: William Grabe, Dorothy Chun		

Monday Morning – Papers

Balboa Bay I			
Time	**Title**	**Presenter(s)**	**Strand**
Session Chair: Shaobin Ji			
8:15- 8:45	L2 explicit knowledge, combinatoriality, and conceptual distances between L2 users and NSs	Junkyu Lee	SLA
8:50- 9:20	Per-spec-tive or pers-pec-tive? The influence of L2 Spanish on L1 English syllabification: An optimality theoretic perspective	Anita Saalfeld	SLA

9:25- 9:55	The acquisition of Mandarin tones by English, Japanese, and Hmong speakers: The effect of L1 experience and training	Xinchun Wang	SLA
10:10- 10:40	English as the secondary instrument in the EFL project-based lesson	Hiroko Suzuki, Miho Fujieda	SLA
10:45- 11:15	The effect of computer-mediated recasts and metalinguistic feedback on the development of L2 grammar	Shannon Sauro	SLA

Balboa Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Michael Newman			
8:15 - 8:45	SLA and the stability-plasticity dilemma: Modeling L1 influences in back-propagation networks	Robert Nelson	SLA
8:50 - 9:20	More than meets the eye: Communities of practice, identity, and language learning of generation 1.5 Korean-Canadian University Students	Jean Kim	SOC
9:25 - 9:55	Lunfardo: An ethnographic study of the use of Lunfardo in the city of Buenos Aires	Federica Goldoni	SOC
10:10 - 10:40	A cross-cultural examination of advice	Andrea DeCapua, Joan Findlay Dunham	SOC

Emerald Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Maria Hasler			
8:15 - 8:45	The use of relative clauses in L2 Japanese narratives	Kazue Kanno	SLA
8:50 - 9:20	The value of written corrective feedback in L2 student writing: An 18 month investigation	John Bitchener	SLA
9:25 - 9:55	The saliency and effectiveness of recasts: The role of individual learner differences	Ahlem Ammar	SLA
10:10 - 10:40	Long-term effects of an immersion program on the production of Japanese VOT by English-speaking adults	Tetsuo Harada	SLA
10:45 - 11:15	Word-final sonority as an environmental constraint on prothesis	Robert Carlisle, Maritza Salgueiro-Carlisle	SLA

Emerald Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Terese Thonus			
8:15 - 8:45	Negotiation of culture and language: An ecological psychological description of language pick-up	Dongping Zheng, Michael Young, Manuela Wagner, Robert Brewer	DIS
8:50 - 9:20	"I can't speak English, man!": Identity, difference, and mock ESL in high school	Steven Talmy	DIS
9:25 - 9:55	Negotiating business, negotiating self: Bilingual women's use of language in entrepreneurial contexts	Shartriya Collier	DIS
10:10 - 10:40	Academic language at the lower division level: A multi-dimensional analysis	Paulo Quaglio	TXT
10:45 - 11:15	The discourse of evaluation: Linguistic and pragmatic sources of evaluation in the oral histories of two Maltese American immigrant women	Lisa Bonnici	DIS

Emerald Bay III

Time	Title	Presenter(s)	Strand
Session Chair: Paul Malovrh			
8:50 - 9:20	Comprehension versus acquisition of L2 vocabulary during a reading process	Hsueh-chao Marcella Hu	PED
9:25 - 9:55	When comprehensible input isn't comprehensive input: A multi-dimensional analysis of past tense in classroom input	Laura Collins, Joanna White, Walcir Cardoso	PED
10:10 - 10:40	Teachers' code switching in French immersion: Revisiting a core principle	Miles Turnbull, Brian McMillan	PED

Huntington Beach

Time	Title	Presenter(s)	Strand
Session Chair: Michele Back			
8:15 - 8:45	Academic discourse socialization of American and Taiwanese graduate students in applied linguistics: A case study of collaborative tasks	Mei-ching Ho	DIS
8:50 - 9:20	Relational, familial, and socio-cultural identities in Greek discourse	Christina Kakava	DIS
9:25 - 9:55	Do-it-yourself Spanish: Introducing public discourses of 'Gringoism' as racializing linguistic and cultural reclamation	Adam Schwartz	SPA
10:10 - 10:40	Tracing language, culture, and identity through three generations: The experiences of a Spanish-Italian family in the U.S.	Anne Edstrom	SPA
10:45 - 11:15	Spanish as a second language in the U.S.: A contextual and ideological debate	Nicole Houser	SPA

Laguna Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Ana-Maria Nuevo			
8:15 - 8:45	Integrating process-oriented and genre-based approaches in the teaching of writing in English in the Brazilian context	Reinildes Dias	PED
8:50 - 9:20	Getting real in the language classroom: Developing Japanese students' communicative competence with authentic materials	Alexander Gilmore	PED
9:25 - 9:55	Science fiction short stories as reading material for an EST course?	Noela Cartaya	PED
10:10 - 10:40	Backshifting in reported speech	Krassimira Charkova, Laura Halliday	PED
10:45 - 11:15	The relationship between working-memory capacity and automatization in L2 word-recognition development	Nobuhiko Akamatsu	PED

Laguna Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Naomi Lapidus Shin			
8:15 - 8:45	A new gender-neutral pronoun in Baltimore, Maryland	Elaine Stotko, Sara Lamb-Kistler	SOC
8:50 - 9:20	Language, migration and identity: the 'transitional agencies' of Latino new migrants in Catalonia.	Steve Marshall	SOC

9:25 - 9:55	Becoming native-like: A corpus-based study of the acquisition of variable structures in Spanish	Aarnes Gudmestad, Kimberly L. Geeslin	SOC
10:10 - 10:40	Genre analysis of legal provisions in the real estate industry	Paulina Gocheco	TXT
10:45 - 11:15	A methodical voice: Use of the first person in fisheries biology research articles	Larry Davis	TXT

Laguna Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Paula Winke			
8:15 - 8:45	The influence of rater language background on language performance assessment: A FACETS analysis of bias in a standardized writing exam	Jeff Johnson, Gad S. Lim	ASE
8:50 - 9:20	Second language learners' self-assessment of their written repair and validity	Manami Suzuki	ASE
9:25 - 9:55	Personality and group oral performance: A discourse analysis perspective	Zhengdong Gan, Chris Davison	ASE
10:10 - 10:40	Pragmatic competence in Oral Proficiency Interviews	Gene Halleck	DIS
10:45 - 11:15	Elicited imitation as an oral proficiency measure: An empirical study	Lynne Hansen, C. Ray Graham, Traci Mildenstein, Katie Jensen	ASE

Newport Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Sara Michael-Luna			
8:15 - 8:45	A qualitative study of the functions of citations in academic writing across two disciplines	Nigel Harwood	TXT
8:50 - 9:20	Ranking tobacco documents by potentially deceptive and fraudulent content	Cati Brown	TXT
9:25 - 9:55	Diversity as enacted in recent U.S. immigration law: An SFL approach	Tammy Gales	TXT

Newport Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Volker Hegelheimer			
8:15 - 8:45	Innovation and tradition: Concepts of reading and EFL reading instruction in the published professional discussion in China	Gretchen Nauman	RWL
8:50 - 9:20	The use of self-regulated learning strategies within extensive reading by Thai university students	Chitchon Pratontep	RWL
9:25 - 9:55	Examining the contributions of independent variables in L2 reading research	Doug Flahive	RWL

Newport Beach I & II

Time	Title	Presenter(s)	Strand
Session Chair: Diana Boxer			
10:45 - 11:15	English language ownership among Singaporean Chinese: Going beyond the NS-NNS dichotomy	Sandra McKay, Rani Rubdy, Lubna Alsagoff, Wendy Bokhorst-Heng	SOC

Newport Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Helen Woodfield			
8:15 - 8:45	Study of efficacy and effects of various types of teacher feedback on student writing in Japanese	Kazuaki Nakazawa	PED
8:50 - 9:20	TESOL practicum online as a reflective model	Leslie Grant, Michael Brunn	PED
9:25 - 9:55	"Who am I?": Teacher identity development in a US-based MA TESOL program	Li-fen Lin	PED
10:10 - 10:40	Investigating the European higher education area: Reality or chimera?	Maria Luisa Perez Canado	PED
10:45 - 11:15	The perceptions of entering ESL/EFL teachers towards their professional preparation and careers: A longitudinal study	Jane Hardy	PED

Monday Morning – Posters

Bristol III

9:00 - 11:00	Poster Title	Presenter(s)	Strand
	Constructing professional identities in TESOL: Heritage language users finding their voice	Sherrie Carroll, Wanda Cordero-Pense	LCS
	Perceptions of linguistic identities of teacher candidates from diverse backgrounds: A reconceptualization of the native/nonnative dichotomy	Farahnaz Faez	LCS
	War. What is it good for? Studying abroad while the world is at war.	Kathleen Farrell Whitworth	LCS
	Pragmatic variation in L2 Spanish: Learner and situational effects	Lisa Kuriscak	LCS
	Refusals in Wolof, Thai, and English	Donruethai Laphasradakul, Genevieve Bittson, Mamarame Seck	LCS
	English in Turkmenistan: Negotiating linguistic identities	Eve Rebennack	LCS
	"If you didn't hurt her how come her arms are red?" Socializing sexism and violence in middle school drama	Laurie Schick	LCS
	Code-switching discourse markers as indicators of social relationships: Bilingual characters in the educational entertainment show Maya and Miguel	Elizabeth Specker	LCS
	Constructing identities in the virtual world: Exploring an English chat room from the perspective of language socialization	Ming Wei	LCS
	What does self-access learning mean to Japanese university students?	Hamish Gillies	LID
	Muslims in Europe & Muslim cartoons. Analysis of Spanish-language press editorials	M. Cecilia Gomez	LID
	Who is responsible for interdialectal comprehension?	Mai Kuha, Jeff Harlig	LID
	Same news, different representations: Language and social control in media discourse	Talaat Pasha	LID
	The elements of Chinese ideology in M. A. K. Halliday's Systemic Functional Linguistics	Xingren Xu	LID
	On recent change in keigo treatment by Japanese language planners	Yumiko Enyo	LPP
	From academic committees to town hall meetings: Strategies for effective advocacy in applied linguistics	Jennifer Haan, Karyn Mallett	LPP
	Dealing with contradictions: Japanese language-related educational policies in the context of globalization	Kyoko Motobayashi	LPP
	Spontaneous bilingual university education	Hedda Söderlundh	LPP

Monday Morning - Plenary

Pacific Ballroom

11:35-12:35	**Plenary** *Introduction by Nick Ellis* SLA and US National Foreign Language Education Policy	Richard Schmidt

Monday Afternoon – Invited Colloquium

Catalina Ballroom II

Time	Colloquim Title	Organizer	Strand
2:00 - 5:00	Ideologies of language in an anti-immigrant age: The case of Spanish (or is it Spanglish?) in the United States	Guadalupe Valdés	SPA
	Paper Titles	**Presenter(s)**	
	What kind of Spanish? A complex climate of hostility toward US varieties of Spanish	Guadalupe Valdés	
	Language attitudes and linguistic outcomes in Reading, Pennsylvania	Almeida Jacqueline Toribio	
	With friends like these, who needs enemies: The Spanglish bandwagon	Ana Celia Zentella	
	A name does not a language make: The case of the word 'Spanglish'	Ricardo Otheguy	

Monday Afternoon – Distinguished Service and Scholarship Award

Pacific Ballroom III

2:00 – 3:00	**Distinguished Service and Scholarship Award:** Language ecology in practice: Implications for foreign language education	Claire Kramsch

Monday Afternoon – Colloquia

Catalina Ballroom I

Time	Colloquim Title	Organizer	Strand
2:00 - 5:00	Conversation-analytic perspectives on language development	Hanh Nguyen, Midori Ishida	LCS
	Paper Titles	**Presenter(s)**	
	Learning as local and longitudinal accomplishment: How an intern performed openings and advice sequences in pharmacy consultations over time	Hanh Nguyen	
	Everyday conversations before and after computer-assisted formal training: The case of second language pronunciation	Catherine Brouwer	
	What counts as evidence for language learning in longitudinal studies?	Søren Eskildsen, Johannes Wagner	
	Engaging in assessment activities in Japanese as a second language: Longitudinal changes and usability of developed interactional competence across situations	Midori Ishida	
	The development of epistemic stance marking in an ESL learner's conversation	Younhee Kim	
	Discussant: Gabrielle Kasper		

Pacific Ballroom I

Time	Colloquim Title	Organizer	Strand
2:00 - 5:00	Perspectives on identity and heritage language learners	Nelleke Van Deusen-Scholl	LLC

	Paper Titles	Presenter(s)
	Continua of identity and language competence: A case study of heritage learners of Russian	Olga Kagan
	Perceptions of identity: A case study of advanced heritage speakers of Chinese	Nelleke Van Deusen-Scholl, Theresa Jen
	I am but an actress, playing two parts: Linguistic identities of Latino youth in American schools	Maria Carreira
	Questioning the 'heritage speaker:' Arabic, multiglossia, and language ideology	Sonia S'hiri
	Discussant: Scott McGinnis, Kimberly Potowski	

Pacific Ballroom II

Time	Colloquim Title	Organizer	Strand
2:00 - 5:00	Sociocultural theory and language pedagogy	James P. Lantolf	PED

	Paper Titles	Presenter(s)
	Mediation as objectification in the development of professional academic discourse: A corpus-informed curricular innovation	Steven Thorne, Jonathan Reinhardt, Paula Golombek
	Revolutionary pedagogy: Learning that leads development in the L2 classroom	Eduardo Negueruela
	From the abstract to the concrete: Vygotsky meets Halliday in the L2 writing class	Marilia Ferreira
	Teaching the grammatical concept of voice in postsecondary L2 French	Merrill Swain, Sharon Lapkin, Ibtissem Knouzi
	"Contribution" in community-based language pedagogy: Service-learning from a sociocultural perspective	Howard Grabois

Monday Afternoon - Papers

Balboa Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Helmut Daller			
3:55 - 4:25	The speaking in writing: Creating oral-literate relationships in generation 1.5 composition	Terese Thonus	RWL
4:30 - 5:00	Testing and language unplanning: 'No Child Left Behind' as language education policy	Kate Menken	LPP

Emerald Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Leif French			
2:00 - 2:30	Non-native French immersion teachers: How much English do they use, and for what functions?	Razika Sanaoui	BIH
2:35 - 3:05	Metaphors of traditional gender practiced and contested through talk and dance	Juliet Langman	LID
3:10 - 3:40	United Europe? Divided Europe? A CDA perspective on Romania's accession to the EU	Alina Pajtek, Susan Strauss	LID
3:55 - 4:25	Expanding the use of the rational cloze procedure: Integrated reading, writing, and vocabulary instruction.	Siok Lee	RWL
4:30 - 5:00	Language ideologies and awareness: Methodological and pedagogical implications	Aria Razfar	LID

Emerald Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Aarnes Gudmestad			
2:00 - 2:30	Passing the citizenship test: linguistic error correction as a tool of second language socialization in an adult citizenship classroom	Olga Griswold	DIS
2:35 - 3:05	I thought she was more proficient than me: Perception of learner proficiency and its impact on peer-peer interaction	Yuko Watanabe	DIS
3:10 - 3:40	Digital video ethnography as a research approach to second language field of inquiry	Martine Pellerin	DIS
3:55 - 4:25	Determining the extent of word associations in language use: A corpus-driven analysis of 'concgrams'	Martin Warren, Chris Greaves	DIS
4:30 - 5:00	Metaphorical positioning: A qualitative method for the analysis of institutional problem discourse	Irit Kupferberg	DIS

Emerald Bay III

Time	Title	Presenter(s)	Strand
Session Chair: Gunnar Bergh			
2:00 - 2:30	Students' and teachers' perceptions of effective teaching in the foreign language classroom: A comparison of ideals and ratings	Alan Brown	PED
2:35 - 3:05	Learners as newcomers: Assessing learner needs for a Japan-based business internship	Dina Yoshimi, Emi Murayama	PED
3:10 - 3:40	Teaching students how to listen does make a difference	Larry Vandergrift	PED
3:55 - 4:25	Error feedback impacts observed in Korean university EFL classrooms	Douglas Margolis	PED
4:30 - 5:00	Second language learning and development: Roles of self-explanation	Wataru Suzuki, Nobuya Itagaki	PED

Huntington Beach

Time	Title	Presenter(s)	Strand
Session Chair: Julie Bruch			
2:00 - 2:30	Another aspect for interpreting Grice's Cooperative Principle in international business interpretation	Shaobin Ji	TRI
2:35 - 3:05	A crime in another language: A study of interpreter-mediated communication in the Yousry case	Claudia Angelelli	TRI
3:10 - 3:40	Examining the links between language competency and translation	Christian Degueldre	TRI
3:55 - 4:25	Risorgimento: Cultural heritage and the learning of Italian among U.S. college students	Vincent J. Palozzi	LMR
4:30 - 5:00	The effects of the Warm Springs Language Program on student and parent attitudes about language and education	Erin Haynes	LMR

Laguna Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Junko Hondo			
3:10 - 3:40	The role of proficiency in late L2 processing: Evidence from event-related brain potentials	Erin White	COG
3:55 - 4:25	Bilingual children's cognitive development revisited: Is there an advantage in phonological awareness?	Li-jen Kuo	COG
4:30 - 5:00	Necessary conditions for an emergence of lexical agreement through self-organization within a computer simulated environment	Saeid Atoofi	COG

Laguna Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Haruko M. Cook			
2:00 - 2:30	Second language socialization in a French-as-a-foreign-language classroom	Erin Kearney	LCS
2:35 - 3:05	The role of English in paradigms of immigrant adaptation to the U.S.	Sue Dicker	LCS

3:10 - 3:40	Watch your language: Error correction as a socialization practice in a Ukrainian classroom	Debra Friedman	LCS
4:30 - 5:00	Visual rhetoric as social cognition: campaigning discourse of the Beijing Olympics	Vincent Taohsun Chang	LCS

Laguna Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Alister Cumming			
2:00 - 2:30	L2 reading comprehension as situated activity	Christina Overstreet	ASE
2:35 - 3:05	Burden of proof(reading): Task effect in an editing activity	Ariana Mikulski	ASE
3:10 - 3:40	Venezuelan college students' attitudes to a computerized, video listening comprehension test	Juan Pino-Silva	ASE
3:55 - 4:25	Should lexical tests exclude cognates?: Analyzing Romanian and Vietnamese speakers' choices on the Nation-Schmitt Vocabulary Levels Test	Rena Helms-Park, Vedran Dronjic, Maria Petrescu	ASE
4:30 - 5:00	Using lexical decision tests as a placement tool for early and late Spanish/English bilinguals	Carlos Ramirez, Marta Fairclough	ASE

Newport Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Jina Lee			
2:00 - 2:30	Occluded academic genres: An analysis of the MBA thought essay	Brandon Loudermilk	TXT
2:35 - 3:05	Integrating corpus-based and genre-based approaches in analysing reports	Lynne Flowerdew	TXT
3:10 - 3:40	Structural influence of language contact on the markings of discourse information levels	Rama Munajat	TXT
3:55 - 4:25	Navigating the face-threatening act in rejection letters to academic job applicants	Stephanie Lindemann	TXT
4:30 - 5:00	A model of rhetorical design strategies	Suguru Ishizaki, David Kaufer	TXT

Newport Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Richard R. Day			
2:00 - 2:30	Language and identity in Timor-Leste	Kerry Taylor-Leech	LPP
2:35 - 3:05	No Child Left Behind is language policy	Candace Harper, Elizabeth Platt	LPP
3:10 - 3:40	Effects of revision instruction in second language writing	Mei-Hung Lin, Chih-Hua Kuo	RWL
4:30 - 5:00	The grammar of race: A corpus-based look at agency in The New York Times and Los Angeles Times	Ruth Seymour	TXT

Newport Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Robb McCollum			
2:00 - 2:30	Ask a (stupid) question: A study of discourse strategies in asynchronous communication	Chia Yuan Hung, Katalin Kabat	TEC
2:35 - 3:05	Identity, power and investment issues in learning a second language through computer-mediated communication	Paula Charbonneau-Gowdy	TEC
3:10 - 3:40	Bridging the digital divide: An ecological approach to adolescent ELLs and online discourse communities in a 'patriotic' classroom.	Rachel J. Pinnow	TEC
3:55 - 4:25	Intertextual connections between computer enhanced prewriting discussion and students' first drafts: A cross-case study of intermediate adult ESL learners	Iona Sarieva	TEC
4:30 - 5:00	Supporting English language learners' academic literacy development through blogging	Dong-Shin Shin, Wendy Seger	TEC

Pacific Ballroom IV

Time	Title	Presenter(s)	Strand
Session Chair: Charlene Polio			
2:35 - 3:05	Lexical bundles in university spoken and written registers	Doug Biber, Federica Barbieri	TXT
3:10 - 3:40	Code-switching and the optimal grammar of bilingual language use	Agnes Bolonyai, Rakesh Bhatt	SOC
3:55 - 4:25	Bilingual processing and Dynamic Systems Theory	Kees de Bot	COG
4:30 - 5:00	The brain bases of L2 and L1 Spanish: Evidence from event-related potentials	Harriet Bowden, Cristina Sanz, Karsten Steinhauer, Michael Ullman	COG

Monday Afternoon – Posters

Bristol III

2:00 - 4:00	Poster Title	Presenter(s)	Strand
	Learning how to do things with words in Spanish as a foreign language: interpreting and giving advice.	Ana Borderia-Garcia	SLA
	Is transfer a developmentally constrained process?: Periphrastic causatives in L2 Spanish and L2 English	Monica Cabrera	SLA
	The study on Chinese EFL learners' English intonation patterns in read speech	Hua Chen	SLA
	FL writing development and general FL proficiency	Pieter de Haan, Kees van Esch	SLA
	What near-native writers (don't) know: Findings from a corpus of advanced ESL academic writing	Estela Ene	SLA
	Effects of competence, exposure, and linguistic backgrounds on accurate production of English pure vowels by native Japanese and Mandarin speakers	Malcolm Finney, James Till, Naoko Tamura	SLA
	Competence and performance in English pronunciation of Taiwanese EFL learners	Jo Shan Fu, Selim Ben Said, Krassimira Charkova	SLA
	The inflectional and derivational morphologial processing of French by near-native speakers: Evidence for a dual-mechanism account	Peter Golato	SLA

Strategies for teaching students with interrupted formal education	Rabia Hos	SLA
Processability and development of syntax and agreement in the interlanguage of learners of Arabic as a foreign language	Ghassan Husseinali	SLA
Incomplete acquisition and dominant language transfer in the interpretation of Korean exempt binding by early Korean-English bilinguals	Ji-Hye Kim, Silvina Montrul, James Yoon	SLA
Code-switching in young Korean-Chinese bilinguals	Kwee Ock Lee, Hyungjai Kim	SLA
Are L1 properties facilitative or obstructive to the development of the functional domain of interlanguage?	Yu-Chang Liang	SLA
Do deaf people see things differently?: Thinking-for-speaking in oral and sign languages	Francisco Meizoso	SLA
Second language vowel perception: the effect of facial cues, phonetic environment, and interlanguage vowel length	Tomoko Okuno	SLA
When word class is enough: Evidence against shallow parsing in second language sentence processing	Guillermo Rodríguez, Alan Juffs	SLA
Sincerity, intonation, and apologies: A case study of Thai EFL and ESL learners	Saowanee Treerat	SLA

Monday Afternoon - Plenary

	Pacific Ballroom	
5:20 – 6:20	**Plenary** *Introduction by César Félix-Brasdefer* The discursive construction of politeness/impoliteness	Richard J. Watts

Tuesday, April 24 Highlights		
8:00 am – 12:00 pm 1:00 pm – 5:00	Conference Registration	Pacific Ballroom Foyer
8:15 am – 11:15 am	Invited Colloquium: *Multiple perspectives on interaction in SLA* Susan Gass, Alison Mackey	Catalina Ballroom II
8:15 am – 11:15 am	Refereed colloquia, papers	as scheduled
9:00 am – 12:00 pm	Publishers Exhibits	Fountain Terrace
9:00 am – 11:00 am	Poster Sessions *ASE • Assessment and evaluation* *COG • Language cognition and brain research* *SOC • Sociolinguistics*	Bristol III
11:35 am- 12:35 pm	Plenary *Defining, researching, and teaching genre: Conflicts and convergences* Ann M. Johns	Pacific Ballroom
12:35 pm – 2:00 pm	Lunch Break	
2:00 pm – 5:00 pm	Refereed colloquia, papers	as scheduled

Tuesday Morning - Invited Colloquium

Catalina Ballroom II			
Time	**Invited Colloquium Title**	**Organizer**	**Strand**
8:15 - 11:15	Multiple perspectives on interaction in SLA	Susan Gass, Alison Mackey	SLA
	Paper Titles	**Presenter(s)**	
	The psycholinguistics of the interaction hypothesis: Balancing usage-based and form-focused SLA	Nick Ellis	
	Interaction research in the second language classroom	Nina Spada, Patsy Lightbown	
	A sociolinguistic perspective on interaction in SLA	Elaine Tarone	
	Inter- and intra-personal interaction in L2 learning: A sociocultural perspective	James P. Lantolf	
	Methodological hurdles in computer-mediated communication (CMC) SLA research: Striving for a clearer picture	Bryan Smith	
	Noticing in second language learning	Jacquelyn Schachter	

Tuesday Morning – Colloquia

Catalina Ballroom I

Time	Colloquium Title	Organizer	Strand
8:15 - 11:15	After-hours: Sites of language and literacy learning of immigrant and L2-learning youth	Jane Zuengler, Margaret Hawkins	BIH
	Paper Titles	**Presenter(s)**	
	Rapping for an empowering L2 speaker identity: A hip hop school-resident-artist programme for Hong Kong students	Angel Lin, Evelyn Man	
	After-hours language and literacy learning among minority ethnic groups in London's East end	Peter Martin	
	Community-based learning: Exploring languages and literacies	Margaret Hawkins	
	After school lets out: Language and learning at community centers in a U.S. Midwestern neighborhood	Jane Zuengler	
	Discussant: Kelleen Toohey		

Pacific Ballroom I

Time	Colloquium Title	Organizer	Strand
8:15-11:15	National identities in a transnational world	Mary Bucholtz	DIS
	Paper Titles	**Presenter(s)**	
	Becoming Latino through language: Americanization and its limits in a migrant classroom	Mary Bucholtz	
	National identity in an Irish language class in the United States and the transnational negotiation of authenticity and authority	Jennifer N. Garland	
	Marking identities: Practices of differentiation among Asian American children in an after-school program	Adrienne Lo	
	The Global in the local: Linguistic and cultural constructions of identity in children's doctrina education in U.S. Mexican diaspora	Patricia Baquedano-López	
	The role(s) of languages in the construction of native American identity	Jocelyn C. Ahlers	
	National identities and language rights in a transnational world	Keith Walters	

Pacific Ballroom II

Time	Colloquium Title	Organizer	Strand
8:15-11:15	Organizing L2 teaching, learning, and assessment around the zone of proximal development	Matthew Poehner	PED

	Paper Titles	Presenter(s)
	L2 dynamic assessment: Interpreting learners' contributions	Matthew Poehner
	Developing L2 listening comprehension through dynamic assessment	Rumia Ableeva
	A Vygotskyan approach to re-organizing assessment in a pre-service ESOL endorsement program	Tony Erben
	Scaffolding learner engagement in project-based L2 learning	Leo van Lier
	Mediating learner writing development in L2 classrooms	Howard Mahn
	Creating zones of proximal development in the L2 classroom with drama	John Haught

Pacific Ballroom III

Time	Colloquium Title	Organizer	Strand
8:15 - 11:15	Recognizing language diversity at school: Teacher researcher partnerships in multilingual contexts	Diane Dagenais	LCS

	Paper Titles	Presenter(s)
	Crossing boundaries: Community and school multiliteracies	Kelleen Toohey
	Creating opportunities for multilingual literacies in elementary school: Teacher education through collaborative action research	Heather Lotherington
	A transformative pedagogy of voice: Working with low literacy refugee students in the mainstream	Jenny Miller
	Learning about language diversity in context: Situating language awareness activities in the local linguistic landscape and curriculum practices	Françoise Armand, Diane Dagenais, Patricia Lamarre, Danièle Moore, Cécile Sabatier

Discussant: Margaret Early

Pacific Ballroom IV

Time	Colloquium Title	Organizer	Strand
8:15 - 11:15	The interactional instinct: The evolution and acquisition of language	Andrea W. Mates	SLA
	Paper Titles	**Presenter(s)**	
	The evolution of grammar	Namhee Lee	
	Implications of the interactional instinct for the nature of language	Lisa Mikesell	
	Interactional readiness: Infant caregiver interaction and the ubiquity of language acquisition	Anna Dina L. Joaquin	
	The neurobiology of affiliation in first and second-language acquisition	Andrea W. Mates	
	Broader implications of the interactional instinct	John H. Schumann	

Tuesday Morning – Papers

Balboa Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Zhisheng Wen			
8:15 - 8:45	The split-IP hypothesis: Findings from adult Arabic L2 acquisition	Mohammad Alhawary	SLA
8:50 - 9:20	Output, learner awareness and L2 development	Bo-Ram Suh	SLA
10:10 - 10:40	Working memory and L2 oral fluency	Gregory Mizera	SLA
10:45 - 11:15	The measurement of working memory in SLA: A research synthesis and meta-analysis	Yukiko Watanabe, Joara Bergsleithner	SLA

Balboa Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Paul J. Angelis			
8:15 - 8:45	Learning language, learning Peace?: Newcomers to Canada (de)construct the P-word	Monica Waterhouse	LID
9:25 - 9:55	Metaphor and US Foreign Policy: Condoleezza Rice “testifies.”	Fred DiCamilla	LID
10:10 - 10:40	'American born, American bred, and when I die I'll be American dead': On the power of words and other discourses	Antonina Lukenchuk	LID
10:45 - 11:15	Appropriation and Resistance: The nested discourses of English-only policies	Ester de Jong	LID

Emerald Bay I

Time	Title	Presenter(s)	Strand
Session Chair: David Stringer			
8:15 - 8:45	Study abroad conversations: Do they provide feedback and opportunities for pushed output?	Marisol Fernández-García, Asunción Martínez-Arbelaiz	SLA
9:25 - 9:55	Tense-aspect acquisition: Instructional materials and lexical aspect	Chomraj Patanasorn	SLA
10:10 - 10:40	The optionality of non-nominative subjects in a Spanish-English contact context	Marcela Cazzoli-Goeta, Martha Young-Scholten	SLA
10:45 - 11:15	Patterns of thinking for speaking, nine years later	Gale Stam	SLA

Emerald Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Victorine Hancock			
8:15 - 8:45	In retrospect: Princess Diana's discursive co-construction of her not-so-royal self	Andrea Simon-Maeda	DIS
8:50 - 8:20	Discourse strategies and genres - a study in Mandarin conditionals	Chi-hsien Kuo	DIS
9:25 - 9:55	A comparative study of the speech act of complaints	Xiaoshu Zhu	DIS
10:10 - 10:40	L2 as a mediational tool: Evidence from beginning language learners	Sabine Siekmann	DIS
10:45 - 11:15	Identities in an ESL reading class: A membership categorization analysis	Houxiang Li	DIS

Emerald Bay III

Time	Title	Presenter(s)	Strand
Session Chair: Paula Lee Kristmanson			
8:15 - 8:45	On beyond blonde: Un-naming second language teacher identity	Lace Marie Brogden	PED
8:50 - 9:20	ESL teachers' metacognition in mentoring meetings	Camilla Vasquez, Alfredo Urzua	PED
9:25 - 9:55	Teacher effectiveness: A comparison between teachers' and students' perceptions	Eliana Hirano	PED
10:10 - 10:40	Addressing processing problems and finding possible solutions	Alessandro Benati, James F. Lee	PED
10:45 - 11:15	Content-based instruction through project work in the post-secondary L2 classroom	Becky Brown	PED

Huntington Beach

Time	Title	Presenter(s)	Strand
Session Chair: Erin Lavin			
8:15 - 8:45	Maintenance of minority languages: The role of identity	Michele Back	LMR
9:25 - 9:55	Heritage language maintenance: The use of written Spanish in the United States	Laura Callahan	LMR
10:10 - 10:40	Spanish subject pronoun use among Caribbean bilinguals in New York City: Diminishing sensitivity to continuity of reference	Naomi Lapidus Shin, Ricardo Otheguy	SPA
10:45 - 11:15	Establishing U.S. Spanish as a Variety of General Spanish: Implications for the Teaching of Spanish in the U.S.	Daniel Villa	SPA

Laguna Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Richard Baldauf			
9:25 - 9:55	China's foreign language policy on primary English education: What lessons can we learn?	Yuanyuan Hu	LPP
10:10 - 10:40	Citizenship definitions and second language education: A qualitative case study	Douglas Fleming	LPP
10:45 - 11:15	Policy initiatives, identity and linguistic variation: Moving beyond the colonizer/colonized debate	Joao Rosa	LPP

Laguna Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Freeda Wilson			
8:15 - 8:45	Phonological awareness in monolingual and bilingual children: The case of Mandarin and English	Stefka Marinova-Todd, Jing Zhao	BIH
9:25 - 9:55	Language use and identity formation in a dual language immersion kindergarten	Lida Cope	BIH
10:10 - 10:40	Heritage vs. Foreign language learners: Foreign in the home language--not at home in the foreign language	John Hedgcock, Natalie Lefkowitz	BIH
10:45 - 11:15	Properties of characters in heritage Chinese textbooks and their implications for character knowledge development among Chinese heritage language learners	Chan Lu, Keiko Koda	BIH

Laguna Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Noriko Iwasaki			
8:15 - 8:45	Interlanguage requests in English: Some evidence from an empirical study.	Helen Woodfield	LCS
8:50 - 9:20	¡Qué feíto estás tú también, cariño!: An E-DCT comparison of reactions to positive irony in Mexican and Peninsular Spanish	Julie Sykes, Sara Mack	LCS
9:25 - 9:55	Taiwanese elders, Vietnamese mothers: Language socialization in an adult education program in rural Taiwan	Shumin Lin	LCS
10:10 - 10:40	The discourses of teachers and students: Their socialization through the acquisition of "academese"and corresponding ideology	Julie Kerekes	LCS
10:45 - 11:15	Discussing students' writing in academic tutorials: An interlanguage pragmatic investigation of institutional talk	Gila Schauer	LCS

Newport Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Karyn Mallett			
8:15 - 8:45	The use of paraphrase in summary writing: A comparison of L1 and L2 writers	Casey Keck	TXT
8:50 - 9:20	Generic variability in Thai and English research articles	Budsaba Kanoksilapatham	TXT
9:25 - 9:55	Intertextuality in discussion sections of master's theses and research articles	Betty Samraj	TXT
10:10 - 10:40	Hybrid voice: Language learners and writing in L2	Tony Cimasko	TXT

Newport Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Keiko Koda			
9:25 - 9:55	The world according to East African student writers	Jill Burkindine	RWL
10:45 - 11:15	EFL learners' online reading strategies: A comparison between high and low EFL proficient readers	Hsin-chou Huang	RWL

Newport Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Eunjyu Yu			
8:15 - 9:45	Using innovative multimedia modules for learning language and culture in context: A perception study of MIMEA	Sara Hillman, Seongmee Ahn, Angelika Krämer	TEC
9:25 - 9:55	Identity and community: Examination of Japanese learner's blog entries	Shinji Sato	TEC
10:10 - 10:40	Mediated cognition in writing activities: Understanding writing strategy use from a sociocultural perspective	Xiao Lei	LCS
10:45 - 11:15	The two way nature of reduced intelligibility: Understanding how the listener and speaker contribute	Beth Zielinski	LCS

Tuesday Morning – Posters

Bristol III

9:00 - 11:00	Poster Title	Presenter(s)	Strand
	Distinguishing listening to learn from listening for basic comprehension: Bridging inference questions	Jihyun Jeon	ASE
	Adult heritage and native speakers: How different are they?	Rachel Lunde Brooks, Maria Brau	ASE
	Foreign language listening comprehension online: Issues of testing method, training effects and motivation	Kara McBride	ASE
	Qualitative and quantitative evaluation of a multi-level English as a second language writing portfolio assessment program	Robb McCollum	ASE
	Do monologue and dialogue formats of speaking test affect students' performance differently in heritage and non-heritage learners of Korean?	Sunyoung Shin	ASE
	The impact of high-stakes examinations and change in language of instruction: EAP in Mathematics and Science classrooms in Malaysia	May Tan, Saw Lan Ong	ASE
	A sound symbolic analysis on non-native voiceless labial fricatives	Atsushi Asai	COG
	Functional neuroimaging and the bilingual brain	MaryAnn Christison, Ellen Knell	COG
	Language and conceptualization: A cross-linguistic study of motion events in Persian and English narratives	Parastou Feiz	COG
	Temporal events in aphasic speech: A computational neuroscience approach	Ramesh Mishra	COG
	Developing internet and computer terminology	Slobodanka Dimova	SOC
	The word "Allah" in Libyan Arabic discourse	Hussein Elkhafaifi	SOC
	Systematic use of spatial orientational terms by college students in Taiwan	Hui-chen Hsu	SOC
	Are you bilingual? A sociolinguistic view of being bilingual in Canada	Sylvie Roy	SOC
	Examining sociocultural and linguistic features that impact the schooling of Chicano English speakers	Sharon Ulanoff, Lillian Vega-Castañeda	SOC

Tuesday Morning - Plenary

Pacific Ballroom

11:35–12:35	**Plenary** *Introduction by Betty Samraj* Defining, researching, and teaching genre: Conflicts and convergences	Ann M. Johns

Tuesday Afternoon – Colloquia

Catalina Ballroom I

Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Form-focused instruction and classroom pedagogy: Implications for teacher education	Hossein Nassaji	PED

	Paper Titles	Presenter(s)
	Time, teachers, and tasks in focus on form instruction	Teresa Pica
	Tools of the trade: Exploring the explicit language knowledge of TESOL teacher trainees	Cathie Elder, Rosemary Erlam, Jenefer Philp
	Measuring the effectiveness of incidental focus on form: Prior and subsequent use	Shawn Loewen
	Reactive focus on form through negotiation on learners' written errors	Hossein Nassaji
	Discussant: Rod Ellis	

Catalina Ballroom II

Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Critical participatory approaches to language education: Models from Hawai`i	Kathryn Davis	BIH

	Paper Titles	Presenter(s)
	Generation 1.5 students as redesigners of their social futures: The pedagogical effects of critical literacy practices in the college classroom	Renae Skarin
	Creating “third space” in language teacher education through narratives	Hye-sun Cho
	Audible lives, visible changes: The transformative potential of L2 narrative inquiry	Matthew Prior

Pacific Ballroom I

Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	CALL contributions to SLA	Robert Fischer	TEC

	Paper Titles	Presenter(s)
	L2 chat and telecollaboration: What has the research shown us?	Mark Darhower
	Semiotic microsystems: SMS outside classroom contexts	Susana Sotillo
	Student and teacher behaviors in virtual and physical space during CMC	Senta Goertler
	Self-correction and fluency in ESL speaking development	Nel de Jong, Dawn McCormick, Chris O'Neill, Claire Bradin Siskin

	The impact of CALL on culture learning: Redefining teaching/assessment practices	Sebastien Dubreil
	Modeling core elements in speaking from computerized spoken tests performances	Masanori Suzuki, Jared Bernstein
	Discussants: Scott McGinnis, Kimberly Potowski	

Pacific Ballroom II

Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Linguistic relativity in second language acquisition	ZhaoHong Han	SLA
	Paper Titles	**Presenter(s)**	
	Convergence of language specific structures in narratives by bilinguals: The description of motion events in two languages	Helmut Daller , Jeanine Treffers-Daller	
	Thinking-for-speaking in a foreign language: On the expression of motion events	Teresa Cadierno	
	Implications of language-specific L1 patterns in event construal of advanced second language learners	Barbara Schmiedtova, Mary Carroll, Christiane von Stutterheim	
	Grammatical morpheme inadequacy as a function of linguistic relativity: A longitudinal study	ZhaoHong Han	
	Linguistic relativity and second language learning	Aneta Pavlenko	
	The role of L2 proficiency, age of acquisition, and cultural immersion on the changing cognitive state of the L2 learner	Panos Athanasopoulos	

Pacific Ballroom III

Time	Colloquium Title	Organizers	Strand
2:00 - 5:00	Strategic alignment, scripted curricula, and content based instruction for ELLs	J. Andres Ramirez, Patricia C. Paugh	LPP
	Paper Titles	**Presenter(s)**	
	Curricular design as strategic alignment: A framework for responsive education in the high-stakes era	J. Andres Ramirez, Patricia C. Paugh	
	Strategize without compromise: Urban teachers strategically aligning instructional practice with culturally and linguistically diverse students	Andrew Hafner	
	"Yes, but… the district is asking us to follow scripted lessons:" Tensions and possibilities of strategic alignment for urban teachers	Elizabeth A. Robinson	
	Discussant: Jerri Willett		

Pacific Ballroom IV

Time	Colloquium Title	Organizer	Strand
2:00 - 5:00	Educational linguistics: Directions and prospects	Francis M. Hult, Nancy H. Hornberger	LCS

	Paper Titles	Presenter(s)
	Developments in educational linguistics: Taking stock and looking forward	Nancy H. Hornberger, Francis M. Hult
	Educational linguistics: Knowledge, policy, and professional practice at a crossroads	Constant Leung
	Discourse issues in cross-cultural pragmatics: Educating the community	Diana Boxer
	Educational linguistics in multilingual classrooms	Angela Creese
	At the intersection: The ethnopoetics of identity construction, situated learning, and structured creativity in storytelling and narrative	Doris S. Warriner

Discussanst: Bernard Spolsky, Leo van Lier

Tuesday Afternoon - Papers

Balboa Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Sara Hillman			
2:00 - 2:30	What's in a game? The concept of game in Hungarian and American: A cross-linguistic study	Judit Simo	LCS
2:35 - 3:05	Study abroad and the acquisition of local Arabic dialects	Emma Trentman	LCS
3:10 - 3:40	Authority in Korean families: The use of the verb-suffix -ta	Eunjin Park	LCS
3:55 - 4:25	Online collaboration for intercultural learning	Meei-Ling Liaw, Susan Bunn	LCS
4:30 - 5:00	The intersection of language practice and ideology: A case of a conversation between a JFL learner and her host mother	Haruko Cook	LCS

Balboa Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Gabriela Castañeda Jiménez			
2:35 - 3:05	The effect of repeated summarizing activity on Korean EFL learners' IL performance	Haemoon Lee, Heesoo Park, Yusook Yoon	SLA
3:10 - 3:40	L2 learners' strategies during task planning: What and how do they plan?	Takako Nakakubo	SLA
3:55 - 4:25	The interrelationship of motivation, instructional preferences and language learning strategies in learning English	Champa Detaramani	SLA
4:30 - 5:00	Biographical studies in Chinese learners' strategy use	Xuesong Gao	SLA

Emerald Bay I

Time	Title	Presenter(s)	Strand
Session Chair: Zena Sekimoto			
2:00 - 2:30	Does the noun phrase accessibility hierarchy predict the difficulty order in the acquisition of Japanese relative clauses?	Hiromi Ozeki, Yasuhiro Shirai	SLA
3:10 - 3:40	The gap between the perception and production of tones by American learners of Mandarin	Bei Yang, Robert D. Ankenmann	SLA
3:55 - 4:25	Does interaction affect long-term phonological acquisition?	Alene Moyer	SLA
4:30 - 5:00	Artilatory settings and the dynamics of second language speech production	Wander Lowie	SLA

Emerald Bay II

Time	Title	Presenter(s)	Strand
Session Chair: Viviana Cortes			
2:00 - 2:30	Reflections on challenges and lessons learned: Conducting interviews with second language learners across languages and cultures	Jeremie Seror	DIS
2:35 - 3:05	Mediated discourse and the role of the interpreter: What can be learned from foregrounding the profile of the mediator?	Holly E. Jacobson	DIS
3:10 - 3:40	How Mexican scientists successfully revise in response to journal editors' criticism of language	Karen Englander	DIS
3:55 - 4:25	Understanding the socio-pragmatic implications of the Japanese interactional particle *ne*	Emi Morita	DIS

Emerald Bay III

Time	Title	Presenter(s)	Strand
Session Chair: Kari Gibson			
2:00 - 2:30	Perceived benefits of community-based service-learning in an MS TESOL program	Janet Eyring	PED
2:35 - 3:05	Foreign language teachers and content-based instruction: The struggle to balance content and language instruction	Laurent Cammarata	PED
3:10 - 3:40	Learning to use passives and alternatives in English by Chinese speakers	Liang Chen, John Oller	PED
3:55 - 4:25	Learning German verbs with inseparable prefixes through teaching systematic conceptual meaningfulness of prefixes	Katherine Sprang	PED
4:30 - 5:00	The use of popular texts for language development: An intertextual and interdiscursive look at meanings constructed by Iranian young adults	William Grohe	PED

Huntington Beach

Time	Title	Presenter(s)	Strand
Session Chair: Nick Pendar			
2:00 - 2:30	Conceptions of culture and identity in language teacher education study abroad programs	Lesley Harbon	LCS
2:35 - 3:05	L2 proficiency measured by partial awareness of masked primes in lexical processing	Xin Wang	COG
3:10 - 3:40	An aptitude for foreign language phonology? Individual differences in memory for L1 and L2 nonword sequences	William Bonk	COG
3:55 - 4:25	Effects of a short-term study-abroad program on participants' English proficiency	Yasushi Sekiya, Siwon Park	ASE

Laguna Beach I

Time	Title	Presenter(s)	Strand
Session Chair: Zhan Wang			
2:00 - 2:30	Co-construction of word search activities: The use of visible action as an interactional resource	Innhwa Park	DIS
2:35 - 3:05	Interactional functions of "but" in advanced-level and intermediate-level nonnative speaker English conversation	So Yeon Kim	DIS
3:10 - 3:40	Non-native-ness: Teachers as clowns	Yi-Ping Huang	DIS
3:55 - 4:25	The language of explanations in Physics lectures: An EFL case in China	Xiaoping Liang	DIS
4:30 - 5:00	Analysis of Tunisian EFL lesson discourses	Salwa M'rabet-Abid	DIS

Laguna Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Genevieve Patthey-Chavez			
2:00 - 2:30	Language ideologies, language policy, language testing: The (mis)identification of English learners and the California English language development test	Kristina de Korsak	LID
2:35 - 3:05	Naming war - "foreign brides," "foreign spouses," or "new immigrant females?	Amber Navarre	LID
3:10 - 3:40	Entering the circle: Mexican graduate students' experiences and perceptions of language, identity and new discourses in U.S. universities	Maria Rebeca Gutierrez Estrada, Nolvia Cortez Roman	LID
3:55 - 4:25	The baggage we carry: Inside the ideological suitcases of Assistant Language Teachers in Japan	Alison Crump	LID
4:30 - 5:00	Selecting applied linguistic problems: The example of food politics	Guy Cook	LID

Laguna Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Jeff Connor-Linton			
2:00 - 2:30	ESL teacher education standards: Getting serious	Michael Newman	ASE
2:35 - 3:05	The long-term effects of self-assessment among young learners of English	Yuko Butler	ASE
3:10 - 3:40	"You've been here for three years and still can't read?" An examination of psycho-educational assessments of English language learners	Steven Sider	ASE
3:55 - 4:25	Evidence-centered design and task-based language assessment	Chengbin Yin	ASE

Newport Beach I

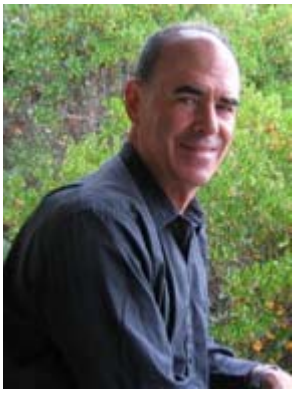
Time	Title	Presenter(s)	Strand
Session Chair: Alan Brown			
2:00 - 2:30	Learnability problem of the unaccusative verbs	Didem Özhan	SLA
2:35 - 3:05	ESLGuide: A development of software application grounded in Vygotsky's socio-cultural theory of language learning	Mahmoud Amer, Dan Tannacito, Sarah Tourtellotte, Abdelmoniem Soliman	TEC
3:10 - 3:40	The perception and appropriation of affordances in bilingual chat	Emily Krasinski	TEC
3:55 - 4:25	Homophobia and why boys avoid foreign languages	Scott Kissau	PED
4:30 - 5:00	Is online chatting an essential tool to enhance the production of foreign languages in basic language instruction classes?	Geraldine Blattner, Stephanie Roulon	PED

Newport Beach II

Time	Title	Presenter(s)	Strand
Session Chair: Yuko Hijikata			
2:35 - 3:05	Veridicality, reactivity, and language choice in L2 writing think aloud protocols	Scott Chien-Hsiung Chiu, Charlene Polio	RWL
3:10 - 3:40	Adult ESL Students' goals for improving grammar and vocabulary in their writing	Ally Zhou	RWL
3:55 - 4:25	The effect of graphic organizer training on EFL reading development	Xiangying Jiang	RWL
4:30 - 5:00	Can morphological awareness help learning to use plural marks in written French?	Pascale Lefrançois	RWL

Newport Beach III

Time	Title	Presenter(s)	Strand
Session Chair: Ester de Jong			
2:00 - 2:30	Teacher identities in a Foreign language classroom: Conflict or harmony?	Yuri Kumagai	PED
2:35 - 3:05	Spoken grammaticality and EFL teacher candidates: The effects of explicit grammar instruction on the spoken performance of advanced learners	Ching-Hsuan Wu	PED
3:10 - 3:40	Grammar knowledge requirements in ESL teacher preparation as evidenced through novice teachers' written feedback on lexical and grammatical errors	Bede McCormack, Anne Ediger	PED
3:55 - 4:25	The professional development of teachers of adult English language learners: A critical review of the literature	Brad Teague, Brian Rose	PED



ANDREW D. COHEN

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Teaching and Assessing L2 Pragmatics: What Can We Expect from Learners?

Saturday, April 21, 2007

5:20-6:30pm

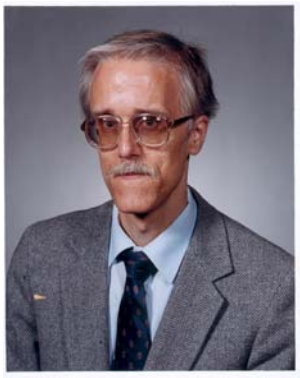
Pacific Ballroom

Abstract

The talk will focus both on efforts to teach and assess L2 pragmatics and on efforts to acquire appropriate pragmatic behavior. While there is a growing literature on L2 pragmatic gains from participation in programs such as study abroad, there are fewer studies of explicit instruction aimed at enhancing the development of L2 pragmatic knowledge. A new direction is to construct self-access websites for learners that provide pragmatic insights to complement the material found in typical course work which provides only incomplete and often ambiguous treatment of pragmatics. But what do learners actually do with this fine-tuned pragmatic information and should it be a mandatory part of course work? The talk will report on an intervention to enhance the pragmatic performance on study abroad students and on a small-scale study of advanced learners of Spanish engaged in learning pragmatics using the Croquet virtual online environment where they were required to interact with native speakers and use the strategies they had learned to make requests and apologize. The results of these studies provide insights into both approaches to instruction and assessment, and into how learners approach online pragmatics materials, the strategies that they use in learning L2 pragmatics, and their success in utilizing those strategies in a virtual, interactive environment.

Biography

Andrew D. Cohen was a Peace Corps Volunteer in rural development with the Aymara Indians on the High Plains of Bolivia (1965-67), taught in the ESL Section at UCLA, was a professor of language education for many years at the Hebrew University of Jerusalem, and since 1991 has been in the ESL Program at the University of Minnesota, where he was awarded Scholar of the College in the College of Liberal Arts (2002 to 2005). He was a Fulbright Lecturer/Researcher to Brazil (1986-87) and a Visiting Professor at the University of Auckland, New Zealand (2004-05). Cohen was director of the National Language Resource Center at the Center for Advanced Research on Language Acquisition (CARLA) (1993-2004). In addition, he was AAAL Secretary Treasurer (1993 to 1997) and Secretary General of AILA (1996 to 2002). Cohen was the recipient of the 2006 AAAL Distinguished Scholarship and Service Award. He has published numerous research articles on language teaching, language learning, language testing, and research methods, as well as books on bilingual education, on language learning strategies, and on language assessment and research methods. His last book was a co-edited volume with Diana Boxer, Studying speaking to inform second language learning (Multilingual Matters, 2004) and he and Ernesto Macaro have a new co-edited volume to appear in several months, Language learner strategies: 30 years of research and practice (Oxford University Press).



JOHN M. LIPSKI

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The Evolving Interface of U.S. Spanish: Language Mixing as Hybrid Vigor

Sunday, April 22, 2007

11:35-12:35pm

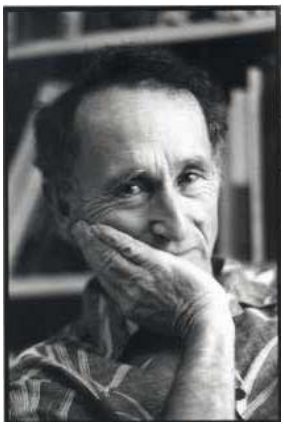
Pacific Ballroom

Abstract

Spanish has been in contact with English—and with other varieties of Spanish—in the United States for more than a century, but the nature of its speech communities have changed considerably in recent decades. Language contact phenomena, grouped under the derogatory umbrella of "Spanglish," have generally been viewed as detrimental to both Spanish and English. The present study argues that stable contact varieties of Spanish have emerged and are playing an increasing role in the maintenance and spread of Spanish in the United States. Using the biological metaphor of hybridization, it is claimed that insistence on artificial notions of purity is a historically unrealistic endeavor that reduces Spanish to a "hot-house" product unable to survive in U. S. society. The study traces changes in Spanish usage both as new regional and social varieties have entered the U. S. Spanish mix in the past few decades but also as increasing numbers of native bilingual speakers enter the upper eschelons of the communication mainstream. Language and dialect hybridization has not changed the fundamental grammatical and phonological structures of Spanish in the U. S., but it has contributed an authenticity that deserves wider recognition as a vehicle for social change.

Biography

John M. Lipski is Professor of Spanish and Linguistics at the Pennsylvania State University. His research interests include Spanish language variation, language contact, phonology, creole languages, and the contributions of the African diaspora to Spanish and Portuguese. He has done fieldwork in Spain, Africa, the Caribbean, Mexico, Central and South America, the Philippines, and many Spanish-speaking communities within the United States. Currently he is on a Guggenheim fellowship to study contemporary Afro-Hispanic speech communities. He is the author of more than 200 articles and the following books: Varieties of Spanish in the United States [forthcoming]; A history of Afro-Hispanic language contact; Latin American Spanish [also translated into Spanish and Japanese]; The language of the Isleños of Louisiana; The speech of the Negros Congos of Panama; Linguistic aspects of Spanish-English language switching; El español de Malabo; The Spanish of Equatorial Guinea; Fonética y fonología del español de Honduras; El español en síntesis [with the late Eduardo Neale-Silva].



WILLIAM LABOV

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Reading: The Imperative Challenge To Applied Linguistics

Sunday, April 22, 2007

5:20-6:20pm

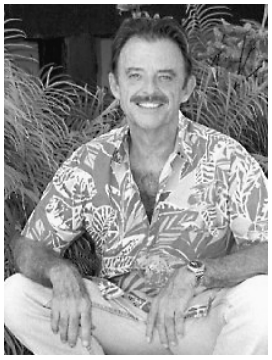
Pacific Ballroom

Abstract

Among the social problems that affect the life chances of Americans, none is more serious than the failure of children to acquire literacy in the early grades. Though linguists have not made major contributions to reading research in recent years, both need and opportunity are now greater than ever. This report will deal with three implications of recent research that combines linguistic analysis with active intervention in low-income schools. (1) Resistant problems in decoding raise challenges for phonological theory; a clearer definition of the elsewhere condition is called for, along with a general theory of exceptions to phonological rules. (2) Attempts to explain the correlation of nonstandard dialects with low reading still require a better understanding of how differences from standard English interfere with reading. (3) Efforts to reverse the alienation of children from the reading process must construct texts that engage the interests, emotions and concerns of struggling readers. Principles drawn from the study of narratives of personal experience may be applied to this end.

Biography

William Labov, Professor of Linguistics, Director of the Linguistics Laboratory, University of Pennsylvania. His major work is the study of linguistic change and variation, and he has just published the Atlas of North American English, with co-authors S. Ash and C. Boberg). A second edition of his 1966 study of The Social Stratification of English in New York City is about to appear. Other books include Sociolinguistic Patterns (1972), Language in the Inner City (1972), Principles of Linguistic Change (1994, 2000),. He is the director of the Urban Minorities Reading Project and co-author of the Individualized Reading Manual, designed to raise reading levels in low-income schools. He is co-editor of Language Variation and Change, served as president of the Linguistic Society of America (1979), and is a member the National Academy of Sciences. Home page: http://www.ling.upenn.edu/~labov/



RICHARD SCHMIDT

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SLA and US National Foreign Language Education Policy

Monday, April 23, 2007

11:35-12:35pm

Pacific Ballroom

Abstract

Since the world learns English, do Americans need to learn other languages? If so, which languages out of the six or seven thousand that are spoken in the world? Spanish is the people's choice, but the US government currently encourages programs that teach Arabic, Chinese, Korean, Japanese, Russian, and languages in the Indic, Iranian, and Turkic language families (source: US Department of Education "final priorities" for discretionary grant programs in FY 2007-2008). Starting from a rather narrow definition of foreign language policy as overt intervention by a central government to promote particular foreign languages or language skills when the free interplay of market forces fails to satisfy national needs, I will describe the evolution of a major strand of US foreign language policy spanning the half century between the National Defense Education Act of 1958 and the National Security Language Initiative of 2006. This requires consideration of the political context of national policy (the Cold War, globalization, American hegemony and resistance, petro-politics, terrorism), but the focus of my presentation will be on what can be said about the opportunities, problems, and prospects for success of current policies from an SLA perspective. Specific topics include the length of time it takes to learn a language and the way in which interlanguages develop over time; age effects and the putative benefits of early instruction; the importance of input, interaction and instruction in different contexts; changing perspectives on the nature of learning and effective pedagogy; the role of individual differences; attitudes towards bilingualism (overt and covert) and their relationship to policies that support or undermine official FL policy; and the ways in which SLA research may influence and is certain to be influenced by official policies.

Biography

Dick Schmidt (AAAL President, 2003-2004) is a professor of Second Language Studies and director of the National Foreign Language Resource Center at the University of Hawaii in Manoa. His primary research areas are cognitive and affective factors in adult second and foreign language learning (such as the role of attention and the importance of motivation in learning), sociolinguistics (both macro and micro), and the particular problems of learning and teaching difficult, less commonly-taught languages.

RICHARD J. WATTS

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The Discursive Construction of Politeness/Impoliteness

Monday, April 23, 2007

5:20-6:20pm

Pacific Ballroom

Abstract

The study of linguistic politeness/impoliteness has experienced a renaissance over the past six or seven years, particularly after the publication of Gino Eelen's penetrating A Critique of Politeness Theories (2001). Three of Eelen's main criticisms concern a) the confusion between first-order lay notions of "politeness" and second-order conceptualisations of the term, b) the indiscriminate use of an undefined concept of "culture", and c) the claim that "politeness" is a universal aspect of human behaviour somehow reflected in language use. However, prior to Eelen's 2001 book, it was already clear to many of the contributors to Watts, Ide, and Ehlich (1992) that a distinction should be made between first- and second-order politeness and that claims for a universal concept of politeness were, at the very least, premature, and at worst, grossly exaggerated. The impetus towards a new approach in researching the term, one that might then be used more fruitfully in SLA and cross-cultural interaction, was generated by the realisation that, whatever politeness was, it seemed to be involved in the exercise of power in social interaction (cf. Kienpointner's 1999 special issue of Pragmatics) and to emerge as an issue in instantiations of verbal interaction in communities of practice. The present lecture will deal with ways in which politeness (and almost more importantly, impoliteness) is constructed discursively in ongoing social practice as a first-order concept by those involved.

Biography

Richard J. Watts was born in London in 1943 and gained his first university education in Britain. He emigrated to Switzerland in 1969, where he has been living ever since, working on a full-time basis at the University of Zurich and then at the University of Berne, where he has been Professor of English Linguistics since 1984. His work is in the fields of linguistic politeness, pragmatics, socio-historical linguistics and the sociolinguistics of English. His previous publications include Power in Family Discourse (Mouton de Gruyter), Politeness in Language (edited with Sachiko Ide and Konrad Ehlich, Mouton de Gruyter), Standard English: The Widening Debate (edited with Tony Bex, Routledge), Alternative Histories of English (edited with Peter Trudgill, Routledge) and Politeness (Cambridge University Press). He is currently working on a book with the somewhat provisional title of Linguistic Myths in the History of English for Oxford University Press. Apart from English, his native language, he is fluent in Standard German as well as the Zurich dialect of Swiss German (being married to a native of Zurich) and French, and he relishes the frequent opportunities in Switzerland to use all of these languages on a regular, everyday basis. The language he uses with his family, including the dog, is – Swiss German.

ANN M. JOHNS

San Diego State University
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Defining, Researching, and Teaching Genre: Conflicts and Convergences?

Tuesday, April 24, 2007

11:35-12:35pm

Pacific Ballroom

Abstract

The term genre has become increasingly important to theory, research, and pedagogical practice, particularly among those concerned with how texts are socially constructed in the worlds in which we live, study, and work. Yet the ways in which practitioners define, analyze, and teach genres differ, depending upon the particular "school" to which they subscribe. These schools, characterized by Hyon (1996), as the Sydney School, English for Specific Purposes, and The New Rhetoric, represent different geographical regions, theoretical frameworks, academic disciplines, pedagogical approaches, and methods for analyzing texts and contexts. I will begin this talk by discussing what experts from the various schools seem to agree upon: what genre is---and what it is not. Then, drawing from a list of references that will be distributed, I will suggest some of the areas upon which there is disagreement. My talk will conclude with comments about how, as a practicing ESL/EFL teacher, I attempt to draw from each of the schools to produce academic literacy curricula.

Biography

Ann M. Johns is Professor Emerita of Linguistics and Writing Studies at San Diego State University (CA), where she has taught classes in, and about, academic literacies for the past thirty years. Recently, she has been writing literacy curricula for secondary schools, particularly for linguistically and culturally-diverse students who plan to enroll in universities. During her long career, she has published six books, the most recent of which are Text, role, and context: Developing academic literacies (Cambridge, 1997) and two edited volumes: Genre in the classroom: Multiple perspectives (Lawrence Erlbaum, 2002), and, with Maureen Kelley Sipp, Diversity in college classrooms: Practices for today's campuses (University of Michigan, 2004). She has written more than fifty articles and book chapters, principally on diverse students' academic literacy development. In addition to studying in Egypt for two years (1970-72) and spending a Fulbright year in China (1981-82), she has presented plenaries and workshops and twenty-one countries. Her homepage: http://www-rohan.sdsu.edu/~annjohns/

Language Learning Round Table:
Language Learning Celebrates 30 years of AAAL

Sunday, April 22, 2007, 2:00-5:00pm, Catalina Ballroom 2

Organizer:
César Félix-Brasdefer (Indiana University, cfelixbr@indiana.edu)

Moderator:
Albert Valdman (Indiana University, valdman01@aol.com)

The purpose of this panel is to present the AAAL audience with an incisive and thought-provoking discussion of different research areas in applied linguistics over the course of 30 years, including an overview of the inception of each area of investigation, a critical appraisal of where we currently stand in each of these areas, and directions for future research with considerations for both theoretical and methodological developments.

Language assessment: Opportunities and challenges
Lyle F. Bachman (UCLA, lfb@humnet.ucla.edu)
The greatest challenges language assessment faces are in the arenas where language tests are used to make decisions about individuals and institutions. There is a huge demand world-wide for greater involvement of language testers in classroom and accountability assessment. The future prospects for language assessment are filled with opportunities and challenges. Turning these into accomplishments will depend upon the willingness and capability of language testers to apply the knowledge and skills acquired over the past half century to the urgent practical assessment needs of our education systems and societies.

Second and foreign language pedagogy
Heidi Byrnes (Georgetown University, bymesh@earthlink.net)
This paper presents developments in second and foreign language pedagogy in terms of mutual influences and tensions between language acquisition research and classroom practice. Because more contextualized, socioculturally oriented, and dynamic approaches have recently gained prominence, one can expect L2 pedagogy to be able to enact its particular understanding of the phenomenon of instructed language learning in a more differentiated and self-assured way than has often been the case.

Developments in SLA research
Rod Ellis (University of Auckland, r.ellis@auckland.ac.nz)
LA is characterized by controversy regarding issues such as how L2 knowledge is represented, the extent to which acquisition is driven by innate, language specific mechanisms or general cognitive mechanisms, the roles of input and interaction, the contribution of social context, and the relationship between universal aspects of acquisition and individual differences. While some see this controversy as a sign of immaturity, others see it as a sign of strength.

Pragmatics in second language research
Gabriele Kasper (University of Hawai'i at Manoa, gkasper@hawaii.edu)
L2 pragmatic development has been investigated as a matter of individual cognition and as socially constituted in interaction. The talk will discuss research from these two contrasting perspectives, focusing on models of cognitive processing and conversation analysis. It will be shown how research on pragmatics from either perspective not only builds on existing traditions in SLA but makes substantial contributions to SLA theory on pragmatics and beyond.

Variationist approaches in SLA
Dennis R. Preston (Michigan State University, preston@msu.edu)
In the 1970s SLA began to use the "variable rule." Their psycholinguistic import faded, but the tradition continued to attract researchers who believed that multiple factors influenced the choices learners make in developing interlanguages and that the probabilities associated with these influences characterize development itself. Variationists have revived cognitive models and suggested again that influence on selection is a profitable way to characterize learners of various sorts and at various stages.

Are Two Heads better than One?
Pair Work in L2 Learning and Assessment

Sunday, April 22, 2007, 8:15-11:15am, Catalina Ballroom 2

Organizers:
Lynda Taylor (University of Cambridge ESOL Examinations, UK, Taylor.L@ucles.org.uk),
Gillian Wigglesworth (University of Melbourne, gillianw@unimelb.edu.au).

Communicative approaches in language teaching have led to the widespread use of pair work in both L2 learning and assessment. Analyses of paired discourse enhance our understanding of the role of pair work in second language acquisition processes as well as its value in the assessment of second language proficiency.

Anatomising pairwork interaction in second language acquisition.
Pauline Foster (St. Mary's College, UK, fosterp@smuc.ac.uk),
Amy Ohta (University of Washington, aohta@u.washington.edu)
This paper explores the range of conversational gambits used by learners to help them understand and express meaning in an L2, and discusses how these might generate valuable language learning opportunities in pairwork through features such as other-repair, self-repair, scaffolding, co-construction and the negotiation of both meaning and form.

Pairs processing feedback: a comparison of reformulation and editing.
Gillian Wigglesworth (University of Melbourne, gillianw@unimelb.edu.au), **Neomy Storch** (University of Melbourne, neomys@unimelb.edu.au)
This study compared pairs responding to two forms of feedback and used the recorded pair dialogues to examine the ways in which the feedback was processed. The findings suggest that editing allows deeper engagement with the feedback, but that reformulations may be more beneficial for developing longer term L2 accuracy.

Paired oral proficiency testing: Bringing out the best.
Lindsay Brooks (OISE/University of Toronto, lbrooks@oise.utoronto.ca)
This paper presents the differences in test-takers' performance and interaction in a paired proficiency test versus their performance in a test with an examiner. Based on test scores, the students performed better in the paired format and analyses of the dialogue reveal that the paired format resulted in more complex interaction.

A conversation analytic perspective on discourse and proficiency in paired oral assessment.
Anne Lazaraton and **Larry Davis** (University of Minnesota, lazaratn@umn.edu)
In this paper we demonstrate how Conversation Analysis (CA) has been employed to understand the co-constructed nature of paired oral testing by considering audio-and videotaped data from several paired oral assessment contexts. An analysis of the discourse produced during these pair tasks reveals how one's partner may mediate displays of language proficiency.

Two by two: paired interaction in large-scale proficiency assessment.
Lynda Taylor (University of Cambridge ESOL Examinations, UK, Taylor.L@ucles.org.uk)
This paper considers the opportunities and challenges that are offered when a paired format is used in the large-scale assessment of spoken language proficiency. The nature of the paired interaction in such contexts is explored together with implications for test format, task design, assessment criteria and rater training.

Discussants: **Andrew D. Cohen** (University of Minnesota, adcohen@umn.edu), **Elana Shohamy** (Tel Aviv University, elana@post.tau.ac.il)

Invited colloquia abstracts are listed in order of presentation.

Getting the Word out: Large-Scale Implementations of Vocabulary Research

Tom Cobb (Université du Québec à Montréal, Cobb.tom@uqam.ca), **Marlise Horst** (Concordia University, Montreal, MARLISE@education.concordia.ca). *Saturday, April 21, 2007, 2:00-5:00pm, Catalina Ballroom 2*

Significant-scale, principled implementations of the extensive vocabulary research of recent years appear to be rather rare. However, there are a growing number of exceptions to this. The colloquium brings together major research-informed undertakings in the areas of assessment, textbook development, curriculum reform and new technologies (cell phones and video games).

Optimizing vocabulary learning with IRT and online technology. **Brent Culligan** (Aoyama Gakuin Women's Junior College, bculligan@lexxica.co.jp), **Charles Browne** (Aoyama Gakuin University, Tokyo, Japan, browne@gol.com)
How can we identify which words EFL students should study next? A large-scale project in Japan applied IRT to Yes/No tests to determine the difficulty of the 5000 most frequent English words. Results were used to design individualized learning programs that rely on innovative techniques including use of cell phones.

Exploiting the learning potential of a mass-distribution video game. **Tom Cobb** (Université du Québec à Montréal, Cobb.tom@uqam.ca)
Research informing the way words are introduced and recycled in a new video game (Spelling Spree) is outlined. The game, which builds on recent Hollywood interest in spelling bees, will be mass-produced and can be expected to reach a large audience of first and second language learners of English.

Vocabulary's impact on the emergence of fluid and automatic reading: evidence from ISRS. **Scott Murray** (Director General, Statistics Canada, s.murray@uis.unesco.org)
Although large-scale assessments show that many adults fail to become skilled readers, they reveal little about the causes of this failure and offer few solutions. New data from the International Survey of Reading Skills (ISRS) show how a range of component skills, including vocabulary, influence the emergence of fluid and automatic reading.

Designing research-informed vocabulary teaching materials. **Diane Schmitt** (Nottingham Trent University, Nottingham UK, diane.schmitt@ntu.ac.uk), **Norbert Schmitt** (Nottingham University, Nottingham, UK, (Norbert.Schmitt@ nottingham.ac.uk)
Although vocabulary textbooks abound, it is not always clear that the findings of acquisition research are making their way into published materials. This presentation will recount the challenges faced in creating a textbook that aims to take account of research findings relating to vocabulary size, frequency, word knowledge, recycling and context.

Bare naked lexis: Starting with the basics, from paper to CD to web. **Steve Neufeld** (Middle East Technical University, North Cyprus Campus, steven.neufeld@gmail.com), **Ali Billuroglu** (Eastern Mediterranean University, Magosa, North Cyprus, ali.billuroglu@emu.edu.tr)
|Knowledge of commonly used words is crucial for students learning English as a foreign language. A wordlist, developed for academic contexts at English-medium universities in non-English speaking countries, is part of a large-scale vocabulary development project, combining various media: print, CD, MOODLE and the Internet, for both classroom and self-study.

Re-designing the vocabulary component of the Hong Kong school curriculum. **Arthur McNeill** (City University of Hong Kong, amcneill@cuhk.edu.hk)
A major initiative in designing the ESL vocabulary curriculum for Hong Kong schools will be outlined. The government-mandated project targets all twelve years of compulsory education and is now in its secondary phase. The presentation details research-informed approaches to teacher training, classroom task design and software development.

Discussant: **Keith Folse** (University of Central Florida, kfolse@mail.ucf.edu)

Next-Generation CALL Software: What We Need and a Research Agenda for Getting It

Sue E. K. Otto (University of Iowa, sue-otto@uiowa.edu), **James P. Pusack** (University of Iowa, james-pusack@uiowa.edu**).** *Saturday, April 21, 2007, 8:15-11:15am, Catalina Ballroom 2*

In this symposium, a series of four presenters with extensive experience in the development of CALL materials and authoring tools will endeavor to situate the field of CALL development and to chart the ways we can avoid the pitfalls of the past and harness the power of technology to implement the insights of SLA research. Audience members will be invited to contribute their experiences and expectations for the future.

Where things stand today. **James P. Pusack** (University of Iowa, james-pusack@uiowa.edu)
This presentation will review the evolution of foreign language course, authoring software and course management systems in the context of the needs of language teaching and the mandates of SLA theory. To what extent have such tools adequately met current expectations for effective language learning, especially work with authentic materials?

Next-generation CALL research: Investigating CALL software from an SLA perspective. **Volker Hegelheimer** (Iowa State University, volkerh@iastate.edu)
Next-generation CALL software often leads to research using "last"-generation methodology. This presentation focuses on the importance of investigating next-generation CALL software based on SLA theory rather than on technological novelty. A new CALL research agenda centered on innovation, classroom integration, and qualitative investigation will be outlined.

CALL and the LCTLs: Pedagogical and curricular challenges. **Nina Garrett** (Yale University, nina.garrett@yale.edu)
This presentation focuses on the particular problems of LCTLs—typologically distant languages, pedagogically untrained native speaker teachers, heritage learners with skill imbalances, small programs with incomplete curricula, lack of access to programs at most institutions—and describes CALL-based ways (the only feasible ways) to address these problems.

Into the future: CALL tools and SLA research. **Sue E. K. Otto** (University of Iowa, sue-otto@uiowa.edu)
Our pursuit of effective, sophisticated CALL has produced software tools that enable exploitation of authentic materials, link communities of learners, and allow greater learner autonomy. Extrapolating from present trends, the presenter will speculate on the future generation of CALL tools and the research needed to inform their design.

Individual Differences, Language Identity, and the L2 Self

Zoltán Dörnyei (University of Nottingham, zoltan.dornyei@nottingham.ac.uk). *Monday, April 23, 2007, 8:15-11:15am, Catalina Ballroom 2*

The characteristics of the language learner/user can be examined within three well-known psychological paradigms: 'Individual differences', 'identity' and the 'self'. This colloquium examines ways by which these three independent lines of research can be integrated in order to achieve a more subtle understanding of the agent of the SLA process.

Ethnolinguistic affiliation–L2 fluency links: Are there mediating psycholinguistic variables? **Norman Segalowitz** (Concordia University, norman.segalowitz@concordia.ca), **Elizabeth Gatbonton** Concordia University, gatbonto@vax2.concordia.ca), **Pavel Trofimovich** (Concordia University, pavel@education.concordia.ca)
Researchers have documented associations between ethnolinguistic affiliation and individual differences in L2 fluency. To explain these associations, an account is needed of the mechanisms mediating this link. This paper examines the idea that psycholinguistic factors related to amount of language use, language frequency effects, and cross-linguistic similarities underlie this connection.

Beyond language and identity: The bilingual as an intercultural broker. **Richard Clément** (University of Ottawa, rclement@uottawa.ca)
Research on motivational aspects of L2 learning is, in multiple ways grounded in the intergroup context in which the learning takes place. This presentation will further illustrate this phenomenon from the point of view of identity enactment and intercultural conflict mediation.

A person-in-context relational view of emergent motivation, self and identity. **Ema Ushioda** (University of Warwick, E.Ushioda@warwick.ac.uk)
In this paper, I develop a person-in-context relational view of language motivation as emergent from interactions between human intentionality and the social world, including the unfolding cultural context of activity. I shall explore theoretical frameworks that can inform a socially and culturally embedded view of emergent motivation, self and identity.

The L2 motivational self system. **Zoltán Dörnyei** (University of Nottingham, zoltan.dornyei@nottingham.ac.uk)
In this paper I first introduce a new L2 motivation theory, the "L2 Motivational Self System," which integrates several theoretical L2 constructs with findings of self research in psychology. Following this, I present extensive empirical data to validate the theory and conclude the talk by discussing theoretical and practical implications.

From integrative motivation to possible selves: The baby, the bathwater, and the future of language learning motivation research. **Peter D. MacIntyre** (Cape Breton University peter_macintyre@capebretonu.ca)
Dörnyei (2005) introduced possible selves in his construction the Ideal L2 Self, part of a self-related motivational system for second language learning. This is reframing and reinterpreting of Gardner's (2001) concept of the integrative motive. This presentation will focus on the potential gains and losses from a theoretical reformulation in light of difficulties in measuring possible selves.

Identity and the internalization of language learning into the self-concept. **Kimberly A. Noels** (University of Alberta, knoels@ualberta.ca)
Using the notions of "self-construals", "possible selves", and Self-Determination Theory as a theoretical backdrop, this presentation discusses some empirical findings from studies of learners of French and English that explored the process by which the language and the activity of language learning may become internalized within the self-concept.

Discussant: **Bonny Norton** (University of British Columbia, bonny.norton@ubc.ca)

Ideologies of language in an anti-immigrant age: The case of Spanish/ (or is it Spanglish?) in the United States

Guadalupe Valdés (Stanford University, gvaldes@stanford.edu). *Monday, April 23, 2007, 2:00-5:00pm, Catalina Ballroom 2*

In this age of growing anti-immigrant sentiment, Spanish in the United States is viewed by many Americans, not as a major world language that is spoken by more than 400 million individuals, but as a persistent threat to English and as a language of the undocumented and the uneducated. The papers in this colloquium examine attitudes and ideologies about U.S. Spanish and problematize ways in which characterizations of this Spanish are used by ordinary Americans.

What kind of Spanish? A complex climate of hostility toward US varieties of Spanish. **Guadalupe Valdés** (Stanford University, gvaldes@stanford.edu)
This paper provides an introduction for the papers to be presented in the colloquium. Referring briefly to the context of hostility toward Latinos and to Spanish in California, it suggests that views about the kind of Spanish spoken by Latino in the US held by both the monolingual Anglophone population and by Latino upper-class intellectuals must be examined carefully.

Language attitudes and linguistic outcomes in Reading, Pennsylvania. **Almeida Jacqueline Toribio** (The Pennsylvania State University, ajt5@email.psu.edu)
The present study focuses attention on Reading Pennsylvania, a new destination city that witnessed a nearly 800 percent increase in the Dominican population between 1990-2000. More specifically, the paper examines the language attitudes of non-Hispanic African- and Anglo-Americans towards the presence of Spanish. Following the Social Connotations Hypothesis of Giles and Niedielski (1998), language attitudes will be construed as reactions based on the relative social characteristics of speakers of the language and how they are perceived in the community. The discussion reviews the potential linguistic outcomes and ideologies that could ensue from the recorded language attitudes.

With friends like these, who needs enemies: The Spanglish Bandwagon. **Ana Celia Zentella** (University of California at San Diego, aczentella@nethere.com)
Stavans (2003) claims that Spanglish represents "the making of a new American language". In a vigorous attempt to legitimize Spanglish, he lists hundreds of words and his Spanglish translation of the introduction to El Quixote. Do these efforts agree with linguistic and socio-cultural facts, or do they turn Spanglish into a popular commodity that robs it of its creativity?

A name does not a language make: The case of the word 'Spanglish'. **Ricardo Otheguy** (Research Institute for the Study of Language in Urban Society (RISLUS), rotheguy@gc.cuny.edu)
Structural and lexical evidence developed from empirical discourse data obtained from immigrant and American - born Spanish speakers suggests that the term 'Spanglish' is highly inaccurate as a description of the language of U.S. Latinos. The persistence of the term despite its lack of scientific validity bears careful investigation.

Multiple Perspectives on Interaction in SLA

Susan Gass (Michigan State University, gass@msu.edu), **Alison Mackey** (Georgetown University, mackeya@georgetown.edu). *Tuesday, April 24, 2007, 8:15-11:15am, Catalina Ballroom 2*

Connections between interaction-based research and other approaches to SLA will be explored in this colloquium. Researchers will discuss interaction from their own perspectives providing new insights, explanations, and suggestions for further research. Presenters will discuss how the interaction research tradition can be enriched by considering perspectives on SLA from a range of different approaches.

The psycholinguistics of the interaction hypothesis: Balancing usage-based and form-focused SLA. **Nick Ellis** (University of Michigan, ncellis@umich.edu)
Language is socially constructed. Language use, language learning, and conscious experience are all socially situated, negotiated, scaffolded, and guided. They emerge in the dynamic play of social intercourse. This presentation reviews psycholinguistic aspects of the Interaction Approach to SLA, focusing on the cognitive effects of social interaction in each of the three components of (1) implicit learning from naturalistic input, (2) form-focused, socially-guided learning from usage, and (3) explicit learning from socially provided negative evidence or instruction.

Interaction research in the second language classroom. **Nina Spada** (University of Toronto, nspada@oise.utoronto.ca), **Patsy M. Lightbown** (Concordia University, EMAIL)
In this presentation, we will describe the different ways in which interaction research has been conducted in the L2 classroom. Some of the questions to be addressed include: What are the types and sources of language input and interaction that have been investigated in the classroom? What features of interaction have been investigated in studies examining exchanges taking place between teachers and students and students and students? What conclusions can be drawn between different interaction opportunities in the classroom and language development?

A sociolinguistic perspective on interaction in SLA. **Elaine Tarone** (University of Minnesota, etarone@umn.edu)
Current claims about the role of input, output, and explicit feedback in SLA only consider individual cognitive factors. The interaction approach must also factor in the influence of well-attested sociolinguistic factors deriving from social group membership and identity. Attention to speech form, for example, is clearly affected by interlocutor, speech style, and topic.

Inter- and intra-personal interaction in L2 learning: A sociocultural perspective. **James P. Lantolf** (The Pennsylvania State University, jpl7@psu.edu)
This presentation considers from both a theoretical and empirical perspective how sociocultural theory conceptualizes the role of, and connection between, social and private speech in SLA. Focus is on three major tenets of the interaction hypothesis: evidence of learning, explicit and implicit feedback, and the relevance of recasts.

Methodological hurdles in computer-mediated communication (CMC) SLA research: Striving for a clearer picture. **Bryan Smith** (Arizona State University, David.Bryan.Smith @asu.edu)
This paper addresses some methodological hurdles facing interactionist/SLA research in a CMC environment and argues the necessity of alternative data collection techniques. Results from current work which attempt to reconcile these challenges will be presented as illustration, including data from studies with adults (German FL) and younger learners (ESL/K-12).

Noticing in second language learning. **Jacquelyn Schachter** (University of Oregon, schachte@oregon.uoregon.edu)
Most current theories of second language learning incorporate some assumptions concerning the process of learning-that at certain points the learner notices a discrepancy between her own production and that of the native speaker, and as a result makes a change in the form of her own production. What drives this change, however, is a matter of dispute. Within some interactionist approaches, for example, the behavioral change is largely dependent upon nonlinguistic factors. Within nativist approaches, on the other hand, the learner cannot change her behavior until she has arrived at a point on her internal linguistic agenda that allows her to notice. These differences in viewpoint will be presented and analyzed.

Colloquia abstracts are listed alphabetically by the last name of the first organizer.

Toward a sociocognitive approach to second language acquisition

Dwight Atkinson (Purdue University, datkinso@purdue.edu).
Saturday, April 21, 2007, 2:00-5:00pm, Pacific Ballroom 3

Researchers typically assume that L2 development is either cognitively or socially based. In this colloquium, the participants argue that SLA can only be both. They do so by presenting theoretical and empirical studies which highlight the profound integration of social, physical, and cognitive processes in second language acquisition/use.

Overview: Toward a sociocognitive approach to SLA. **Dwight Atkinson** (Purdue University, datkinso@purdue.edu).
This paper provides a theoretical overview of sociocognitive approaches to SLA by: (1) considering the relative roles of cognition and society in established SLA theories; (2) describing exemplary sociocognitive work in other fields; and 3) considering three recent proposals for more fully sociocognitive perspectives on SLA.

On the nature of competence. **Diane Larsen-Freeman** (University of Michigan, dianelf@umich.edu).
In this paper, I discuss the various positions that have been adopted on the competence question in SLA, and argue for one supporting a sociocognitive view. I also argue that, whatever position one takes, it must address the question of what transcends particular contexts of use.

Alignment and interaction in a sociocognitive approach to SLA. **Hanako Okada** (Temple University, Japan, hana@internet.email.ne.jp), **Takako Nishino** (Temple University, Japan, zippyn@gmail.com).
After defining the term "sociocognitive," and defining/situating the concept of "alignment" in relation to it, we provide an extended micro-analysis of the dynamic mind-body-world alignment between a Japanese junior high student, her tutor, and their rich material environment as the student engages in SLA.

Exploring the boundaries of L2 competence: A conversation analytic perspective. **Donald Glenn Carroll** (Shikoku Gakuin Daigaku, dcarroll@mac.com).
Learner competence has been modeled as internalized linguistic knowledge abstracted from environmentally rich worlds of social interaction. This conversation analytic study of the micro-performance of scripted telephone dialogues argues for the reconceptualization of learner competence as more broadly social in nature and as inseparable from the competence of the co-interactants.

A Japanese-a- a-second- language- learner and a word: From ecology to form relations. **Eton Churchill** (Kanagawa Daigaku, eton_c@yahoo.com).
This diary study traces the path taken by an adult learner of Japanese in learning a single word. While concurrently investigating the acquisition of multiple types of word knowledge, this study explores how emerging theories in SLA might inform and be supported by an ecological study of vocabulary acquisition.

Discussant: **Claire Kramsch** (University of California, Berkeley, ckramsch@berkeley.edu)

Research on language play: Recent developments, future directions

Nancy Bell (Indiana University of Pennsylvania, nbell@iup.edu).
Sunday, April 22, 2007, 2:00-5:00pm, Pacific Ballroom 3

This colloquium presents research which uses a variety of approaches and contexts to explore how language play may contribute to increased metalinguistic awareness, syntactic and semantic development, and the acquisition of new registers. The papers represent the diversity of the present research agenda and suggest directions for future scholarship.

Foreign language play and CMC. **Carolin Fuchs** (University of California at Berkeley, cfuchs@calmail.berkeley.edu), **Ilona Vandergriff** (San Francisco State University, vdgriff@sfsu.edu).
Our study analyzes foreign language play in synchronous text-based CMC and FTF. We explore whether the medium has a differential effect on the type and token frequency of language play and how such play events are co-constructed by participants in CMC.

Intertextuality and language play. **Angela Goddard** (York St. John University, A.Goddard@yorksj.ac.uk).
This paper uses data from two different datasets of synchronous CMC interactions from monocultural and multicultural contexts. The analytical focus is on intertextuality as an interactive strategy, especially on its relationship with language play; and on its usefulness or otherwise across linguistic and cultural boundaries.

Multilingual learner utterances and language play. **Julie A. Belz** (Monterey Institute of International Studies, juliebelz@hotmail.com).
This paper investigates the use of playful multilingual utterances as an index of the advanced FL learner in writing, chat, and fiction. Data are drawn from German, English, French, Spanish, and Indonesian.

Child labour? Play and task in the words and minds of children. **David Kellogg** (Seoul National University of Education, kellogg59@hanmail.net), **Yongho Kim** (Korea National University of Education, kellogg59@hanmail.net).
When children are confronted with tasks handed down from the adult world of work, they seek to reconceptualize them as forms of play. In this paper we examine this as a language learning strategy, find it fruitful, and suggest that teachers follow suit.

Learning to play, playing to learn: FL learners as multicompetent language users. **Anne Pomerantz** (University of Pennsylvania, apomeran@gse.upenn.edu), **Nancy Bell** (Indiana University of Pennsylvania, nbell@iup.edu).
Viewing L2 learners as multicompetent language users, this paper examines how language play by adults in an advanced Spanish-as-a-foreign-language conversation course destabilized institutionally-sanctioned assumptions about what counts as meaningful or legitimate acts of language use, momentarily reconfiguring the definition of linguistic expertise and broadening the possibilities for acceptable language use.

Discussant: **Guy Cook** (The Open University, G.Cook@open.ac.uk)

Interacting variables in second language reading

Cindy Brantmeier (Washington University, cbrantme@wustl.edu). *Monday, April 23, 2007,* 8:15-11:15am, Pacific Ballroom 4

The colloquium consists of a collection of presentations that reflect the multifarious nature of foreign language (FL) reading with adults. Each report offers theory and/or empirical evidence to support a compensatory model of L2 reading (Bernhardt, 2005), the most comprehensive, interactive model to date.

A compensatory processing conceptualization of L2 reading. **Elizabeth Bernhardt** (Stanford University, ebernhar@stanford.edu).
The presentation synthesizes perspectives into a model that acknowledges the necessary components of a contemporary L2 reading model including L1 literacy level, L2 knowledge level, recognizing the interactions of background knowledge, processing strategies, vocabulary level, relationships between and among various cognate and non-cognate L1s and L2s, as well as the need to examine emerging L1/L2 readers as well as adult L2 readers. The presentation argues for a compensatory processing conceptualization: one that recognizes that knowledge sources act in an interactive, synergistic fashion, not an additive one.

Components of adolescents' L1 and L2 reading comprehension: A longitudinal analysis. **Amos Van Gelderen** (University of Amsterdam, A.J.S.vanGelderen@uva.nl).
With 389 students from grade 8 to grade 10, the present investigation offers empirical evidence relating to the relative importance of linguistic knowledge, efficiency of lower-order processes and strategic knowledge, for explaining L2 reading development. Empirical comparison of development in L1 and L2 reading comprehension is also included.

The reliability of self-assessment as a predictor for second language reading performance. **Cindy Brantmeier** (Washington University, cbrantme@wustl.edu).
With 229 advanced learners of Spanish at the university, the present L2 reading study attempts to provide additional empirical evidence concerning the use of a self-assessment factor as a predictor of computer based testing (CBT) reading scores and subsequent reading achievement. For the present study a more contextualized, criterion-referenced self-assessment instrument was borrowed from the European Language Portfolio under the direction of the European Council.

Linking L2 reading and writing through textual borrowing. **Hiram Maxim** (Georgetown University, hhm2@georgetown.edu).
The paper argues for a comprehensive reconsideration of textual appropriation's critical role in language learning. It locates textual borrowings within the gradual appropriation by all learners of a range of L2 textual features into their language use. Implications of this perspective on textual borrowing for L2 reading and writing instruction is included.

Individual learner differences and extensive reading. **Richard Day** (University of Hawaii, rday@hawaii.edu).
This talk explores extensive reading and how it allows instructors to accommodate individual differences during the L2 reading process. The presentation begins with an introduction to extensive reading, moves into a review of research on several individual learner differences, and then shows how an extensive reading approach can address the needs of individual learners.

Discussants: **William Grabe** (Northern Arizona University, William.Grabe@nau.edu), **Dorothy Chun** (University of California, Santa Barbara, dchun@gss.ucsb.edu)

National identities in a transnational world

Mary Bucholtz (University of California, Santa Barbara, bucholtz@linguistics.ucsb.edu). *Tuesday, April 24, 2007, 8:15-11:15am, Pacific Ballroom 1*

The session focuses on how language mediates the enduring relevance of national identities in situations of immigration, diaspora, colonization, and globalization. Five papers document the interactional basis of national identities in the transnational context of California, while the final paper retheorizes language rights in relation to national identities.

Becoming Latino through language: Americanization and its limits in a migrant classroom. **Mary Bucholtz** (University of California, Santa Barbara, bucholtz@linguistics.ucsb.edu).
Proassimilation arguments obscure the restricted vision of American identity that public schools offer to immigrant students. This paper examines the regime of linguistic and cultural assimilation by analyzing the interactional strategies of California high school teacher who models a Latino identity that is in effect a form of second-class citizenship.

National identity in an Irish language class in the United States and the transnational negotiation of authenticity and authority. **Jennifer N. Garland**, University of California, Santa Barbara, jng@umail.ucsb.edu).
This paper uses data from video recordings to show how the transnational character of an Irish language class in California invokes the national identities of the students and teacher, which are in turn used in the negotiation of linguistic authority through cultural authenticity.

Marking identities: Practices of differentiation among Asian American children in an afterschool program. **Adrienne Lo** (University of Illinois, Urbana-Champaign, adrienlo@uiuc.edu).
This paper examines interactions among Asian American children at an art school in California. Using Bucholtz and Hall's (2004) concepts of adequation and differentiation, it analyzes the ways in which children mark ethnic, racial, and national identities and link them to linguistic practices, bodies of knowledge, and national affiliations.

The Global in the local: Linguistic and cultural constructions of identity in children's doctrina education in U.S. Mexican diaspora. **Patricia Baquedano-López** (University of California, Berkeley, pbl@berkeley.edu).
This paper reviews recent literature on children's education in U.S. Mexican diaspora and provides examples from practices in Catholic children's religious instruction in Spanish (doctrina). The analyses of these data illustrate the ideological and pedagogical strategies of this program and how they influence the construction of local and transnational identities.

The role(s) of languages in the construction of Native American identity. **Jocelyn C.Ahlers** (California State University, San Marcos, jahlers@csusm.edu).
Constructing Native American identity requires balancing a broader Native identity with a more particular Tribal affiliation; it occurs in the face of English hegemony. This paper examines strategies both for the use of English in such identity performance, and the use of even a limited knowledge of languages of heritage.

National identities and language rights in a transnational world. **Keith Walters** (Portland State University, waltersk@pdx.edu).
This paper examines the issue of language rights in light of current rethinking of the nature of national identity. Ironically, perhaps, theorizing about language rights has generally paid scant attention to the languages of recent immigrants, though such languages play a crucial role in this reexamination of national identities.

Multiple perspectives and multiple meanings: Trends in classroom discourse analysis

KimMarie Cole (SUNY Fredonia, KimMarie.Cole@fredonia.edu).
Sunday, April 22, 2007, 8:15-11:15am, Pacific Ballroom 4

Using the same data set in their research, presenters coming from different strands of discourse analysis will share their findings and engage in a discussion of their practices and theoretical assumptions. Synthesis by a discussant and audience interaction will further articulate trends in classroom discourse analytic work.

Reconciling quantitative and qualitative approaches to studying vocabulary in classroom discourse. **Hugh Bishop** (University of Illinois at Urbana-Champaign, hbishop@uiuc.edu).
Patterns emerging from a quantitative analysis of teacher vocabulary versus student vocabulary were examined qualitatively where they occurred in the transcript. Specific lexical choices in pronoun use appear to be associated both with expressing teacher identity and her attempts to influence classroom activity. The pedagogical implications of this are discussed.

What's authenticity got to do with it? Content learning and identity in the context of "real science". **KimMarie Cole** (SUNY Fredonia, KimMarie.Cole@fredonia.edu).
A critical discourse analysis of transcripts shows that participants' engagement with an authentic science project may be challenged by the ways that science is defined and how their home and school identities are multiply positioned as included or excluded as part of a broader community.

"I like irrelevant": Critical narrative inquiry and participant examples. **Mary Curran** (Rutgers, The State University of New Jersey, mcurran@rci.rutgers.edu).
In this paper, the author provides a description of critical narrative inquiry as a methodological tool for discourse analysis and engages in an analysis of the participant examples from the classroom discourse around a science project.

The contextualization of participation in a classroom asthma project: Focus on assessments. **John Hellermann** (Portland State University, jkh@pdx.edu).
The conversation analytic perspective of this presentation shows sequences of talk in the classroom in which the teacher proffers a particular type of student contribution (personal assessments) and is responded to in such a way as to mark or contextualize sequences of talk and a biology asthma project as "teacher-directed".

Expanding the community of practice perspective: Considering historicity and multiple communities in understanding the perpetuation of marginality. **Elizabeth Miller** (University of North Carolina-Charlotte, ermiller@email.uncc.edu).
This paper examines the conflicting interests, power negotiations, and learning that unfolded during a unit in a biology classroom. These complex dynamics among the various communities of practice led to the failure, of both teacher and students, to acquire core participation and empowering identities as they undertook the project.

Discussant: **Jane Zuengler** (University of Wisconsin, Madison, zuengler@wisc.edu)

Recognizing language diversity at school: Teacher-researcher partnerships in multilingual contexts

Diane Dagenais (Simon Fraser University, dagenais@sfu.ca).
Tuesday, April 24, 2007, 8:15-11:15am, Pacific Ballroom 3

While researchers on educators to recognize language diversity, many classrooms focus only on school languages. This colloquium presents a variety of teacher-researcher partnerships that examine how innovative pedagogies in language education might draw on community language practices and multilingual resources to expand all children's knowledge about language diversity.

Crossing boundaries: Community and school multiliteracies. **Kelleen Toohey** (Simon Fraser University, toohey@sfu.ca).
I describe a collaborative project of a group of teachers, university researchers, and upper elementary children to document home, community, and school literacy practices. Using videotape, audiotape and artifacts as multimedia data, I will show participants' varied activities toward the integration of home and community literacy practices into schooling practices.

Creating opportunities for multilingual literacies in elementary school: Teacher education through collaborative action research. **Heather Lotherington** (York University, hlotherington@edu.yorku.ca).
At Joyce Public School in Toronto, we are engaged in collaborative action research to observe, create, understand and document emergent multiliteracies. This presentation describes our project, the learning opportunities afforded to us as a collective of university and elementary teacher - researchers, and the multilingual, digital narratives children are producing.

A transformative pedagogy of voice: working with low literacy refugee students in the mainstream. **Jenny Miller** (Monash University, jenny.miller@education.monash.edu.au).
This paper reports on a collaboration between researchers and teachers in a culturally and linguistically diverse high school in Australia. The project explores a pedagogical model focused on English in the content areas, but which incorporated the voices and identities of the students, who were struggling with mainstream literacy.

Learning about language diversity in context: Situating language awareness activities in the local linguistic landscape and curriculum practices. **Françoise Armand** (Université de Montreal, francoise.armand@umontreal.ca), **Diane Dagenais** (Simon Fraser University, dagenais@sfu.ca), **Patricia Lamarre** (Université de Montreal, patricia.lamarre@umontreal.ca), **Danièle Moore** (Simon Fraser University, dmoore@sfu.ca), **Cécile Sabatier** (Simon Fraser University, sabatier@sfu.ca).
We examine whether Language Awareness activities based on contextual data about the local linguistic landscape serves to draw students' attention to the status of languages, observe which languages are valued or marginalized, and develop an understanding of power relationships in language contact. We also analyze metapedagogical awareness in teacher-researcher collaboration.

Discussant: **Margaret Early** (University of British Columbia, mearly@interchange.ubc.ca)

Critical participatory approaches to language education: Models from Hawaii

Kathryn Davis (University of Hawaii, kathrynd@hawaii.edu).
Tuesday, April 24, 2007, 2:00-5:00pm, Catalina 2

This colloquium describes projects that utilize narratives and critical language awareness approaches to open communicative spaces for generation 1.5 college students, bilingual studies pre-service teachers, and adult immigrants to reconceptualize their language, literacy, and social identities. The papers show how participants consequently became agents of their own academic and professional futures.

Generation 1.5 students as redesigners of their social futures: The pedagogical effects of critical literacy practices in the college classroom. **Renae Skarin** (Stanford University, rskarin@stanford.edu).
This talk traces the presenter's use of a critical literacy curriculum for "at-risk" Generation 1.5 community college students in Hawaii. The study describes how students began to reclaim their primary Discourses and remake secondary Discourses. Thus, students reconceptualized their academic identities and saw themselves as designers of their academic futures.

Creating "third space" in language teacher education through narratives. **Hye-sun Cho** (University of Hawaii, hyesun@hawaii.edu).
This presentation describes how open interaction and critical reflection or "third space" allowed prospective bilingual teachers to draw on their linguistic and cultural funds of knowledge while becoming competent and legitimate members of academic communities. I argue that third space can effectively counter silencing and promote students' hybrid identities within educational settings.

Audible lives, visible changes: The transformative potential of L2 narrative inquiry. **Matthew Prior** (University of Hawaii, prior@hawaii.edu).
Through examples of community-based work with Southeast Asian immigrants, I discuss how autobiographical narratives are more than data. They are also transformative spaces in which narrative tellers make sense of identity, agency, social participation, and alternative ways of belonging and being through the telling of their experiences.

Narratives and narrative genres: texts and contexts

Anna De Fina (Georgetown University, definaa@georgetown.edu).
Monday, April 23, 2007, 8:15-11:15am, Pacific Ballroom 2

The main objective of this panel is to discuss narrative genres and to contribute to the debate over the criteria that can be used to distinguish between prototypical stories and other kinds of narratives. Panelists analyze different narrative genres and their functions in everyday and institutional contexts.

Managing verbal aggression in different narrative genres: Taking the he said/she said story out of the report. **Shonna Trinch** (John Jay College of Criminal Justice, CUNY, strinch@jjay.cuny.edu).
Battered women and institutional authorities represent abusers' verbal aggression in narratives of violence in distinct ways. Reported speech representing verbal aggression serves as a pragmalinguistic tool in the creation of two types of ideologically loaded narrative genres: stories and reports.

Preschoolers' co-constructed pretend play stories: The impact of social variable. **Amy Sheldon** (University of Minnesota-Twin Cities, asheldon@umn.edu).
Pretend play stories are a universal training ground for adult monologic and dialogic narrative skills. Tellers pay attention to multiple dimensions: cognitive-linguistic-gestural; physical activity; social engagement. Stable characteristics make it a similar activity across contexts. But social variables and interactional dynamics influence its content and form.

Narrative genres: an interactional approach. **Anna De Fina** (Georgetown University, definaa@georgetown.edu).
This paper focuses on accounts, defined as narratives produced in response to a "why" or "how" question by an interlocutor, in order to discuss how definitions of genre cannot be based solely on structural properties, but need to be grounded in the analysis of the workings of narratives in interaction.

Small stories --- just a different genre? **Michael Bamberg** (Clark University, mbamberg@clarku.edu).
The presentation argues that small stories are more than another genre of stories that can be used fir the analysis of selves and identities. Rather, small stories is an approach to identity analysis that shows emergent properties of identities-in-interaction that other narrative approaches thus far have undertheorized and dismissed.

Narrative as snapshot: Glimpses of the past in Alzheimer talk. **Heidi Hamilton** (Georgetown University, hamilthe@georgetown.edu).
In this paper I analyze a series of short narratives told by a woman at the moderately severe stage of Alzheimer's disease in order to examine the intersection of narrative, identity and memory. I compare aspects related to discourse coherence in these narrative with those produced by healthy subjects.

Epistemic challengeability. **Isolda Carranza** (National University of Cordoba, Argentina, 1287cosa@arnet.com.ar).
In closing arguments, only narratives of vicarious experience are expected, however, personal experience narratives are a culturally accepted feature of defense attorney's closing arguments. This is accounted for by the fact that the higher the degree of speaker's subjectivity and authority over the information, the lower the degree of challengeability.

Applied linguistics issues in Southern California Native American language restoration or Trying not to choke in the sandstorm

Lynne Díaz-Rico (California State University, San Bernardino, lynnediazrico@yahoo.com). *Saturday, April 21, 2007, 8:15-11:15am, Pacific Ballroom 1*

Tribal groups are working to restore two endangered languages of southern California in the face of a complicated cultural context created by the inundation of English. Multiple linguistic issues are addressed— pronunciation, syntax, historical and contemporary semantics, and social functions of discourse— with implications for other heritage language restoration efforts.

Bird songs of the Cahuilla--passing on the ancient ways. **Ernest H. Siva** (Morongo Band of Mission Indians, siva4@earthlink.net).
Singing bird songs is an ancient heritage of Native California. This paper comments on the correspondence between the linguistic, tonal, and rhythmic structures of the songs and traces what is known of their semantic correspondence with the spoken languages of the Serrano (Marringa') and Cahuilla (Ivii'a) spoken languages.

Issues in the survival of two California languages against the hegemonic presence of English. **Arkamez Blankenship** (Morongo Band of Mission Indians, Arkamez_Blankenship@morongo.org).
Sustaining an authentic and cultural environment for the acquisition of two indigenous languages has created a complicated learning context rife with pronunciation, syntax, semantic, orthographic, and discourse complexities in the struggle to maintain an endangered heritage language. Potential implications are discussed impacting the field of heritage language restoration.

Challenges in the linguistic apprenticeship model in heritage language preservation. **Christina Morreo** (Torres-Martinez Band, cmorreo@tmtanf.org), **Michelle Morreo** (Torres-Martinez Band, mmorreo@tmtanf.org).
One successful model of sustaining a Native California indigenous language has been the apprenticeship relationship. This presentation addresses pronunciation, syntax, semantic, discourse, and interpersonal issues that arise in the struggle to maintain an endangered heritage language. Potential implications are discussed impacting the utility of apprenticeship as a means of linguistic transmission.

Research on heritage and community languages: National and cross-national perspectives (Part A)

Patricia A. Duff (University of British Columbia, patricia.duff@ubc.ca), **Terrence G. Wiley** (Arizona State University, twiley@asu.edu). *Saturday, April 21, 2007, 8:15-11:15am, Pacific Ballroom 3*

This two-part colloquium presents current research on heritage/community languages within and across the United States, Canada, and Australia. Part A features U.S. immigrant language groups: Arabic, Chinese, Filipino, Hindi-Urdu, and Korean. Part B features Canadian and Australian immigrant languages (e.g., Spanish, Chinese, Maltese) and Canadian and U.S. Indigenous languages.

Is Arabic a strategic or heritage language? Language ideology and the prospects for arabic education programs in the United States. **Jeff Bale** (Arizona State University, bale@asu.edu).
Grounded by critical applied linguistics, this paper reviews the historical and current status of Arabic as a heritage language in the US. Attention is paid to the ideological consequences of recent language promotion initiatives that redefine Arabic as a strategic language with a specific role in maintaining national security.

Chinese heritage language education in the U.S. - challenges and prospects. **Na Liu** (Arizona State University, Na.Liu@asu.edu).
This study focuses on constructing teacher and parental perspectives on the role of Chinese community schools in maintaining heritage language. Using mixed research methods of focus group interviews and surveys, preliminary findings suggest that Chinese community schools in Phoenix, Arizona have succeeded in socializing children into the Chinese culture.

Filipino as a community language in the Philippines and the U.S.: A transnational perspective. **Joseph Axel** (Arizona State University, josephaxel@asu.edu).
This study focuses on the transnational identity of Filipinos, and more acutely as historical and contemporary issues pertain to language promotion and education. Post-colonial Filipino Americans in several California communities are further analyzed for their investment in community languages.

Hindi as a heritage language in the United States: An analysis of classroom- and community-based education initiatives. **Rucheeta Kulkarni** (Arizona State University, Rucheeta.Kulkarni@asu.edu).
As the second most commonly spoken language, and India's national language, Hindi is increasingly important for immigrants from India's many linguistic regions. This paper surveys educational efforts for maintenance of Hindi in the U.S., and explores their impact on issues of cultural identity, assimilation, and preservation.

The challenges and prospects of Korean heritage language education: The case of the Korean community schools. **Byeong-keun You** (Arizona State University, Byeong-keun.You@asu.edu).
This study examines stakeholder perspectives for promoting Korean heritage language education in Phoenix, Arizona. The findings of this case study identify specific administrative and curricular challenges, as well as shifts in demographics and attention paid to the Korean American community that indicate optimistic prospects for Korean heritage language education.

Discussants: **Kees de Bot** (Rijksuniversiteit Groningen, Netherlands, c.l.j.de.bot@rug.nl), **Patricia A. Duff** (University of British Columbia, patricia.duff@ubc.ca)

Research on heritage and community languages: National and cross-national perspectives (Part B)

Patricia A. Duff (University of British Columbia, patricia.duff@ubc.ca), **Terrence G. Wiley** (Arizona State University, twiley@asu.edu). *Saturday, April 21, 2007, 2:00-5:00pm, Pacific Ballroom 3*

This two-part colloquium presents current research on heritage/community languages within and across the United States, Canada, and Australia. Part A features U.S. immigrant language groups: Arabic, Chinese, Filipino, Hindi-Urdu, and Korean. Part B features Canadian and Australian immigrant languages (e.g., Spanish, Chinese, Maltese) and Canadian and U.S. Indigenous languages.

Heritage-language education for Native American learners: Implications from a national study of language shift and retention. **Teresa L. McCarty** (Arizona State University, Teresa.McCarty@asu.edu).
Native American language planning and policy confronts simultaneous heritage-language (HL) loss and Native students' stigmatization as "limited English proficient." Drawing on a national study, I examine students' and teachers' language ideologies and practices, and Native educators' efforts to promote HLs and educational equity. Implications for programs and policy are provided.

Indigenous language retention/revitalization in Canada: Research on "Language Nest". **Onowa McIvor** (University of British Columbia, onowa@telus.net).
Despite the success of "language nest" early childhood immersion programs worldwide, few have been established in Canada. Two British Columbia Indigenous Interior Salish language nest programs were investigated and the findings revealed contributing factors to success and challenges. Some practical recommendations for other communities and for future action are made.

Spanish as a heritage language in Canada: An overview of school, community and home-based initiatives and research. **Sandra Zappa-Hollman** (University of British Columbia, scazappa@interchange.ubc.ca), **Martin Guardado** (University of British Columbia, guardado@interchange.ubc.ca).
This paper provides an overview of Spanish heritage language (HL) education in Canada by focusing on three areas of research on instruction and maintenance: in school programs, in community-based initiatives, and at home. It identifies lessons to be learned from these HL programs and directions for future research.

Research on Chinese as a heritage language in the "Canadian Mosaic". **Duanduan Li** (University of British Columbia, duanli@interchange.ubc.ca).
This paper presents an overview of Chinese heritage language (CHL) education research in Canada in formal and informal educational settings. Despite the long tradition of research on children's HL learning in Canada, postsecondary CHL issues have not yet received due attention considering the rapidly growing learner population.

The evolution of heritage languages in Montreal, Quebec: Researching "Third Spaces" and points of enunciation. **Mary Maguire** (McGill University, mary.maguire@mcgill.ca).
The paper traces the challenges of multilingual literacies and heritage language maintenance immigrants to Canada face that are related to federal and provincial legislation related to languages and education rights. Montreal offers a unique urban setting to examine the complexities of multilingual language dynamics, practices, and "third spaces."

Shifting discourses of diversity and the changing dynamics of community language maintenance initiatives in Australia. **Helen Borland** (Victoria University, Australia, Helen.Borland@vu.edu.au).
Drawing on Australian data from research in established immigrant communities (Maltese and Vietnamese) and newly arrived ones (such as those from Horn of Africa countries), this paper considers how shifting language ideologies and their discourses are being reflected in the organization and effectiveness of community/heritage language maintenance initiatives.

Discussants: **Nancy Hornberger** (University of Pennsylvania, nancyh@gse.upenn.edu), **Terrence G. Wiley** (Arizona State University, twiley@asu.edu)

Multimodality in the education of multilingual, multicultural students: policy and practices

Margaret Early (University of British Columbia, margaret.early@ubc.ca). *Sunday, April 22, 2007, 8:15-11:15am, Pacific Ballroom 3*

The sophisticated multimodal communicative competencies highly valued in globalized, networked societies necessitate a reconsideration of the scope of language education. Drawing on data from the presenters' critical case studies of multimodal and multilingual practices, this symposium considers the challenges and opportunities of multimodality in the education of multilingual, multicultural students.

Dual language teaching practices in monolingual instructional settings: Bringing identity to the fore of literacy. **Sarah Cohen** (Ontario Institute of Studies in Education, scohen@oise.utoronto.ca).
This paper reports findings from a case study documenting two teachers' initiatives to develop their students' English language literacy by utilizing students' L1 to create dual language identity texts. It is argued that this practice amplifies students' identity, increases their cognitive engagement and affective investment in literacy work.

Diverse futures: Rethinking the image of the child in multilingual schools. **Jim Cummins** (Ontario Institute of Studies in Education, jcummins@oise.utoronto.ca).
This presentation draws on the findings of a large-scale Canada-wide project to articulate alternative options for literacy policy and practice. It argues that when newcomer students are constructed as intelligent, imaginative, and linguistically talented and engaged in high challenge, high support multiliterate pedagogies their academic participation and learning increase significantly.

A multimodal perspective on literary analysis in an urban high school English classroom. **Margaret Early** (University of British Columbia, margaret.early@ubc.ca).
This study investigated a teacher's claim that by engaging students in a critical literary analysis of literature from a multimodal perspective, they would achieve a deeper and more critical understanding of the literary work and that this 'synaesthetic' (Kress, 2000) interpretation of the text would produce more proficient graded essays.

Multimodal, multilingual pedagogies in the age of evidence. **Diane Potts** (University of British Columbia, dpotts7@hotmail.com).
This paper explores how students' sophisticated meaning-making practices might serve as evidence of the efficacy of multilingual, multimodal pedagogical designs. Data from current Canadian research is analyzed to examine how teacher-authored web-based "accounts" contribute to professional development while potentially transforming how educators may address public demands for accountability.

A polyphony of voices: Discourse-theoretic perspectives

Laura Felton Rosulek (University of Illinois, Urbana-Champaign, lrosulek@uiuc.edu). *Sunday, April 22, 2007, 2:00-5:00pm, Pacific Ballroom 2*

Using corpora gathered from political speeches, courtroom discourse, literature, televised interviews, and newspapers, this colloquium explores the ways that speakers linguistically shift among discourse roles and the functions such switches serve for the speakers. Our goal is to continue the discussion on how and why these voices are instantiated.

Managing polyphony in closing arguments in criminal trials. **Laura Felton Rosulek** (University of Illinois at Urbana-Champaign, lrosulek@uiuc.edu).
I present an analysis of the closing arguments in criminal trials in the United States that shows that lawyers interweave multiple voices (Bakhtin 1981) to project a multi-faceted persona to the jurors. This allows them to present a personal identity while still maintaining the appearance of an objective authority.

Voicing, indexicality, and African American Vernacular English. **Erica Britt** (University of Illinois at Urbana-Champaign, erbritt2@uiuc.edu).
This paper provides an account of the relationship between voicing, indexicality and African American Vernacular English (AAVE) in the interviews conducted by African American journalist Tavis Smiley. These results suggest that beyond establishing ethnic solidarity, AAVE and other dialects may help interviewers in the presentation of more personalized oppositional voices.

Voicing, distancing and shifting: Discursive strategies in Chavez's political discourse. **Antonio Reyes-Rodríguez** (University of Illinois at Urbana-Champaign, reyesrod@uiuc.edu).
This paper shows creative indexical moments in the political speech (Silverstein). Chavez strategically constructs identities with interactional achievements and culturally meaningful performances in his narrative. I use Koven's scheme of evaluation (Labov), footing (Goffman) and voicing (Bakhtin) to account for a multifunctional understanding of the storytelling narration-type in political discourse.

Contrasting voices: Global English in South Korea. **Hyun-Ju Park** (University of Illinois at Urbana-Champaign, hpark9@uiuc.edu).
In this paper, I examine a corpus of Korean newspaper articles to demonstrate how reporters appropriate the words of other people and how they align their own stances with pre-existing voices to insert subjective evaluations of language policies into seemingly objective pieces.

Framing voices: Global texts, local contexts, and literary discourse. **Jill Ward** (University of Illinois at Urbana-Champaign, jillward@uiuc.edu).
I examine different linguistic methods used in indexing local voices in a global English. These methods are used to resolve tensions arising from embedding local contexts in global texts, make salient the local cultural meanings, and manipulate the creative—literary, linguistic and cultural—potential to express a new, post-colonial identity.

Discussant: **Adrienne Lo** (University of Illinois at Urbana-Champaign, adrienlo@uiuc.edu)

CALL contributions to SLA

Robert Fischer (CALICO, execdir@calico.org). *Tuesday, April 24, 2007, 2:00-5:00pm, Pacific Ballroom 1*

This CALICO-sponsored colloquium features contributions that CALL research can make to SLA. Technological environments enable CALL researchers to capture data that may be much less accessible in other language-learning environments. The six presenters will discuss their analysis of qualitative and quantitative data collected in projects ranging from CMC to testing.

L2 chat and telecollaboration: What has the research shown us? **Mark Darhower** (North Carolina State University, mark_darhower@ncsu.edu).
This presentation will trace synchronous computer-mediated communication (SCMC) from the early 1990s to its current state. The presenter will summarize and synthesize research findings on SCMC's contributions to the field of SLA, centering upon both linguistic and social aspects of L1 and L2 use in the chat room context.

Semiotic microsystems: SMS outside classroom contexts. **Susana Sotillo** (Montclair State University, sotillos@mail.montclair.edu).
This study explores the pragmatics of SMS in a social exchange network. Text messages sent by various individuals over a 10-month period were analyzed. Preliminary examination of the data reveals the structure of messages including the use of codified acronyms selectively employed by users and varying according to social and contextual factors.

Student and teacher behaviors in virtual and physical space during CMC. **Senta Goertler** (Michigan State University, goertler@msu.edu).
Studies in CMC usually focus on learners in virtual chats environment only. This study explores the use of physical and virtual space during chatting by learners and teachers. While observations showed that the teacher had roles in both spaces, students tended to report the teacher's moves in virtual space only.

Self-correction and fluency in ESL speaking development. **Nel de Jong** (University of Pittsburgh ndjong@ pitt.edu), **Dawn McCormick** (University of Pittsburgh, mccormic+@pitt.edu), **Chris O'Neill** (University of Pittsburgh, mco3@pitt.edu) **Claire Bradin Siskin** (University of Pittsburgh, cbsiskin@pitt.edu).
Two studies investigated ESL speaking development at the university-level. One study described the extent of self-correction among students of varying proficiency levels during recorded speaking activities. The second investigated how fluency is affected by a 4/3/2 task in which students talk about a topic for four, three, and two minutes.

The impact of CALL on culture learning: Redefining teaching/assessment practices. **Sebastien Dubreil** (University of Tennessee, sdubreil@utk.edu).
Multimedia technology has enabled the creation of electronic learning communities. Curriculum design and assessment, however, have evolved more slowly. This paper examines how CALL can help design new assessment measures and describes a mixed-design methodology to evaluate culture learning when students are envisioned as autonomous, self-reflective authors and researchers.

Modeling core elements in speaking from computerized spoken tests performances. **Masanori Suzuki** (Ordinate Corporation, msuzuki@ordinate.com), **Jared Bernstein** (Ordinate Corporation, jared@ordinate.com).
The presenters will discuss the theories and assumptions underlying different methods of language proficiency assessment. They will report on data from experiments comparing interview testing with computerized testing that suggest that nearly all the information interviewers extract from such testing can be accounted for by automaticity of spoken language processing.

Linguistic relativity in second language acquisition

ZhaoHong Han (Teachers College, Columbia University, han@tc.columbia.edu). *Sunday, April 24, 2007, 2:00-5:00pm, Pacific Ballroom 2*

This colloquium is devoted to linguistic relativity, an emerging line of inquiry in second language acquisition research on the relationship between language and cognition. Panelists will present ongoing empirical studies and provide syntheses of the existing findings, remaining issues, and future directions. Ample time will be given for audience participation.

Convergence of language specific structures in narratives by bilinguals: the description of motion events in two languages. **Helmut Daller** (University of the West of England, Bristol, Helmut.Daller@uwe.ac.uk), **Jeanine Treffers-Daller** (University of the West of England, Bristol, Jeanine.Treffers-Daller@uwe.ac.uk).
Bilinguals tend to conflate the structures of their languages when describing motion events irrespective of their proficiency in both languages.

Thinking-for-speaking in a foreign language: On the expression of motion events. **Teresa Cadierno** (University of Southern Denmark, cadierno@language.sdu.dk).
This presentation examines the implications of Slobin's (1996) thinking-for-speaking hypothesis for the acquisition of motion constructions by adult L2 learners. Previous research into this line of inquiry will be briefly reviewed, and the results of a preliminary investigation into the expression of manner of motion by L2 learners of Danish will be presented.

Implications of language-specific L1 patterns in event construal of advanced second language learners. **Barbara Schmiedtova** (University of Heidelberg, schmiedtova@idf.uni-heidelberg.de), **Mary Carroll** (University of Heidelberg, schmiedtova@idf.uni-heidelberg.de), **Christiane von Stutterheim** (University of Heidelberg, stutterheim@idf.uni-heidelberg.de).
Previous studies on event time structures revealed language-specific effects in the way events are construed. The present study shows that very advanced learners rely on conceptualization strategies from their L1 when construing temporal events in an L2 by using underlying principles rooted in the patterns of grammaticalization of their L1.

Grammatical morpheme inadequacy as a function of linguistic relativity: A longitudinal study. **ZhaoHong Han** (Teachers College, Columbia University, han@tc.columbia.edu).
This presentation drew on the theory of linguistic relativism, in particular, Slobin's (1996) thinking-for-speaking/writing hypothesis, to shed light on L2 acquisition of grammatical morphemes, a learnability concern for researchers from all quarters of SLA. Quantitative and qualitative findings from a longitudinal study, utilizing naturalistic and elicited data, will be reported.

Linguistic relativity and second language learning. **Aneta Pavlenko** (Temple University, apavlenk@temple.edu).
This study uses categorization tasks and elicited narratives to examine color, object, and event perception by American learners of Russian, to consider what, if any, Whorfian effects can be identified in their speech, and to reflect on what it means to 'think for speaking' (Slobin, 1996) in a second language.

The role of L2 proficiency, age of acquisition, and cultural immersion on the changing cognitive state of the L2 learner. **Panos Athanasopoulos** (University of Essex, pathan@essex.ac.uk).
The current paper examines the relationship between L2 acquisition of grammatical number and cognitive categorisation in order to discuss the role of L2 proficiency, age of L2 acquisition, and L2 cultural immersion on the extent to which L2 acquisition may alter cognitive dispositions established by the L1.

Language minority students and the transition from secondary schools to higher education

Linda Harklau (University of Georgia, lharklau@gmail.com).
Monday, April 23, 2007, 8:15-11:15am, Pacific Ballroom 1

Little research has addressed how language minority status affects students' transition from high school to college. Papers in this colloquium address how similarities and differences in academic and literacy demands, assessment, social networks and identities, and bilingualism and language choice shape language minority students' preparation for and enrollment in college.

K-12 background and biliteracy and their relation to bilingual, immigrant students' experiences with writing at a university. **Jason Stegemoller** (University of Illinois, jasonstegemoller@gmail.com).
This study explores the L2 writing practices and experiences of a group of 4 Spanish-English bilingual immigrant undergraduates and their relation to K-12 background and biliteracy. This interpretive study uses methods borrowed from grounded theory to examine student experiences with academic writing from a broad sociocultural perspective.

College bound Generation 1.5 readers in high school. **Harriett Allison** (University of Georgia, hallison@uga.edu).
This multiple case study asks how six college bound Generation 1.5 language learners experience secondary school reading and contrasts their experiences with college literacy demands. Findings indicate a need for more integrated reading/writing pedagogy, targeted vocabulary development, and an explicit introduction to college discourse communities while in high school.

From High School to Community College: Language Tests, Placement Policies, and the Construction of Academic Language and Literacy. **George Bunch** (University of California, Santa Cruz, gbunch@ucsc.edu).
This paper reports on research exploring (a) the numerous and often conflicting assessments and policies that language minority students face as they attempt to graduate from high school and enter community colleges in California and (b) the conceptions of academic language and literacy that underlie those assessments and policies.

Immigrant English Language Learners' Transitions from High School to University: Ethnographic Interviews. **Yasuko Kanno** (University of Washington, ykanno@u.washington.edu), **Manka Varghese** (University of Washington, mankav@u.washington.edu).
This study examines how being an ELL affects immigrant students' access to four-year competitive universities in the U.S. and their ability to achieve success in university. Ethnographic interviews with 50 undergraduate ELLs were analyzed in terms of their aspirations, sense of entitlement, and resources in navigating university application processes.

Primary language use, college-going and gender: The case of Latino linguistic minority students in Texas. **Rebecca Callahan** (University of Georgia, rmcallah@uga.edu).
This study uses data from the Texas Higher Education Opportunity Project (THEOP) to explore the effects of primary language maintenance, school composition and social integration on Latino linguistic minority students' transition into higher education. Findings indicate that the effect of primary language maintenance varies by gender and school context.

Discussant: **Guadalupe Valdés** (Stanford University, gvaldes@stanford.edu)

Putting applied linguistics to work in HIV/AIDS education

Christina Higgins (University of Hawaii at Manoa, cmhiggin@hawaii.edu), **Bonny Norton** (University of British Columbia, bonny.norton@ubc.ca). *Sunday, April 22, 2007, 2:00-5:00pm, Pacific Ballroom 1*

We examine the construction of HIV/AIDS education as a discourse and the emergence of cross-cultural ideologies in educational interactions, drawing on ethnography and multiliteracies (Street, 2001), critical approaches to discourse analysis (Blommaert, 2005; Fairclough, 1995; Norton, 1997, Scollon, 1998), and interactional sociolinguistics (Gumperz, 1992; Sarangi & Roberts, 1999).

Paradise found: Andaman, affluence and education. **Annabelle Mooney** (Roehampton University, A.Mooney@ roehampton.ac.uk).
The Port Blair region in the Andaman Islands appears to be a microcosm of India and also to be an Indian paradise, especially in terms of the low levels of HIV. As such, it provides an excellent opportunity to unpack relationships between stigma, affluence, sexuality, communication and education.

Talking about AIDS in virtual communities of practice. **Rodney Jones** (City University of Hong Kong, enrodney@ cityu.edu.hk).
This paper analyzes how gay men talk about HIV/AIDS on the Internet, and how these informal exchanges relate to community practices and social identities. Based on mediated discourse analysis, it suggests a model for understanding how HIV is discursively constructed in Informal Interaction and the effects on actual risk behavior.

Reformulations as contextualization cues in HIV/AIDS prevention. **Martina Drescher** (Univeristy of Bayreuth, Martina.Drescher@uni-bayreuth.de).
This paper describes the forms and functions of reformulations in HIV/AIDS prevention in Burkina Faso. Analysis shows that reformulations are contextualization cues (Gumperz, 1982, 1992; Selting & Couper-Kuhlen, 2001) that help to construct two knowledge systems, i.e., biomedical knowledge on one hand and traditional or local knowledge on the other.

On "adolescence" and HIV/AIDS literacy in Ugandan society. **Shelley Jones** (University of British Columbia, shelley@youlead.org) **Harriet Mutonyi** (University of British Columbia, hmutonyi@yahoo.com).
This paper draws on a longitudinal qualitative study in Uganda to argue that western notions of the "adolescent" are not consistent with African approaches to sex education for young people. These findings have implications for the nature of health information provided to teenagers, and their access to HIV/AIDS information particularly.

Engendering responsibility in Tanzania: A critical examination of HIV/AIDS prevention as a "female" problem. **Christina Higgins** (University of Hawaii at Manoa, cmhiggin@hawaii.edu).
This paper examines how discourses of responsibility are discursively constructed and entextualized (Blommaert, 2005; Urban & Silverstein, 1996) with discourses of gender at HIV/AIDS education sessions sponsored by a large non-governmental organization in Tanzania. Excerpts come from peer education sessions, madrassas (Islamic schools), and plays performed at community bonanzas.

Countering stigmatizing discourses on HIV/AIDS in Uganda: A national organization's response. **Juliet Tembe** (University of British Columbia, juliet_tembe@yahoo.co.uk).
This paper illustrates how the largest AIDS support organization in Africa (TASO) empowers HIV positive individuals through providing counter-discourses to stigmatizing practices. The presenter, who is Chair of the Board of Trustees, investigates how traditional modes of communication provide HIV/AIDS persons with an expanded range of identities in their communities.

Discussant: **Maureen Kendrick** (University of British Columbia, Maureen.kendrick@ubc.ca)

Educational linguistics: Directions and prospects

Nancy H. Hornberger (University of Pennsylvania, nancyh@gse.upenn.edu), **Francis M. Hult** (University of Pennsylvania, fmhult@dolphin.upenn.edu). *Tuesday, April 24, 2007, 2:00-5:00pm, Pacific Ballroom 4*

This colloquium explores directions in educational linguistics, examining its history and current research practices, in an effort to begin fostering a strategic dialogue about the most effective ways to realize a common goal—education that is linguistically appropriate and socially responsible.

Developments in educational linguistics: Taking stock and looking forward. **Nancy H. Hornberger** (University of Pennsylvania, nancyh@gse.upenn.edu), **Francis M. Hult** (University of Pennsylvania, fmhult@dolphin.upenn.edu).
Reflecting on the development of educational linguistics, this paper examines the history of the (sub)field, the scholastic and methodological diversity that characterizes it, and recent developments in professional and intellectual activity. Future trajectories are considered.

Educational linguistics: Knowledge, policy, and professional practice at a crossroads. **Constant Leung** (King's College London, constant.leung@kcl.ac.uk).
Educational linguistic research has to exploit and navigate complex configurations of (multi-)disciplinary knowledge, ideology, curriculum practices and education policies. This paper will use some of the trajectories of work in EAL/ESL in England to show the interplay between these factors.

Discourse issues in cross-cultural pragmatics: Educating the community. **Diana Boxer** (University of Florida, dboxer@lin.ufl.edu).
Since the birth of educational linguistics, the world has become increasingly globalized, causing a need to question assumptions about what people mean by what they say. I outline one recent example of a second language discourse misfire that illuminates the urgency of taking a critical new perspective on cross-cultural pragmatics.

Educational linguistics in multilingual classrooms. **Angela Creese** (University of Birmingham, a.creese@bham.ac.uk).
The paper considers the scope of educational linguistics (EL) in developing a particular stance in the context of its disciplinary place in Schools of Education. It explores the capacity of EL to connect micro interactions to theories of knowledge, and considers how educational discourse constructs inequity for linguistically diverse students.

At the intersection: The ethnopoetics of identity construction, situated learning, and structured creativity in storytelling and narrative. **Doris S. Warriner** (University of Utah, doris.warriner@ed.utah.edu).
This presentation examines "the actual process of communicative interaction" within interviews with adult women refugees from the Sudan with a focus on the emergence of poetic structure, the creativity of language-in-use in selected narrative accounts, and the multiple and contradictory ways that global and local processes are inter-related.

Discussants: **Bernard Spolsky** (Bar-Ilan University, bspolsky@gmail.com), **Leo van Lier** (Monterey Institute of International Studies, lvanlier@miis.edu)

Conversation analytic research on repair across languages, modalities, and speech exchange systems

Irene Koshik (University of Illinois at Urbana-Champaign, koshik@uiuc.edu), **Andrea Golato** (University of Illinois at Urbana-Champaign, golato@uiuc.edu). *Saturday, April 21, 2007, 2:00-5:00pm, Pacific Ballroom 1*

This colloquium brings together original conversation analytic work on repair across languages, modalities, and speech exchange systems (talk between native speakers and/or learners, talk in institutional settings). The papers focus on the design of different turns in the repair sequence, and on the placement of repair in a larger context.

Repair at hand: Fixing up gestures for recipients. **Mandana Seyfeddinipur** (Stanford University, mandsey@mpi.nl).
This study examines repairs of hand gestures. Gestures are repaired for correctness and recipient design features. The gesture repairs influence speech performance such that speech is suspended when gesture is suspended and is resumed only when the gestural resumption begins. The findings show the intricate linkage of the modalities.

A conversation analytic study of nonverbal repair initiators used in ESL conversational tutoring. **Mi-Suk Seo** (University of Illinois at Urbana-Champaign, misukseo@uiuc.edu), **Irene Koshik** (University of Illinois at Urbana-Champaign, koshik@uiuc.edu).
This paper discusses two nonverbal repair initiators used in ESL conversational tutoring by both NS and NNS: a sharp head turn or tilt to the side, and a head and upper body movement forward. They are used to indicate problems with a referent, linguistic performance, or understanding of prior talk.

Gesturally enhanced repeats in response to "What?" or "Huh?" **David Olsher** (San Francisco State University, olsher@sfsu.edu).
This conversation analytic study of EFL classroom small-group talk examines the practice of using an iconic gesture simultaneously with a repeat of part of a prior turn in response to repair initiation of the "what?" or "huh?" variety. As language input, these multi-modal repeats have implications for language learning.

German "ach" and "achso" in repair uptake: A resource to sustain or remove epistemic asymmetry. **Emma Betz** (University of Illinois at Urbana-Champaign, emmabetz@uiuc.edu), **Andrea Golato** (University of Illinois at Urbana-Champaign, golato@uiuc.edu).
This Conversation Analytic study investigates "ach"/ 'oh' and "achso"/ 'oh I see' in repair uptake in conversational German. While "ach" merely receipts informational content, retaining epistemic asymmetry, "achso" receipts information and action, thus marking knowledge as now shared. Our findings provide insight into local information management through pragmatic markers.

Repair in the sequential environment of ZITs. **Numa Markee** (University of Illinois at Urbana-Champaign, nppm@ uiuc.edu), **Tobias Barske** (University of Wisconsin at Stevens Point, barske@uiuc.edu).
This paper examines how zones of interactional transition (ZITs) are achieved in German business meetings. We first identify various types of ZITs and then discuss a particular instance of a ZIT which shows how an employee's challenge to her boss at the beginning of a meeting is resolved through repair.

Sociocultural theory and language pedagogy

James P. Lantolf (Penn State University, jpl7@psu.edu). *Monday, April 23, 2007, 2:00-5:00pm, Pacific Ballroom 2*

This colloquium brings together five empirical studies on the effects on language development of pedagogical interventions informed by two principles of Sociocultural Theory: instruction guided by materialized and verbalized explicit scientific knowledge leads to development; contribution, or giving back to the community, results in personal development as a complement to language development.

Revolutionary pedagogy: Learning that leads development in the L2 classroom. **Eduardo Negueruela** (University of Miami, enegueruela@miami.edu).
This paper argues that Vygotsky's revolutionary proposal of the learning-development dialectic overcomes the pedagogical limitations inherent in such dualisms as competence/performance and acquisition/learning. It argues that verbalization of scientific concepts plays a central role in the internalization of the new information itself that results in effective future performance

Mediation as objectification in the development of professional academic discourse: A corpus-informed curricular innovation. **Steven Thorne** (The Pennsylvania State University, sthorne@psu.edu), **Jonathan Reinhardt** (The Pennsylvania State University, jsr199@psu.edu), **Paula Golombek** (The Pennsylvania State University, pxg2@psu.edu).
This paper describes a corpus-informed innovation to an International Teaching Assistants' preparation course. Building on Vygotsky-inspired approaches to language pedagogy, we present genre-based conceptual-theoretical materializations focusing on directives, interrogatives, and discourse markers that reconcile corpus-informed pedagogy with the goal of enhancing discourse awareness.

From the abstract to the concrete: Vygotsky meets Halliday in the L2 writing class. **Marilia Ferreira** (University of Sao Paulo, mmf363@yahoo.com.br).
This paper discusses the outcome of a sixteen-week university ESL writing instruction organized around Halliday's concept of genre. Vygotsky argued that conceptual knowledge is important for learning because it abstract, coherent and generalizable and therefore liberates learners from concrete situations and imbues them with greater flexibility to meet any communicative needs.

Teaching the grammatical concept of voice in postsecondary L2 French. **Merrill Swain** (OISE, University of Toronto mswain@oise.utoronto.ca), **Sharon Lapkin** (OISE, University of Toronto, slapkin@oise.utoronto.ca), **Ibtissem Knouzi** (OISE, University of Toronto, iknouzi@oise.utoronto.ca).
This pilot study supports Negueruela's (2003) suggestion that the grammatical concept is the appropriate unit of instruction. Our data and interview findings suggest that languaging (Swain, 2006) in the postsecondary second/foreign language classroom is productive and may lead to the internalization of important grammatical concepts.

"Contribution" in community-based language pedagogy: Service-learning from a sociocultural perspective. **Howard Grabois** (Purdue University, hgrabois@purdue.edu).
This presentation focuses on the impact on linguistic and personal development of the participation metaphor realized through Service-learning (SL) coupled with the SCT metaphor of contribution. Instruction organized around this two metaphors also imbue learners with a sense of agency and ability to interact in the target community.

The interactional instinct: The evolution and acquisition of language

Andrea W. Mates (University of California, Los Angeles, andreamates@gmail.com). *Tuesday, April 24, 2007, 8:15-11:15am, Pacific Ballroom 4*

Language acquisition is guided by an "interactional instinct" that entrains infants to faces, voices, and body movements of caregivers. This instinct is an innate attentional and motivational system that drives children to pay attention to language interaction and that allows them to acquire language by domain-general learning mechanisms.

The evolution of grammar. **Namhee Lee** (University of California, Los Angeles, nhlee@humnet.ucla.edu).
From the perspective complex adaptive systems theory, grammar evolved from the interaction among hominid agents using words to make consistent meanings. The emergent patterns constitute grammar and are inevitably passed on to subsequent generations via general learning mechanisms and an "interactional instinct" that causes infants to emotionally affiliate with caregivers.

Implications of the interactional instinct for the nature of language. **Lisa Mikesell** (University of California, Los Angeles, lmikesel@humnet.ucla.edu).
From a neurobiological and evolutionary perspective, oral language, specifically natural spoken language such as that seen in ordinary conversation must be explained. Several features of spoken language have been discovered which indicate that its structural characteristics, frequently described as complex, are not complex in the way formal linguists have proposed.

Interactional readiness: Infant caregiver interaction and the ubiquity of language acquisition. **Anna Dina L. Joaquin** (University of California, Los Angeles, annajoaq@ucla.edu).
The "interactional instinct" is an innate precursor of symbolic abilities and therefore language acquisition for humans. Human neonate behavior with mothers and other caregivers are demonstrated to be behavioral manifestations of the interactional instinct, which is facilitated by the brain's mirror neuron system.

The neurobiology of affiliation in first and second-language acquisition. **Andrea W. Mates** (University of California, Los Angeles, andreamates@gmail.com).
The interactional instinct is served by a neural mechanism for social affiliation with two phases, appetitive modulated by dopamine and consummatory modulated by opiates. The two phases operate in opposite order for first and second language acquisition and account for SLA variability.

Broader implications of the interactional instinct. **John H. Schumann** (University of California, Los Angeles, schumann@humnet.ucla.edu).
The final paper examines the interactional instinct in relation to several additional issues in linguistics, psychology, and biology: Critical periods, Chomsky's notion of autonomous grammar, autism, Williams Syndrome, the genetics of affiliation, and the notion of instinct.

Gesture and the acquisition of a second language

Steven McCafferty (University of Nevada, Las Vegas, mccaffes@unlv.nevada.edu), **Marianne Gullberg** (Max Planck Institute for Psycholinguistics, Marianne.Gullberg@mpi.nl).
Monday, April 23, 2007, 8:15-11:15am, Pacific Ballroom 3

This colloquium highlights gesture in SLA, examining issues like 1) the functional role of gesture in L1 and L2, 2) its role for problem solving, 3) what it reveals about thinking-for-speaking, 4) its influence from L2 to L1 production, and 5) the relationship of mimesis to SLA.

Bidirectional cross-linguistic influences in speech and gesture: The case of manner of motion. **Amanda Brown** (Max Planck Institute for Psycholinguistics, Amanda.Brown@mpi.nl), **Marianne Gullberg** (Max Planck Institute for Psycholinguistics, Marianne.Gullberg@mpi.nl).
This study examines gestural expressions of Manner of motion in Japanese and English, focusing on differences between monolingual and non-monolingual speakers. Clear crosslinguistic differences in monolingual gesture production converge in a mixed pattern in non-monolingual L1 and L2 gesture production, suggesting bi-directional interactions between languages in the multilingual mind.

The assistive roles of gestures in L2 speech. **Jun Zhao** (University of Arizona, junz@email.arizona.edu).
Through comparing the gestural usage of ten Chinese participants in their L1 Chinese and L2 English speech, this study explores both the cognitive and the social functions of gestures in L2 speech in the communicative process and in the language development process.

Gesture and private speech in second language acquisition. **Jina Lee** (Indiana University, Bloomington, lee246@indiana.edu), **Richard Young** (University of Wisconsin, Madison, rfyoung@wisc.edu).
We analyze how gestures function in the private speech of adult second language learners. Gesticulation observed in the data supports the dialogic origins of private speech. Moreover, our analysis of the data leads us to conclude with McNeill and Duncan (2000) that gestures are material carriers of thinking.

Mimesis and SLA. **Steven McCafferty** (University of Nevada, Las Vegas, mccaffes@unlv.nevada.edu).
Mimesis is fundamental to communication and culture. Mime forms the basic level of mimetic action, but it includes facial expression, posture, body language, and gesture as well. This paper explores mimesis as part of the meaning making process in SLA, and will include video clips as part of the presentation.

Thinking-for-speaking in gesture-speech interface: An analysis of L2 motion event narratives in Korean and English. **Soojung Choi** (Pennsylvania State University, sxc390@psu.edu).
A meticulous analysis of gesture synchronized with speech is conducted to investigate the motion event narratives of four advanced L2 speakers of Korean and English. The findings suggest that even highly advanced L2 speakers tend to retain L1 thinking-for-speaking pattern.

Sheltered/structured English immersion (SEI), language planning and policy (LPP) and real world practice: Evaluative, pedagogical and judicial concerns

Sarah Catherine Moore (Arizona State University, sarahcatherinek@gmail.com). *April 21, 2007, 8:15-11:15am, Pacific Ballroom 4*

This Colloquium is valuable for LPP researchers because it addresses concerns about how language policies, particularly English medium of instruction policies shift during implementation into practice (Ricento & Hornberger, 1996). Each presenters findings are based on long-term data collection related to SEI implementation in California or Arizona.

Structured English immersion in California: Policy as discourse, the discourse of policy. **Grace P. McField** (California State University, San Marcos, gmcfield@csusm.edu).
The descriptions of SEI offered by state, federal, and local educational agencies, and by major research organizations, have varied widely over time. In particular, the inclusion of bilingual teachers and primary language instruction in the descriptions of SEI, have shifted back and forth in research and in practice.

Are they soaring yet? The failed promises of sheltered English immersion in Arizona **Wayne Wright** (University of Texas, San Antonio, sarahcatherinek@gmail.com).
Policy makers in Arizona promised that state mandates for Sheltered English Immersion would ensure the academic success for English language learners in the state. This paper analyzes state achievement data and results of a state-wide survey of ELL teachers, and finds little evidence of increased academic achievement for ELs.

Arizona SEI training: How do trainers interpret state curricular mandates? **Sarah C. Moore** (Arizona State University, sarahcatherinek@gmail.com).
Structured English Immersion (SEI) was adopted by the state of Arizona as the model for teaching English Learners in mainstream classrooms following the passage of Proposition 203, a 2000 English-only ballot initiative. This legislation severely limits access to bilingual education and requires that all teachers obtain preliminary (15 seat hours or 1 semester credit) SEI training by August of 2006, as well as additional (45 seat hours or 3 semester hours) training for maintaining permanent teacher certification by August 31, 2009. Any organization is permitted to submit curricula for review by the Arizona Department of Education (ADE).

Scientific-based reform in Arizona: Whose evidence counts for applying the Castañeda test to structured English immersion? **Beatriz Arias** (Arizona State University, sarahcatherinek@gmail.com), **Christian Faltis** (Arizona State University, sarahcatherinek@gmail.com).
Arizona is currently creating SEI program models based on "scientific research". This paper reviews the process of judging 'appropriate action' for English learners, arguing for a standard of support that requires experts who can distinguish between speculative versus rigorous research on what works best with English learners.

Discussant: **Terrence G. Wiley** (Arizona State University, sarahcatherinek@gmail.com)

Form-focused instruction and classroom pedagogy: Implications for teacher education

Hossein Nassaji (University of Victoria, nassaji@uvic.ca). *Tuesday, April 24, 2007, 2:00-5:00pm, Catalina 1*

This colloquium explores some of the recent advances in the area of form-focused instruction and their contributions to language pedagogy and teacher education. Topics include the timing of focus on form (FoF), teachers' explicit knowledge and delivery of FoF, the effectiveness of incidental FoF, output practices, and FoF through negotiation.

Time, teachers, and tasks in focus on form instruction. **Teresa Pica** (University of Pennsylvania, teresap@gse.upenn.edu).
This presentation examines time as a factor in focus-on-form instruction, through teachers' decisions about the timing of form-focused feedback in meaning focused classrooms; in their selection of forms within the learner's developmental timeline; and in their design and implementation of activities to promote and sustain form retention over time.

Tools of the trade: Exploring the explicit language knowledge of TESOL teacher trainees. **Cathie Elder** (University of Melbourne, caelder@unimelb.edu.au), **Rosemary Erlam** (University of Auckland, r.erlam@auckland.ac.nz), **Jenefer Philp** (University of Auckland, j.philp@auckland.ac.nz).
While the importance of focus-on-form for effective L2 instruction is widely recognized, the demands which form-focussed instruction places on language teachers are underemphasized. The paper reports on a study showing variable levels of explicit knowledge amongst NS & NNS teacher-trainees, and considers implications for teacher education programmes.

Measuring the effectiveness of incidental focus on form: Prior and subsequent use. **Shawn Loewen** (Michigan State University, loewens@msu.edu).
This study considers the effectiveness of incidental focus on form by examining learners' production of targeted forms both prior and subsequent to the focus on form episodes. Learners' correct subsequent use is also compared to successful uptake and to correct test scores.

Reactive focus on form through negotiation on learners' written errors. **Hossein Nassaji** (University of Victoria, nassaji@uvic.ca).
This study investigates the usefulness of reactive focus of form (FoF) through negotiation in response to learners' written errors in an adult ESL classroom. The findings suggest that learners are more likely to benefit from FoF when it involves extended negotiation than when it involves limited or no negotiation.

Discussant: **Rod Ellis** (University of Auckland, r.ellis@aukland.ac.nz)

Conversation-analytic perspectives on language development

Hanh Nguyen (Hawaii Pacific University, htnguyen@hawaii.edu), **Midori Ishida** (University of Hawaii at Manoa, midoriishida@sbcglobal.net). *Monday, April 23, 2007, 2:00-5:00pm, Catalina 1*

This colloquium brings together five conversation-analytic, longitudinal studies on the development of second languages and professional communication in order to provide a coherent and multi-perspective discussion of theoretical and methodological issues in the study of learning as it occurs in social interaction. (Language, culture, socialization, and pragmatics)

Learning as local and longitudinal accomplishment: How an intern performed openings and advice sequences in pharmacy consultations over time. **Hanh Nguyen** (Hawaii Pacific University, htnguyen@hawaii.edu).
This paper examines how a pharmacy intern changed longitudinally with respect to the sequential organization of openings and advice sequences in patient consultations. Conversation analysis of the data suggests that learning is best characterized as a local and longitudinal accomplishment, and as a process deeply situated in the learner's experience.

Everyday conversations before and after computer-assisted formal training: The case of second language pronunciation. **Catherine Brouwer** (University of Southern Denmark, rineke@language.sdu.dk).
The paper investigates whether formal improvement of pronunciation can benefit second language learners' everyday communication. Learners' conversations prior to, during, and after a training period with a digital pronunciation trainer were recorded, transcribed and analyzed using conversation analysis. The target language was Danish.

What counts as evidence for language learning in longitudinal studies? **Søren Eskildsen** (University of Southern Denmark, swe@language.sdu.dk), **Johannes Wagner** (University of Southern Denmark, jwa@sitkom.sdu.dk).
In our paper we will discuss how evidence for language learning can be described on the basis of two different longitudinal corpora. We will address questions of developmental sequences and comparability, constructions, recurrence, and emergentism, and present a preliminary description of what might count as evidence for language learning.

Engaging in assessment activities in Japanese as a second language: Longitudinal changes and usability of developed interactional competence across situations. **Midori Ishida** (University of Hawaii at Manoa, midoriishida@sbcglobal.net).
This study investigates the longitudinal development of L2 interactional competence and its usability across situations, focusing on two learners' ways of engaging in assessment activities. For each learner, two first-encounter conversations recorded before and after a study-abroad period are compared with seven casual conversations recorded monthly during the study-abroad.

The development of epistemic stance marking in an ESL learner's conversation. **Younhee Kim** (University of Hawaii at Manoa, younheek@gmail.com).
Epistemic stance marking constitutes a significant component of communication repertoires whereby participants negotiate their actions and/or identities in interaction. Adopting a conversation-analytic methodology, this longitudinal study examines how epistemic stance marking is achieved in a Korean ESL learner's conversations and whether there is any evidence for development.

Discussant: **Gabrielle Kasper** (University of Hawaii at Manoa, gkasper@hawaii.edu)

The age factor in context: Issues in early foreign language programs

Marianne Nikolov (University of Pecs, nikolov@nostromo.pte.hu). *Saturday, April 21, 2007, 8:15-11:15am, Pacific Ballroom II*

Papers in the colloquium explore challenges in early foreign language programs in four educational contexts: specialist and homeroom teachers' practice in Israel; the Modern Languages in Primary Schools Initiative in Ireland; learners' multi-competence in Croatian and English in Croatia; and the contribution of time-related factors in Hungary.

Effective teaching of EFL to young learners: Homeroom or EFL teachers? **Ofra Inbar** (Tel-Aviv University & Beit Berl College, inbarofra@bezeqint.net).
The research compared two teacher groups in seven schools in Israel using classroom observations, attitude questionnaires, interviews, students' achievement tests and parents' questionnaires. Principals and first grade EFL teachers in 32 schools responded to questionnaires focusing on their perceptions of the qualifications required for teaching English to young learners.

A third language at primary level in Ireland: An independent evaluation of the Modern Languages in Primary Schools Initiative. **John Harris** (Trinity College, harrisjo@tcd.ie), **Denise O'Leary** (Trinity College, olearyde@tcd.ie).
The Modern Languages in Primary Schools Initiative in Ireland involves almost 400 schools where pupils receive 1.5 hours of tuition in French, German, Spanish or Italian. This paper describes the experience of modern languages at primary level for pupils, parents and teachers and compares this to the situation elsewhere.

Young EFL learners' multi-competence. **Jelena Mihaljevic** (Djigunovic University of Zagreb, jelena.mihaljevic-djigunovic@zg.htnet.hr).
The paper describes a study in which young learners' performance on communicative tests in L2 is compared to their performance on the same type of tests in their L1. Analyses of results across skills and languages will point to the structure of young learners' communicative language multi-competence.

The interaction between time variables and outcomes in early English and German programs. **Marianne Nikolov** (University of Pecs, nikolov@nostromo.pte.hu).
The paper analyzes how length of language study, number of weekly classes, private tuition, and classroom practice interact and contribute to achievements in early English and German foreign language education in Hungary. Data are drawn from large nationally representative samples in public schools and triangulated with other type of data.

Discussant: **Elana Shohamy** (Tel-Aviv University, elana@post.tau.ac.il)

Organizing L2 teaching, learning, and assessment around the zone of proximal development

Matthew Poehner (Pennsylvania State University, mep158@psu.edu). *Tuesday, April 24, 2007, 8:15-11:15am, Pacific Ballroom 2*

The six papers in this colloquium address the implications of Vygotsky's concept of the well-known Zone of Proximal Development (ZPD) for L2 instruction and assessment at the classroom and programmatic levels. Some describe formal procedures for constructing ZPDs (Dynamic Assessment), while others consider how classroom activities can be organized to mediate students' development.

L2 dynamic assessment: Interpreting learners' contributions. **Matthew Poehner (**Pennsylvania State University, mep158@psu.edu).
The present paper considers both successful and unsuccessful attempts at mediation and links these to the mediator's ability to interpret learner reciprocity (Lidz 1991), defined as learners' active negotiation of mediation through dialogue. Examples are provided of learners' implicit and explicit requests for, and rejection of, mediator support.

Developing L2 listening comprehension through dynamic assessment. **Rumia Ableeva** (The Pennsylvania State University, rxa180@psu.edu).
This presentation reports on a study of the effects of DA on L2 listening comprehension and compares the results to a traditional test of listening comprehension. Insights into the source of learners' difficulties were only brought out through mediated dialogue during the DA procedure.

A Vygotskyan approach to re-organizing assessment in a pre-service ESOL endorsement program. **Tony Erben** (University of South Florida, terben@tempest.coedu.usf.edu).
This presentation reports on the implementation of Dynamic Assessment (DA) on a college-wide basis within an ESOL Endorsement Program. Through DA, students achieved a heightened ability to transfer and apply their learning to new pedagogical situations, as evidenced by their analysis of ESOL case studies in subsequent classes.

Scaffolding learner engagement in project-based L2 learning. **Leo van Lier** (Monterey Institute of International Studies, lvanlier@miis.edu).
This presentation offer specific principles and strategies for appropriately scaffolding learners' engagement in project-based pedagogical activities. Building on Vygotskyan and ecological theoretical perspectives on development, I relate project-based learning to the development of voice and identity in the L2, particularly through collaborative work, joint planning and presentations of work.

Mediating learner writing development in L2 classrooms. **Howard Mahn** (University of New Mexico, hmahn@unm.edu).
This paper reports on the experiences of elementary, secondary, and university learners in L2 English writing classes where journal writing functioned as a vehicle for teacher-student dialoguing. Journaling provided insights into students' writing processes, which helped the teacher identify their ZPDs and perspectives on creating meaning in the L2.

Creating zones of proximal development in the L2 classroom with drama. **John Haught** (Wright State University, john.haught@wright.edu).
This presentation discusses how drama was used in a university ESL classroom to promote learning through multiple ZPDs. Learners' imitation of the instructor's intonation, pronunciation, gestures, and facial expressions led to an embodied performance of the L2, which fostered awareness of verbal as well as physical aspects of making meaning.

Critical re-visitations: Disciplinary ideologies and knowledge-making practices

Vaidehi Ramanathan (University of California, Davis, vramanathan@ucdavis.edu). *Sunday, April 22, 2007, 2:00-5:00pm, Catalina 1*

This panel addresses the importance of critically re-visiting prior research to openly articulate various facets of our discipline's knowledge-making practices: the impulses that drive them, the 'truths' we contribute to, disciplinary ideologies spawned by these 'truths' and the need to remain vigilant and cross-questioning of our researching practices.

Revisitations as critical autoethnography in applied linguistic research. **Tope Omoniyi** (Roehampton University, London, t.omoniyi@roehampton.ac.uk).
This paper will critique autoethnography to track the intellectual journey on which applied linguistics simply for the sake of applied linguistics becomes less desirable, less expedient and a luxury, more so in some contexts than others. It will explore how our reflections and dialogues through time construct US in the present.

From ideology to identity: Revisiting ethnicity, age, and the traffic in women. **Sandra Silberstein** (University of Washington, TQ@u.washington.edu).
This paper revisits early research on gender, ethnicity, and age. Examining courtship narratives, the work challenged prevailing notions of sentence-level language acquisition and homogeneity among native speakers, but floundered when seeking ways to theorize multiple, shifting identities. The suppression of discussions of ethnicity is one focus of this re-view.

The struggle for legitimacy in scholarly research. **Bonny Norton** (University of British Columbia, bonny.norton@ubc.ca).
Revisiting experiences of collaborative research in Uganda, Pakistan, South Africa, Canada, and the USA, the researcher challenges applied linguists to consider what knowledge and whose knowledge is validated in the applied linguistics community, and how our research communities can strive to be more inclusive and egalitarian.

Applied linguistics redux: A Derridean exploration of Alzheimer life-histories. **Vaidehi Ramanathan** (University of California, Davis, vramanathan@ucdavis.edu).
Based on a critical re-visitation of some of my early work on Alzheimer's discourse, this paper offers a Derridean interpretation of that research, especially around 'originals', 'presences,' and 'truths.'

Applied linguistics as a site for constructing contingent 'truths': Sexualities, ethics and politics. **Luis Paulo Moita-Lopes** (Federal University of Rio, moita@olimpo.com.br).
Applied Linguistics should be conceived of as a locus for the construction of transient 'truths' whose unsolidified nature allows us to have no permanent basis and to contemplate different perspectives, ethics and change in research. I illuminate my argument with my research on the discursive construction of sexualities at schools.

Children with knives: Holding out, holding on, and the problem of child development ideology. **Karen Watson-Gegeo** (University of California, Davis, kawatsongegeo@ ucdavis.edu).
This presentation revisits my decade-long study of Kwara'ae children's language socialization, the positioning of my work as "romanticizing," "going native," and naïve, and the issues I faced in challenging the ideology of child development theory while attempting to survive in an academic career.

Discussant: **Alastair Pennycook** (University of Technology, Sydney, Alastair.Pennycook@uts.edu.au)

Strategic alignment, scripted curricula, and content based instruction for ELLs

J. Andres Ramirez (University of Massachusetts, Amherst, jramirez@educ.umass.edu), **Patricia C. Paugh** (University of Massachusetts, Amherst, paugh@educ.umass.edu). *Sunday, April 24, 2007, 2:00-5:00pm, Pacific Ballroom 3*

In the current US climate of high-stakes school reform, scripted curricula are commonplace in districts serving 'at risk' students. The presenters explore how teachers in an inquiry based Master's program used linguistic and pedagogic knowledge to "Strategically Align" to mandated curricula as they designed, delivered and evaluated a critically framed curricular unit.

Curricular design as strategic alignment: A framework for responsive education in the high-stakes era. **J. Andres Ramirez** (University of Massachusetts, Amherst, jramirez@educ.umass.edu), **Patricia C. Paugh** (University of Massaschusetts, Amherst, paugh@educ.umass.edu).
This paper highlights the concept of "Strategic Alignment" as a possible tool for teacher educators to present and develop with teachers working in low-performing school districts facing scripted practices and mandates to try out, justify, and deviate from scripted practices so common in these contexts.

Strategize without compromise: Urban teachers strategically aligning instructional practice with culturally and linguistically diverse students. **Andrew Hafner** (University of Massachusetts, Amherst, awhafner@educ.umass.edu).
This paper explores how urban teachers and teacher educators collaborate as communities of practice within a graduate education program to navigate increasingly restrictive reforms. The study focuses on how four focus teachers in 'underperforming' schools 'strategically align' their own instructional practice to meet the needs of culturally and linguistically diverse students

"*Yes, but…the district is asking us to follow scripted lessons": Tensions and possibilities of strategic alignment for urban teachers.* **Elizabeth A. Robinson** (University of Massachusetts, Amherst, earobins@educ.umass.edu).
This paper explores possibilities of "Strategic Alignment" in addressing the tensions teachers in urban, public schools face when designing curricular units simultaneously seeking to follow backward design principles, meeting the needs of their linguistically and culturally diverse students, and complying with state and district mandates.

Discussant: **Jerri Willett** (University of Massachusetts, Amherst, willett@educ.umass.edu)

The misuses of language in the immigration debates

Thomas Ricento (University of Texas, Thomas.Ricento@utsa.edu), **Elana Shohamy** (Tel Aviv University, elana@post.tau.ac.il). *Saturday, April 21, 2007, 2:00-5:00pm, Catalina 1*

The purpose of this colloquium is to present and discuss the misuse of language in immigration policies and debates in a number of countries in Europe and North America where language has been used as a means to control and restrict immigration.

Introduction: On the misuse of language in the immigration debate. **Elana Shohamy** (Tel Aviv University, elana@post.tau.ac.il).
This introductory paper will begin by describing and defining the phenomenon of using 'language' as a major factor in the debate, including examples of the arguments used and actual policies regarding the legitimacy and rights of immigrants to reside in new territories.

Misconceptions about language in U.S. discourse on immigration. **Mary McGroarty** (Northern Arizona University, Mary.McGroarty@NAU.EDU).
This paper considers misconceptions about language and language learning in public discourse on immigration in the United States, focusing mainly on connections between language and education. Misunderstandings about links between language proficiency and immigrants' economic progress will be noted and compared with social science evidence.

The misuse of language tests against immigrants in Europe. **Piet Van Avermaet** (University of Ghent, Piet.VanAvermaet@UGent.be).
In this presentation we would like to discuss the ethical aspects of language tests as a condition for integration or for obtaining citizenship. Amongst others the following question will be addressed: How can it be explained that language is a new condition across European countries for obtaining citizenship?

Immigration and language policy in California: Uses and abuses. **Ronald Schmidt, Sr.** (California State University, Long Beach, rschmidt@csulb.edu).
California has the largest number of international migrants in the U.S. This paper will describe and critically analyze California's language policies in relation to the goal of successful immigrant settlement, employing the methods of critical discourse analysis and value-critical policy analysis.

Some thoughts on effective and humane language policies. **Thomas Ricento** (University of Texas, San Antonio,Thomas.Ricento@utsa.edu).
In this paper, I will consider the merits of alternative conceptualizations of the state and implications for the role of language(s), with a focus on education policy in grades K-12. The goal is to provide a model for the integration of language learning within an inclusive multicultural curriculum.

Discussants: **Suresh Canagarajah** (CUNY, Baruch College, canax@aol.com), **Stephen May** (Waikato University, s.may@waikato.ac.nz)

Task complexity, language learning and language performance: Current research issues

Peter Robinson (Aoyama Gakuin University, peterr@cl.aoyama.ac.jp). *Sunday, April 22, 2007, 8:15-11:15am, Pacific Ballroom 1*

The empirical studies described address three main issues: a) the effects of task complexity on oral L2 fluency, accuracy, complexity, uptake, and interaction; b) explanations offered for these effects which make reference to cognitive demands of tasks; and c**)** the units of analysis most appropriate to this research.

The effects of task condition and task complexity on oral production in a second language. **Marije Michel** (Universiteit van Amsterdam, M.C.Michel@uva.nl), **Folkert Kuiken** (Universiteit van Amsterdam, F.Kuiken@uva.nl), **Ineke Vedder** (Universiteit van Amsterdam, S.C.Vedder@uva.nl).
Based on the Cognition Hypothesis of Task-Based Language Learning by Robinson (2001 & 2003) two tasks were designed in order to test the influence of task condition and task complexity on the oral output of second language learners of Dutch— a monologic (one way) versus a dialogic (two way) task.

Giving reasons and directions in a second language: The influence of task sequence and complexity on uptake of premodified input. **Peter Robinson** (Aoyama Gakuin University, peterr@cl.aoyama.ac.jp).
This study compares speech production on a direction-giving map task, and a narrative task at three levels of complexity. Performance was analysed using measures of accuracy, fluency, complexity and interaction, and measures of the use of psychological and cognitive state terms and amount of uptake of premodified input.

Effects of manipulating task complexity on self-repairs during L2 oral production. **Roger Gilabert** (Universitat Ramon Llull, RogerGG@blanquerna.url.edu).
This paper reports data from two different studies on the effects of manipulating the cognitive complexity of L2 oral tasks on language production. It specifically focuses on self-repairs, which are taken as a measure of accuracy since they denote both attention to form and an attempt at being accurate.

Motion events, linguistic typology and task complexity in L2 narrative production. **Daisuke Nakamura** (Aoyama Gakuin University, hamuhamuhamihami@yahoo.co.jp).
Robinson has argued increasing task complexity leads to greater grammaticization of interlanguage in ways not captured by traditional measures of accuracy. Accordingly, this paper draws on Talmy's (2000) cross-linguistic typological analysis of reference to motion in verb and satellite-framed languages, and Slobin's (2004) notion of thinking-for-speaking online.

Effects of manipulating reasoning demands of tasks on L2 accuracy, complexity, and fluency. **Tomohito Ishikawa** (Aoyama Gakuin University, itomohitos@yahoo.co.jp).
This paper reports results of manipulating reasoning demands of tasks on learner output. In all tasks, learners played the role of a company general manager and left answer-phone messages reporting to the company president about human relationships in the section the learner was supposed to be in charge of.

Task complexity, linguistic complexity and L2 performance: A discussion. **Folkert Kuiken** (University of Amsterdam, F.Kuiken@uva.nl), **Ineke Vedder** (University of Amsterdam, S.C.Vedder@uva.nl).
A study on the effects of task complexity on L2 writing showed it mostly affected accuracy (Kuiken & Vedder 2005). The results provided partial support for the Cognition Hypothesis, as the texts written in the complex condition contained significantly fewer errors than those based on the less complex task.

Language socialization influences on dominance and attrition in multilingualism

Carol Severino (University of Iowa, Carol-Severino@uiowa.edu), **Mercedes Niño-Murcia** (University of Iowa, m-nino-murcia@uiowa.edu). *Sunday, April 22, 2007, 8:15-11:15am, Catalina 1*

"Language Socialization Influences in Dominance and Attrition in Multilingualism" explores whether the dominance of one language and attrition of the other(s) are ideologically and/or cognitively inevitable because of the multiple ways in which social factors determine linguistic outcomes and perceptions of multilingual "success."

"Háblale en español m'ijo, eres mexicano!": Language choices and familial ideologies in the U.S. midwest. **Elaine Shenk** (University of Iowa, elaine-shenk@uiowa.edu).
"Háblale en español m'ijo, eres mexicano!": Language choices and familial ideologies in the U.S. midwest" ethnographically examines the familial language ideologies (Woolard and Schieffelin, 1994) that resist English dominance (Lippi-Green, 1997: Schmidt, 2000) in an English-Spanish dual language program in a small Midwestern town in the United States.

Linguistic, pedagogical, and cultural dissonance: Journal based studies of learning Kichwa in Ecuador and Guarani in Paraguay. **Carol Severino** (University of Iowa carol-severino@uiowa.edu), **Joshua Thoms** (University of Iowa, Joshua-Thoms@uiowa.edu).
This paper analyzes the bilingual situation of Spanish-Guarani in Paraguay and Spanish-Kichwa in Ecuador using journal data (Bailey, 1991; Cohen, 1997; Carson and Longhini, 2002) that the presenters collected when they attempted to learn the country's less-dominant language and lived with a Spanish-dominant bilingual family

Three languages, one family: The simultaneous acquisition of three first languages. **Mercedes Niño-Murcia** (University of Iowa, m-nino-murcia@uiowa.edu), **Jason Rothman** (University of Iowa, Jason-Rothman@uiowa.edu).
"Three languages, one Family: The simultaneous acquisition of three first languages" analyzes the language use and code-switching of three trilingual (Spanish, Italian, English) children in an urban California family, in terms of language dominance, family influences, linguistic capacity, and the feasibility of a tri-cultural identity (Genesse; 1989; Paradis and Genesse, 1996; Müller and Hulk, 2001; Watson-Gegeo & Nielsen, 2004).

The instability of L2 phonology: Evidence from the acquisition of a third language (L3). **Jennifer Cabrelli** (University of Iowa, Jennifer-Cabrelli@uiowa.edu).
"The Instability of L2 Phonology: Evidence from the Acquisition of a Third Language (L3)" examines the motivational factors influencing the maintenance or attrition of L2 Spanish in adult learners of L3 Portuguese, namely the effects of L3 phonology on the L2 phonological production of learners who are simultaneous Spanish-English bilinguals vs. those who learned Spanish as a second language.

The effect of variation on the maintenance and revitalization of endangered minority languages: The case of Louisiana French

Albert Valdman (Indiana University, valdman@indiana.edu).
Sunday, April 22, 2007, 8:15-11:15am, Pacific Ballroom 2

Review of efforts to revitalize vernacular varieties of French in southwestern Louisiana. Participants will review the various types of variation, including those dues to language loss and discuss the issue of the elaboration of a supradialectal norm and accommodation to International French. Pedagogical implications will be discussed.

Variation in enclave varieties: The case of Louisiana French. **Kevin J. Rottet** (Indiana University, krottet@indiana.edu).
Human languages exhibit variation on a number of levels (diatopic, diaphasic, diachronic, diastratic). Language varieties spoken in enclaves and experiencing intense language contact may show yet other kinds of less stable variation. I examine several variables in Louisiana French in terms of this typology of variability.

The cultural, social and pedagogical implications of linguistic variability in Louisiana. **Barry J. Ancelet** (University of Louisiana, Lafayette ancelet@louisiana.edu).
Based on considerations of the French history and culture of Louisiana, this paper will examine the potential for integrating linguistic variability in the teaching of the language in the state, as well as strategies for preserving the specificity of Cajun French in the expressive culture.

Louisiana high school students' attitudes toward Cajun French: A pilot study. **Tamara Lindner** (Indiana University, tlindner@indiana.edu).
This study is a preliminary investigation into the extent to which attempts revitalize the local vernacular and valorize Cajun language and culture through the schools have engendered positive attitudes toward this variety among young people in Acadiana.

The development of a written norm for Cajun French. **Albert Valdman** (Indiana University, valdman@indiana.edu).
Review of the development of a written norm in the revitalization of Cajun French from an early autonomous spelling to accommodation to the standard orthography but the retention of vernacular features. General discussion of the issue of a supradialectal norm versus the maintenance of local and group variants.

Perspectives on identity and heritage language learners

Nelleke Van Deusen-Scholl (University of Pennsylvania, pldeusen@ccat.sas.upenn.edu). *Monday, April 23, 2007, 2:00-5:00pm, Pacific Ballroom 1*

This colloquium addresses issues of identity among heritage learners from different linguistic and cultural perspectives. The panel will consist of four papers which, based on theoretical models by Kramsch and Hornberger, challenge the notion of "native speaker" in the context of heritage language learning of Russian, Spanish, Arabic, and Chinese.

Continua of identity and language competence: A case study of heritage learners of Russian. **Olga Kagan** (University of California at Los Angeles, okagan@ucla.edu).
This paper will report on a study in progress which builds upon Hornberger's notions of chosen versus assigned identity that inform her "continua of biliteracy" model. The intent is to explore whether there is a correlation between learners' sense of identity and their language competence.

Perceptions of identity: A case study of advanced heritage speakers of Chinese. **Nelleke Van Deusen-Scholl** (University of Pennsylvania, pldeusen@ccat.sas.upenn.edu), **Theresa Jen** (University of Pennsylvania, jenth@wharton.upenn.edu).
This paper examines the negative attitudes that highly proficient, graduate-level heritage speakers of Chinese encounter when they visit China as business professionals and describes how they negotiate their own sense of identity in relation to the perceptions of the speech community that they return to.

I am but an actress, playing two parts: Linguistic identities of Latino youth in American schools. **Maria Carreira** (California State University at Long Beach, carreira@sculb.edu).
This paper reports on an ongoing investigation of how the label "Spanish speaker" impacts the schooling of Latino youth. Focused interviews indicate that many Latinos view this label as getting in the way of their academic progress and enjoyment of school. However, they also feel pride and affection for Spanish and their home cultures.

Questioning the "heritage speaker": Arabic, multiglossia, and language ideology. **Sonia S'hiri** (University of California at Berkeley, shiri@berkeley.edu).
This paper questions the concept of "heritage speaker" in relation to Arabic teaching in the U.S. and discusses an alternative terminology to describe this phenomenon – one that runs counter to the prevalent language ideology – in the hope to bring Arabic classrooms closer to addressing the pedagogical needs of "heritage" students.

Discussants: **Scott McGinnis** (Defense Language Institute, Washington D.C., scott.mcginnis@us.army.mil), **Kimberly Potowski** (University of Illinois at Chicago, kimpotow@uic.edu)

Exploring local, micro-interactional processes in face-to-face interactions that contribute to constructions of power and identity

Caroline Vickers (California State University, San Bernardino, cvickers@csusb.edu), **Sharon Deckert** (Indiana University of Pennsylvania, sharon.deckert@iup.edu). *Monday, April 23, 2007, 8:15-11:15am, Catalina 1*

This panel focuses on how micro-interactional processes in face-to-face interactions contribute to constructions of identity and power. Each paper explores a different data set to further an understanding of how hegemonic processes are locally reproduced and how people situate themselves through language in relation to local power structures.

The transmission of ideology via pedagogical means: A case study of foreign language students reproducing appropriated ideologies in face-to-face talk. **Bryan Meadows** (University of Arizona, bmeadows@email.arizona.edu).
This study presents evidence of American students of Japanese reproducing in face-to-face interaction Japanese national ideologies appropriated in the course of foreign language study. Furthermore, the data show participants invoking the same appropriated ideologies to establish a localized hierarchy of power co-constructed in order to complete a group task.

The local construction of dominant-subordinate in teamwork among engineers. **Caroline Vickers** (California State University, San Bernardino, cvickers@csusb.edu).
This paper examines local, interactional processes associated with struggles for ideological control in teamwork among engineering students. Though team members begin the design process as equals, some team members gain ideological control as their ideas are continually ratified. Ultimately, some teammates become locally defined as dominant and others as subordinate.

Symbolic power and its effects on identity and ideology for generation 1.5 ESL speakers in their L1. **Linda Waugh** (University of Arizona, lwaugh@email.arizona.edu).
This paper discusses the higher symbolic power of L1 speakers vs. the lower symbolic power of Generation 1.5 speakers when they interact in their L1. The focus is on an ESL speaker who displays shifting linguistic and national identities as he loses and then tries to regain symbolic power.

Reconstruction of powerful and powerless identities during a traffic citation. **Wendy Smith** (California State University, San Bernardino wsmith@csusb.edu).
This paper demonstrates the micro-interactional processes by which powerful and powerless identities are locally reconstructed. The paper specifically examines the interplay between consent and resistance to law-breaking identities. Data consist of transcripts of 45 naturally-occurring incidents in which officers issue traffic citations to drivers on state roads.

Co-animation of and resistance to the construction of witness, victim, and perpetrator identities in forensic interviews with children. **Sharon Deckert** (Indiana University of Pennsylvania, sharon.deckert@iup.edu).
This paper examines the identities of witness, victim, and perpetrator that are co-constructed in forensic interviews with children. Interviewers have a great deal of power relative to children in interviews. However, children, as authors and co-animators of the accounts being generated control the construction of these identities.

Discussant: **Susan Philips** (University of Arizona, sphilips@email.arizona.edu)

After-Hours: Sites of language and literacy learning of immigrant and L2-learning youth

Jane Zuengler (University of Wisconsin-Madison, zuengler@wisc.edu), **Margaret Hawkins** (Simon Fraser University, mhawkins@education.wisc.edu). *Tuesday, April 24, 2007, 8:15-11:15am, Catalina 1*

Addressing a little-researched area, this colloquium provides research on after-school programs for immigrant, L2-learning, and refugee youth in Hong-Kong, London, British Columbia, Canada, and the U.S. Midwest. Focuses are on the language and literacy practices offered, and their opportunities for or constraints on learning.

Rapping for an empowering L2 speaker identity: A hip hop school-resident-artist program for Hong Kong students. **Angel Lin** (The Chinese University of Hong Kong, AngelLin@cuhk.edu.hk), **Evelyn Man** (The Chinese University of Hong Kong, Eyfman@cuhk.edu.hk).
In this paper we discuss an innovative hip hop school-resident-artist program in Hong Kong. In this program, hip hop artists and university researchers collaborate to conduct ELT Rap workshops and artists-students dialogues in after-school hours to foster among limited-English-proficiency students positive L2 speaker identities and confidence in L2 English learning.

After-hours language and literacy learning among minority ethnic groups in London's East End. **Peter Martin** (University of East London, p.w.martin@uel.ac.uk).
The paper focuses on 'after-hours' sites of learning for minority ethnic communities in London's East End. It relates the multilingual experiences of teachers and learners in these sites, set against the backdrop of the monolingual ideologies which exist in the UK context.

Community-based learning: Exploring languages and literacies. **Margaret Hawkins** (Simon Fraser University, mhawkins@education.wisc.edu).
This paper looks at community based after school programs in British Columbia as sites for language and literacy development of immigrant and refugee youth. It explores differences between out of school and in school teaching and learning, and what community-based support systems and pedagogies might look like and offer.

After school lets out: Language and learning at community centers in a U.S. midwestern neighborhood. **Jane Zuengler** (University of Wisconsin-Madison, zuengler@wisc.edu).
This study of Hmong, Latina/o, and other immigrant and L2-learning youth at two after-school community centers in the U.S. Midwest involves ethnographic microanalyses of their interactions and seeks to address what language forms, interactional practices, and discourses of identity, culture, and learning are acquired.

Discussant: **Kelleen Toohey** (Simon Fraser University, kelleen.toohey@sfu.edu)

Paper abstracts are listed alphabetically by the last name of the first presenter.

Akamatsu, Nobuhiko (Doshisha University, nakamats@mail.doshisha.ac.jp)
The relationship between working-memory capacity and automatization in L2 word-recognition development
This study, focusing on working memory and word consistency between spelling and pronunciation, investigated the effects of word-recognition training on automatization in EFL. Results showed the learners benefited from training, resulting in significant improvement in word-recognition speed and accuracy. Working memory was associated with word-recognition improvement with consistent words only. *Monday, April 23, 2007 • 10:45 am - 11:15 am • Laguna Beach I • PED*

Alarcón, Irma (Wake Forest University, alarcoi@wfu.edu)
Effects of morphological marking and noun class on the relationship between gender assignment and agreement in L2 Spanish
This study investigates the effects of morphological (overt, non-overt, or deceptive) gender marking and noun class (semantic or non-semantic) on the relationship between gender assignment and agreement. Participants were first asked the gender of a noun, and then to provide an agreeing adjective to modify the noun in meaningful context. *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Balboa Bay II • SLA*

Albakry, Mohammed (Middle Tennessee State University, albakry@mtsu.edu)
Language features in young adult literature: Corpus-based analysis
This study uses a corpus of young adult novels to map out some of the linguistic characteristics of young adult (YA) literature. The approach is based on analyzing the frequency of a selected set of language features and relating them to their potential functions. *Sunday, April 22, 2007 • 10:45 am - 11:15 am • Balboa Bay II • SOC*

Alhawary, Mohammad (The University of Oklahoma, malhawary@ou.edu)
The split-IP hypothesis: Findings from adult Arabic L2 acquisition
The paper examines the developmental path of tense and subject-verb agreement in Arabic L2 acquisition based on cross-sectional data from English, Spanish, and Japanese L2ers. The data provide evidence for the Split-INFL hypothesis, contrary to re-formulation of the Split-INFL hypothesis collapsing TP and AGRP projections into a single TP node. *Tuesday, April 24, 2007 • 8:15 am - 8:45 am • Balboa Bay I • SLA*

Allen, Heather (University of Miami, hallen@miami.edu)
From the foreign language classroom into the target culture: Analyzing the shift in language-learning activity
This study analyzes the reshaping of foreign language learning activity for 26 American students abroad, focusing on learners' goals, roles they assumed during the experience, and the context's affordances and constraints. Personal narratives served as primary data sources in the form of online learning blogs, language-learning histories, and interviews. *Sunday, April 22, 2007 • 3:10 pm - 3:40 pm • Balboa Bay II • LCS*

Amer, Mahmoud (Indiana University of Pennsylvania, m4her1@yahoo.com); **Tannacito, Dan** (Indiana University of Pennsylvania, djt@iup.edu); **Tourtellotte, Sarah** (Indiana University of Pennsylvania/The American Language Institute, sarah.tourtellotte@iup.edu); **Soliman, Abdelmoniem** (Indiana University of Pennsylvania, qgnk@iup.edu)
ESLGuide: A development of software application grounded in Vygotsky's socio-cultural theory of language learning
This project is a description and demonstration of the integration of software development and linguistics. It features ESL Guide, an educational software that is grounded in Vygotsky's Socio-Cultural theory of language learning, and the work of fellow applied linguists in his construct of the Zone of Proximal Development. *Tuesday, April 24, 2007 • 2:35 pm - 3:05 pm • Newport Beach I • TEC*

Ammar, Ahlem (University of Montreal, ahlem.ammar@umontreal.ca)
The saliency and effectiveness of recasts: The role of individual learner differences
This study investigated the role of learner variables (proficiency level, phonological short-term memory, attention skills, age and analytical ability) in determining whether L2 learners notice and benefit from recasts. Results highlight the importance of individual learner differences in evaluating the effectiveness of recasts in L2 learning. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Emerald Bay I • SLA*

Anctil, Dominic (Université de Montréal, dominic.anctil@umontreal.ca)
Is it possible to delimit the concept of lexical error?
The notion of lexical error has neither been defined clearly in linguistics nor in language teaching. This haziness represents a problem in the diagnosis of lexical problems found in students' texts. In this paper, we propose a typology of lexical errors and describe the lexical problems of French-speaking undergraduates. *Saturday, April 21, 2007 • 2:35 pm - 3:05 pm • Newport Beach I • RWL*

Angelelli, Claudia (San Diego State University, cangelel@mail.sdsu.edu)
A crime in another language: A study of interpreter-mediated communication in the Yousry case
This paper argues that Yousry, rather than merely brokering languages, consistently positioned himself in the Arabic-speaking world. He achieved this though a myriad of techniques that include pronoun use, the particular utilization of Arabic religious phrases across language boundaries, and the employment of certain culture-appropriate interaction models (praise, historical references). *Monday, April 23, 2007 • 2:35 pm - 3:05 pm • Huntington Beach • TRI*

Aoki, Nobuyuki (Hiroshima City University, aokin@intl.hiroshima-cu.ac.jp)
The effects of feedback specificity on revising processes
This study adopted a process-and-product approach to investigate the effects of feedback on students' writing, and found that raising feedback specificity level is not always effective for activating revisions. The study suggests that it is more important in helping students understand how to proceed from detection of problems to diagnosis to repair. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Emerald Bay III • PED*

Atay, Derin (Marmara University, dyatay@yahoo.com); **Kurt, Gökçe** (Marmara University, gokcekurt@yahoo.com)
Willingness to communicate in an EFL setting
The study investigates the effects of individual and social variables on Turkish EFL learners' willingness to communicate in English inside and outside class over an 8 month period. Forty-six elementary learners at a state university participated in the study and data were collected by means of quantitative and qualitative methods. *Saturday, April 21, 2007 • 11:25 am - 11:55 am • Huntington Beach • LLC*

Atoofi, Saeid (UCLA, saeed@ucla.edu)
Necessary conditions for an emergence of lexical agreement through self-organization within a computer simulated environment
Virtual agents in a computer simulated program assimilated the evolution of lexicon based on complex adaptive systems theory. Results showed an emergence of lexical agreement when agents had more degrees of freedom to agree with a neighboring agent, as well as having less heterogeneity of sign differences in the environment. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Laguna Beach I • COG*

Back, Michele (University of Wisconsin Madison, mpback@wisc.edu)
Maintenance of minority languages: The role of identity
Most literature on language maintenance maintains a static concept of the role of identity. In this paper I discuss the possible utility of more dynamic theories of identity for studying language maintenance, focusing on Bucholtz and Hall's tactics of intersubjectivity and using examples from interviews with Ecuadorian multilinguals. *Tuesday, April 24, 2007 • 8:15 am - 8:45 am • Huntington Beach • LMR*

Baldauf, Richard (University of Queensland, rbaldauf4@bigpond.com); **Li, Minglin** (University of Queensland, s4068166@student.uq.edu.au); **Hudson, Catherine** (University of Queensland, s3361158@student.uq.edu.au)
The role of agency in language planning
In contrast to the team approach traditionally taken in language planning, macro planning focuses on local situations, thereby refocusing language planners' attention on the problem of agency. This paper explores questions of agency, providing several illustrative examples indicating the emerging importance of this construct for our understanding of this field. *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Huntington Beach • LPP*

Barkaoui, Khaled (OISE, University of Toronto, kbarkaoui@oise.utoronto.ca)
Rates' perceptions of the effects of thinking aloud on their ESL essay rating performance: A qualitative study
Think-aloud protocols while rating ESL essays and follow-up interviews were collected from 15 novice and 15 experienced raters and analyzed qualitatively and quantitatively to examine the effects of thinking-aloud and rater experience on raters' performance, perceptions, and learning. The paper also presents some implications and suggestions for future research. *Saturday, April 21, 2007 • 10:10 am - 10:40 am • Laguna Beach III • ASE*

Basta, Hidy (University of Washington, hbasta@u.washington.edu)
Guidebooks: Authority and ideology in the claimed link between research findings and parents' practices in raising their children bilingually
This paper studies a corpus of guidebooks directed towards parents who plan to raise their children to become bilinguals. It investigates the guidebooks' discursive strategies in situating themselves between research findings and parents' concerns. The findings suggest that the advice given responds to and recreates a monolingual ideology of language. *Sunday, April 22, 2007 • 8:15 am - 8:45 am • Laguna Beach II • LID*

Beaudrie, Sara (University of Arizona, beaudrie@email.arizona.edu); **Ducar, Cynthia** (Bowling Green State University, cmducar@bgnet.bgsu.edu); **Relaño Pastor, Ana María** (Facultad de Filosofía y Letras, Madrid, Spain, may.relano@uam.es)
Curricular and pedagogical considerations in the SHL context: Student perspectives
This presentation reports the results of a study carried out to assess a complete SHL program and determine if students' pedagogical and linguistic needs were being met. The results attest to the fact that students' voices need to play a more crucial role in program and curricular decisions. *Saturday, April 21, 2007 • 3:55 pm - 4:25 pm • Laguna Beach II • BIH*

Becker, Tony (Northern Arizona University, tpb28@nau.edu)
Avoiding phrasal verbs in English: A matter of proficiency, exposure, or native language
This study examines avoidance of phrasal verbs in English by Chinese and Arabic L1 speakers. Frequent phrasal verbs were tested using multiple-choice, translation, and picture description tasks. The findings are discussed in terms of their implications for on-going efforts to identify the causes of avoidance. *Sunday, April 22, 2007 • 4:30 pm - 5:00 pm • Balboa Bay I • SLA*

Beckett, Gulbahar (University of Cincinnati, gulbahar.beckett@uc.edu); **Slater, Tammy** (University of British Columbia, tslater@interchange.ubc.ca); **Sharpsteen, Lorraine** (Eric Hamber Secondary School, lsharpsteen@hotmail.com)
Negotiating differences about how to learn ESL functionally: A social practice analysis
Are cross-cultural differences in the social practices of language education irreconcilable or negotiable? We investigate students resisting learning English functionally in content-based ESL classes and a Canadian secondary school ESL teacher negotiating their differences with them. Discourse analysis implications for research on conflict in educational agendas will be discussed. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Emerald Bay III • DIS*

Beebe, Leslie (Columbia University Teachers College, lmb33@columbia.edu)
Mean mommy: Creating alignments, constructing identity, and saving face by speaking rudely through one's child
This paper examines natural discourse where mothers respond rudely to a stranger accusing her of rude behavior. Mothers: (1) create family alignments, (2) construct participants' identities, (3) counter-accuse, and (4) save face by speaking through their child. Significance lies in our understanding of social meanings of rudeness as cultural practice. *Sunday, April 22, 2007 • 4:30 pm - 5:00 pm • Balboa Bay II • LCS*

Behalova, Andrea (Oklahoma State University, andrea.behalova@okstate.edu)
American-born undergraduates' perceptions of instructors with Eastern-European accents
The presenter will share a mixed-method study of American-born undergraduates' perceptions of instructors with Eastern-European accents. Results show that while participants perceived most speakers to be intelligible, many still reported negative perceptions overall. Data, both quantitative and qualitative, indicate multiple influences on perception that move beyond accent. *Sunday, April 22, 2007 • 8:15 am - 8:45 am • Balboa Bay II • SOC*

Belz, Julie A. (Monterey Institute of International Studies julie.belz@miis.edu)
Internet-mediated foreign language education as education for peace
Internet-mediated foreign language education is examined as a concrete curricular catalyst within the broader educational scope of peace education and conflict resolution for the ways in which it may influence the development of intercultural competence, social justice, and peaceful co-existence. Data are drawn from a multi-year, German-American partnership. *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Pacific Ballroom IV • TEC*

Benati, Alessandro (University of Greenwich, A.Benati@gre.ac.uk); **Lee, James F.** (UNSW, james.lee@unsw.edu.au)
Addressing processing problems and finding possible solutions
Two areas of investigation are brought together: input processing and input enhancement. We present the result of a series of classroom investigations which examined a variety of grammatical items that present processing problems to second language learners. *Tuesday, April 24, 2007 • 10:10 am - 10:40 am • Emerald Bay III • PED*

Biber, Doug (Northern Arizona University, Douglas.Biber@NAU.EDU; **Barbieri, Federica** (Northern Arizona University, federica.barbieri@nau.edu)
Lexical bundles in university spoken and written registers
The present study extends previous research on lexical bundles by investigating their use in a wide range of university registers (e.g., office hours, written syllabi). The findings show that lexical bundles are even more prevalent in non-academic registers (both spoken and written) than in the core instructional registers. *Monday, April 23, 2007 • 2:35 pm - 3:05 pm • Pacific Ballroom IV • TXT*

Birch, Barbara (California State University Fresno, bbirch@csufresno.edu)
The global civil society: Language pedagogy, curriculum, and peace
The global civil society refers to the conglomerate of institutions separate from business and governments. Technology and travel make it an important global player which demands people with global cultural and linguistic competence. The content of foreign language classroom can make a contribution to global civic culture (Boulding, 1990). *Saturday, April 21, 2007 • 8:50 am - 9:20 am • Newport Beach III • PED*

Bitchener, John (Auckland University of Technology, john.bitchener@aut.ac.nz)
The value of written corrective feedback in L2 student writing: An 18 month investigation
Using a pre-test, treatment, post-test design, this 18 month study of 180 low intermediate L2 learners investigated the effect of three types of written corrective feedback and no feedback on improving the accuracy of using referential indefinite "a" and referential definite "the" in new pieces of writing. *Monday, April 23, 2007 • 8:50 am - 9:20 am • Emerald Bay I • SLA*

Blattner, Geraldine (Penn State University, gab182@psu.edu); **Roulon, Stephanie** (Penn State University, smr335@psu.edu)
Is online chatting an essential tool to enhance the production of foreign languages in basic language instruction classes?
The present experiment investigates the ways in which CMC is enriching the communicative potential of the traditional classroom. The data demonstrates that CMC use outside of class has a consequent substantial effect on the quality of face-to-face classroom discourse. *Tuesday, April 24, 2007 • 4:30 pm - 5:00 pm • Newport Beach I • PED*

Bolonyai, Agnes (North Carolina State University, bolonyai@unity.ncsu.edu); **Bhatt, Rakesh** (University of Illinois, Urbana-Champaign, rbhatt@uiuc.edu)
Code-switching and the optimal grammar of bilingual language use
This paper proposes a new framework of sociolinguistic grammar of code-switching, using five general principles that individually, or through interaction with each other, yield a wide array of significant generalization of bilingual language use. We show that different rankings of these constraints instantiate different grammars of bilingual communities. *Monday, April 23, 2007 • 3:10 pm - 3:40 pm • Pacific Ballroom IV • SOC*

Bonk, William (University of Colorado, bonk@colorado.edu)
An aptitude for foreign language phonology? Individual differences in memory for L1 and L2 nonword sequences
This study investigated individual differences in the ability to perceive and maintain novel L1 and L2 phonological material. Results indicated a strong dissociation between the two types of material, suggesting the existence of great aptitude differences even after accounting for differences in performance on standard measures of memory. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Huntington Beach • COG*

Bonnici, Lisa (University of California Davis, lmbonnici@ucdavis.edu)
The discourse of evaluation: Linguistic and pragmatic sources of evaluation in the oral histories of two Maltese American immigrant women
This study examined the oral histories of two Maltese-American immigrant women in San Francisco. Life histories were conducted and the linguistic structures used when evaluating their pre- and post-immigration lives were scrutinized. This study encourages linguists to combine objective linguistic analysis with subjective pragmatic considerations in oral history research. *Monday, April 23, 2007 • 10:45 am - 11:15 am • Emerald Bay II • DIS*

Bowden, Harriet (Georgetown University, woodh@georgetown.edu); **Sanz, Cristina** (Georgetown University, sanzc@georgetown.edu); **Steinhauer, Karsten** (McGill University, karsten.steinhauer@mcgill.ca); **Ullman, Michael** (Georgetown University, michael@georgetown.edu)
The brain bases of L2 and L1 Spanish: Evidence from event-related potentials
Evidence from a neuroimaging method known as event-related potentials will be examined in this investigation of the brain bases of L2 and L1 Spanish. Furthermore, the study examines the effect of experience in L2 Spanish neurocognition, comparing speakers at low, medium and very high levels of proficiency. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Pacific Ballroom IV • COG*

Bowles, Melissa (University of Illinois Urbana-Champaign, bowlesm@uiuc.edu)
Does implicit or explicit corrective feedback drive a higher level of awareness?
A central research question in SLA is how explicit feedback must be to promote noticing (Ammar & Spada, in press; Lyster, 1998a, 1998b, 2004; Russell & Spada, 2006). This study uses verbal report data to investigate the relationship between provision of implicit or explicit written feedback and awareness of morphosyntax. *Sunday, April 22, 2007 • 3:10 pm - 3:40 pm • Emerald Bay III • PED*

Bristow, Mackenzie (Samsung Training Center, mackenzie.bristow@gmail.com); **Graf, Jocelyn** (Hanyang University, Seoul, jocelyngraf@proficia.seoul.kr)
How Seoul's "foreigners" build their community spaces' linguistic landscapes
We photographed texts and interviewed community leaders in several "foreigner" community spaces in Seoul, Korea. We investigated how they shape the linguistic landscape of their community spaces to maintain and teach their heritage languages, and use or learn additional languages; and which languages occurred for what functions depending on the type of governance of a particular space. *Saturday, April 21, 2007 • 3:55 pm - 4:25 pm • Laguna Beach I • LPP*

Brogden, Lace Marie (University of Regina, lace.brogden@uregina.ca)
On beyond blonde: Un-naming second language teacher identity
Mining experiences from AAAL/ACLA/CAAL 2006, this authoethnography interrogates the discursive production of second language teacher identities. How do perceptions of the "ideal" play against the interconnected discourses of race, gender, class, and linguistic status? What negotiations take place when the "blonde, blue-eyed, (non)maternal speaker" is "head of the class"? T*uesday, April 24, 2007 • 8:15 am - 8:45 am • Emerald Bay III • PED*

Brown, Alan (University of Kentucky, Alan.Brown@uky.edu)
Students' and teachers' perceptions of effective teaching in the foreign language classroom: A comparison of ideals and ratings
In this presentation I, first, summarize the results of a large-scale study which directly compares teachers' and students' perceptions of ideal FL teaching practices as well as those occurring in their classrooms. Second, I will discuss pedagogical implications for FL classrooms from specific student-teacher differences generated by the data. *Monday, April 23, 2007 • 2:00 pm - 2:30 pm • Emerald Bay III • PED*

Brown, Becky (Purdue University, bbrown@purdue.edu)
Content-based instruction through project work in the post-secondary L2 classroom
This paper demonstrates a college Project Work model in CBI which deepens the cultural experience by centering solely on French gastronomy, a culturally-prominent theme for France. The Project Work is the "dégustation" and critique which embodies the principles of student-centered learning and highly-meaningful contextualization with rich L2 input. *Tuesday, April 24, 2007 • 10:45 am - 11:15 am • Emerald Bay III • PED*

Brown, Cati (Discourse Analyst, H5, cati.brown@gmail.com)
Ranking tobacco documents by potentially deceptive and fraudulent content
This paper presents a corpus investigation of six potential indicators of deception. Tobacco documents were ranked with the indicators. Correlations between the indicators and meta-data are reported. Discourse analyses indicate that using corpus research and indicators of deception could be productive in sorting documents for deception and fraud. *Monday, April 23, 2007 • 8:50 am - 9:20 am • Newport Beach I • TXT*

Brua, Charles (Pennsylvania State University, chasbrua@psu.edu)
Interpreters' portrayals of sociolinguistic modifications in response to multilingual health-care needs
Using interview data, this paper examines non-professional medical interpreters' portrayals of their sociolinguistic environment. The analysis, based on the theoretical lens discussed in Blommaert, Collins, and Slembrouck (2005), investigates the perceived health-care communication effects of city size, employment track, gender, age, and immigration status. *Sunday, April 22, 2007 • 2:35 pm - 3:05 pm • Huntington Beach • TRI*

Bulhoes, Elizabeth (Concordia University, elizabethbulhoes@yahoo.com)
Word-final /u/ deletion in Azorean Portuguese: A variationist perspective
The study investigates the factors that affect the deletion of word-final /u/ (gat/u/ => gat_ 'cat') in Azorean Portuguese, a prestige marker (Silva, 2005) characteristic of European Portuguese. Results reveal that the origin of the interlocutor, task type and the preceding phonological environment affected the process of /u/ deletion. *Sunday, April 22, 2007 • 2:35 pm - 3:05 pm • Laguna Beach II • SOC*

Burkindine, Jill (Drury University, jburkind@drury.edu)
The world according to East African student writers
This research takes the form of an emergent, modified case study. It is shaped in response to the overarching research question: How are these East African writers' perceptions of the expectations of American academic English affecting their attitudes toward writing and the consequent decisions they make? *Tuesday, April 24, 2007 • 9:25 am - 9:55 am • Newport Beach II • RWL*

Butler, Yuko (University of Pennsylvania, ybutler@gse.upenn.edu)
The long-term effects of self-assessment among young learners of English
This study examines the long-term effectiveness of self-assessment among 250 young learners of English as a foreign language. The students quickly adopted self-assessment as part of their learning routine and showed enhanced metacognitive skills and more positive attitudes towards learning English. The reliability of self-assessment increased slightly as well. *Tuesday, April 24, 2007 • 2:35 pm - 3:05 pm • Laguna Beach III • ASE*

Bylund, Emanuel (Stockholm University, manne.bylund@biling.su.se)
Effects of age of onset of bilingualism on the attainment of L1 event conceptualization
The study examines L1 conceptual proficiency in L1 Spanish – L2 Swedish bilinguals with different ages of onset as it is manifested in the endpoint verbalization of motion events. The results are interpreted in the light of maturational constraints on language development. *Sunday, April 22, 2007 • 8:15 am - 8:45 am • Newport Beach II • SLA*

Byrnes, Heidi (Georgetown University, byrnesh@georgetown.edu)
Developing relativization in L2 writing revisited: A dynamic longitudinal perspective
The paper reports on the longitudinal development of relativization in the writing of 23 L2 German learners over a minimum of three consecutive curricular levels, including advanced levels. It examines its findings from a dynamic systems and meaning-oriented rather than a decontextualized psycholinguistic perspective. *Sunday, April 22, 2007 • 10:45 am - 11:15 am • Emerald Bay I • SLA*

Callahan, Laura (The City College of New York, Lcallahan@ccny.cuny.edu)
Heritage language maintenance: The use of written SPA
An investigation into the role using written Spanish has for U.S. Latinos revealed themes in language loss, prescriptivism, the experience of writing in Spanish, and current and planned uses for written Spanish. The reported objectives for and obstacles to using written Spanish have implications for heritage language teaching and maintenance. *Tuesday, April 24, 2007 • 9:25 am - 9:55 am • Huntington Beach • LMR*

Caltabiano, Yuriko (University of California Davis, ymcaltabiano@ucdavis.edu)
Analysis of interactions in a home visit project conducted in a Japanese language class
This paper examines the negotiated interactions observed in a project conducted in a Japanese language class. Analysis of conversational interactions indicated that a variety of negotiations occurred during this assignment to visit a Japanese family. The findings suggest that teachers should supplement their activities with such projects to encourage students' negotiations. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Laguna Beach I • DIS*

Cammarata, Laurent (University of Georgia, lc@uga.edu)
Foreign language teachers and content-based instruction: The struggle to balance content and language instruction
This presentation will report on a phenomenological study that tapped the experiences of four veteran foreign language teachers in the U.S. as they learned about and tried to implement content-based instruction in their traditional (language-driven) foreign language instructional settings. Implications for professional development and future research will also be highlighted. *Tuesday, April 24, 2007 • 2:35 pm - 3:05 pm • Emerald Bay III • PED*

Campbell, Michael (University of Texas at San Antonio, mcampbell@utsa.edu)
Finding a voice: Representations of self in text and interaction
I will present analyses of the writing of one student to determine both the process of adopting an academic voice and identity transformation. In addition, I present evidence of positioning and repositioning in taped interviews with the student and the conflict between interactional representations and those in her text. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Emerald Bay II • DIS*

Candlin, Christopher (Macquarie University, chris.candlin@ling.mq.edu.au); **Jones, Alan** (Macquarie University, ajones@ling.mq.edu.au)
Interprofessional contact zones: constructing and sustaining interdiscursive practices.
Intra-professional discourses of standards and standard-setting, competencies, skills and appraisal, institutionalise and regulate professional practice vis-a-vis the wider community. However, these discourses also afford opportunities to applied linguists by creating 'contact zones' where a functional mutuality of purpose and practice can be negotiated. Examples from accountancy and law are presented. *Saturday, April 21, 2007 • 4:30 pm - 5:00 pm • Emerald Bay III • DIS*

Canese, Valentina (Arizona State University, Valentina.Canese@asu.edu)
Teachers' perspectives on the teaching of Guaraní as a second language in urban Paraguay
Using a combination of qualitative methods, this study examines Guaraní teachers' perspectives on the challenges, constraints and possibilities of implementing the teaching of Guaraní as a second language in urban Paraguay including the type of Guaraní to be used for instruction, how teachers are trained as well as methodological concerns. *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Laguna Beach I • LPP*

Carlisle, Robert (California State University, rcarlisle@csub.edu); **Salgueiro-Carlisle, Maritza** (Bakersfield College, mcarlisl@bakersfieldcollege.edu)
Word-final sonority as an environmental constraint on prothesis
Studies examining the modification of word-initial /sC-/ onsets have consistently found that prothesis occurs significantly more frequently after word-final consonants than after vowels. This empirical study examines the hypothesis that the frequency of prothesis before the same onsets is actually inversely proportional to the sonority of the preceding environment. *Monday, April 23, 2007 • 10:45 am - 11:15 am • Emerald Bay I • SLA*

Carr, Nathan (California State University, Fullerton, ncarr@fullerton.edu)
Scoring consistency and the effects of heritage speaker status and length of study in an interview test in multiple languages
An interview test was piloted in five languages, and the results analyzed using multivariate generalizability theory and MANOVA to investigate scoring and classification consistency, as well as the effects on scores of being a TL heritage speaker or studying the TL for at least three semesters at the college level. *Saturday, April 21, 2007 • 9:50 AM • Laguna Beach III • ASE*

Cartaya, Noela (Universidad Simón Bolívar, ncartaya@usb.ve)
Science fiction short stories as reading material for an EST course?
It is a challenge for EST teachers to select motivating reading materials. Around 350 freshmen students were exposed to different genres (technical-scientific information texts vs. science fiction short stories) and their reactions were surveyed. Most of them perceived science fiction as highly motivating and suitable for attaining critical reading competence. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Laguna Beach I • PED*

Cavella, Christina (Center for Applied Linguistics, ccavella@cal.org); **Gallagher, Colleen** (Center for Applied Linguistics, colleen@cal.org); **Montee, Megan** (Center for Applied Linguistics, mmontee@cal.org); **Thomas, Larry** (Center for Applied Linguistics, larry@cal.org)
Spanish in the U.S. vs. Spanish abroad: How does learning context affect fluency?
Many U.S. university foreign language programs encourage students to study abroad to improve overall language skills. This study uses qualitative and quantitative measures of fluency to analyze the pre- and post-test data of 10 study abroad and 10 at-home students of Spanish and explores fluency gains associated with each context. *Sunday, April 22, 2007 • 3:55 pm - 4:25 pm • Laguna Beach III • ASE*

Cazzoli-Goeta, Marcela (University of Durham, m.a.goeta@durham.ac.uk); **Young-Scholten, Martha** (University of Newcastle, UK, Martha.Young-Scholten@newcastle.ac.uk)
The optionality of non-nominative subjects in a Spanish-English contact context
This study investigates the native language optionality (NLO) in Spanish-English of non-nominative subjects accompanying unaccusative verbs. Data from 30 Spanish-speaking adults living in the UK confirm the syntax-discourse interface pattern already identified for null subjects. This leads to the proposal that elements in initial position are particularly vulnerable to NLO. *Tuesday, April 24, 2007 • 10:10 am - 10:40 am • Emerald Bay I • SLA*

Chamot, Anna Uhl (George Washington University, auchamot@aol.com)
Learning strategies of students of less commonly taught languages
This paper reports on an investigation of the language learning strategies used by college students of Arabic, Chinese, Japanese, and Korean as they confront a variety of language-specific difficulties including unfamiliar pronunciation, new language structures, an orthography different from English, and other unique linguistic characteristics of non-Western European languages. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Pacific Ballroom IV • LLC*

Chang, Chia-chien (National Taiwan University, chiachienchang@ntu.edu.tw)
Language enhancement for the interpreters: Students' needs and perceptions
This study examines interpreting students' needs for and perceptions of language enhancement for the purpose of improving their interpreting performance in the interpreter training program. Implications for the need for and the design of an effective language enhancement course for interpreting students will be discussed. *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Huntington Beach • TRI*

Chang, Vincent Taohsun (National Chengchi University, vthchang@ms32.hinet.net)
Visual rhetoric as social cognition: campaigning discourse of the Beijing Olympics
This study explores the dialogic relations between form and function in multimodal discourse by examining Beijing-Olympics advertisements. Multimodality displays the gist of/adds interest to social semiotic interpretability, reflecting the social interaction and cognitive dynamics of communicator and audience, thus maintaining the dialectical relationship between sociocultural structures and social practice/discourse. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Laguna Beach II • LCS*

Charbonneau-Gowdy, Paula (Canadian Forces Language School, Paula.Charbonneau-Gowdy@mail.mcgill.ca)
Identity, power and investment issues in learning a second language through computer-mediated communication
This presentation discusses the critical findings of a study on various uses of computer technology for language learning including state-of-the-art videoconferencing software that synchronously connected learners in multiple sites online. Two analytic themes resonate throughout the study: the dialogic nature of language and the power of language to transform identities. *Monday, April 23, 2007 • 2:35 pm - 3:05 pm • Newport Beach III • TEC*

Charkova, Krassimira (Southern Illinois University at Carbondale, sharkova@siu.edu); **Halliday, Laura** (Southern Illinois University, halliday@siu.edu)
Backshifting in reported speech
The present study compared in-service teachers from an ESL and two EFL programs with a group of Native Speakers on the way they employed tense backshifting in English reported speech in two time frames, Immediate Report and Delayed Report. The results revealed insightful quantitative and qualitative differences between the groups. *Monday, April 23, 2007 • 10:10 am - 10:40 am • Laguna Beach I • PED*

Chen, Liang (Unviersity of Georgia, chen@uga.edu); **Oller, John** (University of Louisiana at Lafayette, joller@louisiana.edu)
Learning to use passives and alternatives in English by Chinese speakers
This study compares the structural devices for expressing varying degree of agency in spoken narratives in English by advanced Chinese learners. Results show that they still have difficulty in making flexible use of the passive structure along with the full range of other perspective-taking devices in the target language. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Emerald Bay III • PED*

Cheng, Rui (University of South Florida, rcheng@mail.usf.edu); **Zhu, Wei** (University of South Florida, wzhu@cas.usf.edu)
Writing the literature review: Examining assumptions and negotiating multiple roles
Dissertation literature review writing is challenging for doctoral students. Based on a reflective study, this presentation discusses how a non-native English speaking student's approach to the literature review as well as features of her texts were influenced by assumptions about literature review writing and efforts to negotiate multiple author roles. *Saturday, April 21, 2007 • 4:30 pm - 5:00 pm • Newport Beach I • RWL*

Cheng, An (Oklahoma State University, an.cheng@okstate.edu)
Genre analysis and learning opportunities: Implications for ESP genre-based writing instruction
Situated in the ESP genre-based approach, this study explores how an L2 learner analyzed the generic features in discipline-specific research articles and textualize these features in her writing tasks. The findings illuminate the relations between the learner's multiple trajectories and the learning opportunities she created through her genre-analysis tasks. *Sunday, April 22, 2007 • 4:30 pm - 5:00 pm • Newport Beach I • RWL*

Chikamatsu, Nobuko (DePaul University, nchikama@depaul.edu)
Subject-matter content-based instruction in less commonly taught languages: A study of skill development and learner's perception in Japanese CBI
The present study discusses recent attempt in Japanese content-based instruction and its effect on learners' perception and proficiency. Two data were collected (i) student survey, and (ii) pre- and post-course writing and oral samples, in the advanced course, "War and Japanese Minds". The results and pedagogical implications will be discussed. *Sunday, April 22, 2007 • 10:45 am - 11:15 am • Emerald Bay III • PED*

Chiu, Scott Chien-Hsiung (Michigan State University, chiuchie@msu.edu); **Polio, Charlene** (Michigan State University, polio@msu.edu)
Veridicality, reactivity, and language choice in L2 writing think aloud protocols
This study examines the reactivity and veridicality of think aloud protocols in L2 writing as well as how language choice affects the method. Results of a quantitative and qualitative study suggest that thinking aloud changes the thinking process and that writers verbalize only a portion of their thoughts. *Tuesday, April 24, 2007 • 2:35 pm - 3:05 pm • Newport Beach II • RWL*

Chiu, Yuan-Li (University of Pennsylvania, tiffany7202@yahoo.com.tw); **Chang, Yu-Ying** (Yuan Ze University, yymeichu@yahoo.com.tw)
How does the age of the patient influence the doctor-centered or patient-centered style of communication?
The results of how patient of different age influences the doctor-centered or patient-centered style of communication will be presented. Additionally, the various communication strategies combined by the doctor will also be reported. *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Balboa Bay II • SOC*

Cimasko, Tony (Purdue University, acimasko@purdue.edu)
Hybrid voice: Language learners and writing in L2
The need to gain access to target genres may compel L2 writers to suppress L1 aspects of their textual voice. This presentation examines one such writer, the elements of L1 voice that he brings to writing, and the forces that enable those elements to persist, and succeed, in L2 texts. *Tuesday, April 24, 2007 • 10:10 am - 10:40 am • Newport Beach I • TXT*

Ciriza, Maria (University of Illinois Urbana-Champaign, ciriza@uiuc.edu)
Language contact and political identity: The case of Basque Country Spanish
Basque Country Spanish contains specific linguistic features, which have been argued to be due to contact with Basque. This paper examines this Spanish variety with relation to the speakers' political identity. It is hypothesized that these linguistic features will appear in monolingual speakers of Spanish who identify with Basque nationalism. *Saturday, April 21, 2007 • 10:10 am - 10:40 am • Balboa Bay II • SOC*

Collier, Shartriya (California State University, triya777@aol.com)
Negotiating business, negotiating self: Bilingual women's use of language in entrepreneurial contexts
This presentation provides a framework that TESOL educators may use to conceptualize curriculum design for a rapidly growing population in the United States, immigrant women entrepreneurs. The focal point of the presentation is to highlight the effective communication strategies used by the participants when interacting with their workers and clients. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Emerald Bay II • DIS*

Collins, Laura (Concordia University, Montreal, lcollins@alcor.concordia.ca); **White, Joanna** (Concordia University, jwhite@education.concordia.ca); **Cardoso, Walcir** (Concordia University, walcir@education.concordia.ca)
When comprehensible input isn't comprehensive input: A multi-dimensional analysis of past tense in classroom input
A multi-dimensional analysis of the distribution of past tense forms in teacher input examined the scope, reliability, and salience of past-tense forms from lexico-semantic, morpho-syntactic, and phonological perspectives. Findings clarify previous tense-aspect acquisition results and generate hypotheses for enhancing key properties of past tense in pedagogical input. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Emerald Bay III • PED*

Connor-Linton, Jeff (Georgetown University, connorlj@georgetown.edu); **Malone, Meg** (Center for Applied Linguistics, meg@cal.org)
Effects of studying abroad on oral proficiency and intercultural awareness
This paper reports the results of a study of the effects of studying abroad on the oral proficiency and intercultural awareness of learners of Arabic, Chinese, French, German, Japanese, Russian, and Spanish (N=968). The study also assessed the relationship between oral proficiency gain and different types of study abroad experiences. *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Emerald Bay III • PED*

Cook, Haruko (University of Hawaii at Manoa, hkcook@hawaii.edu)
The intersection of language practice and ideology: A case of a conversation between a JFL learner and her host mother
Drawing on the case of conversations between a JFL learner and her Japanese host mother, this paper examines the intersection of language practice and ideology in a conversation between a JFL learner and her host mother and argues that language practice is a powerful implicit socialization tool. *Tuesday, April 24, 2007 • 4:30 pm - 5:00 pm • Balboa Bay I • LCS*

Cook, Guy (Open University, UK, g.cook@open.ac.uk)
Selecting applied linguistic problems: The example of food politics.
The paper analyses current debates over food politics, and the ways language about food influences both policy and opinion, as a model for socially signifcant applied linguistic enquiry. It draws upon the findings of three research projects into arguments between proponents of genetically modified and organic food. *Tuesday, April 24, 2007 • 4:30 pm - 5:00 pm • Laguna Beach II • LID*

Cope, Lida (East Carolina University, copel@ecu.edu)
Language use and identity formation in a dual language immersion kindergarten
This paper analyzes classroom discourse segments to show how and why children of different sociolinguistic backgrounds use English and/or Spanish in one dual language immersion kindergarten. It explains and categorizes observed interaction strategies, and examines their role in the speaker-identity formation for the focal children in both language classrooms. *Tuesday, April 24, 2007 • 9:25 am - 9:55 am • Laguna Beach II • BIH*

Cortes, Viviana (Iowa State University, viviana@iastate.edu)
A comparative study of lexical bundles in history writing in English and Spanish
This study analyzed the use of lexical bundles in two corpora of published history writing in English and Spanish. First, the most frequent 4-word lexical bundles were identified in each corpus and classified structurally and functionally. Then, the use of these bundles was compared across languages. *Sunday, April 22, 2007 • 8:15 am - 8:45 am • Newport Beach I • TXT*

Crosby, Cathryn (The Ohio State University, crosby.69@osu.edu); **Seloni, Lisya** (The Ohio State University, seloni.1@osu.edu)
Negotiating academic literacies: Two qualitative studies of the academic socialization of two diverse learner populations at an American university
With a growing number of second language (L2) and Generation 1.5 students at universities and little research that focuses on their academic literacies negotiation within this context, there is a need for research that illuminates this negotiation process. Our presentation will highlight the academic literacies negotiation process of these populations. *Sunday, April 22, 2007 • 3:55 pm - 4:25 pm • Newport Beach I • RWL*

Crump, Alison (McGill University, alison.crump@mail.mcgill.ca)
The baggage we carry: Inside the ideological suitcases of Assistant Language Teachers in Japan
This mixed-methods study critically analyses the role of Assistant Language Teachers (ALTs) on the Japan Exchange and Teaching (JET) Programme. Data were collected from ALT alumni by surveys and interviews. Results describe ALTs' perceptions of the role of English in the world and the subsequent impact on EFL in Japan. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Laguna Beach II • LID*

Csomay, Eniko (San Diego State University, ecsomay@mail.sdsu.edu)
A corpus-based look at lexical variation in short turns in university classroom talk
The present study uses corpus-based techniques to explore the distributional patterns of the most frequent lexical items occurring in short turns in university classroom talk. More specifically, it looks at lexical distribution in short turns between the two participants (teacher and student) in that setting. *Sunday, April 22, 2007 • 8:50 am - 9:20 am • Newport Beach I • TXT*

Cumming, Alister (OISE/University of Toronto, acumming@oise.utoronto.ca)
Literacy education in secondary schools in twelve culturally diverse cities
Synthesizing interviews with 54 researchers and experienced teachers, I compare the policies and practices for curriculum, teaching, and assessment for literacy education in 12 cities in Canada (Toronto, Vancouver), the Netherlands (Amsterdam, Groningen), Spain (Madrid, Murcia), Greece (Athens, Rhodes), Japan (Nagoya, Kyoto), and United States (Washington, Seattle). *Sunday, April 22, 2007 • 3:55 pm - 4:25 pm • Newport Beach II • RWL*

DaSilva Iddings, Ana Christina (University of Arizona, aidings@email.arizona.edu)
Improving reading comprehension for English language learners in three 4th grade mainstream classrooms: A multifaceted analysis
This presentation will focus on the examination of a design-based research approach to teacher development aiming to promote a) shifts in teacher thinking about language and literacy learning for English language learners, b) the creation and innovations of pedagogical practices, and c) ELLs' achievement in reading comprehension. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Emerald Bay III • PED*

Davis, Larry (University of Minnesota, davis792@umn.edu)
A methodical voice: Use of the first person in fisheries biology research articles
The first person is typically used sparingly in research articles in order to maintain objectivity. In contrast, this presentation describes a fisheries biology journal in which 91% of articles used first person in the methods section. The environments in which first person occurred varied among three papers examined in detail. *Monday, April 23, 2007 • 10:45 am - 11:15 am • Laguna Beach II • TXT*

de Bot, Kees (University of Groningen, c.l.j.de.bot@rug.nl)
Billingual processing and Dynamic Systems Theory
In this presentation a number of experiments will be presented that look at bilingual language processing from a dynamic systems perspective. According to that perspective, there are no stable and static representations on which operations can be carried out which forms the core of most processing models at the moment. *Monday, April 23, 2007 • 3:55 pm - 4:25 pm • Pacific Ballroom IV • COG*

De Costa, Peter (University of Wisconsin-Madison, decosta@wisc.edu)
Learning English in America: A conversation analysis of Hmong refugee learners' internalization processes
Four mediational artifacts as they relate to Vygotsky's Sociocultural Theory (SCT) are seen to facilitate ESL development. A Conversation Analysis (CA) based approach reveals how L2 learning unfolds on a moment-by-moment basis. The findings revealed that the different mediational acts reinforced each other to expedite internationalization of the English language. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Balboa Bay I • SLA*

de Jong, Ester (University of Florida, edejong@coe.ufl.edu)
Appropriation and resistance: The nested discourses of English-only policies
Applying a policy-as-social practice perspective, this study examines the discursive practices surrounding an English-only educational policy, Massachusetts' Question 2. The analysis of newspapers, documents, and interviews with administrators and teachers show the pervasive legitimatization of monolingual educational practices but, in one district, also the initiation of a new bilingual counterdiscourse. *Tuesday, April 24, 2007 • 10:45 am - 11:15 am • Balboa Bay II • LID*

de Korsak, Kristina (University of California Davis, kdekorsak@ucdavis.edu)
Language ideologies, language policy, language testing: The (mis)identification of English learners and the California English Language Development Test
Based on critical discourse analysis (Fairclough 1995) from official documents on testing and tracking California students, this paper explores how ideologies about language and identity intersect with policy to create an alignment of factors that may contribute to bilingual children being assessed on their family background, rather than linguistic skills. *Tuesday, April 24, 2007 • 2:00 pm - 2:30 pm • Laguna Beach II • LID*

DeCapua, Andrea (The College of New Rochelle, adecapua@optonline.net); **Dunham, Joan Findlay** (Borough of Manhattan Community College, CUNY, jftreeline@mindspring.com)
A cross-cultural examination of advice
We present the results of our investigation into the giving of advice by native and non-native speakers of American English. Data analysis indicates that there are important pragmatic differences between how native speakers and non-native speakers offer advice, regardless of the non-native speakers' English proficiency. *Monday, April 23, 2007 • 10:10 am - 10:40 am • Balboa Bay II • SOC*

Degueldre, Christian (San Diego State University - MIIS, cdegueld@mail.sdsu.edu)
Examining the links between language competency and translation
The study establishes a link between a superior language proficiency and the quality of translation product by comparing the translations from English into French of 2 groups of students with different levels of language proficiency using self-reported information and a self-assessment questionnaire. *Monday, April 23, 2007 • 3:10 pm - 3:40 pm • Huntington Beach • TRI*

Demeter, Gusztav (Oklahoma State University, gusztav.demeter@okstate.edu)
An analysis of apology strategies in Romanian
An examination of the strategies Romanian speakers use to apologize in situations that require interaction among friends. The analysis of the data collected through a discourse completion test shows that Romanian speakers prefer explicit apologies and that the overwhelming majority of the apologies were combinations of several apology categories. *Saturday, April 21, 2007 • 3:55 pm - 4:25 pm • Huntington Beach • LCS*

Derhemi, Eda (University of Illinois Urbana-Champaign, derhemi@uiuc.edu)
Linguistic and cultural commodification and its effects on linguistic maintenance: The case of Arbresh
In today's globalized world, the distinctive linguistic and cultural features of a minority might become an economic opportunity, even when the language and culture are endangered. This study on Arbresh underlines the importance of commodification processes for language maintenance and revival, if developed according to the objectives of corpus planning. *Saturday, April 21, 2007 • 2:35 pm - 3:05 pm • Huntington Beach • LMR*

Detaramani, Champa (City Uuiversity 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. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Balboa Bay II • SLA*

Deters, Ping (OISE/University of Toronto, pdeters@oise.utoronto.ca)
Discourse, identity and agency in SLA: Narratives of immigrant professionals
This paper examines the relationships between discourse, identity and agency in adult immigrants' acquisition of an additional language and culture. The findings, drawn upon content and discourse analyses of first-person narratives, highlight the dialectic relationship between identity and agency, and support the conception of identity as both stable and contingent. *Saturday, April 21, 2007 • 9:25 am - 9:55 am • Balboa Bay II • LCS*

Dewaele, Jean-Marc (BAAL, j.dewaele@bbk.ac.uk)
The effects of trait emotional intelligence and sociobiographical variables on communicative anxiety among adult polyglots
This paper proposes an investigation of the effects of sociobiographical variables and an up-stream psychological explanatory variable, namely trait emotional intelligence, on communicative anxiety experienced by 464 adult polyglots in their L1, L2, L3 and L4. *Sunday, April 22, 2007 • 3:10 pm - 3:40 pm • Emerald Bay I • SLA*

Dias, Reinildes (Federal Univer. of M. Gerais, reinildes@educativa.org.br)
Integrating process-oriented and genre-based approaches in the teaching of writing in English in the Brazilian context
Focus on the main aspects of the theoretical background, including a brief historical account of theories about the nature of writing together with the corresponding pedagogies. The combined pedagogical approach that is provided in the paper will be discussed and exemplified in length. *Monday, April 23, 2007 • 8:15 am - 8:45 am • Laguna Beach I • PED*

DiCamilla, Fred (Indiana University, IUPUI, dicamilla@sbcglobal.net)
Metaphor and US foreign policy: Condoleezza Rice "testifies."
This paper examines metaphor in Dr. Condoleezza Rice's remarks to the US Senate Committee on Foreign Relations. Focusing on linguistic forms from a theoretical perspective that integrates the socio-cultural and cognitive nature of metaphor, the study reveals that Rice frames US Foreign Policy's mission as essentially "missionary' in nature. *Tuesday, April 24, 2007 • 9:25 am - 9:55 am • Balboa Bay II • LID*

Dicker, Sue (Hostos Community College, CUNY, susied@msn.com)
The role of English in paradigms of immigrant adaptation to the U.S.
This paper discusses the various paradigms that have been used to refer to immigration adaptation to U.S. society, and the ways that English-language acquisition and use fit into them. Discourses from different segments of society reveal the tension that exists between expectations for and the reality of immigrant adaptation. *Monday, April 23, 2007 • 2:35 pm - 3:05 pm • Laguna Beach II • LCS*

Dikli, Semire (Florida State University, ssd0960@garnet.acns.fsu.edu)
AES feedback versus teacher feedback on mechanics and conventions: A case study of two ESL students
The purpose of this study was to explore how two ESL students incorporated the feedback they received from either Automated Essay Scoring (AES) system or the teacher feedback in their drafts. The drafts of one student from each group were analyzed in depth from a case study perspective. *Sunday, April 22, 2007 • 8:50 am - 9:20 am • Newport Beach III • TEC*

Drescher, Nancy (Minnesota State University, Mankato, nancy.drescher@mnsu.edu)
|Bilingual education in the Kingdom of Tonga: An examination of context and practice
This presentation will provide information about the current state of bilingual education in the Kingdom of Tonga and speculate on the possible implications of a recent World Bank Grant. The already complex results of this study will be examined in light of the recent death of Tonga's king. *Sunday, April 22, 2007 • 10:45 am - 11:15 am • Huntington Beach • LPP*

Driagina, Viktoria (Pennsylvania State University, driagina@psu.edu)
Verbs of motion in the narratives of L2 learners of Russian
This paper presents the results of a large-scale corpus study of motion description by American learners of Russian, and native speakers of Russian and English. A comparison of narratives elicited from these speakers allows us to understand the sources of L2 learners′ difficulties in acquisition of Russian verbs of motion. *Sunday, April 22, 2007 • 4:30 pm - 5:00 pm • Emerald Bay I • SLA*

Duong, Oanh (Yale University, oanhthihoang.duong@yale.edu)
Community values and their impact on classroom dynamics and relationships
This research on the community values of EFL classes in Vietnam focuses on the complex relationships related to cooperation vs. competition, equality vs. inequality, collectivism vs. individualism, and dynamics among teacher-students- students. Some impacts discussed are students' attitudes and beliefs towards learning and their classmates, quality of group work, peer feedback and pressure. *Sunday, April 22, 2007 • 4:30 pm - 5:00 pm • Emerald Bay II • LCS*

Edstrom, Anne (Montclair State University, edstroma@mail.montclair.edu)
Tracing language, culture, and identity through three generations: The experiences of a Spanish-Italian family in the U.S.
This case study focuses on three generations of one immigrant family in the U.S. I analyze the role of English and their two heritage languages, Spanish and Italian, by highlighting factors that influenced language use, maintenance, and loss and exploring participants' identification with all three languages and their respective cultures. *Monday, April 23, 2007 • 10:10 am - 10:40 am • Huntington Beach • SPA*

Ehlers-Zavala, Fabiola (Colorado State University, fabponce@lamar.colostate.edu); **Walker, Wayne** (Colorado State University, wmwalker@lamar.colostate.edu); **Witt, Melanie** (Colorado State University, surfista_7@hotmail.com); **Adkins, Rhiannon** (Colorado State University, radkins@lamar.colostate.edu)
Understanding the nature of learners' explicit/implicit knowledge through elicited imitation in a two-way immersion setting
This elicited imitation study focuses on learners currently enrolled in a two-way immersion/bilingual program (Spanish/English) in an elementary school. It addresses the question of whether evidence can be found for the strong explicit/implicit knowledge interface position resulting from measuring learners' performance in a reconstructive elicited imitation (REI) task. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Newport Beach II • SLA*

Engelke, Christopher (UCLA, Crengelke@ucla.edu)
Achieving competency: Language socialization among children with severe autism
In order to elucidate culturally-mediated practices leading to the interactional achievement of joint attention and intersubjectivity, this presentation provides micro-analysis of key interactional features (e.g. topical attunement, embodied rhythm, verbal pitch, gaze, and corporeal orientations) in Rapid Prompting Method (RPM)-mediated interactions between children with severe autism and their teachers/assistants. *Sunday, April 22, 2007 • 2:35 pm - 3:05 pm • Balboa Bay II • LCS*

Englander, Karen (Universidad Autonoma de Baja C, karenenglander@hotmail.com)
How Mexican scientists successfully revise in response to journal editors' criticism of language
When Mexican scientists submit articles to journals, they sometimes receive comments critical of their language. Occasionally, the scientist revises his article and it is accepted for publication. Results of a discourse analytic study, informed by systemic-functional-linguistics, are presented, constituting one of the few which investigates revision by non-native-English-speaking professional scientists. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Emerald Bay II • DIS*

Evenhuis, John (California State Los Angeles, johnevenhuis@gmail.com)
English and Spanish it-clefts in contact
This paper reports on research conducted to determine the frequency of it-cleft constructions and their discourse functions in written US English, written US Spanish, and written non-US Spanish, with the results providing grounds for interpreting the US Spanish it-cleft as having undergone possible change due to contact with English. *Saturday, April 21, 2007 • 11:25 am - 11:55 am • Laguna Beach II • SPA*

Ewald, Jennifer (Saint Joseph's University, jewald@sju.edu)
Explaining how to get there: An analysis of men's and women's approaches to giving driving directions
This study explores and compares the content and style of driving directions offered by male and female participants. These data are analyzed quantitatively and qualitatively to consider features such as the following: the number of words, the role of repetition, the use of navigational markers, and the inclusion of questions. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Laguna Beach I • DIS*

Ewert, Doreen (Fresno Pacific University, dewert@fresno.edu)
Narratives as side structures in non-narrative text-types
Adult learners of English produce two types of side passages in non-narrative texts by their use of past or nonpast time orientation, verb-type, and a variety of other temporal linguistic resources. These passages together with the main structures of the essays display complexity of grounding in non-narrative discourse structure. *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Balboa Bay I • SLA*

Eyring, Janet (California State University Fullerton, jeyring@fullerton.edu)
Perceived benefits of community-based service-learning in an MS TESOL Program
This study surveyed MS TESOL students and alumni about their perceived benefits of participating in service-learning. MANOVA results showed no significant differences between participants and non-participants, except in the area of citizenship and civics knowledge. However, qualitative results showed many positive academic, professional, and civic development benefits for some students. *Tuesday, April 24, 2007 • 2:00 pm - 2:30 pm • Emerald Bay III • PED*

Farley, Andrew (Texas Tech University, andrew.farley@ttu.edu); **Peart, Silvia** (Texas Tech University, silvia.peart@ttu.edu); **Enns, Erica** (Texas Tech University, erica.enns@ttu.edu)
Textual enhancement and structured input: Impacts on L2 acquisition of Spanish and French morphology
Comparing textually-enhanced structured input with structured input only, two separate studies examine the performance of second language learners' performance on sentence-level interpretation and production tasks involving (1) the Spanish preterite (n = 185) and (2) the French imparfait (n = 80). Results are discussed in light of previous focus-on-form research. *Saturday, April 21, 2007 • 8:50 am - 9:20 am • Emerald Bay III • PED*

Farnsworth, Timothy (UCLA, tim.farnsworth@gmail.com)
The validity of the TOEFL ibt speaking test for International Teaching Assistant Certification
The study investigated the construct validity of the new TOEFL ibt speaking test for the purposes of ITA certification, a use for which it was not designed. Quantitative, confirmatory factor analysis was used to investigate the relationships between the constructs measured by the new TOEFL speaking and an authentic ITA-specific performance exam. Results are interpreted with respect to newer models of test validation and use. *Sunday, April 22, 2007 • 2:35 pm - 3:05 pm • Laguna Beach III • ASE*

Fernández Dobao, Ana M. (Université de Montréal, ana.maria.fernandez.dobao@umontreal.ca)
The effect of individual variables on collaborative dialogue and L2 vocabulary learning
This study compares the amount and nature of collaborative dialogue occurring in intermediate versus advanced learner-learner and learner-NS interactions. The analysis of lexis-based language-related episodes reveals that, although the learner's proficiency level plays an important role on L2 vocabulary learning, individual beliefs, attitudes and goals have an even stronger influence. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Huntington Beach • LLC*

Fernández-García, Marisol (Northeastern University, m.fernandez-garcia@neu.edu); **Martinez-Arbelaiz, Asunción** (Universidad del País Vasco, MARTI298@terra.es)
Study abroad conversations: do they provide feedback and opportunities for pushed output?
The current study examined informal oral conversations between learners of Spanish and native speakers in a study abroad context. It focused on those interactions that aimed at making learners' output comprehensible and/or more accurate, and analysed the type of evidence and the opportunities for learning that such discourse moves provide. *Tuesday, April 24, 2007 • 8:15 am - 8:45 am • Emerald Bay I • SLA*

Firestone, Amy (Georgetown University, arf24@georgetown.edu)
Runakuna Hatarinqaku ('The People Will Rise Up'): Revitalizing Quechua in urban Ayacucho, Peru
This paper examines Quechua revitalization efforts and language maintenance in urban Ayacucho, Peru. While past research suggests that Quechua speakers' migration to cities such as Ayacucho leads to language shift, this paper describes how non-governmental projects support Quechua and examines how individuals maintain Quechua in public, urban spaces. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Huntington Beach • LMR*

Fitzgerald, Colleen (Texas Tech University, colleen.fitzgerald@ttu.edu); **Wong, Chiu Yin** (Texas Tech University, chiu-yin.wong@ttu.edu); **Benavidez, Fernando** (Texas Tech University, fernando_1223@yahoo.com); **Jones, Kristen** (Texas Tech University, krianjel@gmail.com)
Learning and unlearning language ideology in a service-learning course
Service-learning partners community outreach and reflection with traditional pedagogies. We present a model of a service-learning course on language, race and equality where undergraduates tutor ESL to international community members. This paper focuses on how service-learning and traditional classroom pedagogies change student attitudes about language ideologies. *Saturday, April 21, 2007 • 8:50 am - 9:20 am • Laguna Beach II • LID*

Flahive, Doug (Colorado State University, doug.flahive@colostate.edu)
Examining the contributions of independent variables in L2 reading research
We review published studies of L2 reading research which have appeared in flagship L2 research journals over the past three decades. Ussing meta-analytic procedures (Norris and Ortega 2000, 2006) , we isolate the independent variables employed and determine their relative contribution in explaining the variance generated in the study. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Newport Beach II • RWL*

Fleming, Douglas (University of British Columbia, douglasfleming@shaw.ca)
Citizenship definitions and second language education: A qualitative case study
This study examines how citizenship is defined by a sample of adult ESL learners and compares their views to conceptions embedded within Canadian federal curriculum documents. The research sheds light on how identity is constructed in this context and way in which national language policies position second language learners. *Tuesday, April 24, 2007 • 10:10 am - 10:40 am • Laguna Beach I • LPP*

Flores, Nydia (Rutgers University, nflores@rci.rutgers.edu)
Mexicanos in New Jersey: The state of Spanish in New Jersey
This paper discusses the language practices of an under investigated speech community of Mexicanos in New Jersey. It reveals that this isolated enclave, although different from those larger communities in the U.S., appears to have similar language practices: Spanish language maintenance is weakened by low L1 literacy. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Laguna Beach II • SPA*

Flowerdew, John (City University of Hong Kong, enjohnf@cityu.edu.hk)
Problems and strategies in scholarly literacy
This presentation illustrate and discusses with empirical examples some of the problems writers have in scholarly writing and the strategies they use to try to overcome them. *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Newport Beach II • RWL*

Flowerdew, Lynne (HK University of Sci. and Tech, lclynne@ust.hk)
Integrating corpus-based and genre-based approaches in analysing reports
This presentation describes a corpus-based analysis of 60 professional reports, which were coded for discourse-based moves, modeled on Swales′ concept of move structures. A key finding was that certain phraseologies were shown to be associated with specific discourse-based moves. *Monday, April 23, 2007 • 2:35 pm - 3:05 pm • Newport Beach I • TXT*

Foote, Rebecca (University of Illinois Urbana-Champaign, rkphilli@uiuc.edu)
Age of acquisition and proficiency as factors in language production: Agreement in bilinguals
This study's objective was to investigate age of acquisition and proficiency as factors in how bilinguals produce subject-verb number agreement. Though cross-linguistic differences have been attested in monolinguals, present results show that bilinguals effect agreement the same way in both Spanish and English, regardless of age of acquisition or proficiency. *Saturday, April 21, 2007 • 10:10 am - 10:40 am • Balboa Bay I • SLA*

Forsberg, Fanny (Stockholm University, fanny.forsberg@fraita.su.se)
Formulaic sequences across L2 learning stages and in native speakers' production – non-analytic vs. idiomatic structures
The paper deals with the development and use of formulaic sequences in spoken L2 French. Four levels of acquisition and two groups of native speakers are studied. Four main measures are used to describe the development, quantity and quality wise. Frequency effects are shown to play an important part. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Balboa Bay I • SLA*

Frazier, Stefan (San Jose State University, sfrazier@sjsu.edu)
Stance and footing in writing class group work
This paper analyzes structures of writing class group work talk in which students present "reports" on their essay drafts and group mates respond with various assessment types. The assessments provide powerful tools in displaying a participant's stance toward another's contribution and helping to firm up a sense of their "audience." *Saturday, April 21, 2007 • 10:10 am - 10:40 am • Emerald Bay II • DIS*

Friedman, Debra (Michigan State University, fried106@msu.edu)
Watch your language: Error correction as a socialization practice in a Ukrainian classroom
This study examines error correction as a socialization practice in two 5th grade classrooms in Ukraine. Through negative feedback targeting codeswitching into Russian, children are socialized into a Ukrainian linguistic community that proscribes language mixing, thus preserving a separate Ukrainian language as an index of a separate Ukrainian nation. *Monday, April 23, 2007 • 3:10 pm - 3:40 pm • Laguna Beach II • LCS*

Friginal, Ericson (Northern Arizona University, eric.friginal@nau.edu)
Dimensions in blogs: A corpus linguistic investigation
This study investigates gender and age-based variations in informal written texts represented by Internet blogs. Multi-dimensional/multi-feature statistical analyses are employed to establish the general structural and functional differences in blogs written by American men and women (N=500) belonging to two age categories (under 30 years old; 30 and older). *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Newport Beach I • TXT*

Gales, Tammy (University of California Davis, tgales@ucdavis.edu)
Diversity as enacted in recent U.S. immigration law: An SFL approach
As an institution, the law is held to be above emotion and bias. Recently, however, immigration laws have come under scrutiny. Using Martin & Rose's (2003) system of Appraisal analysis, this paper explores the language of laws targeting "diversity" immigrants and the political contexts in which those laws were created. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Newport Beach I • TXT*

Gallego, Juan Carlos (California State Fullerton, jgallego@fullerton.edu)
How speakers of different varieties of Spanish from Spain view other accents
This exploratory paper looks at the attitudes of speakers of different varieties of Spanish in Spain toward accent. Thirty speakers of nine varieties of Spanish and five language experts were interviewed and videotaped. A summary of the results will be presented, showing trends and segments illustrating different opinions. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Balboa Bay II • SOC*

Gan, Zhengdong (The University of Hong Kong, zdgan@hkucc.hku.hk); **Davison, Chris** (The University of Hong Kong, cdavison@hkucc.hku.hk)
Personality and group oral performance: A discourse analysis perspective
Influenced by both sociocultural and interactional perspectives, this paper views group oral language performance as discourse which is constructed through interaction throughout the assessment activity. The discourse and interactional features were studied in relation to each candidate's personality traits to examine the impactof personality on language performance. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Laguna Beach III • ASE*

Gao, Xuesong (The University of Hong Kong, Xuesong.Gao@hkusua.hku.hk)
Biographical studies in Chinese learners' strategy use
Language learners' strategy use is often explored as an ahistoric and decontextualized, phenomenon. Biographical studies reveal the interplay of agency and context beneath learners' strategy use. This paper demonstrates the potential of biographical studies for EFL teachers' learner development efforts. *Tuesday, April 24, 2007 • 4:30 pm - 5:00 pm • Balboa Bay II • SLA*

Geyer, Naomi (University of Wisconsin-Madison, nfgeyer@wisc.edu)
Teasing and ambivalent face: Japanese discursive politeness in multi-party discourse
This paper reconsiders facework as a discursive phenomenon, and examines facework in teasing sequences in Japanese discourse. It suggests that teasing sequences represent instances where a tacit norm becomes observable in discourse, and that facework can be depicted as an argumentative process where one's face ascription is contested and altered. *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Balboa Bay II • LCS*

Gillispie, Jesse (University of California Santa Barbara, jgillisp@education.ucsb.edu); **Sook Lee, Jin** (University of California Santa Babara, jslee@education.ucsb.edu); **Hill-Bonnet, Laura** (University of California Santa Babara, hillbon@education.ucsb.edu)
You don't even talk in Spanish: Spanish and English as resources for positioning in a dual immersion program
Treating language as constitutive of social life and social identities this paper examines how students in a dual language kindergarten draw on classroom resources, such as language ideologies, for positioning. Analysis shows how students' talk is structured and structuring thus allowing for reproduction and transformation of exisiting ideologies. *Saturday, April 21, 2007 • 9:25 am - 9:55 am • Laguna Beach II • LID*

Gilmore, Alexander (Kansai Gaidai University Japan, gilmore_alex@yahoo.com)
Getting real in the language classroom: Developing Japanese students' communicative competence with authentic materials
This presentation describes a one-year quantitative/qualitative study, carried out at a Japanese university, investigating the potential of authentic materials to develop students' communicative competence. Inferential statistical analysis of pre/post-course measures suggests that authentic materials, when exploited appropriately, can develop learners' communicative competence to a greater extent than traditional language textbooks. *Monday, April 23, 2007 • 8:50 am - 9:20 am • Laguna Beach I • PED*

Gocheco, Paulina (De La Salle University, pm_selene@yahoo.com)
Genre analysis of legal provisions in the real estate industry
This study aims to provide a pedagogical framework for the ESP teacher in the real estate industry. The study aims to equip the real estate practitioners with the necessary knowledge and ability to read and interpret legal provisions relevant to the real estate industry. *Monday, April 23, 2007 • 10:10 am - 10:40 am • Laguna Beach II • TXT*

Goldoni, Federica (University of Georgia, goldoni@uga.edu)
Lunfardo: An ethnographic study of the use of Lunfardo in the city of Buenos Aires
Lunfardo is a vocabulary used in Buenos Aires, Argentina, consisting of single words that have various origins and are added to Spanish. Most of this lexicon was influenced by the Italian immigrants and their dialects last century. The theoretical work on Lunfardo is copious, although its accuracy is questionable. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Balboa Bay II • SOC*

Gordon, Leslie (Georgetown University, lsg3@georgetown.edu)
English speakers and L2 Spanish vowel perception: Perceptual challenges of 'similar' vowels
This paper discusses an empirical study designed to probe the effects of duration and F2 transition on English speakers perception of similar Spanish vowels. Also addressed are the effects of perceptual training and increased exposrure to L2 upon second language vowel perception. *Saturday, April 21, 2007 • 8:50 am - 9:20 am • Emerald Bay I • SLA*

Granena, Gisela (University of Maryland, ggis1@umbc.edu); **Yilmaz, Yucel** (Florida State University, yilmazyucel@gmail.com);**Azeredo, Flavia** (University of Maryland, fazeredo@hotmail.com); **Goo, Jaemyung** (Georgetown University, jg349@georgetown.edu)
The effects of implicit and explicit instruction: A computer-based study
This study investigates the effects of implicit and explicit instruction on adult L2 learners of Spanish. Participants were exposed to two target language structures either through explicit rule presentation or through problem-solving comprehension tasks. All the instruction was computer-delivered. Results are discussed in light of outcome measures and nature of target structures. *Sunday, April 22, 2007 • 3:10 pm - 3:40 pm • Laguna Beach I • SLA*

Grant, Leslie (University of Colorado at Colorado Spring, lgrant@uccs.edu); **Brunn, Michael** (University of Colorado at Colorado Springs, mvhlindleybrunn@peoplepc.com)
TESOL practicum online as a reflective model
Presenters discuss the implementation and evaluation of a TESOL Practicum course delivered entirely online. The structure of the course will be described and samples of student/instructor interaction will be shared. Student survey response data from 19 students will illustrate both positive perceptions of the course and recommendations for course improvements. *Monday, April 23, 2007 • 8:50 am - 9:20 am • Newport Beach III • PED*

Grim, Frédérique (Colorado State University, Frederique.Grim@colostate.edu)
The role of second language teachers L1 practices in secondary and post-secondary classes
Based on an ongoing debate regarding the role of the L1 in the L2 classroom, the present study explores French instructors' L1 practices, used for direct translation, delayed translation and feedback. Furthermore, a language use comparison between high school and college instructors brings more understanding to teaching practices. *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Laguna Beach I • PED*

Griswold, Olga (UCLA, ogriswol@ucla.edu)
Passing the citizenship test: linguistic error correction as a tool of second language socialization in an adult citizenship classroom.
In this conversation-analytic paper, I examine the sequential organization of linguistic error correction during a citizenship class for adult immigrants. I argue that through selective error correction and the pursuit of correction uptake, instructors socialize students into particular understandings of what constitutes adequate English proficiency for obtaining U.S. citizenship. *Monday, April 23, 2007 • 2:00 pm - 2:30 pm • Emerald Bay II • DIS*

Grohe, William (Western New England College, wgrohe@wnec.edu)
The use of popular texts for language development: An intertextual and interdiscursive look at meanings constructed by Iranian young adults.
Through looking at texts and discourses with critical lenses, the participants were able to construct interpretations that have begun to prepare them to enter related discourse communities. The data indicates that meaningful texts were constructed by the learners that offered critical insights about class, gender, and other social aspects. *Tuesday, April 24, 2007 • 4:30 pm - 5:00 pm • Emerald Bay III • PED*

Gudmestad, Aarnes (Indiana University, agudmest@indiana.edu); **Geeslin, Kimberly L.** (Indiana University, kgeeslin@indiana.edu)
Becoming native-like: A corpus-based study of the acquisition of variable structures in Spanish
This study represents the first large-scale study of variable structures in L2 Spanish. It assesses the degree to which advanced speakers demonstrate native-like variation and whether such variation is linked to social variables as in native speech communities. Sociolinguistic interviews conducted with native and non-native speakers of Spanish are analyzed. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Laguna Beach II • SOC*

Guo, Yan (University of Calgary, yanguo@ucalgary.ca)
Gender, work, and ESL learning: Voices of immigrant women
This study, based on observations of an ESL program for employment preparation and interviews with immigrants, reveals domestic responsibilities, devaluation of international credentials and work experience, employers' requirement for "Canadian experience" and discrimination in the workplace marginalize immigrant women. ESL teachers have responsibilities to help immigrants become agents of resilience. *Saturday, April 21, 2007 • 9:25 am - 9:55 am • Huntington Beach • LLC*

Gutierrez Estrada, Maria Rebeca (University of Sonora/York University, MGEstrada@edu.yorku.ca); **Cortez Roman, Nolvia** (Universidad de Sonora, ncortez@email.arizona.edu)
Entering the circle: Mexican graduate students' experiences and perceptions of language, identity and new discourses in U.S. universities.
The present study explores how a group of Mexican graduate students in the U.S., perceived factors such as accent and standard usage of the English language as gatekeeping devices in the forging of an international academic identity. The participants' strategies of linguistic and social survival are also discussed. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Laguna Beach II • LID*

Habib, Rania (University of Florida, rhabib@ufl.edu)
Optimality theory and sociolinguistic interpersonal variation
This study investigates sociolinguistic interpersonal variation among rural migrants to the Syrian city of Hims within the framework of Optimality Theory and strictness bands. Integration into the Himsi community requires readjustment of the ranking of the constraints of the mother dialect and acquisition of the ranking of the new dialect. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Balboa Bay II • SOC*

Hafner, Andrew Habana (University of Massachusetts Amherst, awhafner@educ.umass.edu); **Wright, Mary** (Holyoke Public Schools, teachwright62@aol.com)
The writing life from thug life: Bridging urban spaces through critical multiliteracies
The study of a middle school writing class for urban transient youth focuses on unit on 'living the writing life' that draws on hip hop genres for promoting academic and critical literacies. Critical discourse analysis highlights the inter(con)textualities of multiple, intersecting spaces of students' lived realities that emerge within a transformative academic setting. *Saturday, April 21, 2007 • 10:10 am - 10:40 am • Newport Beach II • RWL*

Hagen, L. Kirk (University of Houston, hagenk@uhd.edu)
The evolutionary foundations of the adult second language acquisition
The purpose of this paper is to establish the evolutionary foundations of adult SLA. Historically, the ability to master an L1 early in life was always an eminently useful adaptation. The ability to acquire an L2 in adulthood was not, and consequently was not selected for propagation. *Sunday, April 22, 2007 • 10:45 am - 11:15 am • Laguna Beach III • COG*

Halleck, Gene (Oklahoma State Univesity, gene.halleck@okstate.edu)
Pragmatic competence in Oral Proficiency Interviews
This study investigates the pragmatic competence of interviewees participating in ESL Oral Proficiency Interviews. It focuses on the way they interpreted interviewer turns that did not have a syntactically or intonationally marked interrogative. Results indicate that speakers at Intermediate and Advanced levels were likely to incorrectly interpret such turns. *Monday, April 23, 2007 • 10:10 am - 10:40 am • Laguna Beach III • DIS*

Hamada, Megumi (Ball State University, mhamada@bsu.edu)
Role of decoding efficiency in L2 incidental word learning: A longitudinal investigation
This study investigated the role of decoding efficiency in L2 incidental word learning from reading. Advanced-level ESL students engaged in reading and meaning inference tasks over time, and their English proficiency, decoding efficiency, and meaning inference success were analyzed. Facilitative roles of decoding and pedagogical implications are discussed. *Sunday, April 22, 2007 • 2:35 pm - 3:05 pm • Newport Beach I • RWL*

Hanauer, David (Indiana University of Pennsylvania, hanauer@iup.edu)
Cross-modal literacy development:A qualitative study of writing in an elementary science inquiry classroom
This study explored the ramifications of multimodal representation and literacy activity in a second grade science inquiry classroom on the production of individual modalities. The results demonstrate how writing moved from world knowledge lists to organized, paragraphs involving creative uses of language as descriptors that attempted to represent empirical observation. *Saturday, April 21, 2007 • 2:35 pm - 3:05 pm • Newport Beach II • RWL*

Hancock, Victorine (Stockholm University, victorine.hancock@fraita.su.se); **Bartning, Igne** (Stockholm University, inge.bartning@fraita.su.se)
Late discourse features in spontaneous spoken L2 French: very advanced/near-native vs native speakers
The aim of the study is to find typical features of discourse organisation in spontaneous speech of advanced and near-native users. As a starting point we reanalyse a traditional postulate in language acquisition, namely that development can be described as a movement from paratactic mode to a syntactic mode. *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Laguna Beach I • SLA*

Hansen, Lynne (Brigham Young University, Hawaii, hansenl@byuh.edu); **Graham, C. Ray** (Brigham Young University, ray_graham@byu.edu); **Mildenstein, Traci** (Brigham Young University, traci@byu.net); **Jensen, Katie** (Brigham Young University, ray_graham@byu.edu)
Elicited imitation as an oral proficiency measure: An empirical study
The methodology and results involved in the creation, administration, and evaluation of an English elicited imitation (EI) test are reported. Evidence is provided from a university ESL context that EI has promise as an alternative measure of oral proficiency in a second language. *Monday, April 23, 2007 • 10:45 am - 11:15 am • Laguna Beach III • ASE*

Harada, Tetsuo (Waseda University, tharada@waseda.jp)
Long-term effects of an immersion program on the production of Japanese VOT by English-speaking adults
This study examines to what extent graduates from a Japanese immersion program can retain their phonetic categories for VOT in Japanese if the amount of Japanese input drops dramatically after childhood. Findings show long-term effects of speaking Japanese in the program during childhood on L2 Japanese pronunciation in adulthood. *Monday, April 23, 2007 • 10:10 am - 10:40 am • Emerald Bay I • SLA*

Harbon, Lesley (The University of Sydney, l.harbon@edfac.usyd.edu.au)
Conceptions of culture and identity in language teacher education study abroad programs
This paper reports on conceptions of culture and identity in pre-service language teachers' experiences on a study abroad program. Data are drawn from reflective journals written during overseas teaching experiences. Data show teachers explaining and labelling aspects of "other" culture and identity in both traditional and insightful ways. *Tuesday, April 24, 2007 • 2:00 pm - 2:30 pm • Huntington Beach • LCS*

Hardison, Debra (Michigan State University, hardiso2@msu.edu); **Motohashi Saigo, Miki** (Kansai Gaidai University, Japan, motohash@kansaigaidai.ac.jp)
Second-language processing strategies in the perception of Japanese geminates: Effects of training with waveform displays and transfer to production
Several studies explored perception and production of L2 Japanese geminate consonants by native speakers of English. Error patterns suggested a role for sonority distance between consonant and vowel in accurately assigning length to the geminate consonant. Auditory-visual training using waveform displays (emphasizing the durational cue) significantly improved perception and production. *Sunday, April 22, 2007 • 2:35 pm - 3:05 pm • Pacific Ballroom IV • TEC*

Hardy, Jane (Wabash College, hardyj@wabash.edu)
The Perceptions of Entering ESL/EFL Teachers towards their Professional Preparation and Careers: A Longitudinal Study
This qualitative, longitudinal study investigates the perceptions of MA graduates in TESL/TEFL towards their preparation as teachers, their professional identity, their career goals, and their career satisfaction. Students were interviewed upon completion of their MA degrees and are being re-contacted at one-year intervals to gauge their perceptions over time. *Monday, April 23, 2007 • 10:45 am - 11:15 am • Newport Beach III • PED*

Harman, Ruth (University of Massachusetts, rharman@educ.umass.edu)
Making systemic functional linguistics accessible for urban teachers and their students in the context of high stakes school reform
In the current context of high-stakes school reform, linguistically diverse students are often positioned as "low achievers" and "high risk". The presenters describe how teachers and teacher educators in an inquiry-based Master's program used systemic functional linguistics as a way to speak back to this social construction of failure. *Sunday, April 22, 2007 • 8:15 am - 8:45 am • Emerald Bay III • PED*

Harper, Candace (University of Florida, charper@coe.ufl.edu); **Platt, Elizabeth** (Florida State University, ejplatt@earthlink.net)
No Child Left Behind is Language Policy
In this paper we argue that the 2002 No Child Left Behind legislation is a de facto language policy. We draw on interviews with 52 Florida K-12 ESOL teachers to illustrate how NCLB promotes a narrow (English only) reading skills agenda that marginalizes the broader language development needs of ELLs. *Monday, April 23, 2007 • 2:35 pm - 3:05 pm • Newport Beach II • LPP*

Harwood, Nigel (University of Essex, nharwood@essex.ac.uk)
A qualitative study of the functions of citations in academic writing across two disciplines
This paper presents a classification of the functions citations effect in academic writing in the disciplines of computing and sociology. While informants report that some of their citations indicate their debt to other researchers, certain citations served specific personal and/or political ends. Informants' accounts highlight differences in the disciplines' epistemologies. *Monday, April 23, 2007 • 8:15 am - 8:45 am • Newport Beach I • TXT*

Hasler, Maria (Indiana University, mlhasler@indiana.edu); **Lavin, Erin** (Indiana University, eelavin@indiana.edu)
Conversational Delay: Interactions between L1 and L2 Spanish speakers
This study examines the role of delay within the context of conversational turn organization in learner-native speaker interactions in Spanish as a Foreign Language. The data consist of audio recordings of natural dyadic conversations. Results are discussed in light of the notion of delay and its functions within learner-native speaker interaction. *Sunday, April 22, 2007 • 4:30 pm - 5:00 pm • Laguna Beach III • LCS*

Hayashi, Hisako (Simon Fraser University, hisakohayashi@gmail.com)
Classroom dialogue: an English as a second language education in a middle school
Dialogue plays a significant role in education since it mediates students' learning and teachers' pedagogy. Yet, there is little literature on how dialogue is understood and utilized in learning and teaching ESL. Dialogue offers dynamic or influx forms of communication that provide access to the different worldviews, perspectives or contexts. *Saturday, April 21, 2007 • 10:10 am - 10:40 am • Newport Beach III • PED*

Haynes, Erin (University of California Berkeley, hayneser@berkeley.edu)
The effects of the Warm Springs Language Program on student and parent attitudes about language and education
This study adds to a small but growing body of research showing the positive effects of teaching Native American languages in school. It finds that students who participated in the language program have a more positive attitude about school and about their language, a key to academic motivation. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Huntington Beach • LMR*

He, Tung-hsien (National Taipei University of Education, tunghsienhe@anet.net.tw)
Invented spelling of EFL children and its relation with phonological awareness, letter knowledge, and phonic teaching
Four EFL children revealed invented spelling in their free writing. Face-to-face interviews showed that participants applied 22 phonic rules to represent phonemes they perceived in words. By analyzing invented spelling and providing instructions on appropriate grapheme-phoneme correspondences, EFL teachers may help students improve their phonological awareness and letter knowledge. *Saturday, April 21, 2007 • 9:25 am - 9:55 am • Newport Beach I • RWL*

Hedgcock, John (Monterey Inst. of International. Studies, john.hedgcock@miis.edu); **Lefkowitz, Natalie** (Central Washington University, nataliel@cwu.edu)
Heritage vs. foreign language learners: Foreign in the home language--not at home in the foreign language
This study examines target language and literacy outcomes, identity (re)construction processes, and group affiliation patterns as variables differentiating Anglophone learners of Spanish from heritage speakers. Analyses of performance measures, writing, and ethnographic interviews reveal distinctions between the two groups' self-perceptions and evolving identities as speakers, readers, and writers of Spanish. *Tuesday, April 24, 2007 • 10:10 am - 10:40 am • Laguna Beach II • BIH*

Helms-Park, Rena (University of Toronto, rhelms@utsc.utoronto.ca); **Dronjic, Vedran** (OISE, University of Toronto, veddro@sympatico.ca); **Petrescu, Maria** (OISE, University of Toronto, mpetrescu@oise.utoronto.ca)
Should lexical tests exclude cognates?: Analyzing Romanian and Vietnamese speakers' choices on the Nation-Schmitt Vocabulary Levels Test
Through an examination of the correct and incorrect choices of Romanian and Vietnamese speakers on items that are (i) semantically overlapping Romanian-English cognates; (ii) semantically divergent cognates, and (iii) non-cognates in the Nation-Schmitt Vocabulary Levels Test, this study throws further light on whether or not cognates should be factored out of lexical proficiency tests. *Monday, April 23, 2007 • 3:55 pm - 4:25 pm • Laguna Beach III • ASE*

Hillman, Sara (Michigan State University, hillma20@msu.edu); **Ahn, Seongmee** (Michigan State University, ahnseongmee@yahoo.com); **Krämer, Angelika** (Michigan State University, geka.k@web.de)
Using innovative multimedia modules for learning language and culture in context: A perception study of MIMEA
This paper introduces MIMEA (Multimedia Interactive Modules for Education and Assessment), a web-based resource for language learning in cultural contexts. It also discusses a study with Arabic, Korean, and German MIMEA users to investigate their perceptions of this program. Findings and implications for learners, teachers, and material developers are discussed. *Tuesday, April 24, 2007 • 8:15 am - 8:45 am • Newport Beach III • TEC*

Hinkel, Eli (Seattle University, elihinkel@yahoo.com)
You have to be this tall to ride this ride: National and standardized writing assessment rubrics
A comparison of the criteria for assessing L1 and L2 writing highlights a dramatic disparity between the qualities of the top-scoring L2 writing and the basic/proficient L1 writing. This presentation highlights the extent of the distance between the valued L1 and L2 academic writing skills in North America and beyond. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Newport Beach II • RWL*

Hirano, Eliana (Georgia State University, elianahirano1@aol.com)
Teacher effectiveness: A comparison between teachers' and students' perceptions
This paper explores the perceptions of teacher effectiveness held by teachers and students in a university-based Intensive English Program. Findings indicate that both groups of participants tend to have similar perceptions, although some differences emerge when the comparison moves from broad characteristics to specific teacher behaviors in the classroom. *Tuesday, April 24, 2007 • 9:25 am - 9:55 am • Emerald Bay III • PED*

Ho, Mei-ching (Arizona State University, mei-ching.ho@asu.edu)
Academic discourse socialization of American and Taiwanese graduate students in applied linguistics: A case study of collaborative tasks
The purpose of this study is to investigate the academic spoken and written discourse socialization of students in an Applied Linguistics master's program in America. It examines how students were socialized in classes on Methods of TEFL and ESL/EFL curriculum and materials development. Pedagogical implications and directions for future research will also be discussed. *Monday, April 23, 2007 • 8:15 am - 8:45 am • Huntington Beach • DIS*

Holmes, John (University of Leeds, j.l.holmes@education.leeds.ac.uk)
Mother tongue literacy: the first generation
The unique challenges faced by children educated into a newly literate community have rarely been explored from the children's point of view. The research presented here shows how staged literacy events in a small African language community enabled children to openly critique and reflect on their literacy acquisition. *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Newport Beach II • RWL*

Hondo, Junko (LancasterUniversity, j.hondo@lancaster.ac.uk)
Constructing knowledge in SLA: The role of timing in form focused intervention
Using a reading task as a platform, the study examines the impact of different timings of form oriented intervention. The results present a promising role for delayed form introduction during a task while exploring the potential of voluntary goal oriented learning with enhanced preparatory attention. *Sunday, April 22, 2007 • 4:30 pm - 5:00 pm • Emerald Bay III • PED*

Hoshi, Saori (University of Hawaii at Manoa, shoshi@hawaii.edu)
Impacts of scaffolding on L2 learning:Collaborative interaction in a Japanese language classroom
The proposed study, based on Vygotsky's (1978, 1986) sociocultural theory, attempts to analyze L2 learning through scaffolded collaborations between JFL learners and expert partners (native speakers of Japanese) and their effects on the learners' subsequent performances and the quality of their abilities to 'pass on' new knowledge to other peers. *Saturday, April 21, 2007 • 8:50 am - 9:20 am • Balboa Bay II • LCS*

Houser, Nicole (Indiana University of Pennsylvania, n.m.houser@iup.edu)
Spanish as a second language in the U.S.: A contextual and ideological debate
This study examines the classification of Spanish as a foreign language in the U.S. Spanish exemplifies the complexity of the contexts in which language learning occurs. This paper discusses the historical and ideological dimensions of "second" and "foreign" languages, and how this divide directly affects the status of Spanish. *Monday, April 23, 2007 • 10:45 am - 11:15 am • Huntington Beach • SPA*

Hsieh, Hui-Chen (Georgetown U, Washington DC, hh56@georgetown.edu)
Input-based practice, feedback, awareness and L2 development through a computerized task
The effects of input-based practice and type of feedback (implcit vs. explicit vs. no feedback) on L2 learners' subsequent recognition, written and oral production of the Spanish verb structure - *gustar*, and the relationship between different conditions of exposure to L2 input and awareness. *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Newport Beach III • TEC*

Hsieh, Ching-Ni (Michigan State University, hsiehc12@msu.edu)
Learners' self-appraisal of L2 motivational changes over time
This study explores the dynamic nature of L2 motivation. Semi-structured interviews were conducted with a group of international students to investigate L2 motivational changes over a period of one year. Results show that the changes in L2 motivation had a multi-faceted and dynamic impact on students' learning behaviors. *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Huntington Beach • LLC*

Hu, Hsueh-chao Marcella (Overseas Chinese Institute of Technology, Taiwan, hhcm@ocit.edu.tw)
Comprehension versus acquisition of L2 vocabulary during a reading process
Using think-aloud procedures with Chinese ESL learners, this study investigated the relationship between comprehension and acquisition of word meanings by engaging participants to infer the meanings of 10 target words in an academic text. The findings confirmed Lawson and Hogben's (1996) claim that a distinction exists between the comprehension and acquisition processes of word meanings. *Monday, April 23, 2007 • 8:50 am - 9:20 am • Emerald Bay III • PED*

Hu, Yuanyuan (Purdue University, yuanyhu@purdue.edu)
China's foreign language policy on primary English education: What lessons can we learn?
This study examines the formulation and implementation of China's foreign language policy on primary English education. It concludes that this policy, resulting from top-down, assumption-based, and hasty policymaking, may have unintended impact on educationally disadvantaged students, poorly-resourced schools, ELT at the junior secondary level, and social stratification in China. *Tuesday, April 24, 2007 • 9:25 am - 9:55 am • Laguna Beach I • LPP*

Hualpa, Laila (UCLA, lailah@humnet.ucla.edu)
"Mas argentino quel dulce de leche": practices for achieving collaborative understanding during story-telling
The data examined in this paper show how parties in an interaction make use of different semiotic resources in order to accomplish understanding. Video-recorded data demonstrates how both speakers and interlocutors make projections that will have an influence on how a story is received. *Saturday, April 21, 2007 • 11:25 am - 11:55 am • Laguna Beach I • DIS*

Huang, Hsin-chou (St. John's University, joehuang@mail.sju.edu.tw)
EFL learners' online reading strategies: A comparison between high and low EFL proficient
This study investigated online reading strategies among EFL learners of different language proficiencies. A web-based reading strategy training program was constructed to trace a reader's particular strategy use. The results showed that the High proficiency group used strategies more effectively than the Low proficiency group in both choice and sequence. *Tuesday, April 24, 2007 • 10:45 am - 11:15 am • Newport Beach II • RWL*

Huang, Ziwei Mimi (University of Nottingham, mimi.z.huang@gmail.com)
How do we interpret metaphor?
This paper is to discuss how real readers interpret metaphors in discourse context. Linguistic features and cognitive aspects of metaphor will both be examined in a series of case studies, and a balanced account based on three salient factors will be proposed to analyse metaphorical interpretation in discourse context. *Saturday, April 21, 2007 • 11:25 am - 11:55 am • Emerald Bay II • DIS*

Huang, Li-Shih (University of Victoria, lshuang@uvic.ca)
The Next Generation TOEFL® Academic Speaking Test: test-takers' strategic behaviours
This presentation reports on a study that investigated the strategic behaviours of test-takers when they perform the Next Generation TOEFL® Academic Speaking Test. We examined 30 non-native graduate and undergraduate engineering students' strategic behaviours and the relationships among the strategic behaviours vis-à-vis participant groups, task types, and test scores. *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Laguna Beach III • ASE*

Huang, Yi-Ping (Indiana University, yiphuang@indiana.edu)
Non-native-ness: Teachers as clowns
This presentation reframes the cultural deficit model on the research on international teaching assistants (ITAs) or international associate instructors (IAIs). How two IAIs used different mechanisms to establish teacher-student solidarity with one focusing more on non-native-ness than the other will be discussed. Research and pedagogical implications are also addressed. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Laguna Beach I • DIS*

Hung, Chia Yuan (Columbia University Teachers College, ch406@columbia.edu) **Kabat, Katalin** (Columbia University Teachers College, kjk2010@columbia.edu)
Ask a (stupid) question: A study of discourse strategies in asynchronous communication
This paper studies how questions/comments are accepted/ridiculed/ignored in Hungarian, English, and Chinese online forums dedicated to video games. We analyze discourse strategies individuals use to position themselves as legitimate members of the community, the instances where they have violated the community's tacit rules and the ways they negotiate their participation. *Monday, April 23, 2007 • 2:00 pm - 2:30 pm • Newport Beach III • TEC*

Icy, Lee (University of Hong Kong, icylee@hkucc.hku.hk)
Understanding teachers' responding practices in secondary writing classrooms
This paper investigates Hong Kong secondary teachers' responding practices based on data collected from 26 teachers' written feedback and follow-up interviews with 6 of them. The presenter will provide an overview of the background of the research, summarize the findings, discuss implications, and suggest areas for further research. *Sunday, April 22, 2007 • 8:50 am - 9:20 am • Laguna Beach I • PED*

Ishihara, Noriko (American University, ishihara@american.edu)
Tracing the development of teacher's knowledge and beliefs about the instruction of L2 pragmatics: The effects of a summer institute
Few teacher education programs systematically offer courses in the teaching of pragmatics; not surprisingly, the effects of such pedagogical courses have hardly been researched. This ethnographic case study investigates the development of language teachers' knowledge and beliefs during a summer institute on the learning and teaching of L2 pragmatics. *Sunday, April 22, 2007 • 3:55 pm - 4:25 pm • Balboa Bay II • LCS*

Ishizaki, Suguru (Carnegie Mellon University, suguru@cmu.edu); **Kaufer, David** (Carnegie Mellon University, kaufer@andrew.cmu.edu)
A model of rhetorical design strategies
This paper presents a theoretical framework for modeling the writer's rhetorical design strategies. It extends the theory of representational composition proposed in designing interactive words with words (Kaufer & Butler 1996), and provides a formal descriptive system with statistical methods for analyzing verbal/visual texts. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Newport Beach I • TXT*

Iwasaki, Noriko (University of California Davis, niwasaki@ucdavis.edu); **Watanabe, Suwako** (Portland State University, suwako@pdx.edu)
Development of Japanese oral proficiency among learners after studying abroad for a year in Japan
We report an in-depth study of gains in Japanese oral proficiency among five English-speaking students after studying in Japan for one year. We found considerable variability of gains in their OPI ratings, structural complexity in their utterances, and use of modality/pragmatic markers but found similar improvements in fluency (speaking rate). *Sunday, April 22, 2007 • 2:35 pm - 3:05 pm • Laguna Beach I • SLA*

Jacobson, Holly E. (University of Texas El Paso, hejacobson@utep.edu)
Mediated discourse and the role of the interpreter: What can be learned from foregrounding the profile of the mediator?
The study presented here explores interpreter-mediated doctor-patient interaction. Discourse analyses suggest that the healthcare professionals clearly control the direction of the discourse. However, the profile of the interpreter directly influences his/her ability to effectively mediate and direct the conversational flow, pointing to important implications for training and testing. *Tuesday, April 24, 2007 • 2:35 pm - 3:05 pm • Emerald Bay II • DIS*

James, Mark Andrew (Arizona State University, Mark.A.James@asu.edu)
L2 writing education: The influence of learners' perceptions of task difference on learning transfer
Although the research base is limited, researchers have suggested that differences between L2 writing instruction and target writing contexts inhibits the transfer of writing skills. This study's findings show how L2 learners perceive writing task difference and demonstrate that such perceptions have an impact on the transfer of writing skills. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Emerald Bay III • PED*

Jeon, Mihyon (York University, mihyjeon@yorku.ca); **Lee, Jiyoon** (University of Pennsylvania, jiyoon@dolphin.upenn.edu)
Policies and practices on hiring native-speaking English teachers in Asian countries
This presentation aims to report policies and practices that hire native-speaking English Teachers (NSETs) to Asian countries, including China, Hong Kong, Taiwan, Japan, and South Korea, with emphasis on public education sectors. We survey policy goals, agencies, target population, recruitment procedures, and qualifications of NSETs, and compensations for NSETs. *Sunday, April 22, 2007 • 8:15 am - 8:45 am • Huntington Beach • LPP*

Jeong, Hyeonjeong (Tohoku University, jeong@idac.tohoku.ac.jp); **Sugiura, Motoaki** (National Institute for Physiological Sciences, Japan, sugiura@nips.ac.jp); **Sato, Shigeru** (Tohoku University, satos@mail.tains.tohoku.ac.jp); **Ryuta, Kawashima** (Tohoku University, ryuta@idac.tohoku.ac.jp)
Brain activation during second language processing: A cross-linguistic approach
We conducted an fMRI study on L1 and L2 sentence comprehension for two different L1 (Korean and Chinese) groups who learned two L2s (English and Japanese). Data suggest that typologically more divergent L1-L2 pairs increase the intensity of brain activation during L2 sentence processing than similar L1-L2 pairs. *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Laguna Beach III • COG*

Ji, Shaobin (Wenzhou Vocational & Technical College, jipaper2004@yahoo.com.cn)
Another aspect for interpreting Grice's Cooperative Principle in international business interpretation
Due to the lack of objective academic support, it is necessary for the study of interpreting to be approached from an interdisciplinary perspective. The cooperative principle can be applied extensively in this study on the international business setting conducted in China in spite of some setbacks found. *Monday, April 23, 2007 • 2:00 pm - 2:30 pm • Huntington Beach • TRI*

Jiang, Xiangying (Northern Arizona University, xiangying.jiang@nau.edu)
The effect of graphic organizer training on EFL reading development
This study reports the impact of 16 weeks of graphic organizer (GO) instruction on the reading development of 340 college EFL students of two educational levels and three reading abilities. It examines students' performances in text structure awareness, passage comprehension, GO completion, and general reading ability in three repeated tests. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Newport Beach II • RWL*

Johnson, Jeff (University of Michigan, elijsj@umich.edu); **Lim, Gad S.** (University of Michigan, limgs@umich.edu)
The influence of rater language background on language performance assessment: A FACETS analysis of bias in a standardized writing exam
Accuracy of standardized exam scores, and the effect of rater language background, is much debated. This study examines MELAB composition ratings (N=17,708) awarded by official raters who have various first language backgrounds: English, Spanish, Korean, Chinese, and Filipino. FACETS analysis shows no pattern of language-related bias. *Monday, April 23, 2007 • 8:15 am - 8:45 am • Laguna Beach III • ASE*

Johnson, Janelle (University of Arizona, janellej@email.arizona.edu)
Reversal of language shift? A look at one Mayan community in Guatemala
Language shift is defined the loss of indigenous language; for reasons ranging from past oppression and violence to current economic realities, families often must socialize their children with a lingua franca. *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Huntington Beach • LMR*

Juffs, Alan (University of Pittsburgh, juffs@pitt.edu); **Eskenazi, Maxine** (Carnegie Mellon University, max@andrew.cmu.edu); **Wilson, Lois** (University of Pittsburgh, liw@pitt.edu); **Heilman, Michael** (Carnegie Mellon University, mheilman@cs.cmu.edu); **Friedline, Ben** (University of Pittsburgh, bef25@pitt.edu)
Activity theory and computer-assisted learning of English vocabulary
This paper describes a study that brings together activity theory, vocabulary acquisition, individual differences and the use computers (CALL) in vocabulary learning. Findings suggest that individual styles in interaction with computers are important and that researchers must be aware of and track these differences. The impact on quantitative results is also explored. *Sunday, April 22, 2007 • 4:30 pm - 5:00 pm • Pacific Ballroom IV • TEC*

Kakava, Christina (University of Mary Washington, ckakava@umw.edu)
Relational, familial, and socio-cultural identities in Greek discourse
I will demonstrate that identities are a 'cultural effect' (Bucholtz and Hall 2004) in that the alignments the participants take index both individual and group socio-cultural practices and ideologies and how these identities at times reproduce participants' broader socio-cultural belief systems (Dijk 1998). *Monday, April 23, 2007 • 8:50 am - 9:20 am • Huntington Beach • DIS*

Kaneyasu, Michiko (UCLA, michikok@humnet.ucla.edu)
Distinguishing artificial vs. spontaneous spoken discourse: A corpus-based study of Japanese final particles YO/ NE/ YONE in drama and conversation
Employing a corpus-based approach, I examine frequency and distributional patterns of Japanese final particles YO, NE, and YONE in drama and conversation. My findings suggest that divergent distributional patterns of the three particles are the result of a gap between the kinds of pragmatic demands/concerns manifested in the two genres. *Sunday, April 22, 2007 • 2:35 pm - 3:05 pm • Emerald Bay II • DIS*

Kang, Okim (University of Georgia, okang@uga.edu); **Pickering, Lucy** (Georgia State University, esllup@langate.gsu.edu); **Rubin, Don** (University of Georgia, drubin@uga.edu)
Accoustical measures of accentedness and judgements of ELL proficiency in oral English
The study examines the acoustical characteristics of speech performances elicited on the TOEFL iBT, combining the rate, pause, and intonation of speech related to judging L2 English proficiency and intelligibility. Results show the extent to which objectively measurable features of accentedness affect relatively naive listeners' perceptions of L2 oral proficiency. *Saturday, April 21, 2007 • 2:35 pm - 3:05 pm • Laguna Beach III • ASE*

Kanno, Kazue (University of Hawaii at Manoa, kanno@hawaii.edu)
The use of relative clauses in L2 Japanese narratives
This study investigates the use of relative clauses (RCs) in narratives given by English-speaking advanced learners of Japanese. The results suggest that the learners tend to use structurally less complex RCs and place them where they interrupt linguistic units less, i.e. at the beginning of a clause, avoiding center-embedded RCs. *Monday, April 23, 2007 • 8:15 am - 8:45 am • Emerald Bay I • SLA*

Kanoksilapatham, Budsaba (Silpakorn University, kanoksib@hotmail.com)
Generic variability in Thai and English research articles
The two-tier generic structure of research articles in Thai was analyzed and compared with that in English. Despite general resemblances, crucial varations are prevalent. The variability is due to the discourse community size and expectations, the national research policy, and specific preferences of Thai discourse community influenced by Buddhism. *Tuesday, April 24, 2007 • 8:50 am - 9:20 am • Newport Beach I • TXT*

Kassabgy, Nagwa (The American University in Cairo, nagwa@aucegypt.edu)
Vocabulary acquisition and the interaction hypothesis
The purpose of this study was to investigate the effect of negotiated interaction on EFL learners' receptive and productive vocabulary acquisition and retention. The research method and findings will be discussed. *Sunday, April 22, 2007 • 3:55 pm - 4:25 pm • Newport Beach III • PED*

Kawakami, Kiyomi (University of Wisconsin Madison, kawakami2@wisc.edu)
"U:n" in turn-constructional unit (TCU)-medial position
Using the framework of conversation analysis, this paper analyzes the use of token "u:n" in turn-constructional unit (TCU)-medial position in word search or self-repair sequences in native-speaker Japanese conversation, as a preliminary indicator of resumption of TCU-in-progress. The speaker's vocal and non-vocal actions interact with the recipient's concurrent non-vocal actions. *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Emerald Bay II • DIS*

Ke, Jinyun (University of Michigan, jyke@umich.edu)
The role of attention: from language evolution to language acquisition
This paper reviews the recent convergent evidence of the important role of attention in the process of language evolution and first language acquisition, and discusses its implication to consciousness-raising and related approaches which has been advocated in second language acquisition and language teaching. *Saturday, April 21, 2007 • 9:25 am - 9:55 am • Balboa Bay I • SLA*

Kearney, Erin (University of Pennsylvania, erin3@dolphin.upenn.edu)
Second language socialization in a French-as-a-Foreign-language classroom
This paper examines the process of second language socialization in an American university foreign language classroom. In this setting, far removed from the target language culture, students' theories of language learning, as well as various material and ideational resources, were influential in shaping language socialization occurring in the class. *Monday, April 23, 2007 • 2:00 pm - 2:30 pm • Laguna Beach II • LCS*

Keck, Casey (Northern Arizona University, cmi3@dana.ucc.nau.edu)
The use of paraphrase in summary writing: A comparison of L1 and L2 writers
The present study compared L1 and L2 undergraduate writers' use of paraphrase within their written summaries, and found significant differences in the types of lexical and grammatical strategies employed. Implications for future studies are discussed, with a particular focus on issues related to plagiarism and the teaching of academic writing. *Tuesday, April 24, 2007 • 8:15 am - 8:45 am • Newport Beach I • TXT*

Keller-Lally, Ann (University of Northern Colorado, ann.kellerlally@unco.edu)
Effect of task-type and group size on foreign language learner output in synchronous computer-mediated communication
This study of task-based learning explores to what extent task-type and group size impact the quantity and quality of learner discourse in SCMC. Analysis of the online discussion transcripts revealed that the use of specific task-group configurations in SCMC has important implications for meeting pedagogical objectives in foreign language instruction. *Sunday, April 22, 2007 • 8:15 am - 8:45 am • Newport Beach III • TEC*

Kerekes, Julie (OISE/University of Toronto, jkerekes@oise.utoronto.ca)
The discourses of teachers and students: Their socialization through the acquisition of "academese" and corresponding ideology
What is the effect of acquisition of academic discourse on teachers' professional identities and discourses? Through a comparison of the written work of two groups of language teachers/teachers-in-training (including theoretical papers and empirical research), their professional socialization is analyzed, and their unique contributions through distinctly unacademic discourse is evaluated. *Tuesday, April 24, 2007 • 10:10 am - 10:40 am • Laguna Beach III • LCS*

Khamis-Dakwar, Rim (Columbia University Teachers College, rk2121@columbia.edu); **Gordon, Peter** (Columbia University Teachers College, Columbia University, pgordon@exchange.tc.columbia.edu)
Syntactic and morphological development in an Arabic diglossic situation
Arabic speaking children must learn mutually unintelligible formal and colloquial language varieties. We examined syntactic interference in 7- to 10-year-old Arabic-speaking children using a forced-choice grammaticality-judgment task. Greater errors occurred across structures for the formal Arabic (MSA) except negation, which appeared to be more salient in the formal Arabic syntax. *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Laguna Beach II • SOC*

Kim, Hyeri Stephanie (UCLA, kimsteph@ucla.edu)
Phrase/sentence-final high pitch as a discourse-monitoring device in Korean
Based upon video data, this paper investigates Korean speakers' use of phrase/sentence-final high pitch among adults, using a conversation-analytic approach. It demonstrates that Korean speakers utilize the high pitch not only to monitor their recipients, but also to solicit overt recipient action, thus actively engaging participants in the ongoing telling. *Saturday, April 21, 2007 • 10:11 AM • Laguna Beach I • DIS*

Kim, Hyunjoo (Columbia University Teachers College hk312@columbia.edu)
Investigating integrated-skills tasks in a speaking test
While integrated-skills tasks (e.g., listening to speaking) included in a speaking assessment provides substantial advantages, little is known regarding the nature of construct measured by the new task type, and the effects of skill-integration on test scores. The current study addressing these issues will make great theoretical and practical contributions. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Laguna Beach III • ASE*

Kim, Jean (University of British Columbia, jeankim@interchange.ubc.ca)
More than meets the eye: Communities of practice, identity, and language learning of generation 1.5 Korean-Canadian university students
This paper is based on a qualitative study of generation 1.5 Korean-Canadian university students. It examines the various communities of practice that the students are involved in and how these relate to students' experiences, investments, and identities in the various contexts found in their past, present, and future. *Monday, April 23, 2007 • 8:50 am - 9:20 am • Balboa Bay II • SOC*

Kim, Kyoungsook (Lucy) (Southern Illinois University, lucykimmy@hotmail.com); **Lakshmanan, Usha** (Southern Illinois University, usha@siu.edu)
L2 article choice and the Specificity Hypothesis: An online study
An online experiment was conducted to test the Specificity Hypothesis (Ionin, 2003), which predicts that ESL learners will overuse 'the' in specific-indefinite, but not non-specific indefinite contexts. The results of a self-paced reading task revealed that the intermediate ESL learners distinguished between 'a' and 'the' on the basis of Specificity. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Emerald Bay I • SLA*

Kim, Mi-Young (University of British Columbia, mykim5@interchange.ubc.ca)
"English villages" in South Korea: A truly authentic ESL experience in a non-English speaking country?
Taking a a critical language learning perspective, this study investigates the recent development of "English villages," a simulated English-only environment, in Korea. Findings suggest while these villages may help some learners immerse themselves in "simulated English," they, by no means, fit everyone nor faithfully reflect natural learning experiences. *Saturday, April 21, 2007 • 4:30 pm - 5:00 pm • Laguna Beach I • LPP*

Kim, So Yeon (UCLA, skim2@ucla.edu)
Interactional functions of "but" in advanced-level and intermediate-level nonnative speaker English conversation
The present study aims to provide an exhaustive analysis of the conversational use of the connective "but" demonstrated by advanced-level and intermediate-level nonnative speakers of English. A qualitative analysis within the framework of Conversation Analysis is conducted on the tokens of "but" in nonnative speaker spoken discourse data. *Tuesday, April 24, 2007 • 2:35 pm - 3:05 pm • Laguna Beach I • DIS*

Kim, Sook-Hee (University of Illinois, skim34@uiuc.edu)
Literature discussion guided by reading comprehension strategies
This study explored how literature discussion offers young L2 learners the opportunity to promote their second language learning. The literature discussion, assisted by the use of reading comprehension strategies and the students' L1, stimulated the learners to have intrinsic motivation for L2 reading and to become active learners of English. *Sunday, April 22, 2007 • 3:10 pm - 3:40 pm • Newport Beach I • RWL*

Kim, Tae-Young (OISE/University of Toronto, taekim@oise.utoronto.ca)
Second language learning motivation from an activity theory perspective: Cases of Korean ESL students and recent immigrants in Toronto
I present L2 learning motivation of 10 Korean ESL visa students and immigrants from an activity theory perspective. The findings show that learners' needs, motive, and motivation need to be distinguished from one another; and motivation is the transformation of a motive integrated with concrete goals and sense of participation. *Saturday, April 21, 2007 • 4:30 pm - 5:00 pm • Balboa Bay I • LCS*

Kissau, Scott (University of North Carolina, skissau@carolina.rr.com)
Homophobia and why boys avoid foreign languages
The presentation will examine the themes that emerged from analyses of interview data, focusing specifically on societal views of masculinity and homophobia as the impetus behind male disinterest in the study of foreign languages. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Newport Beach I • PED*

Knoch, Ute (University of Auckland, u.knoch@auckland.ac.nz)
Do empirically-developed descriptors improve the validity of writing assessment? A comparison of two analytic rating scales using multi-faceted Rasch measurement
In this paper, multiple ratings using an empirically-developed rating scale are compared to ratings produced based on a more traditional measure. The two different analytic rating scales are analyzed in terms of statistical evidence (using multi-faceted Rasch measurement) and a qualitative analysis of the raters′ perceptions elicited through questionnaires. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Laguna Beach III • ASE*

Koike, Chisato (UCLA, chisatok@ucla.edu)
E?-prefaced utterance in Japanese: A discourse particle projecting a question
This study investigates how participants in interaction utilize the Japanese interjection e? 'huh?/what?' at the turn initial position as a resource that projects another's question-in-progress, and produce preemptive responses before the possible completion of question. It suggests that the interjections and questions should be considered at the interactional level. *Sunday, April 22, 2007 • 3:10 pm - 3:40 pm • Emerald Bay II • DIS*

Kovalik, Ludovic (Winston-Salem State University, lmk@alltel.net)
The read, the inferred, and the already-known: Acquiring knowledge through reading
The paper describes an experiment which demonstrates that readers deriving meaning rely on the message conveyed straightforwardly in the text and on text-induced inferencing and activation of prior knowledge. Things actually specified in the text are hard to tell from inferences and imported knowledge, and they are not recalled better. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Newport Beach II • RWL*

Kozlova, Iryna (Georgia State University, esliskx@langate.gsu.edu)
"Gesture as a partner of speech": The role of body moves in humorous exchanges in the university classroom
This study investigates body moves during humorous exchanges between teachers and students in university classroom. Body moves seem to orient conversationalists towards the boundaries of humorous exchanges and participants' social roles. It demonstrates that native and non-native speaking participants utilized similar practices of entering humorous exchanges and their termination. *Saturday, April 21, 2007 • 8:50 am - 9:20 am • Emerald Bay II • DIS*

Kramsch, Claire (University of California Berkeley, ckramsch@berkeley.edu)
Language ecology in practice: Implications for foreign language education
Drawing on the definition of language ecology as a "convenient metaphor for the post-structuralist realization that learning is a nonlinear, relational human activity, co-constructed between humans and their environment, contingent upon their position in space and history, and a site of struggle for the control of social power and cultural memory" (Kramsch 2002:5), this paper explores what an ecological approach could mean concretely for foreign language education at the college level in the U.S. *Distinguished Service and Scholarship Award Presentation Monday, April 23, 2007 • 2:00 pm - 2:30 pm • Pacific Ballroom III • PED*

Krasinski, Emily (University of Puerto Rico, emilykrasinski@earthlink.net)
The perception and appropriation of affordances in bilingual chat
This study examines how L1 Spanish and L1 English language learners provide affordances to each other in bilingual chat. It also examines how learners react to available affordances (i.e., if they notice them, acknowledge them, etc.), and whether there is evidence of effect on L2 development. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Newport Beach I • TEC*

Kristmanson, Paula Lee (University of New Brunswick, pkristma@unb.ca); **Dicks, Joseph** (University of New Brunswick, jdicks@unb.ca)
Learning a second language through intensive programming: Effects on attitudes and motivation
This presentation reports on a study of motivational and attitudinal shifts among learners in an intensive second language learning program in New Brunswick, Canada. Data were gathered upon starting and at the end of the five month intensive period. Implications for programming planning and delivery will be discussed. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Huntington Beach • LLC*

Kroll, Barbara (California State University Northridge, barbara.kroll@csun.edu); **Kushner, Shimona** (Technion-Israel Institute of Technology, shimona@techunix.technion.ac.il)
Advanced EFL writing courses for doctoral students
At the Technion-Israel Institute of Technology (in Haifa, Israel), all doctoral students enroll in an advanced writing-based EAP course. Using a case study of this program as a starting point, we analyze how EFL courses aimed at mastery of professional written English can be created in parallel contexts elsewhere. *Saturday, April 21, 2007 • 10:10 am - 10:40 am • Emerald Bay III • PED*

Kubanyiova, Magdalena (University of Nottingham, aexmk1@nottingham.ac.uk)
The microcontext of instructed SLA: Why it matters and why its assessment requires a mixed methods approach
By documenting the impact of situated factors on L2 learning engagement I argue that a microcontext of instructed SLA deserves a more prominent place in applied linguistics research and call for a mixed methods approach in assessing this dynamic construct. Results of a longitudinal mixed-methods study are discussed. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Newport Beach III • PED*

Kumagai, Yuri (Smith College, ykumagai@email.smith.edu)
Teacher identities in a foreign language classroom: Conflict or harmony?
How would a foreign language teacher handle a moment when "racism" finds its way into a classroom through a text used for the lesson? Using data from a yearlong ethnographic study conducted in a Japanese language classroom, this paper discusses a teacher's conflicted identities when dealing with a sociopolitical issue. *Tuesday, April 24, 2007 • 2:00 pm - 2:30 pm • Newport Beach III • PED*

Kuo, Chi-hsien (Georgetown University, kuoc@georgetown.edu)
Discourse strategies and genres - a study in Mandarin conditionals
This study investigates the relationship among Mandarin conditionals, topics, and conditional functions in TV talk shows, radio talk shows, and casual conversations. The information status of conditionals is found to be closely related to the discourse functions of conditionals and discourse genres. *Tuesday, April 24, 2007 • 8:50 am - 9:20 am • Emerald Bay II • DIS*

Kuo, Li-jen (Northern Illinois University, lijenkuo@niu.edu)
Bilingual children's cognitive development revisited: Is there an advantage in phonological awareness?
This study reinvestigated the effects of early bilingualism on the development of phonological awareness with an augmented conceptual and methodological framework. Complicating factors present in previous research on bilingualism (e.g., cross-language transfer, prior exposure to a transparent orthography, etc.) were isolated to reveal the effect of bilingualism per se. *Monday, April 23, 2007 • 3:55 pm - 4:25 pm • Laguna Beach I • COG*

Kupferberg, Irit (Levinsky College, kupir@macam.ac.il)
Metaphorical positioning: A qualitative method for the analysis of institutional problem discourse
The paper will present the theoretical and methodological frameworks of a novel qualitative method developed for the analysis of institutional problem discourse. The method provides a link between narrative inquiry and metaphor analysis and it shows how micro- and macro-levels of analysis are integrated in an interpretive interface. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Emerald Bay II • DIS*

Lado, Beatriz (Georgetown University, bl42@georgetown.edu)
The interaction between cognitive capacity and type of feedback in the early development of a non-primary language
The current study investigates how learners who differ in cognitive capacity (including language aptitude and working memory) perform during the initial stages of development of a new language under two computerized conditions which vary in the degree of explicitness provided in the feedback, [+Explicit] or [-Explicit]. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Laguna Beach III • COG*

Lai, Chun (Michigan State University, laichun1@msu.edu); **Roots, Robin** (Michigan State University, robinroots@gmail.com); **Fei, Fei** (Michigan State University, feifei@msu.edu)
Intensity of recasts and noticing during an online interactive activity
This study examines the potential impact of intensive recasting on the noticing of recasts to explore possible instructional interventions for reducing the ambiguity of recasts. *Saturday, April 21, 2007 • 11:25 am - 11:55 am • Newport Beach III • SLA*

Langman, Juliet (University of Texas at San Antonio, juliet.langman@utsa.edu)
Metaphors of traditional gender practiced and contested through talk and dance
Post-structural and social constructivist theorists urge a move away from essentialism in examining the role of gender (Langman 2004; McElhinny, 2003; Pavlenko & Piller, 2001; Cameron, 1998). This paper addresses the challenge of applying the non-essentialist ideologies to discourses that explicitly point to the essential nature of gender categories. *Monday, April 23, 2007 • 2:35 pm - 3:05 pm • Emerald Bay I • LID*

Lanza, Elizabeth (University of Oslo, elizabeth.lanza@iln.uio.no); **Woldemariam, Hirut** (Addis Ababa University, hirutwoldemariam@yahoo.com)
Language ideology, identity and linguistic landscape
This paper addresses the issues of language ideology and identity through a two-fold analysis including a sociolinguistic survey and a study of the linguistic landscape. Data come from Tigray, Ethiopia, where Tigrinya, Amharic and English are used. Results indicate that Tigrian identity has grown, while Amharic remains. English indexes modernity. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Laguna Beach II • LID*

Latham, Melissa (Boston University, mlatham@belmont.k12.ma.us); **Stoessel, Saskia** (Tufts University, saskia.stoessel@tufts.edu)
Teaching L2 phonetics: An evaluation of pedagogical approaches to pronunciation in two current German textbooks
We examine formal instruction, motivation, and perceptive ability in L2 as influences on acquisition of L2 pronunciation and look at their implementation in two current German textbooks. Student interview data highlight the importance of motivation on pronunciation efforts. Suggestions are made for pronunciation instruction. *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Emerald Bay III • PED*

Lee, Haemoon (Sungkyunkwan University, haemoon@skku.edu); **Park, Heesoo** (Sungkyunkwan University, hedviga@skku.edu); **Yoon, Yusook** (Sungkyunkwan University, rocio@skku.edu)
The effect of repeated summarizing activity on Korean EFL learners' IL performance
The effects of repeated summary of the two types of written text were examined via the three aspects of interlanguage performance - complexity, accuracy, and fluency – and the quality of summary. The analysis of 36 oral summaries showed that the text type affected complexity and repetition affected fluency. *Tuesday, April 24, 2007 • 2:35 pm - 3:05 pm • Balboa Bay II • SLA*

Lee, Jamie (University of Michigan, jamilee@umd.umich.edu)
English villages in Korea: "Experiential" English learning in "our own backyard"
Based on a detailed text analysis, this study examines the following aspects of the Seoul Metropolitan Government's recent English education project called The English Village: (1) ideological constructs in its mission statements (2) pedagogical objectives (3) participants (4) physical environments and learning facilitating spaces and (5) specifics of various curricula. *Sunday, April 22, 2007 • 8:50 am - 9:20 am • Balboa Bay II • SOC*

Lee, Jeongyi (University of Washington, jeongyi@u.washington.edu)
Relations between Korean language learners' heritage status and motivation
The present study has examined differences in socio-cultural and psychological differences between heritage learners and non-heritage learners of a less frequently taught language, Korean. Results indicated that heritage language status is likely to exert very powerful effects on L2 learners' motivation and affect in such cases. *Saturday, April 21, 2007 • 4:30 pm - 5:00 pm • Laguna Beach II • BIH*

Lee, Junkyu (Michigan State University, leejunky@msu.edu)
L2 explicit knowledge, combinatoriality, and conceptual distances between L2 users and NSs
This study investigates whether L2 explicit knowledge leads to consistently different behavioral patterns between L2 users and NSs in evaluating the degree of semantic-relatedness of two pairs of words. Findings in three experimental conditions (words that are synonyms, polysemous, and homonyms) will be discussed with theoretical and pedagogical perspectives. *Monday, April 23, 2007 • 8:15 am - 8:45 am • Balboa Bay I • SLA*

Lee, Sang-Ki (University of Hawaii at Manoa, sangki@hawaii.edu); **Huang, Hungtzu** (University of Hawaii at Manoa, hungtsu@hawaii.edu)
A meta-analytic approach to investigating the effects of visual input enhancement on grammar learning
This presentation synthesizes the research domain of visual input enhancement via a quantitative meta-analysis of 16 empirical studies to date. The intervention was found to have a small magnitude (d=0.22)however it produced medium-sized pre-to-post effects (d=0.55). Theoretical tension between form and meaning and publication bias issues are further discussed. *Saturday, April 21, 2007 • 8:50 am - 9:20 am • Laguna Beach I • SLA*

Lee, Siok (California State University Fresno, sslee@csufresno.edu)
Expanding the use of the rational cloze procedure: Integrated reading, writing, and vocabulary instruction
Effectiveness of the rational cloze procedure in integrated skills instruction at late beginner secondary level was investigated (n=37), using six reading passages targeting vocabulary scripted from Walt Disney's *Mulan* (1998) video. Delayed post-tests improved significantly in receptive vocabulary and lexical frequency profile in writing, comparing favorably with grade 8 native-speakers (n=28). *Monday, April 23, 2007 • 3:55 pm - 4:25 pm • Emerald Bay I • RWL*

Lee, Yuhshi (University of Washington, yuhshi@u.washington.edu)
Imagined communities and Chineseness: Envisioning educational possibilities in an era of globalization
By applying the notion of imagined communities (Norton, 2001) and Chineseness (Chen, 2002) to an analysis of two Chinese immigrant families, this study highlights how parents envision imagined communities for their children and endeavor to provide them membership to a global community through the learning of English and Chinese. *Saturday, April 21, 2007 • 11:25 am - 11:55 am • Balboa Bay II • SOC*

Leeman, Jennifer (George Mason University, jleeman@gmu.edu); **Modan, Gabriella** (The Ohio State University, modan.1@osu.edu)
The language of the other and the commercialization of public space:Rethinking linguistic landscape
Our examination of DC's newly gentrified Chinatown, expands the linguistic landscape framework by analyzing the symbolic use of a minority language targeted towards people who don't speak it. We show how Chinese is commodified as a part of a public/privative initiative to 'brand' Chinatown as a unique commercial destination. *Saturday, April 21, 2007 • 3:55 pm - 4:25 pm • Newport Beach III • LID*

Lefrançois, Pascale (Université de Montréal, pascale.lefrancois@umontreal.ca)
Can morphological awareness help learning to use plural marks in written French?
This paper aims at describing the role of morphological awareness in learning written number morphology in French from grades 2 to 5. This role turns out to be different according to the task through which number morphology is assessed, and to the word class involved. *Tuesday, April 24, 2007 • 4:30 pm - 5:00 pm • Newport Beach II • RWL*

Lei, Xiao (the University of Hong Kong, Leixiao@hkusua.hku.hk)
Mediated cognition in writing activities: Understanding writing strategy use from a sociocultural perspective
Taking a sociocultural approach to writing strategy research based on distribution of cognition and activity theory, this study classifies writing strategies into four fundamental categories. Qualitative analyses of writing strategy use of two higher and two lower-ability writers reveal differences within each category and in the combined use of categories. *Tuesday, April 24, 2007 • 10:10 am - 10:40 am • Newport Beach III • LLC*

Leiva, Bertha (Universidad Simon Bolivar, bleiva@usb.ve)
Alderson's question revisited: Is reading in a foreign language a reading problem or a language problem?
A non-experimental correlational study was carried out to study the relationships between reading comprehension of EFL, grammatical knowledge of EFL and reading comprehension of Spanish as a first language of 1,059 freshman engineering and basic sciences students at a South American university. *Saturday, April 21, 2007 • 11:25 am - 11:55 am • Emerald Bay III • PED*

Lemke, Jay (University of Michigan, jaylemke@umich.edu)
Transmedia meaning-making: Discourse beyond text
This presentation develops a theoretical framework for the applied linguistic and semiotic analysis of transmedia meaning effects and illustrates it with examples from a mixed corpus of media from commercial franchises which include computer games and comparative examples from non-fiction media ecologies such as those for news and advertising/branding. *Saturday, April 21, 2007 • 4:30 pm - 5:00 pm • Pacific Ballroom IV • DIS*

Leonard, Duane (University of California Davis, duaneleonard@gmail.com)
Developing writers -- A classroom ethnography
This paper situates L2 writing classrooms as dynamic and fluid communities rife with socialization in and resistance to their community's norms. My findings - based on observations, interviews, fieldnotes - reveal that gatekeeping policies around exams become partial justifications for what teachers do/enact in terms of their pedagogic practices. *Saturday, April 21, 2007 • 8:50 am - 9:20 am • Newport Beach II • RWL*

Lessard-Clouston, Michael (Biola University, michael.lessard-clouston@biola.edu)
Theology lectures as lexical environments: Observing technical vocabulary use and noting implications for its acquisition
This study describes the quantitative and qualitative use of vocabulary in real academic lectures in an intact, core graduate theology course. Beyond general and academic lexis, findings reveal the frequent use of technical vocabulary, indicating a rich lexical environment for ESL students but accentuating its importance to their academic socialization. *Sunday, April 22, 2007 • 3:10 pm - 3:40 pm • Balboa Bay I • SLA*

Li, Houxiang (Pennsylvania State University, hxl238@psu.edu)
Identities in an ESL reading class: A membership categorization analysis
Adopting membership categorization analysis to analyze interactional data from an ESL class, the presentation demonstrates that the students essentialize their own cultures and engage in Othering practices. It is proposed that a critical perspective be introduced to provide students with a tool to examine the taken-for-granted social and cultural practices. *Tuesday, April 24, 2007 • 10:45 am - 11:15 am • Emerald Bay II • DIS*

Li, Juan (University of Saint Thomas, jli3@stthomas.edu)
Understanding language in the news media: Representing an air collision in New York Times and China Daily
Drawing on Halliday (1994)'s Systemic Functional Linguistics, this paper considers the linguistic variations used by New York Times and China Daily in their coverage of an air collision between the US and China in April 2001, and how these variations interact with the wider social contexts, (re)constructing specific nationalist ideologies. *Sunday, April 22, 2007 • 10:45 am - 11:15 am • Laguna Beach II • LID*

Li, Jie (Chinese University of Hong Kong, lijie@cuhk.edu.hk)
Exploring EFL readers' metacognitive knowledge: A descriptive study
This paper investigates how Chinese tertiary-level EFL learners of different reading ability utilize metacognitive knowledge when they learn to read English. Thinking aloud was the main research method which was complemented by interview and observation. Qualitative analysis revealed clear differences in the meatacognitive knowledge utilized between good and poor readers. *Saturday, April 21, 2007 • 10:10 am - 10:40 am • Newport Beach I • RWL*

Liang, Xiaoping (California State University Long Beach, xliang@csulb.edu)
The language of explanations in physics lectures: An EFL case in China
This paper examines how a Chinese professor used grammatical and lexical features as resources to construct explanations in physics lectures given in English as a foreign language to Chinese university students. The instructor appeared to relate form with meaning and language with content in his explanations of physics concepts. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Laguna Beach I • DIS*

Liao, Ming-Tzu (National Kaohsiung Normal University, mliao@nknucc.nknu.edu.tw); **Tseng, Chiung-Ying** (National Kaohsiung Normal University, chongying.tw@yahoo.com.tw)
EFL students' views, knowledge, and behavior of paraphrasing and plagiarism in an academic setting
This study compares EFL students' perceptions and performance on paraphrasing and plagiarism. Forty sophomores and forty graduates participate in a paraphrasing task and the questionnaire. The quantitative data will be analyzed using SPSS and reported by means and standard deviations. The qualitative data will be reported in percentages and discourses. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Newport Beach I • RWL*

Liaw, Meei-Ling (National Taichung University, meeilingliaw@gmail.com); **Bunn, Susan** (Sam Houston University, bunnsm@yahoo.com)
Online collaboration for intercultural learning
The presentation reports the findings of a project applying internet technology to link students in teacher education and English as a foreign language with contrasting cultural perspectives and complementary curriculum needs. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Balboa Bay I • LCS*

Liggett, Tonda (Washington State University, liggett@vancouver.wsu.edu)
Teacher racial identity: The influence of whiteness on literacy practices for English language learners
This paper discusses white racial identity as an often unnoticed, yet influential factor in decisions that ESL teachers make about reading activities and evaluations of reading comprehension. I argue that as an unnoticed aspect of identity construction, racial identity can limit the scope of what counts for being a reader. *Saturday, April 21, 2007 • 8:50 am - 9:20 am • Newport Beach I • RWL*

Lin, Mei-Hung (National Chiao Tung University, livia_lin1201@yahoo.com.tw); **Kuo, Chih-Hua** (National Chiao Tung University, Taiwan, chhkuo@mail.NCTU.edu.tw)
Effects of revision instruction in second language writing
This study aims at examining the influence of revision instruction on students' revision process and writing performance. Results revealed that students revise more effectively from the level of lexico-grammatical usages, cohesion/ cohesive devices to the level of text organization after revision instruction. Finally, pedagogical implications are discussed. *Monday, April 23, 2007 • 3:10 pm - 3:40 pm • Newport Beach II • RWL*

Lin, Shumin (University of Illinois at Urbana-Champaign, slin1@uiuc.edu)
Taiwanese elders, Vietnamese mothers: Language socialization in an adult education program in rural Taiwan
This article focuses on an adult education class whose students comprise both Taiwanese elders and young Vietnamese females who are recent marriage immigrants. I argue that the marked statuses of "illiterates" and "incompetent caregivers" that are often attached to the two groups are re-produced and contested in the classroom setting. *Tuesday, April 24, 2007 • 9:25 am - 9:55 am • Laguna Beach III • LCS*

Lin, Li-fen (University of California Davis, lflin@ucdavis.edu)
"Who am I?": Teacher identity development in a US-based MA TESOL program
Drawing on ethnographic data collected in an MA TESOL program, the paper explores how student teachers develop their identity as an EFL/ESL teacher through participating in a dialogic interaction in the TESOL community and how this investment helps the shaping of pedagogy for their linguistically and culturally diverse students. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Newport Beach III • PED*

Lindemann, Stephanie (Georgia State University, lindemann@gsu.edu)
Navigating the face-threatening act in rejection letters to academic job applicants
This study investigates the move structure of rejection letters to academic job applicants in linguistics and mechanical engineering. A survey of job applicants' reactions to the variants found provides information on which approaches are more successful at mitigating the face-threatening act. *Monday, April 23, 2007 • 3:55 pm - 4:25 pm • Newport Beach I • TXT*

Liu, Dilin (The University of Alabama, dliu@as.ua.edu)
The effectiveness and challenges of using a corpus-assisted and contextualized lexicogrammatical approach to grammar instruction
This presentation reports on a one-semester long empirical study funded by TIRF on the effectiveness of a corpus-assisted and contextualized lexicogrammatical approach to grammar instruction in an MA TESOL grammar course. The presenter will discuss the research design, data collection and analysis, findings, and pedagogical and research implications. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Newport Beach III • PED*

Liu, Pei-Chun (Yuan Ze University, Taiwan, pachun0522@yahoo.com.tw); **Chang, Yu-Ying** (yymeichu@yahoo.com.tw)
Learning how to write a good MA thesis literature review: A case study of a Taiwanese graduate student
This study investigates the LR writing process of a nonnative Master's student. In-depth interviews with the informant at different writing stages were conducted to elicit his difficulties in LR writing. The informant's meetings with his advisor were also observed and tape-recorded. Additionally, different versions of his LR were analyzed. *Sunday, April 22, 2007 • 10:45 am - 11:15 am • Newport Beach I • TXT*

Loudermilk, Brandon (University of California Davis, loudermilk@ucdavis.edu)
Occluded academic genres: An analysis of the MBA thought essay
In this presentation I give a brief introduction to genre analysis followed by an overview of research questions and methods. The majority of the talk focuses on the results of research into a specific occluded academic genre – the MBA Thought Essay. The presentation concludes with a discussion of the findings. *Monday, April 23, 2007 • 2:00 pm - 2:30 pm • Newport Beach I • TXT*

Lowenberg, Peter (San Jose State University, lowenber@ix.netcom.com)
The Filipino bilingual's repertoire: A case study of code-shifting in domains of official power
This study analyzes code-shifting between English and Tagalog-based Filipino in radio broadcasts of the 2000-2001 Philippine Senate impeachment trial of President Joseph Estrada. Tapes of proceedings and related news reports reveal patterns of mixing, switching, and borrowing in covariation with the sociolinguistic backgrounds of Senators, witnesses, newscasters, and intended audiences. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Emerald Bay II • DIS*

Lowie, Wander (University of Groningen, w.m.lowie@rug.nl)
Articulatory settings and the dynamics of second language speech production
Language specific articulatory settings are approached from the point of view of task dynamics, which regards articulation as the dynamic interaction of articulatory gestures. This approach cannot only account for the difficulty of determining articulatory settings, but can also account for the failure of most adult L2 learners to acquire these settings. *Tuesday, April 24, 2007 • 4:30 pm - 5:00 pm • Emerald Bay I • SLA*

Lu, Chan (Carnegie Mellon University, chanl@andrew.cmu.edu); **Koda, Keiko** (Carnegie Mellon University, kkoda@andrew.cmu.edu)
Properties of characters in heritage Chinese textbooks and their implications for character knowledge development among Chinese heritage language learners
By analyzing the 943 characters explicitly taught in a weekend Chinese school, the study examined how input properties affect morphological awareness among Chinese heritage language learners. The findings suggest that these learners are sensitized to the basic structural properties of morphemes, but not to the semantic constraints on their use. *Tuesday, April 24, 2007 • 10:45 am - 11:15 am • Laguna Beach II • BIH*

Lukenchuk, Antonina (National-Louis University, Antonina.Lukenchuk@nl.edu)
'American born, American bred, and when I die I'll be American dead': On the power of words and other discourses
This paper presents critical discourse analysis of undergraduate students' responses to September 11th terrorism and the war in Iraq. Complex relationships between language and power are being investigated by using multiple methodologies (text analysis, phenomenology, narrative)and the implications are made for language pedagogy and critical theories of education. *Tuesday, April 24, 2007 • 10:10 am - 10:40 am • Balboa Bay II • LID*

Lynch, Andrew (University of Miami (Florida), a.lynch@miami.edu)
Mi dólar habla español: Language accommodation in Miami service encounters
This study analyzes the interactions of a bilingual "shopper" with salespeople in various Miami retail establishments. The classic concepts of power and solidarity provide the framework for this discourse-based approach to understanding a highly complex question that South Florida retailers ask themselves: what language should I speak to my customers? *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Laguna Beach II • SPA*

Maheux-Pelletier, Geneviève (University of Alberta, genevieve@ualberta.ca)
Maintaining language boundaries at work: A strategy for cultural and economic survival
Using conversation analysis, this study explains how female immigrants in a Montréal workplace negotiate language boundaries. The conversational data uncover different sets of norms regulating language selection, but among immigrants, language boundaries are largely maintained. The unequal distribution of language resources can explain why minority groups develop parallel linguistic markets. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Emerald Bay II • DIS*

Malovrh, Paul (Indiana University, pmalovrh@indiana.edu); **Díaz-Campos, Manuel** (Indiana University, mdiazcam@indiana.edu)
Task demands and variability in the L2 production of Spanish third-person object pronouns
The present study aims to explain variability in the L2 production of Spanish third-person direct object pronouns. Utilizing Ellis and Yuan's (2005) study as a model, the current study analyzed L2 production under four experimental conditions: written (un)pressured and oral (un)pressured. Preliminary results indicate significant main effects for task type. *Sunday, April 22, 2007 • 3:55 pm - 4:25 pm • Balboa Bay I • SLA*

Margolis, Douglas (University of Hawaii at Manoa, margolis@hawaii.edu)
Error feedback impacts observed in Korean university EFL classrooms
This paper reports findings and implications of a longitudinal classroom observation of error feedback and its impacts on Korean university EFL learners. In contrast to prior research, error feedback from all sources is considered and ongoing developmental impacts are investigated. In addition, differences between online and offline feedback are discussed. *Monday, April 23, 2007 • 3:55 pm - 4:25 pm • Emerald Bay III • PED*

Marinova-Todd, Stefka (University of British Columbia, marinova@interchange.ubc.ca); **Zhao, Jing** (University of British Columbia, jing@audiospeech.ubc.ca)
Phonological awareness in monolingual and bilingual children: The case of Mandarin and English
This study aimed to develop a profile of the phonological awareness skills of Mandarin-English bilingual children, and to compare their performance in each language to an equivalent group of English-monolingual and Mandarin-monolingual children. Results will be discussed in terms of any possible transfer effects between the two languages. *Tuesday, April 24, 2007 • 8:15 am - 8:45 am • Laguna Beach II • BIH*

Marshall, Steve (Simon Fraser University, stevem@sfu.ca)
Language, migration and identity: the 'transitional agencies' of Latino new migrants' in Catalonia.
I focus on the language, migration and identities of Latino new migrants in Catalonia. I build upon existing analytic frameworks, emphasizing individuals' 'transitional agencies': individuals exercising their sociolinguistic agencies within the structures of new sociolinguistic environments, yet still influenced by the structures and epistemologies of countries of origin. *Monday, April 23, 2007 • 8:50 am - 9:20 am • Laguna Beach II • SOC*

Martin, Elizabeth (University of Illinois Urbana-Champaign, emartin@uiuc.edu)
Language policy and multilingual advertising in France
This paper examines advertisers' response to the 1994 Toubon Law. Although language planning in France has produced systematic translations of English slogans, French advertising discourse continues to be shaped by market trends and consumer behavior, with the influx of new English borrowings in advertising resulting in even greater multilingual creativity. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Huntington Beach • LPP*

Martin-Beltran, Melinda (University of Maryland, memb@umd.edu)
Co-constructing language exchange in a dual immersion bilingual program
Grounded in sociocultural theory, this study examines the interaction between learners in a dual immersion program and their construction of language learning affordances. Findings demonstrate that students serve as languaculture informants and engage is discursive work to position fellow students as (non)participants of a language community and construct perceived proficiencies. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Laguna Beach II • BIH*

Martinez, Glenn (University of Texas Pan American, glenmtz505@aol.com)
Language governmentality and performativity in Latino health along the US-Mexico border
Through the lens of language governmentality, I investigate access to and denial of health-related information among Latino diabetes patients. I argue that over time, informational distributions are ingrained in perfomativity and lead to a proliferation of health information gaps that perpetuate a limited understanding of the disease. *Saturday, April 21, 2007 • 2:35 pm - 3:05 pm • Laguna Beach I • LPP*

Masny, Diana (University of Ottawa, dmasny@uottawa.ca); **Higgins, Danielle** (University of Ottawa, conorliam@videotron.ca)
Bilingual children's perceptions of competing writing systems: A case study in learning multiple literacies
A multiple literacies perspective and a theory of learning form the basis of this longitudinal case study of a child age six acquiring competing writing systems in Spanish, French and English. Observations, interviews and writing products from the home and school constitute the data. *Saturday, April 21, 2007 • 3:55 pm - 4:25 pm • Newport Beach II • RWL*

Matsumoto, Kahoko (Tokai University, mkahoko@za.cyberhome.ne.jp)
The possibilities and limitations of automated writing evaluation: An experiment in Japanese university writing classes
This study explores the possibilities and limitations of automated writing evaluation in Japanese university classrooms. A semester-long comparison of the teacher evaluation and feedback and those of an automated writing evaluation software didn't show significant differences, but the detailed qualitative analysis elucidated the differences of the two types of evaluation. *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Laguna Beach III • ASE*

Matsuoka, Rieko (National College of Nursing, matsuokar@adm.ncn.ac.jp)
Communication apprehension and L2 willingness to communicate among Japanese college students
The main purposes of this study are (a) to investigate in what way communication apprehension may reduce the level of L2 Willingness to Communicate and (b) to explore what factors may affect the level of communication apprehension. Both qualitative interview data and quantitative questionnaire data are utilized. *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Balboa Bay I • SLA*

McCormack, Bede (Hunter College, CUNY, bede.mccormack@hunter.cuny.edu); **Ediger, Anne** (Hunter College, CUNY, aediger@hunter.cuny.edu)
Grammar knowledge requirements in ESL teacher preparation as evidenced through novice teachers' written feedback on lexical and grammatical errors
This paper considers ESL teachers' knowledge of lexicogrammatical structures as evidenced by their analysis of errors in learners' written work. Data collected from 60 novice teachers indicate patterns of misunderstanding in that knowledge, and lead us to suggest pedagogical implications for feedback effectiveness and make recommendations for ESL teacher preparation. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Newport Beach III • PED*

McDonough, Kim (Northern Arizona University, kim.mcdonough@nau.edu); **Kim, YouJin** (Northern Arizona University, youjin.kim@nau.edu)
Type frequency, syntactic priming and ESL question development
This study explored whether providing type frequency during syntactic priming activities facilitates L2 development. Thai EFL learners carried out activities that differed in terms of the type frequency of developmentally-advanced questions. The results are discussed in light of ongoing efforts to understand the relationship between interaction and L2 development. *Sunday, April 22, 2007 • 8:50 am - 9:20 am • Newport Beach II • SLA*

McKay, Sandra (San Francisco State University, smckay@sfsu.edu); **Rubdy, Rani** (National Institute of Education, Singapore, rani.rubdy@nie.edu.sg); **Alsagoff, Lubna** (National Intitute of Education, Singapore, lubna.alsagoff@nie.edu.sg); **Bokhorst-Heng, Wendy** (National Institute of Education, Singapore, wendy.heng@nie.edu.sg)
English language ownership among Singaporean Chinese: Going beyond the NS-NNS dichotomy
Using Higgins' (2003) comparative study on speakers' orientations toward English norms of members of Inner and Outer circle countries, this study examines Singaporeans' degree of ownership of English norms, focusing on the Chinese community, This study, however, goes beyond her study by taking into account race, age, and socioeconomic class. *Monday, April 23, 2007 • 10:45 am - 11:15 am • Newport Beach I and II • SOC*

McNamara, Tim (The University of Melbourne, tfmcna@unimelb.edu.au); **Block, David** (Institute of Education, University of London, d.block@ioe.ac.uk)
Unpicking 'identity'
The rapid growing applied linguistics literature on 'identity' which draws largely on theories within poststructuralism shows evidence of only partly acknowledged conceptual tensions. This paper offers a critique of existing work, focusing on the notions of agency and on the relationships between psychoanalytic and more social theories of the self. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Balboa Bay I • LCS*

Melander, Bjorn (Uppsala University, Bjorn.Melander@nordiska.uu.se)
Language planning in developed contexts: the case of Sweden
Many European countries struggle with the task of handling the linguistic effects of the strong international position of English and a growing domestic multilingualism. In this paper the development in Sweden will be discussed as an example of a national language policy for a traditional nation-state in a globalizing world. *Sunday, April 22, 2007 • 8:50 am - 9:20 am • Huntington Beach • LPP*

Mellow, Dean (Simon Fraser University, dmellow@sfu.ca); **Hadic Zabala, Loreley** (Simon Fraser University, lmhadic@sfu.ca); **Smith, Catherine** (Troy University, catherinesmith@troy.edu); **MacKinnon, M. Katherine** (Butte College, MackinnonKa@butte.edu); **Gonzalez, Maria Clemencia** (Universidad Tecnologica de Pereira, macle@utp.edu.co); **Akçar, Michelle** (University of Washington, akcar@u.washington.edu)
Quantifying L2 grammatical development: Implications for measurement and construct validity
Using data from a longitudinal case study, specific emergentist patterns in the development of syntactic constructions are compared to (i) words per T-unit; (ii) type-token ratios; and (iii) cohesive tie use across sentences. The results are discussed in relation to prospects for validly assessing syntactic development with general, quantified measures. *Saturday, April 21, 2007 • 4:30 pm - 5:00 pm • Emerald Bay I • SLA*

Menard-Warwick, Julia (University of California Davis, jemwarwick@ucdavis.edu)
The dad in the Che Guevara t-shirt: Narratives of Chilean English Teachers
Based on a discursive analysis of narratives about student resistance recounted by Chilean high-school English teachers, this paper explores how individuals invested in English as an International Language cope with ideological challenges to globalization and neoliberalism within local contexts. *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Newport Beach III • LID*

Menken, Kate (CUNY Grad Ctr/Queens College, kmenken@gc.cuny.edu)
Testing and language unplanning: 'No Child Left Behind' as language education policy
This study was conducted in New York schools, and details how testing has become de facto language education policy. Problematically, federally-mandated testing changes the education of English learners, and promotes monolingual instruction and language hierarchies. Traditional notions of language planning fail to account for this type of incidental language policymaking. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Balboa Bay I • LPP*

Meyer, Heather (Auckland University of Technology, hlbmeyer@gmail.com)
Some linguistic and cognitive insights into secondary writing
This paper presents an investigation of academic essay writing at secondary level which strongly suggests a connection between cognitive and linguistic development. An analytical framework, developed for the research, facilitates a comparison between skilled and developing writers from native and non-native English-speaking backgrounds, highlighting their similarities, differences, successes and difficulties. *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Newport Beach I • RWL*

Michael-Luna, Sara (Rutgers University, mikeluna@rutgers.edu)
"Inbetweeness': Hybrid discursive practice in a bilingual first grade
This paper demonstrates a practiced-based understanding of how young multilinguals use hybrid discursive practice to create local spaces of agency within the dominant discourse of schooling. The two year critical ethnography uses critical discourse analysis and narrative inquiry to illuminate hybrid discursive practice in a bilingual first grade. *Sunday, April 22, 2007 • 8:15 am - 8:45 am • Emerald Bay II • DIS*

Mikulski, Ariana (Arizona State University, Ariana.Mikulski@asu.edu)
Burden of proof(reading): Task effect in an editing activity
This research discusses the advantages and disadvantages of using editing tasks in studies of morphosyntax. Editing task results were consistent with those of a GJ task, but there appeared to be a task effect. Suggestions will be offered for managing such task effects and maximizing the benefits of editing tasks. *Monday, April 23, 2007 • 2:35 pm - 3:05 pm • Laguna Beach III • ASE*

Mizera, Gregory (University of Pittsburgh, gjmst26@pitt.edu)
Working memory and L2 oral fluency
This study examined correlations between working memory (WM) capacity and L2 oral fluency. Contrary to expectations, no strong and consistent correlations were found. This result may be due to the nature of WM and/or the complex nature of L2 learning and speech production. *Tuesday, April 24, 2007 • 10:10 am - 10:40 am • Balboa Bay I • SLA*

Mohan, Bernard (University of British Columbia, bernard.mohan@ubc.ca); **Huang, Jingzi** (Monmouth University, jhuang@monmouth.edu)
A functional approach to assessing student discourse and the integration of language, content and culture in an elementary Chinese program
This paper presents a study that explores a functional approach to foreign language assessment that integrates language and culture by examining developmental data gathered over a three year period from students entering an elementary Chinese program in North America in third and fourth grade. *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Pacific Ballroom IV • ASE*

Moissinac, Luke (Texas A&M University-Corpus Christi, luke.moissinac@tamucc.edu); **McDonald, Cody** (Texas A&M University-Corpus Christi, trip132@yahoo.com); **Hansen, Alan** (Texas A&M University-Corpus Christi, alan.hansen@tamucc.edu)
Being the first 'black sheep': Differing discursive identity constructions of resilience and independence by Mexican immigrant college students
This paper is a discursive-narrative analysis of two 'small' stories told by 1st- and 2nd-generation Mexican Immigrant college students about how they achieved independence and resilience in attaining a college education. We combine positioning analysis, sequential relevance of talk, and linguistic form-function relationships to uncover identity-construction processes in talk-in-interaction. *Sunday, April 22, 2007 • 10:45 am - 11:15 am • Emerald Bay II • DIS*

Mori, Chiyo (University of British Columbia, chiyom@gmail.com)
Multilingual international ESL teachers: Quest for 'internationalization' in English-medium higher education
This study examines how multilingual international ESL teachers are positioned through talk with one another and with "native" English-speaking teachers at teacher meetings in English-medium higher education. The analysis reveals that despite their language competences, international teachers are positioned as incompetent members and therefore Othered from discussions. *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Emerald Bay III • DIS*

Morita, Emi (National University of Singapore, jpsme@nus.edu.sg)
Understanding the socio-pragmatic implications of the Japanese interactional particle ne
Various functions and meanings of the Japanese particle 'ne' have been proposed in previous studies. This paper explores how the underlying concept as alignment may give rise to ideology laden socio-pragmatic implications, such as "affect," "polite," "feminine," or "overfriendly," through an examination of the sepcific communicative effects of concrete actions. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Emerald Bay II • DIS*

Morris, Lori (Université du Québec à Montréal, morris.lori@uqam.ca)
The long road to becoming francophone: The lexical development of minority language children schooled in French
The lexical knowledge of both minority and majority language children (N = 320) from the third to the sixth grade was assessed using a synonyms test and an expressions test. Our findings revealed that L2 speakers lagged behind their L1 counterparts in lexical knowledge, even after seven years of schooling. *Saturday, April 21, 2007 • 2:35 pm - 3:05 pm • Laguna Beach II • BIH*

Mortimer, Katherine (University of Pennsylvania, ksmortim@dolphin.upenn.edu)
Ideologies of a national language in Paraguay: Across an urban/rural divide
A Paraguayan policy for national bilingual education has stirred debate about which variety of Guaraní should be used in instruction. This ethnographic study analyzes patterns in educators' perspectives on this question as ideologies of language and finds significant differences across rural and urban areas that may mediate different outcomes. *Sunday, April 22, 2007 • 8:50 am - 9:20 am • Laguna Beach II • LID*

Moyer, Alene (University of Maryland, moyera@md.edu)
Does interaction affect long-term phonological acquisition?
Data from 50 learners of L2 English demonstrate that L2 experience that is interaction-based is far more significant for phonological attainment than are other types of experience. Regression analyses point to the significance of interactional experience across multiple domains, particularly personal spheres of contact, statistically challenging the significance of age of onset, but not length of residence. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Emerald Bay I • SLA*

M'rabet-Abid, Salwa (University teacher, salwa-abid@lycos.com)
Analysis of Tunisian EFL lesson discourses
This classroom-centred research seeks to develop an adequate discourse model for the analysis of verbal interaction in Tunisian Foreign Language Lesson Discourses (FLLD). The researcher believes that the study of verbal interaction sheds light on factors important to the process of interlanguage development, foreign language acquisition, and teacher training. *Tuesday, April 24, 2007 • 4:30 pm - 5:00 pm • Laguna Beach I • DIS*

Munajat, Rama (Ball State University, rmunajat@bsu.edu)
Structural influence of language contact on the markings of discourse information levels
The linguistic contact between an official language [Indonesian] and a native language [Sundanese] may impose changes on the way[s] the latter marks discourse information levels. Based on the traditional and present-day short stories, this presentation will report such structural influences. Implications for future research will also be discussed. *Monday, April 23, 2007 • 3:10 pm - 3:40 pm • Newport Beach I • TXT*

Nakakubo, Takako (The University of Iowa, takako-nakakubo@uiowa.edu)
L2 learners' strategies during task planning: What and how do they plan?
Research has shown that the opportunity to plan before or during a task positively affects second language (L2) production. However, it remains still unclear what strategies L2 learners use while planning. This study focuses on the process of planning and reports what and how L2 learners plan for a task. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Balboa Bay II • SLA*

Nakazawa, Kazuaki (Yuan Ze University, nakazawa@saturn.yzu.edu.tw)
Study of efficacy and effects of various types of teacher feedback on student writing in Japanese
This study reports on the effects of various types of teacher feedback: 1) direct correction, 2) coded feedback, 3) revising criteria, and 4) no feedback serving as a control group, on writing by American university students enrolled in a third-semester Japanese course. Discussions and implications will be provided. *Monday, April 23, 2007 • 8:15 am - 8:45 am • Newport Beach III • PED*

Nauman, Gretchen (Pennsylvania State University, gan120@psu.edu)
Innovation and tradition: Concepts of reading and EFL reading instruction in the published professional discussion in China
This study examines articles related to reading from the CELEA journal (published in China). An investigation into how authors appeal to cognitive, linguistic and sociocultural bases of literacy shows that the first is most frequently used. Influences of both local and non-local approaches to reading instruction are evident. *Monday, April 23, 2007 • 8:15 am - 8:45 am • Newport Beach II • RWL*

Navarre, Amber (Pennsylvania State University, huh116@psu.edu)
Naming War—"Foreign Brides," "Foreign Spouses," or "New Immigrant Females?"
This study examines the use of different labels for international wives in Taiwan in news articles with a focus on the images of IWs clustering with each label. This critical discourse analysis addresses whether the proposed name change, as a social movement, may potentially help reconstruct their identity and representation. *Tuesday, April 24, 2007 • 2:35 pm - 3:05 pm • Laguna Beach II • LID*

Naves, Teresa (University of Barcelona, tnaves@ub.edu)
The long-term effects of an early start on foreign language writing
Is 'the sooner the better' true in foreign-language contexts? This study investigates the impact of onset age and exposure on general EFL proficiency--as well as on writing. Writing was assessed holistically and by a series of analytical metrics. The results showed that the old starters significantly outperformed the ES. *Sunday, April 22, 2007 • 2:35 pm – 3:05 pm • Emerald Bay I • SLA*

Nekrasova, Tatiana (Northern Arizona University, netami2002@mail.ru)
English L1 and L2 speakers' recognition of formulaic sequences
The present study explored whether English L1 and L2 speakers differed in terms of their recognition of formulaic sequences that performed different discourse functions. Implications for further research about recognition of formulaic sequences by L2 learners are discussed. *Saturday, April 21, 2007 • 10:10 am - 10:40 am • Emerald Bay I • SLA*

Nelson, Robert (Purdue University, rnnelson@purdue.edu)
SLA and the stability-plasticity dilemma: Modeling L1 influences in back-propagation networks
This presentation asks whether 'catastrophic interference' in connectionist back-propagation networks is a fundamental limit on their relevance to the L1 influence problem in SLA. It reviews attempts to address this issue and presents new connectionist models that make accurate retrodictions concerning L1 phonotactic and semantic influence over the L2. *Monday, April 23, 2007 • 8:15 am - 8:45 am • Balboa Bay II • SLA*

Newman, Michael (Queens College/CUNY, michael.newman@qc.cuny.edu)
ESL teacher education standards: Getting serious
Analysis of the NCATE/TESOL Teacher Education Standards shows they are incoherent, micromanage curricula, and promote an instrumentalist view of teaching. Relying on an honor system, they are also easily evaded. Instead, a serious system of gate-keeping is proposed based on traditional professional education accreditation. *Tuesday, April 24, 2007 • 2:00 pm - 2:30 pm • Laguna Beach III • ASE*

Novellino, Marcia (PUC Rio de Janeiro, marcianovellino@wb.cyberwal.com.br)
Advertisement images: meaning and genre teaching approach in an EFL textbook
This paper investigates what compositional meanings of advertisements are created in an EFL textbook, and how text and images are integrated within a genre that is multimodal. It also discusses how advertisements should be fully explored in the classroom in an approach to ELT based on genre. *Saturday, April 21, 2007 • 9:25 am - 9:55 am • Newport Beach III • PED*

Nuevo, Ana-Maria (Georgetown University, amnuevo@aol.com); **Adams, Rebecca** (Victoria University of Wellington, New Zealand, rebecca.adams@vuw.ac.nz); **Ross-Feldman, Lauren** (Georgetown University, ljf2@georgetown.edu)
Modified output and L2 development in learner-learner interaction
Modified output has been identified as an important factor in interaction-driven learning, but little research has focused on its role in promoting second language in interactions between learners. This study investigates the use of modified output in learner-learner interaction and the relationship between modified output and L2 development. *Sunday, April 22, 2007 • 10:45 am - 11:15 am • Balboa Bay I • SLA*

Omori, Makoto (University of Hawaii at Manoa, momori@hawaii.edu)
'Meaning' as members' conceptions: Discursive construction of the conceptions of 'meaning' in the social process of teaching/learning linguistic resources
The presentation will consist of 1) 'Background' section for literature review and for explaining the conceptual frameworks, 2) 'Research Questions', 3) 'Methodology' section for explaining the methods of data collection, analysis and interpretation, 4) 'Data analysis', 5) 'Discussion' and 6) 'Conclusion and Pedagogical Implications' section. *Saturday, April 21, 2007 • 2:35 pm - 3:05 pm • Emerald Bay III • DIS*

Overstreet, Christina (University of Florida, overstre@ufl.edu)
L2 reading comprehension as situated activity
Research will be presented that shows that different tasks (written recalls and think-aloud protocols) will yield different types of comprehension scores depending on how the individual L2 reader interprets the task at hand and on how the data is analyzed. Qualitative and quantitative results are interpreted in their sociocultural context. *Monday, April 23, 2007 • 2:00 pm - 2:30 pm • Laguna Beach III • ASE*

Ozeki, Hiromi (University of Tokyo, ozeki@ic.u-tokyo.ac.jp); **Shirai, Yasuhiro** (University of Pittsburgh, yshirai@pitt.edu)
Does the noun phrase accessibility hierarchy predict the difficulty order in the acquisition of Japanese relative clauses?
This paper reports on two studies (oral interview and sentence-combination task) that investigated the acquisition of Japanese relative clauses to test whether the Noun Phrase Accessibility Hierarchy predicts the difficulty order. The results show that the NPAH does not necessarily predict the acquisition difficulty of Japanese relative clauses. *Tuesday, April 24, 2007 • 2:00 pm - 2:30 pm • Emerald Bay I • SLA*

Özhan, Didem (Middle East Technical University, ozdidem@metu.edu.tr)
Learnability problem of the unaccusative verbs
This study investigates the learnability problem of unaccusative verbs. It is the replication of Kondo's study (2000). Though the result in relation to the unaccusative/unergative distinction is confirmed in the present study, the results in relation to to the effect of causation types and transitivity do not confirm Kondo's findings. *Tuesday, April 24, 2007 • 2:00 pm - 2:30 pm • Newport Beach I • SLA*

Pajtek, Alina (Pennsylvania State University, acp155@psu.edu); **Strauss, Susan** (Pennsylvania State University, sgs9@psu.edu)
United Europe? Divided Europe? A CDA perspective on Romania's accession to the EU
This paper presents a micro-level critical discourse analysis of EU speeches and newspaper articles reporting on Romania's accession to the EU. The data reveals discrimination strategies used by the EU to reinforce its power and increase economic, cultural, and political gaps between the EU and the candidate countries. *Monday, April 23, 2007 • 3:10 pm - 3:40 pm • Emerald Bay I • LID*

Palmer, Deborah (University of Texas Austin, debpalmer@mail.utexas.edu)
The controversial role and positioning of middle class English speakers in a two-way bilingual classroom
Based on ethnographic/discourse data from a second grade two-way classroom, I will confront the controversy around the role of English-speaking middle-class children in two-way classrooms. Do they enrich learning, or do they dominate talk and distract teachers? Drawing on Bakhtin and Bourdieu, I emphasize the importance of an informed teacher. *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Laguna Beach II • BIH*

Palozzi, Vincent J. (Indiana University, vpalozzi@indiana.edu)
Risorgimento: Cultural heritage and the learning of Italian among U.S. college students
This paper examines the relationship between the cultural identities of over 450 students in undergraduate Italian classes and their differences in motivation, learner identity, language learning practices and their commitment to preserving Italian language and culture in the U.S. *Monday, April 23, 2007 • 3:55 pm - 4:25 pm • Huntington Beach • LMR*

Park, Eunjin (New York University, ep353@nyu.edu)
Authority in Korean families: The use of the verb-suffix –ta
This study investigates ways in which three-generational Korean-American families demonstrate hierarchy and authority in everyday situations. Drawing upon the concept of language socialization, the study examines how Korean speakers index hierarchical sociocultural relationships with others by using the verb-suffix '-ta,' which implies a speaker's authority over an addressee. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Balboa Bay I • LCS*

Park, Hyechong (The Ohio State University, park.543@osu.edu)
L2 undergraduates' academic socialization into college writing: Transfer of competence from ESL composition to first-year composition to disciplinary classes
This study explores L2 students' writing improvement in the tensions and conflicts among an ESL composition class, a first-year composition class, and multiple disciplinary content classes. By employing eight ethnographic case studies, I found that the transfer of competence occurs bi-directionally between composition and disciplinary classes. *Saturday, April 21, 2007 • 11:25 am - 11:55 am • Newport Beach I • RWL*

Park, Innhwa (UCLA, innhwa@ucla.edu)
Co-construction of word search activities: The use of visible action as an interactional resource
The study shows that a word search activity is a sequentially situated and publicly managed interaction. It expands on the notion of recipient design, specifically 'foreigner talk' and 'communication strategies' in NS-NNS interaction. The analysis demonstrates that the activities are realized through the mutual monitoring and coordination of visible actions. *Tuesday, April 24, 2007 • 2:00 pm - 2:30 pm • Laguna Beach I • DIS*

Park, Jaeduck (University of Pennsylvania, jaeduck@dolphin.upenn.edu)
Korean language policy in education: Evidence of its divergence
This research examines evidence of the educational bias corresponding to the government's language policy in Korea by evaluating motivational attitudes that students and their parents have toward learning English vs. hancca. The study reveals the divergence of the Korean educational policy from the learning desire of students and parents for hancca literacy. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Laguna Beach I • LPP*

Patanasorn, Chomraj (Northern Arizona University, cp98@nau.edu)
Tense-aspect acquisition: Instructional materials and lexical aspect
Does near-exclusive instruction influence the acquisition order of the simple past morphology predicted by the aspect hypothesis? Data analysis of Thai EFL learners' performance on a discrete point grammar test and a written narrative revealed interesting preliminary results. Its implications are discussed regarding instruction and its influence on tense-aspect acquisition. *Tuesday, April 24, 2007 • 9:25 am - 9:55 am • Emerald Bay I • SLA*

Patthey-Chavez, Genevieve (Los Angeles City College, ggpcinla@sbcglobal.net); **Thomas-Spiegel, Joan** (Los Angeles Harbor College, joankts@cox.net)
Accessing academic literacy in college: Student pathways and perceptions
Academic literacy functions as a key resource for academic success in US higher education, thus positioning college writing programs into contradictory roles as both providers of access and enforcers of college standards. Using multiple methods, this study explores how well students with different academic literacies fare through writing instruction across institutions. *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Newport Beach II • RWL*

Pellerin, Martine (University of Calgary, pellerim@shaw.ca)
Digital video ethnography as a research approach to second language field of inquiry
The digital video ethnographic research methodology provides a means from gathering the type of data that provide a detailed picture of the interactive discourse by taking into consideration all aspects of the social interaction (verbal, non-verbal, non-linguistic and kinetic) as well as the social context in which it takes place. *Monday, April 23, 2007 • 3:10 pm - 3:40 pm • Emerald Bay II • DIS*

Perez Canado, Maria Luisa (University of Jaen, mlperez@ujaen.es)
Investigating the European higher education area: Reality or chimera?
The present paper reports on a quasi-experimental investigation with a pre-test/post-test control group design carried out throughout the course of the academic year 2005-2006 with Spanish University freshmen in order to determine the possible differential effects of the new European Credit Transfer System methodology. *Monday, April 23, 2007 • 10:10 am - 10:40 am • Newport Beach III • PED*

Pinnow, Rachel J. (University of Georgia, rpinnow@uga.edu)
Bridging the digital divide: An ecological approach to adolescent ELLs and online discourse communities in a 'patriotic' classroom
This ecological study explores the intricate social identity development of Latino adolescent ELLs as they communicate in their L2 via WEBct. Overarching school-based values and beliefs regarding patriotism and love of country are juxtaposed with ELL appropriation of such values and negotiation of personal beliefs regarding immigrant identity in such environments. *Monday, April 23, 2007 • 3:10 pm - 3:40 pm • Newport Beach III • TEC*

Pino-Silva, Juan (Universidad Simón Bolívar, jpino@usb.ve)
Venezuelan college students' attitudes to a computerized, video listening comprehension test
Working on the premise that a close match between test-takers' attitudes and a test is crucial to its validity, this study on the perceptions of Venezuelan college students of a video, computerized listening comprehension test finds that this type of test is generally well received by the test-takers. *Monday, April 23, 2007 • 3:10 pm - 3:40 pm • Laguna Beach III • ASE*

Pinto, Derrin (University of Saint Thomas, drpinto@stthomas.edu); **Raschio, Richard** (University of Saint Thomas, raraschio@stthomas.edu)
Oye, ¿qué onda con mi dinero? An analysis of heritage speaker complaints
This study investigates the speech act of complaints produced by heritage speakers (HS) of Spanish. Data from the following three groups are compared: Mexican native speakers of Spanish from (22), native speakers of English (40), and HS of Spanish (21). Both quantitative and qualitative results are presented. *Sunday, April 22, 2007 • 3:55 pm - 4:25 pm • Huntington Beach • SPA*

Polat, Nihat (University of Texas Austin, nihatpolat@mail.utexas.edu)
Kurds acquiring Turkish accent: Their identities and extrinsic motivational orientations
This study examines effects of identity and extrinsic motivational orientations on the attainment of a native-like Turkish accent by Kurds in Turkey. Alongside significant variation in accents, results reveal that participants with more autonomous orientations in learning Turkish and higher degree of identification with Turks attain a more native-like accent. *Saturday, April 21, 2007 • 3:55 pm - 4:25 pm • Balboa Bay II • SLA*

Poole, Deborah (San Diego State University, dpoole@mail.sdsu.edu)
The downside of mixed-ability reading groups: An interactional analysis of local differentiation
This paper examines interaction in two mixed-ability reading groups, focusing on students reading below grade level. Throughout the data, their reading turns are marked by signs of struggle including multiple pauses, corrections and repetitions. It is argued that the reading groups represent powerful contexts of interactional differentiation that confirm the academic status of the lower level students. *Saturday, April 21, 2007 • 11:25 am - 11:55 am • Newport Beach II • RWL*

Potowski, Kimberly (University of Illinois at Chicago, kimpotow@uic.edu); **Torres, Lourdes** (DePaul University, ltorres@depaul.edu)
Bilingual discourse markers in Chicago Spanish
This paper reports preliminary findings on the use of "so," "you know," and "I mean" in Spanish discourse among 2nd and 3rd generation bilingual speakers in Chicago and discusses their status in contact Spanish varieties. *Sunday, April 22, 2007 • 4:30 pm - 5:00 pm • Huntington Beach • SPA*

Pratontep, Chitchon (Chulalongkorn University, pratontep@yahoo.com)
The use of self-regulated learning strategies within extensive reading by Thai university students
This study examines the effects of Extensive Reading (ER) on Thai university students' reading proficiency and employment of self-regulated learning strategies. The study's findings may help promote greater use of ER in Thailand, a country where reading has not been an integral part of the culture. *Monday, April 23, 2007 • 8:50 am - 9:20 am • Newport Beach II • RWL*

Preston, Dennis R. (Michigan State University, preston@msu.edu); **Pasquale, Michael** (Cornerstone University, michael_pasquale@cornerstone.edu)
A folk linguistic taxonomy of language teaching and learning
This paper reports on a folk linguistic study of beliefs about language teaching and learning at secondary and university levels. A taxonomy based on respondent topics will be presented, and suggestions for future work will focus on discourse analytic approaches that have proved fruitful in the interpretation of such data. *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Balboa Bay II • SOC*

Pulido, Diana (Michigan State University, pulidod@msu.edu); **Hambrick, David Z.** (Michigan State University, hambric3@msu.edu); **Russell, Marthe** (Michigan State University, russe288@msu.edu)
Individual differences in L2 (Spanish) lexical input processing in incidental and intentional learning conditions
Using structural equation modeling, this study examined relative contributions of cognitive, linguistic, and experiential factors to lexical input processing in reading tasks involving incidental and intentional learning conditions. Subjects were Spanish students representing beginning to advanced levels of proficiency. Implications of results for L2 vocabulary acquisition theories are discussed. *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Emerald Bay I • SLA*

Quaglio, Paulo (State University of New York, Cortland, paulo_quaglio@yahoo.com)
Academic language at the lower division level: A multi-dimensional analysis
This corpus-based study analyzed the written academic language of lower division courses in an undergraduate setting in the United States. Multidimensional (MD) analysis (Biber, 1988) and concordance methodology were utilized. Important differences across disciplines and in relation to the linguistic features frequently associated with academic prose were found. *Monday, April 23, 2007 • 10:10 am - 10:40 am • Emerald Bay II • TXT*

Ramirez, Carlos (University of Houston, cjramirez@uh.edu); **Fairclough, Marta** (University of Houston, mfairclough@uh.edu)
Using lexical decision tests as a placement tool for early and late Spanish/English bilinguals
This study measures the effectiveness of a lexical decision test for placement of incoming students into a two-track Spanish language program at the university level. Four levels of early and late bilingual students will be tested using Davies' (2005) corpora. A cloze was used as a comparison measure. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Laguna Beach III • ASE*

Ranta, Leila (University of Alberta, leila.ranta@ualberta.ca)
Phrasal verbs as a measure of L2 idiomaticity
Idiomaticity is one the most difficult aspects of L2 learning and also one of the least researched. This paper explores the development of idiomaticity by examining the use of multiword lexical verbs among 17 Chinese learners whose exposure to English at a Canadian university was measured using a computerized log. *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Emerald Bay I • SLA*

Razfar, Aria (UIC, arazfar@uic.edu)
Language ideologies and awareness: Methodological and pedagogical implications
This study draws on fieldwork conducted in two urban high school ELL classrooms over the course of one academic year. As part of a larger interest in how language ideologies mediate classroom discourse practices, this paper analyzes the role of awareness in language ideological inquiry, its methodological implications, as well as pedagogy in multilingual settings. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Emerald Bay I • LID*

Revesz, Andrea (Columbia University, ar2014@columbia.edu)
An investigation of the effects of recasts and task complexity on L2 acquisition using multi-faceted Rasch measurement
This study explored the effects of recasts and the presence versus absence of contextual support on adult EFL learners' acquisition of the past progressive form. Results from multi-faceted Rasch measurement are discussed in terms of the predictions of the Cognition Hypothesis (Robinson, 2005) and the Limited Capacity Model (Skehan, 1998). *Sunday, April 22, 2007 • 2:35 pm - 3:05 pm • Emerald Bay III • PED*

Rihs, Natalia (Northern Arizona University, nlr29@nau.edu)
Code-switching in Russian-English bilingual Speech
The presenter reports the findings of a case study that explored the code-switching behavior of four female Russian-English bilinguals, and their perceptions of that behavior. The analysis identified four contexts where code-switching occurred, and revealed that the bilinguals had negative perceptions about their code-switching. *Sunday, April 22, 2007 • 3:55 pm - 4:25 pm • Laguna Beach II • SOC*

Rine, Emily (Penn State University, efr108@psu.edu)
The achievement of intersubjectivity: propositional and procedural distinctions
This paper discusses the achievement and maintenance of intersubjectivity as a marker of socially shared cognition. While intersubjectivity has remained an ubiquitous construct, few researchers have explicitly operationalized it. For this reason, this paper attempts investigates differing conceptualizations with regard to intersubjectivity, focusing on conversation analysis and sociocultural theory. *Saturday, April 21, 2007 • 2:35 pm - 3:05 pm • Emerald Bay II • DIS*

Rosa, Joao (University of Massachusetts Dartmouth, jrosa@umassd.edu)
Policy initiatives, identity and linguistic variation: Moving beyond the colonizer/colonized debate
Through a power point presentation, the researcher will analyze the development of language policy in Cape-Verde and situate the national efforts to bridge the language debates currently present on the African continent. The researcher will critically examine language policy in light of the pedagogical realities of the classroom. *Tuesday, April 24, 2007 • 10:45 am - 11:15 am • Laguna Beach I • LPP*

Rossiter, Marian (University of Alberta, marian.rossiter@ualberta.ca); **Derwing, Tracey** (University of Alberta, tracey.derwing@ualberta.ca); **Jones, Vivienne** (University of Alberta, vmlojw@fastmail.fm)
Worth a thousand words: Selecting visual stimuli for research purposes
Based on best practices in illustration, and on narrative transcripts from fluency studies involving over 100 L2 learners and 40 native speakers, we will present guidelines for selecting and/or creating effective picture stories for research purposes. A comprehensive checklist for choosing effective visual stimuli will be provided. *Saturday, April 21, 2007 • 3:55 pm - 4:25 pm • Laguna Beach III • ASE*

Ruellot, Viviane (Western Michigan University, viviane.ruellot@wmich.edu)
Pronunciation learning of French /u/ and /y/ at the beginner level: Can computer-mediated visual feedback help?
Beginner college learners (n=34) recorded pronunciations of 30 French words and sentences containing /u/ and /y/ either with or without spectrographic visual feedback. Analysis of native speaker ratings of pronunciations indicates significant improvement on stimuli in /u/ for the subjects receiving visual feedback. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Newport Beach III • TEC*

Saalfeld, Anita (University of Illinois Urbana-Champaign, asaalfel@uiuc.edu)
Per-spec-tive or Pers-pec-tive? The influence of L2 Spanish on L1 English syllabification: An Optimality theoretic perspective
Most research investigating L2 phonology addresses the influence of the L1, but a few studies have shown that the L2 may mutually influence the L1. The present research investigates whether or not this L2-L1 influence occurs in the syllabification of /s/ + obstruent clusters in advanced English-Spanish and Spanish-English bilinguals. *Monday, April 23, 2007 • 8:50 am - 9:20 am • Balboa Bay I • SLA*

Sah, Wen-hui (National Chengchi University, whsah@nccu.edu.tw)
Mandarin-speaking preschoolers' relating events in narratives: A developmental study
This study investigates how Mandarin-speaking preschoolers relate story events. The results suggest that children around age 5 can successfully interpret individual events; yet, they have not been able to relate a chain of events well. The dissociation in ability for producing linguistic expressions and that for inferring event relations is also noted. *Sunday, April 22, 2007 • 8:15 am - 8:45 am • Balboa Bay I • SLA*

Salaberry, M. Rafael (University of Texas Austin, salaberry@mail.utexas.edu)
Representational knowledge of L2 Spanish aspect: Interaction effects of lexical aspect and narrative grounding
The present study analyzes data from 298 English-speaking learners of Spanish and a group of 54 Spanish native speakers. Non-native and native speakers are most distinct in cases in which the choice of past tense marker is not in direct correlation with the information provided by narrative grounding. *Sunday, April 22, 2007 • 10:45 am - 11:15 am • Newport Beach II • SLA*

Salami, Oladipo (Obafemi Awolowo University, diposalami@hotmail.com)
Arabic literacy and identity in Nigeria
This paper reports a study of the connection between identity and Arabic literacy among Yoruba Moslems of Nigeria. It attempts to explain the increasing interest of young educated Yoruba Moslems in Arabic literacy as driven by the desire to assert and preserve their Moslem identity. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Newport Beach II • RWL*

Samraj, Betty (San Diego State University, bsamraj@mail.sdsu.edu)
Intertextuality in discussion sections of master's theses and research articles
This paper explores the use and function of reference to previous research in discussion sections in master's theses and research articles in biology. The results indicate that reference to previous research is employed in multiple ways in the construction of several moves in discussion sections in the two genres. *Tuesday, April 24, 2007 • 9:25 am - 9:55 am • Newport Beach I • TXT*

Sanaoui, Razika (York University, rsanaoui@edu.yorku.ca)
Non-native French immersion teachers: How much English do they use, and for what functions?
This research provides detailed descriptions of the quantity and functions of English in the classroom discourse of 4 grade three non-native French immersion teachers in Ontario, Canada, based on quantitative and qualitative analyses of their classroom transcripts, interviews about their beliefs on L1 use, and individual perceptions of their discourse. *Monday, April 23, 2007 • 2:00 pm - 2:30 pm • Emerald Bay I • BIH*

Sanchez, Laura (University of Barcelona, sanchez@ohio.edu)
The conceptualization of 'Cause' in English as a FL. Transfer effects at the interface between SLA and linguistic relativity
The work reported here contributes to contemporary transfer research by examining the linguistic devices employed by bilingual Spanish-Catalan learners of English for expressing causation in a narrative framework. Results show that the episodes reported in their L2 narratives are impinged of L1-specific perspectives in the Conceptualization of 'Cause'. *Sunday, April 22, 2007 • 3:55 pm - 4:25 pm • Laguna Beach I • SLA*

Sandhu, Priti (University of Hawaii at Manoa, sandhu@hawaii.edu)
English medium education as a path to empowerment for Indian women
This study uses narrative analysis to see how four female Indian teachers view their gendered identities through the perspective of their English medium education (EME). The study reveals their sense of empowerment as well as their struggles in enacting the new subjectivities revealed to them by their EME. *Sunday, April 22, 2007 • 4:30 pm - 5:00 pm • Laguna Beach II • SOC*

Sano, Fujiko (Surugadai University, fsano@surugadai.ac.jp)
Differential effects of form-focused tasks on students' written production
This paper examines whether learners notice and use textual features. Japanese university students wrote three texts as pre-, post- and follow-up-tests under an implicit, explicit, or zero focus-on-form condition. The function-form analysis suggests the effectiveness of explicitness and the existence of a developmental sequence of learners' use of textual elements. *Sunday, April 22, 2007 • 8:15 am - 8:45 am • Emerald Bay I • SLA*

Sarangi, Srikant (Cardiff University, sarangi@cardiff.ac.uk)
The dynamics of information exchange and participant structure in mediated intercultural healthcare consultations
In urban multicultural clinics, family members act as `ad hoc' interpreters. Using activity analysis, we focus on the dynamic relationship between information exchange and participant structure, with reference to embedded question-answer sequences. We show how doctors may turn patients into `third parties' because of the latter's linguistic and interactional deficits. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Emerald Bay II • DIS*

Sarieva, Iona (USF, isarieva@cas.usf.edu)
Intertextual connections between computer enhanced prewriting discussion and students' first drafts: A cross-case study of intermediate adult ESL learners
The presentation aims to reveal the influence of computer-mediated pre-writing discussion over the first drafts written by intermediate adult ESL learners. Analysis of intertextual connections between the pre-writing discussion logs and the first drafts will be presented and discussed in the context of a cross-case study of eight ESL learners. *Monday, April 23, 2007 • 3:55 pm - 4:25 pm • Newport Beach III • TEC*

Sato, Shinji (Columbia Univeristy, ss903@columbia.edu)
Identity and community: Examination of Japanese learner's blog entries
This paper documents how language learners dealt with changes and transformed their views of themselves by writing blog entries. The data shows that computer networks such as blogs enable learners to find a personal voice, represent their own version of reality, and to confront a broad public audience. *Tuesday, April 24, 2007 • 9:25 am - 9:55 am • Newport Beach III • TEC*

Sauro, Shannon (University of Pennsylvania, totoro2@dolphin.upenn.edu)
The effect of computer-mediated recasts and metalinguistic feedback on the development of L2 grammar
This study investigates the effect of two different types of corrective feedback (recasts and metalinguistic feedback) delivered via synchronous written CMC (text-chat) on the development of adult learners' L2 grammar. Results are discussed in relation to their implications for second language acquisition research and computer-assisted language learning. *Monday, April 23, 2007 • 10:45 am - 11:15 am • Balboa Bay I • SLA*

Sayer, Peter (Universidad Autonoma de Oaxaca (UABJO), peter.sayer@asu.edu)
Teaching English in Mexico: Studying EFL as a language socialization phenomenon
This paper describes ethnographically language socialization processes of novice EFL educators in Oaxaca, Mexico. In May 2006 teachers entered a period of political turmoil; clashes with polices left several dead and dozens injured. Within this context, contradictory meanings of English create tensions, forcing strategic choices of how to re-present themselves. *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Balboa Bay I • LCS*

Schauer, Gila (Lancaster University, g.schauer@lancaster.ac.uk)
Discussing students' writing in academic tutorials: an interlanguage pragmatic investigation of institutional talk
This paper presents the results of an investigation into pragmatic strategies and linguistic features used by prospective graduate students and their tutor when discussing the students' written work. The investigation also explores if these strategies/features changed over the course of four tutorials. *Tuesday, April 24, 2007 • 10:45 am - 11:15 am • Laguna Beach III • LCS*

Schwartz, Adam (University of Arizona, adamfs@email.arizona.edu)
Do-it-yourself Spanish: Introducing public discourses of 'Gringoism' as racializing linguistic and cultural reclamation
Exposes 'gringo Spanish' as a discursive site for the reproduction of racism and social order in White public spaces. Analyses of popular 'do-it-yourself' Spanish instructional handbooks highlight examples in linguistic re-appropriation wherein those identifying with the U.S. White, monolingual majority comfortably 'interact' with Spanish and imagined Mexican peoples and cultures. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Huntington Beach • SPA*

Sclafani, Jennifer (Georgetown University, jms236@georgetown.edu)
Tracing the intertextual origins of public opinion: The 1996 Oakland Ebonics controversy in The New York Times
This study analyzes the media representation of the 1996 Oakland School Board resolution regarding the status and treatment of "Ebonics". Three articles from The New York Times are examined using an intertextual approach to discourse analysis to shed light on the origins of divergent opinions toward the language variety. *Saturday, April 21, 2007 • 2:35 pm - 3:05 pm • Newport Beach III • LID*

Seig, MaryTheresa (Ball State University, mtseig@bsu.edu)
Conversations across time: Redefining authenticity by improving interaction
The presentation will briefly overview this five-year project, which began with assessing interactions between interpreters and visitors. Then, preliminary results of a training program designed to improve interpreter ability to overcome these misinterpretations will be presented. Finally, future implications and research will be discussed. *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Emerald Bay II • DIS*

Sekiya, Yasushi (Kanda University of International Studies, sekiya@kanda.kuis.ac.jp); **Park, Siwon** (Kanda University of International Studies, siwonpark@nifty.com)
Effects of a short-term study-abroad program on participants' English proficiency
This presentation reports findings of a study on the effects of a short-term study-abroad program on English proficiency. The presenters will discuss if the program helped achieve sizable gain, in what linguistic aspects such gain was significant, and if the gain was maintained a year after returning. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Huntington Beach • ASE*

Seror, Jeremie (University of British Columbia, jeremies@interchange.ubc.ca)
Reflections on challenges and lessons learned: Conducting interviews with second language learners across languages and cultures
This presentation addresses the challenges of working with interview data of a cross-cultural and multilingual nature. The presentation reflects on the implications of these challenges and suggests useful outlooks, strategies, and skills when interviewing L2 learners with different languages, registers, dialects and world views. *Tuesday, April 24, 2007 • 2:00 pm - 2:30 pm • Emerald Bay II • DIS*

Seymour, Ruth (Oakland University, seymour@oakland.edu)
The grammar of race: A corpus-based look at agency in The New York Times and Los Angeles Times
This study describes and quantifies how a race-based syntax permeates elite U.S. news coverage of white and non-white Americans. It examines a corpus, digitally gathered (weighted random sampling) of coverage of Latinos, African Americans and Native Americans (121 articles) by The New York Times and Los Angeles Times in 1999-2000. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Newport Beach II • TXT*

Shappeck, Marco (University of Illinois Urbana-Champaign, shappeck@uiuc.edu)
Interdiscursive practices of codeswitching: buying and selling in the cigarette/linguistic markets of Cusco, Peru
In this paper, I present a codeswitching-laced transcript of a conversation recorded in a grocery store in Cusco, Peru. Codeswitching is argued to function as a sociolinguistic mechanism that helps to entextualize utterances interdiscursively to prior conversations and events which are multiply linked to macro-social concepts. *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Emerald Bay II • DIS*

Sheen, Younghee (American University, DC, ysheen@gmail.com)
Language anxiety and the efficacy of recasts
This paper investigates whether anxiety influences adult ESL learners' ability to learn from recasts. The findings show that recasts did not produce a positive effect for the group as a whole but were beneficial for learners with low anxiety. This study suggests high anxiety prevents learners from benefiting from recasts. *Sunday, April 22, 2007 • 4:30 pm - 5:00 pm • Newport Beach II • SLA*

Shin, Naomi Lapidus (University of Montana, naomi.shin@mso.umt.edu);**Otheguy, Ricardo** (City University of New York, The Graduate Center, rotheguy@gc.cuny.edu)
Spanish subject pronoun use among Caribbean bilinguals in New York City: Diminishing sensitivity to Continuity of Reference
Our study demonstrates diminishing sensitivity to Continuity of Reference as a predictor of first/second, but not third person Spanish subject pronoun use among US bilinguals. We argue that areas of grammar that are more useful for communication tend to resist erosion under contact, while less crucial areas are more permeable. *Tuesday, April 24, 2007 • 10:10 am - 10:40 am • Huntington Beach • SPA*

Shin, Chang Won (University of Texas Austin, changwon_shin@yahoo.com)
The relationships between lexical and grammatical development in L2 acquisition of English by Korean EFL learners
This study will focus on the relationship between lexical and grammatical development in L2 acquisition of English by Korean EFL learners by looking at how different degrees of L2 lexical knowledge that Korean learners have about English words influence thier L2 grammatical development. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Emerald Bay I • SLA*

Shin, Dong-Shin (University of Massachusetts, dongshin@educ.umass.edu); **Seger, Wendy** (University of Massachusetts Amherst, wseger@educ.umass.edu)
Supporting English language learners' academic liiteracy development through blogging
This presentation examines how second grade English language learners appropriated a class weblog for their academic and social goals in the process of learning the academic genres of a school-mandated language arts writing curriculum. The context of this study was a US urban school serving a predominantly Latino population. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Newport Beach III • TEC*

Shin, Hyunjung (University of Toronto, hshin@oise.utoronto.ca)
'Girogi Gajok': Transnationalism and language learning
This paper examines transnationalism as a new language learning situation and its implications for applied linguistic research through an ethnographic case study of Korean students of 'Girogi Gajok' in Toronto high schools. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Newport Beach III • LID*

Sider, Steven (Redeemer University College, ssider@redeemer.ca)
"You've been here for three years and still can't read?" An examination of psycho-educational assessments of English language learners
This paper examines themes from a research project which investigated how schools and school systems in Ontario, Canada are differentiating between "language difficulties" and "learning disabilities" in English language learners. The paper suggests a framework for where research in this area may proceed. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Laguna Beach III • ASE*

Siekmann, Sabine (University of Alaska Fairbanks, ffss5@uaf.edu)
L2 as a mediational tool: Evidence from beginning language learners
Reporting on a classroom-based research study the presenter will provide evidence that even students in the very beginning stages of second language learning are displaying an emerging capacity to use the target language as a psychological tool. Language data from beginning GFL learners collaboratively completing WebQuests will be discussed. *Tuesday, April 24, 2007 • 10:10 am - 10:40 am • Emerald Bay II • DIS*

Sikorski, Hishinlai "Kathy" (University of Alaska Fairbanks, k.sikorski@uaf.edu)
Indigenous language classrooms: A culture of its own
This presentation will focus on classroom culture (instructor and student expectations and classroom interaction) in an indigenous classroom where the emphasis is on communication through interaction. Results from a qualitative study done in a college level indigenous classroom are encouraging for language revitalization efforts. *Saturday, April 21, 2007 • 8:50 am - 9:20 am • Balboa Bay I • SLA*

Silva, Gláucia (University of Massachussetts Dartmouth, gsilva@umassd.edu); **Santos, Denise** (Reading University, d.m.d.santos@reading.ac.uk)
Suggestions in the workplace as an interactional achievement
This paper argues that suggestions in the workplace should be conceptualized as an interactional achievement by (1) showing that 'a suggestion' may be composed of a sequence of non-contiguous turns; (2) discussing how interactants co-produce and co-endorse suggestions; and (3) examining the role of repetitions in interactants' co-construction of suggestions. *Saturday, April 21, 2007 • 9:25 am - 9:55 am • Laguna Beach I • DIS*

Simard, Daphnee (Université du Québec Montréal, simard.daphnee@uqam.ca)
Elicited metalinguistic reflection and second language acquisition: Is there a link?
The present study investigated the following research question: Is there a relation between the ability to verbalize thinking about English as a second language in an overt written task and the acquisition of English vocabulary and grammar among French speaking learners enrolled in a communicative classroom? *Saturday, April 21, 2007 • 3:10 pm - 3:40 pm • Emerald Bay I • SLA*

Simo, Judit (Oklahoma State University, tapolca70@yahoo.com)
What's in a game? The concept of game in Hungarian and American: a cross-linguistic study
The results of a cross-linguistic study on the concept of game will be presented. Surveys as well as interviews were conducted with American and Hungarian college students to find out what they consider a game and why. The presenter will suggest linguistic and cultural explanations for the results. *Tuesday, April 24, 2007 • 2:00 pm - 2:30 pm • Balboa Bay I • LCS*

Simon-Maeda, Andrea (Nagoya Keizai University, andrea-m@nifty.com)
In retrospect: Princess Diana's discursive co-construction of her not-so-royal self
Different discursive strategies were employed by Princess Diana to establish a particular version of reality throughout an interview following her separation from Charles. This presentation explains how Diana's account of past incidents served to position herself as a victim and to maintain her credibility as a reliable teller of events. *Tuesday, April 24, 2007 • 8:15 am - 8:45 am • Emerald Bay II • DIS*

Smith, Margaret (University of Arizona, mwsmith@u.arizona.edu)
The Minutemen versus the United Army of Illegal Aliens: Metaphorical battles and the discourse of disaster
This paper investigates how the Minuteman Project, a civilian organization, creates a space for itself in immigration activities by delineating multiple Others. Combining a Critical Discourse Analysis framework (van Dijk) with metaphor theory (Lakoff, Santa Ana), this dissertation research examines web-based texts and images that support metaphors of war. *Saturday, April 21, 2007 • 4:30 pm - 5:00 pm • Newport Beach III • LID*

Soares, Dionne (University of California Davis, dmsoares@ucdavis.edu)
Virtual gender performance in an online role-playing game: gendered language and social status
This study investigates gender performance in an online role-playing game. Gender performances in this virtual community are fluid, and a player's gendered language is not dependent on their real life gender or the gender of their avatar, but rather on the player's position in the game's social hierarchies. *Sunday, April 22, 2007 • 3:10 pm - 3:40 pm • Laguna Beach II • SOC*

Song, Juyoung (The Ohio State University, song.151@osu.edu)
Negotiating the self: Language ideology and language socialization in the Korean children's code-switching
This paper explores how children's bilingual environment is related to their language choice in interaction, relating code-switching to the process of language socialization. The data show how children organize their interactions through code-switching so as to articulate a sense of self that is layered in a bilingual setting. *Saturday, April 21, 2007 • 2:35 pm - 3:05 pm • Balboa Bay I • LCS*

Soukup, Barbara (Georgetown University, bks5@georgetown.edu)
Investigating listeners' perception of Austrian standard-dialect shifts as a basis for discourse analysis
Austrian natives listened to recordings from TV shows, marking transcripts wherever they perceived Austrian dialect (vs. standard - 'default' language of the recordings). Resulting findings regarding participants' agreement on location and extent of shifts into dialect are a valuable basis for a discourse analysis investigating interactional functions of such shifts. *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Laguna Beach I • DIS*

Sprang, Katherine (Georgetown University, sprangk@georgetown.edu)
Learning German verbs with inseparable prefixes through teaching systematic conceptual meaningfulness of prefixes
This presentation considers whether advanced, adult L2 learners can develop an understanding of conceptual constructs containing multiple linguistic concepts encoded by different grammatical features in L1 and L2; and whether instruction focusing learners' attention on the systematic meaningfulness of the prefixes leads to improvements in vocabulary knowledge of prefixed words. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Emerald Bay III • PED*

Stam, Gale (National-Louis University, gstam@nl.edu)
Patterns of thinking for speaking, nine years later
This paper discusses how patterns of thinking about motion change linguistically and gesturally for Spanish learners of English. The presenter will report on how one learner expressed path linguistically and gesturally in Spanish and English in 1997 and how this learner expresses path linguistically and gesturally nine years later. *Tuesday, April 24, 2007 • 10:45 am - 11:15 am • Emerald Bay I • SLA*

Starfield, Sue (University of New South Wales, s.starfield@unsw.edu.au)
Assessing academic literacy in higher education: Challenge and responsibility
This presentation reports on a project that assessed students' written academic literacy within differing disciplinary contexts at an Australian university. The development of the assessment tool, the rating process, the outcomes, the feedback to students and Faculty and the support provided are discussed. Institutional and ethical implications are considered. Sunday, April 22, *2007 • 3:10 pm – 3:40 pm • Newport Beach II • ASE*

Stoller, Fredricka (Northern Arizona University, Fredricka.Stoller@nau.edu); **Horn, Bradley** (Northern Arizona University, bmh36@nau.edu); **Grabe, William** (Northern Arizona University, William.Grabe@nau.edu); **Robinson, Marin** (Northern Arizona University, Marin.Robinson@nau.edu)
Development of discipline-specific writing proficiency as a function of curriculum structure
This paper reports the results of a discipline-specific writing curriculum project. Participants enrolled in various university Chemistry courses (e.g., labs, seminars) that devoted different amounts of class time to writing instruction. Significant differences in writing development among students in different types of courses will be reported. Implications will be discussed. *Sunday, April 22, 2007 • 2:35 pm - 3:05 pm • Newport Beach II • RWL*

Stone, Lynda (California State University Sacramento, lstone@csus.edu); **Hart, Tabitha** (University of Washington, mail@tabithahart.net); **Cabral, Leslie** (California State University Sacramento, lesliec005@yahoo.com)
The interrelationship of private speech and learning contexts
This is a discourse analytic study of private speech (talk directed to the self) that examined the interrelationship between children's engagement in private speech during literacy learning and the local classroom context. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Newport Beach I • RWL*

Stotko, Elaine (Johns Hopkins University, stotko@jhu.edu); **Lamb-Kistler, Sara** (West Chester University of Pennsylvania, SLamb@wcupa.edu)
A new gender-neutral pronoun in Baltimore, Maryland
Authors will present data collected from middle- and high-school students in Baltimore, Maryland, on their use of "yo" as a gender-neutral, third-person singular pronoun. *Monday, April 23, 2007 • 8:15 am - 8:45 am • Laguna Beach II • SOC*

Stringer, David (Indiana University, ds6@indiana.edu)
The gloss trap: Lexical relativity and its implications for second language research
Two influential comparative syntactic generalizations concerning the syntax of motion events are argued to rest on an assumption of equivalence between predicates of motion across languages, and are shown to unravel upon more fine-grained lexical analysis. The results favour a lexicalist approach to L2 acquisition of argument structure. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Emerald Bay I • SLA*

Strong, Robert (Wartburg College, robert.strong@wartburg.edu)
Writing to learn what? Advanced Spanish students' perceptions of their learning in the WAC-centered Spanish curriculum
"Writing to learn" has been an important mantra of the Writing-Across-the-Curriculum (WAC) movement in the United States. This qualitative study examines the perceptions of advanced students of Spanish-as-a-foreign-language regarding what they gain from the implementation of WAC in the Spanish curriculum. *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Newport Beach I • RWL*

Suh, Bo-Ram (Georgetown University, boramsuh@gmail.com)
Output, learner awareness and L2 development
The current study investigates the effectiveness of output in written story-retelling task condition, and how output, as an attention/awareness-drawing device, promotes second language learning by employing concurrent think aloud protocols and offline procedures. It also investigates learners' levels of awareness, relationships between awareness and L2 development. *Tuesday, April 24, 2007 • 8:50 am - 9:20 am • Balboa Bay I • SLA*

Suzuki, Manami (Dokkyo University, msuzuki@keb.biglobe.ne.jp)
Second language learners' self-assessment of their written repair and validity
The present study examines 24 Japanese English-as-a-Foreign-Language university students' self-assessment of text changes that they made on their written drafts in self-revisions and peer revisions, focusing on nine linguistic features of their revisions. The results suggest effective focused-form instructions for L2 students' revisions and self-assessment. *Monday, April 23, 2007 • 8:50 am - 9:20 am • Laguna Beach III • ASE*

Suzuki, Wataru (OISE/University of Toronto, wsuzuki@oise.utoronto.ca); **Itagaki, Nobuya** (Miyagi University of Education, n-ita@staff.miyakyo-u.ac.jp)
Second language learning and development: Roles of self-explanation
In this study, through a pretest and posttest design, we investigated the self-explaining statements that 24 Japanese university EFL students wrote while studying corrective feedback on their L2 writing. Data demonstrated that self-explaining plays a role in L2 learning. *Monday, April 23, 2007 • 4:30 pm - 5:00 pm • Emerald Bay III • PED*

Suzuki, Hiroko (Tokai University, hsuzuki@ried.tokai.ac.jp); **Fujieda, Miho** (Kyoto College of Medical Technology, mfujieda@kyoto.medtech.ac.jp)
English as the secondary instrument in the EFL project-based lesson
This paper analyzes the developmental processes of communication in two different EFL settings: non-academic high-school class and academic university class both featured carefully sequenced tasks to accomplish a final project goal. Employing the micro-ethnographic research method, researchers revealed how learners at different levels approach the creation of a communicative environment. *Monday, April 23, 2007 • 10:10 am - 10:40 am • Balboa Bay I • SLA*

Suzuki, Mikiko (Columbia University Teachers College, ms2102@columbia.edu)
Learner uptake and second language learning
The current study examined the effect of learner uptake on learning of past tense among adult Japanese EFL learners. The type of corrective feedback and pretest scores controlled for, the results of the study exhibited different effects of uptake depending on the modes and timing of measurement of learning. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Laguna Beach I • SLA*

Sykes, Julie (University of Minnesota, sykes030@umn.edu); **Mack, Sara** (University of Minnesota, mack0185@umn.edu)
¡Qué feíto estás tú también, cariño!: An E-DCT comparison of reactions to positive irony in Mexican and Peninsular Spanish
This presentation reports on a systematic examination of compliment responses in cases of [+/- positive irony] in Mexican and Peninsular Spanish. Furthermore, it explores the methodological implications of the e-DCT as an elicitation-gathering tool for researchers, gives suggestions for future research, and provides a discussion of pedagogical implications. *Tuesday, April 24, 2007 • 8:50 am - 9:20 am • Laguna Beach III • LCS*

Takeda, Makiko (Meijo University, makko1013@hotmail.com)
An analysis of errors in texts written by Japanese learners of English
This presentation reports on a study which investigates errors in English texts written by Japanese EFL students. Linguistic features, sources, differences of the errors in relation to the learners' English competence and their perceived difficulties were explored through the analysis of 2916 errors in 74 essays and the follow-up interviews. *Saturday, April 21, 2007 • 10:45 am - 11:15 am • Newport Beach I • RWL*

Talmy, Steven (University of British Columbia, steven.talmy@ubc.ca)
"I can't speak English, man!": Identity, difference, and Mock ESL in high school
Using interactional data from high school ESL classes, I consider a language variety I call Mock ESL. In contrast to varieties such as Mock Spanish or Mock Asian, Mock ESL does not index a particular race/ethnic group, but a stereotypical ESL Speaker. The politics of Mock ESL will be discussed. *Monday, April 23, 2007 • 8:50 am - 9:20 am • Emerald Bay II • DIS*

Tannenbaum, Michal (Tel Aviv Unviersity, mtannen@post.tau.ac.il); **Ofner, Hannah-Esther** (Tel Aviv University, chanaes@walla.co.il)
"Tell me what you speak and I'll tell you…": Exploring attitudes to languages in an ultra-orthodox community
In sum, attitudes toward languages emerged as an interesting lens from which to learn about broader ideological world views, reflecting the tension and conflict between the inner community world view and the surrounding world. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Laguna Beach II • LID*

Tanner, Mark (Brigham Young University, mark_tanner@byu.edu); **Landon, Melissa** (Brigham Young University, melisma37@yahoo.com)
Does short-term computerized pronunciation instruction work?
This paper will report on an experimental study done with 76 ESL learners that tested the results of a computer-aided pronunciation program designed to help ESL students learn and practice suprasegmentals (pausing, word stress, pitch) in American English. Implications of the research for pronunciation pedagogy will also be discussed. *Sunday, April 22, 2007 • 10:45 am - 11:15 am • Newport Beach III • TEC*

Tardy, Christine (DePaul University, ctardy@depaul.edu); **Matsuda, Paul Kei** (University of New Hampshire, pmatsuda@unh.edu)
Construction of authorial voice by editorial board members
This research examines editorial board members' construction of an anonymous manuscript author's identity in the blind review process. Through a survey of journal editorial boards in two disciplines, we identify trends in reviewers' practices regarding the construction of authorial identity and textual features that lead to this construction. *Saturday, April 21, 2007 • 3:55 pm - 4:25 pm • Newport Beach I • RWL*

Taylor-Leech, Kerry (Griffith University, k.taylor-leech@griffith.edu.au)
Language and identity in Timor-Leste
In this paper I present key findings from my doctoral study of language policy and planning as identity-construction in Timor-Leste. I consider the dislocation of traditional identities by two hegemonic occupying powers and discuss whether current language policy and planning trajectories can successfully reconstruct an inclusive East Timorese national identity. *Monday, April 23, 2007 • 2:00 pm - 2:30 pm • Newport Beach II • LPP*

Teague, Brad (Vanderbilt University, brad.l.teague@vanderbilt.edu); **Rose, Brian** (Vanderbilt University, brian.rose@vanderbilt.edu)
The professional development of teachers of adult English language learners: A critical review of the literature
The presenters offer a critical review of published research concerning the professional development of teachers who work with adult English language learners. By revealing what is currently known (and not known) about the topic, we outline an agenda for future research and present recommendations for research-based professional development programs. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Newport Beach III • PED*

Thompson, Amy (Michigan State University, thomp630@msu.edu)
Spanish narratives: Interlanguage of Portuguese speakers
This study examines the use of the Spanish clitic 'se' in the interlanguage of Portuguese speakers learning Spanish. Spanish narratives of the participants were analyzed to examine the possible effect of positive or negative transfer in language acquisition. Results are discussed. *Sunday, April 22, 2007 • 8:50 am - 9:20 am • Balboa Bay I • SLA*

Thonus, Terese (California State University Fresno, tthonus@csufresno.edu)
The speaking in writing: Creating oral-literate relationships in Generation 1.5 composition
This paper reports the results of a qualitative study of Generation 1.5 students enrolled in an online undergraduate writing course. Using postings to discussion boards and virtual meeting chats, I studied the rhetorical, syntactic, and lexical development. Findings suggest that using orality in the composition process may produce better writing. *Monday, April 23, 2007 • 3:55 pm - 4:25 pm • Balboa Bay I • RWL*

Tongpoon, Angkana (Northern Arizona University, ad59@nau.edu)
The use of linking adverbials in the argumentative essays of Thai EFL learners: Some insights
Previous studies typically ignored the issue of writing quality when analyzing learners' use of linking adverbials. This study examined linking adverbial use in argumentative essays produced by Thai EFL learners of three levels of writing quality in comparison with native English speaking students' writing. *Sunday, April 22, 2007 • 10:10 am - 10:40 am • Newport Beach I • TXT*

Toth, Paul (University of Wisconsin, Madison, ptoth@wisc.edu)
Comparing outcomes for teacher- and learner-led discourse in task-based L2 Spanish instruction
This study compares whole-class, teacher-led discourse to small-group, learner-led discourse using quantitative and qualitative data gathered under similar task conditions. Stronger outcomes for teacher-led discourse suggest that teachers, rather than learner peers, may more readily direct attention to target L2 forms and provide learners with procedural assistance in formulating output. *Saturday, April 21, 2007 • 9:25 am - 9:55 am • Emerald Bay III • PED*

Tovares, Alla (Howard University, atovares@howard.edu)
"Is this your final answer:" Family members' dialogic involvement with the TV game show
This study considers how family members play along with the participants in the TV game show, "Who Wants to Be a Millionaire," and in doing so they are dialogically engaged with the game genre and television texts against the backdrop of family relations and discourse. *Saturday, April 21, 2007 • 3:55 pm - 4:25 pm • Emerald Bay II • DIS*

Tracy-Ventura, Nicole (Northern Arizona University, Nicole.Tracy@nau.edu)
Developmental readiness and tense/aspect: An instructional study of L2 preterit and imperfect acquisition in Spanish
This paper presents the results of a study that investigates if form-focused instruction targeting the next stage in learners' development of the preterit and imperfect in L2 Spanish is more effective than form-focused instruction targeting a more advanced stage. All materials were based on the predictions of the Aspect Hypothesis. *Sunday, April 22, 2007 • 8:50 am - 9:20 am • Emerald Bay III • PED*

Train, Robert (Sonoma State University, robert.train@sonoma.edu)
Inventing Native Standard Spanish: Ideology and intertextuality in language and language education.
This paper offers a multidisciplinary perspective on the complex relationship between ideology and intertextuality in the invention of Native Standard Spanish, a construct of language and speaker identity that has come to problematically define the teachable, learnable, and testable language of education for native, non-native, and heritage learners. *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Laguna Beach II • LID*

Trentman, Emma (Georgetown University, dancingemu@gmail.com)
Study abroad and the acquisition of local Arabic dialects
Most American university students study only Modern Standard Arabic, and are expected to "pick up" the local dialect while studying abroad. This study tests this hypothesis by comparing students' dialect use before and after their study abroad, and also with a control group remaining in the United States. *Tuesday, April 24, 2007 • 2:35 pm - 3:05 pm • Balboa Bay I • LCS*

Tseng, Wen-Ta (Taiwan Normal University, wttseng@ntnu.edu.tw)
Tracking the stability and change of self-regulating capacity in English vocabulary learning
This paper presents the results of a large-scale empirical longitudinal study to track the stability and change of learners' self-regulating capacity in vocabulary learning through time. The results are likely to further our understanding of the role of self-regulation in vocabulary learning. *Sunday, April 22, 2007 • 2:35 pm - 3:05 pm • Balboa Bay I • SLA*

Turnbull, Miles (University of Prince Edward Island, mturnbull@upei.ca); **McMillan, Brian** (Kanda University of International Studies, peibrian@kanda.kuis.ac.jp)
Teachers' code switching in French immersion: Revisiting a core principle
We analyze stimulated recall sessions and semi-structured interviews conducted with three French immersion teachers. We examine these teachers' code switching, beliefs and attitudes about TL and L1 use, how these beliefs influenced classroom practice and factors that interfered with TL use. We question the French only policy in French Immersion. *Monday, April 23, 2007 • 10:10 am - 10:40 am • Emerald Bay III • PED*

Tyler, Andrea (GeorgetownUniversity, tyleran@georgetown.edu)
Applying cognitive linguistics to instructed L2 learning: English prepositions
This paper reports on a quasi-experimental study examining the relative efficacy of applying a Cognitive Linguistics approach to instructed L2 learning of the semantics of four English prepositions. Gain scores indicate that the group receiving instruction based on a CL perspective experienced substantially more improvement than the traditional group. *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Emerald Bay III • PED*

van Naerssen, Margaret M. (Immaculata University, mvnaerss@sas.upenn.edu)
How much is too much context in forensic linguistics cases?
The focus is on three strategies used in criminal cases that allow sociolinguists to work in a principled manner when doing conversational analysis in legal cases. Our professional training drives us towards a wider understanding of a context, but there are legal constraints on expert analysis and testimony. *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Emerald Bay II • DIS*

Vandergrift, Larry (University of Ottawa, lvdgrift@uottawa.ca)
Teaching students how to listen does make a difference
In this carefully controlled study (N=106) conducted over the period of one semester, students who were guided through the metacognitive processes (prediction/planning, monitoring, evaluating and problem-solving) underlying successful L2 listening significantly outperformed the control group on the final measure of comprehension. *Monday, April 23, 2007 • 3:10 pm - 3:40 pm • Emerald Bay III • PED*

VanPatten, Bill (aliasbvp@ameritech.net); **Keating, Gregory D.** (San Diego State University, gkeating@mail.sdsu.edu)
Processing tense in an L2: Universal strategies or L1 transfer?
In this paper we examine tense processing in Spanish. Using comprehension and eye-tracking data, we find that beginning/intermediate L2 learners use adverbs to process tense in the input while advanced learners/native speakers use verbal inflections. We discuss these findings vis à vis L1 transfer vs. universal strategies in sentence processing. *Saturday, April 21, 2007 • 3:55 pm - 4:25 pm • Pacific Ballroom IV • SLA*

Vasquez, Camilla (University of South Florida, cvasquez@cas.usf.edu); **Urzua, Alfredo** (Old Dominion University, aurzua@odu.edu)
ESL teachers' metacognition in mentoring meetings
We demonstrate how reported speech and "constructed thought" are used by ESL teachers during mentoring meetings to articulate points of view, formulate problems, and evaluate actions. By constructing a metacognitive self during mentoring sessions, teachers develop their reflective skills and project a professional identity. *Tuesday, April 24, 2007 • 8:50 am - 9:20 am • Emerald Bay III • PED*

Verspoor, Marjolijn (University of Groningen, m.h.verspoor@rug.nl)
How "free" is "free" variation: a dynamic perspective on development
Taking a dynamic systems approach, we will report on findings pertaining to variability and apply these insights to the writings of a NS versus an advanced NNS of English during their university program. Both develop, but an analysis of the variation shows that development occurs in different sub-systems. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Emerald Bay I • SLA*

Villa, Daniel (New Mexico State University, dvilla@nmsu.edu)
Establishing U.S. Spanish as a variety of General Spanish: Implications for the teaching of Spanish in the U.S.
This presentation analyzes the differences between "Standard Spanish" and "General Spanish", and examines the pedagogical implications of the differences between the two. *Tuesday, April 24, 2007 • 10:45 am - 11:15 am • Huntington Beach • SPA*

Vyatkina, Nina (Penn State University, vyatkina@psu.edu)
German modal particles as "lexical emoticons" in intercultural CMC: The development of L2 pragmatic competence and contrastive learner corpus analysis
Reporting on the results of a pedagogical intervention, I analyze the emerging modal particle use by American learners of German in their email and chat exchanges with native speakers as an indicator of the development of pragmatic competence by means of quantitative and qualitative contrastive learner corpus analysis. *Sunday, April 22, 2007 • 3:10 pm - 3:40 pm • Newport Beach III • TEC*

Wang, Ying (Shandong University [China], ywang@sdu.edu.cn); **Liu, Zhenqian** (Shandong University [China], zhenqianliu@yahoo.com.cn)
The effects of teacher feedback combinations on the writing of Chinese EFL learners: An empirical study
"Correction and Underlining" results in the largest increase in accuracy, and "Correction and Codes" has the smallest effect on accuracy for subsequent writing. All the three groups evidenced significant progress in fluency and writing quality, but just some improvement in grammatical complexity at the end of the semester. *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Newport Beach I • RWL*

Wang, Zhan (The Chinese University of Hong Kong, janjanwang@gmail.com)
The effects of pre-task and within-task planning on second language speech performance
It is hypothesized that within-task planning (WTP) has different effect from pre-task planning (PTP). A group of EFL participants were divided into 4 planning groups (Null, WTP, PTP, WTP+PTP). Video narrative tasks were used to elicit their speech performance. *Saturday, April 21, 2007 • 11:25 am - 11:55 am • Emerald Bay I • SLA*

Wang, Xinchun (California State University Fresno, xinw@csufresno.edu)
The acquisition of Mandarin tones by English, Japanese, and Hmong speakers: The effect of L1 experience and training
In a perceptual test, native English and Japanese speakers outperformed native Hmong speakers in perceptual accuracy of Mandarin tones. Learners from all three L1 backgrounds improved their perceptual accuracy after taking laboratory based training. Perceptual and production training was effective in learning Mandarin tones regardless of learners' L1 backgrounds. *Monday, April 23, 2007 • 9:25 am - 9:55 am • Balboa Bay I • SLA*

Wang, Xin (University of Arizona, xwang@email.arizona.edu)
L2 proficiency measured by partial awareness of masked primes in lexical processing
This study intends to provide processing evidence for Chinese-English bilinguals' differential automaticity to their two languages as a reasonable account of asymmetric cross-language priming in bilinguals. In addition, the psycholinguistic method of measuring bilinguals' partial awareness of L2 masked primes could be used as a tool to address L2 proficiency. *Tuesday, April 24, 2007 • 2:35 pm - 3:05 pm • Huntington Beach • COG*

Warren, Martin (The Hong Kong Polytechnic University, egwarren@polyu.edu.hk); **Greaves, Chris** (The Hong Kong Polytechnic University, egwarren@polyu.edu.hk)
Determining the extent of word associations in language use: A corpus-driven analysis of 'concgrams'
This presentation describes 'concgrams'. A concgram denotes all of the instances of associated words including both positional variation (i.e. A/B, B/A) and constituency variation (i.e. A * B). Examples of concgrams are described along with a framework for analysing them. Their implications for language learning are discussed. *Monday, April 23, 2007 • 3:55 pm - 4:25 pm • Emerald Bay II • DIS*

Watanabe, Yuko (OISE/University of Toronto, ywatanabe@oise.utoronto.ca)
I thought she was more proficient than me: perception of learner proficiency and its impact on peer-peer interaction
Taking a sociocultural theory perspective, this study examines how an ESL learner perceives her peer's L2 proficiency level during pair problem-solving, and how her perception affects their interaction and therefore language learning. Analysis of pair talk, stimulated recall and post-task interview suggests that learner proficiency is situated in different contexts. *Monday, April 23, 2007 • 2:35 pm - 3:05 pm • Emerald Bay II • DIS*

Watanabe, Yukiko (University of Hawaii at Manoa, yukikow@hawaii.edu); **Bergsleithner, Joara** (Universidade Federal de Santa Catarina, joara@hotmail.com)
The measurement of working memory in SLA: A research synthesis and meta-analysis
This paper meta-analyzed 28 L2 WM studies conducted between 1985 and 2006. A large variability between L1 and L2 storage-plus-processing measurements suggests language proficiency as a mediating factor. The study points at the need to uphold sound methodological practices in future L2 WM studies and explores theoretical and methodological insights. *Tuesday, April 24, 2007 • 10:45 am - 11:15 am • Balboa Bay I • SLA*

Waterhouse, Monica (University of Ottawa, mwate037@uottawa.ca)
Learning language, learning Peace?: Newcomers to Canada (de)construct the P-word
In multicultural contexts, is learning language also about learning 'Peace'? A poststructural lens is used to consider Canadian newcomers' readings of Peace and to ask what happens when their beliefs and experiences collide with ideologies embedded in the hidden curriculum of the Language Instruction for Newcomers to Canada (LINC) program. *Tuesday, April 24, 2007 • 8:15 am - 8:45 am • Balboa Bay II • LID*

Wen, Zhisheng (Chinese University of Hong Kong, wenzhisheng@cuhk.edu.hk)
Effects of working memory capacity on L2 task-based speech planning and performance
First I will argue for "working memory as foreign language aptitude" in light of relevant literature; then I will discuss my own study to investigate effects of IDs in working memory capacity (measured by nonword span task and speaking span task) on L2 learner's task-based speech planning and performance. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Balboa Bay I • SLA*

White, Erin (McGill University, erin.white@mail.mcgill.ca)
The role of proficiency in late L2 processing: Evidence from event-related brain potentials
Is language processing fundamentally different in late L2 learners compared to native speakers? Our ERP data suggest that native-like neurocognition is a result of high L2 proficiency levels rather than early age of acquisition and is influenced by learners' L1 background in addition to the specific linguistic sub-domain under investigation. *Monday, April 23, 2007 • 3:10 pm - 3:40 pm • Laguna Beach I • COG*

Whiteside, Anne (University of California Berkeley/City College of San Francisco, awhitesi@ccsf.edu)
Analyzing epistemic and affective stance in multilingual conversations: Transnational Yucatec Maya-speaking migrants in California.
Based on doctoral research with Yucatec Maya-speakers in San Francisco, I discuss 4 multilingual conversations in a variety of settings, using conversation analysis to examine how speakers accomplish actions and identities through subtle shifts in epistemic and affective stance. Results show speakers skillfully using limited L2 repertoires despite information breakdowns. *Sunday, April 22, 2007 • 8:50 am - 9:20 am • Emerald Bay II • DIS*

Wilson, Freeda (Okanagan College, fcwilson@telus.net); **Card, Lorin** (University of British Columbia, lorin.card@ubc.ca)
Dissociative identity disorder: The Grim Reaper between languages
Analysis of the semantic and visual differences of the personification of the Reaper between French, English and Spanish demonstrates the effects of metaphor on translation and provides evidence that despite expectations that this concept be similar, it actually varies between and within languages, posing a problem for certain conceptual theories. *Sunday, April 22, 2007 • 3:10 pm - 3:40 pm • Huntington Beach • TRI*

Winke, Paula (Michigan State University, winke@msu.edu); **Chen, Xiaoqing** (Michigan State University, chenxia6@msu.edu)
The development of a test of pragmatic ability for pre and post study abroad in China
What features of pragmatic competence is learned through study abroad? To answer this question, a test of pragmatics is needed. Discussed is the development of an oral and computer-based Chinese pragmatics test. Twenty students took the test before and after summer study abroad. Item analyses and interviews are discussed. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Laguna Beach III • ASE*

Wong, Wynne (The Ohio State University, wynnewong@aol.com); **Overstreet, Mark** (Dickinson College, overstrm@dickinson.edu); **Vauleon, Florian** (The Ohio State University, vauleon.1@osu.edu)
Enhancing the learner's attention: An online study of textual enhancement
This study examines the effects of sentence- vs. discourse-level input and textual enhancement on the acquisition of French geographical prepositions. Eyetracking data as an online measure of attention allows us to draw conclusions about the effects of textual enhancement, and a pretest-posttest design allows us to draw conclusions about acquisition. *Sunday, April 22, 2007 • 3:55 pm - 4:25 pm • Emerald Bay I • SLA*

Woo, Hui-Jeong (University of Illinois, hwoo@uiuc.edu)
Effects of school characteristics and student background on English language (EL) learners' NAEP reading achievement and their engagement in reading
This presentation, Effects of school characteristics and student background on English Language (EL) learners' NAEP reading achievement and their engagement in reading consists of context of problem, objectives of the present study, method that will be used for the study, and the educational contribution that this study will make. *Saturday, April 21, 2007 • 4:30 pm - 5:00 pm • Laguna Beach III • ASE*

Woodfield, Helen (University of Bristol U.K., Helen.Woodfield@bris.ac.uk)
Interlanguage requests in English: Some evidence from an empirical study
This paper contrasts English requests by twelve ESL learners and six British English graduate students on eighteen written discourse completion tasks. Findings indicate similarities in conventional indirectness strategies and quantitative and qualitative differences in internal modification and perspective. Interlanguage phenomena in the form of lexico-grammatical pragmatic indicators are also explored. *Tuesday, April 24, 2007 • 8:15 am - 8:45 am • Laguna Beach III • LCS*

Wu, Ching-Hsuan (The Ohio State University, wu.337@osu.edu)
Spoken grammaticality and EFL teacher candidates: The effects of explicit grammar instruction on the spoken performance of advanced learners
Literature concerning grammar instruction, advanced L2 learning, and spoken skills is reviewed through a PowePoint presentation. Then, an introduction of the present study will be given, including some video clips of the experiment, samples of the materials used during the instruction, and the statistics and interpretation of the results. *Tuesday, April 24, 2007 • 2:35 pm - 3:05 pm • Newport Beach III • PED*

Wu, Fuyun (University of Southern California, fuyunwu@usc.edu)
Subjacency versus grammatical extraction in Chinese focused cleft wh-questions: L1 understanding and L2 performance
Chinese has focused cleft wh construction that bears a structural similarity to English wh questions. This study investigates whether subjaceny as a UG is observed in the focused cleft wh-construction in Chinese, and how that helps explain the less satisfactory performance of Chinese L2 learners' comprehension of English wh sentences. *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Balboa Bay I • SLA*

Wu, Ruey-Jiuan Regina (San Diego State University, rwu@mail.sdsu.edu)
Facework in contemporary China: An investigation into self-denigration and self-enhancement in Mandarin conversation
Based on 15 hours of conversation collected in China, this study examines contexts in which participants undertake self-effacing and self-enhancing work. I will present the sequential contexts in which both activities occur and discuss the implications of these findings in light of the notion of face in contemporary China. *Sunday, April 22, 2007 • 3:55 pm - 4:25 pm • Emerald Bay II • DIS*

Wust, Valerie (North Carolina State University, vawust@social.chass.ncsu.edu)
Do university-level learners really understand object clitics in French?
A L2-L1 translation task was used to determine the degree to which intermediate-level learners of French were able to process the meaning of clitics. Statistical analyses indicate that both language-internal factors (grammatical function, gender and animacy) and learner factors (proficiency level and exposure to French) play a role. *Sunday, April 22, 2007 • 9:25 am - 9:55 am • Newport Beach II • SLA*

Yang, Tsun-Lih (The University of Iowa, tsun-lih-yang@uiowa.edu)
Factors affecting English-as-a-Foreign-Language (EFL) teachers' classroom assessment practices of young Language Learners (YLLs) in Taiwan
This survey research investigates English-as-a-Foreign-Language (EFL) teachers' classroom assessment practices and major factors (teacher beliefs, professional development in classroom assessment, and teachers' awareness of standardized assessment) that influence their practices in teaching young language learners (YLLs) in Taiwan. *Saturday, April 21, 2007 • 9:25 am - 9:55 am • Laguna Beach III • ASE*

Yang, Bei (The University of Iowa, bei-yang@uiowa.edu); **Ankenmann, Robert D.** (The University of Iowa, robert-ankenmann@uiowa.edu)
The gap between the perception and production of tones by American learners of mandarin
The study explored the tonal processing referring to relevant vowels and consonants. The data were analyzed via ANOVA. The results indicate that there is close relationship between tonal perception and production, but the errors of perception are more systematic than those of production. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Emerald Bay I • SLA*

Yilmaz, Yucel (Florida State University, yy04@fsu.edu)
Task effects on collaborative dialogue in synchronous computer-mediated communication
Based on the notion of collaborative dialogue (Swain, 2005), which emphasizes the importance of co-constructed knowledge about language, this study compares jigsaw and dictogloss tasks that were carried out in a computer-mediated communication environment via the MSN Messenger and MoonEdit software programs. *Saturday, April 21, 2007 • 2:00 pm - 2:30 pm • Balboa Bay II • SLA*

Yin, Chengbin (University of Maryland College Park, chengbin_yin@yahoo.com)
Evidence-centered design and task-based language assessment
This paper presents a unifying approach to the design of Task-Based Language Assessment (TBLA) situated in the perspective of Evidence-Centered Design (ECD) and proposes and discusses design patterns for TBLA. Three working examples are used to illustrate the operationalization and instantiation of design patterns in TBLA. *Tuesday, April 24, 2007 • 3:55 pm - 4:25 pm • Laguna Beach III • ASE*

Yoshimi, Dina (University of Hawaii-Manoa, dinar@hawaii.edu); **Murayama, Emi** (University of Hawaii-Manoa, emim@hawaii.edu)
Learners as newcomers: Assessing learner needs for a Japan-based business internship
Taking an ethnographic approach to Japanese Business Language needs analysis, we examine MBA students' needs during an overseas internship experience using the framework of community of practice (COP). We demonstrate that two domains of needs arise as a function of the learner's position as a newcomer to an existing COP. *Monday, April 23, 2007 • 2:35 pm - 3:05 pm • Emerald Bay III • PED*

Yu, Eunjyu (The Ohio State University, yu.211@osu.edu)
Technology-mediated speaking tests in theory and practice
Current technological trends and issues in oral proficiency assessment and the results of a study investigating student attitudes to computer- and tape- mediated speaking tests will be presented. The advantages and disadvantages of each format will be discussed. *Sunday, April 22, 2007 • 3:10 pm - 3:40 pm • Laguna Beach III • ASE*

Zhang, Weimin (Georgia State University, wzhang5@gsu.edu); **Hu, Guiling** (Georgia State University, ghu@gsu.edu)
In search of EFL teachers' knowledge of vocabulary instruction
This interpretive study examines English as a foreign language (EFL) teachers' knowledge of vocabulary teaching. It is argued that research into teachers′ knowledge of vocabulary teaching can contribute to fuller understanding of L2 vocabulary instruction. *Sunday, April 22, 2007 • 8:15 am - 8:45 am • Laguna Beach I • PED*

Zhang, Yanhui (Carnegie Mellon University, yanhuiz@andrew.cmu.edu); **Dubiner, Deborah** (Carnegie Mellon University, ddubiner@andrew.cmu.edu)
Word knowledge development in English among high-school EFL learners in China and Israel
This research is to determine to what extent, and how, knowledge of words' internal structures, acquired in L1, promotes the development of L2 word knowledge. The study compared participants' sensitivity to the structural constraints on English affixation and compounding, both within and across two language groups (Chinese and Hebrew). *Sunday, April 22, 2007 • 2:00 pm - 2:30 pm • Emerald Bay I • SLA*

Zhang, Dongbo (Carnegie Mellon University, dongboz@andrew.cmu.edu); **Li, Liu** (Carnegie Mellon University, liul@andrew.cmu.edu)
Study abroad and pragmatic development in Chinese as a second language --a study of request behaviors
Using Oral DCT test and post-test interviews, this paper examines the effects of study abroad experience on Chinese as a Second Language learners' pragmatic development in the speech act of request. *Saturday, April 21, 2007 • 8:15 am - 8:45 am • Balboa Bay II • LCS*

Zhang, Jie (The Pennsylvania State University, zhangjie2001@gmail.com)
Chinese college ESL learners' attitudes and abilities of conducting peer response
The present study investigates Chinese College ESL Learners' Attitudes and Abilities of Conducting Peer response. A 10- week study showed that Chinese College ESL Learners' held positive attitudes and had the abilities to conduct peer response. The study may shed light on ESL writing practitioners and students in China. *Saturday, April 21, 2007 • 12:00 pm - 2:30 pm • Newport Beach III • PED*

Zheng, Dongping (Michigan State University, zhengdo@msu.edu); **Young, Michael** (University of Connecticut, myoung@uconn.edu); **Wagner, Manuela** (University of Connecticut, manuela.m.wagner@uconn.edu); **Brewer, Robert** (University of Connecticut, Bobrew@gmail.com)
Negotiation of culture and language: An ecological psychological description of language pick-up
The paper will be presented with findings that are revealed with detailed multi-layered data analysis. Rich screen shots of online multi-user virtual environment (MUVE), the game Quest Atlantis (QA), will also be part of the presentation to enhance visual understanding. *Monday, April 23, 2007 • 8:15 am - 8:45 am • Emerald Bay II • DIS*

Zhou, Ally (Cameron University, azhou@cameron.edu)
Adult ESL students' goals for improving grammar and vocabulary in their writing
This qualitative study explores which aspects of grammar and vocabulary adult ESL students aim to improve in their writing and how they improve them. The study raises an essential question as to whether and how instructors should capitalize on students' needs and motivation for language improvement in writing classes. *Tuesday, April 24, 2007 • 3:10 pm - 3:40 pm • Newport Beach II • RWL*

Zhou, Changquan (Yantai University PRC, zcqyt77@yahoo.com.cn); **Hu, Pinghua** (China National Academy of Art, pinghuahu@zj.com); **Guo, Hongmei** (Yantai University PRC, sunbick@hotmail.com)
Corrective Feedback in a Computer Mediated L2 Class
This is a replication of Loewen & Erlam's (2006) study, with different setting and different targeted linguistic items, and its results show that interaction by means of CMC is effective for the development of EF, and the reasons of different results for the two studies have been discussed. *Saturday, April 21, 2007 • 4:30 pm - 5:00 pm • Balboa Bay II • SLA*

Zhu, Xiaoshu (Beijing Foreign Studies University, zhuxiaoshu@yahoo.com.cn)
A comparative study of the speech act of complaints
This study examines the speech act of complaints by three groups of students: ANS, CLE and NEM. Data were collected through open-ended questionnaires. Findings show that when complaining in English, the complaints produced by CLE differ significantly from those by native speakers not only in quantity, but also in quality. *Tuesday, April 24, 2007 • 9:25 am - 9:55 am • Emerald Bay II • DIS*

Zielinski, Beth (La Trobe University, bethz@bigpond.net.au)
The two way nature of reduced intelligibility:Understanding how the listener and speaker contribute
This paper explores the nature of reduced intelligibility in L2 speakers of English and argues that the extent to which non-standard phonological features contribute to reducing intelligibility is the result of an interaction between listener speech processing strategies and the mix of non-standard features in the speech signal. *Tuesday, April 24, 2007 • 10:45 am - 11:15 am • Newport Beach III • LLC*

Poster abstracts are listed alphabetically by the last name of the first presenter.

Alm, Antonie (University of Otago, antonie.alm@stonebow.otago.ac.nz)
The motivational impact of digital technologies on the language learning environment: A self-determination theory perspective
In this paper I propose to develop a theoretical framework of motivation in CALL, based on self-determination theory. I will show why the use of specific computer applications has a motivating effect on language learners and establish some criteria for the successful implementation of technology in the foreign language classroom. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • TEC*

Asai, Atsushi (Daido Institute of Technology, a9asai@hotmail.com)
A sound symbolic analysis on non-native voiceless labial fricatives
This study investigated images created by seeing letters that represent non-native voiceless labial fricatives by Austronesian speakers and Japanese speakers. The Tagalog speakers had a significantly heavier image for /p/ than for /f/, but the Japanese showed the opposite tendency. These results suggest an influence of frequency of use. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • COG*

Ben Said, Selim (The Pennsylvania State University, sloumabs@yahoo.fr), **Fu, Jo Shan** (Southern Illinois University at Carbondale, elfy7@msn.com), **Sharkova, Krassimira** (Southern Illinois University at Carbondale, sharkova@siu.edu)
Attitudes towards accented speech: A comparative study of native and non-native speakers of American English
This mixed-design study examined the attitudes of native and non-native speakers of general American English with respect to four different accents (Arab, Latino, Eastern European and South-East Asian). The results revealed that people's spontaneous reactions to accents tend to be more negative and biased than their rationalized reactions. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • LLC*

Borderia-Garcia, Ana (Augustana College, anaborderia-garcia@augustana.edu)
Learning how to do things with words in Spanish as a foreign language: interpreting and giving advice
This is a study on interlanguage pragmatics which concentrates on the acquisition of the speech act of advice-giving in Spanish as a foreign language. Data from native speakers of Spanish, native speakers of English, and learners of Spanish at three levels of proficiency are compared. Similarities and differences are discussed. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Brooks, Rachel Lunde (Federal Bureau of Investigation, rachel.brooks@ic.fbi.gov), **Brau, Maria** (Federal Bureau of Investigation, maria.brau@ic.fbi.gov)
Adult heritage and native speakers: How different are they?
This study examines how characteristics of speaking proficiency differ between heritage and native speakers, and how profiles of speakers of Arabic, Mandarin Chinese, and Spanish differ. Data come from speaking tests of FBI examinees. Both final and contributing characteristic scores are quantitatively analyzed, and data are triangulated by qualitative analysis. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • ASE*

Cabrera, Monica (Loyola Marymount University, mcabrera@lmu.edu)
Is transfer a developmentally constrained process?: Periphrastic causatives in L2 Spanish and L2 English
We study the acquisition of periphrastic causatives by 71 L1-English/L2-Spanish and 60 L1-Spanish/L2-English adult learners. English and Spanish periphrastic causatives have different word order and interpretation. A picture-based acceptability judgment test revealed that beginners transferred L1 word order, and advanced learners transferred the L1 interpretation. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Carhill, Avary (New York University, avary.carhill@nyu.edu)
One English-speaking friend: Adolescent immigrant students learning English
Using data from a longitudinal study, we examine the relationship between individual and school-context variables in explaining academic English language proficiency and academic performance among 275 recently arrived adolescent immigrant youth. We show how social network composition and macro-level school variables impact language proficiency over time and discuss implications. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • BIH*

Carroll, Sherrie (University of Maryland, sherrie.carroll@montgomerycollege.edu), **Cordero-Pense, Wanda** (Susquehanna University, Corderop@roo.susqu.edu)
Constructing professional identities in TESOL: Heritage language users finding their voice
The presenters discuss the emerging professional identities of three US Latino/a heritage language users enrolled in graduate TESOL teacher preparation programs. Through examining written narrative and interview data, they show how the teacher-learners discursively construct their identities, appropriating and resisting language ideologies, within particular communities and interpersonal relationships. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LCS*

Cerezo Ceballos, Luis (Georgetown University, lc98@georgetown.edu)
Type of feedback and type of linguistic form in computerized task-based second language learning
This study explores the potential of computerized task-based second language instruction by empirically investigating the role of type of feedback, type of linguistic form, and their interaction. Results from 85 participants showed that metalinguistic feedback led to greater gains in L2 development, although gains depended on the structure being taught. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • TEC*

Chen, Hua (School of Foreign Studies, NTU, jenniferb@vip.sina.com)
The study on Chinese EFL learners' English intonation patterns in read speech
The study indicates that problems with Chinese EFL learners' intonation seriously affect the conveying of information lie in tonality, tonicity, and tones. The problems not only cause their speech to sound foreign, but put at stake the intelligibility of their speech. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Chen, Rosa Hong (Simon Fraser University, jinnanrosachen@hotmail.com)
Analyzing discourse to uncover power relations in verse: A critical lens for translating classical Chinese poetry
In this paper, I bring Critical Discourse Analysis into the immense and intricate course of translation, exploring ways in which fuller and more complete translations of poetry may be achieved. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • TRI*

Chen, Juby Chi-Lin (Tunghai University, jubychen2005ma@gmail.com)
The potential sources of language anxiety on oral performance through task-based learning
This study aimed at exploring possible sources of language anxiety coming out from task-based learning activities. Three categories were investigated, including cognitive, affective, and social domains. The data gathered were analyzed both quantitatively and qualitatively through student questionnaires and transcriptions of interviews with highly anxious students. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • LLC*

Cho, So-Eun (Pennsylvania State University, sxc411@psu.edu)
Korean language socialization: The role of polite form, 'V-a/e yo', in a Korean heritage language classroom
This presentation reports on a micro-ethnography study whose purpose was to examine Korean polite form (V-a/e yo) in a Korean heritage language classroom from a language socialization perspective. Findings showed the polite form was not only used to show speakers' respect but also used to serve various additional pragmatic functions. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • BIH*

Christison, MaryAnn (University of Utah, mac@linguistics.utah.edu), **Knell, Ellen** (University of Utah, ellenknell@att.net)
Functional neuroimaging and the bilingual brain
This paper will 1) provide an overview of neuroimaging research related to learning a second/foreign language, 2) explore the potential role that a number of variables may have in shaping how language is represented in the brain, and 3) discuss possible conclusions that may be drawn from this research. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • COG*

Comanaru, Ruxandra (University of Alberta, comanaru@ualberta.ca), **Noels, Kimberly A.** (University of Alberta, knoels@ualberta.ca)
Motivation for learning Chinese among heritage and non-heritage learners
This study investigated heritage and non-heritage learners' motivation for learning Chinese. All learned Chinese primarily to achieve personally meaningful goals; non-heritage learners indicated that they were less regulated by internalized pressures than heritage learners. Correlational analyses indicated that intrinsic motivation is promoted by social support that fosters feelings of autonomy. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • BIH*

Crawford, Bill (Northern Arizona University, william.crawford@nau.edu), **Poonpon, Kornwipa** (Northern Arizona University, kp62@nau.edu)
Second language writing development in Thai learners of English
This study addresses the issue of second language writing development by determining the extent to which an overall measure of writing effectiveness is associated with measures of writing development. Results indicate that the three measures of language use show different patterns of association as the writing effectiveness scores increase. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • RWL*

de Haan, Pieter (Radboud University Nijmegen, P.deHaan@let.ru.nl), **van Esch, Kees** (Radboud University Nijmegen, C.v.Esch@let.ru.nl)
FL writing development and general FL proficiency
This presentation discusses the relationship between the development of grammatical competence in FL writing and general FL proficiency. The former is measured on the basis of the occurrence of certain linguistic features in essays written in three consecutive years, the latter on the basis of general proficiency exam results. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

de la Puente, Manuel (US Census Bureau, manuel.de.la.puente@census.gov)
Collecting survey data from non-English-speaking populations: A program of research at the US Census Bureau's Statistical Research Division
This paper will outline and discuss the Census Bureau's Statistical Research Division (SRD) program of research on language. The paper will elaborate on previously conducted research, as well as discuss the research that SRD plans to conduct. The paper will summarize major findings and discuss their implications for collecting household survey data from household members who speak little or no English. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • TRI*

Dimova, Slobodanka (East Carolina University, dimovas@eu.edu)
Developing internet and computer terminology
This paper focuses on the types and the frequency of use of English loanwords in Macedonian texts found on 10 Macedonian websites about Internet and computer use. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • SOC*

Elkhafaifi, Hussein (University of Washington, hme3@u.washington.edu)
The word "Allah" in Libyan Arabic discours
The study examines oath-taking as a routine speech act in daily conversations in Arabic-speaking communities and is based on research conducted in Libya and in the Libyan émigré community in Seattle. Oath-taking reflects cultural norms and patterns that are indicators of community standards and tradition and fulfill important linguistic functions. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • SOC*

Ene, Estela (University of Arizona, e_ene@yahoo.com)
What near-native writers (don't) know: Findings from a corpus of advanced ESL academic writing
This presentation identifies the linguistic forms that are acquired last by non-native English speaking academic writers by analyzing a corpus of academic papers by ESL graduate students. The reasons why some forms resist early acquisition are explored and the differences between advanced and near-native ESL writers are delineated. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Enright Villalva, Kerry (University of California, Davis, kevillalva@ucdavis.edu)
Academic Literacy and the Language of Mathematics as Required by Two Types of Mathematics Curricula
This paper presents findings regarding the language and literacy demands of mathematics as realized by one inquiry-based and one traditional mathematics curriculum. Data include curricular materials and classroom language use. The presentation concludes with implications for reconceptualizing academic literacies, as well as suggestions for teachers in linguistically diverse content classrooms. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • RWL*

Enyo, Yumiko (University of Hawaii, Manoa, enyo@hawaii.edu)
On recent change in keigo treatment by Japanese language planners
The minutes from the discussion on polite expressions by Japanese language planners reveals that the broader framework of polite expressions with the new term keii-hyoogen (polite expressions and acts) serves effectively for ideologies for both groups of planners who support polite expressions and who oppose to it. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LPP*

Faez, Farahnaz (OISE/UT, ffaez@oise.utoronto.ca)
Perceptions of linguistic identities of teacher candidates from diverse backgrounds: A reconceptualization of the native/nonnative dichotomy
Using the lens of sociocultural theory, this inquiry reconceptualizes the native/nonnative dichotomy by suggesting that linguistic identities should be viewed as dynamic, situated, and multiple and thus explored in the process of their development. A six-category framework which better depicts linguistic identities of participants within the specific context is proposed. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LCS*

Farrell Whitworth, Kathleen (Univ. of Wisconsin-Milwaukee, kathleenfw@gmail.com)
War. What is it good for? Studying abroad while the world is at war
This paper explores the language learning experiences of American study abroad students in France during Spring 2003. I focus on the war in Iraq and on students' representations of their subject positions and identities and how all of these affect their access to social networks in the host community. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LCS*

Feiz, Parastou (Penn State University, pyf100@psu.edu)
Language and conceptualization: A cross-linguistic study of motion events in Persian and English narratives
This is a cross-linguistic analysis of motion events in narratives of native speakers of Persian and English. I focus on manner and path as expressed in Satellite - and Verb-framed languages. The study contributes to literature on Persian and to research on the relationship between linguistic structures and conceptualization patterns. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • COG*

Finney, Malcolm (Cal. State Univ. Long Beach, mfinney@csulb.edu), **Till, James** (Cal. State Univ. Long Beach, jtill@csulb.edu), **Tamura, Naoko** (Cal. State Univ. Long Beach, tamuranaoko@hotmail.com)
Effects of competence, exposure, and linguistic backgrounds on accurate production of English pure vowels by native Japanese and Mandarin speakers
This study investigates the effects of linguistic backgrounds, degrees of English competence and exposure, and acoustic distance between L1 and L2 vowels on accurate production of nine pure English vowels by native Mandarin and Japanese speakers. Early results indicate effects of linguistics background, competence, and exposure. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Franco-Rodriguez, Jose (Fayetteville State Univeristy, jfranco@uncfsu.edu)
*La señalectica **en** español: Miami-Dade County*
Aquí se presenta el primer estudio sobre el léxico, la gramática y la ortografía en la señalectica comercial y urbana del condado Miami-Dade. El análisis de los resultados conduce a y concluye con una reflexión sobre el futuro del español en esta región estadounidense. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • SPA*

Fu, Jo Shan (Southern Illinois University, Carbondale, jo-shan@yahoo.com.tw), **Ben Said, Selim** (Penn State University, sloumabs@yahoo.fr), **Charkova, Krassimira** (Southern Illinois University Carbondale, sharkova@siu.edu)
Competence and performance in English pronunciation of Taiwanese EFL learners
A major hurdle for Taiwanese EFL learners is mastering English pronunciation, despite knowing how sounds are articulated. This research will examine the competence and the performance in English pronunciation of Taiwanese learners in view of a possible correlation between the two and also in view of proficiency and gender differences. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Garcia, Marla (, whitediamond27@cox.net)
Code switching in the elementary school classroom
This presentation analyzes the code switching patterns of eight elementary school bilinguals during a story retelling activity. A rubric created by a previous study (Becker 2001) will be used to examine the grammatical structure of the discourse provided by the students. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • BIH*

Gillies, Hamish (KUIS, Makuhari, Japan, hamishgillies@kanda.kuis.ac.jp)
What does self-access learning mean to Japanese university students?
This presentation investigates how tertiary-level Japanese EFL students understand and interpret the notion of autonomy and self-access learning and its embodiment in a self-access learning centre. This enquiry proceeds by looking at both students' opinions and practices, drawing upon survey data of self-access centre usage, as well as interview data. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LID*

Golato, Peter (University of Illinois, pgolato@uiuc.edu)
The inflectional and derivational morphologial processing of French by near-native speakers: Evidence for a dual-mechanism account.
Using French native speakers, Golato (2006) found evidence supporting a productivity-based dual-mechanism account for French derivational morphological processing. The present talk reports on two priming studies (one masked, one cross-modal) of morphological and syntactic processing of French by near-native speakers (n = 20; L1 English-L2 French). *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Gomez, M. Cecilia (University of California Davis, mcgomez@ucdavis.edu)
Muslims in Europe & Muslim cartoons. Analysis of Spanish-language press editorials
This study analyzes the discursive strategies used by the Spanish press to present the events related to the publication of the Mohamed cartoons in Europe, as well as the subsequent positioning of the press regarding Muslims and Muslim immigrants. The analysis uses the systemic functional linguistics developed by Halliday. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LID*

Haan, Jennifer (Purdue University, blauw@purdue.edu), **Mallett, Karyn** (Purdue University, kmallett@purdue.edu)
From academic committees to town hall meetings: Strategies for effective advocacy in applied linguistics
Drawing on sociological theories of advocacy and using archival research from newspaper articles, interview reports, meeting transcripts, and other forms of public documentation, the researchers highlight a range of effective strategies for engaging policy makers at the institutional, state, and federal levels. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LPP*

Pendar, Nick (Iowa State University, pendar@iastate.edu)
Learner language characterization using generalized instance sets
GISs can be used to study typical documents in categories and their differences with typical documents in other categories. We study lexical and syntactic complexity features of text and the emerging patterns across levels in Longman Learner's Corpus and contrast them with the patterns produced by Chinese and Czech speakers. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • TXT*

Hijikata, Yuko (University of Tsukuba, yukohijikata@tk2.so-net.ne.jp)
Identification of semantic integration units of Japanese EFL readers: Focus on the expectation for ergative verbs
The purposes of this study are (a) to identify L2 readers' semantic integration units and (b) to examine the relationship between the readers' integration units and presented units. The results showed that L2 readers integrated information at phrase-boundaries and that these integration patterns were influenced by verb characteristics, especially ergativity. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • RWL*

Hos, Rabia (University of Rochester, rabiahos@yahoo.com)
Strategies for teaching students with interrupted formal education
This poster will provide an overview of suggestions from the literature for planning instruction for refugee ELLs with interrupted formal education who are enrolled in U.S. schools, specifically in secondary schools. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Hsu, Hui-chen (huhsu@yahoo.com)
Systematic use of spatial orientational terms by college students in Taiwan
This study explores Taiwanese college students' usage of spatial orientational terms. Based on the data of 241 participants, the results demonstrated significant patterns of sociocultural variation in the domain of spatial deixis, which suggests that westernization rather than preservation of Chinese cultural traditions is operative in those students' language use. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • SOC*

Hsu, Kylie (California State University, Los Angeles, prof.kyliehsu@gmail.com)
Grammaticalization of "shuo" in Spoken Chinese
This paper analyzes the use of "shuo" ("to speak, talk, or say") in spontaneous discussions on political issues. It shows that "shuo" also functions as a connective between two clauses. This study will address the rationale for the prevalent use of "shuo" in spoken Chinese, particularly its functions in arguments and opposing viewpoints. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • DIS*

Husseinali, Ghassan (Yale University, emailghassan@yahoo.com)
Processability and development of syntax and agreement in the interlanguage of learners of Arabic as a foreign language
This paper presents the results of a study investigating the development of seven syntactic structures and four agreement combinations in the interlanguage of learners of Arabic as a foreign language. Among the seven syntactic structures, a sequential order was found represented in five developmental sequences. Theoretical and pedagogical implications are discussed. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Jacobsen, Natalia (Georgetown University, ndj5@georgetown.edu), **Mackey, Alison** (Georgetown University, mackeya@georgetown.edu)
Individual identity and the acquisition of second languages and dialects
This presentation examines how the acquisition of a new L1 dialect compares with the acquisition of an L2 and focuses on common factors that can be identified in the successful acquisition of new L1 varieties and second languages. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • LLC*

Jeon, Jihyun (The Ohio State University, jeon.24@osu.edu)
Distinguishing listening to learn from listening for basic comprehension: Bridging inference questions
The presenter investigates a new measure to assess L2 listeners' ability to learn from texts within the framework of the Kintsch model (1998): Bridging inference questions. 130 L2 learners took the new measure. The results are reported and a possible distinction between basic comprehension and listening to learn is discussed. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • ASE*

Jin, Li (University of South Florida, lijin@mail.usf.edu)
Dynamic engagement in ESL computer-mediated peer response
This paper reports on an empirical study investigating students' engagement in an instant messenger-mediated peer response task in an ESL academic writing class. With an integrative view of activity theory and dynamic systems theory, student dyad's heterogeneous and fluctuating motives and synchronous online interaction behaviors will be discussed. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • TEC*

Kanekatsu, Nozomi (McGill University, nozomi.kanekatsu@mail.mcgill.ca)
English immersion programs in Japan: Sociopragmatic perspectives
This study investigates politeness in L2 requests made by learners in an English immersion program in Japan. Role-plays were used to elicit speech samples from high school-aged immersion learners. Data indicate that their performance is typical of general immersion outcomes, pointing to the necessity of sociopragmatic instruction in immersion classrooms. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • BIH*

Kim, Mi Song (McGill University, misong.kim@gmail.com), **Hoover, Michael** (McGill University, michael.hoover@mcgill.ca)
Young L2 learners' mathematics activity
This study aims to examine how young L2 learners develop language and thought while integrating their languages, mathematical thinking, and literacy in terms of the cognitive, social, and affective domains. It will also help to clarify an ongoing, multidimensional, dialectical process of young L2 learners' concept formation in terms of Creative Apprenticeship. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • BIH*

Kim, Ji-Hye (University of Illinois at UC, jkim38@uiuc.edu), **Montrul, Silvina** (University of Illinois at UC, montrul@uiuc.edu), **Yoon, James** (University of Illinois at UC, jyoon@uiuc.edu)
Incomplete acquisition and dominant language transfer in the interpretation of Korean exempt binding by early Korean-English bilinguals
This study investigated whether and how early Korean-English bilinguals discriminate between different logophoric factors of Korean exempt binding. The results showed a transfer effect from the dominant language (English) on the interpretation of weaker language (Korean) exempt binding as well as incomplete acquisition of the Korean binding properties in early bilinguals. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Klimanova, Lyudmila (The University of Iowa, lyudmila-klimanova@uiowa.edu)
Meaning making in instructional discourse
The study adopts a systemic functional perspective in investigating linguistic choices made by the instructor in oral and written modes of meaning making. The results show that the difference in instructional modes is observed in the choice of different linguistic elements for realization of the same instructional goals. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • TXT*

Kovalik, Doina (Winston-Salem State University, kovalikd@wssu.edu)
Satellites, paths, and manner - how verbs encode metaphor
The present study focuses on cross-linguistic research into the relationship between language typology and the types of verbal metaphorical expressions in English and Romanian. My findings suggest that while language typology affects the conceptual system of the language, it also affects the association of forms which generates metaphoric meanings. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • TXT*

Kuha, Mai (Ball State University, mkuha@bsu.edu), **Harlig, Jeff** (Indiana University, Bloomington, and Words@Work Communication Consulting, consult@words-at-work.com)
Who is responsible for interdialectal comprehension?
Previous research on dialect intelligibility provides evidence of comprehension difficulties with regional and ethnic varieties of American English. Applying recommendations from research on L2-related receptive training, we outline the social and phonological issues to be considered in order to develop this type of training for America's universities and workplaces. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LID*

Kuriscak, Lisa (Ball State University, lmkuriscak@bsu.edu)
Pragmatic variation in L2 Spanish: Learner and situational effects
This study of L2 pragmatic competence has revealed the benefit of examining learner- and situation-level variables using multilevel models. Both variable classes exhibit significant effects, but their relative importance differs according to the type of dependent variable examined (speech act choice, request strategy, or modifications to the speech act). *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LCS*

Laphasradakul, Donruethai (University of Florida, belle999@ufl.edu), **Bittson, Genevieve** (University of Florida, gbittson@ufl.edu), **Seck, Mamarame** (University of Florida, mamina@ufl.edu)
Refusals in Wolof, Thai, and English
The results illustrate that each language has different styles or different degrees in expressing politeness. Moreover, the results also give us insights into understanding ourselves and others from different societies. Power, distance, and cost of the imposition play a major role in politeness strategies in refusals. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LCS*

Lee, Kwee Ock (Kyungsung University, klee@ks.ac.kr), **Kim, Hyungjai** (Kyungsung University, versus486@hanmail.net)
Code-Switching in young Korean-Chinese bilinguals
This study investigated code-switching in Korean-Chinese bilinguals. The data, 2314 utterances from 20 children 2 to 3 years of age at an interval of 10 months, showed 411 utterances with code-switching from Korean to Chinese. The results showed that children did not produce mixed utterances with their grammatical functions. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Liang, Yu-Chang (St. John's University, georgeliangliang@gmail.com)
Are L1 properties facilitative or obstructive to the development of the functional domain of interlanguage?
Employing an acceptability task, this study investigated the L2 acquisition of Mandarin nominal classifiers by English and Japanese learners. The results provide evidence against absolute L1 transfer and support minimal trees/structure building. That is, L1 properties have no effect over the development of functional categories in L2ers' interlanguage. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

MacLellan, Philip (University of Illinois, U-C, maclelln@uiuc.edu)
English language learning and the development of "international" scholars: The case of a Japanese human scientist
This paper examines the role of English in the professional trajectory and identity development of an "international" Japanese scientist based in Japan. Her entrance into and participation in international academic communities sheds light on Japan's recent higher education reforms and the challenges associated with engaging these communities from the periphery. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • RWL*

McBride, Kara (University of Arizona, kmcbride@u.arizona.edu)
Foreign language listening comprehension online: Issues of testing method, training effects and motivation
A pretest—training—posttest study was done to investigate alternative styles of presenting listening material in CALL. The groups' relative ranking in change scores were paralleled on written (maze task) and aural tests, but only the written test registered test gains. Implications for language testing and research design are explored. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • ASE*

McCollum, Robb (Brigham Young University, robb@byu.edu)
Qualitative and quantitative evaluation of a multi-level English as a second language writing portfolio assessment program
Qualitative and quantitative data (TAPs, surveys, MFR modeling) from a validity study of a multi-level writing portfolio assessment program indicate that raters follow similar processes for rating, yet differ in the degree they favor assessment criteria. Recommendations include improving rating processes and strengthening the relationship between assessment and classroom learning. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • ASE*

Meizoso, Francisco (University of Massachusetts Amherst, fran@spanport.umass.edu)
Do deaf people see things differently?: Thinking-for-speaking in oral and sign languages
Having SCT as a theoretical framework this paper analyzes any possible differences in the way things are perceived, seen, and express in both sign and oral languages. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Mishra, Ramesh (University of Groningen, rkm_du@yahoo.co.in)
Temporal events in aphasic speech: A computational neuroscience approach
This paper deals with a computational neuroscience tool applied to speech samples of Broca's aphasic patients. The modulations present in their speech are intrepreted in terms of diferent parameters. The analysis is compared with a group of normal speakers. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • COG*

Motobayashi, Kyoko (University of Toronto, kmotobayashi@oise.utoronto.ca)
Dealing with contradictions: Japanese language-related educational policies in the context of globalization
This study examines contemporary Japanese ideological orientations towards different languages and different forms of language education, using a social semiotic discourse analysis approach. Press releases associated with two language-related educational policies were analyzed. The results are discussed in relation to the Japan as a nation-state in the globalization era. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LPP*

Okuno, Tomoko (Michigan State University, okunotom@msu.edu)
Second language vowel perception: The effect of facial cues, phonetic environment, and interlanguage vowel length
The study investigates the role of visual cues in identification of vowel quality on spoken words in Japanese. Participants watch a video or listen to an audiotape and are asked to perceive long and short vowels. The length of the vowels they produced is also measured. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Valdivia, Olga (Universidad Autónoma de Baja California, ovlen@uabc.mx), **Gaytán, Inés** (Universidad Autónoma de Baja California, gaytani@hotmail.com)
A model for supervising academically unprepared language teachers
Supervision models commonly consider classroom observations, but not necessarily whether teachers have prior language teaching education. This study proposes a three-step reflective supervision model based on empirical, case study research. Observed teachers can comment on their practices and on those of the supervisor. This last aspect motivated teachers' participation. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • PED*

Pajoohesh, Parto (OISE/University of Toronto, ppajoohesh@oise.utoronto.ca)
Verbal vs. written output: Differences in bilinguals' word definitions
This paper explores and compares verbal and written 'word definitions' of Farsi/English bilinguals from two sets of data: individually and collaboratively produced definitions. It offers non-traditional methods of lexical knowledge assessment through written mode and dialogue. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • BIH*

Park, Seong Man (McGill University, seong.m.park@elf.mcgill.ca)
Immigrant children's heritage language maintenance in Korean immigrant families: A case study of Korean immigrants in Montreal, Canada
The presentation is divided into two parts. The first part shows Korean immigrant parents' attitudes toward heritage language maintenance for their children in Montreal. The second part deals with parents' efforts to help their children maintain the heritage language both at home and outside of the home. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • LMR*

Pasha, Talaat (University of Utah, talaat.pasha@utah.edu)
Same news, different representations: Language and social control in media discourse
Those who are in power work hardly to consolidate their position and strengthen their state of power via various ways. One of these ways is the use of language. Here, I discuss the relation between language and ideology in newspaper news reports and what linguistic structures are used this way. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LID*

Rebennack, Eve (Georgia State University, esleerx@langate.gsu.edu)
English in Turkmenistan: Negotiating Linguistic Identities
The presenter describes English Language Learning (ELL) in Turkmenistan, where the dominant language is shifting from Russian to Turkmen. She then discusses a pilot study conducted with post-secondary Turkmenistani students regarding the shift's affects on their learning of English. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LCS*

Rintell, Ellen (Salem State College, erintell@salemstate.edu)
Non-native teachers of English as a second language: What is their future in Massachusetts?
This qualitative study reports on interviews with paraprofessionals who are studying to become teachers of English-language learners. The interviews focused on changes due to a law forbidding bilingual education. The paraprofessionals' predictions about their own and their students' potential success are discussed. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • BIH*

Rodríguez, Guillermo (University of Pittsburgh, gar12@pitt.edu), **Juffs, Alan** (University of Pittsburgh, juffs@pitt.edu)
When word class is enough: Evidence against shallow parsing in second language sentence processing
Traxler (2002, 2005) found that first-language readers incorporate incoming words into sentences as soon as possible based solely on syntactic information. The present study replicates Traxler's findings with 20 Spanish-speaking learners of English using the self-paced, word-by-word reading paradigm while processing subordinate adverbial clauses in their second language. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Roux, Ruth (University of Tamaulipas, Mexi, rrouxr@uat.edu.mx), **Dietrich, Sarah** (Salem State College, sarah.dietrich@salemstate.edu)
Features of interaction in the academic writing of Mexican university students
This presentation discusses a discourse analysis study designed to examine the essays of Mexican undergraduate applied linguistics students in a language and globalization course taught in English. The presenter will describe the academic discourse interaction model (Hyland, 2005) used to analyze the students' writings, describe the data collected, and share the findings. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • TXT*

Roy, Sylvie (University of Calgary, syroy@ucalgary.ca)
Are you bilingual?: A sociolinguistic view of being bilingual in Canada
This presentation looks at being bilingual in Canada. From a ethnographic research in French Immersion, we will see that being bilingual means that one is able to speak two languages separately. However, participants have different views of what is bilingualism in relation to their understanding of learning a second language. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • SOC*

Sanchez-Munoz, Ana (University of Southern California, sanchezm@usc.edu)
Formal vs. informal style: A study of the lexicon used by heritage speakers of Spanish
This study investigates whether there is stylistic variation across linguistic registers in Spanish as a heritage language in the U.S. The use of formal, informal, and technical vocabulary is analyzed in this study in order to investigate whether there is variation depending on the type and formality of the situation. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • SPA*

Sawallis, Thomas R. (University of Alabama, tsawalli@bama.ua.edu), **Townley, Michael W.** (English Dept., U. of Alabama, townl003@bama.ua.edu)
The adaptability of laboratory phonemic perception training protocols to common second language instruction situations
Experimental work has shown the benefit of speech perception training for both perception and production of difficult L2 phonemic contrasts, but the training regimens are impracticable for pedagogical situations. This study shows how similar levels of training can be integrated into realistic instructional settings. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • PED*

Schick, Laurie (Oklahoma State University, laurie.schick@okstate.edu)
"If you didn't hurt her how come her arms are red?" Socializing sexism and violence in middle school drama
This presentation examines artifacts such as song lyrics and rehearsal schedules in conjunction with two sequences of videotaped interaction to demonstrate how different modes of discourse can intersect in the socialization of male dominance and aggression and sexist stereotypes among middle school students participating in a sixth grade drama production. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LCS*

Shin, Sunyoung (University of California, Los Angeles, suns@ucla.edu)
Do monologue and dialogue formats of speaking test affect students' performance differently in heritage and non-heritage learners of Korean?
The presentation will address the issues in a paired speaking test and heritage vs. non-heritage language learners. Administrative and scoring procedures and data analysis methods will be discussed. The results of G-studies, one-way ANOVAs and MANOVAs will be provided and discussed in terms of implication of language assessment and teaching. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • ASE*

Söderlundh, Hedda (Uppsala University, Hedda.Soderlundh@nordiska.uu.se)
Spontaneous bilingual university education
The paper deals with the use of English as lingua franca in higher education in non-English speaking European countries and the bilingual milieu that results from the lack of language policies. An ethnographic study of two Swedish university programs is presented as an example of this bilingual linguistic environment. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LPP*

Specker, Elizabeth (University of Arizona, speckere@u.arizona.edu)
Code-switching discourse markers as indicators of social relationships: Bilingual characters in the educational entertainment show Maya and Miguel
The study analyzes the use of discourse markers in the children's educational show 'Maya & Miguel' (PBS). By placing the characters' use and type of code-switching between Spanish and English in correlation to their sociocultural characteristics, a continuum of paralinguistic markers used for relationships is evidenced, supporting the show's goals. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LCS*

Stafford, Catherine (University of Wisconsin-Madison, cstafford@wisc.edu)
Working memory and L3 development in adult bilinguals: Standing at the crossroads of individual differences
In research on the relationship between working memory (WM) and third language (L3) development, bilingual Latino adults were introduced to an L3 through an interactive, computer-based lesson. Results revealed successful L3 development irrespective of WM capacity, thus indicating a limited role for WM capacity in L3 development among bilinguals. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • LLC*

Tadaki, Toru (Meijo University, tadaki@ccmfs.meijo-u.ac.jp)
A comparative study of English and Japanese school texts
This paper reports on a study which compares English and Japanese school texts using revised Topical Structure Analysis. The findings concerning topical progressions used in texts and use of written genres at school in two cultural contexts will be shown and discussed in relation to Contrastive Rhetoric research. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • TXT*

Takeuchi, Miwa (University of Toronto, mtakeuchi@oise.utoronto.ca)
Mediating identity in reading texts: Literature group discussions in a Japanese community language school
My research explores how readers' understandings of their identities can be mediated by interactions over a particular text. I organized eight sessions of a literature reading group in a Japanese community language classroom. Results revealed that the interpretations of the texts reflected the participants' different identities. *Sunday, April 22, 2007 • 2:00 pm - 4:00 pm • Bristol III • BIH*

Tan, May (Mcgill University, may.tan@mail.mcgill.ca), **Ong, Saw Lan** (Universiti Sains Malaysia, osl@usm.my)
The impact of high-stakes examinations and change in language of instruction: EAP in Mathematics and Science classrooms in Malaysia
English, the national second language, became the medium of instruction for Mathematics and Science in Malaysia in 2003. In 2007, Secondary Five students will undergo high-stakes examinations for these subjects in English for the first time. This poster presents preliminary data about teacher attitudes regarding the policy and high-stakes examinations. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • ASE*

Treerat, Saowanee (Indiana University, streetra@indiana.edu)
Sincerity, intonation, and apologies: A case study of Thai EFL and ESL learners
The presentation reports on the production of apologies by EFL and ESL learners and NS judgments to identify the degree to which the speakers successfully convey their intent in sincere and insincere apologies. Results are discussed in terms of morpho-syntactic and intonational components of perceived sincere and insincere apology formulas. *Monday, April 23, 2007 • 2:00 pm - 4:00 pm • Bristol III • SLA*

Ulanoff, Sharon (California State University, Los Angeles, sulanof@exchange.calstatela.edu), **Vega-Castañeda, Lillian** (California State University, Channel Islands, Lillian.Castaneda@csuci.edu)
Examining sociocultural and linguistic features that impact the schooling of Chicano English speakers
This paper examines the sociocultural and linguistic features of Chicano English, a "non-standard" form of English spoken by many students in California schools, and its impact on academic success. Findings indicate that Chicano English is a dynamic language variety with differences depending on age, language proficiency and context. *Tuesday, April 24, 2007 • 9:00 am - 11:00 am • Bristol III • SOC*

Van Steendam, Elke (Universiteit Antwerpen, elke.vansteendam@ua.ac.be)
Improving text coherence: Effects of collaborative revision conditions on writing quality in EFL
This study explores the effect of structured collaborative revision on the writing ability of 350 EFL students at a Belgian university. The main research question under review is which form of strategy training is most effective to teach novice revisors how to write a well-structured and convincing letter of application. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • RWL*

Vongpumivitch, Viphavee (National Tsing Hua University, viphavee@hss.nthu.edu.tw)
An investigation of students' written summaries as a measure of reading comprehension and writing ability
This presentation focuses on evaluating EFL university students' summaries by treating the summaries as a reflection of both reading and writing ability. The study investigates the relationship between these two types of measures and also tests the hypothesis that different text structure types will affect the students' ability to summarize. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • RWL*

Warhol, Tamara (University of Pennsylvania, warholt@dolphin.upenn.edu)
Learning to teach writing to ESL students
This study investigates the classroom interactions and demonstration teaching activities of MS-TESOL students in a course on teaching writing in order to examine how the students integrate theory and practice in a pre-service teacher-education course. *Saturday, April 21, 2007 • 2:00 pm - 4:00 pm • Bristol III • PED*

Weger-Guntharp, Heather (Georgetown University, hdw2@georgetown.edu)
Motivation: Revisiting and revising a language learning reality
International students of English as a World Language (EWL; N=120) completed a motivation questionnaire that also measured student preferences for specific classroom activities. Results suggest that motivated classroom behavior can be explained by the relationship of learner goals and the socio-political status of the TL in relation to the L1.*Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • LLC*

Wei, Ming (Oklahoma State University, ming.wei@okstate.edu)
Constructing identities in the virtual world: Exploring an English chat room from the perspective of language socialization
This study looks at how a Net-based environment promotes code-switching practices among Chinese EFL interactants and examines how the latter construct social meanings and identities. It reveals how code-switching is relevant to social and cultural assumptions of online verbal exchanges and provides pedagogical implications for English teaching in China. *Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LCS*

Wu, Ana (City College of San Francisco, awu@ccsf.edu), **Han, Eunhee** (Indiana University of Pennsylvania, ehhan0624@hotmail.com), **Bae, Kyung-Hee** (University of Houston, kbae@uh.edu)
Identity versus Professionalism: Expectations towards nonnative English speaking educators
In this workshop, the presenters will show the data collection from a pilot survey about the attitudes and expectations of learners of English toward their nonnative-English-speaking teachers conducted at three different research institutions. *Sunday, April 22, 2007 • 9:00 am - 11:00 am • Bristol III • LLC*

Xu, Xingren (Penn State University, xux4@psu.edu)

The elements of Chinese ideology in M. A. K. Halliday's systemic functional linguistics

This paper aims at studying the elements of Chinese ideology in M. A. K. Halliday's systemic functional linguistics (SFL). By analyzing Halliday's life experience of studying Chinese, his study in China, and his scholarly works, this paper found rich evidence of the Chinese ideology in SFL.

Monday, April 23, 2007 • 9:00 am - 11:00 am • Bristol III • LID

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