

Adewale Adegbite • *A stylistic analysis of conflict mediation discourse in literary texts* • This study does a comparative stylistic study of two extracts of conflict mediation discourse from Homer's *The Iliad* and Achebe's *Things Fall Apart*. It analyzes the linguistic patterns that realize theme, transitivity, mood and modality and compares the patterns that occur in the two extracts.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
adewaleadegbite@yahoo.com • Nigeria

Atsushi Asai, Yuka Ishikawa • *A morpho-phonological trend of loanwords in Japanese* • Influences of loanwords from English are increasing in every language as information technologies advance and spread globally. This paper reports a trend of loanword transcriptions in Japanese and explains the diphthongization with phonetic properties, phonological mechanisms and sociocultural factors.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall
asai@daido-it.ac.jp • Daido Institute of Technology • Japan
y_uka@catnip.freemail.ne.jp • Hiroshima International U • Japan

Michiko Bando • *The lexical entry of tense morphemes in Japanese* • Japanese has explicit tense morphemes: non-past, '-(r)u' and past, '-ta.' Besides their tense setting functions, they have another function to refer to some focus point of an event which a predicate denotes. This poster presents formally how such tense morphemes which have complex functions are listed in mental lexicon.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
bando@sue.shiga-u.ac.jp • Shiga U • Japan

Rivi Carmel • *English for young learners (EYL): Sociocultural domains reflected in discursive resources* • English for Young Learners (EYL) in Israel is a socio-cultural phenomenon, shaped by external forces of globalization and socio-political trends, shaping people's identities and affecting social practices. I will examine children's, teachers' and parents' discursive resources for their ideological content and for the social positions they construct for the actors involved.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
rivishai@netvision.net.il • Beit-Berl College/ Kibbutzim College • Israel

Chaka Chaka • *Chaos theory and the quantum mechanics of language: Lyotard, Derrida and Halliday and the dispersion of discourse analysis* • The papers explores the interface between chaos theory and quantum mechanics on the one hand, and Lyotard's systems theory, Derrida's deconstructive views and Halliday's systemic theory of language. On the basis of this theoretical framework, it proposes a discourse analysis informed by the three theorists.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
webchaka22@yahoo.co.uk • U of Transkei • South Africa

Sunmee Chang • *Don't you know that we are picky?* • This research is investigating general Korean mothers' preference for certain qualifications of English teachers.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
ugaphd03@hotmail.com • Hoseo U • South Korea

Hsien-jen Chin • *Cross-linguistic effects on the acquisition of aspect in L3* • The present study investigates the acquisition of the aspectual marking in Spanish and Japanese by Chinese-English bilinguals. The predicted finding is that the psycho-typological effect affects the source of transfer and the acquisition of the aspectual markings that do not exist in the learners' L1 is possible.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
hchin2@uiuc.edu • U of Illinois at Urbana-Champaign • US

Cathryn Crosby • *Print and screen reading strategies of a Generation 1.5 learner* • What we understand reading to be has taken on a different meaning because of technology. This presentation will compare print and screen reading and the effects this has on reading strategies of Generation 1.5 learners.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
crosby.69@osu.edu • The Ohio State U • US

Terrence Doyle, Hui Fang Song, Risa Kurahashi • *Nexus analysis of conference questions and comments in three languages* • Using a situation-based approach the presenters carried out a nexus analysis of participants' questions and comments in Chinese, English, and Japanese at conference presentations. Analysis included follow-up interviews about the participants' background information which made clearer the discursive sources of the various linguistic differences in the participants' questions and comments.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
tdoyle482@yahoo.com • City College of San Francisco • US
hfmelody2002@yahoo.com • City College of San Francisco • US
kurarin777@hotmail.com • San Francisco State U • US

Susan Edwards, Mariko Miyajima • *Tutorials in academic EFL settings* • Tutorials are a valuable source of individual support for university students. The session will outline the variety of ways in which tutorials are conducted, and introduce students' and teachers' perceptions of their purpose. A flexible model of tutorials appropriate for tertiary academic settings will be presented.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
edwards@icu.ac.jp • International Christian U • Japan
banri@k2.dion.ne.jp • Seisen U • Japan

Karen Englander-Beck • *Successful revisions to manuscripts criticized for nonnative-like English usage* • After being rejected for language use, some scientific manuscripts are accepted for publication. Here results of an SFL analysis of successful revisions (manuscripts which finally received publication) by Mexican scientists are presented, with recommendations for Spanish-speakers concerning the construal of textual, ideational and interpersonal features intended for English readers.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
karenenglander@hotmail.com • Universidad Autonoma de Baja California, Mexico • US

Minhee Eom • *Iowa Test of English Language Learning: Listening and speaking tests* • The listening and speaking modules of Iowa Tests of English Language Learning are theoretically based on the communicative language ability model. Several analyses have been conducted of the ESL standard and a number of state standards and the textbooks for each target grade.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
minhee-eom@uiowa.edu • U of Iowa • US

Diana Frantzen • *Patterns of incremental lexical development in advanced L2 Spanish learners* • Using data gathered from advanced Spanish learners' performance on two sets of vocabulary pre- and posttests (each set employing both no-context and with-context formats), this presentation provides empirical support for the claim that much L2 vocabulary is learned on an incremental basis, presenting patterns learners exhibited as they acquired vocabulary.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
dlfrantzen@wisc.edu • U of Wisconsin-Madison • US

Mira Gambhir, Clea Schmidt • *Linguistic and cultural needs of non-native English-speaking teacher candidates* • This poster presents research into the linguistic and cultural support offered for NNES teacher candidates in two Canadian teacher education programs. Questionnaire and interview data presented provide an overview of NNES candidates' program experiences and their instructors' perceptions of their needs. Implications for teacher education programs and policy are discussed.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
mgambhir@oise.utoronto.ca • U of Toronto • Canada
cschmidt@oise.utoronto.ca • U of Manitoba • Canada

Ann Go • *The literacy development of Chinese and Vietnamese newcomer students* • Using a systemic functional approach with a focus on genre structures and language features, this one-year case study identified the patterns of writing development of six Chinese and Vietnamese newcomer students in fifth and sixth grades. This study also identified the contextual factors that affected the newcomer students' writing development.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
goal@csus.edu • California State U, Sacramento • US

Marcelo Hatugai • *Levels of learner autonomy in foreign language education* • This presentation reports on a study that aims at investigating how lessons mediated by computers and the use of the Internet can promote autonomy among EFL learners. It is expected that the study will help towards more effective use of online resources by language learners in public schools in Brazil.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
hatugai@hotmail.com • State U of Campinas • Brazil

Setsuko Hirao • *Enhancing learner autonomy and motivation using the language portfolio* • Essentials in English language teaching and learning will be: learners' motivation, learner autonomy, goals for attainments, and self-assessment. This paper attempts to examine whether the language portfolio can be successful in motivating study and promoting learner autonomy among EFL learners. The findings will be presented at the poster session.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
hiraos@vega.aichi-u.ac.jp • Aichi U • Japan

Shuozhao Hou • *3D animation and second language acquisition* • With the increasing presence of visuals in second language instruction, teachers and researchers are getting more concerned about what role visuals play in second language acquisition. This paper will focus on empirical research on how 3d animation can help facilitate second language acquisition of international undergraduate students.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
hous@purdue.edu • Purdue U • US

Dilshod Ismanaliyev • *How to solve pronunciation problems* • What makes learners believe they will not be able to pronounce English well? Personal and sociological obstacles. Testing pronunciation and problems in oral testing. Pronunciation should be added to the standard ESL/EFL curriculum. Participants' ideas and concerns will be welcomed.

Thursday, July 28 2:00-5:30 PM • MT Exhibit Hall A
eng_uz@uzsci.net • Uzbekistan State World Languages U • Uzbekistan

Joana Jansen, Carl Falsgraf • *Development of a multi-language SLA database* • This session introduces a new searchable database of spoken and written L2 learner productions. Data is collected via an online proficiency test developed by the Center for Applied Second Language Studies (CASLS). The databank includes 45,000-plus items in multiple languages, significantly increasing resources available to the SLA research community.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
jjansen@darkwing.uoregon.edu • U of Oregon • US
falsgraf@oregon.uoregon.edu • U of Oregon • US

Hisatake Jimbo, Ken Hisamura, Shien Sakai, Takeshi Hirono, Masachika Ishida, Asako Yamazaki, Matsuo Kimura, Akiko Kochiyama • *Training prospective secondary school English teachers in Japan* • We have conducted two major questionnaires. Firstly, we have investigated required standards for hiring new teachers of English at 48 prefecture board of education in Japan. Secondly, we have investigated the problems the teacher trainers of secondary schools face. Our analysis of the data collected will be given.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
jimbo@xp.wind.jp • Waseda U • Japan
DZJ01411@nifty.ne.jp • JACET • Japan
GAF05744@nifty.ne.jp • JACET • Japan
takeshih@bekkome.ne.jp • Bunkyo U • Japan
ishida-m@seisen-u.ac.jp • Seisen U (JACET member) • Japan
yamazaki@yc.musashi-tech.ac.jp • Musashi Institute of Technology • Japan
jimbo@waseda.jp • Japan Association of College English Teachers • Japan

Akiyo Joto • *Consonantal effects on English vowel discrimination by Japanese learners* • Japanese learners differently discriminated between the American English (AE) vowel /ae/ and /e/ depending on the different final consonants /t/ and /d/ in the particular initial consonantal contexts in monosyllabic words. Results indicated that the acoustic characteristics of the vowels were related to the differing discrimination patterns.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
joto@hirojo-u.ac.jp • Hiroshima Prefectural Women's U • Japan

Yasuko Kanda • *The functions of the pragmatic particle and the discourse type* • The purpose of this paper is to examine the generation of meanings of a Japanese pragmatic particle "NODA" and its versatile pragmatic functions according to discourse style, as an example of describing corresponding expressions in other languages.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
y-kanda@utc.osaka-gu.ac.jp • Osaka Gakuin U • Japan

Merel Keijzer • *Applying theory: The regression hypothesis and non-pathological language attrition* • This study attempts to test Jakobson's regression hypothesis in relation to the attrition of Dutch emigrants in Canada. Not only will preliminary results be presented, an attempt is also made to show how an experimental research design can still complement a theoretical base, such as regression.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
mcj.keijzer@let.vu.nl • Free U Amsterdam • Netherlands

Barbara Kroll • *How non-experts can explore language variation and change locally* • In every locale, students can document examples of language variation and change in the local language(s) from various sources of realia. This poster will illustrate how to design and implement a data collection and scrapbook project, showcasing English samples collected by novice students. Handouts with instructions to be provided.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
barbara.kroll@csun.edu • California State U • US

Larry LaFond • *L2 acquisition of morphosyntactic features* • This session presents two studies on the impact of particular learner strategies on adult L2 language morphosyntactic acquisition, focusing on 74 American learners of German in instructed settings. By isolating specific phi-features and case, the study also advances our descriptive understanding of the various loci of difficulty for L2 learners.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
lafond@siue.edu • Southern Illinois U Edwardsville • US

Patricia Lucas • *Overcoming challenges in an ESP course: Needs and wants fulfilled* • Activities designed for an ESP course for aviation will be shown and discussed. This course presented the university that was offering it with a double challenge - enabling learners to read aircraft maintenance manuals (company needs), providing speaking lessons (students wants). After analysis both expectations were successfully fulfilled.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
patypatinha@yahoo.com.br • Universidade Federal de São Carlos • Brazil

Luciana Marcheti • *Internet as a source for EFL teaching material development* • This poster section will show the results of a course for elementary EFL teachers which aims to enable them to develop teaching material from resources available on the Internet. These teachers are advised to adjust such material to their teaching context. Material efficiency and teacher autonomy are investigated and discussed.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
lumarcheti@yahoo.com.br • Federal U of Sao Carlos • Brazil

Meryl McQueen • *Mother Earth/Earth child: Language, power, and symbolism for ecological survival* • This project is a visual exploration of the power of metaphor to identify, shape, and limit our relationship with nature. Building on the foundation of 'mother' symbols for the planet as humanity has evolved, the work develops a theme for shifting the relationship to a parenting role.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
dr_meryl_mcqueen@yahoo.com.au • Independent researcher/
writer • Australia

Linnea Micciulla • *Muslims through the lens of US media* • This poster analyzes data on the representation of Muslims in the US media prior to 2001, examining lexical co-occurrence, referring expressions, predicates, and underlying presuppositions. The high frequency of collocations such as "Islamic terrorists" across texts, combined with negative predication, creates and reinforces negative stereotypes.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
polyglot@bu.edu • Boston U • US

James Mischler • *The effect of the L1 lexicon on L2 writing vocabulary* • This ongoing study investigates the effect of a L1 prewriting activity on L2 vocabulary complexity. Participants completed two L2 writing tasks; the L1 prewriting activity preceded the second task. Lexical Frequency Profile software measured changes in L2 vocabulary usage. Preliminary results indicate that a positive relationship exists between the variables.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
mischle@okstate.edu • Oklahoma State U • US

Ikuyo Morimoto • *Co-construction of utterances in Japanese multiparty conversation* • This study investigates the characteristics of 'co-construction' in Japanese multiparty conversation. Following analysis, discussion centers on the following two points: 1) how the relatively 'loose' syntactic ordering of Japanese provides participants with opportunities to accomplish co-constructions; and 2) participants achieve their co-constructions appropriately, establishing specific interactional identities, namely, co-tellers.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
ikuyom@nict.go.jp • National Institute of Information and Communications Technology • Japan

Elsie Naudé • *Profiling language in young urban English Additional Language (EAL) learners* • It is often difficult to distinguish between learners who struggle because they are learning in an additional language, and those who struggle because of innate language impairment. The poster depicts research to construct a profile of typical language characteristics of young EAL learners in urban multilingual pre-schools in South Africa.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
enaude@postino.up.ac.za • U of Pretoria • Republic of South Africa

Alfaro Noemi, Leonardo Herrera, Marisela Colín • *PIA/PLE: Theoretical and critical Portuguese teachers' formation* • This study aims to find out how Portuguese teachers perceive and evaluate their practice as a subject in an Action Research Project of Portuguese as a Foreign Language, PIA-PLE.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
noemi.alfaro@yahoo.com.mx • CELE/UNAM • Mexico
leoherre@servidor.unam.mx • CELE/UNAM • Mexico
marisela.colin@upf.edu • CELE/UNAM • Mexico

Aisling O'Boyle • *Sharing space and thoughts* • This poster examines the language of dialogical thinking in small group teaching environments using a spoken corpus from a university context in N. Ireland. The space within which participants interact, is explored from a sociocultural perspective, with reference to how the role of dialogue promotes the development of thinking skills.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
a.oboyle@qub.ac.uk • Queen's U Belfast • N. Ireland

Inobat Sadykova • *Principles of compiling an English-Russian-Uzbek legal dictionary* • This poster presents the principles and challenges involved in compiling the Student's English-Russian-Uzbek Dictionary of Legal Terms. This work is a first attempt at codifying American and British legal terms for Uzbek students of law. Emphasis is on the approach to choosing and codifying the terms.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
isadikova@yahoo.com • Tashkent State Law Institute • Uzbekistan

Tomoko Sakita • *Information management and preferred argument structure in conversational reporting discourse* • This study shows that Preferred Argument Structure (Du Bois 1987) holds for the genre of American English conversational reporting discourse. The low-transitivity clausal objects of verbs of saying reinforce relatively fixed syntactic distribution patterns motivated by the constraints on information flow. It demonstrates the "discourse basis" of grammatical patterns.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
sakita@hi.h.kyoto-u.ac.jp • Doshisha U • Japan

Jeremie Seror • *Feedback as dialogue: Implications of sociocultural theory for L2 writing* • This poster explores the implications of sociocultural theory for studies of feedback in L2 writing. It analyses the role of feedback not only as an evaluative tool, but also as a socially constructed dialogue whose positioning of writers within the academic community must be further questioned.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
jeremies@interchange.ubc.ca • U of British Columbia • Canada

Ayako Suzuki • *Understand who and what?: International understanding through sugarcoated EIL* • This paper investigates the issue of promoting international understanding through English as an International Language (EIL). Since students learn English used by native speakers as EIL (sugarcoated EIL), they are likely to have biased international understanding. This paper considers a possible way to improve teaching sugarcoated EIL for international understanding.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
suzu-aya@xc4.so-net.ne.jp • King's College London • UK

Ana Cecilia Torres • *Working memory capacity and reader's performance on main idea construction in L1 and L2* • This study investigates whether there is a relationship between working memory capacity and reader's performance on a main idea construction task. Results indicate that there is a relationship between them. In addition, high and low-working memory readers present a different profile of strategy use to construct the main idea.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
anac.gama@terra.com.br • Universidade Estadual de Londrina • Brazil

Patrícia Tosqui • *Making an ecotourism dictionary* • This poster presents the methodology used for making a bilingual dictionary of ecotourism. The lexical items are collected in English and Portuguese corpora, and then a study of their semantic properties is carried out in order to prepare definitions in Portuguese and translate them into English.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
patriciatosqui@uol.com.br • São Paulo State U • Brazil

Jian Yang, Gaylene Levesque, Sooseon Kim • *How Asian are some Asian Englishes?* • This poster session presents findings from a survey that explored 496 college students' use of English outside the classroom and attitudes towards English in China, Taiwan, and Korea. Tentative conclusions are drawn regarding the nativization of English thereof, and other Asian Englishes are also briefly discussed for a comparison.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
yangj@seattleu.edu • Seattle U • US
gclevesque@cec.pccu.edu.tw • Chinese Culture U • Taiwan
daffodilsusan@hanmail.net • Daejin U • Korea

Mohamed Yeou • *English prenuclear accents produced by Moroccan learners of English* • The study compared the acoustic characteristics of accented syllables produced by Moroccan learners of English with that produced by native English speakers in terms of F0 alignment and syllable duration. The results indicate that the Moroccan learners transfer the F0 alignment and durational patterns of their native language to English.

Thursday, July 28 2:00-5:00 PM • MT Exhibit Hall A
m_yeou@yahoo.com • Chouaib Doukkali U • Morocco