

Christian Abello-Contesse • *The 'critical period' and an early start in L2/EFL teaching* • This paper examines the role played by the critical period hypothesis (CPH) in public policy making leading to an increasing international trend toward an early start in L2/EFL teaching. Recent reforms introduced in Spain and elsewhere are analyzed. It concludes that CPH-based claims alone cannot justify such a trend.

Thursday, July 28 9:25-9:55 AM • MT Hall of Ideas J
christian.abell@teleline.es • U of Seville • Spain

Priyanvada Abeywickrama • *Gap fill as a test of reading* • The gap fill task can be developed as a test of reading when rational deletion is employed to capture text-level constraints. This paper presents a framework for creating gap fill tasks and scoring rubrics that include both dichotomous as well as partial credit scoring.

Tuesday, July 26 8:50-9:20 AM • MT Hall of Fame
priyan@ucla.edu • U of California Los Angeles • US

Niclas Abrahamsson, Kenneth Hyltenstam • *The role of language aptitude for near-native L2 proficiency* • This paper reports on a correlation between language aptitude and grammatical intuition among nativelike L2 speakers. Scores from a language aptitude test were correlated with an 80 item grammaticality judgment test. Results showed a high correlation between language aptitude and grammatical intuition among subjects with higher ages of onset.

Thursday, July 28 2:00-2:30 PM • PC 213
niclas.abrahamsson@biling.su.se • Stockholm U • Sweden
kenneth.hyltenstam@biling.su.se • Stockholm U • Sweden

Tae Youn Ahn, Nandini Abedin, Lisa Fishman Kim • *Turn-taking and floor negotiation in academic discussion* • This paper reports on a study of turn-taking and communicative acts in American academic discussions. A corpus-based study reveals the verbal gestures involved in turn-taking and discourse functions served by these turn initiators. The results are compared to EAP materials to evaluate the appropriateness of their treatment of turn-taking skills.

Tuesday, July 26 2:00-2:30 PM • MT Meeting Room Q
ahnt@u.washington.edu • U of Washington • US
abedin@u.washington.edu • U of Washington • US
laf999@yahoo.com • U of Washington • US

Nobuhiko Akamatsu • *A continuum of automaticity in foreign language word recognition* • Providing 5-day word-color-association training, the present study examined the emergence of Stroop interference and qualitative versus quantitative changes in foreign language word-recognition performance. Results showed that Stroop interference continued to increase during the 5-day training; however, this increase may not necessarily reflect qualitative changes in word-recognition performance.

Monday, July 25 2:35-3:05 PM • PC DE 335
nakamats@mail.doshisha.ac.jp • Doshisha U • Japan

Mamiko Akita • *The effectiveness of a prosody-oriented approach in L2 phonology* • Sixty-nine Japanese university students participated in a pretest-treatment (4 month)-posttest design study, aimed at investigating changes in the perceptual and production abilities in English, through two instructional procedures: segmental-oriented approach and prosody-oriented approach. The results indicate that the prosody-oriented approach was more effective in improving learners' perception and production.

Friday, July 29 2:00-2:30 PM • PC DE 235
akita@waseda.jp • Waseda U • Japan

Eva Alcón • *The effect of cooperative learning on developing pragmatic knowledge: A sociocultural perspective* • From a sociocultural perspective on language learning, this paper reports on the results of a study carried out to analyse the effect teacher-students versus learners' interaction on developing learners' pragmatic knowledge of requests. Results of the study support the claim that pragmatic knowledge may emerge from assisted performance.

Thursday, July 28 2:00-2:30 PM • MT Hall of Ideas F
alcon@ang.uji.es • U Jaume I • Spain

Desmond Allison, Huang Jing • *Accommodation, autonomy, resistance: Evidence from Chinese EFL learning diaries* • This paper re-examines ways in which accommodation and resistance may be related within the emergence of learner autonomy. The investigation draws upon a content analysis of 275 entries from a set of 65 learning diaries written by Chinese university EFL students. A possible account is considered and critically assessed.

Monday, July 25 9:25-9:55 AM • MT Meeting Room O
desmond_allison@carleton.ca • Carleton U • Canada
peterjhuang@yahoo.com.cn • U of Hong Kong and Zhanjiang Teachers College • China

Ahlem Ammar • *How noticeable are recasts? Evidence from an on-line processing task* • This on-line processing study investigated the saliency and effectiveness of focused and regular recasts for francophone learners of English of different proficiency levels. Results showed that (1) focused recasts were noticed more than regular recasts and (2) recasts were noticed more by advanced than beginning learners.

Tuesday, July 26 10:10-10:40 AM • MT Hall of Ideas F
ahlemammar@yahoo.fr • Concordia U • Canada

Michael Anderson • *ESL educator perspectives on statewide testing in the US* • What problems with statewide testing do ESL educators identify? What do educators feel they need in order to help ESL students in the U.S. achieve the same high content standards of their native-speaking peers? This study examines issues of statewide assessment in the U.S. from the teacher perspective.

Thursday, July 28 8:15-8:45 AM • MT Meeting Room P
ande1819@umn.edu • U of Minnesota • US

John Angell • *Industrial strengths: Foreign language materials and post-secondary language problems* • This presentation explores the relationship between commercial materials in commonly taught languages in the US and post-secondary language programs. The principle forces that shape the development, marketing, adoption and use of textbooks are described, and implications for enhancing the relationship between the two industries will be presented and discussed.

Friday, July 29 3:10-3:40 • MT Meeting Room M
jangell@louisiana.edu • U of Louisiana at Lafayette • US

Panagiota Angouri • *Communicative activity in plurilingual workplace environments in the UK* • This paper reports on a study of plurilingual international companies in the UK which reveals that the majority of employees engage in cross-language communication and that the range of skills being used is far broader than the four skills (reading, writing, speaking, and listening) traditionally used to describe language use.

Monday, July 25 3:10-3:40 PM • PC DE 332
pmango@essex.ac.uk • Essex U • UK

Birgit Apfelbaum • *Conversational dynamics in interpreter-mediated technical communication* • In this paper, samples from German-French technical interpreting role plays are analyzed as to how specific communicative tasks are interactionally achieved, such as the negotiation of technical terms. Furthermore, the conversational dynamics of such sequences is compared to patterns found in instructional settings in which more experienced interpreters are involved.

Tuesday, July 26 3:55-4:25 PM • MT Meeting Room R
bapfelbaum@hs-harz.de • U of Applied Sciences Magdeburg-Stendal • Germany

Roslyn Appleby • *Language in development as a spatial practice* • The emergence of spatial concepts in cultural theory has been identified as part of a 'spatial turn' in the politics of difference. This paper argues that although narratives of progress remain influential in language teaching in international contexts, attention to 'spatiality' can open productive possibilities for engagement with difference.

Monday, July 25 9:25-9:55 AM • PC 111
roslyn.appleby@uts.edu.au • U of Technology, Sydney • Australia

Solange Aranha • *The move-analysis theory and some linguistic items: The relation between form and function.* • This presentation discusses the move-analysis theory in EAP courses for non-native speakers. We propose that the dependency of communicative purposes between Move 2 and Move 3 determines the structure of first sentences of the moves proposed by Swales and Feak (1994). Besides, the concept of "hybrid" introductions is also presented.

Monday, July 25 10:45-11:15 AM • PC 112
pedacinhobao@uol.com.br • UNESP (Universidade Estadual Paulista) • Brazil

Carme Arbones • *The acquisition of temporality in Spanish as a second language* • Temporality is a fundamental aspect of human experience and cognition. In Spanish and English, the devices used to express temporality are not identical and such variability presents the learners with a set of acquisitional problems at different stages of their acquisitional process, which are accounted in terms of neurocognitive linguistics.

Friday, July 29 8:15-8:45 AM • MT Meeting Room M
carbones@ub.edu • Universitat de Barcelona • Spain

Russell Arent • *Student perspectives on response and evaluation in L2 writing* • This exploratory study describes university student perspectives on the overall effectiveness of teacher response, peer responses and scoring system practices. A 6-item written questionnaire was completed anonymously by 32 undergraduates enrolled in an advanced, multiple-draft composition course. Survey results are presented and discussed with a comprehensive bibliography provided.

Tuesday, July 26 10:10-10:40 AM • MT Meeting Room P
arentr@uwgb.edu • U of Wisconsin Green Bay • US

Jeni James Arndt • *Genre, cohesion analysis, and conventional reading achievement in first graders* • This paper examines first graders' use of register and genre structures and how that knowledge/use is related to conventional reading achievement. Additionally, this paper utilizes a revised method of literate register cohesion analysis which represents a new approach for coding cohesion in longer, more complex texts.

Friday, July 29 8:15-8:45 AM • PC DE 335
arndtj@purdue.edu • Purdue U • US

Yuly Asencion • *Investigating the reading-to-write construct* • In this study, the nature of the reading-to-write ability was explored by having L2 learners perform two reading-to-write tasks and by investigating the effect of individual factors on their performance, the relationship of reading-to-write and reading and writing, and the mental operations participants engaged in when performing the tasks.

Tuesday, July 26 8:15-8:45 AM • MT Hall of Fame
yya2@dana.ucc.nau.edu • Northern Arizona U • US

Eliane Augusto-Navarro • *The development of EFL teaching material: Respecting educational contexts* • This communication will present and discuss the results of EFL teaching materials selected and or developed from authentic educational material developed for native speakers. The main goal is to respect the interests of each student group, adults, adolescents, and children. We have had fruitful results and plan to share them.

Thursday, July 28 2:00-2:30 PM • PC 225
eaugusto@power.ufscar.br • Universidade Federal de São Carlos • Brazil

Kyoko Baba • *The impact of lexical proficiency on summary writing in a second language* • I investigated the roles of lexical proficiency in the processes and quality of summary writing in a second language. Quantitative and qualitative analyses were conducted on 60 Japanese university students' English lexical proficiency, English summary writing ability and processes, lexical proficiency and writing ability in Japanese, and general English proficiency.

Monday, July 25 2:35-3:05 PM • PC 225
kbaba@oise.utoronto.ca • U of Toronto • Canada

Troy Bailey • *The topographical nature of text difficulty: Toward a simple tool of assessment* • The IRFA technique views texts as topographical in nature, examining shared fluency behaviors at particular points in a text. Developed and tested at village schools in Bangladesh, it can be implemented using pen and paper, or alternatively with the TopoText software, which displays text difficulty against individual performance.

Tuesday, July 26 10:45-11:15 AM • MT Hall of Fame
troy@tbhcu.net • Hyderabad Central U / SIL Inc. • US

Wendy Baker, David Bowie, Daniel Sarver, Jared Brickey, Diane Argyle • *The social conditioning of second dialect acquisition* • This study examines social and linguistic factors that determine how and why a second dialect is acquired. Examined is the acquisition of Utah English by non-residents who moved there at varying ages and have lived there for varying amounts of time. Results are discussed in terms of both dialect and language acquisition theories.

Friday, July 29 2:35-3:05 PM • MT Hall of Fame Room
wb42@email.byu.edu • Brigham Young U • US
dbowie@pegasus.cc.ucf.edu • U of Central Florida • US
das78@email.byu.edu • Brigham Young U • US
jbrickey@email.byu.edu • Brigham Young U • US
dma27@email.byu.edu • Brigham Young U • US

Richard Baldauf • *Micro language planning: Is it really language planning?* • Language planning usually describes large scale national planning meant to change language use within a society. Micro language planning (e.g. in schools, for business and other organizations), although less studied, reflects many of the same concerns found in macro policy and planning. But, is micro language planning actually language planning?

Tuesday, July 26 3:55-4:25 PM • MT Meeting Room M
rbaldauf@bigpond.com • U of Queensland • Australia

Ruth Ban • *Code switching in foreign language teaching: A tool or dilemma?* • This study examined code switching practices of four beginning foreign language graduate assistant instructors teaching Spanish at a major university in the southeastern US. Results pointed to the need for an interface between institutional expectations of teacher use of language in the classroom and expectations of students' learning in these university courses.

Monday, July 25 8:15-8:45 AM • PC 111
rban@mail.usf.edu • U of South Florida • US

Subarna Banerjee • *The uses of personal narratives in freshman ESL writing* • This study explores how ESL students use personal accounts in their academic assignments in an undergraduate composition class. Accordingly, I will examine the significance of personal narratives in their learning trajectories. The pedagogical implications would encourage students to use autobiographical reflections to engage in the dynamic construction of academic discourses.

Friday, July 29 2:35-3:05 PM • PC South Dining Room
subarnab@temple.edu • Temple U • US

Bongi Bangeni, Rochelle Kapp, Andres Ramirez, Theresa Austin • *Language attitudes in a linguistically diverse learning environment* • This paper explores ESL students' changing attitudes towards English and home languages over the period of their undergraduate years. We show how students position and reposition themselves in relation to a dual allegiance to English and institutional discourses on the one hand, and home languages and identities on the other.

Thursday, July 28 2:35-3:05 PM • MT Meeting Room L
bbangeni@ched.uct.ac.za • U of Cape Town • South Africa
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jramirez@educ.umass.edu • U of Massachusetts, Amherst • US
taustin@educ.umass.edu • U of Massachusetts, Amherst • US

Anne-Marie Barraja-Rohan • *Using "really" and other interactional resources by two learners* • Using Conversation Analysis, this study compares the overuse of the newsmarker "really" by one learner of English with her compatriot, and examines other interactional resources that the second learner employs instead. The data used comes from a longitudinal study where the learners were mostly interacting with native speakers outside class.

Thursday, July 28 8:50-9:20 AM • MT Hall of Ideas G
annemarie.rohan@wanadoo.fr • Monash U and Paris 5 Descartes • France

Jack Barrow • *Development of repair practices in EFL learner talk* • Focused upon the repair practices initiated in non-native/non-native interaction, this study illustrates the self-repair practices of L2 learners. In particular, I propose that learner repair practices of syntax-in-conversation display orderliness (Schegloff, 1979) and orient toward "progressivity," which have implications regarding development of L2 conversation.

Thursday, July 28 3:10-3:40 PM • MT Hall of Ideas F
barrow@oiu.ac.jp • Osaka International U • Japan

Clarissa Bastos • *Problem-solving in business meetings* • The present work aims at contributing to a better understanding of the co-construction of problem-solving speech activities and the interactional order in the context of three multiparticipative business meetings in a Brazilian civil construction entrepreneurship. Executives, employees and commercial sales representatives took part in the meetings.

Monday, July 25 4:30-5:00 PM • PC DE 332
claro@cosmevelho.com.br • Pontificia Universidade Católica do Rio de Janeiro • Brazil

Lut Baten, Ansu Berg, Nerina Bosman, Mary Jo Reiff • *Courseware: South African indigenous languages for specific purposes* • The Multitaal joint research project (K.U.Leuven, Belgium, North-West U, South Africa) has resulted in the publication of language courseware for specific purposes for Afrikaans, Setswana and isiZulu, strongly emphasizing an integrated learner-based approach and intercultural competence. In view of the language policy of South Africa, also Xhosa is presently developed.

Friday, July 29 2:00-2:30 PM • PC 225
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nerina.bosman@up.ac.za • U of Pretoria • South Africa
mreiff@utk.edu • U of Tennessee • US

Scott J Baxter • *The literacy practices of one L2 writer in computer science* • In order to better understand how writing functions in different academic contexts, this paper presents the results of a case study of writing in a computer science research laboratory. More specifically, I focus on the question of how ESL students move from being graduate students to being more established researchers.

Thursday, July 28 3:10-3:40 PM • PC South Dining Rm
scott.baxter@gmail.com • Purdue U • US

Robert Bayley, Juliet Langman • *Untutored English language acquisition in the middle school science classroom* • We examine the untutored English acquisition by Mexican immigrants in a south Texas middle school science class. Drawing on extensive audio, video, and written data, we examine the structure of interactions involving different constellations of speakers and different tasks to inquire which if any serve as language learning opportunities.

Thursday, July 28 2:00-2:30 PM • MT Meeting Room L
rbayley@utsa.edu • U of Texas at San Antonio • US
jlangman@utsa.edu • U of Texas at San Antonio • US

Yasemin Bayyurt, Gulcan Ercetin, Cem Alptekin • *Effectiveness of a content-based EFL syllabus for young learners* • This paper reports a longitudinal quasi experimental study which investigates the effectiveness of a topic-/content-based syllabus to teach English to young learners. The preliminary results of the study suggest that both experimental and control groups significantly improved over time, but the content-based syllabus was more effective.

Friday, July 29 2:00-2:30 PM • PC 226
bayyurty@boun.edu.tr • Bosphorus (Bogazici) U • Turkey
gulcaner@boun.edu.tr • Bosphorus (Bogazici) U • Turkey
alptekic@boun.edu.tr • Bosphorus (Bogazici) U • Turkey

Catherine Beavis • *Girls and games: Literacy, learning and play* • This paper reports on a project exploring gendered dimensions of computer game play in and out of school amongst male and female gamers, and the implications of any preferences and orientations for the production of curriculum for both boys and girls that engages productively with ICT-based texts and literacies.

Thursday, July 28 9:25-9:55 AM • PC 325/326
cathxx@deakin.edu.au • Deakin U • Australia

M. Catherine Beck • *A disciplined approach to legal English needs analyses* • Planning ESL support for new academic programs offers a perfect opportunity to apply current English for Specific Purposes theory. Using one law school's new Master of Laws (LL.M.) program as the context, presenters describe a recent needs analysis, including methodology, results and recommendations.

Monday, July 25 9:25-9:55 AM • PC South Dining Room
mcbeck@iupui.edu • Indiana U-Purdue U at Indianapolis • US

David Bell • *A corpus-based analysis of cancellative discourse markers* • Using a 5 million-word corpus together with introspected examples, this paper examines how cancellative discourse markers – “but”, “however”, “nevertheless”, etc., function as a tool for the negotiation of meaning in spoken and written discourse.

Thursday, July 28 9:25-9:55 AM • PC 205
belld@ohio.edu • Ohio U • US

Phil Benson, Bonnie Ben-Israel • *Constraints on autonomy: Why can't we do what we want?* • This paper describes a model of ‘constraints on autonomy’ based on interviews with Hong Kong teachers and learners on the question: “Why can't you do what you want to do?” The model shows how the constraints identified interact with each other and with the underlying principle of freedom in learning.

Friday, July 29 2:00-2:30 PM • MT Hall of Ideas G
pbenson@hkucc.hku.hk • U of Hong Kong
bonib@research.haifa.ac.il • U of Haifa, Israel

Erich Berendt • *Talk exchange structure and English language textbooks* • The dominant exchange structure found in the Talk Day Data Base revealed four pre-dominant phases in the negotiation of meaning and relationships. These are used to examine the discourse exchange goals in five sets of Asian English textbooks. Deviations reveal significant interactive issues for the second language classroom.

Monday, July 25 4:30-5:00 PM • MT Meeting Room R
berendt@seisen-u.ac.jp • Seisen U • Japan

Jan Berenst • *Metacommunicative practices in children's conversations* • In this paper I will discuss the importance of two main functions of metacommunicative practices of young children in conversational discourse (mother/child interactions and peer interactions in Dutch kindergartens): a. grounding (establishing the child's own understanding) and b. management of the relationship with the conversation partner.

Friday, July 29 2:00-2:30 PM • PC DE 335
j.berenst@let.rug.nl • U of Groningen • Netherlands

Lawrence Berlin • *The importance of language in the politics of media reporting* • A critical discourse analysis examines how keywords are used to place a “spin” on the separate reporting and subsequent interpretation of the same news events, producing a ‘we-they’ dichotomy between East and West in contemporary conflicts and shaping the political ideology of the respective readers and listeners of news media.

Friday, July 29 3:10-3:40 PM • MT Meeting Room Q
L-Berlin@neiu.edu • Northeastern Illinois U • US

Elizabeth B. Bernhardt • *Syntactic proficiency in second-language reading comprehension* • Two data collections (German [N= 150] and Spanish [N=84] as L2s), designed to provide insight on the extent to which syntactic knowledge (measured with multiple part grammar tests) contributes to the prediction of second-language text comprehension, are included in this paper.

Tuesday, July 26 3:10-3:40 PM • PC DE 232
ebernar@stanford.edu • Stanford U • US

Rita Berry, Benjamin Ka Wo Li • *Exploring measures that support English-medium learning in Chinese-medium schools* • This paper describes a study that investigates the effectiveness of an English enrichment programme (EEP) on helping students in Chinese-medium (CMI) schools in Hong Kong adapt to English-medium learning at Secondary 4 while the EEP is introduced at junior secondary classes, based on information provided by lesson observation field notes and proficiency tests conducted in selected CMI schools.

Tuesday, July 26 4:30-5:00 PM • MT Meeting Room Q
rsberry@ied.edu.hk • Hong Kong Institute of Education • Hong Kong, SAR
benli@ied.edu.hk • Hong Kong Institute of Education • Hong Kong, SAR

Aditi Bhatia • *A critical analysis of the discourse of terrorism* • Since September 11th, terrorism has been variously conceptualized and used as a political weapon by international leaders to serve individual socio-political ends. Based on a critical discourse analysis of a corpus of political and media discourse, the paper highlights the use of metaphors to represent the changing faces of terrorism.

Thursday, July 28 8:50-9:20 AM • MT Hall of Ideas H
enbhatia@yahoo.com • Macquarie U • Australia

Vijay Kumar Bhatia • *Critical genre analysis of corporate disclosure documents* • The paper will use a multi-dimensional and multi-perspective critical genre analytical approach to investigate ‘genre bending’ in corporate disclosure documents, highlighting, in particular, the appropriation and exploitation of linguistic resources to promote corporate interests within ‘socially accepted norms’ of informative reporting in corporate disclosure documents.

Monday, July 25 10:45-11:15 AM • PC South Dining Room
enbhatia@cityu.edu.hk • City U of Hong Kong • Hong Kong, SAR

Martha Bigelow • *L1 literacy and recast recall with Somali English language learners* • This research explores the interplay between L1/L2 literacy and L2 oral skills by focusing on participants’ response to recasts on English questions. Participants were low-literate Somali refugee teens and young adults. The importance of studying under-represented groups of L2 learners and implications for SLA theory will be discussed.

Tuesday, July 26 8:50-9:20 AM • PC Auditorium
mbigelow@umn.edu • U of Minnesota • US

John Bitchener, Kevin Roach • *The relationship between explicit and implicit knowledge* • This paper reports the results of a study with 40 elementary ESOL learners (experimental group of 20 and control group of 20) that investigated the effectiveness of form-focussed instruction on the acquisition of explicit knowledge, implicit knowledge and the explicit-implicit knowledge interface.

Friday, July 29 10:45-11:15 AM • PC 213
john.bitchener@aut.ac.nz • Auckland U of Technology • New Zealand
kevin.roach@aut.ac.nz • Auckland U of Technology • New Zealand

Rebecca Black • *The discourse of online fanfiction* • This paper presents a typology of information exchange in an online fanfiction website as a means of understanding the tensions related to language, culture, and identity that adolescent English language learners negotiate as they are scaffolded into legitimate participation through their interactions with native English speakers in this site.

Friday, July 29 8:50-9:20 AM • MT Meeting Room O
rwblack@wisc.edu • U of Wisconsin at Madison • US

Debra Blake • *Inner truths: The interplay between individual differences and learner success* • A U.S. Foreign Service Institute pilot project will investigate three models of support for language students to explore how learning choices, confidence levels and final scores correlate with self-reported personality factors and support for strategy awareness. Results will address the students' perceived readiness for language use and continued study overseas.

Tuesday, July 26 8:50-9:20 AM • MT Meeting Room K
BlakeDM@state.gov • US State Department / Foreign Service Institute • US

David Block • *Spanish-speaking Latinos in London* • This paper is about an under-researched sociolinguistic group: Spanish-speaking Latinos in London. I begin by reviewing general socio-historical information about Latinos in London. I then present the detailed case study of a Colombian immigrant, focussing on his life and language practices. I conclude by considering issues arising from both data sources.

Tuesday, July 26 10:45-11:15 AM • MT Meeting Room L
d.block@ioe.ac.uk • U of London • UK

Melanie Bloom • *Communicative Spanish in one semester: A case study of linguistic gains* • This session covers a descriptive case study of a course in Spanish for healthcare professionals. It outlines the components of the curriculum and the students' gains in linguistic ability. Participants will gain a greater understanding of language for specific purposes courses, teaching methods, and students' linguistic gains.

Thursday, July 28 8:50-9:20 AM • MT Meeting Room M
melbloom@mail.utexas.edu • The U of Texas at Austin • US

Hans Ulrich Boas • *Pattern grammar and/or frame semantics* • This paper will evaluate the descriptive and explanatory merits of the Collins Cobuild Pattern Grammar approach (cf. Hunston/Francis 1999, Pattern Grammar) and Frame Semantics as implemented in the FrameNet project (cf. <http://www.icsi.berkeley.edu/~framenet>). In particular, the subcategorizational and semantic role of the 'for' ... 'to' construction will be examined.

Thursday, July 28 9:25-9:55 AM • PC 226
hans.boas@uni-erfurt.de • U of Erfurt • Germany

Mariko Boku • *Theory to practice: EFL learners' metacognitive strategy development* • The purpose of this paper is to present the result of a case study concerning EFL learners' metacognitive strategy development via theory instruction. The results implicate the possibilities of both learner autonomy development and new ways of teaching foreign language.

Tuesday, July 26 10:45-11:15 AM • MT Meeting Room K
mboku@msn.com • Kinki U • Japan

Galina Bolden • *"So what's up?": Sequence-initial "so" in American English conversation* • This paper will present a conversation analytic investigation of the discourse marker "so," focusing on its use in sequence-initial positions. Drawing on a large corpus of naturally occurring interactions in American English, I show how "so" can function as a marker of "emergence from incipency."

Thursday, July 28 2:00-2:30 PM • PC 205
gbolden@ucla.edu • U of California, Los Angeles • US

Patrick Bolger • *Spanish-English orthographic transfer* • This study examines orthographic transfer among developing bilingual adults. In English letter-detection, monolingual readers react to targets faster when masked primes contain solitary congruent vowels versus congruent vowels embedded in digraphs. Assuming transfer, developing Spanish-English bilinguals should show no difference since Spanish has adjacent vowels but no vowel digraphs.

Monday, July 25 4:30-5:00 PM • PC DE 335
pbolger@u.arizona.edu • The U of Arizona • US

Emiliana Bonalumi • *The study of some keywords in *Laços de Família** • This study envisaged to analyse keywords in *Laços de Família* by Clarice Lispector, by comparing its translation *Family Ties*, by Giovanni Pontiero. We used Wordsmith Tools, in special, the Keywords device. Pontiero's translation choices may be seen as a feature of this translator's style.

Friday, July 29 10:10-10:40 AM • MT Meeting Room R
efbona@uol.com.br • UNESP • Brazil

Christiane Bongartz • *Noun phrase morphology in German immersion - Challenges in child-L2-acquisition* • This paper shows that feature-form mapping deficits observed in adult SLA are also present in childhood SLA. A comparison of 2nd and 5th graders in NP production shows no significant increase in morphological accuracy of case agreement in German NPs.

Friday, July 29 2:00-2:30 PM • PC 309
chris.bongartz@uni-koeln.de • U of Cologne • Germany

Sarah Bossaert • *Classroom interaction in primary school from a gender perspective* • This paper gives final results of a study which investigates boys' and girls' participation in teacher-student interaction in the first year of primary school in Flanders (Belgium). Data were collected both at the beginning and at the end of the school year, using quantitative and qualitative data analysis.

Monday, July 25 2:00-2:30 PM • PC 213
Sarah.Bossaert@vub.ac.be • Vrije Universiteit Brussel • Belgium

Diana Boxer, Elena Gritsenko • *What's in a surname?: Women, identity, and power across cultures* • We analyze a corpus of data on women and surname choices collected in the US and Russia across religions, age groups, and educational strata. Statistical analysis coupled with ethnographic data are presented to grapple with the fact that traditional choices, among even "feminist" women, reflect and perpetuate the social order.

Tuesday, July 26 9:25-9:55 AM • PC 213
dboxer@ufl.edu • U of Florida • US
gritsenko@sandy.ru • Linguistic U of Nizhny Novgorod • Russia

Christopher Bradley • *Teacher motivation, learner motivation, and meaningful course content* • What motivates EFL teachers when their pay is often low and their working conditions unstable? The results of this exploratory qualitative study strongly indicate that key determinants of EFL teacher motivation include the autonomy to develop meaningful course content, as well as opportunities to teach highly motivated learners.

Monday, July 25 3:10-3:40 PM • PC DE 232
chriskyoju@hotmail.com • Hiroshima International U • Japan

Lois Bragg, Rachel Channon • *Describing deaf English* • Are the variations from Standard English in deaf students' English systematic or idiosyncratic? We compare a corpus of essays written by deaf undergraduates, with the same essays rewritten in Standard English, and provide quantitative comparisons and descriptions of the differences in syntax and morphology.

Tuesday, July 26 2:00-2:30 PM • PC DE 327
lois.bragg@gallaudet.edu • Gallaudet U • US
rchannon@speakeasy.net • U of Maryland • US

Cindy Brantmeier • *Gender, anxiety about L2 reading tasks, and levels of comprehension* • With 102 university level participants from advanced L2 courses of Spanish, the present investigation examines gender differences in self-reported anxiety levels about L2 reading and tasks involved after L2 reading (oral and written), and it examines the relationship between anxiety and measures of performance on written recalls.

Tuesday, July 26 2:35-3:05 PM • PC 213
cbrantme@artsci.wustl.edu • Washington U in St. Louis • US

Maria Brau, Rachel Lunde • *Reading comprehension as a predictor of translation ability* • This study investigates the correlation between Arabic reading comprehension in a foreign language and translation ability from the source language into English. Data are derived from the FBI Arabic test battery scores of 1500 applicants after 9-11. The presenters will discuss factors that contribute to translation ability.

Friday, July 29 9:25-9:55 AM • MT Meeting Room R
mmbrau@starpower.net • FBI • US
rlunde@center.osis.gov • FBI • US

Lindsay Brooks • *Paired testing: The best of times, the worst of times* • This paper presents the differences in performance and test-takers' perceptions of their performance in paired and individual oral testing. The paired format resulted in more complex interaction and overall higher scores. However, the results show a person by format interaction with some students performing differentially depending on the test format.

Friday, July 29 2:00-2:30 PM • MT Meeting Room P
lbrooks@oise.utoronto.ca • U of Toronto • Canada

Tineke Brunfaut • *The nature of reading for academic purposes: A comparative study* • This paper reports on research on the relative contribution of different factors to academic reading in a foreign language. The study compares students in language degree programmes at different levels of study in terms of their FL and L1 academic reading proficiency, FL and L1 language knowledge and metacognitive knowledge.

Tuesday, July 26 8:15-8:45 AM • PC Auditorium
tineke.brunfaut@ua.ac.be • U of Antwerp • Belgium

Marcia Buell • *Beyond ethnicity: Hybrid discourse practices among ESL writers* • Using ethnographic methods, the presenter explores how two international graduate students and one immigrant undergraduate create and reflect upon hybrid discourse when writing at a large U.S. research university. Through these case studies, she argues that hybridity in ESL writing arises from the interplay of ethnic, social and disciplinary factors.

Tuesday, July 26 8:15-8:45 AM • MT Hall of Ideas J
buell@uiuc.edu • U of Illinois, CWS • US

Anne Burns, John Knox • *Problematising teacher education: Researching and modelling classrooms* • Action research was conducted by two teacher educators with teacher-students enrolled in a Masters TESOL course. The teacher-students' application of the course content in their classrooms was unpredictable, and contingent on a range of contextual factors. Based on these findings, a classroom model is proposed which draws on complex-systems theory.

Tuesday, July 26 10:10-10:40 AM • MT Meeting Room Q
anne.burns@mq.edu.au • Macquarie U • Australia
john.knox@mq.edu.au • Macquarie U • Australia

Clay Butler • *Picking on Stan: Teasing, face, and alignment in masculine discourse* • This paper analyzes the discourse of four young men playing poker and the ways in which three of the informants use prosody, sarcasm, critical comments, and exclusionary references to isolate and alienate a fourth member – all in seemingly good fun. The findings describe oppositional alliances commonly found in masculine discourse.

Thursday, July 28 9:25-9:55 AM • MT Hall of Ideas I
Clay_Butler@baylor.edu • Baylor U • US

Yuko Butler • *In search of a post native model of English teaching* • This study documents and analyzes the challenging and important process of developing new models of English language teaching (ELT) that are sensitive to local needs (what may be called "post native-speaker focused models" of ELT) by examining ELT at the elementary school level in Japan as a case study.

Monday, July 25 10:45-11:15 AM • PC 111
ybutler@gse.upenn.edu • U of Pennsylvania • US

Victoria Byczkiewicz • *Blaming and shaming in U.S. anti-immigrant discourse* • This interpretive critical discourse analysis focuses on the speech acts of blaming and shaming in anti-immigrant and anti-immigration discourse as portrayed in U.S.-Mexico borderlands cinema. The findings are linked to the English-only movement and the role of English as a commodity in the trend toward increasing globalization.

Tuesday, July 26 8:50-9:20 AM • MT Hall of Ideas H
viktoriasbcg@global.net • California State U,
Los Angeles • US

Julie Byrd Clark • *Labyrinths of social meanings: Community member attitudes toward foreign languages* • This ethnographic study examines community member attitudes toward adopting a FLES program at a public school and exposes the challenges in meeting the needs of a diverse community. It also reveals complexities in the discourse of the community member while contributing significant implications for U.S. educational policy and language planning.

Tuesday, July 26 3:10-3:40 PM • MT Meeting Room M
jbyrdclark@oise.utoronto.ca • U of Toronto • Canada

Josephine Caffery • *Linguistics in indigenous adult education and its effects on endangered languages* • This paper discusses the extent, and in what ways, linguistic training assists in the documentation or maintenance of Australian endangered languages. It is based on research which looks at linguistic training in Australian Indigenous adult education, focusing on the internal and external factors that enhance or constrain a trained Australian Indigenous language worker/linguist documenting or maintaining their traditional language.

Tuesday, July 26 2:00-2:30 PM • MT Meeting Room M
sscaffery@ozemail.com.au • Charles Darwin U • Australia

Laurent Cammarata • *Implementing content-based instruction: Exploring foreign language teachers' experiences* • This presentation will report on a phenomenological study that tapped the experiences of three 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 future research and teacher education will also be highlighted.

Thursday, July 28 8:50-9:20 AM • MT Hall of Ideas J
camm0010@umn.edu • U of Minnesota • US

Sally Candlin, Peter Roger • *Professional/client communication: An action research project* • This paper is a report of the first phase of an action research project to determine the effectiveness of adult learning strategies for graduate students from a variety of professional backgrounds with no formal prior linguistic knowledge. The assessment was of their learning and understanding of effective professional/client communication.

Thursday, July 28 9:25-9:55 AM • PC 220
scandlin@ozemail.com.au • Macquarie U • Australia
Peter.Roger@ling.mq.edu.au • Macquarie U • Australia

Walcir Cardoso • *Onset-nucleus sharing in interlanguage: evidence from Brazilian Portuguese English* • This study investigates the syllabification of word-final consonants via onset-nucleus sharing during the development of codas in Brazilian Portuguese English. The analysis is couched within OT and promotes a multidisciplinary approach that combines theoretical and methodological tools from three linguistic disciplines in an attempt to develop a "socially realistic linguistics".

Friday, July 29 8:15-8:45 AM • MT Meeting Room K
walcir@education.concordia.ca • Concordia U • Canada

Stephen Carey • *Enhancing immersion and academic language proficiency* • Second language acquisition can evolve from the needs of social practice and the need to express thought intrapersonally and interpersonally. We constructed online social situations which demonstrate it is possible to both intensify and observe this process.

Monday, July 25 3:55-4:25 PM • PC DE 235
stephen.carey@ubc.ca • U of British Columbia • Canada

William Carpenter • *Toward a critical stylistic analysis for student writers* • Using research in systemic-functional linguistics and critical discourse analysis and Bourdieu's concept of habitus, this paper presents a method of stylistic analysis that employs functional coding of texts and reflective writing. The model enables students to recognize and critique their composing choices, encouraging a critical awareness of themselves as writers.

Monday, July 25 2:35-3:05 PM • MT Meeting Room L
carpentw@lafayette.edu • Lafayette College • US

Patricia L. Carrell, Sara Weigle, Matthew McCrudden, Donna Murray, Chizu Jaret • *Notetaking strategies and instruction effects on listening comprehension assessment tasks* • This paper reports an empirical investigation of the notetaking strategies used by ESL/EFL students while completing listening comprehension assessment tasks, the impact of the notes on the assessment tasks, and the effects of brief notetaking instruction on listening comprehension.

Tuesday, July 26 8:15-8:45 AM • MT Meeting Room P
pcarrell@gosu.edu • Georgia State U • US
sweigle@gosu.edu • Georgia State U • US
mccrudden@unlv.nevada.edu • U of Nevada-Las Vegas • US
murrayd1@cox.net • U of Nevada Las Vegas • US
jaretc@unlv.nevada.edu • U of Nevada, Las Vegas • US

Edwina Carreon • *The ESL teacher in the computer-enhanced classroom* • Combining interviews and teacher self-reflections with computer-lab observations, the presenter will describe strategies and decision-making processes teachers in an ESL writing program employ to support student learning and develop their own expertise in teaching computer-enhanced writing courses.

Friday, July 29 2:35-3:05 PM • MT Hall of Ideas J
carreon.1@osu.edu • Ohio State U • US

E. Desiree Castillo • *The experience of learners and advisors in Mexican self-access centers* • Self-access centers have been designed by specialists with the purpose of helping learners to work more independently. By analyzing the comments of learners and advisors from three Mexican self-access centers, I shall look at their different working experience, objectives and perceptions of the center and of one another.

Thursday, July 28 8:15-8:45 AM • MT Meeting Room K
edcastillo@yahoo.com • Crapel, Universite Nancy 2 • France

Marilda Cavalcanti, Jackeline Mendes • *Literacy representations in oral/written discourse in two indigenous minority contexts* • This paper looks at representations of literacy in two bilingual minority contexts in Brazil, specifically, indigenous teacher education courses. These two contexts are diverse between them and in themselves. The data analysis presupposes a re-reading of literacy concepts to be able to catch glimpses of indigenous cosmogonies.

Monday, July 25 3:55-4:25 PM • MT Meeting Room N
mcavalcanti@terra.com.br • Universidade Estadual de Campinas • Brazil
rodrigues@mpc.com.br • Universidade São Francisco • Brazil

Asta Cekaite • *Changing patterns of participation in children's L2 classroom conversations* • This paper presents a longitudinal account of how children acquire linguistic and sociocultural skills for participating in whole group conversations in L2 classrooms. Data from an immersion classroom for nonnative children with only rudimentary skills in L2 are used. A microanalytic interactional approach is combined with ethnographic fieldwork analyses.

Monday, July 25 8:15-8:45 AM • MT Meeting Room K
astce@tema.liu.se • Linköping U • Sweden

Maria-Luz Celaya, Maria Rosa Torras Cherta, Ma Teresa Naves Nogués • *The development of written production in an EFL context* • A study with six groups of EFL learners ranging from 10.9 to 17.9 years old shows that syntactic complexity measurements and adverbs start emerging after the age of 12.9 while the steady growth of accuracy, fluency and lexical measurements found in the younger groups declined as learners got older.

Monday, July 25 4:30-5:00 PM • MT Meeting Room K
mluzcelaya@ub.edu • Universitat de Barcelona • Spain
mtorras@ub.edu • Universitat de Barcelona • Spain
tnaves@ub.edu • Universitat de Barcelona • Spain

Yesim Cetinkaya, Keiko Samimy • *Turkish college students' willingness to communicate in English* • The presenter will provide a brief description of Turkish context and then summarize the quantitative and qualitative data collection and analysis procedures. Result and implications of the study will be presented and the audience will be invited to discuss the results.

Tuesday, July 26 10:10-10:40 AM • PC 220
cetinkaya.1@osu.edu • Ohio State U • US
samimy.2@osu.edu • Ohio State U • US

Swee Heng Chan • *ESL learning strategy use: Relating to language experience and SES* • Language learning strategies (LLS) play an important role in developing learners' autonomy. A study was conducted to investigate LLS use among a group of ESL learners, and its relationship with prior language experience and SES. This exploration provides a window into ESL students' attitudes and behaviour that direct self-learning in a multilingual environment.

Tuesday, July 26 10:10-10:40 AM • MT Meeting Room K
shchan@fbm.upm.edu.my • U Putra • Malaysia

Paul Michael Chandler • *The acquisition of English stress by EFL learners in Spain* • We studied the acquisition of English stress patterns in adults using real and pseudo-words ending in either of two suffixes: -ary, -ory (e.g., *swarmatory). Learners stressed more accurately real and shorter words in a sentence, read-aloud task. With one exception, learners who never lived abroad achieved less than 30% accuracy.

Monday, July 25 3:55-4:25 PM • MT Meeting Room M
cpaul@hawaii.edu • U of Hawai'i • US

Chia-Chien Chang • *Stimulated retrospection in simultaneous interpreting research: What stimuli to use?* • Retrospection has increasingly been used in simultaneous interpreting research. This study tests the effectiveness of different types of stimuli in facilitating interpreters' retrospection, from using the script of the source text to presenting the interpreters with video-recording of their own interpreting. The strengths and weaknesses of each stimuli are discussed.

Tuesday, July 26 2:35-3:05 PM • MT Meeting Room R
chiachien@mail.utexas.edu • U of Texas at Austin • US

Yu-Jung Chang, Halina Campa, Amanda Franklin, M. Susanna Slotemaker • *Not all verb tenses are created equal* • This session compares verb tense presentation in grammar textbooks with actual usage. Using corpus research, the presenters examined the frequency of various verb tenses in spoken English. Implications for materials development and teaching will be discussed based on the findings.

Friday, July 29 10:45-11:15 AM • PC DE 232
yujung@u.washington.edu • U of Washington • US
halinacampa@hotmail.com • U of Washington • US
amandaaf@u.washington.edu • U of Washington • US
msslot@u.washington.edu • U of Washington • US

Craig Chaudron, Matt Prior, Uli Kozok • *Elicited imitation as an oral proficiency measure* • The methodology and results of elicited imitation (EI) tests developed for Vietnamese and Indonesian oral proficiency assessment serve as models for other languages. Especially research on English, Spanish and Japanese demonstrates that EI can be a reliable and valid measure of competence, while serving also for linguistically oriented SLA research.

Friday, July 29 10:45-11:15 AM • MT Meeting Room P
chaudron@hawaii.edu • U of Hawaii • US
prior@hawaii.edu • U of Hawaii at Manoa • US
ukozok@hawaii.edu • U of Hawaii at Manoa • US

Li-mei Chen • *Tone acquisition of a three-year-old Mandarin-learning child* • The findings from the tone production of a three-year-old Mandarin-learning child do not confirm to the general conclusion that suprasegmentals are acquired earlier than segmentals. It was found that there were still quite a few tonal substitutions and confusions in the commonly used terms in the speech of the three-year-old typically-developing child.

Thursday, July 28 8:15-8:45 AM • PC DE 335
leemay@mail.ncku.edu.tw • National Cheng Kung U • Taiwan

Louis Chen • *Multiliteracies meets mathematics: Investigating instant messaging usage for academic purposes* • This case study evidences the effects of ICT in dispelling the divide between reading and writing by examining students' literacy practice through instant messaging to accomplish a group project in a grade 9 academic math class. Data reveals the hybrid nature of technology-mediated literacy and the empowering role it plays.

Thursday, July 28 2:35-3:05 PM • MT Meeting Room M
louisschen@oise.utoronto.ca • U of Toronto • Canada

Yih-Lan Chen • *The role of autonomy-support: High school EFL learning in Taiwan* • Current study investigated both student's and teacher's perceptions of instructional styles and how the differences in the styles interact with students' self-regulation and intrinsic interest in learning EFL. It is suggested that while autonomy support can be helpful in enhancing students' interest in learning, teacher's clear guidance is also important.

Thursday, July 28 8:50-9:20 AM • PC 213
yihlan@yahoo.com • Ming Chuan U • Taiwan

Zhaohui Chen • *Length of stay on interlanguage pragmatics development* • Using cross-sectional methodology, this paper address the issue of whether length of stay in an English-speaking country influences the development of interlanguage pragmatics of English as a second language adult learners at the university level.

Monday, July 25 8:50-9:20 AM • MT Hall of Ideas F
zchen8@helios.acomp.usf.edu • U of South Florida • US

An Cheng • *Learner in the ESP genre-based literacy approach* • How do learners develop awareness and manipulation of disciplinary-specific generic features in the ESP genre-based literacy approach? What are the situational factors influencing their learning of genre and their literacy development (or the lack thereof)? Two learner profiles illuminate the complex relationship among learner characteristics, genre learning, and literacy development.

Monday, July 25 9:25-9:55 AM • MT Meeting Room N
azc103@psu.edu • The Pennsylvania State U • US

Ming Cheung • *Marketing communication in Chinese and English: A thematic analysis* • This paper analyses and compares 160 promotional letters and emails in Chinese and English using Halliday's (1994) theme-rheme construct. It argues whether a cross-cultural persuasive writing genre can be postulated. Similarities and differences in thematic choices are attributed to generic considerations and rhetoric, social and cultural variations in marketing communication.

Tuesday, July 26 10:45-11:15 AM • PC 205
enming@cityu.edu.hk • City U of Hong Kong • Hong Kong, SAR

Paul Cheung, Louise Reynolds • *Multiple perspectives in the study of mediated professional-client interaction: The case of audiology* • The present study examines the "intertextual web" expected to emerge from the first visit by a patient to an audiology clinic following referral by a medical professional. Evidence of intertextual and interdiscursive relations will be sought from the referral letter, initial audiologist-client consultation, audiogram and report for the referring doctor.

Thursday, July 28 2:35-3:05 PM • PC 220
Paul.Cheung@ling.mq.edu.au • Macquarie U • Australia
louise.reynolds@ling.mq.edu.au • Macquarie U • Australia

Min-Hsun Chiang • *Empowering pre-service EFL teachers through service-learning-integrated methods course* • Providing pre-service students with classroom-based teaching experience is imperative. Nevertheless, most university methods courses for Teaching English as a Foreign Language (TEFL) take place on campus. This paper describes a model for a TEFL method course that integrates traditional classroom teaching with service learning in the nearby junior high school.

Thursday, July 28 8:50-9:20 AM • PC 225
minhsunl@mail.thu.edu.tw • Tunghai U • Taiwan

Yung-Nan Chiang • *Intertextuality and negotiation of (fictive) identities in Will & Grace* • This study touches on language and the media, language and gender identity, psycholinguistics and discourse analysis

Monday, July 25 4:30-5:00 PM • MT Hall of Ideas H
yungnan@mail.utexas.edu • Ling Tung College (Taiwan) / The U of Texas at Austin • US

Claire Chik, Barry Griner, Donna Brinton • *Factors affecting secondary heritage language offerings in metropolitan Los Angeles*

• This paper summarizes findings from an ongoing study of high school heritage language programs in metropolitan Los Angeles, including (1) demographic information; (2) class offerings and curricula planning; and (3) interviews with teachers, administrators, and students. The survey findings will be discussed vis-à-vis curriculum design for heritage language learners.

Monday, July 25 2:00-2:30 PM • MT Meeting Room Q
chik@humnet.ucla.edu • U of California, Los Angeles • US
bgriner@ucla.edu • U of California, Los Angeles • US
brinton@humnet.ucla.edu • U of California, Los Angeles • US

Nobuko Chikamatsu • *Interaction between top-down and bottom-up information processing in L2 Japanese reading* • The present study discusses interaction between top-down and bottom-up processing in L2 Japanese reading. Three tests were given, (i) reading comprehension, (ii) kanji, and (iii) culture tests. The results show that the lack of top-down strategies even among advanced learners, and heavy reliance on bottom-up approach regardless of proficiency.

Monday, July 25 8:50-9:20 AM • PC 225
nchikama@condor.depaul.edu • DePaul U • US

Hsiu-Chen Phoebe Chiu • *Rethink the concept of discourse domains in interlanguage variation* • This pilot study investigates social and socio-cultural factors that influence second language learners' interlanguage variations in academic and non-academic discourse domains. It discusses what linguistic features characterize learners' discourse domain construction, and how learners reflect on differences in linguistic production within and beyond their own domains.

Monday, July 25 10:10-10:40 AM • MT Hall of Ideas F
hcc229@nyu.edu • New York U • US

Jinhee Choo • *A learner corpus-based study on L2-English article use* • This study investigates a pattern of L2-English article use in the essays of advanced Korean ESL learners via electronic corpus-based error analysis. Total two hundred of argumentative essays were randomly selected and analyzed via computer software to provide a quantitative basis for an interlanguage analysis of L2 article usage.

Friday, July 29 2:35-3:05 PM • PC DE 327
jchoo@uiuc.edu • U of Illinois at Urbana-Champaign • US

Min-Chieh Chou, Rueih-Lirng Fahn • *Cross-linguistic constraints on Chinese learners' generation of English existential constructions*

• This cross-linguistic comparative study aims to find out how the structural resemblance between Mandarin you-sentences and English there be sentences, the discourse function of Mandarin, and the definiteness of Mandarin subjects predispose Chinese learners to overuse English existential constructions in their L2 output.

Thursday, July 28 8:15-8:45 AM • PC DE 327
choumch_ccu@yahoo.com.tw • Chinese Culture U, Taipei • Republic of China
fahn@mail.tku.edu.tw • Tamkang U • Taiwan

Alice Chow, Winnie S.Y. Wong • *Language arts - The missing pieces in the English language curriculum* • This paper reports an investigation into the process of a school-based curriculum renewal project undertaken to develop a balanced, integrated language arts curriculum in Hong Kong. Findings of the study illuminate the challenges involved in teachers' attempts to re-conceptualize and enact their roles as subjects and agents of change.

Tuesday, July 26 2:00-2:30 PM • PC DE 232
alice@ied.edu.hk • Hong Kong Institute of Education • Hong Kong, SAR
winnie@ied.edu.hk • Hong Kong Institute of Education • Hong Kong, SAR

Huime Chu • *Teaching EFL children with poor PA: Whole word or phonics* • Phonics and whole word repetition were compared in teaching words to EFL children with poor PA and their PA development. Results showed the superiority of the phonics group in developing word decoding (including faster acquisition, better retention and better generalization) and spelling but not in word comprehension and phonemic segmentation.

Tuesday, July 26 4:30-5:00 PM • PC DE 232
hmc100@ms21.hinet.net • National Taiwan Normal U • Taiwan

Man-Ping Chu • *Learner autonomy in the collegiate English conversation class in Taiwan* • The purpose of this study was to investigate the degree of learner autonomy that college students and their English conversation lab teachers perceive in current practice; how much discrepancy in expectations exists between them; and what degree students with different demographic characteristics expect the implementation of learner autonomy in class.

Monday, July 25 2:00-2:30 PM • MT Meeting Room O
manpingchu@yahoo.com • Chinese Culture U • Taiwan

Hyun-Sook Chung, Hyunkee Ahn • *Does L2 listening level affect the role of contextual cues?* • This study investigated whether high and low level L2 learners differ significantly in which information they rely on more in auditory L2 word recognition: local acoustic or sentence contextual information. The result shows L2 listeners, regardless of listening level, rely more on contextual cues where phonemic and contextual information conflict.

Tuesday, July 26 10:10-10:40 AM • PC DE 235
sook@igse.ac.kr • International Graduate School of English • Korea
ahnhk@snu.ac.kr • Seoul National U • Korea

Arlene Clachar • *Creole speakers' distribution of verbal morphology in academic registers* • This paper is based on research which examines the subtle but pervasive literacy challenges of speakers of English-based creoles. The paper investigates the extent to which Creole speakers distribute tense-aspect morphology according to the postulations of the aspect hypothesis in their registers of written academic discourse.

Monday, July 25 4:30-5:00 PM • PC 225
aclachar@miami.edu • U of Miami • US

Sonia Colina, Julie Sykes • *Pragmatic adequacy and translator competence: What is missing?* • This study presents the results of a corpus analysis of randomly selected translated materials from the southwestern US, in terms of functional and pragmatic adequacy. The analysis demonstrates that a structuralist, micro-approach (often used by untrained translators) results in a target text that is pragmatically and functionally inadequate. Implications of these results are discussed.

Friday, July 29 8:50-9:20 AM • MT Meeting Room R
scolina@asu.edu • Arizona State U • US
Julie.Sykes@asu.edu • Arizona State U • US

Tanja Collet • *A future within linguistics for terminology?* • In this paper, I will examine current theoretical developments in terminology, a field of study interested in the vocabulary of languages for special purposes, which signal a shift towards linguistics, particularly towards lexical semantics and text linguistics. Two such innovative approaches will be described: Sociocognitive Terminology and Textual Terminology.

Tuesday, July 26 4:30-5:00 PM • PC DE 332
tcollet@uwindsor.ca • U of Windsor • Canada

Laura Collins, Joanna White, Suzanne Springer • *The distribution of instructional time and second language learning outcomes* • Eleven groups of same-age Francophone learners were followed at regular intervals in differently configured versions of a 400-hour ESL program. We compared the effects of concentrated versus distributed exposure on i) the development of different aspects of L2 language proficiency over time and ii) the quality of instructional time.

Monday, July 25 9:25-9:55 AM • MT Meeting Room M
lcollins@alcor.concordia.ca • Concordia U • Canada
jwhite@education.concordia.ca • Concordia U • Canada
suzan_sp@alcor.concordia.ca • Concordia U • Canada

Douglas Altamiro Consolo, Vera Silva • *An integrated research-based process towards foreign language teacher education* • This paper reports on studies conducted by a team of researchers within a scope of beliefs and professional needs of foreign language teachers in Brazil. Results of the studies, especially of those concerning the oral proficiency in English of EFL teachers, have contributed towards pre-service teacher development programs in Brazil.

Friday, July 29 3:10-3:40 PM • PC 220
dconsolo@terra.com.br • UNESP-Brazil & The U of
Melbourne • Brazil
veraldasilva@yahoo.com.br • UERJ - State U of Rio de Janeiro
• Brazil

Lida Cope • *Language development and identity formation in a two-way immersion kindergarten* • This paper analyzes selected discourse segments to show how and why children of different sociolinguistic backgrounds use English and/or Spanish in one two-way immersion kindergarten. It analyzes and categorizes observed interaction strategies, and examines their role in the speaker-identity formation for four focal children in both language classrooms.

Thursday, July 28 9:25-9:55 AM • PC DE 235
dutkovacopel@mail.ecu.edu • East Carolina U • US

Margarita Correa-Beningfield, Claude Vandeloise, Helena Bernabe-Blanco • *Prototype and language transfer: An empirical contrastive study of prepositions* • This cross-linguistic empirical study on spatial prepositions explains polysemy in terms of linguistic traits organised as family resemblance sets. The aim is to (1) elicit prototypes for English and Spanish prepositions; (2) test the importance of experiential factors in central meanings; (3) investigate the role of prototype in language transfer.

Friday, July 29 8:50-9:20 AM • PC DE 327
mcorrea@filol.ucm.es • Universidad Complutense de
Madrid • Spain
vdllsu@aol.com • Louisiana State U • US
helenabernabe@hotmail.com • Universidad Complutense de
Madrid • Spain

David Crabbe • *Research-based perspectives on quality in second language education* • This paper addresses the issue of quality assurance in second language education by presenting a framework for defining and managing quality in course design, taking into account contextual factors, our knowledge of second language acquisition, learner autonomy and management, and allowing for participation by learners and teachers.

Tuesday, July 26 4:30-5:00 PM • MT Meeting Room O
david.crabbe@vuw.ac.nz • Victoria U of Wellington • New
Zealand

Winifred Crombie • *Maori in mainstream New Zealand schools: Curriculum planning issues* • Should the curriculum for an indigenous Polynesian language have the same achievement objectives and proficiency targets at each levels as do the curricula for languages such as French and German? This paper examines the rationale for, and reaction to, the draft curriculum document for Maori in New Zealand schools.

Tuesday, July 26 4:30-5:00 PM • MT Meeting Room M
crombie@waikato.ac.nz • The U of Waikato •
New Zealand

Maria Cunha • *Foreign language learners' views on classroom learning environment* • In this paper we present the results of a study that investigated learners' views on psychosocial and didactic aspects that permeate foreign language classroom learning environment. The methodology used enabled the emergence of three different narratives indicating conceptions about what goes on in classroom.

Friday, July 29 2:00-2:30 PM • MT Meeting Room M
carmen@nanet.com.br • Universidade Federal de Uberlandia
• Brazil

Mary Curran, Donna Stelluto • *Opportunities for social identity expansion through collaborative pedagogy* • This study examines a collaborative project designed to foster language and culture learning for ESL learners and language teachers. Analysis of data from interviews, questionnaires, and stories reveals the ways involvement may influence participation in L2 and C2 activities, expand social identities, and open possibilities for the future.

Tuesday, July 26 8:15-8:45 AM • PC 225
mcurran@rci.rutgers.edu • Rutgers U • US
donna_stelluto@nbps.k12.nj.us • New Brunswick Public
Schools Adult Learning Center • US

Anne Dahlman • *Preservice language teachers' cognitive processes as they learn to teach* • This study explores the cognitive learning processes of second language preservice teachers, i.e., their attempts to remember, understand and apply new information through elaboration and organization. The data consist of reflective interviews with 12 ESL and FL teachers, their written reflections on lesson plans and a focus-group session.

Thursday, July 28 8:15-8:45 AM • PC 225
dahl0586@umn.edu • U of Minnesota • US

Helmut Daller • *Lexical richness and the oral proficiency of Chinese EFL students – A comparison of different measures* • This paper investigates which measurement of lexical richness is most suitable in measuring oral proficiency of Chinese EFL learners. Oral picture descriptions were analysed with several measures of lexical richness that are discussed at the moment. The findings show that some of them have clear advantages in the given setting.

Friday, July 29 8:15-8:45 AM • MT Meeting Room P
helmut.daller@uwe.ac.uk • U of the West of England • UK

Christie Daniels • *Rhetorical variation and L2 vocabulary development* • This paper examines whether a depth and breadth of L2 vocabulary knowledge can be attributed, at least in part, to differences in L2 rhetorical structures. The belief to be tested is whether an increased level of indirectness, will result in learners knowing many words and developing precise definitions for words.

Monday, July 25 3:55-4:25 PM • MT Meeting Room L
cd336303@ohio.edu • Ohio U • US

James Davis • *Designing foreign language courses for professional schools* • Graduates of engineering, business and other professional schools are increasingly asked to apply their skills in a cross-cultural and international context. The presenter will examine the language needs of a professional and will present models through which universities can meet those needs in undergraduate, graduate or continuing education.

Monday, July 25 2:00-2:30 PM • PC DE 332
jdavis@engr.wisc.edu • U of Wisconsin-Madison • US

Inez De Florio-Hansen, Nicola Rueck • *Student diversity in foreign language classrooms: A European perspective* • With our empirical study we have gained an insight into the differing needs of monolingual and multilingual students. On the basis of the analyzed data of a questionnaire (sample: 150-180 students) we shall draw conclusions on how to respond rationally and creatively to the diversity in foreign language classrooms.

Monday, July 25 8:50-9:20 AM • PC 111
deflorio@uni-kassel.de • U of Kassel • Germany
nrueck@uni-kassel.de • U of Kassel • Germany

Pieter de Haan, Kees van Esch • *Measuring the development of foreign language writing competence* • Student essays in English and Spanish as foreign languages are analyzed in terms of various features indicative of different writing competences, in order to provide evidence of the relationship between these features and students' proficiency level. Results of these analyses will provide insight into their development over years.

Monday, July 25 2:00-2:30 PM • MT Meeting Room K
P.deHaan@let.kun.nl • U of Nijmegen • Netherlands
C.v.Esch@let.kun.nl • Radboud U • Netherlands

Paulina De Santis • *Text enhancement and the acquisition of English verbal inflection -s* • This study examines the effect of text enhancement on adult L1 Haitian Creole speakers' acquisition of English verbal morpheme -s. It compares the results of pretests and immediate and delayed posttests administered to treatment and control groups. Pedagogical implications are discussed, and suggestions for further research are also provided.

Thursday, July 28 8:50-9:20 AM • PC DE 232
pdesanti@tulane.edu • Tulane U • US

Andrea DeCapua, Diana Berkowitz • *Rules of engagement: social conversation among American women* • We present an investigation of social conversation that functions to establish and build close personal relationships among women. We discuss the effects of topic, topic development, and emotional investment as factors shaping the discourse. We also examine intimacy and social relationship variables as they affect conversational development patterns in each group.

Tuesday, July 26 10:45-11:15 AM • PC 213
adecapua@optonline.net • New York U • US
dberkowitz@qcc.cuny.edu • Queensborough Community College • US

Sharon Deckert • *The impact of non-interviewer adults in forensic interviews with children* • This study indicates that the relational dynamic between interviewer and child in forensic interviews related to child sexual abuse is fundamentally altered by the addition of any adult, but interpreters also make choices that alter the normal flow of events, conversational roles, and nature of the language being translated.

Thursday, July 28 8:50-9:20 AM • MT Meeting Room R
sdeckert@u.arizona.edu • U of Arizona • US

Xudong Deng • *Ms as a short form for miss: Gender in Singapore English* • This study examines the gendered language use in one outer-circle English: Singapore English. In addition to a corpus study of a few selected areas of gendered usage such as generic man, it also reports on an interview-based study on the understanding and use of the title Ms by Singaporean women.

Tuesday, July 26 8:50-9:20 AM • PC 213
elcxd@nus.edu.sg • National U of Singapore

Tracey Derwing • *Tracing fluency development in Mandarin and Slavic speakers over time* • Oral fluency and accent development of 20 Mandarin and 20 Slavic beginner ESL learners is examined over a period of ten months. Comparisons are made between the two groups of students; in addition, self-reported exposure to English through conversations, radio and TV are compared with fluency and accentedness ratings.

Tuesday, July 26 9:25-9:55 AM • PC 225
tracey.derwing@ualberta.ca • U of Alberta • Canada

Jean-Marc Dewaele • *Age of acquisition and multilinguals' language preference for emotional speech* • This paper considers the impact of age of onset of acquisition on self-reported language choice for the expression of emotions among 1039 multilinguals. Multivariate analyses revealed that multilinguals are more likely to express emotions in languages learnt before puberty and lends support to the thesis these languages have a greater emotional resonance.

Monday, July 25 2:35-3:05 PM • MT Hall of Ideas F
j.dewaele@bbk.ac.uk • Birkbeck College, U of London • UK

Ahmed Dewidar, Deena Boraie • *Can imported constructs work in local contexts?* • This paper compares the constructs underlying each test, the test design process and development of the test items of two English language placement tests designed in two EFL contexts in Egypt. This comparison provides valuable insights on investigating construct validity within the socio-cultural context of language learners and EFL professionals.

Friday, July 29 2:00-2:30 PM • MT Meeting Room L
adewidar@aucegypt.edu • The German U in Cairo • Egypt
dboraie@aucegypt.edu • The American U in Cairo • Egypt

Karim Dharamsi • *Pinker, Malcolm's dog and propositional attitudes* • I argue that Steven Pinker's idea that thinking does not necessarily require a language is incoherent. After providing an account of Pinker's view, and the examples upon which his basic claim depends, I attempt an alternative conception of language that is neither computational or representational.

Monday, July 25 2:00-2:30 PM • PC DE 335
k.dharamsi@uwinnipeg.ca • U of Winnipeg • Canada

Ibrahima Diallo • *Towards a language policy that fosters positive attitudes in Senegal* • A recent fieldwork conducted in Senegal shows that there is a progressive erosion of the attitudes towards Wolof language and speakers. This paper examines the attitudes shifts in Senegal and focuses that language policy should focus on attitudes changes and endeavour to meet the language needs of the Senegalese people.

Friday, July 29 8:50-9:20 AM • MT Meeting Room L
ibudiallo@hotmail.com • Griffith U • United Arab Emirates

Lynne Diaz-Rico • *Overcoming linguistic roadblocks into semantic-somatic-semiotic no-man's land* • Most U. S. TESOL educators are monolingual. This presentation reports experimental second-language acquisition odysseys based on hermeneutic inquiry in the imaginary undertaken by M. A. TESOL candidates into Japanese pop culture, using multimedia design, intercultural language learning, and somatic-semiotic displays to probe the SLA potential of an intensive linguistic-cultural nexus.

Monday, July 25 2:35-3:05 PM • MT Meeting Room Q
lynnediazrico@yahoo.com • California State U, San Bernardino • US

Sue Dicker • *Dominican Americans in New York: Transnationalism and language use* • A sociolinguistic ethnography of Dominican Americans in Washington Heights, NY, is in progress to determine whether the transnational nature of an immigrant community affects its acquisition and use of English, the extent of its bilingualism, and language shift.

Tuesday, July 26 10:10-10:40 AM • MT Meeting Room L
susied@msn.com • Hostos Community College, CUNY • US

Huiling Ding • *Genre analysis of Chinese applicants' personal statements* • This study analyzed a corpus of 34 PS written by Chinese applicants to examine PS as academic/promotional genre and the common error patterns in the corpus. Eight moves are identified: goal, motivation, qualifications, work/social experience, career goals, study plan, personality, and match between the applicant and the program.

Friday, July 29 8:15-8:45 AM • MT Hall of Ideas H
hdng@purdue.edu • Purdue U • US

Luciana Diniz • *Lexical bundles in a US history corpus* • The overall objective of this paper was to identify the most frequent lexical bundles in a US history spoken and written corpus and compare them to the bundles classified by Biber et al. (1999). The results have pedagogical implications especially for teaching and learning English for academic purposes.

Thursday, July 28 8:15-8:45 AM • MT Meeting Room M
esllsdx@langate.gsu.edu • Georgia State U • US

Kathleen Dixon • *Speech genres on a Bulgarian talk show* • The presenter offers a close analysis of transcripts from an episode of *Slavi's Show*, a Bulgarian late-night talk show. The method combines Bakhtin's dialogic speech genre with Austin's speech act theory. Identified genres include the Rhymed Couplet Slogan, the Communist Worker Testimonial, and the Guest Book Adage.

Monday, July 25 2:35-3:05 PM • MT Hall of Ideas
H kathleen_dixon@und.nodak.edu • U of North Dakota • US

L. Quentin Dixon • *Does mother tongue vocabulary predict English vocabulary among Singaporean kindergartners?* • 285 Singaporean kindergartners were tested using the PPVT-III for English vocabulary and translated versions for Mandarin, Malay or Tamil. The relationship between these scores, controlling for background variables, was analyzed using multilevel modeling techniques. Factors other than mother tongue vocabulary seem more important to predicting English vocabulary in Singaporean kindergartners.

Tuesday, July 26 10:10-10:40 AM • PC Auditorium
dixonla@gse.harvard.edu • Harvard U • US

Tiane Donahue • *Analyzing university student writing: New methods, new insights* • The presentation will explain and support the use and effectiveness of a method of analysis that combines linguistic insights from French "analyse du discours," Bakhtinian dialogic frames of reader-writer interaction, and French and US discussions of "textual movements" to provide readings of student writing in the context of university studies.

Friday, July 29 2:35-3:05 PM • MT Hall of Ideas H
tdonahue@maine.edu • U of Maine-Farmington and Theodile
• US

Dan Douglas, Volker Hegelheimer • *Cognitive processes knowledge in performing new TOEFL listening tasks* • This presentation is an interim report on a longitudinal investigation of the cognitive processes and use of language and content knowledge by test takers completing the New TOEFL listening test tasks. We employed verbal protocol analysis of test-taking processes, screen capture of online behavior, and discourse analysis of handwritten notes.

Tuesday, July 26 10:45-11:15 AM • PC DE 332
dandoug@iastate.edu • Iowa State U • US
volkerh@iastate.edu • Iowa State U • US

Brian Doyle • *Orthographic identity and the Irish language* • This paper explores Irish orthography and its relationship to identity. Informants were presented with writing samples that differed in orthographic style and asked to indicate their preference. This study seeks to verify anecdotal evidence concerning native-speaker attitudes and clarify those features of Irish writing that are most salient to sociolinguistic identity.

Friday, July 29 9:25-9:55 AM • MT Meeting Room L
brian@gael-image.com • Northeastern Illinois U • US

Patricia Dunmire • *The future of political change: Inevitability or potentiality?* • This project examines the linguistic means by which oppositional discourses represent the future as a site for political change. My analysis compares how the notions of "change" and "futuraity" are represented in the Bush Administration's National Security Strategy with their representation in communiqués of the Zapatista National Liberation Army.

Tuesday, July 26 9:25-9:55 AM • MT Hall of Ideas H
pdunmire@kent.edu • Kent State U • US

Lucile Duperron • *Processing instruction in the content-based classroom: Activating the passive* • This study extends onto the passive voice in French the ongoing investigation of the effects of processing instruction (PI) on learners' grammar acquisition. Besides exploring structured input as the causative variable in PI, it posits that learners benefit particularly from meaningful structured input in the content-based learning environment.

Tuesday, July 26 10:45-11:15 AM • PC Auditorium
duperron@dickinson.edu • Dickinson College • US

Beatrice Dupuy • *The effectiveness of a global simulation-based curriculum on teaching culture* • This presentation reports on a study investigating the effects of a fifteen-week global simulation (GS) curriculum on FL students' cultural learning. Alternative assessment methods were used to measure the main effects of the GS on cultural learning. Findings show that a GS is an approach conducive to significant cultural learning gains.

Thursday, July 28 3:10-3:40 PM • PC 225
bdupuy@email.arizona.edu • U of Arizona • US

Margaret Early • *Embodied scaffolds: Movement and affect supporting ESL students' reading comprehension* • This paper reports on use of non-traditional scaffolds to assist students in creating complex connections between text and their lived worlds. Analysis reveals implicit and explicit instruction embedded within challenging narrative and dramatic tasks resulted in ESL students employing their multicultural, multilingual knowledge to generate sophisticated interpretations exceeding teachers' expectations.

Monday, July 25 2:35-3:05 PM • PC 112
margaret.early@ubc.ca • U of British Columbia • Canada

Paula Echeverri • *Evaluative research to improve the quality of an EFL program* • This is a presentation of the final results of a participative evaluation of an English program for adolescents at Universidad de Antioquia, Colombia. The presenter will provide information about the context, the objectives and the methodology used. She will also discuss the findings and the importance of evaluating language programs.

Friday, July 29 2:35-3:05 PM • MT Meeting Room P
pecheverri@idiomas.udea.edu.co • Universidad de Antioquia
• Colombia

Anne Edstrom • *Actual and perceived L1 use: One teacher's recordings and reflections* • This study is a detailed analysis of one teacher's L1/L2 use over the course of an academic term. The findings contribute to the debate over the role of the L1, highlight teachers' awareness of their language use, and explore the potential of self-recording as a resource in teacher development.

Tuesday, July 26 9:25-9:55 AM • PC 226
edstroma@mail.montclair.edu • Montclair State U • US

Peter Edwards, Shinhye Kim • *The motivational self among Korean learners: Understanding ambivalence toward English* • This qualitative study on the Motivational Self System and Korean learners of English uses data collected from various sources. We will present quotes showing Korean learners' ambivalence toward English and their self-images in the English context. Results will be discussed in light of this new L2 motivation theory.

Monday, July 25 10:45-11:15 AM • MT Meeting Room K
profedwards@hotmail.com • Keimyung U • South Korea
shinhye6@kmu.ac.kr • Keimyung U • South Korea

William Eggington • *Incorporating academic restricted code in language-in-education planning* • Discourse communities mark themselves by using restricted-access language codes as exemplified by our "academic restricted code" (ARC). I explore ARC features and then outline research-supported methods that could be incorporated into language-in-education policies in both English dominant and EFL contexts that would enhance ARC acquisition without sacrificing first language status.

Monday, July 25 10:10-10:40 AM • MT Hall of Ideas G
wegg@byu.edu • Brigham Young U • US

Takako Egi • *Noticing, perceptions, and features of recasts* • The study investigated the relationship between 49 JFL learners' perceptions about recasts and different features of recasts. The results indicated both the length of recasts and number of changes were significantly related to how the learners perceived recasts (as the interlocutor's response to content, negative evidence, and/or positive evidence).

Tuesday, July 26 10:45-11:15 AM • MT Hall of Ideas F
egit@georgetown.edu • U of Florida • US

Fabiola Ehlers-Zavala, Darcy Christianson, Doug Flahive • *Comparing teachers' written comments from a speech act perspective* • This study reports on the speech acts of bilingual, ESL, and general education teachers in responding to an English language learner's text in the US elementary education setting. The role of applied linguistics in teacher training is discussed.

Friday, July 29 9:25-9:55 AM • PC DE 327
fabponce@ilstu.edu • Illinois State U • US
darcy@gao-web.com • U of Phoenix Online • US
doug.flahive@colostate.edu • Colorado State U • US

Nancy Lea Eik-Nes • *Using e-mail logbooks to facilitate scientific writing development* • This presentation illustrates how incorporating e-mail logbook writing as a part of a scientific writing course enhances students' academic writing development. Students' logbooks and comments about these logbooks, backgrounded with theories of identity, provide insight into this facilitation.

Tuesday, July 26 9:25-9:55 AM • PC DE 327
nancy.lea.eik-nes@hf.ntnu.no • Norwegian U of Science and Technology • Norway

Yvonne Ellis • *From naive speaker to ELT professional* • This study documents the lived experiences of two native speakers of English as they engage in developing as English language teaching professionals in a foreign context. The results indicate that the impact of how teachers are identified outside the classroom needs consideration in language teacher education.

Tuesday, July 26 3:10-3:40 PM • MT Meeting Room Q
ymellis@ualberta.ca • U of Alberta • Canada

Elisabeth El Refaie • *A social semiotic account of sympathy/antipathy in a tele-film* • This paper describes a social semiotic account of a television program about Austria's controversial author Elfriede Jelinek, focusing on the ways in which the viewer is encouraged to identify with her. The multimodal analysis of the program is combined with a small-scale qualitative study of actual audience responses.

Friday, July 29 9:25-9:55 AM • MT Meeting Room O
eelrefaie@yahoo.co.uk • U of Plymouth • UK

Alice Emery • *Online discourse and constructivist learning in hybrid teacher education* • This paper presents the results of a study examining online discourse in a hybrid teacher education module. An analysis of the students-teachers' posts to a discussion forum, the teacher educator's journal and interviews with the students are the data used to analyze features of constructivist learning in a hybrid course.

Tuesday, July 26 10:45-11:15 AM • PC 226
aliceemery@yahoo.com.mx • National Autonomous U of Mexico

Sener Es • *Let's focus on form: What works for EFL learners?* • This study investigates which type of focus on form is more effective for the learning of English as a foreign language. The statistical analysis of the data shows that Input Flood is not effective, while Input+Output and Input+Output+Feedback are significantly effective in learning the target language.

Thursday, July 28 8:15-8:45 AM • PC 111
sheneresh@yahoo.com • Anadolu U • Turkey

Elisa Everts • *Discourse analysis and integration in interability interaction* • Acknowledging that co-presence is not integration, this paper uses findings from the author's research in blind/sighted interaction to suggest applications of discourse analysis for creating educational resources that will foster rapport and relationship in interactions between persons of physical difference and their so-called able-bodied counterparts.

Monday, July 25 8:50-9:20 AM • MT Meeting Room R
evertse@georgetown.edu • Georgetown U • US

Jennifer Ewald • *Messages on the first day: Exploring SL teachers' approaches* • This qualitative study, based on observational and interview data, focuses on language teachers' approaches to the first day of class. The analysis explores the oral and written messages through which teachers communicate, explicitly and implicitly, expectations regarding classroom rules and regulations as well as course goals related to language learning.

Monday, July 25 3:55-4:25 PM • PC 111
jewald@sju.edu • Saint Joseph's U • US

Shelley Fairbairn • *Large-scale ELL portfolio assessment: A review and research agenda* • The No Child Left Behind Act of 2001 has mandated assessment of the academic achievement of English language learners (ELLs) in the U.S. This paper examines whether portfolio assessment can accurately and equitably meet this challenge. Efforts of several states are summarized and an agenda for future research proposed.

Thursday, July 28 2:00-2:30 PM • MT Hall of Ideas H
shelley-fairbairn@uiowa.edu • The U of Iowa • US

Lisa Fairbrother • *"Invisible conflict" within a Japanese intercultural interaction* • This study is an analysis of conflict between a native speaker and a Chinese nonnative speaker of Japanese. It will be shown that while the Japanese native speaker felt that he had been "having an argument", the nonnative speaker had not recognised the native speaker's signals of conflict.

Monday, July 25 3:10-3:40 PM • MT Meeting Room R
l-fairbr@sophia.ac.jp • Sophia U, Japan

Zhihui Fang • *Elementary and secondary students' use of scientific language* • Drawing on Michael Halliday's language-based theory of learning, this paper reports findings from a longitudinal study that examined what elementary and secondary students know about the unique features of scientific language and discusses the implications of these findings for language and science pedagogy.

Thursday, July 28 9:25-9:55 AM • MT Meeting Room M
zfang@coe.ufl.edu • U of Florida • US

Thomas S C Farrell • *Story structure to conceptualize first-year English language teaching* • The transition from the teacher education institution to a real classroom can be difficult for first year language teachers. How can teacher educators help better prepare first-year teachers for this transition? This case study outlines how a story structure framework was used to conceptualize first year teaching.

Monday, July 25 4:30-5:00 PM • PC 111
farrec@hotmail.com • Brock U • Canada

Parastou Feiz • *Language socialization in a first-grade Iranian class* • The paper presents a discourse analysis of teacher talk in a first-grade Iranian class. The teacher's discourse, which reflects the expectations of the institution of school and those of the larger society, socializes the students into perceiving literacy practices as those which entail alertness, order, and conformity, among other values.

Friday, July 29 2:35-3:05 PM • MT Meeting Room R
pyf100@psu.edu • Pennsylvania State U • US

Claudia Fernandez • *The role of explicit knowledge in instructed SLA: Evidence from a PI study* • This study adopts a process-oriented approach and examines to what extent explicit information affects learners processing of two structures. Participants were taught individually and received feedback about accuracy right after each response. Trials to criterion and reaction times were tracked. Effects of explicit information on input processing are discussed.

Tuesday, July 26 8:50-9:20 AM • PC DE 235
cferna5@uic.edu • U of Illinois at Chicago • US

Aurélia Ferrari • *Interférence entre swahili et sheng dans l'enseignement à Nairobi* • Dans le contexte plurilingue de Nairobi, une langue composite s'est développée vers les années 60 : le sheng. Il s'agira dans cette étude de montrer l'influence du sheng (devenue langue première dans certains bidonvilles) dans les écoles primaires en analysant le type d'erreurs rencontrées dans les compositions swahilies.

Thursday, July 28 2:35-3:05 PM • PC 112
rekebisho@hotmail.com • INALCO (Paris) -CNRS LLACAN • France

Jelena Filipovic, Ljiljana Djuric, Julijana Vuco • *Language education policy in Serbia: Utopia or reality?* • Herein, a model of language education policy is presented, designed as a part of a large-scale curricular reform initiated in Serbia in the year 2000. Its implementation was frustrated by the newly elected government in the Spring of 2004, which once again draws attention to the fact that short-living political decisions still interfere severely with issues of general interest.

Friday, July 29 10:10-10:40 AM • MT Meeting Room L
jelenaf@sezampro.yu • Belgrade U • Serbia & Montenegro
zkdur@eunet.yu • Ministry of Education and Sport, Republic of Serbia • Serbia & Montenegro
julivuco@eunet.yu • Belgrade U • Serbia & Montenegro

Bonnibeth B. Fonseca-Greber • *Corpus linguistics vs. teacher prescriptivism: Bridging the unbridgeable?* • Corpus-based findings on conversational French show an almost diglossic gulf between it and written French the basis of much language instruction. Yet the prescriptivist reflex of many teachers prevents them from introducing conversational structures. Teacher educators, materials producers/publishers must educate on questions of prescriptivism and authentic language use.

Monday, July 25 4:30-5:00 PM • MT Meeting Room Q
bfonseca@bgsu.edu • Bowling Green State U • US

Mailce Fortkamp • *Working memory capacity and L2 speech production: An exploratory study* • This study investigates the relationship between working memory capacity, assessed by means of an adapted version of the speaking span test, and fluency, accuracy, complexity, and lexical density in L2 production. Statistical analyses reveal that working memory capacity correlates positively with fluency, accuracy, and complexity, and negatively with lexical density.

Thursday, July 28 3:10-3:40 PM • PC 309
mailce@cce.ufsc.br • Universidade Federal de Santa Catarina • Brazil

Leif French • *Phonological awareness training: Impact on children's L2 learning and motivation* • In this study, 120 young children received phonological awareness training (PAT) before and during L2 instruction. Considered are whether PAT exerts a positive influence on attitude and motivation even prior to L2 learning and whether it favourably impacts L2 phonological awareness, vocabulary development and oral production skill.

Monday, July 25 10:10-10:40 AM • MT Meeting Room K
lfrench@uqac.quebec.ca • Université du Québec à Chicoutimi • Canada

Joan Friedenberg • *Language and the Holocaust* • Although many disciplines have examined the Holocaust, there are few linguistic accounts of it. This paper examines the effects of the Holocaust on multilingualism among individuals and countries, on resulting language attitudes, on language use during and after the Holocaust, and on strategies used by survivors to learn languages.

Thursday, July 28 8:15-8:45 AM • MT Hall of Ideas H
jfriedenberg@earthlink.net • Southern Illinois U-Carbondale • US

Debra Friedman • *Being Ukrainian: Co-constructing national identity in a Ukrainian language classroom* • This paper examines the co-construction of a Ukrainian national identity through a microanalysis of interaction in a Ukrainian classroom. It will focus on how the teacher's reformulations of children's ill-formed utterances not only socialize children into appropriate ways of speaking Ukrainian, but also into appropriate ways of understanding as Ukrainians.

Friday, July 29 10:45-11:15 AM • MT Meeting Room L
dfriedma@ucla.edu • U of California, Los Angeles • US

Patricia Friedrich • *Assessing needs of ESL/1.5 Generation students within a composition program* • This presentation focuses on highlights of a case study involving 10 ESL/1.5 Generation students who volunteered to have their impressions documented over one semester of composition instruction. The goals are to identify problem areas, useful classroom practices, and strategies employed by these students to fare well in the disciplines.

Monday, July 25 8:15-8:45 AM • PC 226
Patricia.Friedrich@asu.edu • Arizona State U-West • US

Nikolaj Frydensbjerg Elf • *Getting together? Media pedagogy within mother tongue education* • This paper offers ethnographic descriptions of media education within 'real' mother tongue education in upper-secondary education in Denmark focusing on an old literary master like H.C. Andersen remediated into new media and modes. What kinds of competences are evolving, and how could this be related to traditional mother tongue education?

Thursday, July 28 2:00-2:30 PM • MT Meeting Room N
nikolaj.frydensbjerg.elf@dig.sdu.dk • U of Southern Denmark

Jing Fu • *The relationship between gender and achievement in L2 learning* • In applied linguistics gender has been considered as an independent variable impacting linguistic production. In this paper, I first outline the contradictory findings based on generalized second language learning, and then I discuss the bias from a cultural perspective and extend it to reconceptualize gender performance in bi/multilingual contexts.

Tuesday, July 26 3:10-3:40 PM • PC 213
jfu@oise.utoronto.ca • U of Toronto • Canada

Akiko Fujii • *Aptitude profiles and orientation to form in the EFL classroom* • This study explored the relationship between learners' foreign language aptitude profiles and individual differences in orientation to form during task-based interaction in an EFL classroom. Findings are based on introspective data, aptitude profiles, and language production data obtained from a total of 18 learners over the course of one term.

Thursday, July 28 2:00-2:30 PM • PC 226
fujiiia@georgetown.edu • Georgetown U, International Christian U • Japan

Donna Fujimoto • *Participant structure in EFL group discussions* • Not much research has been done on participant structure in small group discussions in the EFL context. The current study focuses upon the discourse analysis of videotaped Japanese university classroom discussions in English. While teachers may expect active participation, students are limited by the constraints of the classroom participant structure.

Friday, July 29 9:25-9:55 AM • MT Hall of Ideas H
fujimoto@wilmina.ac.jp • Osaka Jogakuin College • Japan

Mayumi Fujioka • *L2 student-U.S. faculty interactions through disciplinary writing assignments* • This study documents professional development achieved by a L2 graduate student and his American professor through written dialogues exchanged between them over disciplinary writing assignments. The presentation then addresses what an investigation of student-faculty interactions can offer to studies on L2 academic literacy development.

Monday, July 25 10:10-10:40 AM • MT Meeting Room N
mfujioka42@hotmail.com • Kinki U • Japan

Ikuko Fujiwara • *Are they writing or composing: Composition in the ESL classrooms* • This paper brings up issues of how college level ESL writers struggle as they experience the huge learning gap between the ESL writing classes and mainstream composition courses by drawing from the presenter's experience as an ESL writer as well as from current L1 composition and L2 writing research.

Monday, July 25 10:45-11:15 AM • PC 226
xvkk@iup.edu • Indiana U of Pennsylvania • US

Akiko Fukao • *Effects of collaborative learning on reading comprehension among EFL learners* • This paper investigates the influence of collaborative tasks on EFL learners' construction of text meaning. In the study, university students in an EAP program were engaged in comprehension sharing tasks. Discussion focuses on the changes in comprehension in addition to learner perceptions about the influence of group work.

Tuesday, July 26 2:35-3:05 PM • PC DE 232
fukao@icu.ac.jp • International Christian U • Japan

Chie Fukuda • *Attitudes/consciousness of NSs of Japanese toward NNSs in intercultural communication* • The present study will explicate NS-NNS interaction in Japanese, focusing on the attitude/consciousness of NSs toward NNSs. Based on the concept of "ethnolinguistic ideology" (Kasper and Rose, 2002), significance in investigating ideological issues in intercultural communication will be discussed.

Tuesday, July 26 2:35-3:05 PM • PC DE 327
cfukuda@hawaii.edu • U of Hawai'i at Manoa • US

Nicté Fuller Medina • *Hacer bless and hacer renew: Belizean kitchen Spanish* • The current study details which English verbs can be incorporated into the structure 'hacer + the bare English infinitive' which appears frequently in Belizean Spanish (e.g. hacer bless & hacer renew). Factors affecting its usage as well as a description of its syntactic structure are discussed.

Thursday, July 28 2:35-3:05 PM • MT Hall of Fame Room
nfuller2@uwo.ca • U of Western Ontario • Canada

Áine Furlong • *Gender identities in experiencing L3 learning* • Notwithstanding the importance of culture and society in the shaping of gender identities, this paper considers perception and experience as additional formative factors of an individual's identity. A phenomenological account of what experiencing entails, as well as results from a survey probing the subjectivity of 282 learners with experience of French at primary level are presented.

Tuesday, July 26 2:00-2:30 PM • PC 213
afurlong@wit.ie • Waterford Institute of Technology • Ireland

Arpad Galaczi • *Validating genetic predisposition as a putative fossilization factor* • The present paper pinpoints one of the many putative L2 fossilization factors—genetic predisposition—and reports on an empirical study conducted towards its validation. After the relevant literature is reviewed, the study reports on an empirical investigation conducted with 50 Hungarian high school students enrolled in EFL classes.

Friday, July 29 8:50-9:20 AM • MT Meeting Room K
csubinyc@yahoo.com • Columbia U • US

Binnan Gao • *Acquisition of Chinese wh-questions by English speakers* • The study will examine the English speakers' acquisition of Chinese wh-questions. The subjects are American learners of Chinese (n=69) in the U of Iowa. The overall development is hypothesized to be that learners will start with the English (L1) parameter setting and switch to the Chinese (L2) parameter setting.

Monday, July 25 4:30-5:00 PM • MT Hall of Ideas F
binan-gao@uiowa.edu • U of Iowa • US

Rod Gardner • *Multiple response sequence in the classroom: A site of learning?* • Multiple responses by students in adult Korean TESOL classrooms we examined were found to be common. One particularly rich sequence shows remarkable coordination and effort by students to collectively produce a unified outcome to the sequence. We propose this environment as a potential site of language learning.

Monday, July 25 9:25-9:55 AM • PC 225
rod.gardner@unsw.edu.au • U of New South Wales • Australia

Elizabeth Gatbonton, Norman Segalowitz • *Identifying teachable formulas: Criteria and discovery procedure* • Failure to identify pedagogically useful formulas has hindered the development of a comprehensive methodology for teaching formulas to L2 learners. This paper describes criteria and procedure for discovering teachable formulas and reports a study identifying formulas in a language corpus gathered from native speakers and learners describing their weekend activities.

Friday, July 29 8:50-9:20 AM • PC 213
gatbonto@vax2.concordia.ca • Concordia U • Canada
norman.segalowitz@concordia.ca • Concordia U • Canada

Rahima Jan Gates • *Health literacy as a language ideology: Implications for African Americans* • This paper questions the cultural sensitivity of two well known measures of health literacy. Based on pilot interviews with primarily older African Americans and a cross-disciplinary literature review, I argue that the measurement and interpretation of health literacy levels contain unexamined assumptions that implicitly disparage African Americans.

Thursday, July 28 2:35-3:05 PM • PC 325/326
rjgates@itsa.ucsf.edu • U of California, San Francisco • US

Kimberly Geeslin, Pedro Guijarro-Fuentes • *Native language influence in the SLA of variable structures* • This study investigates L1 influences on the SLA of structures where the L1 and L2 are similar, and where native speaker use varies. Our data, elicited from Portuguese-speaking learners of Spanish through a contextualized preference task, are analyzed using discourse features and the degree to which each predicts copula use.

Friday, July 29 10:45-11:15 AM • MT Meeting Room N
kgeeslin@indiana.edu • Indiana U • US
p.guijarro-fuentes@plymouth.ac.uk • U of Plymouth • UK

Naomi Geyer • *Learner identity and humor in Japanese NS-NNS interactions* • This study examines conversational humor in Japanese learner language at four different proficiency levels. It attempts to present a developmental profile of learners' use of conversational humor in terms of content and linguistic resources, and to demonstrate how learners negotiate their social identity through humor at different proficiency levels.

Friday, July 29 8:15-8:45 AM • MT Hall of Ideas F
nfgeyer@wisc.edu • U of Wisconsin-Madison • US

Voichita Alexandra Ghenghea • *User manuals (German vs. Romanian) – An empirical study* • The present study deals with the effectiveness of communication in German and Romanian user manuals between professionals and laymen. The approach highlights both similarities and a few culture bound differences in structure and style which can lead to a higher or lower degree of intelligibility of user manuals.

Friday, July 29 3:10-3:40 PM • PC DE 332
vghenghea@yahoo.com • RWGAL • Romania

Kari Gibson • *Workplace English-only court cases: Prevailing myths of language use* • Citing published judicial opinions of U.S. court cases involving English Only workplace policies, this presentation examines prevailing assumptions about language use held by both businesses and the courts. By adhering to a standard language ideology, these institutions perpetuate the homogenization of bilingual workers and a rejection of their desired identities.

Monday, July 25 2:35-3:05 PM • PC DE 332
karig@hawaii.edu • U of Hawaii at Manoa • US

Happy Khong Phong Goh • *Taking charge of one's learning – A tall order?* • This paper looks at a group of ESL and EFL learners, who kept a portfolio of their language goals, learning strategies, reflections, written work, etc., in their journey to become autonomous learners. This paper discusses the benefits obtained, the problems faced, and the compromises made in this journey.

Monday, July 25 4:30-5:00 PM • MT Meeting Room O
elcgothkp@nus.edu.sg • National U of Singapore

Sandra Gollin • *Balancing power and solidarity in the discourse of collaborative writing* • The assumption that collaborative groups are basically interested in task, and that the interpersonal is only "noise", is misleading. This analysis shows collaborative writers adjusting their interpersonal discourse strategies in different contexts, drawing on different kinds of authority to maintain or alter power/solidarity relations, whilst simultaneously attending to task.

Tuesday, July 26 10:10-10:40 AM • PC 205
s.gollin@uws.edu.au • U of Western Sydney • Australia

William Grabe • *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.

Thursday, July 28 8:50-9:55 AM • MT Ballroom A
william.grabe@nau.edu • Northern Arizona U • US

Suzanne Graham, Ernesto Macaro, Robert Vanderplank • *The treachery of prior knowledge in L2 listening comprehension* • This paper examines the listening comprehension strategies used by intermediate learners of French at two different stages of their language learning. It seeks to clarify the combinations of strategies that are the most strongly related to effective listening task completion.

Thursday, July 28 2:00-2:30 PM • MT Hall of Ideas J
s.j.graham@reading.ac.uk • U of Reading • UK
ernesto.macaro@edstud.ox.ac.uk • U of Oxford • UK
robert.vanderplank@language-centre.oxford.ac.uk • U of Oxford • UK

Anthony Green, Ardeshir Geranpayeh • *Levels of spoken language ability: developing a descriptive common* • This paper reports on a program of qualitative and quantitative research for the ongoing development of an evolving set of descriptions of spoken language performance at different levels of ability. We report how these descriptions are incorporated into a single common framework of criterion-based band descriptors with applications in test construction, rating and score reporting.

Friday, July 29 10:10-10:40 AM • MT Meeting Room P
green.a@ucles.org.uk • Cambridge ESOL Examinations • UK
geranpayeh.a@ucles.org.uk • Cambridge ESOL Examinations • UK

Peter Yongqi Gu, Lawrence Jun Zhang • *Think-aloud as a research tool among primary school children* • This presentation reports on the problems we encountered in eliciting, coding, and analysing learner strategies among primary school pupils in Singapore. Our purpose is twofold: (1) challenges in working with primary school children in learner strategy research; and (2) methodological problems in eliciting, coding and analysing strategy data in general.

Friday, July 29 3:10-3:40 PM • PC DE 335
yqpgu@nie.edu.sg • Singapore National Institute of Education
larry.jzhang@gmail.ntu.edu.sg • Nanyang Technological U • Singapore

Josep Guzman • *Using COVALT in translator training* • The role of parallel corpora has been widely accepted in training translators. From this perspective we have collected a corpus, COVALT, formed by narrative works in English, German, French and translated into Catalan or Spanish. In this paper we present the basic characteristics of COVALT and how it can be used for literary translators.

Friday, July 29 8:15-8:45 AM • MT Meeting Room R
guzman@trad.uji.es • Universitat Jaume I • Spain

Hilde Hacquebord, Berend P. Stellingwerf • *On the dynamic assessment of vocabulary and reading* • We'll present a computerized tool for vocabulary and reading assessment, and the empirical results of 3000 students with respect to validity, reliability and adaptivity. The assessment is adaptive to the actual proficiency level of the individual students, as well as to the reading materials they actually encounter in their classes.

Monday, July 25 2:00-2:30 PM • MT Meeting Room P
H.I.Hacquebord@let.rug.nl • U of Groningen • Netherlands
b.p.stellingwerf@let.rug.nl • U of Groningen • Netherlands

David Hall • *Competing discourses in health-related public information texts* • This study analyses a number of public health information leaflets as found in waiting-rooms and community centres and consumer product information notices as packaged with pharmaceutical products. The analysis identifies competing discourses and evaluates the different ways in which authors have sought to find a way around often irreconcilable demands.

Thursday, July 28 8:15-8:45 AM • PC 220
david.hall@mq.edu.au • Macquarie U Sydney • Australia

Gene Halleck • *Adapting a simulation-based approach to an EAP composition curriculum* • This presentation describes three simulations incorporated into English for Academic Purposes (EAP) courses in the US, Hungary and China. The curriculum immersed students in activities requiring problem solving and conflict resolution. The quality of work and heightened motivation attest to the overall effectiveness of this type of course design.

Monday, July 25 9:25-9:55 AM • PC 226
halleck@okstate.edu • Oklahoma State U • US

Megumi Hamada • *Roles of decoding efficiency in L2 incidental word learning* • This study examined the roles of decoding efficiency in L2 incidental word learning from reading. College-level ESL students were tested on decoding efficiency, two component processes (feature extraction and meaning inference), and vocabulary gain. The roles of decoding efficiency, as well as implications for L2 vocabulary acquisition are discussed.

Friday, July 29 9:25-9:55 AM • MT Meeting Room N
mhamada@andrew.cmu.edu • Carnegie Mellon U • US

Kay Hammond • *New Zealand and Japanese women's body image: Critical discourse analysis* • This presentation compares critical discourse analysis of body image texts from two studies: one from New Zealand and one from Japan. It shows how language learners can be taught not only language, but also how to become critical analysts of the oppressive discourses and the realities it constructs.

Monday, July 25 8:15-8:45 AM • MT Hall of Ideas J
hammond@icu.ac.jp • International Christian U • Japan

Huamei Han • *"No other places pray for immigrants" – Learning English at church* • This ethnographic study focuses on language practices of a Chinese couple converted to Christianity in Toronto. This paper illuminates their access to resources in church communities and tensions they face, and argues that, as a non-traditional second language learning site, minority churches provide important language-culture socialization experiences for immigrants.

Thursday, July 28 8:50-9:20 AM • MT Meeting Room L
hhan@oise.utoronto.ca • U of Toronto • Canada

Mari Haneda • *Functions of talk in primary content-based ESL lessons* • This paper examines the learning opportunities made available through talk in primary content-based ESL science and social studies lessons. While in science, "referential" talk was used extensively in predicting and interpreting experimental results, in social studies, the predominant functions of talk were "expressive" and teaching language as a system.

Monday, July 25 9:25-9:55 AM • PC 112
marihaneda@hotmail.com • The Ohio State U • US

Denise Hanson • *Making cultural connections: ESL students as teaching assistants* • The multiple cultures represented in our school communities allow us to create real-life interpersonal and interpretive learning possibilities, simultaneously enhancing learning for both ESL and FL students. This practice encourages global and cross-cultural connections, community building and oral communication. Video and action research findings will supplement this presentation.

Monday, July 25 2:35-3:05 PM • MT Hall of Ideas J
dhanson@madison.k12.wi.us • Madison Metropolitan School District • US

Joleen Hanson • *Private diaries and learner autonomy in the writing classroom* • This paper reports on a study of factors that affect student motivation to write independently in a private diary. Implications for autonomy in language learning as well as recommendations for implementing a private diary assignment in the ESL classroom will be discussed.

Monday, July 25 8:50-9:20 AM • MT Meeting Room O
jrhanson@cisunix.unh.edu • U of New Hampshire • US

Eve Haque, Ellen Cray • *LINC-ing language and culture: Immigrant language policy in Canada* • The Canadian Official Languages Act and Multiculturalism Act frame the Language Instruction for Newcomers to Canada (LINC) policy. A close analysis of two curricular LINC documents reveal that not only are newcomers denied access to the levels of language instruction which make integration possible, but they are provided with an idealized and exclusionary conception of what it means to be Canadian.

Tuesday, July 26 2:35-3:05 PM • MT Meeting Room M
ehaque@oise.utoronto.ca • U of Toronto • Canada
ellen_cray@carleton.ca • Carleton U • Canada

Masahiro Hara • *Semantic to syntactic knowledge in L2 acquisition of Japanese passives* • This paper provides L2 developmental evidence for semantic bootstrapping (Pinker 1984, 1989) drawing on cross-sectional grammaticality judgment data on Japanese passives by English and Chinese learners. It shows how L2 learners may arrive at TL-like syntactic knowledge unattainable from L2 input through semantic knowledge available to them.

Tuesday, July 26 9:25-9:55 AM • PC DE 235
mharah@truman.edu • Truman State U • US

Lesley Harbon, Julie Browett • *Intercultural language education: Australian challenges for teacher educators* • Intercultural language education has emerged as the new curriculum imperative for foreign language education in Australia since 2003. It has been one thing for school language teachers to grasp key concepts of the new methodology, yet another for teacher educators who we suggest are the forgotten link in the chain.

Monday, July 25 3:10-3:40 PM • MT Hall of Ideas J
l.harbon@edfac.usyd.edu.au • The U of Sydney, Australia
Julie.Browett@utas.edu.au • The U of Sydney, Australia

Debra Hardison • *Modeling second-language speech: Preserving faces and voices in memory* • Familiarity with a talker's voice and face facilitates subsequent processing of second-language speech. This advantage is accentuated when visual cues are limited to movements of the lips, or the eyes and upper cheek muscles. Findings suggest learners preserve details of a talker's face and voice in long-term memory.

Monday, July 25 8:50-9:20 AM • PC DE 332
hardiso2@msu.edu • Michigan State U • US

Joel Hardman, Leslie Wagner • *Voices of praxis: Using technology to make the connection* • 'Theory' is a voice entwined with other voices in the stories that teachers tell about their teaching. How can the 'voice' of theory be recognized in teachers' talk about their practice? Can developing language teachers recognize and learn from this voice? These questions are answered through qualitative narrative analysis.

Friday, July 29 2:00-2:30 PM • MT Hall of Ideas J
jhardma@siue.edu • Southern Illinois U Edwardsville • US
leslie_62220@yahoo.com • Southern Illinois U Edwardsville • US

Linda Harklau, Xiaolin Peng • *Teacher talk in youth intervention programs: Thematic and linguistic characteristics* • Research has shown that classroom discourse mediates between teacher beliefs about student ability and students' achievement. Yet there is little work analyzing discourse in programs aiming to improve student achievement. This paper shows how teachers in one academic enrichment program discursively manage contradictory beliefs about "at-risk" student achievement and potential.

Friday, July 29 10:45-11:15 AM • MT Hall of Ideas H
lharklau@coe.uga.edu • U of Georgia • US
xlpeng@uga.edu • U of Georgia • US

Leslie Harsch • *Second language acquisition and second language writing* • This paper examines the relationship between second language acquisition and second language writing based on an empirical study of SLA-informed feedback on the writing of 12 advanced ESL theological students. The timing, focus, and encoding of the feedback is described, and its use and usability (Pinker 1989) is documented.

Thursday, July 28 3:10-3:40 PM • PC Auditorium
harsch@dolphin.upenn.edu • U of Pennsylvania • US

Nigel Harwood • *Inclusive and exclusive pronouns in academic writing: A corpus-based study* • This paper is a quantitative and qualitative study of how academic writers use inclusive and exclusive pronouns in a corpus of single-authored journal articles from the disciplines of management, economics, computing, and physics. I show that inclusive and exclusive pronouns differ in their frequency and create different textual effects.

Thursday, July 28 8:15-8:45 AM • PC 205
nharwood@essex.ac.uk • U of Essex • UK

Atsushi Hasegawa • *A preliminary study on out-of-class autonomous language learning* • This study investigated a relationship between metacognitive strategy training and learner autonomy. Experimental groups received the treatment over one-semester period. Frequency of access to the web-based self-study materials was collected as a dependent variable. The presentation will focus on the discussion of the results for their practical and theoretical implications.

Monday, July 25 3:55-4:25 PM • MT Meeting Room O
atsuhase@yahoo.co.jp • U of Wisconsin, Madison • US

John Haught • *Intercultural communication and transformation through performative inquiry* • Language learning through dramatic explorations leads to intercultural conversation and transformation. Performative inquiry opens spaces for the negotiation of multiple perspectives and embodies intertextual learning by engaging students in physical, cognitive, and affective activity. Videotaped performances demonstrate the multi-modal means of collaborative problem solving ELLs undertake in performance.

Monday, July 25 3:55-4:25 PM • MT Hall of Ideas J
haught@unlv.nevada.edu • U of Nevada Las Vegas • US

Trine Heinemann • *Neutralizing conflicts in the Danish home help system* • This paper investigates how conflicts between home helpers and senior citizens in the Danish home help system are neutralized, rather than resolved. Using the method of Conversation Analysis I demonstrate how participants in this institutional context use both verbal and physical actions to recreate alignment following severe conflicts.

Thursday, July 28 2:00-2:30 PM • PC 220
Trine.Heinemann@nordiska.uu.se • U of Uppsala • Sweden

Patrick Heinrich • *100 years RLS in the Ryukyu Islands* • With modern linguistic ideologies turning into reality in the post-modern, the future is bound to look not much different from the past for many small languages. The future does not come about by itself. If it is to look different there must be challenges and struggles.

Monday, July 25 2:35-3:05 PM • MT Hall of Ideas G
Patrick.Heinrich@uni-duisburg.de • Duisburg-Essen U • Germany

Rena Helms-Park, Stapleton Paul • *Advancing electronic literacy in EAP writing: Introducing an evaluation scale* • This paper presents the Website Evaluation Banded Scale (WEBS), a rating scale designed to evaluate the quality of students' Web-based sources. The paper discusses the growing power of search engines, the rapidly changing nature of information sources, and the pressing need to move towards pedagogical strategies that advance electronic literacy.

Tuesday, July 26 8:15-8:45 AM • PC South Dining Room
rhelms@utsc.utoronto.ca • U of Toronto at Scarborough • Canada
paul@ilcs.hokudai.ac.jp • U of Hokkaido • Japan

Mara Henderson • *Sex without desire: Sexual reframing as a tool for stance-taking* • This study examines how two gay men reframe actions, talk, and physical objects as sexual. Conversational participants use sexual reframing as a tool for stance-taking by refocusing attention away from interactional trouble and for performance/humor, not as expressions of sexual desire. This stylistic approach challenges essentialist arguments of identity.

Friday, July 29 2:35-3:05 PM • PC 213
mhenderson@umail.ucsb.edu • U of California,
Santa Barbara • US

Julie Hengst • *Linguistic mischief: An exploration of discourse practices in aphasia* • Through close analysis of situated communication in community and research settings, this paper analyzes diverse forms of linguistic mischief (e.g., teasing, joking, word play, transgressive talk, playful verbal-nonverbal demonstration), illustrating the multiple functions and complex metapragmatic dimensions of the discourse practices of individuals with aphasia and their communication partners.

Friday, July 29 2:00-2:30 PM • PC 213
hengst@uiuc.edu • U of Illinois at Urbana-Champaign • US

Patricia Henry • *Learning words: Input to speech-delayed children in the preschool years* • Adult input to children developing their first language influences that development in ways significant for schooling. One aspect of the input found to be important is the lexicon. This study describes preschool lexical input to speech delayed children and normally-developing peers who are increasingly likely to share the same classrooms.

Friday, July 29 10:10-10:40 AM • PC DE 335
thentry@deakin.edu.au • Deakin U • Australia

Elba Herrero • *Linguistic code and organization in literary discussions of students exposed primarily to oral literatures* • This researcher discusses her observations of literary discussions among students who are exposed primarily to oral literatures. The discussion focuses on the parameters of linguistic organization and linguistic code that surfaced in the students' face-to-face interactions around oral genres of the Hispanic Caribbean.

Friday, July 29 10:10-10:40 AM • MT Hall of Ideas H
denniselba@aol.com • New Jersey City U • US

Adelina Hild • *The nature of the mental representation constructed during SI* • The paper discusses the outcome of an experimental investigation into the structure of the ST mental representation following SI and provides evidence for the acquisition of task-specific memory skills by expert interpreters.

Tuesday, July 26 4:30-5:00 PM • MT Meeting Room R
adelina@gmx.ch • US

Kent Hill • *Teaching grammar as metaphor* • By comparing metaphoric and literal grammar teaching, this research paper presents findings into teaching grammar as metaphor. Results indicate that socio-cognitive metaphor-based grammar teaching is beneficial to learners, which also suggests metaphor is a basic cognitive function whereas grammar may be a socio-culturally learned phenomenon.

Monday, July 25 2:00-2:30 PM • PC 225
kentokun@inter.net • Seigakuin U • Japan

Eli Hinkel • *Register distinctions in teaching vocabulary and grammar* • This paper addresses the foundational distinctions between frequent conversational vocabulary and grammar and the essential features of academic text. Techniques for identifying the key textual and discursal elements and the language features essential in teaching are discussed and demonstrated. Numerous teaching activities and suggestions include what to teach and why.

Friday, July 29 8:50-9:20 AM • PC DE 232
elihinkel@yahoo.com • Seattle U • US

Bernadette Ho • *Terms for scientific concepts development in a pedagogic corpus: Lexico-grammar as resource* • This study explores the role of terms, specifically definitions in terminology literature (Sager 1990) in the development of scientific concepts, and lexico-grammar as resource (Halliday 1994) in the multidimensionality of form-concept relationship for construing semantic and pragmatic meaning in a subject-specific pedagogic corpus (Willis 1993, Hunston 2002) for English-minority students.

Tuesday, July 26 10:45-11:15 AM • PC 111
bho@oise.utoronto.ca • Independent Researcher • Canada

Camila Höfling • *A proposal of definitions for concrete nouns in English/Portuguese dictionaries* • The presenter discusses a proposal of standard definitions for concrete nouns based on the results of a comparative analysis of a corpus of 720 nouns from monolingual, bilingual, and hybrid dictionaries (English/Portuguese) and also based on dictionary users' goals and preferences for using certain dictionaries.

Friday, July 29 2:35-3:05 PM • PC 112
chofling@uol.com.br • State U of São Paulo (UNESP) • Brazil

Gabrielle Hogan-Brun • *Language and education in the Baltic States* • This paper, which forms part of a larger British Academy funded research project will report on language-related developments and on ensuing educational challenges in the Baltic countries.

Monday, July 25 4:30-5:00 PM • PC 112
g.hogan-brun@bristol.ac.uk • U of Bristol • UK

Junko Hondo, Mitoko Yamabe • *Task design and implementation: cognitive perspectives* • In search of an approach to exploring cognitive processes in Second Language Acquisition, this study investigates a task design and implementation that has the potential to depict real time attentional orientations during task completion. It also examines the implications of form focused intervention associated with form attainment during the task.

Friday, July 29 3:10-3:40 PM • PC 205
j.hondo@lancaster.ac.uk • Lancaster U • UK
mitoko@cat.zero.ad.jp • Tsuda Woman'e College • Japan

Mingyan Hong • *Spirituality and second language acquisition: Is there a connection?* • In this session, this presenter will discuss two questions of whether there is a "spiritual" dimension to a good second language learner, and if so, whether spirituality has a place in the theories of second language acquisition based on the results of case studies of five college international students.

Friday, July 29 2:35-3:05 PM • MT Meeting Room K
hongm@purdue.edu • Purdue U • US

Seiko Horibe • *How does written output facilitate language learning?* • The study examines learners' thought processes during target language written production and their effects on subsequent learning. The participants were instructed to think-aloud while writing. Each session was video-taped and later transcribed. Based on the transcriptions, tailor-made tests were developed to measure the effects of the cognitive processes on learning.

Friday, July 29 3:10-3:40 PM • PC 226
shoribe@emory.edu • Emory U • US

Kristine Horner • *Lëtzebuergesch als integratiounssprooch: Debating linguistic continuity and change in Luxembourg* • Although the linguistic landscape has undergone significant changes, Luxembourg is frequently depicted as a homogeneous nation-state. This paper will provide an analysis of discourses projecting Luxembourgish as the language of 'integration' for immigrants and will highlight some of the tensions and controversies related to linguistic heterogeneity in Luxembourg.

Friday, July 29 2:00-2:30 PM • MT Hall of Fame Room
kristine.horner@ci.rech.lu • Université du Luxembourg,
Institut Grand-Ducal • Luxembourg

Ngaere Houia-Roberts • *Genre and text-type in written Maori discourse: An examination* • This paper reports on the analysis of a range of texts and text-segments written in Maori by prominent scholars who are first language speakers. It is argued that there are characteristic similarities and differences at the level of both genre and text-type between English and Maori discourses.

Thursday, July 28 3:10-3:40 PM • PC DE 327
nroberts@waikato.ac.nz • The U of Waikato •
New Zealand

S. Catherine Howell • *Vocabulary acquisition from oral input in low-level ESL classrooms* • This paper reports on a study of oral classroom input and beginning second language learners' acquisition of vocabulary. The data includes a corpus of 58,000 words. The effects of frequency, vocabulary size, word class, word frequency in general English, and discourse context on word learning are discussed.

Friday, July 29 2:35-3:05 PM • MT Meeting Room N
scath@bu.edu • Boston U • US

Guangwei Hu • *Investigating listening strategies of primary school students in Singapore* • This paper reports on a study designed to investigate the listening strategies used by Singaporean primary school students. Data for the study consist of interviews and think-aloud protocols collected from 18 students. Analyses of the data reveal both quantitative and qualitative differences in strategy use between high- and low-proficiency students.

Tuesday, July 26 8:15-8:45 AM • MT Meeting Room K
gwhu@nie.edu.sg • National Institute of Education, Nanyang
Technological U • Singapore

Yuanyuan Hu • *China's policy on elementary English education: What's behind it?* • This study explores whether China's new policy on elementary English education was formulated with sound planning. Rationales behind the policy and changes made in accordance with it are examined. The study concludes that the policy was formulated mainly to address increasing demands for English, but that implementation planning is inadequate.

Monday, July 25 4:30-5:00 PM • MT Hall of Ideas G
yuanyuanhu@purdue.edu • Purdue U • US

Shu-chen Huang • *Relationship between academic motivation level and preference over motivational learning materials* • It was found that there exists a relation between EFL learners' academic motivational level and their preference over two types of motivational strategies in EAP reading. Students with lower academic motivation prefer materials giving perceptual arousal and those with higher academic motivation prefer materials giving inquiry arousal.

Monday, July 25 2:35-3:05 PM • PC DE 232
sjh241@yahoo.com.tw • Minghsin U of Science and
Technology • Taiwan

Yi-Ping Huang • *Process and content authority: A moral dilemma* • The paper uses discourse data to report how authority was negotiated between a teacher and students and what moral messages were sent by the teacher in a pre-service teacher education Methods class. Findings reveal a moral tension between process and content authority on the part of the teacher.

Monday, July 25 8:15-8:45 AM • MT Meeting Room R
yip Huang@indiana.edu • Indiana U, Bloomington • US

Christian Hudelot • *Rôle de l'étayage sur les récits d'enfants typiques et dysphasiques* • Cette recherche porte sur l'effet d'une procédure d'étayage lors de l'élaboration de récits produits après le visionnement d'une bande dessinée. L'impact du processus d'étayage est étudié en fonction de l'âge de l'enfant (entre 4 et 11 ans) et selon qu'il présente ou non un trouble dysphasique. On s'intéresse ici principalement au devenir des conduites explicatives et à leur relation avec la théorie de l'esprit chez l'enfant.

Friday, July 29 10:45-11:15 AM • PC DE 335
hudelot@vjf.cnrs.fr • CNRS & Université René Descartes
Paris 5 • France

Lisa Hundley • *The GOLDUS (German Online Dictionary User Skills) Project: A pilot study* • This paper discusses a research-based pilot study of The GOLDUS (German Online Dictionary User Skills) Project, designed as an online tool to mediate L2 reading. Kern's (2000) four curricular components for literacy design provide the framework for online activities designed to raise students' meta-linguistic awareness needed for electronic literacy skills.

Tuesday, July 26 10:10-10:40 AM • PC South Dining Room
lmh248@psu.edu • The Pennsylvania State U • US

Habsah Hussin • *Autonomy in learning among mature and younger graduates: Any differences?* • This is a report on autonomy in learning as practiced by two groups of EFL graduate student-teachers at the Centre for English Language Teacher Education (CELTE), U of Warwick UK.

Thursday, July 28 2:00-2:30 PM • MT Meeting Room K
H.B.Hussin@warwick.ac.uk • U of Warwick, • UK

Fiona Hyland • *Out-of-class language learning: Three case studies* • This paper examines the out-of-class language learning activities of student teachers in Hong Kong. The students devoted considerable time to studying English autonomously, but focused mainly on receptive activities. Three case studies are examined in detail and the reasons for their negative feelings about using English in public are discussed.

Monday, July 25 2:35-3:05 PM • MT Meeting Room O
fhyland@hkucc.hku.hk • U of Hong Kong • Hong Kong, SAR

Kaori Idemaru • *Effect of tempo on the perception of the geminate/singleton contrast* • This study examines the effect of speech tempo on the perception of Japanese length contrast and investigates whether the perception of this temporal feature is rate-dependent, as has been found for the voicing contrast in English. The study compares the category boundaries for the contrast in fast and slow rates.

Monday, July 25 10:10-10:40 AM • PC DE 332
kidemaru@darkwing.uoregon.edu • U of Oregon • US

Mari-Ann Igland • *Rethinking the understanding of teacher comment* • The paper briefly presents a dialogically oriented approach to the understanding and analysis of teacher comments as discursive, mediational tools used in the teaching of writing. The approach is applied to the development of one student essay, and implications for the understanding of teacher comments are discussed against this background.

Thursday, July 28 2:35-3:05 PM • MT Meeting Room N
mariann.igland@ihim.no • Hedmark U College • Norway

A. Lane Igoudin • *Preferred argument structure and rhetoric patterns in Russian* • The analysis of a 350-word oral and 150-word written Russian samples showed compliance with PAS constraints. The differences from English in rhetoric structure were attributed to the Russian rhetoric tradition which may favor discourse structure forms that are less common in English: arguing from the contrary and inference.

Thursday, July 28 2:00-2:30 PM • MT Meeting Room R
aligoudin@supomona.edu • California State U,
Long Beach • US

Keiko Ikeda • *Social actions accomplished through 'triadic exchange' in Japanese communication* • The study examines the occurrence of 'triadic exchange pattern' (Kang, 1998) in three different settings of Japanese communication, namely a gather of close friends' talk, politician's argumentative discussion in a TV show, and classroom interaction. The same interactive pattern was used to accomplish diverse social goals in each setting.

Monday, July 25 2:00-2:30 PM • MT Meeting Room R
keikoike@hawaii.edu • U of Hawaii at Manoa • US

Maiko Ikeda, Osamu Takeuchi • *Portfolios in EFL reading strategy instruction for university students* • This paper reports on an attempt to use portfolios as a consciousness-raising tool in EFL reading strategy instruction to university students. The results of qualitative and quantitative analyses found making portfolios could lead to the learners' better awareness of strategy use, but not necessarily to the improvement of reading proficiency.

Monday, July 25 8:15 -8:45 AM • MT Meeting Room O
maikoike@wonder.ocn.ne.jp • Fukuoka Jo Gakuin U • Japan
takeuchi@ipcku.kansai-u.ac.jp • Kansai U • Japan

Ofra Inbar • *Native non-native language teachers: Which language? Which context?* • This presentation will report on research conducted to find out whether native and non-native French teachers teaching in two different programs, French as a Second Language (FSL) and French Immersion, perceive their linguistic background to have meaningful consequences. Results will be presented and discussed with reference to educational language policy.

Tuesday, July 26 2:00-2:30 PM • MT Meeting Room O
inbarofra@bezeqint.net • Beit Berl College of Education • Israel

Frauke Intemann • *English as a lingua franca and teacher education* • The English language has developed into a world language. Native and non-native students world wide therefore have to be made aware of the difference between English as a native language and English as a lingua franca. The paper concludes with some methodological considerations for teacher education.

Tuesday, July 26 3:55-4:25 PM • MT Meeting Room O
f.intemann@tu-braunschweig.de • Technische Universitaet
Braunschweig • Germany

Maria Isaksson • *The business of virtues and emotions in corporate mission statements* • How are virtues and emotions expressed in corporate mission statements? The purpose of this paper is twofold: to develop an adequate tool for analyzing a larger corpus of mission statements, and to compare expressions of virtues and emotions across business and national cultures. Drawing on Aristotle's ethos and pathos, the data is tested for credibility and affective appeals.

Tuesday, July 26 8:50-9:20 AM • PC DE 332
maria.isaksson@bi.no • Norwegian School of Management BI
• Norway

Chiaki Iwai • *Pedagogical and linguistic values of teaching communication strategies* • This presentation discusses the issues of teaching communication strategies (TCS). Based on critical views toward teaching CS, the study first points out weaknesses of past empirical TCS studies and then presents results from an experimental CS training program. Conclusions include the necessity of an expanded theoretical paradigm of strategic competence.

Thursday, July 28 9:25-9:55 AM • MT Hall of Ideas F
iwai@intl.hiroshima-cu.ac.jp • Hiroshima City U • Japan

Erik Jacobson • *The discourse of empathy in Japanese adult literacy instruction* • This presentation will examine the relationship between empathy and literacy practice within the context of Japanese adult basic education. A concern for emotional health and the development of human relations shapes both how students and teachers define literacy and the decisions programs make about the content and nature of instruction.

Monday, July 25 2:00-2:30 PM • MT Meeting Room N
jacuzi@world.std.com • Harvard U • US

Sally Jacoby, Mardi Kidwell • *Turn construction with non-vocal actions in interactional sequences* • Recent research in Conversation Analysis suggests that particular non-vocal actions are oriented to as if they were elements of talk and thus relevant to possible turn completion points. This paper explores to what extent non-vocal actions in sequential context might be said to be talk-like, TCU-like, or turn-like in interaction.

Tuesday, July 26 3:55-4:25 PM • PC 205
swj@cisunix.unh.edu • U of New Hampshire • US
mkidwell@unh.edu • U of New Hampshire • US

Mark James • *Interlanguage variation and transfer of learning* • Interlanguage variation, which deals with differences in L2 performance in different situations, has been an important topic for research and theory in SLA. What might be gained by viewing interlanguage variation through the psychology lens of transfer of learning?

Monday, July 25 10:45-11:15 AM • MT Hall of Ideas F
m_jamesca@yahoo.com • U of Puerto Rico,
Mayaguez • Puerto Rico

Joan Jamieson, Casey Keck • *Developing scholar-teachers in applied linguistics doctoral education* • This paper will report the outcomes of a project which aimed to (a) develop and pilot a learner-centered professional development course for doctoral students in an Applied Linguistics program, and (b) administer a nationwide survey to new Applied Linguistic faculty about their preparedness to teach in higher education.

Tuesday, July 26 2:35-3:05 PM • MT Meeting Room O
joan.jamieson@nau.edu • Northern Arizona U • US
cmi3@dana.ucc.nau.edu • Northern Arizona U • US

Lars Stæhr Jensen • *Investigating the relationship between L2 vocabulary knowledge and listening comprehension* • This paper presents the results from an empirical research project investigating the relationship between vocabulary knowledge and listening comprehension in English as a foreign language. More specifically, the study examines the extent to which depth and breadth of vocabulary knowledge contribute to the listening performance of advanced Danish EFL learners.

Friday, July 29 2:00-2:30 PM • MT Meeting Room R
lsj.eng@cbs.dk • Copenhagen Business School • Denmark

Eun Hee Jeon • *Collaborative output tasks and L2 vocabulary learning* • The objective of the study was to investigate the effect of a collaborative writing output task and a non-collaborative input-oriented task on L2 vocabulary acquisition and retention. The data analysis results revealed a significantly higher instruction effect of the output task condition compared to that of the input task condition.

Friday, July 29 2:00-2:30 PM • PC Auditorium
eunheejeon@hotmail.com • Northern Arizona U • US

Li Jin • *Intercultural learning via instant messenger interactions* • This paper reported an exploratory study investigating the intercultural learning process of university students in an entry-level Chinese as a foreign language class, using instant messengers to communicate with a native speaker of Chinese. Four major characteristics of instant messenger interactions that lead to successful intercultural learning were identified.

Monday, July 25 4:30-5:00 PM • PC 309
lijin@helios.acomp.usf.edu • U of South Florida • US

Andrew Jocuns • *Intersubjectivity: Knowledge in mediated discourse* • This paper utilizes mediated discourse analysis to approach the problem of intersubjectivity in two music classrooms. I argue that intersubjectivity is attained through not only language but other semiotic modes which are present within the classroom. Knowledge is created through negotiated mediated actions drawing on communicative resources from several modes.

Tuesday, July 26 8:15-8:45 AM • PC 205
jocunsa@georgetown.edu • Georgetown U • US

Diane Johnson • *Planning for progress: Core and spiral approach to curriculum implementation* • This paper introduces the core and spiral approach to curriculum implementation developed by the three Principal writers of the Ministry of Education curricula for French and German in New Zealand schools, and reports on a curriculum implementation project where materials developed for teachers of these languages were trialled.

Thursday, July 28 2:35-3:05 PM • PC 225
dianej@waikato.ac.nz • U of Waikato • New Zealand

Marysia Johnson Gerson • *Local language ability and its implications for teaching and testing* • This paper will discuss the need to develop a new model of language—local language ability—and its implications for language teaching and testing.

Friday, July 29 3:10-3:40 PM • PC Auditorium
marysiaj@asu.edu • Arizona State U • US

Hyungmi Joo • *The first language literacy learning among Korean bilingual students* • The presenter reports the findings of a multiple case study conducted for nine months regarding Korean bilingual students' first language literacy development. She identifies their characteristic literacy skills and knowledge of L1, their values and attitudes towards L1 language and literacy, and their difficulties and challenges in L1 literacy learning.

Friday, July 29 3:10-3:40 PM • MT Meeting Room O
joo.25@osu.edu • The Ohio State U • US

Jay Jordan • *Reconsidering ESL composition through African American rhetorics* • Research and teaching in English composition often assume that students' differences must be leveled in favor of standardized English. But what if this script were flipped? I propose that ESL students' complex competencies may be effectively seen through African American rhetorics, which foreground negotiations of context rather than monolingual judgments.

Friday, July 29 2:00-2:30 PM • PC DE 332
ctj111@psu.edu • Pennsylvania State U • US

Stefanie Rehn Jordan • *Critiquing 'The Swan': Social consequences of critical awareness* • This study examining postings to a reality TV discussion board about beauty offers empirical evidence to support the claim that identity and beauty are socially constructed through discursive means. What happens when one discussion board participant attempts to set up a counter-discourse by taking on a metadiscursive stance is explored.

Tuesday, July 26 8:15-8:45 AM • MT Hall of Ideas H
srj113@psu.edu • Pennsylvania State U • US

Reenee Jourdenais • *The relevance of SLA for language educators* • This paper explores the ways in which graduate students come to participate in the language, theories, and practices of the SLA research community. Through examination of classroom interactions, we see how students explore, critique, and question concepts in the field, integrating their own experiences as language learners and language educators.

Monday, July 25 2:35-3:05 PM • PC 111
rjourdenais@miis.edu • Monterey Institute of International Studies • US

Alllyson Jule • *Gender and the language of religion* • This paper explores of the complex relationship of gender and language alongside religion and religious life as experienced by various religious groups. The universal and diverse experience of religion provides for a reflection on the use of language in religious liturgy, in religious communities, and in interaction with identity.

Friday, July 29 10:45-11:15 AM • MT Meeting Room Q
ajule@glam.ac.uk • U of Glamorgan, Wales • UK

Nicholas Jungheim • *(Un)conventionality of Japanese native speaker and JSL refusal gestures* • This study examines the conventionality of Japanese native speakers' and learners' refusal gestures in response to an interpretation task and in retrospection. Results suggest that conventionality appears more in the interpretation than in the performance of the refusal gesture, with implications for the acquisition of gestures in a second language.

Friday, July 29 10:10-10:40 AM • MT Meeting Room M
jungheim@waseda.jp • Waseda U • Japan

Paula Kalaja • *Attributions reconsidered: from cognitive schemata to discursive explanations* • This paper provides a critical review of research conducted on attributions or explanations for successes or failures in learning a L2, starting from classic attribution theory and ending with the Discursive Action Model (DAM), comparing and contrasting their starting points, goals, research methodology – and empirical studies conducted within them.

Thursday, July 28 9:25-9:55 AM • MT Hall of Ideas G
pkalaja@campus.jyu.fi • U of Jyväskylä • Finland

J. Seraphin Kamdem • *Teaching of/in minority languages in Cameroon: A struggle for survival* • The paper is an investigation in the domains of applied linguistics and multilingual education, more specifically multilingual literacy involving African languages. It also discusses the development of local grassroots institutions as reliable and efficient tools for local language education, communication and community development.

Thursday, July 28 3:10-3:40 PM • PC 112
jseraphink@yahoo.com • The U of Yaoundé • Cameroon

Lia Kamhi-Stein • *Hypertext design structure and comprehension: The case of L2 readers* • This study investigated the relationship between hypertext design structure and reading comprehension and recall in two languages. The completion of various tasks showed how hypertext design structure affects L1 and L2 reading comprehension and recall, contributes to reducing or increasing the readers' cognitive load, and helps develop content knowledge.

Tuesday, July 26 9:25-9:55 AM • PC South Dining Room
lkamhis@calstatela.edu • California State U,
Los Angeles • US

Akiko Katayama • *Borderland discourses of English majors: A situated qualitative study* • This presentation reports on a longitudinal situated qualitative study of first-year junior college students in an EFL program in Japan. The program became a site of clashing ideologies over the course of continuous revisions. The students formed what Gee (1996) calls, "borderland Discourses" to deal with the institutional Discourses.

Tuesday, July 26 10:10-10:40 AM • PC 226
katayamakiko@yahoo.com • Temple U Japan

Kazue Kato • *The perception and production of English liquids by Japanese learners* • This study examines the relation between perception and production of English liquids by adult Japanese learners of English, in the light of Flege's speech learning model, which predicts that Japanese learners cannot produce the English liquids accurately without perceived foreign accent, when they fail to perceive them accurately.

Monday, July 25 3:55-4:25 PM • PC 225
kazuekato@hotmail.com • Nihon U • Japan

Dorit Kaufman • *From conceptualizing a vision to national accreditation in teacher education* • A three-year longitudinal study of the process of preparing a university for accreditation by the National Council for Accreditation of Teacher Education (NCATE) examines the challenges that have emerged and the impact of this multi-disciplinary endeavor on the TESOL teacher education program and the professional development of TESOL educators.

Tuesday, July 26 9:25-9:55 AM • MT Meeting Room Q
dkaufman@notes.cc.sunysb.edu • Stony Brook U • US

Jane Kehrwald • *Learner autonomy: A case study of teacher and learner beliefs* • This paper reports on a case study of one group of Languages Other Than English (LOTE) learners, and their teacher. It explores learners' and teacher's attitudes and beliefs toward their respective roles and responsibilities in a curriculum whose stated goal is the development of self-directed, life-long learners.

Monday, July 25 10:10-10:40 AM • MT Meeting Room O
kehrwald@usq.edu.au • U of Southern Queensland • Australia

Guy Kellogg • *Identity construction and language learning in a content-based program* • This study examines how, in a content-based second language program designed to foster language learning through the introduction of cultural values and ideologies, a group of ESL learners in the US constructed their identities which in turns affected their opportunities for language learning.

Monday, July 25 2:00-2:30 PM • MT Meeting Room M
gkellogg@hawaii.edu • Kapiolani Community College • US

Helen Kelly-Holmes • *Language attitudes in international marketing textbooks* • This paper reports on a qualitative and quantitative study of the attitudes to languages and multilingualism in 30 Anglo-American international marketing textbooks, focusing in particular on the downplaying of the issue of language, the link between language and culture, the role of English and the problematizing of multilingualism.

Tuesday, July 26 9:25-9:55 AM • PC DE 332
helen.kelly.holmes@ul.ie • U of Limerick • Ireland

Sara Kennedy • *It doesn't make sense: Testing intelligibility in English* • How do listener experience and semantic and contextual differences in speech elicitation instruments affect scores of intelligibility of L2 English? Speech samples from four different tasks were transcribed by two groups of NS listeners. Results will be presented in the light of differential effects on transcription accuracy for semantically anomalous and meaningful sentences and from experienced and inexperienced NS listeners.

Thursday, July 28 9:25-9:55 AM • MT Meeting Room Q
sara.kennedy@mail.mcgill.ca • McGill U • Canada

Kerrie Kephart • *A model of second language learning at the graduate level* • Based on an ethnographic and discourse analytic study of international MBA students, this paper presents a model for understanding second language learning in graduate school as the learning of disciplinary Discourses. It outlines crucial aspects of university level second language learning to inform future research, curriculum development and pedagogy.

Thursday, July 28 8:50-9:20 AM • PC South Dining Room
kkephart@utep.edu • U of Texas, El Paso • US

Jean Kim • *Both and neither: Insights of 'Generation 1.5' Korean-Canadian university students* • Although Generation 1.5 students represent an increasing percentage of the Canadian university student constituency, there is a dearth of knowledge about this population of students in the research literature. Thus, this case-study examines the academic, linguistic, and socio-cultural experiences and insights of five Generation 1.5 Korean-Canadian university students.

Monday, July 25 3:10-3:40 PM • PC 112
jeankim@interchange.ubc.ca • U of British Columbia • Canada

Stephanie Hye Ri Kim • *Power of the passive voice: Why advise avoiding it?* • This presentation challenges the message to "avoid passive voice" that persists in some teaching materials. Based on qualitative study of published texts, the presentation confirms that the passive creates cohesion between sentences and maintains topic focus in relative clauses.

Monday, July 25 4:30-5:00 PM • MT Meeting Room L
kimsteph@ucla.edu • U of California Los Angeles • US

Youn-Kyung Kim • *Writing center tutor as hybrid authority: An analysis of questions* • The analysis of the communicative functions of questions by tutors and students in one-to-one university writing center tutorials in the US signaled a global asymmetric interactional framework with a local symmetric relationship embedded and the tutor's role as a hybrid authority. The ambivalent nature is a characteristic of the genre.

Friday, July 29 3:10-3:40 PM • MT Hall of Ideas H
ykim@spalding.edu • Spalding U • US

William Kist, David Bruce • *Case studies of new literacy classrooms: Focus on nonprint composition* • This session will describe the efforts of an ongoing research study describing “new literacies” classrooms across the U.S. and Canada. Data collected in classrooms will be used to describe what an up-and-running “new literacy” classroom looks like overall, on a daily basis, and from a “local literacy” perspective.

Monday, July 25 10:45-11:15 AM • MT Meeting Room N
wkist@kent.edu • Kent State U • US
dbuce@kent.edu • Kent State U • US

Keiko Kitade • *Asynchronous computer-mediated communication in nonnative-native interactions compared to learners interactions* • The study compares task-based e-mail interactions between native speaker (NS)-nonnative speaker (NNS) and NNS-NNS and suggests how the interactional features of asynchronous CMC shape both kinds of interactions differently from the way face-to-face interactions shape them [i.e., amount of input/output, feedback, and modified output], concerning conditions for language acquisition.

Monday, July 25 2:00-2:30 PM • PC 309
kitade@lt.ritsumei.ac.jp • Ritsumeikan U • Japan

Felicity Kjisik • *Defining and addressing learner needs in a learner autonomy context* • Ten years’ practical experience and action research in an autonomous learning programme (ALMS) have helped us define the needs of (autonomous) learners into four dimensions: linguistic, metacognitive, psychological, social. A holistic view of learners means all four dimensions need addressing. I will discuss these needs from theoretical and practical perspectives.

Monday, July 25 3:10-3:40 PM • MT Meeting Room O
felicity.kjisik@helsinki.fi • U of Helsinki • Finland

Chiho Kobayashi • *Which is better, a pocket electronic or printed dictionary?* • This presentation reports on a study that examined the use of pocket electronic dictionaries (PEDs) by Japanese university students as compared with printed dictionaries and their impact on vocabulary learning and reading comprehension. It includes a demonstration of several functions of PEDs and a discussion of the pedagogical implications.

Friday, July 29 3:10-3:40 PM • PC 112
kobachiho@hotmail.com, kobayashi.28@osu.edu • Ohio State University • US

Miyoko Kobayashi, Alistair Van Moere, Kirk Johnson • *Is silence golden? An investigation of group oral tests* • The study investigates the relationship between the amount of learner output and their scores in group oral tests. The data showed that the number of turns taken had no impact, but the number of words spoken did have an impact, suggesting practical implications for the use of this test format.

Friday, July 29 8:50-9:20 AM • MT Meeting Room P
m.kobay@kanda.kuis.ac.jp • Kanda U of International Studies • Japan
alimoere@hotmail.com • Lancaster U • England
kirk@kanda.kuis.ac.jp • Kanda U of International Studies • Japan

Keiko Koda • *Impacts of L1-L2 structural similarity on L2 reading development* • The study investigated the relative impact of L1 and L2 processing experience on L2 reading development among Chinese and Spanish ESL learners. The findings suggest that prior processing experience conjointly explains L2 processing efficiency variance; and that L1 background affects the ways lexical processing and reading comprehension are functionally interconnected.

Thursday, July 28 8:15-8:45 AM • PC 313 koda@andrew.cmu.edu • Carnegie Mellon U • US

Reiko Komiyama • *Incidental vocabulary acquisition through subtitles in an EFL context* • This study investigates the effects of subtitles with audio-visual materials on adolescent learners’ incidental vocabulary learning. The vocabulary gaining patterns of 237 Japanese EFL students are compared across three video-watching conditions, involving L1, L2, and no subtitles. The results indicate statistically significant gains through the viewing across all three conditions.

Thursday, July 28 2:00-2:30 PM • PC Auditorium
rkomy@hotmai.com • Northern Arizona U • US

Kyosung Koo • *Using a corpus as a reference tool for ESL writing* • This presentation shows the relationship between using a corpus and writing. It describes a study in which students were instructed on how to use a concordancing program for the purpose of paraphrasing and summarizing newspaper articles. This presentation can be a helpful tool for ESL practitioners.

Thursday, July 28 8:50-9:20 AM • PC 309
kyosung-koo@uiowa.edu • U of Iowa • US

Judit Kormos • *A qualitative investigation of demotivated language learners in Hungary* • This presentation summarises the results of a qualitative interview study conducted with demotivated language learners in Hungary. We discuss the most important recurring themes in our data and illustrate them with quotations from the interviews. Conclusions for the language teaching profession will also be drawn.

Monday, July 25 8:50-9:20 AM • MT Meeting Room K
kormos.j@chello.hu • Eötvös Loránd U • Hungary

Paula Korsko • *The complaint: Argument and narrative structure entwined* • Based on 159 complaint samples, this paper examines the overall structure of two-party complaints as they are realized over several conversational turns. The research methodology draws upon speech act realization analysis, narrative analysis, and conversation analysis.

Thursday, July 28 3:10-3:40 PM • PC DE 332
pkorsko@hotmail.com • Lehman College • US

Merja Koskela • *Bureaucratic language in change – Interpersonal features on tax authorities’ websites* • The present paper examines what happens when the reader-oriented genre features of image creation on the web meet the traditional ways of writer-oriented bureaucratic language on the web sites of tax authorities from three different countries.

Tuesday, July 26 2:35-3:05 PM • PC DE 332
mko@uwasa.fi • U of Vaasa • Finland

Kimmo Kosonen • *Language-in-education policies and practises in Mainland Southeast Asia* • This paper compares language-in-education policies and practises in five Southeast Asian nations: Cambodia, Laos, Myanmar, Thailand and Vietnam. The focus is on local language use in basic education and literacy, and education of ethnic minorities, many of whom have insufficient knowledge of languages used as the media of instruction.

Tuesday, July 26 3:10-3:40 PM • PC DE 327
kimmo_kosonen@sil.org • SIL International • Thailand

Ethan Krase • *Understanding graduate ESL learners’ disciplinary enculturation* • This presentation explores the complex relationship between writing ability and academic socialization for ESL graduate students in the humanities and calls for a more culturally inclusive understanding of academic literacy. The presenter shares findings from a five-month qualitative study of five ESL graduate students in the humanities.

Friday, July 29 3:10-3:40 PM • MT Meeting Room K
jillkrase@netscape.net • Winona State U • US

Holly Krech Thomas • *Training listeners to understand non-native English speakers* • This paper demonstrates that a short training session improves listeners' comprehension of foreign-accented speech. The training tasks, imitating and paraphrasing accented speech, encourage attention to pronunciation and content, respectively. Because paraphrasing primarily benefits comprehension of longer speech samples, focusing on content may most effectively facilitate listeners' understanding of conversational speech.

Friday, July 29 2:35-3:05 PM • PC 309
Holly.Krech@Colorado.edu • U of Colorado • US

Ellen Krogh • *Portfolio assessment and changing didactics in the mother tongue subject* • A case study of portfolio assessment in the mother tongue subject of the Danish upper secondary school. The evaluation culture, connected primarily to the students' writing, also changes the 'didactic' profile of the mother tongue subject, tying personal formation processes to language production as well as to literary reception.

Thursday, July 28 8:15-8:45 AM • MT Meeting Room N
ellen.krogh@dig.sdu.dk • U of Southern Denmark

Nina Krouchinkina • *Linguistic mechanisms of metonymic derivation* • Metonymical derivation of lexemes belonging to the same lexico-semantic class occurs under analogous algorithms. Grammatical mechanisms are considered, such as: suffixation, suffixless derivation, articles, ellipsis, distribution, changes in semantic functions of syntaxemes.

Friday, July 29 2:00-2:30 PM • PC 112
nd_krouch@yahoo.com • Mordovian U • Russia

Ryuko Kubota, Ling Shi • *Writing instructions in L1 textbooks used in North America* • This study analyzed junior high school L1 English textbooks used in North America to examine the nature of writing instruction promoted and the rhetorical structures of reading materials for teaching persuasive writing. Although deduction with an unambiguous thesis statement is recommended, not all the reading materials adhere to this style.

Thursday, July 28 8:50-9:20 AM • MT Meeting Room O
rkubota@email.unc.edu • U of North Carolina at Chapel Hill
• US
ling.shi@ubc.ca • U of British Columbia • Canada

B. Kumaravadivelu • *Sharing realities: Language teaching in the era of globalization* • In today's globalized and globalizing world, language teachers have to develop in their learners global cultural consciousness which is shaped by four inter-related realities: global, national, social, and individual. Drawing from the literature on cultural globalization, and applied linguistics, the author provides detailed guidelines for designing a culture-sensitive teaching agenda.

Tuesday, July 26 8:50-9:20 AM • MT Meeting Room Q
bkumar@email.sjsu.edu • San Jose State U • US

Claudia Kunschak • *Language variation and communicative competence: Students' voices* • Language variation as a tool for the development of communicative competence has been investigated among college-level learners of German as a foreign language. Findings show considerable awareness, positive attitudes, and a clear interest in learning about variation among students, thus demonstrating the potential of this resource for foreign language teaching.

Tuesday, July 26 10:10-10:40 AM • PC 111
claudia.kunschak@uem.es • Universidad Europea de Madrid
• Spain

Atsuko Kuramoto, Haruyo Yoshida, Shinsuke Yoshida • *Classroom PCs as a determinant of learner attitudes* • The presenters will examine the ways that the following three differences in learning environments (and access to PCs) influence EFL learners' attitudes: (1) the learners' processes of tackling assignments; (2) the learners' means of assessment and extracting correct answers; and (3) their frequency of interactions with their teacher.

Tuesday, July 26 9:25-9:55 AM • PC DE 335
a-kuramo@it.hirokoku-u.ac.jp • Hiroshima International U • Japan
hyoshida@cc.osaka-kyoiku.ac.jp • Osaka Kyoiku U • Japan
RXV06557@nifty.ne.jp • Ritsumeikan U • Japan

Chieko Kuribara • *Acquisition of the 'there' construction by native speakers of Japanese* • The acquisition of the 'there' construction by Japanese speakers was investigated within the generative framework. No correlation between verb type, partitive case, and the definiteness of DP in data suggests that learners (even at the advanced-level) have not acquired the lexico-syntactic properties associated with the construction.

Tuesday, July 26 10:45-11:15 AM • PC DE 235
kuribara@ipcku.kansai-u.ac.jp • Kansai U • Japan

Havva Kurt Taspinar • *Teacher and student perceptions of task-related motivational strategy use* • This study provides insights into 13 teachers' and 266 students' perceptions about teachers' task-related motivational strategy use and students' motivational levels at a Turkish state university. Data reveal differences between teachers' and students' perceptions, reflecting differing learning agendas for the classroom.

Monday, July 25 3:55-4:25 PM • PC DE 232
havvakurt@anadolu.edu.tr • Anadolu U • Turkey

Yuri Kusuyama • *Problems with Japanese ESL writers' stance expressions* • This paper examines the use of sentence-initial stance adverbials by Japanese ESL writers. The findings demonstrate nonnative-like features both in frequency and in quality. The presenter also provides sample reformulation strategies experienced ESL instructors employ when dealing with these problems.

Thursday, July 28 2:00-2:30 PM • PC DE 327
yukusuyama@csudh.edu • California State U, Dominguez Hills
• US

Natsuko Kuwahara • *Japanese adult sojourners' restructuring new English "selves" in the U.S.* • Japanese adult ELLs described their experiences with a different culture and language in the U.S. Among the factors that helped them develop a positive, flexible cultural identity were successful cultural adjustment and language acquisition through personal investment and willingness to adjust to the situations and people around them.

Monday, July 25 10:10-10:40 AM • PC 225 kuwahana@gse.harvard.edu • Harvard U • US

Jose Lai • *A tale of two "polar" students* • This paper reports how two university students of different learning styles have responded to the deliberate and systematic learner training in metacognition as they try to improve their listening proficiency and learn to be more self-directed language learners. Data for analysis are based on the elaborate guided journal entries submitted.

Friday, July 29 3:10-3:40 PM • MT Meeting Room L
joselai@cuhk.edu.hk • The Chinese U of Hong Kong • Hong Kong, SAR

Meeling Lai • *Gender and language attitudes in post-colonial Hong Kong* • This is an investigation of the interaction between gender and language attitudes in the context of post-colonial Hong Kong. With findings gathered from a questionnaire survey of 555 male and 493 female F.4 students, and interviews of 19 boys and 21 girls, this study explored the significance of gender in the formulation of language attitudes.

Friday, July 29 9:25-9:55 AM • MT Meeting Room Q
mlai@ied.edu.hk • Hong Kong Institute of Education •
Hong Kong, SAR

Yvonne Lam • *Spanish L2 acquisition in a Mexican indigenous community* • Many theories consider second language acquisition to be an individual process. Data from an indigenous community in Mexico reveal that despite differences in age, motivation, exposure to native-speaker input, and frequency of use of Spanish, the speakers have converged on the same non-standard form of Spanish as their target language.

Tuesday, July 26 3:10-3:40 PM • MT Hall of Ideas F
yvonne.lam@ualberta.ca • U of Alberta • Canada

Martin Lamb • *Changes in foreign language learning motivation during junior high school* • Indonesian adolescents appear to have very strong motivation to learn English as they enter junior high school. Is it sustained or changed by the experience of formal study? This paper reports on research which tracked a group of such learners in one provincial school.

Monday, July 25 9:25-9:55 AM • MT Meeting Room K
m.v.lamb@education.leeds.ac.uk • U of Leeds • UK

Terry Lamb • *E-learning in higher education: Pedagogical frameworks for independence and autonomy* • This paper describes a research project entitled Rethinking pedagogical models for e-learning, which explored what is understood by e-learning in higher education, what is driving it, and how teachers and learners are supported. The focus will be on relationships between e-learning and learner autonomy, at both policy and pedagogical levels.

Friday, July 29 2:35-3:05 PM • MT Hall of Ideas G
T.Lamb@sheffield.ac.uk • U of Sheffield • UK

Olga Lambert • *Teacher feedback and student writing development in an ESL classroom* • This longitudinal case study examines the use of the dialogue journal as a tool for promoting a beginning student's language development in a high school ESL classroom. Teacher feedback is analyzed for effectiveness, and implications for classroom practice are discussed in light of several learning theories, including Krashen's input hypothesis

Thursday, July 28 8:50-9:20 AM • PC Auditorium
lamberol@gse.harvard.edu • Harvard U • US

Batia Laufer • *Focus on form, focus on forms and L2 vocabulary learning* • The study compares the effectiveness of FonF and FonFs approaches in learning new L2 words by adolescent learners. The group in FonFs condition received higher vocabulary scores after an incidental learning phase, but the difference between the two groups disappeared after an intentional learning phase.

Monday, July 25 4:30-5:00 PM • MT Meeting Room M
batialau@research.haifa.ac.il • U of Haifa • Israel

Elisabeth Le • *The language of media diplomacy* • This paper deals with the social effects of media language use through the analysis of French and American media discourse on Russia from August 1999 to July 2001, and the reactions of Russian journalists to this discourse. The analysis is conducted in a Critical Discourse Analysis framework.

Friday, July 29 2:35-3:05 PM • MT Meeting Room Q
elisabeth.le@ualberta.ca • U of Alberta • Canada

Cynthia Lee • *A study on requests in the academic context* • This study investigates cross-cultural and interlanguage variations in Chinese and English requests in an academic context from over 200 discourse-completion exercises. Analysis showed that L2 learners adopted similar request strategies as English-speaking counterparts, but different communication styles in L1 and L2. Their request strategies were dependent significantly on role relationship and social distance, with P -value < 0.0001 .

Thursday, July 28 2:35-3:05 PM • MT Hall of Ideas G
cfllee@hkbu.edu.hk • Hong Kong Baptist U • Hong Kong, SAR

Seung-Hee Lee • *Doing being a member: Membership and identity in airline service calls* • This paper analyzes an institutional construction of and orientation to membership in airline service calls recorded in Korea. In dealing with customer membership and identity, both agents and callers activate, enact, and orient to the institutional categorization of types of customers.

Tuesday, July 26 2:35-3:05 PM • PC 205
shlee@humnet.ucla.edu • U of California,
Los Angeles • US

Yong-Won Lee, Claudia Gentile, Robert Kantor • *Demystifying holistic ratings through analytic scoring of ESL essays* • In this presentation we will describe some critical issues and challenges for analytic scoring in writing assessment, describe five major analytic scoring dimensions developed for ESL essays, and discuss the relationships among holistic and analytic scores assigned by human raters and essay feature scores obtained from an automated scoring engine.

Tuesday, July 26 9:25-9:55 AM • MT Hall of Fame
ylee@ets.org • Educational Testing Service • US
cgentile@ets.org • Educational Testing Service • US
rkantor@ets.org • Educational Testing Service • US

Jennifer Leeman, Glenn Martínez • *Going global: Changing language ideologies in heritage language textbooks* • This analysis of Spanish for heritage speakers textbooks from 1980 to 2003 reveals changing language ideologies. We highlight the discursive turn from the local to the global, and in particular, from a construction of Spanish as a feature of identity to its portrayal as a professional tool for international communication.

Thursday, July 28 8:50-9:20 AM • MT Meeting Room N
jleeman@gmu.edu • George Mason U • US
glentmzt@email.arizona.edu • U of Arizona • US

Alexia Yoke Yee Leong • *The acceptability of deviational language use in professional communication* • In professional discourse, the deviations of EFL learners-users may be better understood as strategies for communication than errors. Using examples from research papers written by EFL learners-users, this paper demonstrates that the deviations are understood and appreciated by others in the discourse community. The implications for language practitioners are discussed.

Friday, July 29 8:15-8:45 AM • PC 205
aleong@comp.nus.edu.sg; al0316@singnet.com.sg • National
U of Singapore

Angela Cavenaghi Lessa • *Social representations and identity: Questioning teachers' sense of agency* • This paper aims at discussing English teachers' social representations (Moscovici) about the language taught and its implication in their identity. Following a critical linguistics perspective (Pennycook, Rajagopalan), questionnaires and interviews are analyzed. Results highlight the need to question representations as a means of empowering teachers by provoking their agency.

Monday, July 25 3:10-3:40 PM • PC 111
cavenaghi@uol.com.br • Pontifical Catholic U of Sao Paulo •
Brazil

Cheung-Shing Leung • *Marking temporal events in child Cantonese stories* • This paper studies the development of temporality in 60 preschool Cantonese children. The children overwhelmingly used the perfective aspect marker, *zo2*, rather than the imperfective markers in narrating the stories. Increasing use of various forms of adverbs of time was also found in older children.

Thursday, July 28 9:25-9:55 AM • PC DE 335
samleung@hkusub.hku.hk • U of Hong Kong •
Hong Kong, SAR

Glenn Levine • *All code choices are NOT equal: Report of a study* • Based on sociocultural theoretical and ecology of language frameworks, this paper presents the results of a study of code choice in four foreign language classes, in which both unmarked codeswitching practices and the effects of strategies instruction on the creation of a multilingual classroom environment are analyzed.

Monday, July 25 2:00-2:30 PM • PC 111 glevine@uci.edu • U of
California, Irvine • US

Juan Li • *Metaphorical conceptualizations of the self in English and Chinese* • This paper compares the metaphorical conceptions of the Self in English and Chinese, drawing on Lakoff and Johnson's theory of metaphor (1999). The comparison shows that while both languages conceptualize the Self based on the Subject-Self distinction, some conceptual differences can be explained on the grounds of cultural experiences.

Monday, July 25 8:50-9:20 AM • MT Meeting Room L
juanli@u.washington.edu • U of Washington • US

Li-Te Li, Wang Wenfeng • *Incorporating Paulo Freire into EFL writing: A case in Taiwan* • This study aims to investigate the possibility of incorporating Paulo Freire's education of liberation into an EFL writing class and the effects of such integration on student writers. The participants were 50 university students. The theoretical concepts, course design and class activities will be introduced and discussed.

Thursday, July 28 8:50-9:20 AM • PC 325/326
ltli@mail.usc.edu.tw • Shih Chien U • Taiwan, R.O.C.
wangwenfeng@tutor.beiwaionline.com • The U of Hong Kong
• Hong Kong, SAR

Na Li • *Expectation, experience, evaluation: A new '3E framework' for task motivation* • Reporting on the development of a new '3E' theoretical framework (Expectation, Experience, Evaluation), this paper aims to establish an agenda for the integrated exploration of linguistic and motivational perspectives in task-based research, and to develop suggestions for classroom practice in task-based learning, particularly in EFL contexts.

Monday, July 25 4:30-5:00 PM • PC DE 232
n.li@warwick.ac.uk • U of Warwick • UK

Hye-Yeon Lim • *Intercultural variations in perceptions of language learning* • This paper examines cultural variations in students' perceptions of English language learning. The survey results show that the perceptions of "effort" are dominant in the success of language learning tasks. This paper discusses how to understand students' perceptions of language learning in a culturally sensitive way.

Tuesday, July 26 9:25-9:55 AM • MT Meeting Room K
hylimca@gmail.com • Defense Language Institute Foreign
Language Center • US

Hui-Ying Lin, Shen Chen • *Bilingual captioned video EFL teaching model for Chinese-speaking children* • This paper reports on a study of a teaching model of using captioned cartoon videos to facilitate EFL learning of Chinese-speaking children. The model is elaborated through a critique on existing practice. The experimental result indicates that this model is significant in training EFL teachers for children in Asian countries.

Thursday, July 28 8:15-8:45 AM • MT Hall of Ideas J
Shen.Chen@newcastle.edu.au • U of Newcastle • Australia
phlin11@hotmail.com • U of Newcastle • Australia

Yuanju Lin • *The discourse functions of "ni kan" in spoken Mandarin* • This paper aims to investigate the discourse functions of "ni kan" in spoken Mandarin. We propose that besides functioning as an imperative, "ni kan" can also be used for pragmatic purposes. In addition, we also examine the conversational implicature of various functions of "ni kan".

Thursday, July 28 3:10-3:40 PM • PC 205
yuanju_lin@hotmail.com • National Tsing Hua U •
Taiwan

Yuh-Huey Lin • *Gender differences in the speech act of complaining in Mandarin Chinese* • This study investigates complaining in Mandarin Chinese. Results from DCT administered to 100 college students reveal that females produced longer utterances than males, that the patterns yielded from both groups conform to Wolfson's bulge theory, and that female speakers used more polite forms and softeners than males.

Tuesday, July 26 4:30-5:00 PM • PC 213
gracelin@mail.nsysu.edu.tw • National Sun-Yat-Sen U •
Taiwan

Lin Linda • *PISER and grammar teaching* •

Friday, July 29 10:10-10:40 AM • PC DE 327
eclindal@polyu.edu.hk • The Hong Kong Polytechnic U • Hong
Kong, SAR

Candi Chen-Pin Liu • *A comparative study of techniques for enhancing collocation learning* • The study investigated the comparative effects of perceptual salience, metalinguistic knowledge, and a classification activity on learning English collocations. The results of the study showed that the classification activity that enabled students to discern form-meaning patterns worked best in helping students retain, retrieve, and reproduce the target collocations.

Tuesday, July 26 8:50-9:20 AM • MT Hall of Ideas F
hxfs@ms21.hinet.net • Chinese Culture U • Republic of China

Yichun Liu • *Translation processes for the fluent and less-fluent L2 writers* • This research investigates the different translation processes for fluent and less-fluent L2 writers. Through a think-aloud case study, the researcher observed that the translation process primarily takes place at the semantic level for the fluent writers, whereas, it is at the syntactical level for the less-fluent writers.

Tuesday, July 26 2:00-2:30 PM • MT Meeting Room R
liu7@purdue.edu • Purdue U • US

Lara Lomicka, Lara Ducate • *Exploring identity and pop culture in the blogosphere* • This session explores issues related to identity and pop-culture based on a qualitative semester-long study of web logs (blogs). Additionally, this session addresses educational uses of blogs in foreign language instruction: finding and integrating them into a course and involving students in writing and in micropublishing of their own blogs.

Tuesday, July 26 8:15-8:45 AM • PC DE 335
lomicka@sc.edu • U of South Carolina • US
ducate@gwm.sc.edu • U of South Carolina • US

Beatriz Lorente • *The grip of English and the “competitive advantage” of Filipinos* • This paper critically examines the fact that English skills have been used as an essential component in defining the “competitive edge” of Philippine labor in the global market. This ‘grip of English’ has structured and in some ways, limited the Philippines’ responses to globalization and strategies for manpower development.

Monday, July 25 3:10-3:40 PM • MT Hall of Ideas G
artp0341@nus.edu.sg • National U of Singapore

Peter Lowenberg • *Non-native norms for English: Identification and implications for assessment* • This paper proposes a methodology for identifying Standard English norms in non-native varieties of English used in former British and American colonies, including Nigeria, India, Singapore, and the Philippines. The audience participates in distinguishing possible non-native norms for English from acquisitional deficiencies in English written by speakers of these varieties.

Thursday, July 28 8:50-9:20 AM • MT Meeting Room Q
lowenber@ix.netcom.com • San Jose State U • US

Wander Lowie, Marjolijn Verspoor • *Input or transfer in the acquisition of word knowledge in SLA* • How important is the frequency of words in the input of L2 learners in comparison to similarity to L1 words? Experiments investigating the acquisition of English prepositions by Dutch learners demonstrate that similarity to L1 keeps on playing a role up to very advanced levels of proficiency.

Monday, July 25 10:45-11:15 AM • MT Meeting Room M
w.m.lowie@let.rug.nl • U of Groningen • Netherlands
m.h.verspoor@let.rug.nl • U of Groningen • Netherlands

Georges Lüdi • *Multilingualism, language policy and statehood* • Despite “monolingual” ideologies, the principle: “one nation, one language, one state” often doesn’t work as foundation for elaborating language education policies. The paper analyzes the ways in which the relation between language diversity, language planning and statehood is debated in countries as different as Slovenia, Switzerland, France and Cameroon.

Monday, July 25 9:25-9:55 AM • MT Hall of Ideas G
georges.luedi@unibas.ch • Universität Basel • Switzerland

Martin Luginbuehl • *Culture and form: Cultural characteristics of textual genres in television news* • Comparing text types of U.S. and Swiss television news reporting from the 1950s until today, cultural characteristics of the different forms of reporting will be analyzed. Thereby I will discuss how the term “culture” has to be defined in order for it to be useful with regard to such investigations.

Friday, July 29 2:00-2:30 PM • MT Meeting Room Q
mluginbu@ds.unizh.ch • U of Zurich/U of California,
San Diego • US

Lauren Lukkarila • *A genre approach to FL/bilingual reading instruction* • This paper will look at journalistic genres, namely, news and sports reports in online Spanish-language US and Latin American/Spanish newspapers and English-language US newspapers. Move sequences and lexical frequency information will be presented as the basis for pedagogical strategies for developing bilingual reading proficiency.

Friday, July 29 2:00-2:30 PM • MT Hall of Ideas H
lukka@bellsouth • Georgia State U • US

Anne Ma, Mee To Lee May • *In-service ELT from Hong Kong to Inner Mongolia* • The paper reports on a 3-week intensive ELT programme for Inner Mongolian English teachers run by teacher educators from Hong Kong. The focus is on teacher’s attitude of English language teaching, their perception of the programme and the implications for developing in-service ELT programmes in China through external agents.

Thursday, July 28 9:25-9:55 AM • PC 225
anne@ied.edu.hk • Hong Kong Institute of Education • Hong Kong, SAR
may@ied.edu.hk • English Department, Hong Kong Institute of Education • Hong Kong, SAR

Penny MacDonald • *A contrastive interlanguage analysis of synchronous/asynchronous intercultural communication exchanges* • This study reports on the results of a contrastive interlanguage analysis carried out on the written production of the participants in intercultural telematic simulations involving synchronous and asynchronous communication exchanges. The analysis centred on the interlanguage errors produced by the participants whose mother tongues included Spanish, German, Norwegian, Latvian and French.

Friday, July 29 10:45-11:15 AM • PC DE 327
penny@idm.upv.es • Universidad Politécnica de Valencia • Spain

Kayoko Machida • *Development and experimental trials of an on-line English learning system* • Although on-line autonomous language learning systems are becoming popular, most of them lack opportunities for teacher-student interaction and have less flexibility in question types. I have developed a novel web based learning system, which is more interactive and question-answer-flexible, and conducted experimental trials in English classes with satisfying outcomes.

Thursday, July 28 8:15-8:45 AM • PC 309
kmachida@di.htokai.ac.jp • Hokkaido Tokai U • Japan

Izabel Magalhães, Guilherme Rios • *Literacies and identities* • This paper is about literacies as discourses that construct identities and differences in heterogeneous sociocultural relations. The paper will analyze how discursive literacy practices produce social inequalities, and how these inequalities are constructed as different identity positions. In addition, ways are suggested to understand relationships between vernacular and dominant literacies.

Monday, July 25 3:10-3:40 PM • MT Meeting Room N
mizabel@uol.com.br, mizabel@unb.br • U of Brazilia • Brazil
gvrios@hotmail.com • Planalto Institute of Higher Education (IESPLAN) • Brazil

Sabina Ho-yan Mak • *Tensions between conflicting beliefs of EFL teachers in teaching practice* • Why do some EFL teachers claim to believe in CLT and yet their teaching remains traditional in practice? This presentation will illustrate the tensions between a pre-service teacher’s conflicting beliefs and how they interacted with her teaching decisions. The presenter will discuss how teacher education programmes could address teachers’ beliefs.

Tuesday, July 26 10:10-10:40 AM • PC DE 232
sabina_mak@yahoo.com, sabina.mak@hkuspace.hku.hk • The Chinese U of Hong Kong • Hong Kong, SAR

Pinky Makoe • *Children’s oral storytelling practices in a south African school* • The paper analyses children’s oral storytelling practices in a South African primary school. It demonstrates how children use the classroom domain as a platform to recontextualise their everyday world. I will argue that the stories are symbolic - they help the children to proclaim and declare their own social locations and identities.

Thursday, July 28 3:10-3:40 PM • PC DE 335
pinky@languages.wits.ac.za • U of the Witwatersrand • South Africa

David Malinowski • *Who's saying what to whom?: Interacting with bilingual signs* • This paper explores the processes of design, creation, and reading of bilingual signs as geographically grounded discursive practice. Through analysis of a diversity of interactions with Korean-English signs, it suggests that code choice and visual semiotics both index and create relations of power, solidarity, and exclusion among languages and people.

Tuesday, July 26 3:55-4:25 PM • PC DE 327
daveski@berkeley.edu • U of California at Berkeley • US

Rosa Manchón, Julio Roca, Liz Murphy • *Time allocation to writing processes at different proficiency levels* • We analyze the temporal dimension of writing processes in the think-aloud protocols of 21 Spanish EFL learners at three proficiency levels. Results indicate that (i) some patterns of time allocation are proficiency-dependent, and (ii) the cyclical interplay of writing processes shows a similar distributional pattern for all groups.

Monday, July 25 3:55-4:25 PM • MT Meeting Room K
manchon@um.es • U of Murcia • Spain
jrl@um.es • U of Murcia • Spain
lizmurp@um.es • U of Murcia • Spain

Stefka Marinova-Todd • *Proficiency in the home and school languages of bilingual children* • The study examines the language proficiency of bilingual (language-minority) students in their home-language (Mandarin or Tagalog) and their school-language (English) upon entering kindergarten. The children's reading readiness and phonological awareness are also assessed in order to identify children at-risk for reading difficulties when compared to native English-speaking controls.

Tuesday, July 26 4:30-5:00 PM • PC DE 327
marinova@interchange.ubc.ca • U of British Columbia • Canada

Dawn Marley • *The French language in Moroccan women's magazines* • This paper examines the use of French in *Citadine* and *Femmes du Maroc*, the two most popular glossy women's magazines in Morocco. It considers the reasons for the use of French in this sector of the media, and the wider sociolinguistic implications.

Friday, July 29 10:45-11:15 AM • MT Meeting Room O
d.marley@surrey.ac.uk • U of Surrey • UK

Horst Marlise • *Learning vocabulary through extensive reading: A corpus-based investigation* • Learners are advised to read extensively in their new language on the assumption that this will build vocabulary knowledge and increase fluency. To what extent does this occur? This research explored a corpus of simplified reading materials and used innovative techniques to assess gains in word knowledge and access speeds.

Friday, July 29 10:10-10:40 AM • PC DE 232
marlise@education.concordia.ca • Concordia U • Canada

Virgilio Marrone • *The European language portfolio for learner autonomy* • The aim of this paper is to present some of the European language portfolios (ELP) that, based on the council of Europe's 'A Common European Framework of Reference' have been designed in Italy, with special reference to the one designed and piloted in the region where I work, Puglia.

Thursday, July 28 9:25-9:55 AM • PC DE 235
vmarrone@hotmail.com • Ministry of Education, University of Research Puglia Directorate General • Italy

Marilyn Martin-Jones, Gabriele Budach • *Multilingualism, literacies and gender* • Our aim, in this paper, is to consider how the acquisition and use of literacy resources contributes to the construction of gender relations in multilingual settings and under what conditions. The paper takes account of the conditions of late modernity and processes of social and technological change.

Monday, July 25 3:10-3:40 PM • PC 213
mqm@aber.ac.uk • U of Aberystwyth • UK
budach@em.uni-frankfurt.de • Universität Frankfurt • Germany

Aida Martinovic-Zic • *From L2 text to L2 acquisition: Understanding tense-aspect through L2 composition analysis* • This paper examines tense-aspect relations in L2 English composition as a discourse type; it focuses on verb lexical semantics and morphology as well as clausal and intercalusal connectivity in order to demonstrate how discourse analysis can be used as both a theoretical source and a pedagogical tool in L2 acquisition.

Thursday, July 28 9:25-9:55 AM • PC DE 332
amartino@mc.cc.md.us • Montgomery College • US

Beniko Mason • *Effective test preparation* • Is comprehensible input, largely in the form of extensive reading and listening, sufficient for TOEFL test preparation? Participants made the same gains as international students make in one semester in the US, actually spending less time in test preparation.

Tuesday, July 26 9:25-9:55 AM • MT Meeting Room P
benikomason@hotmail.com • International Buddhist U • Japan

Lauren Mason • *Identity formation in Chicano comedy* • Exploring identity formation in Chicano comedy, I examine linguistic features and embodied language in order to explain how performers position themselves with respect to socio-cultural identities in the formation of characters. It is my goal to exemplify broader approaches to language research, specifically with respect to linguistic prejudices.

Monday, July 25 3:10-3:40 PM • MT Hall of Ideas H
lolomason@hotmail.com • U of California, Los Angeles • US

Synnøve Matre, Helg Fottland • *Young children's use of dialogue in exploratory activities* • This paper reports from a research project focusing on the exploring child and the use of dialogue. It presents central dialogue strategies that seven-year-old children use in investigative work, and discusses them in relation to traits known to be characteristic of scientific discourse and in relation to gender differences.

Thursday, July 28 2:35-3:05 PM • PC DE 335
synnove.matre@alt.hist.no • Sør-Trøndelag U College • Norway
helg.fottland@alt.hist.no • Sør-Trøndelag U College • Norway

Rieko Matsuoka • *Willingness to communicate in English of Japanese university students* • This study investigates the causal relationship of motivation, attitude, self-confidence, anxiety, the willingness-to-communicate and English proficiency, and also the effects of four learning variables toward the last two variables. The data is collected from Japanese students and analyzed statistically using the framework of the willingness-to-communicate model and the socioeducational model.

Monday, July 25 3:10-3:40 PM • MT Meeting Room M
matsuokar@adm.ncn.ac.jp • National College of Nursing • Japan

Marina Mattheoudakis • *Pre-service EFL teachers' beliefs about foreign language learning in Greece* • Taking into consideration research findings regarding the importance of teachers' beliefs about learning and teaching for their teaching practice, the present study sets out (a) to explore student teachers' beliefs about learning and teaching in Greece and (b) to track possible changes in those beliefs during students' teacher education courses.

Tuesday, July 26 9:25-9:55 AM • PC DE 232
marmat@enl.auth.gr • Aristotle U of Thessaloniki • Greece

Anna Mauranen • *Chunking in a second language – Evidence from spontaneous speech* • Formulaic sequences, which characterise native speakers' preferences, are assumed to distinguish even advanced L2 speakers from NSs. I look into spontaneous, fluent lingua franca English: speakers approximate native speakers' semi-formulaic sequences, employing similar expressions for similar functions. Differences also exist, but may reflect diversity in linguistic experience rather than processing.

Friday, July 29 9:25-9:55 AM • PC 213
anna.mauranen@uta.fi • U of Tampere • Finland

Herta Maurer-Lausegger • *Audiovisual documentation of terminology* • The techniques of audiovisual dialectology have been developed in the course of a pilot project under the heading "Documentary records of past folk culture in dialect" – www.kwfim.com. The recent videos of the film project concentrate on audiovisual documentation of terminology. The working methods and some theoretical considerations will be presented.

Friday, July 29 2:35-3:05 PM • MT Meeting Room O
Herta.Lausegger@uni-klu.ac.at • Universität Klagenfurt • Germany

Eileen McDonald, Flor Maria Buitrago • *Methods for designing real-life business applications in French and Spanish* • This presentation focuses on two innovative course designs in French and Spanish business language. These courses combine business course methodology with hands-on skill acquisition to develop cultural sensibility. Demonstrations of course design accompanied by student evaluations will accentuate the positive impact of these courses on students' professional learning.

Monday, July 25 3:55-4:25 PM • PC DE 332
ketchum@muhlenberg.edu • Muhlenberg College • US
buitrago@muhlenberg.edu • Muhlenberg College • US

Kim McDonough • *Interaction and the emergence of past tense morphology in ESL* • This study explored the impact of interaction with implicit negative feedback and modified output on the distribution of emergent past tense morphology in Thai EFL learners' oral narratives. The implications will be discussed in terms of the effect of interactional features and universals on the emergence of past tense morphology.

Friday, July 29 10:45-11:15 AM • MT Hall of Ideas F
mcdonokr@uiuc.edu • U of Illinois at Urbana Champaign • US

Mary McGroarty • *Evaluation policies for innovative language programs: What counts for whom?* • This paper explores the nature of evaluation policies for bilingual, immersion, and heritage/revitalization programs. For all, it is crucial to identify a range of processes and outcomes, described both qualitatively and quantitatively, so that participants' experiences can be accurately documented for different audiences legitimately invested in program quality.

Monday, July 25 10:45-11:15 AM • MT Hall of Ideas G
mary.mcgroarty@nau.edu • Northern Arizona U • US

Ali Gholami Mehrdad • *The effect of writing diaries on EFL students' writing skill* • The present work investigates the effect of keeping diaries on the writing ability of EFL students. To do this 50 students are randomly assigned in two groups: experimental and control. After 4 months of treatment, students take part in a paragraph writing exam and the performance of the two groups is compared through a t-test.

Monday, July 25 8:50-9:20 AM • PC 226
mehraddx51@yahoo.com • Hamedan Islamic Azad U • Iran

Alan Melby • *Customized video playback (CVP) and language learning* • Various types of video assets (films, documentaries, and original footage) have been used in language learning for many years. This paper will describe a technology that enhances the usefulness of video assets: Customized Video Playback. Two recent developments (format standards and alternative types of video assets) will be described.

Friday, July 29 3:10-3:40 PM • PC DE 235
akm@ltacglobal.org • Brigham Young U and LTAC • US

Elizabeth Miller • *[De]essentializing empowerment: Subject positioning among adult immigrant language learners* • This paper argues that researchers need to account for ways adult immigrant language learners are positioned and position themselves through participation in discursive practices. It advocates that we recognize the slipperiness and contradictions of these subject positions, and avoid essentializing them, in our attempts to promote empowerment among these learners.

Tuesday, July 26 10:10-10:40 AM • PC 225
ermiller@wisc.edu • U of Wisconsin-Madison • US

Julie Minikel • *Cultural models and worldviews: Implications for schooling English language learners* • This study examines teacher/student perceptions of schooling for an adolescent ESL student. Critical Discourse Analysis is used to analyze interviews conducted with an ESL teacher and an ESL student, with a specific focus on how cultural models are represented in language, and their effect on schooling for this student.

Tuesday, July 26 10:45-11:15 AM • MT Hall of Ideas H
JMinikel@tds.net • U Wisconsin-Madison • US

James Mitchell • *Processing instruction in L2 French acquisition of qui and que* • This study examines two approaches to teaching the qui/que distinction in L2 French: processing instruction (PI) (VanPatten, 1996) and traditional, output-focused instruction. The PI group's results are compared to the traditionally-instructed group and a control group on measures of comprehension and production.

Monday, July 25 3:10-3:40 PM • MT Hall of Ideas F
mitchjg@hotmail.com • Kenyon College • US

Yoshimi Miyake-Loh • *Gender distinctions within Japanese suicide discourse* • Analyzing newspaper and magazine reports, this paper argues that Japanese terms for suicide, as well as the mass media reports of suicide, have been strongly en-gendered. Men's suicides, unlike women's suicides, have often been considered brave and responsible acts.

Monday, July 25 3:55-4:25 PM • PC 213
yoshmiyake@hotmail.com • Tel Aviv U • Israel

Chieko Miyanaga • *Anxiety, strategies, motivation, and reading proficiency of Japanese EFL learners* • For Japanese EFL learners, reading anxiety has a negative relationship with reading proficiency. More anxious students have more difficulty in grasping the organization and gist of the text and consider looking up words in the dictionary as a more effective strategy than less anxious students.

Thursday, July 28 2:35-3:05 PM • PC 213
chieko-mi@rc4.so-net.ne.jp • Osaka Prefecture U • Japan

Silvia Molina • *The making of a bilingual collocations and idioms dictionary* • The aim of the lexicographical project called 'Diccionario bilingüe de unidades fraseológicas castellano-inglés /Inglés-castellano' (Bilingual Dictionary of phraseological units Spanish-English / English-Spanish) funded by the Spanish Ministerio de Ciencia y Tecnología (BFF 2003-02540) is to include the most common collocations and idioms in English and Spanish with their translation equivalents.

Thursday, July 28 8:15-8:45 AM • PC 226
silvia.molina@uclm.es • UCLM • Spain

Visvaganthie Moodley • *Code-switching in a multilingual English first language classroom* • This paper focuses on the role of code-switching by isiZulu NL junior secondary learners in an English L1, multilingual classroom. It shows that even though CS is mostly prohibited in the classroom, it is used by learners and serves as a means of fulfilling language learning outcomes.

Tuesday, July 26 2:00-2:30 PM • MT Meeting Room L
vismoodley@xsinet.co.za • Marburg Secondary School • South Africa

Kay Moon, Rebecca Oxford, Rae Lan • *Teachers' beliefs about ESL/EFL learning strategy instruction* • Focusing on the significance of strategy instruction and teachers' beliefs about strategy instruction in ESL/EFL learning contexts, the presenters (a) explore why and how the Teacher Beliefs Inventory for Strategy Instruction (TBSI) was developed and (b) share results of a comparative study using it as an instrument.

Tuesday, July 26 10:45-11:15 AM • PC DE 322
hwmkh@hotmail.com • U of Maryland, College Park • US
ro38@umail.umd.edu • U of Maryland at College Park • US
raelan0116@yahoo.com • U of Maryland, College Park • US

Machteld Moonen, Rick de Graaff, Gerard Westhoff • *Task effects on the acquisition of Spanish L2 vocabulary* • What do students actually learn from second language textbook tasks? This paper presents the effects of 'original' and modified textbook tasks on the acquisition of Spanish L2 vocabulary. It gives insight into the relationship between task characteristics according to the multi-feature hypothesis, mental actions during task performance and L2 acquisition.

Tuesday, July 26 3:55-4:25 PM • MT Hall of Ideas F
m.l.i.moonen@ivlos.uu.nl • U of Utrecht • Netherlands
h.c.j.degraaff@ivlos.uu.nl • Universiteit Utrecht • Netherlands
g.j.westhoff@ivlos.uu.nl • Universiteit Utrecht • Netherlands

Teresa Morell • *Enhancing student participation in university EFL content lectures* • In this interactive talk we will discuss the importance of reciprocal discourse between lecturers (teachers) and students to improve students' comprehension and progress in communicative and linguistic competence. We will also examine the data of an ethnographic study that aimed to determine what enhances students' participation.

Monday, July 25 2:00-2:30 PM • PC DE 232
mt.morell@ua.es • U of Alicante • Spain

Tannis Morgan • *Mixed mode and online: Examining social presence and ESL/non-ESL participation* • This presentation reports on the preliminary findings of a study that examined the social presence of ESL and non-ESL graduate students in a mixed-mode and online course, and how ESL student participation correlated with their perceptions of learning and perceived ESL ability in the various skills.

Monday, July 25 3:55-4:25 PM • PC 309
tannis.morgan@ubc.ca • U of British Columbia • Canada

Andrea Deacon Muldoon • *Navigating the "Conversation": Scholarly exchange in professional academic journals* • Analyzing recently published journal articles in Rhetoric and Composition studies, I explore the nature of scholarly exchange – the manner in which authors engage in and respond to the work and ideas of others. Such exchange helps determine the success of a discipline's intellectual pursuits and helps construct its professional ethos.

Tuesday, July 26 8:15-8:45 AM • PC DE 327
muldoona@uwstout.edu • U of Wisconsin-Stout • US

Emi Murayama • *Japanese business meetings: Openings and closings* • The present study is one of the first to investigate Japanese business meetings using a CA approach. In the analysis, particular attention is paid to how participants collaborate on the conduct of the opening and closing of meetings and the ways they are oriented to their identities within the interaction.

Tuesday, July 26 8:15-8:45 AM • PC DE 332
emim@hawaii.edu • U of Hawaii at Manoa • US

Michael F Murphy • *Hispanic "leafblowers" and "gay" Asians: ethnic stereotypes in the media* • Using a CDA framework, the aim of this paper is twofold: first, to show how ethnic stereotypes get discursively constructed, reproduced, and marketed in the American magazine industry through supposedly humorous portrayals of social minorities and, second, to uncover the attitudes, perceptions, and prejudices of those who produce such texts.

Monday, July 25 3:55-4:25 PM • MT Hall of Ideas H
mfmurphyca@sbcglobal.net • U of Illinois at Urbana-Champaign • US

Denise Murray, Bonny Norton • *Investigating L1 use in the adult language classroom* • We present the results of a study that examined models for using L1 in the adult classroom: bilingual teaching, bilingual aides, L1 peer and materials support. We discuss teacher and learner perceptions, the activities that students and teachers found most valuable, and situations in which L1 was considered inappropriate.

Thursday, July 28 9:25-9:55 AM • PC DE 232
denise.murray@mq.edu.au • Macquarie U • Australia
bonny.norton@ubc.ca • U of British Columbia • Canada

Heidi Evans Nachi • *Engineering autonomy: Impact of program practices on student perceptions* • This comparative, cross sectional study investigated student perceptions of self-assessment procedures for one university program. The course intervention was shown to enhance student perceptions of self-assessment. Moreover, students in the same class sections tended to have similar attitudes, suggesting classroom interaction promotes 'buying into' the self-assessment system.

Thursday, July 28 2:35-3:05 PM • MT Meeting Room K
kitsune527@gol.com • Ritsumeikan U • Japan

Akemi Nagasaka, Mari Tanaka • *How do ESL and JSL students understand teachers' writing assessment?* • This paper presents L2 writing assessment from students' points of view. For students understanding that they are fairly and appropriately evaluated by teachers is important. We examine how students understand teachers' assessment by analyzing students' responses to teachers' scoring and interactions between students and teachers on writing assessment.

Tuesday, July 26 10:45-11:15 AM • MT Meeting Room P
nagasaka@keisen.ac.jp • Keisen U • Japan
mari@fedu.uec.ac.jp • The U of Electro-Communications • Japan

Ed Nagelhout • *Understanding persuasion in fundraising letters: An experimental approach* • This presentation describes the response of readers to specific rhetorical, linguistic, and visual elements used in fundraising letters. The experiment employed a scenario analysis in which subjects read paired fictitious fundraising letters and allocated donations. The results will help establish a scientific basis for the received wisdom of practitioners.

Thursday, July 28 3:10-3:40 PM • MT Meeting Room R
enagelho@iupui.edu • IUPUI • US

Yoshiyuki Nakata • *Professional autonomy of Japanese teachers of English* • The purpose of this study is to examine how the action plan carried out by the Japanese ministry of education affected Japanese teachers of English at secondary levels (the development of teacher autonomy). This study is based on two empirical studies (a quantitative survey study and a qualitative study).

Monday, July 25 10:10-10:40 AM • MT Meeting Room Q
nakata@soc.hyogo-u.ac.jp • Hyogo U of Teacher Education • Japan

Akira Nakayama • *Non-linguistic factors related to EFL learning in Japan* • In my presentation, I will propose a limited factor model for EFL learning, non-linguistic factors in particular, explain how I tested the model by using AMOS (SEM computer software), and discuss the implications for practice and further research.

Monday, July 25 8:50-9:20 AM • MT Meeting Room Q
a-nakaya@ashitech.ac.jp • Ashikaga Institute of Technology • Japan

Jemina Napier • *Are Australian Sign Language/ English interpreters bilingual enough?* • An investigation of Auslan/ English interpreters' perceptions of bilingualism in relation to their preferred working language direction, with an analysis of whether interpreters truly understand what it means to be bilingual and whether they are working to their linguistic strengths as interpreters. Implications for practice, training and accreditation are discussed.

Tuesday, July 26 10:10-10:40 AM • PC DE 327
jnapier@ling.mq.edu.au • Macquarie U • Australia

Teresa Navés • *"If you are good, you are good": Writing and proficiency* • Older learners (LS) still outperform their younger peers (ES) after 850 h. of EFL instruction in accuracy, syntactic and lexical complexity but not in fluency writing indices. However, when learners are grouped according to L2 proficiency, those differences remove of nature and no differences are found in the high-proficiency group.

Thursday, July 28 8:15-8:45 AM • PC Auditorium
tnaves@ub.edu • Universitat de Barcelona • Spain

Eduardo Negueruela Negueruela • *Teaching preterit and imperfect from a conceptual perspective* • Based on Vygotsky (1978, 1986) and Gal'perin (1992), this study takes a conceptual approach to the teaching of preterit/imperfect. It is argued that conceptual categories should be the basis of grammar teaching. Data comes from 12 learners in an intermediate-level university Spanish classroom over the course of fifteen weeks.

Thursday, July 28 2:35-3:05 PM • PC DE 232
eduardo@spanport.umass.edu • U of Massachusetts Amherst • US

Cruz Neide Cesar • *Pronunciation intelligibility in spontaneous speech of Brazilian learners' English* • This presentation reports on an experimental study which investigates the extent to which features of mispronunciation in the speech of Brazilian learners of English affect their intelligibility to British listeners who are not familiar with the way Brazilian learners pronounce English words. Results were obtained through quantitative and qualitative analyses.

Friday, July 29 10:10-10:40 AM • MT Meeting Room K
neidecruz@uol.com.br • Universidade Federal de Campina Grande • Brazil

Mark Evan Nelson • *Three dimensions, four-four time, five paragraphs: Multimodal L2 academic writing* • This presentation details the findings of research conducted at UC Berkeley into the application of the practice of digital storytelling—the creation of multimedia narratives that blend music, voice, text and image—to the process of academic literacy acquisition in an L2 context.

Thursday, July 28 2:35-3:05 PM • PC South Dining Room
menelson@berkeley.edu • U of California, Berkeley • US

Hilary Nesi • *The development and analysis of a corpus of student writing* • This paper will describe a new funded project to develop and analyse a corpus of British student writing. We will analyse proficient assignments, course documentation and tutor interviews to identify the similarities and differences between genres produced in different disciplines and at different stages of university study.

Tuesday, July 26 3:55-4:25 PM • PC DE 332
h.nesi@warwick.ac.uk • U of Warwick, UK •

Hanh Nguyen • *Constructing "expertness": The development of interactional competence by pharmacy interns* • Drawing on the framework of interactional competence (Hall, 1995; Young, 2002) and the notion of participation in social interaction (Goffman, 1981; Goodwin, 2001), and employing conversation analysis together with microethnography, this study longitudinally examines how pharmacy interns learned to interactionally display their expert roles in the practice of patient consultations.

Friday, July 29 9:25-9:55 AM • PC 205
htnguyen@hawaii.edu • U of Hawaii-Manoa • US

Howard Nicholas • *Second language learning and a working life* • A longitudinal investigation of second language learner needs resulting in a professional development program combining work and English language learning and teaching project implementation are described and evaluated in the context of the Adult Migrant English Program in Australia.

Friday, July 29 10:45-11:15 AM • PC 205
H.Nicholas@latrobe.edu.au • La Trobe U • Australia

Yuri Nishihori • *Effectiveness of collaborative language learning over cross-cultural broadband networks* • This paper discusses the importance of collaborative language learning and culture based on data measuring the attitudinal change of students in situations where English is used to express their ideas. Analysis will demonstrate the transgression of communicative boundaries that previously seemed impenetrable.

Tuesday, July 26 8:50-9:20 AM • PC DE 335
yuri@iic.hokudai.ac.jp • Hokkaido U • Japan

Miharu Nittono • *How occupation affects Japanese hedging in close friend interactions* • Using natural data gathered in Japan, this paper examines the effect of a speaker's occupation on hedging use among close friends. All data were analyzed quantitatively and qualitatively. Consequently, an interesting relationship was observed between certain hedging patterns and the occupations of the speakers who used them.

Monday, July 25 10:45-11:15 AM • MT Meeting Room R
mn70@columbia.edu • Columbia U • US

Keiko Nonaka • *The use of "give" and "take" in doctor-patient discourse* • This paper discusses a prototypical use of verbs in doctor-patient discourse. Through quantitative and qualitative analyses of a 30,000 word database, the prototypical use of 'give' was found to be as in 'I'll/I'm going to give you ...,' which might indicate an unequal power relationship between doctors (givers) and patients (takers).

Friday, July 29 3:10-3:40 PM • PC 213
knonaka04@hotmail.com • Shimane U • Japan

Jeanine Ntthirageza, William Stone • *Interlingual vowels: Kirundi and English speakers learning French* • This study is a comparative analysis of two interlanguages: Kirundi-French and English-French. We examine the realizations of French nasal and front rounded vowels among speakers whose native language do not have them. We find that the output is the closest approximation to the French vowel in the speakers' respective languages.

Thursday, July 28 8:50-9:20 AM • PC DE 327
j-ntthirageza@neiu.edu • Northeastern Illinois U • US
w-stone@neiu.edu • Northeastern Illinois U • US

Mary O'Brien • *Storytelling and immersion: How do natives respond?* • This large-scale investigation examines the native-likeness of speech of English-speaking children enrolled in a French immersion school in western Canada. Native speaking raters found some errors more bothersome than others. It is proposed that teachers should focus their instruction on those errors that are most salient to native speakers.

Thursday, July 28 2:00-2:30 PM • PC DE 235
mgobrien@ucalgary.ca • U of Calgary • Canada

Kathleen O'Brien de Ramirez, Yetta Goodman • *Multilingual literacy: Silent and oral L1/L2/L3 eye movements and miscues* • Eye movements and miscues indicate comprehension and production in L1/L2/L3 silent and oral reading of English, French and Spanish. Context and cross-linguistic effects within and between readers are investigated to statistically analyze which differences are due to individual variation, language of text, and silent or oral mode.

Tuesday, July 26 9:25-9:55 AM • PC Auditorium
kdo@u.arizona.edu • U of Arizona / Language Link • US
ygoodman@u.arizona.edu • U of Arizona • US

Mary O'Donnell • *Textual elaboration with literary readings in intermediate second language study* • This paper reports on the use of elaboratively modified literary texts in intermediate FL instruction. Participants read both a modified and baseline literary reading text. Comprehension was assessed through a recall protocol, multiple-choice questions and a questionnaire. Initial results indicate elaborative modifications result in increased text comprehensibility for FL readers

Thursday, July 28 2:35-3:05 PM • PC Auditorium
mary-odonnell@uiowa.edu • U of Iowa • US

Christine O'Leary • *Collaborative curriculum development in a university-wide language programme* • This paper will evaluate the benefits of involving learners in curriculum development, based on the findings of a five-year study carried out with advanced modern foreign language learners from mixed disciplines enrolled on an Institution-wide language programme at Sheffield Hallam U, in the UK.

Thursday, July 28 9:25-9:55 AM • MT Meeting Room K
c.t.oleary@shu.ac.uk • Sheffield Hallam U • UK

Hiroyuki Obari • *Teaching EFL by integrating speech recognition into the latest CALL* • This presentation demonstrates how to integrate speech recognition into the latest CALL with CCS in teaching EFL. We conducted two experiments to find out the characteristics of prosody by analyzing duration, Fo, power (db), and pause length to get to the proper estimation of evaluation in English utterances.

Friday, July 29 2:35-3:05 PM • PC DE 235
hobari@jcom.home.ne.jp • Aoyama Gakuin U • Japan

Terence Odlin, Cristina Alonso Vazquez • *The Spanish piropo as a problem for contrastive pragmatics* • Piropos, comments of men addressed to women (who are often simply passing by on the street), have been a controversial speech behavior, which can be taken as compliments or as harassment. Our paper will neither justify nor condemn piropos, but instead will seek to identify principles helpful for cross-cultural pragmatics.

Thursday, July 28 2:35-3:05 PM • PC DE 332
odlin.1@osu.edu • Ohio State U • US
maricris@filol.ucm.es • Universidad Castilla-La Mancha • Spain

Hanako Okada • *Ultimate phonological attainment by late learners: Possible or not?* • This exploratory study investigates whether ultimate attainment in English phonology is possible by native Japanese speakers who have encountered English past their critical period. Analyses using FACETS computer software show that such attainment is possible. The complexity of the instrumental factors involved in the ultimate attainers' success is discussed.

Friday, July 29 10:45-11:15 AM • MT Meeting Room K
hana@o.email.ne.jp • Temple U Japan

Misao Okada • *A female boxing trainer's uses of directives in Japanese conversations* • Japanese prescriptive grammar describes the language as possessing so-called 'masculine' directives e.g. 'ike' "go!", which men alone can use. The present paper reexamines the traditional claim by closely analyzing usage of so-called 'masculine' directives by a woman in a non-traditional occupation, i.e. a trainer of boxers, both professional and aspiring.

Tuesday, July 26 8:15-8:45 AM • PC 213
okad0002@tc.umn.edu • Fuji Womens' U • Japan

Natsumi Okuwaki • *The issues of L1 transfer and underlying syntactic knowledge in SLA* • This paper argues which linguistic component of L1 transfers and how underlying syntactic knowledge is involved in this operation, investigating the acquisition of L2 English tense and aspect by Japanese speakers. It discusses the implications of the study for the issues of L1 effect and end-state grammar in SLA.

Friday, July 29 10:10-10:40 AM • MT Meeting Room N
okuwakil@tsuru.ac.jp • Tsuru U • Japan

Susan Olmstead-Wang • *Code-switching in Mandarin-English family conversations: Constructing sociability together* • This original research focuses on Mandarin-English code-switching in informal bilingual family conversations as it contributes to the construction of sociability. Audio-taped conversations of four adult members of an intermarried Chinese-and Anglo-American family show that code-switching is a positive, additive strategy for creating conversational involvement and for avoiding face-threatening acts.

Monday, July 25 10:10-10:40 AM • MT Meeting Room R
olmst003@bama.ua.edu • U of Alabama, Tuscaloosa • US

Yoshihiro Omura • *Assessing intermediate college EFL learners' multiple vocabulary knowledge* • This research study tries to find out whether or not EFL learners possess multiple meanings of given words using two test formats: yes/no and multiple choice and also whether or not certain meanings of multimeaning words are more likely to be known than other.

Tuesday, July 26 8:50-9:20 AM • PC 225
YOmura794@aol.com • Kinki U • Japan

Rose Mbah Onana • *English and French in Cameroon: The influence of native languages* • English and French are the two official languages of Cameroon. A learner entering the school system brings along his mother tongue. Built from a Cameroonian native's point of view, this paper aims at contributing to the understanding of mechanisms that govern the changes in languages when in contact.

Thursday, July 28 2:00-2:30 PM • PC 112
mbah.onana@minesup.gov.cm • Cameroon

Jeffery Orr • *Inventoried ideologies of American dreams, fantasies and nightmares* • ESOL composition students juxtapose ideologies of American dreams before they traveled to the US with lived experiences in America. The presenter shows ways students analyze discourse of socially, historically and economically dialectic contexts that inform their evolving social identities and academic literacies.

Monday, July 25 9:25-9:55 AM • MT Hall of Ideas J
jorr@spsu.edu • Southern Polytechnic State U • US

Lourdes Ortega • *Why once isn't enough: Putting L2 learning in longitudinal perspective* • Although common sense and expert knowledge tell us that L2 learning happens through and over time, the bulk of our research practices favors a cross-sectional view of L2 learning. I report on the findings of a synthesis of longitudinal L2 studies and highlight unique strengths in investigating L2 development longitudinally.

Friday, July 29 10:10-10:40 AM • PC 213
lortega@hawaii.edu • U of Hawaii • US

Ravanan Palaniappan, Krishna Rajalakshmi • *Learn easily: A CD in Kannada for children with auditory processing problems* • In India recently increased attention has been focused on the identification and management of subjects with auditory processing disorders. Here a successful attempt has been made to develop a training module in the form of a CD, so that the child can happily learn and overcome his problem easily.

Monday, July 25 2:00-2:30 PM • PC DE 235
ravanan777@yahoo.co.in • All India Institute of Speech and Hearing • India
rajrose2000@yahoo.com • All India Institute of Speech and Hearing • India

Kelly Pankratz • *Testing the TOEFL in assessing "English" proficiency* • This paper discusses a study conducted to examine the validity of the Test of English as a Foreign Language (TOEFL) in assessing Philippine English (PE) speakers. The data indicate a relationship between the ability of a PE speaker to answer a morpho-syntactic question correctly and the morpho-syntactic category being tested.

Monday, July 25 3:10-3:40 PM • MT Meeting Room P
kkpkz@srt.com • Northeastern Illinois U • US

Eunyoung Christine Park • *The relationship between morphological awareness and lexical inference ability among English-language learning children* • This study presented a systematic attempt to examine the extent and nature of the relationship among first- and second-language metalinguistic awareness and lexical inference ability among English-language learning children.

Thursday, July 28 9:25-9:55 AM • PC 313
epark@stanfordalumni.org • Carnegie Mellon U • US

Heenam Park • *Interrelationship between ESL students' proficiency and type of text adjunct* • ESL researchers have claimed that there are many important factors in interpreting text, such as learners' proficiency and background knowledge. The primary goal of this study is to investigate the role of proficiency on L2 (second language) reading comprehension.

Monday, July 25 10:45-11:15 AM • PC 225
heenam@ufl.edu • U of Florida • US

Jaeeun Park • *Co-construction of NNS identity in cross-cultural interaction* • By positing that an identity is a product of intersubjective construction accomplished through discursive practices, this paper addresses how a NNS identity is invoked, developed, and negotiated through the analysis of videotaped NES/NNES interaction. The presentation focuses on detailed discursive practices deployed by participants for the construction of a NNS.

Monday, July 25 9:25-9:55 AM • MT Meeting Room R
parkjae@ucla.edu • U of California, Los Angeles • US

Punahm Park • *Teaching pragmatic competence by increasing shared knowledge of different cultures* • This paper examines how NNS and NS English teachers in Korea teach pragmatic competence in EFL classroom and thereby intends to help English teachers to develop classroom activities with which to increase the shared knowledge of different cultures. The investigation is primarily on how teachers and learners of English collaborate to develop pragmatic competence through EFL classroom activities.

Friday, July 29 9:25-9:55 AM • PC DE 232
punahn@chonnam.ac.kr • Chonnam National U • Republic of Korea

Yong-Yae Park • *A discourse analysis of English learners' Frog Story narratives* • This study will explore various characteristics of Korean native speakers' Frog Story narratives. By comparing their English and Korean data, the study will demonstrate movement verb expression differences between the two languages, difficulties learners face due to the typological differences, and discursive characteristics of their narratives.

Thursday, July 28 8:15-8:45 AM • PC DE 332
parky@snu.ac.kr • Seoul National U • Korea

Peter Parker • *Sociocultural reading practices of Chinese and English children* • This study examines how young children are socialized to a cultural model of reading that reflects literacy practices at home and in school. Data were collected from primary school teachers, parents, and students in the US and Taiwan. Findings and implications for second/foreign language readers are discussed.

Monday, July 25 2:35-3:05 PM • MT Meeting Room N
pgparker@uiuc.edu • U of Illinois at Urbana-Champaign • US

Susan Parks, Josiane Hamers, France H. Lemonnier, Diane Huot • *ICT and Two ESL language arts classes: Visions of literacy!* • This paper reports on an ethnographic study of how information and communication technologies (ICT) were differentially used in ESL language arts classes in two school settings and relates differences to various factors including program goals and institutional factors. Discussion is situated within sociocultural theory, notably Engeström's version of activity theory.

Monday, July 25 2:35-3:05 PM • PC DE 235
susan.parks@lli.ulaval.ca • Université Laval • Canada
josiane.hamers@lli.ulaval.ca • Université Laval • Canada
france.lemonnier@lli.ulaval.ca • Université Laval • Canada
diane.huot@lli.ulaval.ca • Université Laval • Canada

Genevieve Patthey-Chavez, Tammy Robinson • *Accessing academic literacy in college: Student pathways and perceptions* • Using multiple methods, we explore how students with different academic literacies fare while progressing through one urban region's remedial and college English sequences across multiple institutions. Student perceptions and programmatic objectives were also ascertained. College writing programs reflect programmatic contradictions that complicate their mission of providing access to academic literacy.

Thursday, July 28 3:10-3:40 PM • MT Meeting Room Q
ggpcinla@ucla.edu • U of California, Los Angeles & Los Angeles City College • US
robinstr@lacitycollege.edu • U of Southern California & Los Angeles City College • US

Don Peckham • *Connections between the noticing and learning of vocabulary in input* • Considering recent work on second language acquisition, memory and attention, this paper reports on a pilot project which draws connections between the noticing and learning in second language input. The noticing of input is measured, and relatively fine-grained measurements of learning are considered.

Monday, July 25 8:50-9:20 AM • MT Meeting Room M
sol.cc.u-szeged.hu • U of Szeged • Hungary

Richard Pemberton • *An eportfolio that will foster learner autonomy?* • This paper reports on the first two years of a Hong Kong-based eportfolio that is designed to act as a tool for learner autonomy, not merely as a tool for assessment. The paper describes the challenges faced and discusses the implications for similar projects.

Friday, July 29 3:10-3:40 PM • MT Hall of Ideas G
lcrpem@ust.hk • Hong Kong U of Science and Technology • Hong Kong, SAR

Claire Penn • *"The doctors take it lightly": Language issues in HIV/AIDS management* • The paper will report on research on the language dynamics in interviews between physicians and persons living with HIV/AIDS. The complexities introduced by the introduction of an interpreter in cross language interactions will be highlighted using as evidence conversation analysis and perceptions of participants.

Tuesday, July 26 2:00-2:30 PM • PC DE 332
pennnc@umthombo.wits.ac.za • U of the Witwatersrand • South Africa

Carmen Pérez • *'Stay abroad' gains in advanced university students' competence in EFL*

Tuesday, July 26 10:45-11:15 AM • PC 220
carmen.perez@upf.edu • Universitat Pompeu Fabra • Spain

Evelyn Perry • *Post-modification in the nominal group: L1 vs. L2 English* • This study compares the choices made in L1 and L2 academic writing in English with respect to post-modification within the nominal group. The texts analyzed were taken from a study composed of a group of 25 L1 speakers of American English and 25 French L2 speakers of English.

Friday, July 29 2:00-2:30 PM • PC DE 327
perry@dauphine.fr • U of Paris-Dauphine • France

Kristen Perry • *From storytelling to writing: Transforming literacy practices among Sudanese refugees* • This study describes the ways in which Sudanese refugees are transforming traditional oral practices, such as storytelling, into print literacy practices in the U.S. The transformation of storytelling into print literac(ies) illustrates the ways in which language, culture, community and identity shape literacy practices in this particular community.

Tuesday, July 26 8:50-9:20 AM • MT Hall of Ideas J
perryk@msu.edu • Michigan State U • US

Marnie Jo Petray • *Successful linguistic pedagogy: Implications for L2 and FL teacher education* • As a discipline, linguistics traditionally has paid little attention to teaching its subject matter. This paper argues that introductory linguistics education deserves more critical attention in the academy, historicizes the literature on teaching, and discusses implications of successful introductory linguistics pedagogy for the study of applied linguistics and teacher education.

Tuesday, July 26 10:45-11:15 AM • MT Meeting Room Q
petraycovey@zoominternet.net • California Polytechnic State U • US

Mary Petron • *Inside the EFL classroom: Transnational teachers of English in Mexico* • An ethnographic study of five transnational individuals employed as English teachers in rural Mexico who acquired their English as the children of working class Mexican immigrants to the U.S. The paper explores the ways in which their transnational experiences influence their roles as English teachers in Mexico.

Monday, July 25 8:15-8:45 AM • MT Meeting Room Q
justmary28@hotmail.com • Texas A & M International • US

Aek Phakiti • *An empirical examination of the nature of learners' calibration in an EFL reading test* • This presentation reports on an empirical study investigating the nature of learners' calibration in an EFL reading test context. Calibration denotes the perfect relationship between a confidence judgment of performance and actual performance. Discussion of the findings and agendas for further research will be articulated.

Tuesday, July 26 10:10-10:40 AM • MT Hall of Fame
aekmaejo@yahoo.com.au • Maejo U • Thailand

Rebecca Phillips • *Semantic transfer in L3 acquisition: The role of typology* • This study investigates semantic transfer from L1 or L2 to L3 by examining the acquisition of a semantic contrast in Italian by L1 English-L2 Spanish-L3 Italian learners, L1 English-L2 Italian learners and L1 Spanish-L2 English-L3 Italian learners. Results support the hypothesis that there's transfer from the most typologically similar language.

Friday, July 29 3:10-3:40 PM • MT Meeting Room N
rkphilli@uiuc.edu • U of Illinois at Urbana-Champaign • US

Ginger Pizer • *Language socialization in the baby-sign interactions of hearing families* • Analysis of parent-child interaction in three Texas families whose hearing parents taught ASL signs to their hearing one-year-olds leads to the conclusion that baby signs serve as a resource for socialization into middle-class communities, giving children early access to socially important communication skills.

Monday, July 25 10:45-11:15 AM • MT Hall of Ideas J
gpizer@mail.utexas.edu • U of Texas at Austin • US

Elizabeth Platt, Florin Mihai, Frank B. Brooks • *L2 learning the first time around (Trailer Park ESL)* • Through video and transcript segments, we report on an investigation of early stage L2 learners of limited formal schooling background: migrant workers from southern Mexico. Noted are different and similar strategies employed during task performances by these and by university L2 learners who are more experienced with language learning.

Monday, July 25 3:10-3:40 PM • PC 225
eplatt@fsu.edu • The Florida State U • US
fmm5810@mailers.fsu.edu • The Florida State U • US
fbrooks@fsu.edu • The Florida State U • US

India Plough, Sarah Briggs • *Facilitative discourse management behavior* • This study investigates variables affecting evaluators' perceptions of candidate proficiency in oral performance tests. Specifically, using a grounded ethnographic approach, the turn-taking and framing behaviors of examiners and the candidates' perceptions of these behaviors are examined to determine to what extent these behaviors assist candidates.

Thursday, July 28 2:35-3:05 PM • MT Meeting Room P
indiac@umich.edu • U of Michigan • US
slbriggs@umich.edu • U of Michigan • US

Matthew Poehner • *Dynamic assessment of oral proficiency among L2 learners of French* • During the administration of an assessment of oral proficiency, the examiner in this study interacted with the examinees, providing appropriate forms of mediation to construct a Zone of Proximal Development. This procedure, known as Dynamic Assessment, brought out the learners' future level of ability and simultaneously helped them develop.

Friday, July 29 9:25-9:55 AM • MT Meeting Room P
mep158@psu.edu • The Pennsylvania State U • US

Franca Poppi, Marina Bondi • *Listening to learners' voices in computer-mediated instruction* • As the learners work their way through the checklists provided by the PLEASE (Primary Language teacher Education: Autonomy and Self Evaluation) website, they reflect on their strengths and identify and prioritise areas for further development. In this way, their voices become integrated into the planning of their own course because they are the ones who can choose, among the many available activities, the ones they need to accomplish their objectives.

Tuesday, July 26 3:55-4:25 PM • MT Meeting Room K
poppi.franca@unimo.it • U of Modena and Reggio Emilia • Italy
bondi.marina@unimo.it • U of Modena and Reggio Emilia • Italy

Joanneke Prenger • *Understanding mathematical tasks* • This paper will focus on students' attempts to reconstruct the meaning of mathematical tasks. Data to be discussed are thinking-aloud protocols in which individual students are asked to solve mathematical problems. We will argue that for students with low language abilities, linguistic story contexts of mathematical problems might be disadvantageous.

Friday, July 29 2:00-2:30 PM • PC 220
joannekeprenger@hotmail.com • RuG • Netherlands

Paul Prior • *Talk, inscription, gesture, and multimedia technologies in art and design* • Focusing on the work of two art and design professors and their graduate research assistants as they redesign a web-based art object, this paper presents video clips and transcripts to analyze their situated, sign-making activity (drawing, writing, data entry, and particularly gesturing), considering its metapragmatic, mediated, and socializing character.

Friday, July 29 10:10-10:40 AM • PC 205
pprior@uiuc.edu • U of Illinois at Urbana-Champaign • US

Victoria Purcell-Gates • *School/community literacy practices for children of U.S. migrant workers* • This case study of literacy practice congruence among the in- and out-of school worlds of preschool children of U.S. migrant workers reveals a stunning lack of cultural and textual match, suggesting possible explanations for the continued marginalization and underschooling of such children.

Thursday, July 28 8:15-8:45 AM • PC 325/326
vpgates@msu.edu • U of British Columbia • US

Bai Qiumei • *A Chinese perspective on western language teaching* • This paper reports on an investigation into Chinese EFL teachers' and learners' perceptions on western language teaching. It suggests the importance of adapting western methods to the Chinese context to improve learners' communicative competence. A mismatch indicates the significance of negotiation between teachers and learners in Chinese EFL classes.

Monday, July 25 9:25-9:55 AM • MT Meeting Room Q
qm-bai@126.com, liujianhui@nfc.com • U of Science & Technology Beijing • China

Rachael Radhay • *Brazilian immigration policy discourse: An ethnography of ambivalences* • This study focuses upon experiences of recent immigrants to Brazil's capital, Brasília. It examines these experiences in relation to Brazilian immigration policy. This policy is analysed in terms of its ambivalence and issues of globalisation and hegemony. A Critical Discourse approach is adopted. Notions on identity are also considered.

Friday, July 29 8:50-9:20 AM • MT Hall of Ideas H
rachael@unb.br • Universidade de Brasília • Brazil

Massoud Rahimpour • *The impact of task types on L2 learners' performance* • This study investigated the impact of task type on L2 learners' performance. The results of the statistical analyses of oral performance of twenty male and female English majors revealed that two-way task led to more accuracy and complexity than one-way task which led to more fluency and more individual output.

Friday, July 29 2:00-2:30 PM • MT Hall of Ideas F
rahimpour@tabrizu.ac.ir • Tabriz U • Iran

Devaki Reddy • *Teaching English to non-native speakers in multilingual settings* • Several languages, belonging to four families, are spoken in India. Yet, English, a foreign language, is the medium of education at the tertiary level. This paper highlights the challenges of teaching English to learners from diverse linguistic backgrounds and discusses how creating linguistic awareness helps overcome these challenges.

Tuesday, July 26 4:30-5:00 PM • MT Meeting Room L
dre@iitm.ac.in • Indian Institute of Technology, Madras • India

Stephen Reder • *Effects of age on adult literacy development* • This paper reports a large longitudinal study of English language literacy in both native and non-native speaking adults. Literacy proficiency changes systematically over the adult lifespan. Age and life experiences have strong effects on the acquisition process. Important implications for literacy development and second language acquisition among adults are discussed.

Thursday, July 28 8:15-8:45 AM • PC South Dining Room
reders@pdx.edu • Portland State U • US

Yvonne Reed • *Constituting language teachers' subjectivities in South African distance education texts* • Pennycook (1998, 2001) has challenged applied linguists and language educators to reflect critically on how the dominant discourses in English language teaching have constituted the 'cultures of English' and the 'cultures of others'. This presentation offers an analysis of subject and pedagogic content and its scaffolding in several South African distance education texts for language teachers.

Friday, July 29 2:35-3:05 PM • PC 225
yvonne_reed@languages.wits.ac.za • U of the Witwatersrand • South Africa

Hayo Reinders • *Task effects on intake and acquisition of English adverb placement* • This presentation reports the findings of an experimental study into the effects of task types and implicit versus explicit instructions on intake and acquisition of adverb placement in English. It also reports on the relationship between intake and acquisition of the target feature.

Friday, July 29 3:10-3:40 PM • MT Hall of Ideas F
h.reinders@auckland.ac.nz • U of Auckland •
New Zealand

Jonathon Reinhardt • *Negotiating meaningfulness: Face, solidarity, and support in computer-mediated learning environments* • Besides negotiation for meaning in the interactionist sense, computer-mediated language learner interaction also evidences negotiation of face, solidarity, and support, i.e. meaningfulness from the learner's perspective. Corpus techniques are used to identify these exchanges in chat and e-mail data from American, French, and German learners.

Friday, July 29 2:00-2:30 PM • MT Meeting Room N
jsr199@psu.edu • Pennsylvania State U • US

Jingfang Ren • *Upon entering the world of field-specific writing* • This case study contributes to the knowledge of ESL writers' experiences with disciplinary writing at the initial stages of their enculturation by examining in a focused way how three ESL writers in different disciplines approach their first field-specific writing tasks in a content-based course in a U.S. institution.

Friday, July 29 8:15-8:45 AM • MT Meeting Room L
jren@purdue.edu • Purdue U • US

Corinne Renguette • *Problem-based learning, sociocultural theory, and EAP* • The strengths of Problem-Based Learning and how it intersects with the principles of Sociocultural Theory will be overviewed. Guidelines for, examples of, and limitations with the use of PBL in the EAP classroom will be covered.

Monday, July 25 3:10-3:40 PM • MT Meeting Room Q
cori@insightbb.com • Ball State U • US

Andrea Revesz • *The impact of task type and content familiarity on recasts* • The study explored the impact of task content familiarity and task type on the efficacy of recasts, and found recasts more beneficial during familiar tasks and differentially effective through various task types. In particular, recasts appeared more facilitative during tasks that enabled learners to allocate enhanced attention to form.

Friday, July 29 2:35-3:05 PM • MT Hall of Ideas F
ar2014@columbia.edu • Columbia U • US

Kate Reynolds • *Language teacher discourse development online* • This study investigated the efficacy of a listserv to create opportunities for future language teachers to apprentice in the discourse domain. Findings revealed that students could provide meaningful reflections, to ask probing questions, to create scaffolded discussions between the in- and pre-service instructors, and to share and analyze conflicting beliefs.

Tuesday, July 26 8:15-8:45 • Pyle Center 226
reynolkm@uwec.edu • U of Wisconsin-Eau Claire • US

Brian Richards, David Malvern • *French vocabulary assessment at lower intermediate level* • Appropriate methods of vocabulary assessment in 17-year-old learners of French are investigated. Analyses demonstrate the ability of measures of vocabulary deployment and breadth and depth of receptive vocabulary to assess progress and discriminate among students at a crucial stage in their language learning. Interrelationships between the measures are explored.

Monday, July 25 3:55-4:25 PM • MT Meeting Room P
b.j.richards@rdg.ac.uk • The U of Reading • UK
d.d.malvern@rdg.ac.uk • The U of Reading • UK

Helena Riha • *China's broadcasting language: A standard in transition* • Research on China's language policy neglects the importance of broadcasters. This paper discusses changes in their role resulting from liberalization. Show hosts who ad lib rather than reading scripts reject Broadcast Mandarin, a development authorities oppose, and speak in an informal style that includes lexical borrowing from English.

Monday, July 25 2:00-2:30 PM • MT Hall of Ideas G
riha@ling.ohio-state.edu • Ohio State U • US

Lana Rings • *A discourse-based syllabus in beginning language instruction: Possibility?* • Research and theory recommend the inclusion of discourse-based approaches to foreign language study. However, it is not clear whether or how a discourse-based syllabus could be implemented in beginning foreign language classrooms. This paper explores scenarios for, and the ramifications of, such an approach with beginning students.

Thursday, July 28 2:35-3:05 PM • MT Hall of Ideas J
rings@uta.edu • U of Texas at Arlington • US

Carol Rinnert, Hiroe Kobayashi • *Task response and text construction: L1 and L2 differences* • This study examines possible effects of L1 (Japanese) and L2 (English) writing experience on the relation between task response and text construction in both languages. L2 training tended to lead to argumentation, whereas L1 training led to varied structural patterns with unique perspectives, which may relate to differing audience expectations.

Thursday, July 28 8:50-9:20 AM • PC DE 332
crrp@ccv.ne.jp • Hiroshima City U • Japan
hkobaya@hiroshima-u.ac.jp • Hiroshima U • Japan

Dorothy Rissel • *Effects of high-stakes testing on foreign language curricula* • This paper examines the role of high-stakes testing in Languages Other than English in New York. A qualitative analysis of a variety of data sources provides the basis for answering questions about the role of such examinations in shaping the curriculum and their effects on classroom practice.

Thursday, July 28 9:25-9:55 AM • MT Meeting Room P
rissel@buffalo.edu • U at Buffalo • US

Alice Robison • *Videogame literacies and the discourse of co-design* • Using discourse analytic methods I examine data from interviews with video game players and designers to interpret the ways they learn to critically co-design their play and design experiences while participating in a complex meaning-making activity, one that fits well within the framework of a "pedagogy of multiliteracies."

Tuesday, July 26 9:25-9:55 AM • MT Hall of Ideas J
ajrobison@wisc.edu • U of Wisconsin-Madison • US

Daniel Fernando Rodrigues • *Vocabulary teaching in classes of English as a foreign language* • This paper presents an overview of vocabulary teaching in three different EFL contexts. It analyzes vocabulary teaching and learning strategies as well as students' and teachers' beliefs towards such process.

Friday, July 29 8:15-8:45 AM • PC DE 232
danielfr@ccclnet.com.br • CCL / FAER • Brazil

Carsten Roeber • *Adapting and validating a test of ESL pragmatics* • A test of ESL pragmalinguistics was adapted from American English to Australian English. Vocabulary changes were frequent but uncomplicated whereas adequate content representation and idiomatic phrasing proved more difficult. In the validation, Australian ESL learners performed similarly to the original US sample, and the test showed high reliability and practicality.

Thursday, July 28 2:00-2:30 PM • MT Meeting Room P
carsten@unimelb.edu.au • U of Melbourne • Australia

Tania Romero • *Understanding the constitution of school coordinators through SFL* • The purpose of this paper is to discuss the use of Systemic Functional Linguistics as a tool to analyze and help understand school coordinators constitution and practice through these professionals' discourse. Self-evaluation instruments written by in-service coordinators during a critical-reflective program were used as data for this research.

Monday, July 25 8:15-8:45 AM • PC 112
taniaromero@uol.com.br • Catholic U of São Paulo / U of Taubaté • Brazil

Lauren Ross-Feldman • *Gender and second language learner interactions* • 64 native Spanish speakers (32 males and 32 females) enrolled in intermediate level ESL classes participated in three communicative tasks in both mixed- and matched-gender dyads. The data suggest that the gender of the participants and their interlocutors, as well as the tasks they engage in, influenced the interactions.

Thursday, July 28 3:10-3:40 PM • MT Meeting Room M
ljf2@georgetown.edu • Georgetown U • US

Zhoulin Ruan • *A qualitative enquiry into novice EFL student writers' metacognitive knowledge* • The paper, based on interview data, is an exploratory study that intends to describe aspects of the metacognitive knowledge of novice EFL student writers, under a threefold framework of self-knowledge, task knowledge, and strategic knowledge, and within the broader context of the cognitive theory of writing.

Tuesday, July 26 8:50-9:20 AM • PC 111
z.l.ruan@reading.ac.uk • U of Reading • UK

Joan Rubin, Pat McCoy • *The role of task analysis in promoting learner self-management* • Task Analysis (TA), an important component of planning for Learner Self-Management (LSM), is not extensively incorporated into LSM promotion. This paper details and illustrates development of Wenden's 1995, tripartite TA, analyzes how these three components interact, and presents results of an experiment considering the promotion of TA on performance and self-efficacy.

Tuesday, July 26 2:35-3:05 PM • MT Meeting Room K
jrubin@mail.udlap.mx • Universidad de las Americas • Mexico
mccoy@mail.udlap.mx • Universidad de las Americas • Mexico

Lilia Ruiz Debbe • *Discourse organization: From chronological order to complexity of the narrative structure* • This paper on the acquisition of L2 Spanish surveys the discourse organization of the narrative, with emphasize on the analyzes of the main and subordinate clauses. The first findings of this research show referential movement linking the preceding and following utterances marking tense-aspect, and reflect a functional organization between foreground and background.

Thursday, July 28 2:00-2:30 PM • MT Hall of Ideas G
lrdebbe@optonline.net • SUNY at Stony Brook • US

Paul Russell • *Agency through positioning in ESL writers' discourse* • This longitudinal study of ESL writers combines frameworks of positioning theory and discourse stance to explore parallels between learners' oral narratives and academic writing in order to show how agency emerges from the confrontation of an embodied, desiring self with the process of socialization into genre conventions of discourse communities.

Friday, July 29 2:00-2:30 PM • PC 205
padrusse@indiana.edu • Indiana U-Bloomington • US

Hoyeol Ryu • *Influence of cultural content on text structure* • This study maintains that contrastive rhetoric is too simplistic to account for the writer's selection of text structures. There are many elements that decide the organization of writing. Among the elements, cultural content was shown to play a significant role in the study along with learning of writing in school.

Thursday, July 28 8:15-8:45 AM • MT Meeting Room O
hoyeol@hananet.net • Hankyong National U • South Korea

Shiva Sadeghi • *Shared values, different paths: Situated literacy practices of second language learners* • In this presentation, I draw understanding on the lives and experiences of eight first generation immigrant undergraduate students. I will explore the relationship between language learning, academic adaptation and, in particular, the discursive construction of the participants' identities in academia, in their cultural community, and in the wider Canadian society.

Monday, July 25 2:35-3:05 PM • PC 213
shiva.sadeghi@mail.mcgill.ca • McGill U • Canada

Oladipo Salami • *Governance and African languages: A case study of Yoruba language* • This paper examines the social changes that have led to development of new terms of governance and administration in Yoruba and discusses their acceptability and appropriateness. It seeks to contribute to an understanding of factors that impact on language use and change, especially vocabulary development in African languages and cultures.

Friday, July 29 3:10-3:40 PM • MT Hall of Fame Room
diposalami@yahoo.com • Obafemi Awolowo U • Nigeria

Joana Salazar Noguera, Servando Pérez Domínguez • *Learning a foreign language through a website on ethno-cultural diversity* • In this paper we analyse the relationship between: the use of information and communication technologies, motivation and learning a foreign language. The results of a study carried out at secondary educational level are presented after having used an intercultural website in order to learn English as a foreign language.

Tuesday, July 26 10:45-11:15 AM • PC DE 335
joanasn@hotmail.com • Universitat de les Illes Balears • Spain
heservan@usc.es • U of Santiago de Compostela • Spain

Julia Sallabank • *Language attitudes and identity: Taking majority views into account* • For endangered language revitalization to gain official support, measures need to be accepted by the majority community. Using attitude questionnaires and interviews, this research investigates whether anecdotal reports of increasingly positive attitudes towards an indigenous vernacular are accurate, and whether non-speakers view the indigenous language as important for local identity.

Monday, July 25 8:15-8:45 AM • MT Hall of Ideas G
julia@torteval.demon.co.uk • Lancaster U • UK

Razika Sanaoui • *English in the discourse of four French immersion teachers* • This study investigated the quantity and functions of English in the classroom discourse of four grade-three non-native French immersion teachers in Ontario. Quantitative and qualitative analyses were conducted on transcripts of classroom audio-recordings. Interviews elicited these teachers' reactions to the findings.

Thursday, July 28 8:50-9:20 AM • PC DE 235
rsanaoui@edu.yorku.ca • York U • Canada

Tamsin Sanderson • *Corpus-based approaches to discourse analysis: academic writing across cultures* • The paper presents findings from a study combining discourse analytic with corpus linguistic approaches to analysing academic texts in English and German. It not only sheds light on salient contrasts between academic styles, but also discusses wider implications for future studies of discourse across cultures and also for ESP pedagogy.

Tuesday, July 26 8:50-9:20 AM • PC 205
tamsin.sanderson@anglistik.uni-freiburg.de • Albert-Ludwigs-Universität Freiburg • Germany

Edna Santos • *Blog language: An emergent genre* • This study seeks to analyze the language used in blogs produced by teenagers with a view to verifying generic structures and interdiscursive relations in the texts that make up blogs. The study is based upon Critical Discourse Theory and genre theories (Swales 1990; Martin 1997).

Thursday, July 28 2:35-3:05 PM • MT Hall of Ideas I
ednacris@unb.br • U of Brasília • Brazil

Cristina Sanz • *Type of input, bilingualism, and L3 acquisition: A computer-based study* • Over 120 participants at three levels of Spanish-English bilingualism (beginner, advanced, near-native) complete two computerized lessons (+/- explicit grammar) in Latin sentence processing with a focus on case morphology. Accuracy and RT data from both groups are compared. Working memory, think aloud and other qualitative data are also included.

Thursday, July 28 8:15-8:45 AM • PC DE 232
sanzc@georgetown.edu • Georgetown U • US

Faizah Sari • *Culture and context in the English lexicon* • This study investigates the existence of an English-based print media of a non-English environment in Southeast Asia, where English print-media serves a growing number of readers. The diverse cultural backgrounds of the international readers determine the interpretation and further use of an English word.

Thursday, July 28 3:10-3:40 PM • PC 226
faizah.sari@ua.edu • U of Alabama • US

Nandini Sarma, Martine Peters, Alysse Weinberg • *Teachers' and Learners' Preferences Regarding Technology in Language Learning* • This research 1) examines students' and teachers' attitudes towards technology, 2) establishes the types of activities preferred by them and 3) compares their attitudes and determines which ones facilitate language learning according to each group. The relationship between students' and teachers' attitudes towards technology and classroom implications will be discussed. (50 words)

Monday, July 25 4:30-5:00 PM • PC DE 235
nsarma@ccs.carleton.ca • Carleton U • Canada
peters.martine@uqam.ca • U of Quebec at Montreal • Canada
weinberg@uottawa.ca • U of Ottawa • Canada

Shannon Sauro • *Visual feedback: Learner noticing of recasts during online tutoring sessions* • This study investigated L2 learners' noticing of recasts during written computer-mediated communication (CMC). Data were gathered from CMC chat interaction produced during online tutoring sessions between a tutor and individual learners. Results revealed the potential CMC may hold for helping learners notice mismatches between their output and target language forms.

Monday, July 25 8:15-8:45 AM • MT Meeting Room M
totoro2@dolphin.upenn.edu • U of Pennsylvania • US

Peter Sayer, Angeles Clemente, Don Kissinger, Michael Higgins • *The diversity of ordinary English language learners in Oaxaca* • The authors present several ethnographic portraits of English language learners at the Centro de Idiomas at the state university in the city of Oaxaca, Mexico. The accounts depict how these students navigate the cultural and social complexities of learning and teaching English as a foreign language.

Thursday, July 28 9:25-9:55 AM • PC 213
Peter.Sayer@asu.edu • Universidad Autónoma Benito Juárez de Oaxaca • US
angelesclemente@hotmail.com • Universidad Autónoma Benito Juárez de Oaxaca • Mexico
donkissinger2002@yahoo.com.mx • Universidad Autónoma Benito Juárez de Oaxaca • Mexico
mjhiggi55@hotmail.com • CIESAS • Mexico

John Schumann, Namhee Lee • *Neurobiological and evolutionary bases for child language acquisition abilities* • Children are adept language learners because of a neural hyperplasticity in neoteny that may have its basis in ontogenetically late hippocampal development and domain-general pattern analyzing abilities that make the brains of children fertile substrates for the acquisition and transmission language.

Friday, July 29 9:25-9:55 AM • PC DE 335
schumann@humnet.ucla.edu • U of California, Los Angeles • US
nhlee@ucla.edu • U of California, Los Angeles • US

Paul Seedhouse • *The interactional architecture of the language classroom: A CA* • In this paper I identify a basic sequence organisation of language classroom interaction and an emic methodology for its analysis. The language classroom is presented as a complex, dynamic, fluid and variable interactional environment. The argument is illustrated by transcripts from language lessons around the world.

Tuesday, July 26 4:30-5:00 PM • PC 205
Paul.Seedhouse@newcastle.ac.uk • U of Newcastle • UK

Barbara Seidlhofer • *'The future of English now': English as a lingua franca* • Since the global spread of English raises fundamental 'real-world' issues, familiarity with a new conceptualization of English as lingua franca and its linguistic manifestations is relevant to practically all branches of applied linguistics. This talk will offer a state-of-the-art overview of work in this field and consider its implications.

Thursday, July 28 2:00-2:30 PM • MT Hall of Fame
Barbara.Seidlhofer@univie.ac.at • Institut für Anglistik und Amerikanistik • Austria

Mark Seilhamer • *Prepositions verbs associate with: Corpus investigations in prepositional verb collocation* • Prepositional verbs such as "focus on", especially abundant in academic writing, often prove to be a major source of error for even advanced learners of English. The presenter will report and discuss results of a recent corpus study investigating the collocation strength and learner treatment of 192 different verb-preposition combinations.

Friday, July 29 2:00-2:30 PM • MT Meeting Room O
marks@hawaii.edu • U of Hawai'i at Manoa • US

Jung-A Seo • *High stakes testing and experiences of English language learners* • This study examines assessment practices that affect English learners. During the current climate of high stakes testing and school accountability it is imperative that we understand what is involved in the assessment of English learners in order to cultivate real academic progress for all students.

Thursday, July 28 8:50-9:20 AM • MT Meeting Room P
jungaseo@gwu.edu • George Washington U • US

MacPherson Seonaigh, Gulbahar Beckett • *The impact of the globalization of English on linguistic minorities* • This study examines the impact of the globalization of English on the Tibetan and Uigher linguistic minorities of China. Drawing on interviews with new arrival Tibetans and Uighers in North America, the presenters will discuss how English is exacerbating the educational inequities facing minority and indigenous peoples.

Monday, July 25 8:50-9:20 AM • MT Hall of Ideas G
macpher2@ms.umanitoba.ca • U of Manitoba • Canada
gulbahar.beckett@uc.edu • U of Cincinnati • US

Lies Sercu • *Variation and uniformity in the lexicon of multilingual pupils* • The plurilingual mental lexicon is today widely regarded as consisting of dynamically interacting subsystems of a common linguistic system. This paper presents the results of an investigation of variation and uniformity in multilingual learners' subsystems and of the variables that appear to determine the nature and strength of cross-linguistic links.

Friday, July 29 2:35-3:05 PM • PC Auditorium
lies.sercu@arts.kuleuven.ac.be • K.U.Leuven • Belgium

Carol Severino • *The purposes for writing in FL courses: Acquisition, accuracy, or analysis?* • What is the purpose of writing in FL courses? Is it to push learners' output so that they acquire new structures? Is it the acquisition of knowledge about the target culture and literature? Is it to improve grammatical accuracy? Or is the purpose to improve analytical and critical thinking skills?

Monday, July 25 2:35-3:05 PM • MT Meeting Room K
Carol-Severino@uiowa.edu • U of Iowa • US

Marco Shappeck, Hyunju Park • *On-line sexual identities: Relying on English to do the dirty work* • The expression of sexuality is one of the most salient associations made when non-native English speakers on the Internet use English words and phrases. The switch to English in domains of sex are understood as a dialectical tension between interacting forces that either pull the speaker toward a national variety/standard or impels the speaker toward an Internet (or international) variety/standard.

Thursday, July 28 3:10-3:40 PM • MT Hall of Ideas I
shappeck@uiuc.edu • U of Illinois Urbana-Champaign • US
hspark9@uiuc.edu • U of Illinois Urbana-Champaign • US

Tang Shengping, Xiaoxiao Fu • *A case study in teacher development* • This study, based on portfolio examination and in-depth telephone interview, probes the professional development of four semi-self-made college EFL teachers in China. It compares the traditional Chinese way of experience-based reflective teaching with the western action-research-based reflective teaching approach and concludes by discussing the factors contributing to effective teacher development.

Tuesday, July 26 8:15-8:45 AM • MT Meeting Room Q
tsp-amy@163.com • Chongqing Technology and Business U • China
xiaoxiaofu@163.com • Chongqing Jiao Tong U • China

Xingsong Shi • *Negotiating identities in second language learning discourses* • The ethnographic study finds that three Chinese women experience unequal social/symbolic power when they try to claim knowledge, power and social identity in heterogeneous discourses in America. Their different English proficiency appears to be the salient factor to explain the discursive distributions of their access to linguistic/social resources.

Monday, July 25 2:35-3:05 PM • MT Meeting Room M
xshi@utsa.edu • U of Texas at San Antonio • US

Hyunjung Shin • *Identity negotiation and postcolonial approaches to critical ESL pedagogy* • This paper examines how global English teaching is implicated in colonial legacies and how alternative paradigms for language, learning, and identities can be translated into a critical pedagogical practice through explanation and repudiation of current colonial identity projections in non-credit bearing college ESL classrooms.

Tuesday, July 26 8:50-9:20 AM • MT Meeting Room L
hshin@oise.utoronto.ca • U of Toronto • Canada

Rachel Shuttlesworth • *Language ideological factors in dialect depictions* • This study examines language ideological factors in twentieth century artistic depictions of Southern American English varieties through Irvine and Gal's semiotic framework involving iconization, recursivity, and erasure. The application of these processes can reflect and affect language ideologies regarding the social value of Southern speechways.

Monday, July 25 8:50-9:20 AM • MT Hall of Ideas J
racheles@simplecom.net • U of Alabama • US

Shu-ing Shyu • *Relative clauses in textbooks for Chinese FL learners* • In surveying the occurrences of relative clauses in Practical Audio-Visual Chinese for foreign learners, this study shows that although the frequency of the RCs seems to follow Linear Distance Hypothesis, their occurrences should be ascribed to Mandarin's dominant topic-comment structure, object indefiniteness preference, and discourse functions.

Tuesday, July 26 9:25-9:55 AM • PC 205
shyu@mail.nsysu.edu.tw • National Sun Yat-sen U • Taiwan, R.O.C.

Ana María Sierra • *Promoting students' autonomy through self-assessment and learning strategies* • This presentation shows the results of an action research project carried out with a group of English students at Universidad de Antioquia, Colombia in 2002 that aimed at developing students' autonomy through the implementation of self-assessment and learning strategies. Findings are related to affective factors, metacognition and the teacher's role.

Thursday, July 28 8:50-9:20 AM • MT Meeting Room K
anas74@yahoo.co.uk • Universidad de Antioquia • Colombia

Gláucia Silva, Denise Santos • *An analysis of repetition in L3 learning* • Repetitions play a central role in relationships among interactants. In this paper we discuss repetition in language learning by analyzing the discourse of a learner of Portuguese as L3. The data were obtained in three settings; our results show that the forms and functions of repetition vary across these settings.

Tuesday, July 26 4:30-5:00 PM • MT Hall of Ideas F
silva.35@osu.edu • The Ohio State U • US
d.m.d.santos@reading.ac.uk • The U of Reading • UK

Aud Solbjørg Skulstad • *Student teachers' postings in asynchronous forums: Genre and repertoire* • Few studies have examined online communication from the point of view of genre, repertoire and rhetorical organization. My paper attempts to meet this research gap. The data underlying my study is communication in asynchronous forums as performed by student teachers enrolled in a university course in English didactics.

Monday, July 25 2:30-3:00 PM • MT Meeting Room R
aud.skulstad@psyp.uib.no • U of Bergen • Norway

Tammy Slater, Bernard Mohan • *The development of causal discourse* • The presenters will identify the discourse features which ESL and non-ESL students in primary and high school science classes use to construct oral causal explanations. They will also discuss the “developmental path of cause” for L1 and for L2 which appears when the discourse features are examined together.

Friday, July 29 10:10-10:40 AM • MT Meeting Room O
tslater@interchange.ubc.ca • U of British Columbia • Canada
bernard.mohan@ubc.ca • U of British Columbia, Canada

Graham Smart • *The discourse of “think-tanks” and the issue of climate change* • Recent scholarship in applied linguistics has investigated how various social groups use language to represent, and make arguments about, the environment. This paper contributes to this line of work by examining how the phenomenon of climate change (or global warming) has been represented in the discourse of six conservative think-tanks.

Friday, July 29 2:35-3:05 PM • MT Meeting Room L
gsmart@uw.edu • Carleton U • Canada

Jon Smidt • *Developing genres and voices. Students’ discursive identities in reflective writing* • The new academic genre of reflective writing in portfolios lends an opportunity to study how genres emerge and change in the dynamic meeting of individual utterances and institutional expectations. This paper demonstrates how students in their portfolios negotiate the voices of institutional texts in their efforts to develop discursive identities.

Thursday, July 28 9:25-9:55 AM • MT Meeting Room N
jon.smidt@alt.hist.no • Sor-Trondelag U College • Norway

Patrick Smith, Luz Murillo, Robert Jiménez • *The social construction of literacy: México profundo, México transnacional* • This paper presents findings from a qualitative study of literacy in a rapidly globalizing community in central Mexico featuring indigenous and English language literacies largely absent in Mexico-based studies. Drawing on school, home, and community practices, we examine the ideologies underlying literacy development by indigenous and transnational readers and writers.

Thursday, July 28 2:00-2:30 PM • PC 325/326
patrick@mail.udlap.mx • Universidad de las Américas, Puebla • México
luzm@mail.udlap.mx • Universidad de las Américas, Puebla • México
rjimen@uiuc.edu • U of Illinois at Urbana Champaign • US

Sufumi So, Eiko Ushida • *The process of foreign-language teachers’ reading of beginning-learners’ compositions* • Through detailed quantitative and qualitative analyses of concurrent think-aloud protocols produced by 4 native-speaking teachers of Japanese while reading 27 elementary-level Japanese compositions, the study aimed to answer and elaborate on the following question: Do the FL teachers respond to what is written, not just how it is written?

Tuesday, July 26 3:55-4:25 PM • PC DE 232
sufumi@andrew.cmu.edu, sso2@gmu.edu • George Mason U • US
ushida@ucsd.edu • U of California, San Diego • US

Mi-Jeong Song, Bo Ram Suh • *The effects of output task types and input enhancement on noticing and learning of the English past hypothetical conditional* • This study investigates the facilitative effects of two types of output tasks (an essay writing and reconstruction) and visual input enhancement on noticing and learning of the English past hypothetical conditional. The findings and implications will be relevant to those who are interested in focus-on-form instruction and the role of attention in SLA.

Monday, July 25 10:10-10:40 AM • MT Meeting Room M
mjs@snu.ac.kr • Seoul National U • Republic of Korea
boramiis@hanmail.net • Georgetown U • US

Bruce Spencer • *An on-line model for business language instruction* • This paper will discuss the design and implementation of a Business German curriculum at the elementary level that pairs traditional (non-business oriented) language course sections with an on-line course in Business German. On-line, business oriented content extends classroom learning while allowing program flexibility in terms of staffing and scheduling.

Tuesday, July 26 10:10-10:40 AM • PC DE 332
bruce-spencer@uiowa.edu • U of Iowa • US

Barbara Spinelli, Roberto Dolci • *Idioculture in language learning micro-communities* • In this paper we will describe the idiocultural dimension of intercultural communities we have developed in a virtual environment. We will explain our collection of data using the Fine’s five analytical criteria $K \rightarrow U \rightarrow F \rightarrow A \rightarrow T$ (Known knowledge, Usable culture, Functional culture, Appropriate culture, Trigger event) demonstrating how they are negotiated in group interaction.

Tuesday, July 26 10:45-11:15 AM • PC 225
bs2165@columbia.edu • Columbia U • US
dolci@unive.it • Università Ca’ Foscari • Italy

Catherine Stafford • *Bilingualism, age and cognition: A computer-based study in L3 processing* • This study investigated the variables of prior language experience, age of onset of second language acquisition and working memory capacity as they related to third language learning by bilingual adults. Treatment consisted of an interactive computer-based lesson in Latin sentence processing. Results are explained from a psycholinguistic perspective.

Thursday, July 28 2:00-2:30 PM • PC DE 232
staffoca@georgetown.edu • Georgetown U • US

Constance Steinkuehler • *Gendered talk in massively multiplayer online games* • The difference between how male versus female avatars are oriented to in massively multiplayer online gaming is less about differential practices of gift-giving (as commonly theorized in game studies) as it is the ways in which other gamers orient toward avatar gender discursively.

Tuesday, July 26 3:55-4:25 PM • PC 213
steinkuehler@wisc.edu • U of Wisconsin-Madison • US

Tim Stewart • *Negotiation in the language classroom* • Borrowing from research into cooperative learning in higher education, this paper reports on a three-year study into the benefits of using academic controversy in L2 classes. The paper describes an English communication course designed around controversial topics and focuses on the challenges of negotiating in a foreign language.

Thursday, July 28 8:50-9:20 AM • PC 111
stewart@let.kumamoto-u.ac.jp • Kumamoto U • Japan

Denise Stodola • *Using stylistic imitation in freshman writing classes* • This paper suggests that stylistic imitation is consistent with modern process theory, and can be used to help students move from style toward invention. Geoffrey of Vinsauf’s medieval rhetorical handbooks suggest that transitions are a key attribute of prose that can provide both a topical emphasis and a pedagogical method.

Thursday, July 28 3:10-3:40 PM • MT Meeting Room O
dstodola@kettering.edu • Kettering U • US

Fredricka Stoller, Bradley Horn • *Curriculum assessment in disciplinary writing: The case of chemistry* • Presenters report on the outcome of the design, data collection, and data analysis stages of a nation-wide pilot of a discipline-specific literacy course, developed by an interdisciplinary team of applied linguists and chemists. Implications of the process—as a useful template for evaluating other discipline-specific curriculum projects—will be explored.

Monday, July 25 8:50-9:20 AM • PC South Dining Room
fredricka.stoller@nau.edu • Northern Arizona U • US
bmh36@dana.ucc.nau.edu • Northern Arizona U • US

Susan Strauss, Paul Dickerson, John Rae • *The irony of a well-meaning discipline* • The paper presents a critical discourse analysis of three communication textbooks on intercultural communication. The metaphorical conceptualizations of problem-resolution, in vs. out, and up vs. down that underlie messages in all three texts, reveal that the authors appeal to discursive techniques which border on the discourse of racism and prejudice.

Monday, July 25 10:10-10:40 AM • MT Hall of Ideas J
sgs9@psu.edu • Pennsylvania State U • US
P.Dickerson@roehampton.ac.uk • U of Surrey Roehampton • UK
j.rae@roehampton.ac.uk • U of Surrey Roehampton • UK

Ayano Sueyoshi • *The role of gestures in second-language listening comprehension* • This study examined the role of a speaker's visual cues for L2 comprehension in a lecture and found that a speaker's gestures and facial visual cues facilitated listening comprehension. The low proficiency learners were best facilitated by gestures, whereas the higher proficiency learners performed best with facial visual cues.

Friday, July 29 8:50-9:20 AM • MT Meeting Room N
sueyoshi@msu.edu • Michigan State U • Japan

Hao Sun • *Demystifying English adversatives for Chinese ESL learners* • Examining various published texts in Chinese, the presenter identifies a long-distance function of the adversative "but" beyond the sentence level, which has been neglected in current scholarship, as well as a source of learning difficulty for English language learners. Evidence of transfer and pedagogical suggestions are addressed.

Thursday, July 28 2:35-3:05 PM • PC DE 327
sunh@ipfw.edu • Indiana-Purdue U Fort Wayne • US

Tajudeen Y. Surakat • *Overextension in the early vocabulary of a bilingual child* • "Overextension in the Early Vocabulary of a Bilingual Child" is an analysis of the lexico-semantics of a pre-schooler who simultaneously acquired English, Hausa, and Yoruba between 12 and 36 months. The primary data are taken from the author's doctoral dissertation of 2001.

Thursday, July 28 8:50-9:20 AM • PC DE 335
suray44@yahoo.com • Ahmadu Bello U • Nigeria

Asuka Suzuki • *Humorous talk as a collaborative achievement* • This paper explores humorous talk in Japanese, using conversational analysis as a framework. By examining TV shows in Japan, I will demonstrate how participants are oriented to talk as humorous and how humorous talk is collaboratively constructed by both a teller and hearers through various linguistic and paralinguistic means.

Tuesday, July 26 3:10-3:40 PM • PC 205
asuzuki@hawaii.edu • U of Hawaii at Manoa • US

Masa Suzuki, Jared Bernstein, Isabella Barbier • *Language teacher intelligibility judgments-Too strict or too lenient* • Can second language teachers who are familiar with various L2 accents give valid judgments about their students' intelligibility? The presenters report research results on how lenient or strict second language teachers are, and then discuss the meaning and importance of assessing intelligibility.

Thursday, July 28 8:15-8:45 AM • MT Meeting Room Q
msuzuki@ordinate.com • Ordinate Corporation • US
jared@ordinate.com • Ordinate Corporation • US
isabella@ordinate.com • Ordinate Corporation • US

Mikiko Suzuki • *Corrective feedback and learner uptake in adult ESL classroom interaction* • This study reports on the error correction patterns consisted of corrective feedback and learner uptake in American ESL classrooms. The observational remarks, especially some unique results on uptake occurrences, are discussed in comparison with the results of some past studies conducted in different instructional contexts.

Friday, July 29 10:10-10:40 AM • MT Hall of Ideas F
ms2102@columbia.edu • Columbia U • US

Wataru Suzuki, Nobuya Itagaki • *Learner metatalk after performing grammar tasks and studying correct answers* • Relying on the theoretical and empirical studies of SLA and the Output Hypothesis, this study explores complex interactions among the type of grammar tasks, the proficiency level of Japanese EFL learners, and the type and amount of learner metatalk after completing the tasks and studying correct answers as explicit feedback.

Tuesday, July 26 8:15-8:45 AM • MT Hall of Ideas F w-
suzuki@mail.tains.tohoku.ac.jp • Tohoku U • Japan
n-ita@staff.miyakyo-u.ac.jp • Miyagi U of Education • Japan

Laurie Swabey • *The cognitive status and form of referring expressions in ASL* • This paper examines the cognitive status and distribution of referring forms in ASL and in English, using the Givenness Hierarchy. The results demonstrate how modality influences the form and distribution of referring expressions.

Tuesday, July 26 10:45-11:15 AM • PC DE 327
laswabey@stkate.edu • College of St. Catherine • US

Bonnie Swierzbis • *Second language acquisition of English demonstratives by native Japanese speakers* • This cross-sectional study examines the use of demonstratives in narratives by Japanese learners of English. All learners used demonstratives accurately, but lower proficiency learners used few demonstratives overall. Higher proficiency learners used demonstratives like native English speakers: referring to events, reminding the interlocutor of an entity, and distinguishing among referents.

Friday, July 29 8:50-9:20 AM • MT Meeting Room M
swie0006@umn.edu • U of Minnesota • US

Anja Szustak, Joshua Thoms, Jianling Liao • *The use of L1 in a L2 online chat activity* • Our project investigated the use of L1 by L2 learners while engaged in an online chat activity. The study was carried out using intermediate-level language learners in Chinese, German, and Spanish. It analyzed various functions of L1 use by students while engaged in a L2 collaborative task in the chat.

Thursday, July 28 3:10-3:40 PM • MT Hall of Ideas G
anja-szustak@uiowa.edu • The U of Iowa • US
joshua-thoms@uiowa.edu • The U of Iowa • US
jiliao@blue.weeg.uiowa.edu • The U of Iowa • US

Toshiyuki Tabata • *Child phonology of Japanese and its theoretical implications* • This paper is aimed at proposing a theoretical framework that can provide an explanation for why Japanese children acquire palatalized africates, which are supposed to be marked, before they learn to articulate the less marked fricative consonants such as [s] and [s'].

Friday, July 29 8:50-9:20 AM • PC DE 335
tabata@faculty.chiba-u.jp • Chiba U • Japan

Masao Tada • *Assessment of EFL pragmatic production and perception using video prompts* • This study focused on the development of EFL learners' pragmatic production and perception of the speech acts of requests, refusals, and apologies by 48 Japanese EFL learners using a computerized data collection instrument. Possible explanations of the developmental patterns of pragmatic production and perception and their implications will be discussed.

Thursday, July 28 8:50-9:20 AM • MT Hall of Ideas F
sasahsbc@yahoo.co.jp • Osaka International U • Japan

Naoko Taguchi • *Evaluation of L2 speech act performance: Analysis of appropriateness and planning speed* • Twenty native English speakers and 59 Japanese college students of English at two different general proficiency levels produced requests and refusals in spoken role plays. Results showed a significant proficiency impact on L2 appropriateness scores, but not on planning speed.

Friday, July 29 8:15-8:45 AM • MT Meeting Room N
nt@aiu.ac.jp • Carnegie Mellon U • Japan

Sachiko Takagi • *Effects of lexical connections on coherence in newspaper editorials* • This research studies coherence in Critical Discourse Analysis (CDA). Functions of local and global coherence have been examined through the analysis of newspaper editorials. The result has shown the effectiveness of lexical connections which strengthen images and opinions in editorials, thereby enforcing coherence in proposition, topics and world knowledge.

Thursday, July 28 2:35-3:05 PM • MT Meeting Room R
takagi@lc.cias.osakafu-u.ac.jp • Osaka Prefecture U • Japan

Tomoko Takami • *Speech clinic – A pedagogical application of ACTFL OPI* • The paper discusses the project called Speech Clinic, an example of using modified ACTFL OPI for pedagogical purposes, in order to help learners autonomously analyze their proficiency and be empowered to set their learning objectives. The paper also presents its effectiveness and challenges qualitatively and quantitatively.

Tuesday, July 26 3:10-3:40 PM • MT Meeting Room K
ttakami@ds.upenn.edu • U of Pennsylvania • US

Shoji Takano • *Learning experiences and individual variation in EFL students' acquisition of articles: A longitudinal investigation* • This longitudinal study describes the process of article acquisition by Japanese EFL students with a focus on the impact of learning experiences on individual variation. Analyzing compositions collected from five subjects for two years, the study addresses the aspects of the process unique to EFL and the correlation between individual variability and different learning experiences.

Friday, July 29 2:35-3:05 PM • PC 205
stakano@hokusei.ac.jp • Hokusei Gakuen U • Japan

Steven Talmy • *Resistance, relationality, and identity in high school ESL* • This paper examines adolescents' identity work in mixed-level high school ESL classrooms in Hawai'i. Students perform "Local" identities, position classmates as Other, and construct L2 hierarchies that differentiate "ESL" in ways the school never did. Analysis of classroom interaction shows how this occurs and its implications for L2 learning.

Tuesday, July 26 8:15-8:45 AM • MT Meeting Room L
talmy@hawaii.edu • U of Hawai'i at Manoa • US

Rosina Tang • *School-based formative assessment: the changing attitudes/practices of English teachers* • Using an ethnographic case study approach, this paper reports on the changing attitudes and practices of senior secondary English teachers in a Hong Kong school as teachers assess their students' writing formatively. Factors teachers have to deal with in meeting the demands of classometric assessment will be discussed.

Thursday, July 28 2:35-3:05 PM • MT Hall of Ideas H
rwytang@hkucc.hku.hk • The U of Hong Kong • Hong Kong, SAR

Sahika Tarhan • *English-medium instruction: Perceptions of students, teachers and parents* • English-medium instruction (EMI) has been a matter of public controversy in largely monolingual Turkey, where English has always enjoyed foreign language status. This paper reports on a nation-wide study on the perceptions of students, teachers and parents concerning EMI at secondary education in the Turkish context.

Thursday, July 28 2:35-3:05 PM • PC DE 235
sah@metu.edu.tr • Middle East Technical U • Turkey

Elaine Tarone • *Features of interlanguage in oral narratives: Impact of literacy level* • Little is known about the impact of L1/L2 literacy on oral SLA. This study compares interlanguage features in oral narratives produced by two groups of adult Somali L1/English L2 learners: one with low literacy skills and one with intermediate literacy skills in L1/L2.

Monday, July 25 9:25-9:55 AM • MT Hall of Ideas F
etarone@umn.edu • U of Minnesota • US

Yumiko Tateyama • *Pragmatically appropriate? JFL learners' awareness of pragmalinguistic and sociopragmatic appropriateness* • Focusing on Japanese request, this study investigates 1) how JFL learners' awareness of pragmalinguistic and sociopragmatic appropriateness changes over time and 2) if it is affected by different teaching approaches. Written and oral self-reports followed by four different measures were examined to see the learners' changes in their pragmatic awareness.

Tuesday, July 26 2:35-3:05 PM • MT Meeting Room Q
yumiko@hawaii.edu • U of Hawai'i at Manoa • US

Swee Ai Teoh • *Second language learning in a multilingual environment* • The majority of Malaysian students go through the same second language education syllabus yet they end up with differing levels of proficiency. This paper describes a study undertaken to find out the interaction between the research subjects' respective language environments and their informal learning of their official second language.

Tuesday, July 26 2:35-3:05 PM • MT Meeting Room L
s.teoh@lancaster.ac.uk • Lancaster U • UK

Joseph Terantino • *Perceptions of effective foreign language programs: A university investigation* • This study explored student and instructor perceptions of university foreign language programs. Data was collected in two stages: 1) open-ended question survey 2) student and instructor focus groups. Thematic data analysis produced eight central themes including: instruction, course objectives, classroom practices, assessment, instructional materials, class size, requirements, and language resources.

Friday, July 29 2:35-3:05 PM • PC 220
jteranti@mail.usf.edu • U of South Florida • US

Sylvia Terzi, Júlia Sant'Ana Scavassa • *Literacy acquisition and citizenship* • This paper focuses on the relationship between literacy and citizenship expressed by unschooled adults who participated in a five-month literacy course. At the beginning, literacy was mostly understood as an instrument to solve their immediate problems. At the end, it was viewed as a means for self-fulfilment and social inclusion.

Thursday, July 28 3:10-3:40 PM • PC 325/326 terzisz@yahoo.com.br • Universidade Estadual de Campinas • Brazil
juliascavassa@hotmail.com • Universidade Estadual de Campinas • Brazil

Siew Ming Thang, Leila Bidmeshki • *Online English for science and technology: Feedback from students* • Studies by Thang (2001, 2003) on undergraduates of a public university disclose that they lack autonomy. In view of that an online English course for undergraduates of science and technology was devised. This study uses feedback questionnaires and interviews to assess the course and suggests methods of improving it.

Thursday, July 28 9:25-9:55 AM • PC 309 thang@pkriscc.uu.km.my • The National U of Malaysia • Malaysia
ourlyric@yahoo.com • The National U of Malaysia • Malaysia

Ron Thomson • *Recurrent clusters in L2 spoken corpora: A longitudinal, cross-linguistic perspective* • A longitudinal spoken corpus was developed from intermediate ESL learners' narrations of picture stories and conversations with a native speaker interlocutor. Comparison of frequently recurring formulaic sequences across two L1 groups, genres, and time yields interesting patterns that are not evident when comparing L2 productions against native speaker productions.

Friday, July 29 8:15-8:45 AM • PC 213
rit@ualberta.ca • U of Alberta • Canada

Bozena Tieszen • *Contrastive analysis of linguistic representation of women in women's magazines in pre- and post- "Solidarity" Poland* • This study presents a contrastive analysis of linguistic representations of women in women's magazines in pre- and post- "Solidarity" Poland. The investigation reveals that there is a greater awareness of linguistic appropriateness in representing women and gender issues now, than 20 years ago. However, the underlying social and cultural model of a Polish woman associated with a symbolic Mother Poland is still very powerful. This feature and its linguistic implications are crucial in defining and addressing gender issues in Poland.

Friday, July 29 8:15-8:45 AM • MT Meeting Room Q
tieszen@uwm.edu • U of Wisconsin-Milwaukee • US

Machiko Tomiyama • *L2 attrition and relearning: A follow up study of returnees* • This is a follow up study on three Japanese returnees from the US approximately a decade after the study on their L2 attrition was terminated. It discusses socio- and psycho-linguistic aspects of relearning English based on the results of test scores, questionnaires, and interviews with the participants and their parents.

Thursday, July 28 3:10-3:40 PM • MT Hall of Fame Room
tomiyama@icu.ac.jp • International Christian U • Japan

Marju Toomsalu • *Towards defining professional communication skills in engineering programs* • In an effort to define communication skills within the context of engineering, this paper examines the language skills of incoming engineering students in two Canadian universities and the relationship between these skills and students' performance in the first year of their engineering program.

Tuesday, July 26 8:50-9:20 AM • PC DE 327

Robert Train • *Ecologies and ideologies of language: The native standard language* • This paper explores the complementarity of two increasingly influential strands of research in applied linguistics, ideology of language and ecology of language, through a critical examination of the native standard language, a key ideological construct that informs the ecologies of foreign language and heritage language education.

Thursday, July 28 3:10-3:40 PM • PC DE 232
robert.train@sonoma.edu • Sonoma State U • US

Barbara Trudell • *Language and literacy practices in Cameroonian minority language communities* • In Northwest Cameroon the emergence of mother-tongue literacy is providing minority language communities with new alternatives for learning and communication, competing successfully with English literacy in certain domains. This paper examines the impact of mother-tongue literacy on attitudes towards, and uses of, written text in three such language communities.

Tuesday, July 26 10:45-11:15 AM • MT Hall of Ideas J
barbara_trudell@sil.org • SIL International • UK

Polly Po Ting Tse • *Gender and disciplinary variations in academic book reviews* • Drawing on the concept of metadiscourse and subject interviews, this paper examines the use of praise and criticism in a corpus of book reviews and discusses the ways different genders and disciplines negotiate writer-reader interactions. Implications for gender and disciplinary variations in the use of evaluative language are discussed.

Monday, July 25 8:15-8:45 AM • PC South Dining Room
polly_tse@cuhk.edu.hk • Chinese U of Hong Kong • Hong Kong, SAR

Wen-Ta Tseng • *Towards an extended vocabulary-learning model through structural equation modelling* • This paper presents the result of a large-scale empirical study examining the process of vocabulary acquisition amongst Chinese and Taiwanese learners of English. A structural equation modelling approach is adopted to model this learning process. The results may shed new light on both vocabulary acquisition theory and vocabulary learning practice.

Tuesday, July 26 8:15-8:45 AM • PC DE 235
tseng_wenta@yahoo.com • U of Nottingham • UK

Miles Turnbull • *Investigating French teachers' L1 and L2 use: Beliefs and practices* • I summarize findings of analyses of stimulated recall sessions and semi-structured interviews conducted with 10 French teachers over one entire school year. I examine these teachers' beliefs and attitudes about TL and L1 use, how these beliefs influenced classroom practice and factors that interfered with actual TL use.

Tuesday, July 26 8:15-8:45 AM • PC DE 232
mturnbull@dupei.ca • U of Prince Edward Island • Canada

Joan Turner • *PhD literacy: Is contemporary theorising changing rhetorical norms?* • In this paper, I explore the PhD as a site of tension between deeply embedded rhetorical norms for academic writing and contemporary theorising opposing traditional epistemologies. Drawing on a case study with an L2 PhD student, and semi-structured interviews with PhD supervisors I raise questions on the nature of the PhD as a rhetorical genre.

Thursday, July 28 9:25-9:55 AM • PC South Dining Room
j.turner@gold.ac.uk • Goldsmiths College, U of London. • UK

Junko Ueno • *Exploration of female speech patterns in Japanese manga* • This study explores the representation of women in Japanese manga magazines from a sociolinguistic perspective. Specifically, it investigates how Japanese female speech styles are represented in manga and how the cultures of the intended audiences of these manga influences the speech styles depicted. The analysis focuses on sentence final expressions.

Friday, July 29 10:10-10:40 AM • MT Meeting Room Q
uenoj@union.edu • Union College • US

Atsuko Umesaki • *Using inanimate subjects for self-reference in academic papers* • The use of inanimate subjects followed by active verbs, such as 'this paper examines....' are considered. For analysis, papers from journals in human, social and natural sciences are collected; the collocational constraints of inanimate subjects and verbs examined; and the incidence of the use of inanimate subject structure considered.

Monday, July 25 3:10-3:40 PM • MT Meeting Room L
ufatsuko@hcn.zaq.ne.jp • Ritsumeikan U • Japan

Thomas Upton • *Testing in the L2, thinking in the L1* • Results of a study examining how respondents used their L1 and L2 as language of thought when answering reading comprehension items on the Next Generation TOEFL are presented. Data was drawn from verbal reports collected from 24 subjects from China, Japan, and Korea. Implications for test preparation are discussed.

Tuesday, July 26 8:50-9:20 AM • MT Meeting Room P
tupton@iupui.edu • Indiana U-Indianapolis • US

Alfredo Urzua, Camilla Vasquez • *Reflection and professional identity in teachers' future-oriented discourse* • Examining transcripts from two different teacher supervision contexts, we analyze various function of teachers' future-oriented talk. We focus on the relationship between linguistic features (verbal predicates, modals and semi-modals, irrealis clauses) and their functional correlates, in order to examine the connection between teachers' future-oriented talk, identity formation, and reflective practice.

Friday, July 29 8:50-9:20 AM • PC 205
aurzua@odu.edu • Old Dominion U • US
camilla.vasquez@nau.edu • Northern Arizona U • US

Jaime Usma, Maria McNulty • *Developing practicum advisors' autonomy through action research* • The introduction of a research component in the undergraduate foreign language teacher preparation program has led practicum advisors to work on their research knowledge, attitudes and skills to better guide student-teachers by conducting an action research project similar to the one their student-teachers have to conduct during their practicum.

Tuesday, July 26 3:10-3:40 PM • MT Meeting Room O
jusma@idiomas.udea.edu.co • Universidad de Antioquia • Colombia
mariam@idiomas.udea.edu.co • Universidad de Antioquia • Colombia

Nelleke Van Deusen-Scholl • *A longitudinal study of computer-mediated foreign language learning* • This paper seeks to shed light on the interaction and interdependency of CMC environments, pedagogical approaches, and student learning. We hope to more definitively show a continuity between the discourse styles employed in a peer learning environment, oral classroom interaction, and formal academic writing.

Tuesday, July 26 10:45-11:15 AM • PC South Dining Room
pldeusen@ccat.sas.upenn.edu • U of Pennsylvania • US

Anneke Van Enk • *"A dignified place to see their work": Publishing learners' writing* • Many adult literacy programs publish learners' work in various formats. This paper focuses on the eight-year history of a magazine of learner writing to consider such publication more closely—how does it reframe literacy learning and what kind of context is it for writing a literate/learning self?

Thursday, July 28 2:00-2:30 PM • PC South Dining Room
aavanenk@sfu.ca • Simon Fraser U • Canada

Amos Van Gelderen • *Comparing components of L1 and EFL writing development* • In a three-year longitudinal study in secondary education, we investigated the development of L1 (Dutch) and EFL writing proficiency in relation to the components linguistic knowledge, metacognitive knowledge and speed of processing. The contributions of these components to L1 and EFL writing development are estimated using structural equation modeling.

Thursday, July 28 2:00-2:30 PM • MT Meeting Room M
a.j.s.vangelderren@uva.nl • SCO-Kohnstamm Institute/U of Amsterdam • Netherlands

Margaret van Naerssen • *Leading and misleading in a police interview and trial* • Leading questions, mediated by inadequate interpreting, are examined in two law enforcement contexts. Patterns of language suggest that leading questions can deny "due process." Leading questions are not open-ended, frequently have more than one embedded assumption, and allow only yes/no responses. This can suppress the speaker's voice.

Thursday, July 28 8:15-8:45 AM • MT Meeting Room
R mvnaerss@sas.upenn.edu • Immaculata U and U of Pennsylvania • US

Wilhelm Van Rensburg • *Writing partnerships: Learning through service* • This paper shows how academic writing and service-learning are integrated in a student teacher curriculum. Though qualitative narrative inquiry, it investigates how students provide language services to non-governmental organisations. It reveals that students' perceptions about learning and teaching have changed significantly as a result of their service-learning experiences.

Monday, July 25 10:10-10:40 AM • PC 226
wajvr@edcur.rau.ac.za • U of Johannesburg • South Africa

Larry Vandergrift, Christine C. M. Goh, Catherine Mareschal • *Development and validation of the Metacognitive Awareness Listening Questionnaire (MALQ)* • This paper discusses the development and validation of an instrument for assessing listener metacognitive awareness and perceived strategy use. Based on data from approximately 1,000 respondents in different countries and learning contexts, the final instrument will have high internal reliability and will be useful for self-assessment, diagnostic and research purposes.

Tuesday, July 26 2:00-2:30 PM • MT Meeting Room K
lvdgrift@uottawa.ca • U of Ottawa • Canada
cmcgo@nie.edu.sg • Nanyang Technological U • Singapore
cmar@gamma.ca • U of Ottawa • Canada

Roberta Vann, Katherine Richardson Bruna, Moises Perales Escudero • *Science vs. solidarity: Negotiating identities in science classrooms* • This presentation includes results of a discourse analysis of relational talk in US middle school science classrooms with high percentages of linguistic minorities. Sharing examples from three contrasting cases, we focus on how teachers and students construct identities that may promote or discourage participation and achievement in science.

Thursday, July 28 3:10-3:40 PM • MT Meeting Room L
rvann@iastate.edu • Iowa State U • US
krbruna@iastate.edu • Iowa State U • US
damian@iastate.edu • Iowa State U • US

Manka Varghese, Bill Johnston • *The pedagogy of teaching about difference in English language teaching* • The purpose of this paper is to illuminate the tensions in having discussions with ELT (English language teaching) student teachers about race, ethnicity, gender, sexual identity in their multilingual/multicultural classrooms as well as to explore the possibilities of doing that.

Monday, July 25 2:00-2:30 PM • PC 112
mankav@u.washington.edu • U of Washington • US
billj@indiana.edu • Indiana U • US

Ineke Vedder, Folkert Kuiken • *Writing in L2: The role of cognitive complexity* • This study is based on Robinson's Cognition Hypothesis which provides a framework for describing cognitive task complexity in relation to linguistic performance. In the experiment, carried out among 150 students of Italian and French, the L2 learners had to perform two writing tasks in which cognitive task complexity was manipulated.

Monday, July 25 3:10-3:40 PM • MT Meeting Room K
i.vedder@uva.nl • U of Amsterdam • Netherlands
f.kuiken@uva.nl • U of Amsterdam • Netherlands

Heidi Vellenga • *Speech act realization in elicited and natural language samples* • This study describes the methodology for analysis and comparison of native and nonnative speakers' discourse completion task (DCT) responses with naturally occurring speech acts. Corpus-based analysis shows that the use of pronouns, modals and semantic moves varies considerably, and that instructed L2 learners' responses more closely approximate native speaker norms.

Friday, July 29 2:35-3:05 PM • PC 226
vellenga@svsu.edu • Saginaw Valley State U • US

Lorrie Verplaetse • *Native speaker interaction modifications: Revisited and revised* • This analysis of existing NS-NNS interaction data exposes a contradiction between input/interaction studies and classroom discourse studies, by illustrating how certain NS modifications, previously determined beneficial to SLA grammatical competency, inhibit the learner's participation, and are therefore detrimental to the development of L2 discourse competency and communicative performance.

Friday, July 29 8:50-9:20 AM • MT Hall of Ideas F
VerplaetseL1@SouthernCT.edu • Southern Connecticut State U • US

Caroline Vickers • *Interactional accommodation in NS-NNS pre-professional team interaction* • This study explores the interactional achievement of intersubjectivity between native speakers (NS) and nonnative speakers (NNS) of English engaged in teamwork. Findings demonstrate that strategies that NSs and NNSs employ to achieve intersubjectivity are related to language proficiency, successful team outcomes, and to the construction of team hierarchy.

Thursday, July 28 3:10-3:40 PM • PC 220
jason@macmountain.org • California State U, San Bernardino • US

Ana Villarreal • *Language, gender and agency in political speeches* • This paper explores the relationship of language, gender and agency in political speeches in Mexico. It shows how linguistic practices are changing the perception of gender roles and power relations using as a theoretical base markedness theory.

Tuesday, July 26 10:10-10:40 AM • PC 213
acvillar@email.arizona.edu • U of Arizona • US

Helmut Johannes Vollmer • *Integrating content and language learning: Bilingual education in Germany* • In bilingual education, content and language learning are closely linked in the formation of concepts which can only be realized through verbal thinking. In our study, we demonstrate this relationship empirically, focussing on products and processes of bilingual learners from Germany in grade 10 (geography, taught in English as L2).

Thursday, July 28 3:10-3:40 PM • PC DE 235
hvollmer@uos.de • U of Osnabrueck • Germany

Amy VonCanon • *Spanish, study abroad, and sociolinguistic appropriateness: The development of pragmatic competence* • This study reports on how students studying abroad in Spain acquire pragmatic competence, which is the ability to use a second language in socioculturally appropriate ways. Focused on the act of refusing, roleplays, judgment questionnaires, and ethnographic interviews involving learners and native Spanish speakers comprise the data to be presented.

Thursday, July 28 2:35-3:05 PM • MT Hall of Ideas F
amy-voncanon@uiowa.edu • U of Iowa • US

JoDee Walters • *Methods of teaching inferring meaning from context: A comparative study* • The presenter will report on the results of a study that compares three methods of instruction in the use of context to infer meanings of unknown words, and their immediate and long-term effects on reading comprehension and ability to infer meaning from context, as well as on long-term vocabulary growth.

Tuesday, July 26 8:15-8:45 AM • PC 111
aexjdw@nottingham.ac.uk • U of Nottingham • UK

Junju Wang • *Effects of proficiency on English writing of Chinese EFL learners* • Using both qualitative and quantitative data, this study investigated the effect of English proficiency on the writing processes of three groups of Chinese EFL learners, and found both patterns and variations in writing behaviors, in L1 use, in the writing strategies adopted, and in the written texts.

Monday, July 25 4:30-5:00 PM • MT Meeting Room P
wangjunju@hotmail.com • Shandong U • PR China

Shih-Ping Wang • *Integrating corpora and discourse analysis into frequency, word order and formulaic sequences* • Frequency is important in language learning. It should be applied to the whole unit of formulaic sequences because vocabulary learning is not concerned with single words only. Frequency influences the word order judgment of NNSs, not NSs. These variations occur more often in the written mode than the spoken.

Thursday, July 28 8:50-9:20 AM • PC 205
aexspw@nottingham.ac.uk • U of Nottingham • UK

Qiang Wang • *Chinese primary teachers' perceptions of learner-centred teaching* • This study investigates how learner-centredness is received by Chinese teachers - whether it holds the same meaning as it has in the West or whether it acquired new meanings in the current educational innovation in China. The paper reports results from a questionnaire survey of 100 primary English teachers.

Monday, July 25 3:55-4:25 PM • MT Meeting Room Q
wang_qiang99@yahoo.com • U of Warwick • UK

Yu-Tz Wu Wang • *Interactional functions of the Chinese distal demonstrative* • This paper explores the use of the Chinese distal demonstrative 'nage' (that one) as a device for establishing mutual understanding of conversational referents and as a resource for organizing conduct in on-going interaction among Chinese speakers. Findings and implications for teaching English/Chinese as a second/foreign language are discussed.

Thursday, July 28 2:35-3:05 PM • PC 205
ywang9@uiuc.edu • U of Illinois at Urbana-Champaign • US

Anja Wanner • *Creating "comfort zones of orality" in online discussion boards* • This paper looks at the discourse organization of discussion boards, which seem to invite more topic-oriented and more conceptually "written" forms of discourse than chatrooms. I will show that users systematically override the restrictions and reclaim or create "comfort zones of orality" by making sophisticated use of formatting and sequencing.

Friday, July 29 8:15-8:45 AM • MT Meeting Room O
awanner@wisc.edu • U of Wisconsin-Madison • US

Paige Ware • *Intercultural understanding and online misunderstanding: Miscommunication in written conversations* • This paper presents a linguistically grounded analysis of the avoidance and approximation strategies German and American students used to manage misunderstandings in their intercultural online conversations. The majority of students dealt with tensions online by using avoidance or mitigation techniques. Implications for future research in technology-mediated learning are discussed.

Monday, July 25 2:35-3:05 PM • PC 309
pware@smu.edu • Southern Methodist U • US

Hansun Waring • *Uncovering the complexities of advice acceptance* • Based on meetings between two sets of tutor-tutee at a graduate writing center, this paper details some subtle ways in which advice recipients assert their competence, that is, in an environment not typically associated with such assertion—that of advice acceptance. The analysis is conducted within a conversation analytic framework.

Thursday, July 28 8:15-8:45 AM • MT Hall of Ideas I
hwarin@mercy.edu • Columbia U • US

Yoshinori Watanabe • *Does accurate self-assessment help improve English ability?* • The paper examines whether accurate self-assessment helps learners improve their proficiency. A set of self-assessment instruments and proficiency tests are administered to high school students of EFL in China, Japan and Korea. The paper concludes with suggestions for helping learners evaluate their own proficiency objectively.

Thursday, July 28 3:10-3:40 PM • MT Meeting Room K
yjwatanab@ed.akita-u.ac.jp • Akita U • Japan

Yuko Watanabe • *Exploring collaborative dialogue with learners of different proficiency levels* • This study explored how L2 proficiency differences affect the nature of peer assistance and language learning. Two ESL learners performed pair writing tasks with two different partners: a higher proficiency peer and a lower proficiency peer. I analyzed their collaborative dialogues and their attitudes towards working with different proficiency peers.

Thursday, July 28 8:15-8:45 AM • PC 213
uwatanab@oise.utoronto.ca • U of Toronto • Canada

Sheri Wells-Jensen • *A psycholinguistic analysis of errors in writing braille* • This paper presents a systematic analysis of a corpus of over 1,500 errors in braille made both by learners and by expert brailleists. Patterns of errors in coordination of finger and hand movements are discussed, as well as implications for improving braille accuracy.

Thursday, July 28 8:50-9:20 AM • PC 313
swellsj@bgnnet.bgsu.edu • Bowling Green State U • US

Asa Wengelin • *The communication flow in text telephone conversations between deaf people* • This research investigates the use of written Swedish in both "off-line" and "on-line" (text telephone) writing situations, by deaf Swedish adults whose first language is Swedish Sign Language. Both the finally edited texts and the production processes are analysed, and the relation between the on-line and off-line writing is discussed.

Friday, July 29 3:10-3:40 • PC 309
asa.wengelin@ling.lu.se • Lund U • Sweden

Anita Wenden • *A critical linguistic analysis of Aljazeera's retrospective on the Intifada* • This paper reports on a discourse analysis of 12 news articles posted on <http://english.aljazeera.net> to mark the third anniversary of the second intifada. It outlines the texts' main propositions, indicates how the key actors and events in the conflict are characterized, and identifies the ideologies implicit in the characterizations.

Thursday, July 28 9:25-9:55 AM • MT Hall of Ideas H
wldyc@cnunyvm.cuny.edu • York College, City U of New York • US

Hemi Whaanga • *Relationships within and between propositions: A Maori perspective* • From the perspective of a Polynesian language (Maori), this paper critiques existing models for relationships within propositions (case relations) and relationships between propositions (semantic relations), proposing a model that accommodates both and could provide the basis for the design of pedagogic grammars that are primarily semantically motivated.

Thursday, July 28 9:25-9:55 AM • PC DE 327
hemi@waikato.ac.nz • U of Waikato • New Zealand

Roy White • *The research article genre and mathematics: A case study* • This case study, using two mathematics journal articles and an author interview, shows that the articles do not belong to the Research Article genre as traditionally described; the suggested explanation is that engagement, not objectivity, is the primary rhetorical impulse in mathematics. Implications for other fields are also discussed.

Monday, July 25 10:10-10:40 AM • PC South Dining Room
whit0055@umn.edu • U of Minnesota • US

Christine Winberg • *Multilingualism in the education of architects* • There has been practically no descriptive qualitative analysis of language practices in multilingual South African universities and workplaces. To address this research gap, verbal data was collected in architectural contexts, and analysed with a view to map effective and inclusive language practices in these settings, and to identify opportunities to enhance participation by students.

Tuesday, July 26 3:10-3:40 PM • MT Meeting Room L
winbergc@pentech.ac.za • Cape Peninsula U of Technology • South Africa

Paula Winke • *Aptitude, memory, and strategies in Chinese second language acquisition* • L1 English students (N=140) filled out strategy questionnaires, took the MLAT, WM tests, and a Chinese test to investigate if those with different aptitudes and WM capacities use different strategies to learn Chinese. Results showed WM affects Chinese SLA and students with lower WM capacities use different strategies.

Thursday, July 28 3:10-3:40 PM • PC 213
pmw2@georgetown.edu • Georgetown U • US

Carol Winkelmann • *Language in exile: The religious language of Tibetan nuns* • This paper explores the religious language of Tibetan Buddhist nuns living in exile in India. No longer dominated by male monastic codes, the nuns' language is influenced by a global politics of gender. It is liminal language—destabilized by social, political, and religious uncertainties, thus open to relatively rapid change.

Monday, July 25 2:00-2:30 PM • MT Meeting Room L
winkelma@xavier.edu • Xavier U • US

Helen Woodfield • *Problematizing discourse completion tasks: Voices from verbal report* • This paper reports on six English native speakers' evaluations of written discourse completion tasks eliciting English requests as reflected in their paired on-task verbal report. The respondents' perceptions of construct validity of the tasks are explored and implications are drawn for the design of such instruments in second language research.

Friday, July 29 9:25-9:55 AM • MT Hall of Ideas F
HelenWoodfield@aol.com • Bristol U • UK

Daniel Woolsey • *Overcoming challenges to assessing appropriate use of the Spanish copula* • The present study overcomes previous challenges to assessing the appropriate use of the Spanish copula with adjectives by designing an instrument that creates unambiguous contexts of comparison and emotional reaction. Additionally, an L1 repetition task is used to explore speaker intent and parallels between English verbs like 'seems' and 'estar'.

Tuesday, July 26 2:00-2:30 PM • MT Hall of Ideas F
dwoolsey@indiana.edu • Indiana U • US

Hsin-feng Wu, Yu-chu Lin, Li-juang Huang • *Mandarin speaking children's acquisition of Chinese kinship terms* • This research investigated whether an elaborate kinship term system like that in Chinese affected children's semantic acquisition rate. Thirty-six Mandarin-speaking children aged three to nine participated in this study and Chinese kinship terms were elicited. The results show no difference in the acquisition rate between these children and English-speaking children.

Friday, July 29 2:35-3:05 PM • PC DE 335
cwu@nccu.edu.tw • Chengchi U • Taiwan
lin.7098@yahoo.com.tw • National Taipei U • Taiwan
milkycat@cm1.ethome.net.tw • National Taipei U • Taiwan

Jui-chun Wu • *The acquisition and use of English pronouns—L1 vs. L2* • Comparison between the use of English pronouns by L1 toddlers and L2 child and college students suggest that transfer occurs at an early age and that while L2 learners will grow out of developmental errors cause by cognitive immaturity, transfer errors remain though they also decrease as L2 proficiency advances.

Friday, July 29 9:25-9:55 AM • MT Meeting Room M
National Sun-Yat-Sen U • Taiwan

Li-ying Wu • *Tracing the mobilities of literacy* • This paper explores a new dimension of literacy in the light of the age of globalization by employing concepts of mobilities and literacy as social practice. It concludes that the mobilities of literacy reflect a mobile culture in which the local and the global practices engage, negotiate, intertwine and hybridize.

Tuesday, July 26 10:10-10:40 AM • MT Hall of Ideas J
l.wu4@lancaster.ac.uk • Lancaster U • UK

Shinian Wu • *A paradox in cross-cultural pragmatics in EFL teacher education* • The paper ponders the interface between universality of cross-cultural pragmatics and practice of that knowledge in culturally conspicuous ways in communicative contexts. The paradox of knowledge as a result of explicit instruction in cross-cultural pragmatics not necessarily translating into successful intercultural communication is addressed in an EFL teacher education context.

Monday, July 25 4:30-5:00 PM • MT Hall of Ideas
Jwus@gvsu.edu • Grand Valley State U • US

Saihua Xia • *Native and non-native speakers negotiating pragmatic frames in service calls* • Built on Goffman's and Tracy's discussions of "frames," this paper argues that NNS and NS negotiate understanding through the co-construction of three inter-pragmatic frames ("speech" "conceptual" "topic") in service calls. This study provides multiple examples of NS and NNS revisiting these frames in moment-by-moment and conduct-by-conduct interactions, paying most attention to speech frames.

Thursday, July 28 8:15-8:45 AM • MT Hall of Ideas G
sx7932@albany.edu • State U of New York at Albany • US

Hua Xiang • *Responding to accusations: A contrastive study into apology strategies of Chinese and British* • This paper reports on a study of apology strategies of postgraduate students from Chinese and British cultural backgrounds. It attempts to explore the cultural values and assumptions concerning the production of the participants. The 'insider-outsider' concept is found helpful in explaining the differences in participants' choice of apology strategies.

Thursday, July 28 8:15-8:45 AM • MT Hall of Ideas F
H.Xiang@open.ac.uk • Open U • UK

Chie Yahashi • *Renaissance low style and its linguistic characterization* • This paper addresses the relationship between Low Style described as 'unornamented, brief style' and its linguistic realisation in the English Renaissance. It sets up a theoretical framework for Low Style based on Classical and Renaissance scholarly works, and then examines some texts collected from the Helsinki Corpus.

Thursday, July 28 2:35-3:05 PM • MT Meeting Room O
cy206@jindai.ac.jp • Jin-ai U • Japan

Tatyana Yakhontova • *Rhetorical variation in research genres: The issue of external determinants* • This paper demonstrates the crucial role of a disciplinary context in shaping the common rhetorical and textual features of Anglo-American and Slavic (Ukrainian/Russian) texts. The importance of established traditions in various academic disciplines and cultures is underscored, while broad sociocultural explanations of differences in national writing styles are somewhat questioned.

Friday, July 29 8:50-9:20 AM • MT Meeting Room Q
tyakh@is.lviv.ua • Ivan Franko National U of Lviv • Ukraine

Nadezhda Yakovchuk • *Combating plagiarism: A study of guidelines for international students* • This paper presents a content analysis of the official general and departmental guidelines on plagiarism prevention which British universities and higher education colleges provide for their students. A special focus of this study is the advice and/or support aimed specifically at international students.

Monday, July 25 10:10-10:40 AM • PC 111
n.yakovchuk@warwick.ac.uk • U of Warwick • UK

Minako Yamada • *Cultural mind: Toward building an intercultural communication model* • No model of communicative competence proposed to date has taken into account the fact that both native speakers and non-native speakers bring their culture-specific knowledge into interactions. This study proposes building a multi-layered and multi-faceted intercultural communication model that incorporates what I call "cultural mind" in a principled way.

Monday, July 25 2:00-2:30 PM • MT Hall of Ideas J
yamada@tkk.att.ne.jp • The U of the Air • Japan

Amy D Yamashiro, Fernando Fleurquin • *Specification study: Mapping two examinations to the Common European Framework* • This specification study maps two large-scale certificate examinations of differing levels to the Common European Framework. The discussion includes the procedures for the specification study outlined by the Council of Europe (2003), the results of the analysis, and comments from the participants. Reports based on the study are available.

Friday, July 29 3:10-3:40 PM • MT Meeting Room P
amydyama@umich.edu • U of Michigan, ELI • US
ffleurq@umich.edu • U of Michigan, ELI • US

Sayoko Yamashita • *Are there generation gaps in the realization of speech acts?* • The purpose of this study is to compare the ways Japanese and American people speak in the realization of apologies. The results show that Japanese people speak differently according to their generation, whereas Americans speak similarly across different generations. Some findings agreed with results of Rosenzweig's Picture-Frustration Study in Japanese.

Thursday, July 28 2:00-2:30 PM • PC DE 332
yama@tmd.ac.jp • Tokyo Medical and Dental U • Japan

Miho Yamazaki • *What does 'common ground' enable us to do in conversations?* • This study investigates how people construct positive interpersonal relationships, or common ground. Analysis of the longitudinal conversational data between initially unacquainted speakers of Japanese shows that the establishment of common ground is the discovery and/or the creation of highly personalized conversation styles. There are many paths for reaching that goal.

Monday, July 25 10:45-11:15 AM • MT Meeting Room L
mihoy@hawaii.edu • U of Hawaii at Manoa • US

Miwako Yanagisawa • *Exploring social identity: Language socialization in narrative* • This study will explore the notion of social identity which is presented, negotiated, and socialized in narrative. Examining narrative as a site of language socialization within Gee's (1989, 1996, 1999) framework of a "Discourse," this paper will argue that socialization is an essential component of social identity.

Monday, July 25 8:50-9:20 AM • PC 112
miwako_yanagisawa@hotmail.com • Tokyo Christian U • Japan

Hui-Yun Yang, Patricia Haseltine, Kun-Sung Tai • *The effectiveness of hypertext design in an EFL reading program* • This paper focuses on using hypertext to teach EFL reading. The hypertext design includes provisions for new and given cultural information, lexical items, comprehension testing, audio and visual choices, and emotional and critical responses. Data collected in a four-year technical college shows that hypertext raises students' interest and reading proficiency.

Tuesday, July 26 8:50-9:20 AM • PC South Dining Room
syhuiyun@yahoo.com • Ta Hwa Institute of Technology • Taiwan
phaseltine@yahoo.com • Providence U • Taiwan
taiksd@im.thit.edu.tw • Ta Hwa Institute of Technology • Taiwan

Jun Yang • *Modeling the acquisition of linguistic variables by second language learners* • This paper presents a study of the acquisition of a linguistic variable in Chinese - aspectual particle by second language learners. Results from Varbrul analyses for both learners and native speakers show that the two groups are constrained by different sets of factors with different rankings of constraining strengths.

Monday, July 25 2:00-2:30 PM • MT Hall of Ideas F
yangj@uchicago.edu • U of Chicago • US

Naed-Dong Yang • *Developing a web-based English learning portfolio system* • This paper reports a project which intended to combine portfolio concepts with Web-based technologies, design a Web-based learning portfolio system, and investigate the effectiveness and possible challenges in integrating it into Web-based English learning contexts. The paper will discuss the experiences of developing prototype Web-based learning portfolios for three courses.

Tuesday, July 26 10:10-10:40 AM • PC DE 335
naedong@ntu.edu.tw • National Taiwan U • Taiwan

Rui Yang • *Conjunctions in international teaching assistants' oral discourse* • This paper examines four types of conjunctions to investigate whether and to what extent the use of conjunctions influences scores on a test used for screening the oral proficiency of prospective ITAs. Results indicate the misuse of conjunctions can be argued to contribute to the score distribution.

Monday, July 25 10:10-10:40 AM • PC 112
yang69@purdue.edu • Purdue U • US

Yonglin Yang • *When critical thinking & creative writing meet virtually* • To promote the ELT reformation in China, we design a holistic system for writing training. Theoretically, we adopt a socio-cognitive framework to promote a natural way of learning. Methodologically, we introduce a di-process-controlled method to facilitate developmental learning. Technically, we develop software and databases making e-writing something practical and enjoyable.

Monday, July 25 3:10-3:40 PM • PC DE 235 ylyang@mail.
tsinghua.edu.cn • Tsinghua U • China

Yu-Pin Kevin Yang • *Acquisition of L2 Chinese: A longitudinal study* • This longitudinal study traces the acquisition of grammatical features of Chinese by three L1 English-speaking learners. Whereas negation, particle "le", and classifiers emerged early and were used with increasing sophistication, learners showed differential instruction effects with regard to other grammatical markers. Methodological limitations and pedagogical implications are discussed.

Monday, July 25 3:55-4:25 PM • MT Hall of Ideas F
kymelb@yahoo.com • The U of Melbourne • Australia

Robert Yates, Jim Kenkel • *On the grammar-text interface in developmental writing* • We argue for an integration of both functional and formal perspectives on language to understand the acquisition of the grammar-text interface in developmental writing. This integration is supported by research on the Basic Variety and shows that the non-target-like strings of developmental writers is principled.

Thursday, July 28 9:25-9:55 AM • PC Auditorium
kaboyates@sprintmail.com • Central Missouri State U • US
jim.kenkel@eku.edu • Eastern Kentucky U • US

JungEun Year • *The impact of input frequency in processing the English dative alternations by Korean L2 learners of English* • This presentation will begin with a brief outline of theoretical issues with respect to input frequency, the competition model, and ditransitive constructions. Then, the research questions, data collection, analysis and findings will be presented. Finally, the presentation will conclude with a discussion about methodological issues and some final remarks.

Friday, July 29 10:45-11:15 AM • MT Meeting Room M
jy2014@columbia.edu • Columbia U • US

Keli Yerian • *Structuring discourse with the hands: Gesture use in university lectures* • Research on language and gesture has so far primarily focused on narratives and small group interactions. This presentation examines how spontaneous gesture is used to create and reflect ongoing discourse structure in extended stretches of single-speaker talk. Data are eight videotaped university lectures by different English speakers across disciplines.

Monday, July 25 8:15-8:45 AM • MT Meeting Room L
kyerian@stanford.edu • Stanford U • US

Youngjoo Yi • *What can applied linguistics contribute to Generation 1.5 literacy research?* • The presenter will re-examine second language (L2) writing research from an applied linguistics perspective by discussing possible intersections between Generation 1.5 literacy research and applied linguistics. The presentation will focus in particular on whether or not and to what extent applied linguistics can contribute to Generation 1.5 literacy research.

Monday, July 25 8:50-9:20 AM • MT Meeting Room N
yi.57@osu.edu • The Ohio State U • US

Hu Yijie • *Theorizing teachers' beliefs: A vista to generate their theory* • A case study of a non-native teacher's systematic self-exploring and critical self-reviewing of his beliefs with the help of an "outsider" shows that such a theorizing process has the potential to open up a new vista for teachers to generate their context-sensitive theory.

Tuesday, July 26 8:50-9:20 AM • PC DE 232
huyjie19@public.szptt.net.cn • Shenzhen U • China

Yoon-Kyung "Kecia" Yim • *Examining diversity issues in the context of computer-mediated communication (CMC): Sociocultural activity model* • Through a qualitative multiple-case study, I examined second language (L2) students' participation in online forums in academic courses, and explored how various factors constructed students' identities in face-to-face and online learning communities. I examined the relationship of these factors in shaping the community of practice and observed how they sometimes created tension among members of the community.

Monday, July 25 3:55-4:25 PM • PC 112
kyim@interchange.ubc.ca • U of British Columbia • Canada

Isaiah WonHo Yoo • *Interpreting "the last decade/century" and "the next decade/century"* • "Last/next year" means "from Jan. to Dec." and "the last/next year" "the past/next 12 months." "Decade/century," however, do not combine with "last/next." Then what do "the last/next + decade/century" mean? The presenter discusses the five factors in interpreting those phrases found by corpus analyses.

Thursday, July 28 8:50-9:20 AM • PC 226
iyoo@mit.edu • Massachusetts Institute of Technology • US

Fumiko Yoshimura • *Effects of manipulating foreknowledge of output tasks on language processing* • This presentation reports an experiment addressing effects of manipulating foreknowledge of output tasks on language processing. Foreknowledge of output tasks did cause reading behavior suggesting more attention toward language and more matching between their interlanguage and the input. More language retention was observed in the immediate text production.

Monday, July 25 3:10-3:40 PM • PC DE 335
yoshimura@kiiis.ac.jp • Kyushu Institute of Information Sciences • Japan

Yuki Yoshimura • *The role of automaticity: Development of oral fluency* • The study reports psycholinguistic factors involved in the development of L2 fluency. Linguistic competition at the lexical and syntactic levels is examined by comparing beginning and advanced learners. The study examines factors that block oral fluency and ways in which fluency can be trained by automatizing linguistic competition.

Thursday, July 28 2:35-3:05 PM • PC 309
yyuki@cmu.edu • Carnegie Mellon U • US

Madeleine Youmans, Faun Bernbach Evans • *English composition handbooks' treatment of plagiarism: ESL concerns* • This study investigates plagiarism discourse in English composition handbooks. Most handbooks have sections for ESL/multilingual writers. However, they overlook intellectual property issues, and there are no adaptations for ESL/multilingual students of mainstream plagiarism-related content. Student interviews indicate that handbooks should address such sociolinguistic issues specifically for ESL students.

Thursday, July 28 2:35-3:05 PM • MT Meeting Room Q
youmansm@email.uah.edu • U of Alabama in Huntsville • US
fevans@colum.edu • Columbia College, Chicago • US

Ying Yu, Liying Cheng • *The impact of a high-stakes test on textbook design* • As comparatively fewer researches in previous empirical studies have focused on exploring how tests, especially high-stake ones, influence teaching materials or textbooks. This study explores this aspect of washback effects of the Chinese College English Test (CET), which is meant to reinforce the College English Teaching Syllabus.

Thursday, July 28 3:10-3:40 PM • MT Meeting Room P
yushadow@yahoo.com • Queen's U • Canada
chengli@educ.queensu.ca • Queen's U • Canada

Ikari Yukio • *A neuropsycholinguistic consideration of over-regularization in language development* • The purpose of the presentation is to examine some typical phenomena observed in language development, and to propose a model which could explain them adequately as well. The model will be designed in careful consideration of the PDP Model as well as in combination of the nativist and empiricist models.

Thursday, July 28 2:00-2:30 PM • PC DE 335
ikari@lit.osaka-cu.ac.jp • Osaka City U • Japan

Sandra Zappa-Hollman • *Teaching English as a foreign language in Argentina: Main issues* • In this presentation, I will provide an in-depth descriptive and critical analysis of the English as a Foreign language (EFL) teaching state-of-the-art in the Argentine education system. This qualitative study draws from questionnaire and interview data with teachers from 7 Argentine provinces, thus representing EFL teachers' views across the country.

Friday, July 29 2:35-3:05 PM • MT Meeting Room M
jhollman@ieee.org • U of British Columbia • Canada

John Weijian Zhang • *Students' goal orientations and foreign language learning* • This research assessed Chinese college English learners' goal orientations and found out that they are almost equally mastery goal oriented and performance goal oriented; an orientation of mastery goals is more highly correlated with self-efficacy, anxiety and strategies; mastery goal oriented students are more motivated and do better in China National College English Test - Band 4 (CET-4). Such findings suggest that mastery goals rather than performance goals need to be encouraged.

Friday, July 29 3:10-3:40 PM • MT Hall of Ideas J
thankyouagain@tom.com • Guangdong Education Institute • China

Wentao Zhang • *Analysis of interlingual and intralingual errors made by Chinese university students* • This dissertation makes a case study of Chinese college students' writing and analyzes interlingual and intralingual errors found in the writing.

Friday, July 29 8:15-8:45 AM • PC DE 327
autumnzhang@yahoo.com • Zhongnan U of Economics and Law • China

Yuanzhong Zhang • *Applying applied linguistics: An exemplary case of ELT in China* • The definition and role of applied linguistics has been interpreted variedly in the context of world Englishes. Through examining China's English language teaching as a case in point, applied linguistics is proposed as a field of integrative inquiry that bridges the linguistic theories, pedagogical research, and instructional practices.

Monday, July 25 10:45-11:15 AM • MT Meeting Room Q
yzhang@mdc.edu • Miami-Dade College • US

Xiaopei Zhong • *Bodily vehicles of language metaphors: Chinese vs. English* • This paper compares the bodily vehicles of language metaphors (LM) between Chinese and English. The body, the substances, the parts and the fluids and waste products of the body can be used as vehicles in both Chinese and English.

Thursday, July 28 9:25-9:55 AM • MT Meeting Room R
xiaopei_zhong@hotmail.com • Guangxi U for Nationalities • China

Erica Zimmerman • *Understanding issues of identity and culture:*

A CA perspective • Using a Conversation Analysis perspective, this presentation will illustrate how discussions of culture and cultural differences allude to membership categorizations of one of the participants. It will demonstrate how the participants' ethnic identities (Japanese and Korean) are made relevant in the interaction through these cultural discussions.

Tuesday, July 26 2:00-2:30 PM • PC 205
ezimmerm@hawaii.edu • U of Hawai'i at Manoa • US