AILA Solidarity Awards

Patricia Ames
Institute of Peruvian Studies • Peru
*Multigrade Schooling and Literacy in the Peruvian Amazon*

Visvaganthie Moodley
Marburg Secondary School • South Africa
*Code-switching in a Multilingual English First Language Classroom*

George Openjuru
Makerere University • Uganda
*The Literacy Practices of a Rural Community in Uganda*

Mohamed Yeou
Chouaib Doukkali University • Morocco
*English Prenuclear Accents Produced by Moroccan Learners of English*

Hirut Woldemariam
Addis Ababa University • Ethiopia
*Language Ideology and Linguistic Landscape: The Case of Tigray, Ethiopia*

Silvia Matravolgyi Damião
Catholic University of São Paulo • Brazil
*ESP for Engineering Students in the Digital Age*

Hu Yijie
Shenzhen University • China
*Theorizing Teachers Beliefs: A Vista to Generate Their Theory*

Nadezhda Yakovchuk
University of Warwick • United Kingdom
*Combating Plagiarism: A Study of Guidelines for International Students*

AAAL Graduate Student Travel Scholarships

M.A. Students

Victoria Byczkiewicz
California State University, Los Angeles • US
*Blaming and Shaming in U.S. Anti-Immigrant Discourse*

Rania Habib
University of Florida • US
*The Social Stratification of [q] and [ʔ] in the Syrian Hemsi Community*

Ph.D. Students

Martin Guardado
University of British Columbia • Canada
*Research on Heritage Language Maintenance in Canada: The Case of Spanish*

Tae-Young Kim
Ontario Institute of Studies in Education of the University of Toronto • Canada
*Goals, Motivations, and Identities: Two Japanese and a Korean Learner*

Hsi-Yao Su
University of Texas at Austin • US
*Styling and the Emergence of Comical Effects in Performative Contexts*

Luxin Yang
Ontario Institute of Studies in Education of the University of Toronto • Canada
*The Activity Systems of Nine Chinese Students in University Courses*
Winner of the 2005 Award

William Grabe
Northern Arizona University, US

Professor Grabe will receive the award and present a paper on Thursday, July 28, 8:50 – 9:55 AM in Monona Terrace Ballroom A.

Research on reading instruction: Advances, issues, and possibilities

This paper examines L2 reading research on instruction and explores issues that arise when experimental research does not support implications for teaching. For example, why is it difficult to demonstrate experimentally the effectiveness of extensive reading? How do we demonstrate the impact of fluency training on reading ability? The paper also considers linkages to SLA research.

Past Winners of the Award and Site of AAAL Conference

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 Stamford, Connecticut
Robert Kaplan 1998 Seattle, Washington
Courtney Cazden 1997 Orlando, Florida
Charles Ferguson 1996 Atlanta, Georgia