

Monday Morning

A closer look at cultural difference: 'Interculturality' in talk-in-interaction

Monday, July 25 8:15-11:15 AM • MT Hall of Ideas I

Organizers: Christina Higgins, Junko Mori

This symposium draws on a range of microanalytical discourse approaches to explore the social construction of 'interculturality' (Antaki & Widdicombe, 1998; Nishizaka, 1995; Mori, 2003) with a focus on gender, ethnicity, and nationality. The papers examine a range of contexts to explore how participants 'do being intercultural'.

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Christina Higgins • *Constructing the in-group: Affiliation and resistance among urban Tanzanians* • I examine how a group of Tanzanian journalists co-construct their identities as members of the same culture through several shared membership categories (Sacks, 1972, 1979, 1992). I demonstrate how the journalists propose and subsequently reaffirm, resist, or transform the categories 'westernized' and 'ethnically marked' to align themselves as co-members.

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Elizabeth Axelson • *Double-edged strategies in intercultural discourse among graduate students* • This paper analyzes the use of vocatives and humor in a multi-cultural graduate student project group, illustrating how inclusion and inequality are linked and shape mixed outcomes in this context. While the Japanese member reported a rich learning experience, the Americans learned little from or about their subordinated partner.

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Hye-Kyung Ryoo • *Interculturality serving multiple goals in African-American and Korean service encounters* • This paper presents an analysis of service encounters between African-American customers and Korean immigrant shopkeepers, focusing on the way they turn interculturality into a positive interactional resource. A close analysis of talk reveals that cultural differences are constructed as powerful interactional resources the participants use to achieve various interactional goals.

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Dennis Day • *Mezzo-context and the analysis of an appropriate categorization* • I will demonstrate how in microanalyses of interactional interculturality, we may extend our analyses beyond the confines of a particular interaction into 'mezzo-contexts'. The gist of my argument is that in an analysis we may go 'outside' the interaction at hand, but in an empirically-motivated way.

dennis.day@language.sdu.dk • Syddansk U • Denmark

Christina Kakava • *Negotiation of cultural and social identities in interstitial participation* • Attending to the internal organization of talk and its interactive frames, I demonstrate how some adult ESL learners negotiate their cultural and social identities at the interstices of their teachers' actions through different alignments. The participants' foregrounding and backgrounding of these identities highlight the complexity of intercultural talk in interaction.

ckakava@howard.edu • Mary Washington College • US

Cecilia Cutler • *The co-construction of whiteness in an MC battle* • Within hip-hop, the hegemonic, invisible position of whiteness is subverted to a black norm. MC battles are a venue for hip-hoppers to demonstrate their verbal skill. This paper examines how a white participant in an MC battle and his African American opponents participate in the obligatory co-construction of his whiteness.

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Discussant: Junko Mori**Cognition and strategy: Empirical studies in L2 Chinese reading**

Monday, July 25 8:15-11:15 AM • PC Auditorium

Organizer: Helen Shen

This symposium includes three empirical studies, from reading development perspective, reporting the developmental patterns in cognitive behaviors and the use of cognitive strategies by L2 Chinese learners in reading acquisition. The results of the studies contribute to a better understanding of L2 Chinese learners' character/word processing in reading comprehension.

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Helen Shen • *An investigation of word decision strategies among L2 Chinese learners* • This study investigates word decision strategies used by non-native Chinese speakers from the beginning to the advance levels by examining the types of strategies that the learners apply in making word decision during reading, and the developmental trends in the use of the strategies across learning levels.

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Chuanren Ke • *Radical knowledge, radical position awareness, and word recognition* • This study investigates the developmental trends regarding non-native Chinese learners' knowledge of semantic radicals and their sensitivity to the position of semantic radicals in a particular character across learning levels as well as how the development of the sensitivity of semantic radical position affect learners' reading comprehension.

Chuanren-ke@uiowa.edu • The U of Iowa • US

Xiaohong Wen • *Strategies of reading Chinese characters by English-speaking learners* • The study investigates the phonological and other reading strategies used by learners of Chinese as a foreign language (CFL). The study will also examine the relationships among the variables of naming characters, recognizing the meaning, using characters in context, phonological awareness, and the level of language proficiency.

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Discussant: Chuanren Ke**Critical issues for language and content in bilingual education**

Monday, July 25 8:15-11:15 AM • PC 325/326

Organizer: Richard Barwell

This symposium critically explores the nature of the relationship between language and content in bilingual education. The contributors draw on research in a range of 'mainstream' classroom contexts to problematise important aspects of the language-content duality, including issues of power, discourse, culture and the role of texts.

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Sophie Arkoudis • *ESL and mainstream teachers balancing curriculum* • In attempts to develop dialogue between mainstream and ESL teachers, ESL teachers often experience difficulty in balancing language and content. This paper will explore, through discussion of ESL and science teachers planning together, as well as primary literacy and ESL teachers, the processes that support language and content teaching.

sophiaa@unimelb.edu.au • U of Melbourne • Australia

Richard Barwell • *Integrating language and content: A challenge from the mathematics classroom* • How do learners of English learn mathematics in Britain? What does an understanding of this question say about the relationship between language and content learning? In this paper, I argue that language and content need to be seen as reflexively related. I explore some of the consequences of this position.

richard.barwell@bris.ac.uk • U of Bristol • UK

Angela Creese • *Is this content-based language teaching?* • Much of the content-based language teaching literature describes the benefits to be gained by integrating content with language-teaching aims and rejects the formal separation between 'content' and 'language' as a pedagogic necessity for language learning. This paper explores classroom interactions which trouble this claim.

a.creese@bham.ac.uk • U of Birmingham • UK

Chris Davison • *Learning your lines: Negotiating language/content in subject English* • Using data from interviews and classroom interactions, this paper explores the perceptions and impact of subject English internationally on 'outsider' ESL students and teachers, highlighting the different orientations to language/content, the legitimacy of different participants' voices in the construction of the subject, and the centrality of culture.

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Discussant: Marilyn Martin-Jones

Domain-specific internet communication

Monday, July 25 8:15-11:15 AM • PC 313

Organizer: Dieter Stein

In addition to the constraints on language by the Internet medium itself, domain mutual knowledge adds another constraining dimension to domain-specific communication. This symposium looks at the effect of the domain constraint on language and genres in different domains and the effect the use of the Internet medium has on these domains themselves.

stein@phil-fak.uni-duesseldorf.de • U of Düsseldorf • Germany

Isabel Berman • *Email- "inspired" changes in nonnative legal discourse* • At IDC, students use electronic resources for research and online interaction-communication with instructors, usually in English. This paper discusses preliminary research into the overlap between the informality of email communication between students and instructors and the growing use (misuse?) of e-mail-type informal discourse in written legal assignments.

berman@idc.ac.il • The Interdisciplinary Center - Herzliya • Israel

Carsten Felden • *Integrating structured and unstructured data in a business intelligence system* • Decision makers in enterprises cannot handle information flooding without serious problems. A market data information system (MAIS), which is the foundation of a decision support system for German energy trading, uses search and filter components to provide decision-relevant information from Web-documents for enterprises. Business information should be made available according to the personal need of a manager by a self-defined push mechanism. We propose an integrated architecture for active data warehousing utilizing ontology-based user profiling and document retrieval.

c.felden@uni-duisburg.de • U of Duisburg-Essen • Germany

Marsha Bensoussan, Bonnie Ben-Israel • *Language teaching and the internet: Computer-mediated EFL academic reading comprehension courses* • At the University of Haifa, courses in advanced English reading comprehension were enhanced by two approaches using computer-mediated materials on the HighLearn platform: (1) supplementary tasks to text-book based materials and (2) a unit developed entirely on texts and tasks on the Internet. Student and teacher reactions are reported.

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Alex Bergs • *Linguistic aspects of networks in scientific communication* • This paper investigates the possibilities, chances, and risks of analyzing professional online communication from the point of view of interactional sociolinguistics, combined with modern social network analysis. In particular, it shows how the distinction between latent versus emergent networks and the concept of coalitions can be fruitfully utilized in analyzing digital communication.

bergs@phil-fak.uni-duesseldorf.de • U of Düsseldorf • Germany

Dieter Stein • *New hard structures - Old and new soft structures* • The language and rhetoric of websites of banks is not adapted to the new medium. The correctness of grammatical forms is more in the limelight than in paper text, and texts structure itself is mostly a hangover imported from paper texts and not adapted to the processing pragmatics of the Internet text.

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Ethics and ecology in instructed SLA research: Tensions, challenges, opportunities

Monday, July 25 8:15-11:15 AM • MT Ballroom C

Organizer and discussant: Lourdes Ortega

The goals of instructed SLA research encompass both theory construction and the generation of pragmatic knowledge with consequences for the improvement of educational practices. Motivated by this shared assumption, we reflect on ethical and ecological challenges involved in doing research on second language teaching and learning across varied educational contexts.

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Teresa Pica • *Information gap tasks as simultaneous classroom activities and research instruments* • An approach is offered for developing information gap tasks that can serve simultaneously as form focusing activities, authentic to classrooms, instructional treatments grounded in L2 theory, and instruments for data collection on L2 processes and outcomes. Data from task implementation are presented with implications for L2 theory, practice and research.

teresap@gsse.upenn.edu • U of Pennsylvania • US

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Nina Spada • *Investigating L2 learning in Canadian schools: Conditions, considerations and constraints* • I will explore some of the epistemological, ecological, and ethical considerations related to carrying out sustained programs of second language research in school settings. These considerations will be examined across a wide range of research programs for majority and minority L2 learners of English and French in Canadian schools.

nspada@oise.utoronto.ca • U of Toronto • Canada

Carol Chapelle • *Research methods in graduate applied linguistics education* • Instructed SLA research investigates how and if development of multicompetence can be attributed to instruction through the collection of evidence that is attainable by the researcher and useful for guiding educational practice. Graduate students therefore need technical competencies in a range of methods; these should be taught vis-à-vis their epistemological and ethical foundations.

carolc@iastate.edu • Iowa State U • US

Patricia Duff • *The life and afterlife of second-language classroom research* • This presentation addresses issues related to emerging qualitative classroom research methodologies. Based on my research over the past decade across a variety of educational contexts, I will discuss ethical, ecological, and political aspects of collecting and interpreting data over an extended period of time, as well as criteria for evaluating research.

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Gender in public settings: Approaches to third wave feminist analysis

Monday, July 25 8:15-11:15 AM • PC 213

Organizer: Marlis Hellinger

The symposium will demonstrate that a theoretical and methodological pluralism is necessary to address the complexities of gender as it is constructed in various public settings. Emphasizing that both qualitative as well as quantitative analyses of gendered practices are needed, the symposium will contribute to current debates on post-feminist approaches (which includes knowledge of feminism and all its spin-offs) and Third Wave Feminism.

hellinger@em.uni-frankfurt.de • Johann Wolfgang Goethe-Universität • Germany

Surinderpal Kaur • *A case study on situated meanings in the performance of gender in cyberspace* • Transcripts from three different online communities of practice (2 message boards and one chatroom) are the empirical basis for an analysis of how group members construct and negotiate multiple gendered identities and positions for themselves in virtual communities. The theoretical approach will combine the Cof P framework with CDA.

s.kaur@lancaster.ac.uk • U of Lancaster • UK

Victoria Bergvall • *Analyzing gender representations in public media: Matching tools to tasks* • Addressing the debate concerning methodologies for studying how gender works in language, it is argued that methodological pluralism is necessary to understand its complexity and significance in public discourse. The paper demonstrates how Critical Discourse analysis is critical to analyzing and reframing negative portrayals of gender created in public media.

vbergval@mtu.edu • Michigan Tech U • US

Andrea Simon-Maeda • *Bigger is better: Masculinity and consumerist discourses in Viagra advertisements* • Analyzing Internet advertisements for bodily management, the paper addresses strategies of display and reproduction of ideologies of (male) sexuality within a CDA model. It is demonstrated how in consumerist discourse visual and textual material is used for the construction of heterosexual desire and "authentic" masculinity.

andrea-m@nifty.com • Nagoya Keizai U • Japan

Juliane Schwarz • *Bridging the gap: Linguistic sexism and Third Wave Feminism* • Examining metalinguistic data on (non)sexist language, produced by different age groups in an academic setting, the paper takes the discussion of sexist language beyond second wave feminist concerns with discrimination. It focusses on related practice, evaluation and the conceptualization of non-sexist language in situated talk and thus contributes to Third Wave Feminist research.

juliane.schwarz@uce.ac.uk • U of Central England • UK

Jane Sunderland • *Post-feminist understandings of jokes about women* • In feminist interpretations, sexist representations of women in jokes have been denounced as reprehensible since they position women as victims. Referring to concepts of contradiction and ideological dilemma (CDA), the paper argues that a post-feminist perspective allows for alternative readings of the 'multiply positioned' jokes which may include even 'amused' responses.

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Erik Schleef • *Question tags, backchannel signals, agreement, and transition markers in American and German academic discourse* • Taking a cross-cultural perspective on American and German academic discourse, the functions of various discourse markers (e.g., o.k., right) are analysed and related to gender, the academic context and the particular discipline. Using both corpus data and collected material, the impact of gender on the use of the discourse markers varied according to contextual factors, but showed similar results for both languages.

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Cecilia E. Ford • *Women's agency and participation: Feminist research for institutional change* • Adapting and augmenting methods from conversation analysis to examine women's diverse practices in contributing to meetings in academic settings, this presentation reports on practical, methodological, theoretical and personal challenges and insights encountered at the intersection of sociolinguistic (presumably "objective") and feminist (explicitly ideological) research aimed at institutional change.

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How student input shapes educational contexts: Evidence from composition courses

Monday, July 25 8:15-11:15 AM • PC 205

Organizer: Patricia Mayes

The papers in this session explore how students respond when given the opportunity to actively participate in their learning in composition courses, showing the varied ways in which student input shapes the learning process. These dynamic aspects of the learning process are best revealed by analyzing discourse in educational contexts.

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Monday Morning

Virginia Kuhn • *Reluctant collaborators: The trials of student-centered pedagogy* • This case study analyzes the success of student-centered pedagogy in an experimental digital writing classroom. Specifically this study uses data culled from analysis of textual artifacts such as email exchanges along with a close reading of final projects in order to establish the relationship between student initiative and student achievement.

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Margaret Artman • *Responding to feedback: Analyzing response tokens in L1 writing conferences* • This case study of L1 teacher-student conferences examines how participants respond to talk through the use of response tokens. Further, it addresses how the conference dynamics, including verbal and nonverbal interaction, affect the types of revisions students make in their essays and how teachers can utilize more effective conference practices.

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Patricia Mayes • *The emerging contexts of student-teacher interaction in ESL writing conferences* • This study examines ESL writing conferences. Macro-level and micro-level evidence shows the crucial role student input plays in shaping conferences. The fact that student response is an inherent part of the conferencing process makes conferences especially useful because teachers can tailor feedback to individual students' needs as they arise.

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The L2 mental lexicon: Issues in its organization and retrieval

Monday, July 25 8:15-11:15 AM • PC DE 335

Organizer: Shuhei Kadota

This symposium provides some insights into the organization and retrieval of L2 mental lexicon. Specifically, it focuses on such related issues on EFL mental lexicon as how words are networked in the mind, how lexical information is accessed and retrieved, and how L2 lexicon is related to L1 lexicon, etc.

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Midori Tanimura • *English word familiarity research of Japanese English learners* • We examine English word familiarity research of Japanese English learners, and show how learners' rating scores correlate the variables in other psycholinguistic databases. The database we created provides a basis for psycholinguistic research, such as selecting stimulus materials for testing and conducting cognitive experiments on language.

tani@hat.hi-ho.ne.jp • National Institute of Information and Communications Technology • Japan

Taiko Shimamoto • *Exploring L2 lexical networks: Paradigmatic and syntagmatic* • This study aims to explore lexical networks of Japanese EFL learners in terms of both quality and quantity of their word knowledge. Ninety-three students were tested productively on meaning senses, paradigmatic and syntagmatic knowledge for 30 target words. Their vocabulary size and TOEIC scores were also taken into consideration.

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Masaaki Nishiyama • *The models of Japanese-English non-fluent bilinguals' mental lexicon* • A semantic priming experiment was conducted on Japanese learners of English. The result shows that the applicable model of bilingual mental lexicon depends on the fluency level of L2 learners. In the second experiment, the special positioning of Japanese loan words in the non-fluent bilingual mental lexicon was investigated.

nisiyama@kobe-kosen.ac.jp • Kobe City College of Technology • Japan

Daiichiro Ikemura • *The role of word bodies in accessing lexical phonology* • It has been shown that, rather than individual letters, the partial letter string of the vowel(s) and word-final consonant(s), i.e., the word orthographic body plays an important role in pronouncing the whole word. This study examines how orthographic bodies are used in pronouncing words by naming experiments with L2 learners.

ikemura@cog.human.nagoya-u.ac.jp • Nagoya U • Japan

Yokokawa Hirokazu • *Word frequency and familiarity and L2 sentence comprehension* • We report two psycholinguistic experiments how lexical information such as lexical frequencies and word familiarity affects lexical access and the on-line sentence comprehension process. Results are discussed in relation to constraint-based and garden-path models, and the implications of the results for theories of second language acquisition are discussed.

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Language development and negotiation of identities in study abroad

Monday, July 25 8:15-11:15 AM • PC DE 235

Organizers: Sally Magnan, Celeste Kinginger

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Eton Churchill • *A case study of gendered language learning at home and abroad* • This case study of a male Japanese high school learner of English illustrates how socially constructed and largely gendered identities at home and school differentially contributed to the creation of language learning opportunities in Japan and in the United States.

eton_c@yahoo.com • Kanagawa U • Japan

Margaret DuFon • *Language acquisition and the negotiation of religious identity in Indonesia* • Drawing upon Language Socialization Theory and Subjectivity Theory, this presentation focuses on the relationship between language, values, and religious identity and how these three factors affect interactions among study abroad learners and native speakers of Indonesian in Indonesia, where religion and religious identity are salient aspects of everyday life.

mdufon@csuchico.edu • California State U-Chico • US

Celeste Kinginger, Kathleen Farrell • *Language development and negotiation of gendered identities in study abroad* • This paper examines negotiation of gendered identities in relation to motive and achievement among American learners of French in France. Analysis of discursive positioning in learners' narratives complements findings of standard proficiency assessments, revealing a complex, nuanced and multidirectional relationship between gender and language learning.

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Michele Back, Sally Magnan • *Social interaction, evolving identities, and linguistic gain during study abroad* • Linguistic and Social Interaction data, from American students in France, show associations between how students interact abroad and their gains in language proficiency (OPI level and in pragmatic features). Analysis of student written and verbal reports suggests that improvement in language ability relates to development of identity as bilingual speakers.

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Discussant: Celeste Kinginger

Learners' voices in language learning

Monday, July 25 8:15-11:15 AM • MT Ballroom B

Organizers: Terry Lamb, Ana Maria Ferreira Barcelos, Richard Pemberton

The opportunity to have a voice in the learning process is intimately related to learner autonomy. This symposium explores what can be learnt from learners' stories about their language learning, how their voices can be accessed and integrated into planning, and what 'voice and influence' means in our contexts.

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Adri Elsen • *Accessing and interpreting voices from the language learning classroom* • In lots of countries foreign language education is subject to curricular and didactic reform. Innovations often concern the implementation of learner-centred educational models to which the constructs 'learner autonomy' and 'learning to learn' are central. To that effect, upper secondary education in the Netherlands was reformed in 1999. It involved drastic changes in curricula and didactics. The reform was introduced top-down. Schools and teachers were given some time to experiment, but were obliged to work along the new guidelines from August 1999. More than ever, it was essential to access and interpret voices from the foreign language classroom. • As part of a study called Testing for Autonomy, the voices of 12 adolescent learners were accessed by way of focus-group interviews of learners attending one of the three types of upper secondary education in the Netherlands. The learners had been selected by their teachers of English on the basis of two criteria: knowledge of and skills in English and language learning motivation. The research data were analysed and explored in a multiple case study, in which the learners were compared and contrasted both within and across the three focus groups. The results are not only illuminating, but also prove that learners' voices are essential in any test for autonomy.

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Cynthia White • *Developing awareness of distance language learners* • This paper explores different approaches used by teachers, researchers and learners to access the voices and experiences of learners in distance language courses and how these can influence the processes of language learning and teaching for all participants. I argue for the value of approaches which can capture the shifts in the perceptions and awareness of participants as their experience develops, and for approaches which also include participants in validating and elaborating on emerging understandings.

c.j.white@massey.ac.nz • Massey U • New Zealand

Mia Victori, Marta Àngels Piñana, Sarah Khan • *Eliciting metacognitive knowledge in self-directed learning programs*

• There is a substantial amount of research studies today emphasizing the need to provide self-directed learners with methodological and psychological support, using Holec's and Dickinson's terminology. Both types of support are perceived as essential to help learners develop their language learning skills, and ultimately, their autonomy. Yet, whereas the literature provides us with several examples of applications of learner's methodological support, little is reported in how the learner's psychological preparation is undertaken, and particularly, how the learner's beliefs and metacognitive knowledge is elicited and dealt with in those programs. The objective of this presentation is therefore twofold: a) provide a review of studies and contexts that have used different data elicitation methods and procedures for eliciting and fostering learners' metacognitive knowledge in self-directed learning programs; and b) present the preliminary results of an on-going research study which, after evaluating those procedures, has selected and used different methods, both structured and open-ended, for eliciting and fostering self-directed learning students' metacognitive knowledge.

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Leena Karlsson • *"Evaluation is something somebody else does to you": Accessing, sharing and using learner voices, biographies and histories* • This paper focuses on English learners' self-evaluation and face-to-face counselling with a view to highlighting the relevance of learner histories to foreign language education. While doing research into how learners construct and tackle self-evaluation in an autonomous language learning environment, I became convinced of the importance of the language learning history full of experiences, beliefs and personal theories that is brought to any new context or course. In particular, the long history of external testing cannot be ignored here. Moreover, learners' ways of conceptualising language and language learning form an integral part of their histories. Learner beliefs or learners' everyday knowledge of language need to be reflected upon by both learners and counsellors. It also became evident in my work that there are always echoes of voices from other, possibly less dialogic, learning encounters in the counselling sessions.

LKARLSSO@mappi.helsinki.fi • Helsinki U • Finland

Alice Chik • *From individual differences to learner individuality and identity* • Language learners' stories have always been there, buried under curriculum and classroom routines, demonstrating how learners try to make sense of their own language learning and connect it to their socio-cultural contexts. Individual differences, treated as the pre-conditions in SLA, may only be the starting point of a learning pathway. Learners' stories may show learning is a process of transforming individual differences into learner individuality and identity, both inside and outside the classroom. The elicitation of these stories through different methods can result in a massive amount of data. With narrative analysis as the analytical tool, it is possible to construct a coherent sense of learners' attempt to create this process. I will demonstrate the above points through extracts from analyses of interview data from learners of different age groups, a working theoretical framework, and the implications and possibilities of incorporating learners' stories into our teaching and planning.

alicehchik@yahoo.com.hk • The U of Hong Kong • Hong Kong, SAR

Monday Morning

Christopher Luke • *Inquiry learning in language classrooms: Choice, voice, and negotiation of the curriculum* • This presentation reports on an evaluative, teacher-research case study of a fourth-semester university Spanish class. In the class the traditional curriculum was replaced with an inquiry-based approach to teaching and learning founded on the principles of constructivist pedagogy. Within the inquiry framework students were invited to self-select inquiry topics as well as many of their research materials and learning activities. During each class period students were provided with large blocks of time to individualize instruction and pursue personal learning goals regarding language learning. On numerous occasions during the course of the project the teacher-researcher and the students engaged in curricular negotiation. Through interviews, course reviews, self-assessments, and self-reflections, students expressed and shared their voices. Critical findings from the class include: resistance to innovation and change, increased motivation and engagement with self-selected inquiries, sustained interest in research projects, and increased self-awareness and responsibility for learning.

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Turid Trebbi • *Learners' voices* • This paper will discuss "voice and influence" in relation to learner representations of languages as such, language learning and quality of language learning situations. This focuses the issue of autonomisation processes. The discussion is based on data collected from experiences of developing learner autonomy at lower secondary level in the Norwegian school system. The data have emerged in different types of texts at three levels: a) learning activities and procedures; b) self-assessment; c) metacognition and uncover learner representations as changing voices from preconceptions via awareness raising towards "the professional learner". The data contribute to answering how learners can succeed in designing their own learning approaches. I will argue that teacher and learners are interdependently influential in such a project and that the notion of interdependency frames our understanding of the concept of freedom both in respect of the learner and of the teacher.

turid.trebbi@psych.uib.no • U of Bergen • Norway

Garold Murray • *Life history research: Stories informing foreign language learning* • Reporting on a study which involves collecting the stories of adult Japanese English foreign language learners, this paper illustrates how life history research methods can be used to gain insights into out-of-class language learning which have the potential to inform classroom practice and program development.

garold-murray@aui.ac.jp • Akita International University • Japan

Beverly-Anne Carter • *Past, present, future: how learners' voices shape language learning* • This paper discusses the language learning stories of classroom and study abroad university students and ESL teacher trainees. The dairies provide a rich insight into language learning and resonate far beyond the dairy's owner. Indeed, giving voice to the learners' experience seems to enrich foreign language education for all involved.

bcarter@fhe.uwi.tt • U of West Indies • Trinidad and Tobago

Vera Fernandes • *Voices of in-training English teacher towards autonomous learning* • Learners' voices can be studied through many methods. This research analyzes the divergencies/convergencies between learners' discourse and praxis concerning autonomy. The documents that generated data are: weblogs, reports and transcription of trainees' classes, viewing sessions, tests, interviews, questionnaires and trainer's observation. Each is analyzed in terms of contribution to answering the research questions.

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Discussants: Ana Maria Ferreira Barcelos, Richard Pemberton

Learning as a local accomplishment (I): Documenting emerging second language competencies

Monday, July 25 8:15-11:15 AM • MT Ballroom D

Organizer: Simona Pekarek Doehler

Sociocultural approaches challenge cognitive definitions of learning, competencies and the learner. But how can a theory of situated learning address development and document emerging competencies? with which methodological procedures? through what observations? This symposium addresses these issues on empirical grounds and discusses complementary contributions of conversation analysis and sociocultural theories.

Simona.Pekarek@unine.ch • Université de Neuchâtel • Switzerland

Steven Thorne • *History, emergence, and artifacts in the achievement of talk* • Addressing data gathered from an Internet-mediated intercultural foreign language project, the author discusses the affordances, constraints, and possible (in)commensurability issues of selectively fusing conversational analysis and cultural historical activity theory into an interpretive methodology for use in the analysis of language development in educationally situated L2 discourse.

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Merrill Swain, Sharon Lapkin • *Learning IS a local accomplishment* • Using data from studies with French immersion adolescents, we wish to show why we are convinced that "learning is a local accomplishment". Among the localized learning, we find instances of vocabulary, grammatical and pragmatic learning. We will also address issues of methodology with respect to the use of pre and posttests.

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David Olsner • *Outloud drafting: A resource for collaborative writing and language learning* • This Conversation Analytic study examines trying draft language outloud, a discursive practice used by language learners to propose draft language within a collaborative writing activity. This practice facilitates learning by allowing low-level learners to negotiate language choices without the need for linguistic meta-language or the use of their L1.

dolsner@bgnet.bgsu.edu • San Francisco State U • US

John Hellermann • *Practices of classroom participation: Task openings by adult learners of english* • Using methods from conversation analysis, the development of task openings in the dyadic interaction of two beginning adult ESL learners is explored in a longitudinal study (five ten-week terms) to understand adult language learning as a process of the development of practices for "legitimate peripheral participation" (Lave & Wenger 1991).

jkh@pdx.edu • Portland State U • US

Monday Morning

Catherine E. Brouwer, Gitte Rasmussen • *The good language teacher? Native speakers as teachers in conversation* • Research has shown that native speakers in native-non-native conversations orient towards the norm do not correct your co-participant's language unless you are invited to. We will analyze interactional phenomena in and through which native speakers do the opposite, i.e. establish themselves as experts and teachers in their native language.

rineke@language.sdu.dk • U of Southern Denmark
gitter@language.sdu.dk • U of Southern Denmark

Media and public discourse in times of war

Monday, July 25 8:15-11:15 AM • MT Hall of Ideas H

Organizer: Sandra Silberstein

The symposium brings an international and historical perspective to discourses in times of war. Papers explore intertextualities across war-related mediated discourses, exploring among other things, the media's role in disseminating discourses of occupation, of justification and legitimation, and in manufacturing consent. Discussants view these analyses through additional disciplinary and transnational lenses.

TQ@u.washington.edu • U of Washington • US

Claire Kramsch • *Discourses of liberation and occupation in Chabrol's "The Eye of Vichy"* • This paper analyzes segments from Chabrol's 1993 documentary "L'oeil de Vichy" featuring official newsreels broadcast in French cinemas during the German occupation (1940-1944). It compares the actual footage with the narrator's commentaries and with Chabrol's filmic narrative, as well as with their present-day intertextual resonances.

ckramsch@socrates.berkeley.edu • U of California, Berkeley
• US

Ruth Wodak • *Images of war: Fulfilling one's duty* • This paper summarizes a large interdisciplinary study of debates on the two Wehrmacht exhibits in Germany and Austria in 1995 and 2001. The debates concern the impact of photos as evidence for war crimes.

R.Wodak@uea.ac.uk • Lancaster U • UK

Sandra Silberstein • *Media discourses of war and terrorism* • Using video clips, this presentation documents the role of the media in developing the consensus that moved the U.S. from the events of 9/11 to military action and subsequent occupation of Iraq. The paper explores intertextualities with other discourses of war, highlighting issues of legitimation, occupation, and the manufacturing of consent.

TQ@u.washington.edu • U of Washington • US

Discussants: Anis Bawarshi, Ryuko Kubota

Researching critical language practices in classrooms

Monday, July 25 8:15-11:15 AM • MT Lecture Hall

Organizer: Margaret Hawkins

This symposium presents five empirical studies of critical language use in classrooms across diverse locations and populations. Researchers explore representations and acquisition of language in classrooms, conceptualizations of "critical" in situated classroom interactions, how theories dialogically interact with research design and methodology, what can be learned, and to what effect.

mhawkins@education.wisc.edu • U of Wisconsin-Madison • US

Diane Dagenais • *Children's discursive positioning in classroom activities on language diversity* • This presentation examines how children discursively position themselves and are positioned by others during classroom activities focused on language diversity. Constructs of linguistic representation, critical theories of language exchanges and poststructural understandings of identity provide a lens to interpret how power relations are distributed and expressed in children's discussions.

dagenais@sfu.ca • Simon Fraser U • Canada

Kelleen Toohey, Natalia Gajdamaschko • *Investigating written/oral language as critical cultural tools in ESL* • In this presentation, we examine methods inspired by Vygotskian and activity theory for the teaching of English literacy to fourth and fifth grade English language learners. We also present videotaped data from classrooms to describe the approach, the children's activities and the cognitive, linguistic and social outcomes of this approach.

toohey@sfu.ca • Simon Fraser U • Canada
nataliag@sfu.ca • Simon Fraser U • Canada

Margaret Hawkins • *Issues and challenges in researching young children's classroom language practices* • Researching classroom language practices for young children poses unique challenges. How can researchers account for children's meaning-making, cultural models, and sense of self and others in situated classroom interactions? Data from a 5-year kindergarten study illustrates discussion of what's "critical", design of research protocols, data treatment and interpretive tools.

mhawkins@education.wisc.edu • U of Wisconsin-Madison • US

Maureen Kendrick, Shelley Jones • *Literacy, gender equity, and sustainable development in Uganda* • This presentation examines literacy practices of girls and women in two rural Ugandan communities. It considers the relationship between literacy education in the classroom and the ways in which the women and girls use print in their daily lives at home and in the wider community for sustainable development.

maureen.kendrick@ubc.ca • U of British Columbia • Canada
skc@interchange.ubc.ca • U of British Columbia • Canada

Constant Leung • *Working with non-traditional students: Re-composing academic language and literacy education* • Working with non-traditional students in British universities has raised questions about the validity of some of the widely-accepted conceptualisations in fields of language and literacy teaching. Drawing on the findings of a research study involving ethnolinguistic minority students, this paper examines critical issues in SLA, academic literacy and study skills.

constant.leung@kcl.ac.uk • King's College • England

Discussant: Bonny Norton

Russian in diaspora: Linguistic, sociolinguistic, and psycholinguistic approaches

Monday, July 25 8:15-11:15 AM • MT Hall of Fame Room

Organizer: Aneta Pavlenko

This panel aims: (a) to highlight the complementarity of linguistic, sociolinguistic and psycholinguistic approaches to the study of language in diaspora; (b) to show how this study contributes to applied linguistic theory and pedagogical practice; (c) to examine linguistic and cognitive aspects of Russian as an immigrant language.

apavlenk@temple.edu • Temple U • US

Monday Morning

Larissa Naiditch • *Code-switching and group identity: The case of Russian in Israel* • This study describes code-switching in the Russian speaking community in Israel from the linguistic point of view (Matrix Language Frame model), as well as from the perspective of social network approach.

naiditch@h2.hum.huji.ac.il • Hebrew U of Jerusalem • Israel

Aneta Pavlenko • *Crosslinguistic influence in bilinguals' narratives* • This paper examines construction of emotions, time, and space in narratives elicited in L1 Russian and L2 English from 30 Russian-English bilinguals. The analysis identifies both L1 and L2 transfer in the participants' mental lexicon and highlights factors that affect bidirectional transfer (task requirements, age of acquisition, etc.).

apavlenk@temple.edu • Temple U • US

Tatjana Kenina • *Early grammars in contact: Italian-Russian case study* • Bilingual acquisition is investigated in Italian-Russian contact situation, aiming at identifying developmental tendencies in appearance of verbal morphosyntactic constraints. It is shown that, apart from the input quantity and quality, local features pertinent to both languages might significantly influence a manner of interaction between developing languages

t.kenina@sns.it • Scuola Normale Superiore di Pisa • Italy

Maria Polinsky • *Gender in American Russian* • I present and analyze gender assignment rules in American Russian, a language whose acquisition as L1 was interrupted by the switch to English as the dominant language. I argue for a principled restructuring of gender assignment rules and shows the connection between the attrition of declensional classes and gender change.

polinsky@ling.ucsd.edu • U of California, San Diego • US

Sanna Reynolds • *How Russian-English bilinguals understand emotional and temporal texts* • Bilinguals read emotional and temporal texts in Russian or English. Questions about emotional texts are answered better in Russian, regardless of the language in which the texts are presented, while questions about temporal texts are answered equally well, regardless of the language in which the texts and questions are presented.

sanna@princeton.edu • Princeton U • US

Helen Borland • *Mediated connectedness: The experiences of Russian-background families in Australia* • Through in-depth qualitative interviews this paper will explore how individuals from different generations within Russian-background immigrant families in Melbourne, Australia define their diasporic identity and how their patterns and preferences for language use and cultural maintenance impact on their engagement with heritage media and mediated social spaces locally and globally.

Helen.Borland@vu.edu.au • Victoria U • Australia

Natasha Lvovich • *Mother Russia's "bastards": Multilingual identity in the literary texts* • The paper examines construction of multilingual identity in literary texts by Andrei Makine, a writer of Russian origin, writing in French. The analysis of his themes, characters, and metaphors in the historical and psychological contexts suggests uniquely Russian dynamics in the affective and cultural development of the multilingual identity

nlvovich@kbcc.cuny.edu • Kingsborough Community College • US

Ludmila Isurin • *"My apartment is 32 square meters": Russian-English bilinguals' narrative strategies* • The paper looks at narratives elicited from three groups of participants, Russian/English, English/Russian bilinguals, and Russian monolinguals. The deviations in patterns from the monolingual norm are discussed separately in the light of two fields, i.e. first language change under the influence of the second and SLA.

isurin.1@osu.edu • Ohio State U • US

Viktorija Driagina • *"Third space" in SLA research* • The paper challenges predetermined scripts for an interviewer and interviewee in SLA research. The notion of a "third space" in research is used to argue that a joint dialogic construction of a research task by both sides may be a necessary condition for collecting truly rich and idiosyncratic linguistic data.

vvd105@psu.edu • Pennsylvania State U • US

Anu Reponen, Ekaterina Protassova • *Urbanonyms in everyday discourse of the Russian-speaking immigrants in Finland* • Most individuals in Finland's Russian-speaking population witness that the stable coexistence between the two linguistic systems results in occasional lexical borrowings. Urbanonyms are the everyday reality sine qua non, yet the degree of their adaptation varies depending on different external factors. What is the standard and who defines it?

anu.reponen@helsinki.fi • U of Helsinki • Finland
ekaterina.protassova@helsinki.fi • U of Helsinki • Finland

Discussant: Ekaterina Protassova

"Selling our wares": Commercial applications of applied linguistics

Monday, July 25 8:15-11:15 AM • PC 220

Organizers: Veronika Koller, Gerlinde Mautner

Given the increasing corporate demand for communications consulting, this symposium addresses the issues and possible conflicts that arise when applied linguists offer their expertise in the commercial arena. Excluding language teaching in a corporate context, contributions present case studies and reflections on professional identity and critical research agendas.

veronika.koller@wu-wien.ac.at • Vienna U of Economics and Business Administration • Austria

gerlinde.mautner@wu-wien.ac.at • Vienna U of Economics and Business Administration • Austria

Eija Ventola • *Business discourse: An applied linguist's critique of instructional materials on interaction management and presentation skills* • This paper discusses the hurdles applied linguistic discourse research meets when trying to introduce its educational implications to interaction management and presentation skills training in intercultural business contexts. It searches for possible solutions whereby practice and theory could successfully meet to benefit 'beginners' in the world of business discourse

eija.ventola@helsinki.fi • U of Helsinki • Finland

Judy Delin • *Language branding* • This paper explores some of the approaches to language in the analysis and development of 'branded languages' – styles that are developed to express particular brand values or 'personality'. Focusing particularly on service brands, this paper outlines the process of language branding and the role that linguists can play in it.

j.delin@leeds.ac.uk • U of Leeds • UK

Monday Morning

Phil Graham • *Linguistics, discourse, and critical theory* • A knowledge economy by definition requires the commodification of language, and applied linguistics, critical or otherwise, can become a technology to commodify language and thought. Examples from voice portal and policy design show how critical linguistics can maximise alienation of language and knowledge in the pursuit of profit.

pwgraham@uwaterloo.ca • University of Waterloo, U of Queensland • Canada

Gerlinde Mautner • *Wearing two hats: Introducing 'customer-oriented' communications design to a public university* • This paper describes a scheme designed to make the organisational communications of a public university more 'customer-oriented'. For the linguist adopting the role of corporate communications consultant, such a project involves practical as well as ethical challenges, and these will be reflected upon here.

gerlinde.mautner@wu-wien.ac.at • Vienna U of Economics and Business Administration • Austria

Discussant: Gerlinde Mautner

Vocabulary in teaching and testing contexts: Insights from corpus analysis

Monday, July 25 8:15-11:15 AM • PC 309

Organizer: Fiona Barker

This symposium will present corpus-based research perspectives on vocabulary in teaching and testing contexts. Six presentations will describe how corpora are used to research individual lexical items, phraseology and formulaic sequences in English and suggest how such insights can inform teaching and testing practices.

barker.f@ucles.org.uk • Cambridge ESOL • UK

Paul Thompson • *Approaching the lexis of academic lectures* • This paper reports on word frequency data for 160 lectures in the British Academic Spoken English corpus. The aim is to determine what the frequencies of lexical items are compared to those in written academic English, and what lexical knowledge students may need for oral comprehension of academic English.

p.a.thompson@reading.ac.uk • U of Reading • UK

Norbert Schmitt • *Formulaic sequences, corpora, and vocabulary teaching* • Corpus analysis has been used to identify a large number of formulaic sequences in language. This presentation discusses those sequences and the various identification techniques, and goes on to explore how psycholinguistically-real corpus-derived sequences are. Teaching implications based upon the above will be considered.

Norbert.Schmitt@nottingham.ac.uk • U of Nottingham • UK

Fiona Barker • *Learner vocabulary, wordlists and levels* • This paper explores how a corpus of examination scripts can reveal insights about the nature of learner vocabulary at different proficiency levels. It reports how frequency wordlists are informing the development of a lexicon which describes the range and type of vocabulary needed to operate at a particular level.

barker.f@ucles.org.uk • Cambridge ESOL • UK

John Read • *Lexical features of IELTS speaking test performance* • This paper reports on an analysis of the lexical features of candidate speech in the IELTS Speaking test. It includes some use of lexical statistics but concentrates more on a qualitative comparison of vocabulary use by candidates at different band score levels.

John.Read@vuw.ac.nz • Victoria U of Wellington • New Zealand

Alan Tonkyn • *Lexical range: Impressions and measurements* • This paper will examine the relationship between judgements of lexical range in L2 speech made by experienced raters and objective measurements of lexical diversity using a computer-based tool, the 'vold' instrument of Malvern and Richards. Conclusions relating to the rating of lexical range will be drawn.

a.p.tonkyn@reading.ac.uk • U of Reading • UK

Susan Hunston • *Meaning and phraseology: Implications for language learning* • Corpus research suggests that meaning and phraseology are linked, with important implications for language learning. The paper reports on research which explores the close interconnection between meaning/phraseology and between lexis/grammar. It explores methods by which learners or teachers can use a corpus to improve phraseology in learner writing.

s.e.hunston@bham.ac.uk • U of Birmingham • UK

Discussants: James Purpura, Lydia B. Taylor

Monday Afternoon

Applied linguistics and sign languages: Pasts and futures

Monday, July 25 2:00-5:00 PM • PC 220

Organizer: Graham H. Turner

Sign linguistics is now recognized as a significant element within general linguistics, but applied sign linguistics has yet to emerge with any sense of overall identity. This symposium will draw out, draw together and draw attention to insights of an applied linguistic nature from 50 years of sign language studies

ghturner@uclan.ac.uk • U of Central Lancashire • UK

Graham H. Turner • *Applied sign linguistics: Language, learning and legacy* • This paper will seek to begin formulating a proposal to recognise 'applied sign linguistics' as a coherent field of inquiry and to reflect upon its possible impact, both in terms of scholarship and in terms of the implicated language communities' own interests in the 21st century.

ghturner@uclan.ac.uk • U of Central Lancashire • UK

Lorraine Leeson • *Describing, interpreting and underpinning signing populations as language communities* • Reflecting on the professionalization of sign language teaching as an applied linguistic activity which in turn impacts on the training of signed language interpreters, this paper will explore the relationship between signed language description and the delivery of signed language interpretation, and the impact of these activities on deaf communities.

leesonl@tcd.ie • U of Dublin, Trinity College • Ireland

Monday Afternoon

Elizabeth Winston • *Language barriers in interpreted US classrooms* • Many deaf children are mainstreamed into interpreted classrooms on the assumption that an appropriate education can be provided in that environment. This assumption remains largely unstudied. Deaf children placed in these situations face tremendous learning and language challenges. This paper explores the barriers which arise through an interpreted, mediated education.

b.winston@neu.edu • Northeastern U • US

Trevor Johnston • *Signed languages as endangered languages: Is maintenance possible?* • Some signed languages appear to be endangered: numbers are small and declining and generational transmission disrupted. Medical and educational interventions mean that it may be impossible to maintain some signed languages, especially in the developed world. This makes them distinct from other endangered language communities.

trevor.johnston@newcastle.edu.au • U of Newcastle & Royal Institute for Deaf and Blind Children • Australia

Cognitive approaches to cross-linguistic discourse analysis

Monday, July 25 2:00-5:00 PM • PC 205

Organizer: Carol Lynn Moder

Researchers integrating discourse analysis and cognitive linguistics present findings concerning the relationship of cognitive and perceptual factors to the organization of discourse across languages. Languages under discussion include: American English, Indian English, American Sign Language, Brazilian Portuguese, and Romanian. The presenters will also discuss further applications of these research approaches.

clm1011@okstate.edu • Oklahoma State U • US

Mary Theresa Seig, Julie Armstrong • *Implications for cognition: Native and non-native ASL Frog Story interpretation* • This paper reports on narratives interpreted into ASL by native and second language users. The findings highlight the differences between the native and non-native interpretations paying particular attention to how variation in the interpretation has an impact on the cognition of the story for the "listener."

mtseig@bsu.edu • Ball State U • US
juliesigan@hotmail.com • Ball State U • US

Doina Kovalik • *Metaphor is a cultural journey* • This study examines the relationship between cultural models and conceptual metaphors in English and Romanian written discourse. The findings suggest that while the experiences underlying conceptual metaphors may be cross-culturally common, the relationships between some conceptual metaphors, their specific source domains, and their linguistic realizations are influenced by cultural models.

kdoina@okstate.edu • Oklahoma State U • US

Ludovic Kovalik • *Nominal ellipsis in English and Romanian written discourse* • This study reports on nominal ellipsis in English and Romanian short stories and breaking news. The results show that cross-linguistic differences relate to linguistic and cognitive textual features, including how pronouns are treated in the two languages and the weight of morphological marking.

kovalik@okstate.edu • Oklahoma State U • US

Rebecca Damron • *Prosody and the intonation units of South Asian English speakers* • This paper investigates the role of intonation units in structuring the spoken discourse of South Asian English speakers participating in a teaching performance test. The results indicate that prosodic features figure prominently in the cognitive structuring of information across cultures and affect the mutual comprehensibility of different dialects of English.

rld@okstate.edu • Oklahoma State U • US

Tania Gastao Salies • *The communicative text across written genres in English and Portuguese* • This paper investigates whether the features of the cognitively-based textual gestalts identified for English and Brazilian Portuguese institutional expository texts apply to editorials. The findings delineate the image-schemas that anchor editorials cross-linguistically and suggest that culturally specific communicative text models apply across different genres.

tania.salies@terra.com.br • U of the State of Rio de Janeiro & PUC-Rio • Brazil

From literacy to multiple-literacy: Designing learning environments for knowledge generation

Monday, July 25 2:00-5:00 PM • PC 325/326

Organizer: Margaret Early

This colloquium reports on research currently underway as part of a Canadian national research project to address how literacy and pedagogy in multilingual, multiethnic urban schools might be reconceptualized to maximize English as a Second Language students' educational development and opportunities in an era of globalization and continuing technological change.

margaret.early@ubc.ca • U of British Columbia • Canada

Diane Potts • *Digital literacies and ESL identities: Scaffolding entry into academic worlds* • This paper reports on high school Korean immigrant/visa students' use of computer-mediated-communication (CMC) and the internet as acts of identity creation, used to maintain a sophisticated network of Korean contacts within and outside the Canadian context while simultaneously scaffolding students' development of academic identities in new educational environments.

djpotts7@hotmail.com • U of British Columbia • Canada

Jim Cummins • *Technology in linguistically-diverse classrooms: three strategies for academic language learning* • This paper will report on case studies of three complementary approaches to ESL students' literacy development. These include: (a) the creation of on-line dual language books, (b) sister class projects and (c) use of a computer program that uses written text as input for language and literacy development.

jcummins@oise.utoronto.ca • U of Toronto • Canada

Vetta Vratulis • *The arts in ESL literature classrooms: Multi-modal representations of discourses* • This paper reports on how high school students, who have limited proficiency in English, can be supported by their teachers' intentional and careful scaffolding, using multiple sign systems, including their heritage languages, to create rich complex interpretations of literary works in English and realize their interpretations in written academic discourse.

vetta@shaw.ca • U of British Columbia • Canada

Discussant: John Willinsky

Monday Afternoon

Interpretive practices in professional communication settings

Monday, July 25 2:00-5:00 PM • PC 313

Organizers: Srikant Sarangi, Christopher N. Candlin

Communication studies of health and social care settings are growing in number, but not without associated challenges to our discipline-specific inquiry practices – ranging from descriptive relevance to explanatory adequacy. The symposium brings together leading scholars representing different national contexts and research settings to report and debate current interpretive practices and explore future possibilities for communication-based studies to becoming a visible ‘applied linguistics’ enterprise.

SARANGI@CARDIFF.AC.UK • Macquarie U/Open U • UK
Ccandlin@ling.mq.edu.au • Macquarie U • Australia

Frederick Erickson, Joanne Straceski • *Constructing the mental health client discursively as a whole person* • In team meetings a mental health services staff avoids clinical labels in discussing individual clients as persons facing issues of everyday living. This atypical professional discourse practice relates to the ideology of the mental health “recovery movement,” redefining those usually called “patients” as agents capable of making positive life choices.

Ferickson@gseis.ucla.edu • U of California, Los Angeles • US
jstraceski@gseis.ucla.edu • U of California, Los Angeles • US

Ellen Barton • *Ethical management of uncertainty in clinical trial enrollment in oncology* • Based on a corpus of 20 encounters, this paper presents a discourse analysis of variations in discourse practices physicians use to invite patients to participate in clinical trial research in oncology. Variations include the placement and phrasing of an invitation, as well as mention of reasons to participate in medical research. These variations will be discussed in terms of a context that involves expertise, uncertainty, and potential ethical conflicts.

ellen.barton@wayne.edu • Wayne State U • US

Arthur Firkins, Christopher N. Candlin • *Framing the child at risk* • Risk Assessment Reports are a form of accounting practice delineating the space of risk in a child abuse neglect investigation. The paper analyses such Risk Assessment Reports, contrasting what is reported, what is directly observed, and what is hypothesised and implied by child protection practitioners in framing children at risk.

afirkins@ling.mq.edu.au • Macquarie U • Australia
Ccandlin@ling.mq.edu.au • Macquarie U • Australia

Dana Kovarsky, Allan B. Shaw • *Interpretive practices in group therapy among traumatically brain injured adults* • This investigation examined how the communicative performances of adults with traumatic brain injury were interpreted by a speech-language pathologist conducting group therapy focused on improving memory. Ironically, patients were ascribed an identity of “self as damaged goods” through activities that divorced personal life history from remembering.

Dko7137u@postoffice.uri.edu • U of Rhode Island • US
ashaw@postoffice.uri.edu • U of Rhode Island • US

Heidi E. Hamilton • *Managing (un)certainty in physician-patient interactions* • Within 105 videotaped physician-patient interactions centered on six different health concerns, I examine instances of expressed uncertainty related to 1) discussions to determine the cause of a health problem; and 2) decisions regarding treatment. Quantitative and qualitative results highlight differences in physicians’ and patients’ display of epistemic and evidential modality.

hamilthe@georgetown.edu • Georgetown U • US

Srikant Sarangi • *The anatomy of interpretation in professional discourse settings* • Different discourse analytic traditions assume different ontological and epistemological positions for describing and evaluating professional practice. Tensions are particularly manifest in potential mismatch between the tacit knowledge of participants and the analytic tools available at the surface level for purposes of coding/categorising, interactional/thematic mapping and evidence-based claims making.

SARANGI@CARDIFF.AC.UK • Macquarie U, Sydney/Open U • UK

Discussant: Christopher N. Candlin

Language ideologies and tensions around dominant and “vernacular” languages

Monday, July 25 2:00-5:00 PM • MT Lecture Hall

Organizers: Vaidehi Ramanathan, Sohail Karmani

This symposium offers a diverse set of perspectives on tensions around dominant and “vernacular” languages, including those relating to language ideologies and practices in educational settings.

vramanathan@ucdavis.edu • U of California, Davis • US
skarmani@emirates.net.ae • ADNOC Technical Institute • United Arab Emirates

Lenora Timm • *Breton goes to school: Whose Breton, whose culture, what outcomes?* • This paper discusses ways in which Breton, the endangered heritage language of Brittany has recently had a significant presence in schools in the region, and some tensions related to this revitalization.

latimm@ucdavis.edu • U of California, Davis • US

Vaidehi Ramanathan • *Critical practices in non-western contexts: Tensions in translating into academic English* • This paper offers a grounded discussion of how some local Gujarati-medium teachers engage in ‘critical practice’ by countering some language-related hegemonic practices.

vramanathan@ucdavis.edu • U of California, Davis • US

Thomas Ricento • *Ideologies of nation and the fate of languages in the United States* • This paper discusses ways in which ideologies around English being the language of the Founding Fathers led to it not only becoming “codified” as a national language, but one that simultaneously shut doors on a host of other languages thereby stifling bilingualism and linguistic diversity.

tricento@utsa.edu • U of Texas, San Antonio • US

Tony Liddicoat • *Minority language maintenance and the discourse of choice* • This paper discusses ways in which “common sense” arguments that view languages and language-use primarily in terms of their instrumental functions serve to perpetuate the marginalization of particular social groups.

t.liddicoat@griffith.edu.au • Griffith U • Australia

Monday Afternoon

Sohail Karmani • *"Petrolinguistics": The nexus between Arabic, English and oil* • This paper attempts to provide some insight into the tensions between Arabic and English at tertiary level institutions in the lucrative TESOL industry of the Arabian Gulf states and also explores new emerging relations in the wake of recent global events for this oil rich region.

skarmani@emirates.net.ae • ADNOC Technical Institute • United Arab Emirates

Terrence Wiley • *Tensions between dominant and vernacular languages in immigrant communities* • This paper addresses tensions between dominant standard languages and vernacular varieties in immigrant communities and considers implications for policy and teacher preparation. Examples and challenges are drawn from the U.S. and Australian contexts.

twiley@asu.edu • Arizona State U • US

Discussant: Joseph LoBianco

Learning as a local accomplishment (II): Local second language practices

Monday, July 25 2:00-5:00 PM • MT Ballroom D

Organizer: Numa Markee

Resources that are routinely available to NSs doing ordinary conversation are used by participants in mundane and institutional contexts to achieve behaviors that may promote second language learning. The symposium exemplifies a view of language and language learning as social phenomena that are enacted in the intersubjective space of interaction.

nppm@uiuc.edu • U of Illinois at Urbana-Champaign • US

Junko Mori, Yumiko Matsunaga • *Do "native-like" ways to initiate word search exist?* • This paper investigates practices of initiating word search observed in various types of interactions in Japanese / English among native and non-native speakers. It identifies a range of linguistic and non-linguistic resources utilized for this particular practice and explores how different levels of learners and native speakers utilize them.

jmori@wisc.edu • U of Wisconsin-Madison • US
ymatsunaga@wisc.edu • U of Wisconsin-Madison • US

Irene Koshik • *Novice language speakers' solutions to word searches* • This paper reports on a conversation analytic study of novice language speakers' "appeals for assistance" as they provide either "candidate" solutions to their own word searches or approximations to elicit the solution from co-participants. I show how the distinction between these two actions may not be interactionally relevant for participants.

koshik@uiuc.edu • U of Illinois at Urbana-Champaign • US

Johannes Wagner • *On the development of repair practices in second language conversation* • On the basis of data from a longitudinal study, which starts with very early contacts between learners and their second language environments inside and outside of classrooms, the paper explores how 'other repair' is initiated by these novice second language speakers, and if and how repair initiations develop over time.

jwa@language.sdu.dk • U of Southern Denmark • Denmark

Agnes He • *Repair as resource for constructing modal meanings in Chinese classrooms* • This study investigates how modal meanings such as volition, obligation, possibility or permission in Chinese are constructed through various repair organizations in Chinese language classrooms. It argues that it is not context-free frequency but rather the understanding of the interactional contingencies that indexes the learner's competence.

Agnes.He@sunysb.edu • SUNY-Stony Brook • US

Joan Kelly Hall • *The consequentiality of repair practices in language classrooms* • Drawing from a sociocultural perspective on language, I first present data on repair practices from a variety of language classroom contexts and then discuss the developmental consequences of learners' extended participation in them. The presentation concludes with a discussion of research and pedagogical implications for second and foreign language learning.

jkh11@psu.edu • Pennsylvania State U • US

Discussant: Numa Markee

Literacies across educational contexts

Monday, July 25 2:00-5:00 PM • PC 226

Organizer: Brian Street

In applying a social practice approach to literacy in diverse educational settings, formal and informal, in and out of school, the authors attempt to both refine the conceptual framing of New Literacy Studies and develop a more sophisticated terminology for describing literacies mediating, 'bridging', 'crossing' conventional boundaries.

brian.street@kcl.ac.uk • King's College London • UK

Jennifer Rowsell • *Building on third space: Teacher education perspective on language across contexts* • I look at two halves of an immigrant teacher's educational experiences – Sri Lanka and Canada – and reflect on their affordances and constraints. Chronicling her story demands understanding what Holland calls 'history in person' and New Literacy sees as coming to grips with the role of culture in teaching.

Rutgers U • US

Joanne Larson • *Disrupting the in/out of school binary: Literacy as a social practice* • This paper looks at how one urban teacher uses field trips as key mediating spaces for literacy learning that negotiate the tension between school and community discourses and mediate students' communicative competence across sociocultural contexts.

joanne.larson@rochester.edu • U of Rochester • US

Dorinda Welle • *Intersections of literacy and sexuality: Partner selection practices on-line* • The Internet has been demonized for "eroding" literacy skills and exposing youth to sexual risks. Extending New Literacy Studies, we examine intersections of literacy and sexuality, detailing "on line" modes of communication, modes of social-sexual interaction, and implications for HIV risk and prevention among young gay men.

welle@ndri.org • National Development & Research Institutes • US

Patricia Ames • *Multigrade schooling and literacy in the Peruvian Amazon* • This paper discusses literacy practices across domains (multigrade school, home, community) in a rural village at the Amazon. Literacy appears here in a variety of ways, serving multiple purposes and conveying central meanings related to identity, status and citizenship. Potential resources which could improve rural children's literacy learning are discussed.

pames@iep.org.pe • Institute of Peruvian Studies • Peru

Bronwen Low • *Recruiting the popular to school: A cultural studies approach to adolescent literacies* • Popular culture is a vital site of knowledge about adolescent languages and literacy practices, and cultural studies provides a theoretical and methodological lens for such an inquiry. I analyze a rap song in terms of contemporary youth identities and languages, and share a case study of a performance poetry curriculum.

bronwen.low@mcgill.ca • McGill U • Canada

Monday Afternoon

Julie Hopson • *What does "finding out" literacy practices mean?*

• An ethnographic case study of a youth on a Service Learning Program addresses how well participants are served by such programs. I enhanced the New Literacy Studies theory with situated learning, identity, and power frameworks to better understand how such after-school literacy intervention projects might be improved.

jahopson@ameritech.net • Literacy Researcher • US

Discussant: David Barton**Optimality theory and second language acquisition: Phonology and syntax**

Monday, July 25 2:00-5:00 PM • MT Ballroom C

Organizer: Fred Eckman

Recent studies on L2 phonology and syntax have shown that Optimality Theory provides insights into several important areas of SLA. This symposium brings together L2 researchers who have worked in the area of OT so that they can report, review and discuss ongoing optimality theoretic research in second language acquisition.

eckman@uwm.edu • U of Wisconsin-Milwaukee • US

Ellen Broselow • *Introduction: Fundamental principles of optimality theory* • The purpose of this paper is to give a brief introduction to the fundamental principles of Optimality Theory, and to provide a context within which the empirical studies in this symposium can be presented. The papers in this symposium address the OT claims about learnability and typology.

ellen.broselow@sunysb.edu • Stony Brook U (SUNY) • US

Rachel Hayes-Harb • *Optimal L2 speech perception* • Using the example of native speakers of English learning Japanese single-toned and geminate consonants, I argue that Optimality Theory and an accompanying learning algorithm provide a promising explanation for the acquisition of novel phonemic contrasts by second language learners.

r.hayes@neu.edu • U of Utah • US

Fred Eckman • *Optimal L2 syntax: The emergence of the unmarked* • An interesting phenomenon in SLA is the occurrence of L2 patterns which cannot be attributed to the NL or the TL, but which occur in other languages. Most of these cases represent unmarked structures. This paper proposes that this phenomenon is readily explained within an Optimality theoretic (OT) framework.

eckman@uwm.edu • U of Wisconsin-Milwaukee • US

Rakesh Bhatt • *Optimal syntactic L2A* • Using L2 acquisition of wh-questions by Hindi ESL learners and null subjects by English learners of Spanish/Italian, I argue that OT offers two advantages: it yields precise analyses of all the relevant acquisitional generalizations, and it extends the scope of L2 acquisition to the syntax-pragmatics interface.

rbhatt@uiuc.edu • U of Illinois, Urbana-Champaign • US

Barbara Hancin-Bhatt • *Variable knowledge in L2 phonology* • One robust set of results in L2 phonological studies that hasn't received adequate attention is that learners display variable competence. I will argue that an Optimality-Theoretic approach can provide a unified account of this competence within one set of theoretical assumptions, and provide a superior account of L2 learners' behavior.

hancinbh@uiuc.edu • U of Illinois • US

Discussant: Bert Vaux**Research on fundraising letters: Focus on research methods**

Monday, July 25 2:00-5:00 PM • MT Hall of Ideas I

Organizers: Ed Nagelhout, Ulla Connor

This symposium features five presentations on the study of fundraising letters using a variety of research approaches. Three use the ICIC corpus of fundraising letters, one uses an Italian corpus, and one studies writers of fundraising letters. Three discussants will comment on the papers from corpus linguistics and rhetorical perspectives.

enagelho@iupui.edu • IUPUI • US

uconnor@iupui.edu • IUPUI • US

Molly Anthony • *A textlinguistic analysis of direct mail letters*

• Discourse features of philanthropic direct mail letters are explored using a seven-part rubric of rhetorical "moves" developed to describe the genre. An analysis of the genre's linguistic dimensions is also presented. Challenges of determining linguistic dimensions and of using a move analysis with a sizable corpus will be discussed.

maanthon@iupui.edu • Indiana U Purdue U Indianapolis • US

Avon Crismore • *Fundraising letter writers, gender, and metadiscourse* • This presentation investigates the effects of gender and letter location (introduction, body, or conclusion) on the percentage of metadiscourse and interpersonal pronouns used by male and female writers of fundraising letters from different agencies. Interesting percentage and frequencies were found for the metadiscourse and interpersonal pronoun uses.

crismore@ipfw • Indiana U-Purdue U Fort Wayne • US

Sabrina Fusari • *Philanthropic direct mail in an English/Italian perspective* • This presentation shows the proportions of differences in U. S. and Italian fundraising letters. It also provides a qualitative explanation based both on linguistic and social considerations. Finally, the presentation will draw some conclusions concerning the communicative side of the difference between the Italian and the American nonprofit sector.

sabrinafusari@racine.ra.it • Ricercatore di Philanthropy Centro Studi • Italy

Ulla Connor • *Semantic variation in persuasive appeals of fundraising letters* • This presentation describes research that extends Connor and Gladkov's persuasive appeals system through an investigation of variation in semantic features of the rhetorical appeals. Through key word and collocational analyses, researchers will develop "cultural key words" that capture the rhetorical intent of the appeals used in the ICIC Fundraising Corpus.

uconnor@iupui.edu • IUPUI • US

Discussants: Charles Bazerman, Ana Moreno, Randy Repper**Second language acquisition and gesture**

Monday, July 25 2:00-5:00 PM • PC Auditorium

Organizer: Gale Stam

This symposium explores SLA and gesture. The first paper examines how gesture helps us understand SLA. The second investigates what gestures reveal about semantic organization. The third discusses how gestures change with L2 proficiency. The fourth focuses on internalizing linguistic features through gesture. The fifth introduces a ten-dimension pedagogical model.

gstam@nl.edu • National-Louis U • US

Monday Afternoon

Steven McCafferty • *Enaction as internalization: Gesture and linguistic structure* • In this study, a L2 learner of English produced beats (sharp up and down movements of the hand) at significant points in his discourse and sometimes with each syllable of each word while interacting with a native speaker. It is argued that this is a use of space for cognition.

mccaffes@unlv.nevada.edu • U of Nevada, Las Vegas • US

Shuichi Nobe • *Foreign language development and gesture* • This paper examines data on Japanese students' gestures and their speech development in English. It discusses how those learners' gesture behaviors change through language development and what those changes suggest in terms of learners' cognition and linguistic processes. It presents comprehensive models of gesture production and foreign language learning.

snobe@cl.aoyama.ac.jp • Aoyama Gakuin U • Japan

Christine Kuehn • *Second and foreign gesture acquisition: An integrated instruction approach* • This paper favors an integrated instruction approach to gestures, emphasizing the constant interaction between the different aspects of communication. It introduces a Ten-Dimension-Model for second and foreign language pedagogy which connects ten different aspects of communication and situates gesture at the crossroads of verbal and non-verbal communication.

chrkuehn@let.hokudai.ac.jp • Hokkaido U • Japan

Marianne Gullberg • *Transfer at hand: Gestures and topological relations in learner production* • This study uses gestures to investigate whether target-like surface forms in L2 necessarily imply target-like underlying semantic organisation. In the domain of placement Dutch learners of French display target-like speech but their gestures reflect L1-based semantic organisation. The findings raise questions about transfer and the limits of ultimate attainment.

marianne.gullberg@mpi.nl • Max Planck Institute for Psycholinguistics • Netherlands

Gale Stam • *What gestures disclose about second language acquisition* • This paper proposes that looking at learners' speech and their accompanying gestures gives us a more complete picture of their competence in their L2. It discusses how patterns of thinking-for-speaking change linguistically and gesturally with L2 acquisition and demonstrates how looking at gesture helps us understand L2 acquisition.

gstam@nl.edu • National-Louis U • US

Discussant: David Olsher

Toward an ecological approach to international teaching assistant preparation

Monday, July 25 2:00-5:00 PM • PC South Dining Room

Organizer: Nancy Kauper

This symposium presents six studies focusing on different aspects of Purdue University's international teaching assistant preparation program. The studies describe and examine patterns of language use by international students within and across instructional, academic, professional, and personal domains.

kauper@purdue.edu • Purdue U • US

Nancy Kauper • *A lexical-based instructional component for developing oral fluency* • This paper discusses an instructional strategy for developing oral fluency that focusses on the lexis. To link instruction with international graduate students' academic, professional, and personal lives, individual needs are considered when choosing content. Presentatin includes a discussion of program evaluation data gathered from 200 students over 3 semesters.

kauper@purdue.edu • Purdue U • US

Jennifer Haan • *History, policies, and community values in ITA training* • Using archival research from 15 years of university senate documents, community and university publications, interviews, and other university and departmental public documents, the present study examines the history of policies and attitudes toward ITA training at a large midwestern university.

blauw@purdue.edu • Purdue U • US

April Ginther • *International graduate student teaching and research appointments across disciplines* • At Purdue University, the 57 programs that requested testing for 425 prospective ITAs in 2003-04 were asked to provide specific information about actual appointments. Responses were broken by school and patterns arose with respect to both the instructional and research roles of international students within and across schools.

aginther@purdue.edu • Purdue U • US

Edie Cassell • *Language use patterns of international teaching assistants outside the classroom* • Questionnaire responses made by 200 international graduate students at Purdue University about their participation in extra-curricular and community activities and their English and first language use patterns in multiple domains of daily life are reported and analyzed.

cassell@purdue.edu • Purdue U • US

Christopher Blake • *Revision of an ITA curriculum: A case study* • This paper describes the revision of an ITA course curriculum and how changes reflect the current needs of the ITA population that it serves. The author explains how the new web-based platform has enabled students to devote more time to language specific areas both inside and outside the classroom.

cblake@purdue.edu • Purdue U • US

Slobodanka Dimova • *Test preparation as a learning tool* • The present study embraces the idea that the ITA assessment method should include a preparatory component which will not only reflect the linguistic and cultural domains of the testing context but also serve as a learning tool. The study examines the usefulness of such preparatory materials.

dimova@purdue.edu • Purdue U • US

Discussant: Edie Cassell

Transfer in adult and child bilingualism, L2 acquisition

Monday, July 25 2:00-5:00 PM • MT Ballroom B

Organizer: Jeanine Treffers-Daller

This symposium focuses on transfer in adult and child bilingualism, L2 acquisition and language change, and aims to bring together specialists of Language Contact, Bilingual First Language Acquisition, Sociolinguists and Psycholinguists to investigate the nature and role of transfer across disciplines

jeanine.treffers-daller@uwe.ac.uk • U of the West of England • UK

Monday Afternoon

Gloria Eduvigis Ramirez • *Effects of ESL and literacy learning on a child's L1* • An examination of the language and literacy development of an emergent Spanish-English bilingual child over a period of 4 years, showed possible transfer of literacy skills from L1 to L2, progressive language and literacy skills gain in L2 and progressive language and literacy skills loss in L1.

gramirez@oise.utoronto.ca • U of Toronto • Canada

Robert Papan, Virgil Benoit • *Les francophones du Midwest Américain : Un cas de survivance ignorée* • Dans cette communication, nous nous tracerons l'histoire des communautés francophones du Midwest, d'origine laurientienne d'une part et métisse d'autre part, en nous attachant particulièrement à celles du Minnesota et du Dakota du Nord. Dans un deuxième temps, nous décrirons la situation (socio)linguistique de quelques unes de ces communautés, qui, malheureusement, sont toutes en situation d'étiollement avancé.

papan.robert@uqam.ca • Université du Québec à Montréal • Canada

virgil.benoit@und.nodak.edu • U of North Dakota • Canada

Agnes Bolonyai • *Morphological variability: Evidence from imperfect bilingual L1 acquisition* • This study investigates morphological variation in imperfect L1 acquisition. At issue is why L1 agreement is more difficult in possessive-be clauses than in possessive nominal phrases and finite clauses for L2-dominant children. Results indicate the difficulty is at the syntax-semantics interface, where L1 is most susceptible to L2 influence.

bolonyai@unity.ncsu.edu • North Carolina State U • US

Rania Habib • *The social stratification of [q] and [ʔ] in the Syrian Hemsî community* • This study investigates the sound change of [q] into [ʔ] in the colloquial speech of the Syrian Hemsî community in correlation with the following social factors: sex, age, and social class. I argue that it is a change in progress and that [ʔ] is a prestige marker in that community.

rhabib@ufl.edu • U of Florida • US

Jeanine Treffers-Daller • *Transfer in adult bilinguals: Brussels French revisited* • In language contact studies, specific features of the contact languages are often seen to be the result of transfer (interference), but it remains difficult to disentangle the role of intra-systemic and inter-systemic factors. We propose to unravel these factors in the analysis of a feature of Brussels French which many researchers attribute to transfer from (Brussels) Dutch: the adverbial use of *une fois*. We compare the use of this particle in Brussels French with its occurrence in corpora of other varieties of French, including several that have not been influenced by a Germanic substrate or adstrate. A detailed analysis of the frequency of occurrence, the functions and the distribution of the particle over different syntactic positions shows that some uses of *une fois* can be traced back to 16th century French, but that there is also ample evidence for overt and covert transfer (Mougeon and Beniak, 1991) from Brussels Dutch.

jeanine.treffers-daller@uwe.ac.uk • U of the West of England • UK

Ad Backus • *What borrowing and transfer have in common: Evidence from Turkish immigrants in Holland* • One of the main empirical problems facing a theory of contact-induced language change is the difficulty of combining the two directions of change in one theoretical account. These two directions are labelled 'borrowing' and 'interference through shift' by Thomason & Kaufman (1988). The first has its roots in bilingualism; the second in Second Language Acquisition. The results of these two types of change differ to some extent. Borrowing means first and foremost loanwords and to a lesser extent, and only if the contact is intense enough, semantics (loan translations), syntax and phonology. Interference in shift contexts produce mostly syntactic and phonological changes in the changing language. Yet, a theory of change should attempt to explain both types. This paper will use data from Turkish and Dutch as spoken by Turkish immigrants to the Netherlands to identify 1) some clear cases of types of change and 2) some cases where change has clearly occurred but in which it is far from obvious that the source of the change is the other language. This will lead to a discussion of what counts as proof for contact-induced change and of the question to what extent the same basic mechanisms underlie both kinds of change.

AMBackus@uvt.nl • Tilburg U • Netherlands

Discussant: Aneta Pavlenko

World Englishes in Europe

Monday, July 25 2:00-5:00 PM • MT Hall of Fame

Organizer: Suzanne Hilgendorf

Using Kachru's (1990) World Englishes model as a general theoretical framework, this symposium explores various aspects concerning the users and uses of English in Europe. Domains of use (business, advertising, education), language attitudes, and issues of identity are examined in various countries (France, Finland, Germany, Norway, Sweden, Denmark).

s.k.hilgendorf@wayne.edu • Wayne State U • US

Suzanne Hilgendorf • *Bilingualism in the German business domain: The role of English* • This paper presents a qualitative analysis of interviews conducted with business managers in Germany on the role of English within their companies. The analysis outlines the international and intranational uses of the language, as well as a cline of bilingualism of English use, which includes code-mixing, code-switching, and language shift.

s.k.hilgendorf@wayne.edu • Wayne State U • US

Christine Simone Sing • *Change and resilience in German learners' attitudes towards English* • Germany is a moot nation regarding the status of English, which manifests itself in reactionary speaker attitudes and their actual command of English. This present study explores the causes as well as the opportunities inherent in the educational system as expressed by the attitudes of young learners towards English.

csing@uni-greifswald.de • U of Greifswald • Germany

Elizabeth Martin • *'Frenghish' for sale: Multilingual discourses for addressing today's global consumer* • This paper explores the impact of globalization on French advertising, examining how advertising in France reflects the discourses and worldview of audiences today. Topics explored include French-English mixing, discursive elements associated with the Internet, multiracial casting, the 'hybrid identities' of today's global consumer, and the use of global imagery.

emartin@uiuc.edu US • U of Illinois at Urbana-Champaign • US

Monday Afternoon

Elizabeth J. Erling • *Paper identities in English: A profile of university students in Berlin* • This paper presents a study focusing on the range of ways that a community of foreign language speakers, in this case students of English at the Freie Universität Berlin, identifies with English. The analysis demonstrates how students have multiple layers of linguistic identity at local, national, European, and global levels.

berling@zedat.fu-berlin.de • Freie Universität Berlin • Germany

Sirpa Leppänen, Tarja Nikula • *Multilingual practices in Finnish media, education and professional life* • This paper investigates English as a resource that Finns make use of in media, education and professional life. The uses and functions of English are shown to be closely related to the social contexts in question, indexical of social and cultural situation and change, and a means of identity work.

sleppane@cc.jyu.fi • U of Jyväskylä • Finland
tnikula@cc.jyu.fi • U of Jyväskylä • Finland

Harriet Sharp • *The Anglo-hybridization of Swedish* • This paper discusses an ongoing Anglo-hybridization tendency in Sweden, Denmark and Norway. Drawing on evidence from a corpus-study of Swedish-English language mixing it demonstrates how non-native speakers of English incorporate English constituents in intranational contexts of communication. It further highlights domain and gender-based differences in types of English constituents favoured.

Harriet.Sharp@kau.se • U of Sweden, Karlstad • Sweden

Tuesday Morning

Bilingualism and biculturalism in the Korean American community

Tuesday, July 26 8:15-11:15 AM • MT Meeting Room N

Organizers: Jin Sook Lee, Adrienne Lo

This symposium examines the attitudes, practices and challenges of bilingualism and biculturalism in the Korean American community. Drawing upon research in applied linguistics, education, and linguistic anthropology, the papers explore affective, cultural, and educational issues surrounding heritage language maintenance in families, heritage language schools, Korean language classrooms, and community settings.

jslee@education.ucsb.edu • U of California, Santa Barbara • US
alo@ucla.edu • U of Illinois at Urbana-Champaign • US

Hae-Young Kim • *A view of an advanced Korean college class* • Learning Korean in college is often constrained by the marginal status of Korean studies in academia. This paper describes a search for academic legitimacy and cultural relevance for an advanced Korean class for heritage students. The course develops literacy by engaging students in discussions of social and political issues.

haeyoung@duke.edu • Duke U • US

Jin Sook Lee • *Internet and popular culture in heritage language maintenance* • This study examines the role of the Internet and Korean popular culture in heritage language use and maintenance efforts among second generation Korean American high school and college students. It highlights how learning opportunities through the Internet are taken up by students in maintaining and developing their heritage language proficiency.

jslee@education.ucsb.edu • U of California, Santa Barbara • US

Mihyon Jeon • *Korean heritage language maintenance and language ideologies* • This presentation explores language ideologies of first- and second-generation Korean immigrants. Drawing upon my own ethnographic fieldwork, I demonstrate how language ideologies are appropriated by Korean immigrants in micro-level discourse and how these language ideologies are linked to the process of their learning to become bilingual.

mijeon@dolphin.upenn.edu • U of Pennsylvania • US

Eunjin Park • *Language socialization in Korean-English bilingual families: Politeness ideologies and practices* • This paper examines the language socialization processes of Korean-English bilingual children in three-generational Korean-American families. Focusing on usage patterns of polite linguistic features (Korean honorifics and English polite expressions), this ethnographic and sociolinguistic study reveals the relationships between linguistic practices and ideas about politeness.

ep353@nyu.edu • New York U • US

Sarah Shin • *Parental attitudes and behavior toward heritage language literacy development* • This paper examines Korean parents' attitude and behavior toward HL literacy development in light of various internal and external pressures for language shift. Parents are willing to support the development of biliteracy, so long as they feel that the use of Korean would not interfere with the acquisition of English.

shin@umbc.edu • U of Maryland, Baltimore County • US

Adrienne Lo • *Praising and criticizing in Korean American educational institutions* • This presentation examines positive and negative assessments (aka "evaluations") at four Korean American educational institutions. It considers differing ideologies about what kinds of assessments are good for children to hear and which assessments convey affection. It argues that children's participation in community settings is mediated by contrasting economies of affect.

alo@ucla.edu • U of Illinois at Urbana-Champaign • US

Discussant: Patricia Duff

Cognitive poetics

Tuesday, July 26 8:15-11:15 AM • MT Meeting Room O

Organizers: Jean Jacques Weber, Peter Stockwell

The symposium focuses on the interpretative dimension of cognitive poetics and explores the links between cognitive poetics and related disciplines. Very short keynote papers will deal with cognitive models and profiling, the effects of deictic shift, the management of text worlds, and the role of conceptual integration networks.

jjweber@cu.lu • U of Luxembourg • Luxembourg
peter.stockwell@nottingham.ac.uk • U of Nottingham • UK

Tuesday Morning

Chantelle Warner • *Authenticity as style* • This paper argues that authenticity is foremost a performative force of linguistic style. Using the works of three multi-cultural German authors, the author analyzes the ways in which these writers orient themselves toward contemporary discussions of authenticity and how this is tied to an emerging authentic style of self-expression.

warnercn@yahoo.com • U of California, Berkeley • US

Jean Jacques Weber • *Blending and conceptual integration networks, or: 'National allegories' revisited* • This paper rereads the Jameson-Ahmad debate concerning the allegorical nature of post-colonial texts in cognitive terms. It relies on Fauconnier and Turner's distinction between four types of conceptual integration networks, which are shown to correspond to the different forms of cultural grounding that can be found in national allegories.

jjweber@cu.lu • U of Luxembourg • Luxembourg

Peter Stockwell • *Cognitive deixis* • A cognitive linguistic perspective on deixis can resolve many of the problems encountered in traditional deictic theory. In particular, a multi-dimensional model of deixis is presented as a means of understanding the texture of fictionality, focusing on the moments of deictic shift and their readerly interpretation

peter.stockwell@nottingham.ac.uk • U of Nottingham • UK

Joanna Gavins • *Text worlds and participants* • This paper focuses on the participants in literary discourse, drawing on the framework of Text World Theory. The approach offers a means of integrating discourse world cognitive mechanisms with the interpretative dimension, in order to understand the reading experience and forms of textuality.

j.gavins@sheffield.ac.uk • U of Sheffield • UK

Discussant: Peter Stockwell

Conversational and community interpreting

Tuesday, July 26 8:15-11:15 AM • MT Meeting Room R

Organizer: Karlfried Knapp

This symposium presents original research on conversational interpreting that studies how mutual understanding can be achieved in situations of interpreted family communication and situations of community interpreting in the healthcare context in the face of differences in power and expertise, as well as in socio-cultural, institutional and language knowledge.

karlfried.knapp@uni-erfurt.de • U of Erfurt • Germany

Kim Isaac • *Collaborating for communication: Health interpreters and speech pathologists* • This paper offers a critical analysis of notion of 'collaboration' with reference to the data from the qualitative analysis of a series of six focus groups involving over 50 health interpreters and speech pathologists. We also reflect on the complex interplay of role expectations within this multi-partner encounter.

kim.isaac@newcastle.edu.au • U of Newcastle • Australia

Alison Ferguson • *Speech pathologists and interpreters: Partners in action* • This paper presents an analysis of the interaction between interpreters and speech pathologists in the context of providing services to clients with communication disorders. The research focus investigates emergent issues from focus group data including information elicitation and sharing, advice giving, repairing breakdowns, and perception and enactment of roles.

Alison.Ferguson@newcastle.edu.au • U of Newcastle • Australia

Kristin Buehrig, Bernd Meyer • *Training bilingual staff as hospital interpreters: A discourse-analytical approach* • Based on analyses of authentic mediated encounters, the paper addresses the potential of training bilingual staff as hospital interpreters and proposes a module for training. The basic idea is that training for part-time interpreters should prepare bilingual employees to act as interpreters in specific types of institutional discourse.

Buehrig@textentertainment.de • U of Hamburg • Germany
bernd.meyer@uni-hamburg.de • U of Hamburg • Germany

Antje Wilton • *Two languages – one conversation: Bilingualism and its impact on interaction* • Using a conversation-analytic approach, this paper explores the various manifestations of two languages – German and English – within a conversation and the ways participants deal with the problems and possibilities posed by the availability of those two languages.

wilton@t-online.de • U of Erfurt • Germany

Karlfried Knapp • *Uncooperativeness in interpreter interaction* • As a comparatively frequent form of intercultural communication, people who do not share a language communicate with the help of a lay-interpreter. This is a person who happens to be around and who is more or less fluent in the languages the primary interaction partners bring into the situation, be it a family member, a member of one party's ethnic group or a member of staff in an organisation or institution. However, in many cases this kind of interpreted interaction is less effective than anticipated, frequently because the primary interaction partners lack cooperation with the interpreter.

karlfried.knapp@uni-erfurt.de • U of Erfurt • Germany

Discourse and construction of identities

Tuesday, July 26 8:15-11:15 AM • MT Ballroom D

Organizer: Carmen Rosa Caldas-Coulthard

Focusing on the semiotic and using different forms of discourse analysis, we will explore in this symposium the role of discourse in the construal and enactment of multiple identities – from individuals to small groups in different institutional settings and will relate the issues and findings to educational concerns and practices.

c.r.caldas-coulthard@bham.ac.uk • U of Birmingham • UK

Carmen Rosa Caldas-Coulthard • *Border crossings: Narratives of identity change, belonging and multi-positioning* • This paper focus on cultural identity construction from the native/foreigner interface. The objective is to problematise notions of cultural boundaries and belonging. The discursive analysis demonstrates how Brazilians living in Britain are re-constituted in new social contexts and the ways their social relations are affected by these constitutions.

c.r.caldas-coulthard@bham.ac.uk • U of Birmingham • UK

Jay Lemke • *Identity, discourse, and scale: critical questions* • Discursive constructions of identity need to be analyzed as they are textualized across multiple scales: from brief interpellations and momentary dialogues, to institutional role-play, sustained social relationship and narratives. The role language plays, the linguistic resources deployed, the nature of the construction differ across these scales of text and meaning.

jaylemke@umich.edu • U of Michigan • US

Tuesday Morning

Hermine Scheeres • *Texts and talk at work: Team meetings as identity-work* • This paper proposes that much new work in contemporary workplaces is discourse work and that this discourse work involves identity-work. Team meeting data from an Australian manufacturing workplace will be analysed exploring the shift from physical work to discourse work, and how this requires the negotiation and management of self.

hermine.scheeres@uts.edu.au • U of Technology Sydney • Australia

Christian Matthiessen, Diana Slade • *The construction of identities and social networks in the workplace* • In this paper we will examine the role of talk in the construction of identities and social networks in the workplace. We will present authentic data collected at work, showing how solidarity and in-group membership is mainly constructed in the casual discourses that occur around the work schedule.

cmatthie@mac.com • Macquarie U • Australia
Diana.Slade@uts.edu.au • U of Technology Sydney • Australia

Discussant: Malcolm Coulthard

Global images, global music, and local languages

Tuesday, July 26 8:15-11:15 AM • MT Ballroom B

Organizers: Ulrike Meinhof, Werner Holly

The explosion of global communication created possibilities or illusions of closeness/ similarity. Flows of images and music transmit seemingly global codes of information / entertainment which hide more than they reveal. We highlight possibilities for cross-cultural (mis-)understanding through seemingly similar or obviously different codes of audio-visual language in transnational media. Tuesday, July 26 8:15-11:15 AM • MT Ballroom B

uhm@soton.ac.uk • U of Southampton • UK
werner.holly@phil.tu-chemnitz.de • U of Chemnitz • Germany

Ulrike Meinhof • *'Africa on your streets'? World-music - the web - transnational public spheres* • An analysis of a new multi-media web-site 'African on your Street' which transcends the usual functions of BBC3's World Music sites by offering a purely web-site interactive forum for distinct user groups around the world which has developed in some cases into a transnational public sphere.

uhm@soton.ac.uk • U of Southampton • UK

Kazuko Miyake • *Global images and local representation of reality of Olympic Games* • The opening ceremony is one of the main events of the Olympic Games where identical images worldwide are accompanied by different texts/ languages. Media-presentations of this event often reveal hidden values and beliefs. My paper analyzes a Japanese TV broadcast in the context of other 'national' presentations.

miyake@toyonet.toyo.ac.jp • Toyo U • Japan

Aquilina Mawadza • *Global images, international formats and local languages* • An analysis of cross-cultural misunderstanding which transnational audio and visual media may give rise to in the Zimbabwean media. The perception skills and cognitive capacity of the individual does not develop according to the international institutions of mass media. International images are interpreted differently in different social and cultural contexts.

aquilinam@hotmail.com • U of Cape Town • South Africa

Stephan Habscheid • *"Glocalisation" of services: Music events and financial business in media-discourse* • An analysis of the contradictions and tensions between regionally subversive and globally activated consumerism in two different domains. One, the German Splash!-Festival, the Europe's biggest Hip-Hop- and Reggae-Festival, and on the basis of results gained from a recent research project on new media in business communication.

stephan.habscheid@phil.tu-chemnitz.de • U of Chemnitz • Germany

Joy Sisley • *Language and visibility in ethnographic documentary television* • Ethnographic documentaries are an important medium for connecting television audiences to distant places and people. I will discuss the interplay between translation, representation, and narrative structure that constitutes an important characteristic of popular visual anthropology, and demonstrate this through selected examples of translation practice in this field.

joy@geufford.fsnet.co.uk • U of Warwick • UK

Raúl Ávila • *Spanish, English, minority languages & mass media* • Internationally, Spanish competes with English; nationally, it imposes itself on minority languages, especially in Spanish America. Within the Spanish community there are conflicts between different variants used in the mass media. I will discuss these problems suggesting possible solutions, especially regarding variants in the Spanish language on the international level.

ravila@colmex.mx • El Colegio de México • México

Werner Holly • *The interplay of global images/ local languages in news programmes* • News broadcasts increasingly use images provided by international agencies. These are combined with a (locally written) speaker's text. But global or "foreign" images need local interpretation, despite the common hypothesis that images are self-explaining. But "Transcription" of images by language is following patterns of transposition.

werner.holly@phil.tu-chemnitz.de • U of Chemnitz • Germany

Rainer Winter • *The "rebirth" of cinema: Global images and local articulations* • In spite of the global imagery of Hollywood blockbusters, the national cinema is not dead. Examples of film from Taiwan, Iran or Brazil show that extraordinary films are made which can be the great classics of the future. They combine global codes with local languages and interests.

rainer.winter@uni-klu.ac.at • U of Klagenfurt • Austria

Discussant: Werner Holly

Hip-hop culture, ethnic identity, and the politics of language education

Tuesday, July 26 8:15-11:15 AM • MT Lecture Hall

Organizer: Alastair Pennycook

This symposium addresses ways in which multilingual identities are performed within hip-hop culture. Across a range of different contexts, the papers address issues such as critical language awareness, discrimination and identity negotiation, blended phonologies in Latino hip-hop, and complex codeswitching in Quebec as a performance of multilingual hip-hop identities.

alastair.pennycook@uts.edu.au • U of Technology Sydney • Australia

Tuesday Morning

Samy Alim • *Developing critical hip-hop pedagogies for today's multilingual classrooms* • This paper presents critical hip-hop language education and a critical language awareness pedagogy in multilingual classrooms, based on extensive ethnographic data of Black American, Chicano, and Asian and Pacific Islander students in a predominantly working-class suburb in the US.

alim@duke.edu • Duke U/ American U in Cairo • Egypt

Awad Ibrahim • *"Hey, whassup homeboy?": Performativity, hip-hop and the politics of identity* • This paper is about a young group of émigrés in Canada who perform Hip-Hop identity both as an expression of desire and a site of identification and language learning; where codeswitching is no longer just a linguistic phenomenon, but a subject location, an identity, and a historical memory.

ibrahim@bgnet.bgsu.edu • Bowling Green State U • US

Mela Sarkar • *Hybrid identities and multilingual code-switching in Quebec Hip-Hop* • Quebec Hip-Hop artists perform in both standard and non-standard English and French, and in several minority languages spoken in the Montreal urban setting (for example, Haitian Creole, Spanish, and Arabic). We discuss the relationship between multilingual code-switching and the emergence of new, hybrid identities in this community

mela.sarkar@mcgill.ca • McGill U • Canada

Alastair Pennycook • *Refashioning identities in the flow of global hip-hop* • This paper explores meanings of hip-hop culture in the global context in relation to the global spread and localization of English. It examines ways in which hip-hop, English and other languages are used and appropriated in multilingual settings as a way of refashioning local and global identities.

alastair.pennycook@uts.edu.au • U of Technology Sydney • Australia

Elaine Richardson • *Resisting negative images of blackness in hip hop discourse* • The presentation will focus on data derived from semi-structured interviews around the viewing of rap videos, to generate talk about Black youth popular culture. The focus of the transcription and analysis is on how language is used to reflect and contest the rhetorical situation of Black American males and females.

Ebr2@psu.edu • Pennsylvania State U • US

Michael Newman • *Speakin' 'bein' real': Ideology and dialect among Latino hip-hoppers* • The paper shows how Latino hip-hoppers combine Spanish contact and AAVE features to create an authentically urban Latino identity that is sync with hip-hop values of authenticity and mainstream hip-hop speech patterns of African American English origin.

mnewman@qc.edu • www.qc.edu • US

Interactional approaches to SLA: What do the data tell us?

Tuesday, July 26 8:15-11:15 AM • MT Ballroom C

Organizers: Judith Liskin-Gasparro, Dale Koike

The four papers that form the core of the session represent research that examines learner-learner or learner-native speaker discourse in several contexts and discuss the implications for language curricula. Unifying them is the issue of how meaning is co-constructed in various manners during the interactions.

judith-liskin-gasparro@uiowa.edu • U of Iowa • US
d.koike@mail.utexas.edu • U of Texas • US

Mark Darhower • *Co-construction of meaning in the bilingual chat context* • This presentation focuses on how participants in weekly bilingual Internet chat sessions (L1 English learners of Spanish paired with L1 Spanish learners of English) cultivate this electronic communication forum and utilize strategies that enable them to co-construct meaning with each other in their respective L1 and L2.

markdarhower@aol.com • North Carolina State U • US

Lynn Pearson • *Learner discourse in a Spanish-language living and learning community* • This investigation examines the language used by L2 Spanish learners who live on a language floor in a residence hall at a U.S. university. The interactional discourse features analyzed in the study include learners' use of L1 and L2, communication strategies, turn-taking, and speech acts.

pearson@bgnet.bgsu.edu • Bowling Green State U • US

Dale Koike • *Pragmatic resources for alignment in the second language learning context* • This introduction to the session presents concepts and literature relevant to the topic of co-construction in SLA and then presents research on pragmatic resources used by learners when speaking to unfamiliar native Spanish speakers. Several proposals are made regarding the application of these notions to classroom language learning.

d.koike@mail.utexas.edu • U of Texas • US

Abigail Dings • *Sharing the burden: Co-construction in native/nonnative speaker interaction* • Based on analysis of conversations of a learner of Spanish in the study abroad setting speaking with a native speaker, the study examines the asymmetrical nature of the interactions and the apparent distribution of rights and responsibilities. Pedagogical implications include teaching learners to claim more responsibility and rights in co-construction.

adings@mail.utexas.edu • U of Texas at Austin • US

Discussant: Dale Koike

Language emergence

Tuesday, July 26 8:15-11:15 AM • PC 313

Organizers: Nick Ellis, Diane Larsen-Freeman

Language is a complex adaptive system and many of its systematicities are emergent. The papers in this symposium consider the emergence of language at various levels (neurons, phonemes, morphemes, lexemes, constructions, interactions and discourses) within individuals, social groups, networks, and cultures, and across timescales (evolutionary, epigenetic, ontogenetic, interactional, neuro-synchronic, diachronic).

ncellis@umich.edu • U of Michigan • US
dianelf@umich.edu • U of Michigan • US

John Holland • *An agent-based model of language acquisition and evolution* • The research models the emergence of a structured language in a situated social model where the agents have no pre-determined language structure, the environment exhibits perpetual novelty, and agent survival depends upon collecting environmental resources. The following properties emerge: networks of interaction, proto-grammatical constructions, meanings, and increasing complexity and diversity of agents.

jholland@umich.edu • U of Michigan • US

Tuesday Morning

Paul Meara • *Some emergent properties of lexical systems* • Some puzzling phenomena that occur in multilingual speakers may perhaps be explainable in terms of emergent properties of lexical networks. This idea is illustrated using some very simple network models of lexicons. Interesting patterns of interference between L2 and L3 appear in these models, which may explain why real speakers often report that they can retrieve an L3 word when they are searching for an L2 word.

PMMeara@Swansea.ac.uk • U of Wales, Swansea • UK

Diane Larsen-Freeman • *The emergence of complexity in interlanguage* • emergence of complexity in interlanguage can be seen not as the unfolding of some prearranged plan, but rather as the system adapting to a changing context, in which the language resources of the system themselves are transformed through use.

dianelf@umich.edu • U of Michigan • US

Lynne Cameron, Alice Deignan • *The emergence of metaphor in discourse* • The emergence of metaphorical forms and systems in the complex dynamics of discourse is revealed through analyses of spoken discourse and corpus data. On a micro timescale, discourse participants converge on particular systems of framing metaphors; on a macro timescale, metaphors develop into non-predictable but stable forms.

L.J.Cameron@education.leeds.ac.uk • U of Leeds • UK
A.H.Deignan@education.leeds.ac.uk • U of Leeds • UK

J. Dean Mellow • *The emergence of second language syntax* • The paper examines the emergence of complement clauses and relative clauses in a longitudinal ESL data set. The complex syntactic structures emerge only after the components of those structures have already been acquired. The paper also reveals consistencies between acquisition orders and probable input frequency.

dmellow@sfu.ca • Simon Fraser U • Canada

Teresa Satterfield • *Towards a representation of the dynamical emergence of bilingual linguistic knowledge* • This research fills in theoretical "gaps" of the One/Two Systems debate, framing bilingual acquisition as a complex adaptive system. Computer simulations depict components organizing emergent linguistic knowledge. Agent-based models formalize the language faculty. Findings are calibrated with infant bilingual control data. An attractive alternative materializes, as linguistic modules are examined "individually" and globally.

tsatterf@umich.edu • U of Michigan • US

Discussant: Brian MacWhinney

Language ideologies and identity among bilinguals

Tuesday, July 26 8:15-11:15 AM • MT Meeting Room M

Organizer: Marcia Farr

This panel explores how beliefs about language (oral or written, standard or vernacular) are implicated in social identity. Papers document how ideologies impact the use of particular languages, dialects, and even writing systems, detailing how social relations are central to language ideologies and thus to language development, use, and maintenance.

farr.18@osu.edu • The Ohio State U • US

Deborah Smith • *(De)constructing linguistic identities: Indian students in the US* • A look at the defining and redefining of linguistic identity which some Indian speakers of English experience when brought face-to-face with "inner circle" English speakers in the inner circle domain. The fallacy of the conceptualization of a Native Speaker of Indian English is also addressed.

smith.3814@osu.edu • The Ohio State U • US

Marcia Farr • *Language ideologies and identity among Mexican families in Chicago* • This presentation explores language ideologies among Mexican families in Chicago. Their identity as *rancheros* (small property rancher-farmers) from western Mexico is constructed in a verbal style that is frank, direct and self-assertive. This identity and its associated ideologies lead to ambivalent attitudes toward bilingual education, with implications for Spanish maintenance.

farr.18@osu.edu • The Ohio State U • US

Khadar Bashir-Ali • *Language learning and the process of acquiring a new social identity* • This study looks at two female refugee students from Africa as they acquire a new language (AAVE) and a new social identity which clashes with their native socio-cultural norms. The tension experienced by these two students is reflected in power issues and linguistic discourses associated with acquiring the new social identity.

Bashir-ali.1@osu.edu • Ohio State U • US

Juyoung Song • *Personhood and social identity through bilinguals' use of deixis* • This study documents Korean-English bilingual children's acquisition of social deixis in English and Korean, focusing on how they signify their social identities and negotiate different ideologies of personhood through language-specific deictic usage. The study illuminates the influence of dual language development on the linguistic construction of social relationships.

song.151@osu.edu • The Ohio State U • US

Jin Yan • *Switching between two writing systems: Social meaning in context* • This paper compares the socially situated use of two writing systems from two Cantonese-Mandarin communities. Cantonese Vernacular Writing indexes solidarity, intimacy, and informality, whereas Modern Written Chinese indexes formality. Switching between MWC and CVW shows the primacy of social relations within the bilingual's social network and, more broadly, social identity.

yan.47@osu.edu • The Ohio State U • US

Discussant: Robert Bayley

Learning environments mediated by computers: Challenges, applications, and teachers' education

Tuesday, July 26 8:15-11:15 AM • PC 309

Organizer: Maximina M. Freire

By addressing learning environments mediated by computers from various perspectives and in various contexts, this symposium aims at discussing possibilities to effectively integrate computers into language teaching-learning approaches; tasks, projects and course design; adult and teenagers' linguistic and technological education; and language teachers' development in both professional and technological terms.

mmfreire@uol.com.br • Catholic U of Sao Paulo • Brazil

Tuesday Morning

Anise A. G. D'Orange Ferreira, Angelita G. Quevedo, Danie Marcelo de Jesus, Roberta G. Matarazzo • *Challenges in language e-learning material planning for specific target audiences* • This presentation aims at addressing some challenges, problems and solutions in language e-learning material planning and preparation for specific target audiences, specifically groups of adult participants, with high level of instruction, but poor access and experience concerning the academic use of the Internet and consequently to its underlying technologies.

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dmjesus@terra.com.br • Catholic U of Sao Paulo • Brazil
rgmatarazzo@hotmail.com • Catholic U of Sao Paulo • Brazil

Silvia Matravolgyi Damião • *ESP for engineering students in the digital age* • This paper discusses the importance of looking for new ways of teaching and learning in post modernity through the incorporation of computers, and its various uses, in an ESP course design.

silviam@ief.ita.br • Catholic U of Sao Paulo • Brazil

Eliane Andreoli dos Santos • *Genre-based tasks through computers: an investigation on pedagogical material* • The aim of this presentation is to illustrate the design and implementation of a genre-based task directed towards Brazilian Elementary School students that brought together the notion of task (Nunan, 1989; Willis, 1996), a framework to implement genre in the classroom (Ramos, 2000), and a re-interpretation of factors in CALL (Freire, 1992). Tuesday, July 26 8:15-11:15 AM • PC 309

eandreoli@uol.com.br • Catholic U of Sao Paulo • Brazil

Maximina M. Freire • *Language teachers and computers in educational settings: The 6R's perspective* • This presentation aims at discussing the nature and scope of a system reform that based on critical reflections upon 6R's constructs could transform teachers' engagement with computers, allow their development from legitimate peripheral to integral participation in computer practices, and generate an articulate exploitation of the educational potential computers have.

mmfreire@uol.com.br • Catholic U of Sao Paulo • Brazil

Rosinda de Castro Guerra Ramos • *Online Development of ESP Teachers for the Brazilian Technical Educational System* • This paper aims at reporting on an online ESP teacher development project, developed for the Brazilian Technical Educational System, whose objective is the creation of six centers of excellence, responsible for the future multiplication of the model for the country's entire professional education system.

rrosos1@uol.com.br • Catholic U of Sao Paulo • Brazil

Multiple literacies: Challenges to the global through the local

Tuesday, July 26 8:15-11:15 AM • PC 325/326

Organizers: Anita Wilson, David Barton

This symposium explores the multiplicity of literacies in which people may (or may not) participate. The presenters draw on an eclectic mix of research, using computer games, prisons, hip-hop, digital learning and literacy pedagogy, leveraging the local to challenge traditional conceptualisations and global assumptions of literacy theory and practice

anita@wilsonhmp.freemove.co.uk • Lancaster U • UK
d.barton@lancs.ac.uk • Lancaster U • UK

Ronald Soetaert • *Interliteracy and the contact zone* • In our research at Ghent University we try to construct a curriculum problematising and thematising the concept of literacy. We invited our students to become 'teacher-as-researchers' or 'the teacher-as-anthropologist'. "He or she needs to understand which trends are taking place in our culture. Meaningful intervention must take the form of working with these trends" (Papert 1980). Indeed, the work of ethnographers and teachers is often very similar. The teacher should become aware of his interpretative repertoires (Wetherell & Potter 1988) and cultural models (Gee 1999). We introduced the curriculum as a contact zone referring to "social spaces where cultures meet, clash, and grapple with each other" (Bizzell 1994, Pratt 1991). From our research we learned how the repertoire of cultural literacy (conservative) and the repertoire of multiliteracies (progressive) indeed "clash" with each other. • In our teaching the prefix multi has become a buzzword (multiliteracies, multicultural, multi-intelligences). The Grand Narrative has been replaced by small narratives, Western Culture by multicultural, a singular literacy by multiliteracies, the monolithic curriculum by the multi-curricula. This is liberating but it can also be problematic. For some students our contact zone was a kind of multi bazaar and they asked for more foundations in these anti- and postfoundational times. What about the importance of a 'shared discourse and knowledge'? Our ways of life "depend upon shared meanings and shared concepts and depend as well upon shared modes of discourse for negotiating differences in meaning and interpretation" (Bruner 1990, 25). What kind of literacy do we need for negotiating differences, for moving from a multicultural towards an intercultural perspective? What kind of metadiscourse can deal with the fragmentation?

Ronald.Soetaert@ugent.be • Ghent U • Belgium

Shuaib Meacham • *Reader writer freedom fighter: The centrality of literacy in African American culture from Frederick Douglass to Fifty Cent* • In light of the much discussed "achievement gap" between White and Black test scores in the U.S., popular understanding assumes reading and writing to be marginal practices within the context of African American culture (Thermstrom & Thermstrom, 2003). With the advent of "hip-hop" as a prominent cultural practice among African American youth, cultural connections to literacy are perceived as even more tenuous (Ferguson, 2000). Scholars such as Anderson, (1988), Gates (1987; 1988), and Harris (1992), however, have delineated internal African American literacy theories and practices that suggest that reading and writing is far more central to African American cultural evolution and identity than is popularly understood. Specifically, these scholars emphasize prominent connections between reading and writing and the pursuit of individual and collective freedom and transformation. Gates' summarizes this relationship between literacy and freedom with the phrase: "The slaves who learned to read and write were the first to run away" (Gates, 1987 p. xi). In other words, when literacy is associated with the effort to achieve freedom and is perceived as an instrument of liberation, the embrace of literacy on the part of African Americans is profound. But does this same relationship apply to the literacy practices found within the popular cultural form known as Hip-Hop? This paper will delineate the role of literacy within the popular cultural art-form of Hip-Hop by applying the lens associated with the work of Gates (1987, 1988) to determine if this same relationship between literacy and liberation. Through a detailed analysis of lyrics from Hip-Hop songs as well as interviews with Hip-Hop writers, this paper will identify the role of function of reading and writing within Hip-Hop culture.

scholarpoet@earthlink.net • U of Delaware • US

Tuesday Morning

Anita Wilson • *TVs and tennis balls - Literacies and social identities in the everyday lives of prisoners* • Prisons are conventionally constructed as total institutions, their inhabitants positioned as 'docile bodies' with literacy, numeracy and language abilities cited as 'below that of the average population'. Improved basic skills is currently being reified as the cure all for re-offending, the key to re-settlement and the panacea for unemployment. The small number of prisoners able to attend education classes are steered towards accreditation while tutors are tied to accountability. It might seem that all literacy-related activity and practice in prisons revolves around key performance targets, government initiatives and the constant mantra of truancy, illiteracy and criminality. However, turning the ethnographic gaze towards any single prison shows an entirely different picture. Every day almost all prisoners engage with a multiplicity of literacies ranging from official bureaucracy to unofficial graffiti, taking in court documents, personal letters, poetry writing, or reading 'a whole book'. Nor is their engagement constrained within conventional notions of reading and writing. Literacy-related activities and artefacts are re-shaped as part of a complex and necessary drive to keep a sense of social self - as prisoners would say 'to keep your mind'. Significantly, this desire seems to be almost universal. At both the local and the global level, retaining a sense of social identity in prison is leveraged beyond any concern about educational accountability, accreditation or assessment. It sits squarely on the line between madness and sanity.

anita@wilsonhmp.freereserve.co.uk • Lancaster U • UK

Ilana Snyder • *Using ICT in adult literacy education: New practices, new challenges* • The emergent literacy practices associated with the use of information and communication technologies (ICT), in particular the Internet, are undergoing change at an unprecedented rate. Literacies, as dynamic systems of social and cultural practice, are being transformed simultaneously by technological change, electronic communication and the globalisation of knowledge. Yet while there is widespread speculation, both optimistic and pessimistic, about the social and cultural consequences, there has been little systematic empirical research worldwide, particularly in adult literacy education. The purpose of the research reported in this paper is to understand more about digital communication practices and the implications for adult literacy programs. The focus is on programs in Australia but consideration is also given to the implications for similar contexts in other parts of the world. The research asks what the term literacy will mean in the next decade. What new kinds of literacy practices will adult learners require for life-long learning? How will they gain the literacies essential to communication in the globally extended networks now integral to 21st century workplaces? The paper will report the findings of the empirical component of the research: case studies of educators' and learners' digital literacy practices in four Australian adult literacy programs. It will also present a 'map' of the literacy practices identified, taking into account the tension between the notions of 'practice' and 'skill' and the different theoretical paradigms each signals. Finally, it will make suggestions for curriculum, pedagogical and program reform in the global context.

ilana.snyder@education.monash.edu.au • Monash U • Australia

James Paul Gee • *Video games and multiple literacies* • Good video games like *Deus Ex*, *The Elder Scrolls 3: Morrowind*, *Tony Hawk's Underground*, or *Rise of Nations* have a good deal to teach us about theories of learning and literacy fit for the modern world. In such games, language, even quite specialized language akin to so-called "academic language", is situated in embodied experiences in ways that fit quite well with contemporary socio-cognitive theories of how language learning works best. Such games represent multi-modal "texts" that go far beyond the text-plus-images found in print-based media of the sort most commonly analyzed in current work on multimodality. They also demonstrate, in particularly interesting and important ways, how identity and play with identities undergird learning, with implications for learning in other sites and domains. They demonstrate, as well, new forms of affiliation and social interaction that can give us new insights into how some new types of "communities of practice" will function in the future. Such games also put a very large premium on players as producers and not just consumers, especially through "modding" (using software that comes with the games to make entirely new games). In the act, they are creating new forms of digital literacy. Video games also expose young people to highly valued skills for the modern world: skills to do with design and thinking about and interacting with complex systems. At the same time, such games, along with associated digital technologies, are creating a new and severe equity crisis. It is no long enough to ensure that poor children get "equal" essayist literacy in our schools, since today privileged families use games and related technologies to accelerate their children's skills and enhance their identities in ways that prepare them for power in our new capitalist, global, high-tech world. This is one of many ways in which poor children today are in danger of being left out of global networks that are transforming their local areas.

jgee@education.wisc.edu • U of Wisconsin-Madison • US

Discussant: Donalddo Macedo**Researching race and ideology in applied linguistics**

Tuesday, July 26 8:15-11:15 AM • PC 112

Organizers: Theresa Austin, Shelley Wong

Why does race matter in applied linguistic research? How does one read, interpret, or research race in various educational settings? Researchers present diverse epistemological perspectives examining how race is theorized and researched. Papers address changing constructions of race (Omi & Winant, 1986) with respect to ideology, language and power.

taustin@educ.umass.edu • U of Massachusetts, Amherst • US
wong.180@osu.edu • Ohio State U • US

Francis Bangou, Andres Ramirez, Theresa Austin • *Are we collaborating yet? Exploring racial issues in team teaching* •

Tensions in team teaching often arise when conflicts in status, power and philosophy surface. What results when race is also considered? Critical Race Theory is used to consider how racial factors may be considered in how TA/Professor teams negotiated tensions in two case studies of language teacher education programs.

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Tuesday Morning

Shelley Wong, Mary Romney • *Colonial and post colonial narratives on race* • We examine colonial and postcolonial narratives, both fictional and nonfictional, through the lens of race, employing both literary and linguistic analysis. Selections analyze viewpoints of colonizers and the colonized in Africa, India, and the Caribbean. How do our tools to capture perceptions of race change (or not) across time?

wong.180@osu.edu • Ohio State U • US
cordero@galaxyinternet.net • Quinebaug Valley Community College • US

Ena Lee • *On being a visible minority ESL researcher* • This paper examines how a visible minority ESL researcher was paradoxically positioned as both an insider and outsider by participants in her thesis research due to their difficulties reconciling her hybrid identity as a Chinese-Canadian. She discusses the implications of race in educational research through narratives from her thesis research.

eglee@interchange.ubc.ca • U of British Columbia •

Sociophonetics — A new tool in applied linguistics: Session I

Tuesday, July 26 8:15-11:15 AM • MT Hall of Ideas G

Organizer: Dennis Preston

Speech science advances allow increasingly sophisticated studies of intralingual contact and change, including a focus on social categories in perception as well as production. Such studies use acoustic analyses of speech and responses to samples based on such analyses. The relationship to applied concerns is highlighted in each presentation.

preston@msu.edu • Michigan State U • US

Terumi Imai • *An emerging gender difference in Japanese vowel devoicing* • This study investigates the effects of gender and age on the vowel devoicing in Tokyo Japanese. The results show that younger males devoice most, younger females devoice least, and the rest fall in between. This suggests that devoicing rates are becoming symbolic of gender among younger speakers.

imaiteru@msu.edu • Wittenberg College • US

Nancy Niedzielski • *Linguistic security, ideology, and vowel perception in Michigan* • I suggest that different degrees of linguistic security predict different degrees of awareness of the acoustic properties of one's own language variety. I contrast speakers from Michigan with speakers from Texas, and show that the predominant language ideology filters acoustic information from the speech signal for the linguistically secure Michiganders, but not the linguistically insecure Texans.

niedz@rice.edu • Rice U • US

Rika Ito • *Local loyalty and the acquisition of the northern cities vowel shift in rural mid-Michigan* • This study reports the degree of accommodation to an urban sound change in a rural mid-Michigan community by examining (æ) raising—the first step of the Northern Cities Vowel Shift. Raising is more frequent among less locally loyal speakers than those who are more locally loyal who value country life.

ito@stolaf.edu • St. Olaf College • US

Rebecca Roeder • *Mexican-American identity and the acquisition of regional US English* • The goal of this study is to discover the extent to which members of a predominantly Mexican American community in Lansing, Michigan, are participating in the Northern Cities Chain Shift (NCCS). Previous studies have shown that, although the majority population in this area is rapidly undergoing the NCCS, with most people under 30 showing its full effects, minorities, in general, are either not undergoing the shift at all or changing more slowly.

roederre@msu.edu • Michigan State U • US

Midori Yonezawa Morris • *Regional stereotypes and the perception of Japanese vowel devoicing* • Judges of vowel devoicing in Japanese from Tokyo and Osaka appear to relate it to an ideological association of that feature with Tokyo-area Standard Japanese rather than to actual rates of occurrence in a particular area. This ideological fact appears to misdirect respondent perceptions of the regional backgrounds of speakers.

myonezaw@gettysburg.edu • Gettysburg College • US

Betsy Evans • *The imitation of language varieties: Production and perception* • This study explores 'accuracy' of imitation via a case study that examines the phonetic match between an imitation and known phonetic characteristics of the imitated dialect. Acoustic analysis of the data revealed considerable consistency in the first and second formants of the vowels in the imitation and known phonetic features of the target.

EvansB7@Cardiff.ac.uk • Cardiff U • UK

The uses and effects of humor in educational settings

Tuesday, July 26 8:15-11:15 AM • MT Hall of Ideas I

Organizer: Jodi Eisterhold

This colloquium presents original research on humor within educational settings. The four papers look at: 1) the use of humor by ITAs; 2) humor in the L2 classroom; 3) humor as both content and process in the ESL classroom; and 4) how humor functions in a school staff room.

jeisterhold@gsu.edu • The Georgia State U • US

Catherine Evans Davies • *Humor as content and process in the classroom* • This paper examines humor as both content and process in the classroom. It is a multi-layered analysis of the use of a critical incident involving crosscultural joking as part of course content, presenting a discourse analysis of a key class discussion in which student joking interaction coincided with an insight point.

cdavies@bama.ua.edu • The U of Alabama • US

Nancy Bell • *Learning about and through humor in the L2 classroom* • While language teachers are advised of the benefits of humor, data of learner humor shows how these recommendations inadequately present the complexities of humor, oversimplifying what might be taught and to whom. Humor should, however, be addressed as learners often have little access to it in interaction with NSs.

nbell@iup.edu • Indiana U of Pennsylvania • US

Jodi Eisterhold • *Rapport-building in the classroom: Barriers to successful NS-NNS communication?* • This study looks at specific examples of humor from over one hundred hours of classroom teaching by ITAs. International instructors were videotaped in naturally-occurring teaching situations. Analysis focused on the linguistic and cultural aspects of each lecture in terms of rapport building between student and teacher.

jeisterhold@gsu.edu • The Georgia State U • US

Tuesday Morning

Keith Richards • *'Seriously though, folks ...' Signaling serious business in a back region* • Based on transcripts of staff room talk, this presentation explores how humor functions in a school staff room, drawing attention to the way in which 'serious business' is signaled. It also challenges the conventional view that back region talk (Goffman) does not address professional issues.

k.e.richards@gaston.ac.uk • Aston U • UK

Tuesday Afternoon

Autism and social interaction

Tuesday, July 26 2:00-5:00 PM • PC Auditorium

Organizer: Olga Solomon

This symposium examines video-recorded interactions of children with autism from early infancy to pre-adolescence, with the focus on the children's participation in everyday activities. Through micro-level analysis of coordination of social actions between the children and their interlocutors, the papers illuminate the moment-by-moment unfolding of autistic children's engagement with others.

solomono@ucla.edu • U of California, Los Angeles • US

Ann Mastergeorge, Michael Lombardo, Jeslin West, Mazan Awad • *Autism and joint attention: Emerging discourse in mother-child dyads* • The development of joint attention in early communication is a hallmark of reciprocity in communicative interactions. This paper will describe joint attention between mothers and their autism-risk toddlers in play contexts. The analysis will focus on reciprocity and contingency in the dyadic exchanges, and emerging discourse in these interactions.

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 jewest@ucdavis.edu • U of California, Davis • US
 Mnawad@ucdavis.edu • U of California, Davis • US

Olga Solomon • *Body in autism: A view from social interaction* • This ethnographic, discourse analytic study examines the coordination of vocal and non-vocal modalities of communication of children who fall on both extremes of the autistic continuum: the high-functioning and the severely autistic children. The paper sheds light on their ability to initiate and build upon conversational contributions of others.

solomono@ucla.edu • U of California, Los Angeles • US

Ted Hutman • *Maternal directives in autism: A micro-analysis of playtime interactions* • This study is a micro-analysis of the interactional processes surrounding maternal directives during toy play with autistic children. Directives correspond with negative affective responses from children and a narrowing in the mothers' focus of attention. These conditions interfere with the achievement of mutual engagement and possibly with long-term language gains.

hutman@ucla.edu • U of California, Los Angeles • US

Maya Gratier, Marian Sigman • *Socio-interactional precursor signs of autism at 4 months* • In this paper we present two detailed microanalytic case studies of the face-to-face interactions of 4-month-old infants later diagnosed with autism and their mothers. Frame-by-frame video analysis reveals patterns of interactive disturbance. These mothers and infants appear to lack the temporal coordination that builds shared moments of excitement.

gratier@psych.ucla.edu • U of California, Los Angeles • US
 msigman@ucla.edu • U of California, Los Angeles • US

Penny Stribling, Paul Dickerson, John Rae • *The sequential organisation of repeated talk in autism* • This paper explores apparently 'echolalic' utterances delivered by a child with autism. Developing on prior Conversation-Analytic research, we describe both the distinct features of such turns and the spoken/non-spoken co-authored activities in which they are embedded to demonstrate their contribution to ongoing interaction.

P.Stribling@roehampton.ac.uk • U of Surrey Roehampton • UK
 P.Dickerson@roehampton.ac.uk • U of Surrey Roehampton • UK
 j.rae@roehampton.ac.uk • U of Surrey Roehampton • UK

Lynne Hewitt • *The social construction of communicative competence in autism* • This paper discusses the social construction of communicative competence, illustrating the argument with a discourse analysis of clinicians learning to adapt to the communication style of a non-speaking child with autism. The facilitative environment permitted masked competencies to be revealed. Situated, interactive approaches to intervention supports for autism are advocated.

lhewitt@bgnet.bgsu.edu • Bowling Green State U • US

Discussant: Douglas Maynard

The digital ceiling of CALL

Tuesday, July 26 2:00-5:00 PM • PC 309

Organizer: Roland Sussex

Contemporary CALL seems to have hit a digital ceiling – a barrier to progress. This Symposium takes stock by (a) exploring current problems, and intellectual frameworks which may provide a way forward; and (b) presenting a round table discussion on productive future paths for CALL.

sussex@uq.edu.au • The U of Queensland • Australia

Tuesday Afternoon

Sue Otto • *Barriers to courseware development* • This paper examines a number of barriers that frustrate CALL courseware development: 1) continually rising expectations; 2) the time span of typical curricular cycles; 3) the availability of authentic materials; 4) constant technological change; 5) institutional structures; 6) the nature of textbook publishing; and 7) the resources available for investment.

sue-otto@uiowa.edu • U of Iowa • US

Andrew Lian • *CALL: The institutional perspective* • CALL has been facing a multitude of challenges in recent times, not the least of which is the sense that it is now properly integrated into institutional language teaching and learning practices. There is a sense that significant and proper investments have been made, that we know what we are doing, that it is familiar, even that we have reached the limits of CALL. Institutionally, there is a feeling that our obligations to teaching with technology have been met. The presentation will address this and other issues which threaten the development of real progress in the field.

lian@rice.edu • U of Western Illinois • US

Roland Sussex • *Changing emphases in the pedagogy of CALL* • The balance of focuses within CALL has shifted since the advent of multimedia, the Internet and the Web. This paper explores major shifts in the roles of pedagogy in CALL frameworks, in the types of learning which we are exploring and modelling, and in the focus of research, including the issue of overt and covert pedagogy, and the consequences of shifting responsibility to learners.

sussex@uq.edu.au • The U of Queensland • Australia

HYPOTHETICAL

The colloquium ends with a "Hypothetical"—an interactive exploration of possible future CALL scenarios involving a panel and the audience.

Digital technology in foreign language education

Tuesday, July 26 2:00-5:00 PM • PC 226

Organizer: François Tochon

This symposium illustrates exemplary IT practices in high-ranking foreign language education departments. E-portfolio helps for successful standard-based training. Digital video helps reflecting on practices in learning communities. As a resource with content-based clips, a website allows students to discuss assignments online and build their knowledge-base.

ftochon@education.wisc.edu • U of Wisconsin-Madison • US

A. Cendel Karaman • *A transformation in foreign language teacher education: Educational technology courses* • This study analyzes the reflective perspectives of preservice Foreign Language (FL) teachers on the Educational Technology course. How do these undergraduate students view their level of preparedness to use new instructional technologies before graduation? What aspects of the technology area of the FL teacher education program need to be improved?

karaman@wisc.edu • U of Wisconsin-Madison • US

François Tochon • *Digital video for a deeper approach to language education* • A deeper approach to world language teaching and education requires new instruments for contextualized and authentic feedback. Digital video opens new avenues to share experiences and standard-based objectifications, developing best practices, reflective proficiency and a better sense of professional identity among language student teachers and in-service professionals.

ftochon@education.wisc.edu • U of Wisconsin-Madison • US

Nathan Black • *How foreign language teachers learn to integrate technology into their teaching practice* • This study investigates the process of how secondary foreign language teachers learn to integrate technology into their teaching practice. It analyzes the weekly meetings of a group of 6-12 teachers who regularly videotaped themselves using technology in their classrooms and presented and interpreted their practice in a group setting.

nblack@juno.com • U of Wisconsin-Madison • US

Harun Serpil • *Pre-service language teachers reflect through E-portfolios* • The presenter begins by talking about why electronic portfolios are excellent reflective tools, and presents his study about preservice teachers' and their instructors' approaches to using e-portfolios for reflective teaching, then discusses the findings and implications.

hserpil@wisc.edu • U of Wisconsin-Madison • US

Takanobu Tsuji • *Using digital video for teaching assistants' professional development* • College TAs seem to have difficulties using digital technologies for their professional development due to the lack of practical guidelines. Given this situation, a Video Study Group (VSG) was formed. The presentation includes the video report on our VSG and discussion on how TAs can utilize constructivist VSG.

ttakanobu@wisc.edu • U of Wisconsin-Madison • US

Educational linguistics: Directions and prospects

Tuesday, July 26 2:00-5:00 PM • PC 325/326

Organizer: Francis M. Hult

Those interested in educational linguistics are invited to an open conversation about the (sub)field. Participants are welcome to share their insights on these and other questions: What is the scope of educational linguistics? What theoretical orientations are or should be relevant? How are disciplinary, multidisciplinary, and transdisciplinary perspectives important? What is the future of the (sub)field?

fmhult@dolphin.upenn.edu • U of Pennsylvania • US

Mary Macken-Horarik • *A systemic functional perspective on educational linguistics* • This paper presents a systemic functional perspective on educational linguistics. It focuses on research interventions in literacy education in Australian schools, particularly those concerned with the covert practices of school English and its power to disadvantage non-mainstream students.

mary.macken-horarik@canberra.edu.au • U of Canberra • Australia

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

fmhult@dolphin.upenn.edu • U of Pennsylvania • US
nancyh@gse.upenn.edu • U of Pennsylvania • US

Leo van Lier • *Educational linguistics from an ecological-semiotic perspective* • This presentation outlines the main elements of an ecological approach to educational linguistics. These include the notions of perception, emergence, activity and quality as the basis for language education. An ecological approach sees language as a network of relationships between and among speakers, not an individually acquired and stored possession.

lvancier@miis.edu • Monterey Institute of International Studies • US

Tuesday Afternoon

Masakazu Iino • *New directions of language policies in Asia* • Recent trends emphasizing English in education in Asian countries seem to stem from pragmatic concerns for an infrastructure by industries faced with surviving the ever-globalizing competition in economies and technologies. Language policy needs to be repositioned within new perspectives. In this paper, cases from Japan and Malaysia are investigated.

iino@waseda.jp • Waseda U • Japan

Discussant: Bernard Spolsky

Extending the boundaries of genre studies: theory, research, and pedagogy

Tuesday, July 26 2:00-5:00 PM • MT Hall of Ideas J

Organizer: Ann M. Johns

Presenters will explore expanding boundaries of genre studies, the intersection of socially-mediated literacies and human agency, student initiation into genres of a discipline, an integrated model for analyzing reader/writer interactions in text, student-generated ethnographic research, and the pedagogical implications of rich, contextual views of genre.

ajohns@cox.net • San Diego State U • US

Ken Hyland • *A comprehensive model for read/writer interaction in text* • This paper offers a framework for analysing interaction in research articles. Based on a corpus of 240 research papers from eight disciplines and insider informant interviews, I provide a model to show how writers use the linguistic resources of stance and engagement to express their positions and connect with readers.

K.Hyland@ioe.ac.uk • U of London • UK

Christine Tardy • *Developing rhetorical insights into research genres* • This paper describes the developing genre knowledge of a multilingual engineering graduate student over a four-year period. The presenter illustrates the writer's increasing rhetorical insights into the research genres of his field and traces the influences on this knowledge development.

tardy@purdue.edu • DePaul U • US

Anis Bawarshi, Mary Jo Reiff • *Genre analysis as ethnography and invention* • Current research in rhetorical genre theory examines how genres organize and generate social practices, relations, commitments, and identities within activity systems. Genre analysis renders such sites of activity more visible and accessible to ethnographic inquiry, an approach we will discuss in this paper.

bawarshi@u.washington.edu • U of Washington • US
mreiff@utk.edu • U of Tennessee • US

Richard Coe Simon • *Genre awareness and dispositio/taxis: Implications for teaching/learning* • This paper will address the pedagogical implications of previous papers with special emphasis on structure/organization: if you accept much of what the previous speakers have said, what do you do on the proverbial "Monday morning"?

coe@sfu.ca • Fraser U • Canada

Brian Paltridge • *Genres in context: Extending borders and crossing boundaries* • This presenter defines genre knowledge as the ability to interpret and create appropriate texts. This knowledge, and teaching and research, must account for core genres, overlapping and mixed genres, as well as genre sets and genre chains.

b.paltridge@edfac.usyd.edu.au • U of Sydney • Australia

Charles Bazerman • *The writing of social organization and the literate siting of cognition* • The constantly evolving literacy-mediated forms of social organization and activity are sites for individual agency as well as interpellation into social orders. They are also sites of publicly-shared cognition and individual attention. Using examples from the rhetoric of science, I will discuss how literacy-mediated forms have developed over time.

bazerman@education.ucsb.edu • U of California, Santa Barbara • US

Global and local literacies: Research, policy and practice

Tuesday, July 26 2:00-5:00 PM • PC South Dining Room

Organizer: Mastin Prinsloo

mp@humanities.uct.ac.za • U of Cape Town • South Africa

Mastin Prinsloo • *Dislocations and relocations of global literacies at the margins* • Children in Khayelitsha near Cape Town are seen to draw on a range of resources and influences to take and make meaning outside of school. They encounter digital literacies only in school settings, where computer use is overdetermined by teacher's commitments to particular linear approaches to literacy and literacy learning.

mp@humanities.uct.ac.za • U of Cape Town • South Africa

Mary Hamilton • *Indicators as mediators of policy in UK adult literacy* • The paper argues that the development of performance measurement systems, which are themselves specialised literacy and numeracy practices, embed policy commitments about literacy which are part of a high stakes target culture and a broader re-shaping of the public services in the UK.

m.hamilton@lancaster.ac.uk • Lancaster U • UK

Uta Papen • *The global in the local – Tourism literacy practices in Namibia* • The paper provides examples of how research that pays attention to the role of texts that move across different settings and contexts can produce insights into how local tourism workers deal with, appropriate and at times resist the new discourses and practices of tourism, consumerism and global marketing.

u.papen@lancaster.ac.uk • Lancaster U • UK

Lynn Mario Menezes De Souza • *Writing as the Silencing of Vision* • Local Amerindian practices of non-alphabetic visual writing and reading were either ignored or willfully destroyed by Western contact and globalization processes. I examine some of these practices and how they still persist in hybridized forms but still bear witness to fundamental clashes in cultural and metalinguistic presuppositions.

mdesouza@usp.br • Universidade de São Paulo • Brazil

Discussant: Jan Blommaert

Tuesday Afternoon

Growing complexities of mother tongue/standard language education

Tuesday, July 26 2:00-5:00 PM • MT Hall of Ideas H

Organizer: Sigmund Ongstad

Critical 'portraits' of paradigmatic transitions of MTE/StLE/L1 in Germany, Netherlands and Norway are offered. Sub-disciplinary professionalization and cultural and economical-political changes make MTE more context dependent, paradigmatically ambiguous and politically problematic. Accordingly linguists, focusing MTE, will face dilemmas. The contributors problematize, respectively, language planning, MTE-paradigms, complexity-simplicity tensions and literacy.

Sigmund.Ongstad@lu.hio.no • Norway

Piet-Hein Van de Ven • *Dutch mother tongue education (MTE) beyond silent paradigms?* • In Netherlands there are several MTE-paradigms, which differ in their choice for content and legitimating of MTE. They differ in their openness to literacy, enculturation and Bildung. Nowadays there is some 'silent' agreement by using the concept of 'communication' as main focus, but 'communication' is defined vaguely, or not.

P.vandeVen@ils.kun.nl • HAN U, Nijmegen U • Netherlands

Wilfried Hartmann • *German standard language education: Present features and an educational dilemma* • Four elements (1) Germany's monolingual habitus (2) challenges after the unification (3) the shifting from rim to centre of the enlarged European union and (4) the role of English as the modern lingua franca in Europe form a complex challenge for educators and politicians for which the paper will offer some suggestions.

hartmann@uni-hamburg.de • U of Hamburg • Germany

Sigmund Ongstad • *Standard language education/MTE/L1 in Norway: Linguistic complexity meets political simplicities* • Academization, professionalization, research and cultural shifts have revealed paradigmatic complexities of MTE/StLE/L1 as a subject. Such tendencies are in turn met with political simplicity which has positioned educational linguistics in an ethical dilemma between professional understanding and political 'action'. Analyses of changes of Norwegian are given as scenarios for discussion.

Sigmund.Ongstad@lu.hio.no • Norway

Discussant: James Paul Gee**Issues in heritage language maintenance, learning, and education: Crosslinguistic perspectives**

Tuesday, July 26 2:00-5:00 PM • PC 112

Organizers: Patricia Duff, Duanduan Li

This symposium features two co-organizers, five presenters, and one discussant speaking about heritage language maintenance, development, and education in Canada and the United States. Research on diverse heritage language communities (Spanish, Chinese, Japanese, Russian), using a variety of research methods, will be presented.

patricia.duff@ubc.ca • U of British Columbia • Canada
duanli@interchange.ubc.ca • U of British Columbia • Canada

Duanduan Li • *Attitudes, motivations and identities in learning Chinese as a heritage language* • This study aims to identify the motivations of Chinese HL learners and compares attitudes and motivations among learners from different regions/sub-cultures of Chinese. Using survey questionnaires and interviews, I explore (both quantitatively and qualitatively) the relationship between HL learners' histories, identities, attitudes, motivations and their HL development.

duanli@interchange.ubc.ca • U of British Columbia • Canada

Scott McGinnis • *From mirror to compass: Chinese heritage language education in America* • This presentation reviews the history of Chinese heritage language education in America. It will propose that the Chinese heritage language education sector has changed from being a "mirror" of overseas educational models to being a "compass" serving to guide the development of all Chinese language education in the United States.

Scott.McGinnis@monterey.army.mil • Defense Language Institute-Washington Office • US

Kimi Kondo-Brown • *Referential processes of Japanese narratives: Comparing JHL and JFL students* • This study contrastively investigates the Japanese L2 reading abilities and processes of foreign language versus heritage language learners of Japanese who were enrolled in advanced-level Japanese classes. Central to the analysis is the ability to retrieve unstated anaphoric references, which are frequent in Japanese, while reading a Japanese narrative.

kondo@hawaii.edu • U of Hawaii at Manoa • US

Martin Guardado • *Research on heritage language maintenance in Canada: The case of Spanish* • This presentation provides an overview of heritage language education and research on Spanish in Canada, reports on an exploratory study that investigates parents' perceptions of Spanish language loss and maintenance, and outlines a research agenda focusing on Hispanics, a population that is under-represented in the Canadian applied linguistics literature.

guardado@interchange.ubc.ca • U of British Columbia • Canada

Olga Kagan • *Vocabulary breadth and lacunae in Russian heritage speakers' narratives* • The study analyzes use of vocabulary by Russian heritage speakers, specifically knowledge of 'animal-related' vocabulary, choice of verbs (e.g. how well the verb describes the action in the picture), variety of adjectives, use of synonyms, and stylistic appropriateness of vocabulary, including use of diminutives.

okagan@ucla.edu • U of California, Los Angeles • US

Discussant: Terrence Wiley**Language, ecological harmony and the Earth Charter**

Tuesday, July 26 2:00-5:00 PM • PC DE 235

Organizers: Frans Verhagen, Jorgen Christian Bang

This symposium discusses the hegemonic discourses which contribute to ecological destruction and begins the search for alternatives. The diverse discourses which are woven into the Earth Charter will be critically analysed in terms of whether they have the potential to contribute to ecological harmony.

gaia1@rcn.com • Earth and Peace Education Associates International • US
bang@language.sdu.dk • U of Southern Denmark • Denmark

Tuesday Afternoon

Arron Stibbe • *Magic and ecological destruction* • This paper contrasts two different kinds of magic: the magic of a sunset, and the kind of social magic which creates entities such as governments and multinational corporations through discursive construction. While language creates structures which cause ecological devastation, it can also be used to create structures which heal.

admin@ecoling.net • Centre for Language and Ecology

Jorgen Christian Bang • *Ecological communication* • This paper analyses the Earth Charter and proposes that biological diversity and integrity cannot be sustained without friendly, peaceful, and democratic communication among all peoples and regions of the world. Only by meeting the needs of diverse populations and their local ecology can the needs of the Earth be met.

bang@language.sdu.dk • U of Southern Denmark • Denmark

Frans Verhagen • *The Earth Charter: Its major discourses and an organizational challenge* • The March 2000 Earth Charter, the outcome of a decade-long consultative process in all continents, is analyzed in terms of the major discourses that constitute this integrative statement of social and ecological values. It is suggested that AILA 2005 vote for the endorsement of the Earth Charter.

gaia1@rcn.com • Earth and Peace Education Associates International • US

Discussant: Meryl McQueen

Learner perception, learning styles and measurement in second language education

Tuesday, July 26 2:00-5:00 PM • PC 111

Organizer: Chris Sheppard

This symposium reconsiders the role of perception in second language learning and teaching. It will begin with five presentations examining the definition, operationalization and implications of perception. These are then followed by a workshop introducing computer task-based measurement of perceptual styles and concluded by a panel discussion.

sheppard@icu.ac.jp • International Christian U • Japan

Naoko Kinoshita • *A re-measurement of perceptual learning styles: Gender, age and L1* • This study compares perceptual learning styles based on gender, cultural background (first language) and age. Results showed no difference in gender, but differences for background and age. The results will be reported and compared to previous research. Then, these differences are discussed and implications for language education and research explored.

chokkodayo@hotmail.com • Meikai U • Japan

Noriko Fujioka-Ito • *Learning styles and perceptions of error treatment in class* • This study explores the applicability and reliability of a survey used to identify learning styles, and the relationship between 215 second language students' learning styles and their perceptions of error treatment. Results suggest pedagogical implications regarding the selection of classroom activities in harmony with learners' perceptual skills and social relationships.

Noriko.Fujioka@uc.edu • U of Cincinnati • US

Ikuko Kudo • *Measurement of perceptual learning styles through computer applications: A workshop* • After a brief critique of the use of self report questionnaires for the measurement of learning styles, this workshop offers participants an opportunity to test a new attempt to measure perceptual learning styles through task-based computer software and compare this technique with the more traditional surveys

ikukokudo@hotmail.com • U of Tokyo • Japan

Chika Tohyama • *Redefining perceptual learning styles: A new perspective from cognitive psychology* • This paper proposes a revised definition of perceptual learning styles based on Bernard's (1999) Interacting cognitive subsystems model. Recent research has shown that the validity and reliability of perceptual learning style questionnaires to be questionable. This, we suggest, is due the problematic definitions underlying these styles.

tohyamachika@yahoo.co.jp • Kanda U of International Studies • Japan

Yoshiko Mori • *Self-reported learning strategies and achievement* • My presentation explores the role of learner perceptions in accounting for individual differences in language learning by examining the relationship between self-reported learning strategies and achievement on a given task. I will report research findings suggesting that Japanese language learners' metacognitive awareness relates to their performance on a kanji test.

moriy@georgetown.edu • Georgetown U • US

Asami Shizuya, Tamami Koike • *The development and validation of a perceptual learning styles questionnaire* • This presentation describes the development and validation of a perceptual learning styles instrument. After redefining the learning styles, 50 items were developed and trialed. After an item analysis and a factor analysis, 9 visual items, 10 auditory items and 10 haptic items remained, with alpha reliabilities from .69 to .74.

sasami1218@yahoo.co.jp • Tokyo Nihongo Kyoiku Center • Japan

gzx02533@nifty.ne.jp • Tokyo Nihongo Kyoiku Center • Japan

Literacy practices and sustainable development in sub-Saharan Africa

Tuesday, July 26 2:00-5:00 PM • MT Ballroom B

Organizers: Bonny Norton, Sinfree Makoni

Drawing on "literacy ecology" research, this symposium brings together scholars from Nigeria, Uganda, Malawi, South Africa, the UK, Canada, and the US to explore the complex relationship between literacy and development in sub-Saharan Africa. Topics range from the impact of new web literacies to AIDS education and gendered literacy.

bonny.norton@ubc.ca • U of British Columbia • Canada
sbm12psu.edu • Pennsylvania State U • US

Tope Omoniyi • *Browsing and texting: New literacy practices in Nigeria* • This paper explores cybercafes as new sites of literacy development in Nigeria. It presents a critical assessment of texting and browsing as 'web literacy' practices in two contrasting locations, Ile-Ife and Lagos, and determines the extent to which these practices take place in indigenous languages.

t.omoniyi@roehampton.ac.uk • Roehampton U • UK

Tuesday Afternoon

Harriet Mutonyi, Bonny Norton • *Gender and the literacy ecology of AIDS education in Ugandan schools* • The paper reports on a study that examines the relationship between gender and the literacy ecology of AIDS education in four secondary schools in eastern Uganda. Findings suggest that the higher rate of HIV infection amongst girls is best understood in the context of existing patriarchal structures in Ugandan society.

hmutonyi@yahoo.com • U of British Columbia • Canada
bonny.norton@ubc.ca • U of British Columbia • Canada

Pippa Stein • *Literacy learning and trauma in South African early childhood classrooms* • This presentation analyses data from early literacy classrooms in South Africa showing high levels of corporal punishment and threat. It argues that disciplinary practices which involve violent assault to a child's body whilst engaged in literacy learning profoundly rupture the child's capacity for the healthy development of symbolic processes.

pippa@languages.wits.ac.za • U of the Witwatersrand • South Africa

Themba Moyo • *Literacy practices of Malawian immigrants in South Africa* • This paper focuses on how the acquisition of 'new' literacy practices have reconfigured social relations both within the domestic arena as well as the public space of Malawian male immigrants in South Africa.

ctmoyo@pan.uzulu.ac.za • U of Zululand • South Africa

George Openjuru • *The literacy practices of a rural community in Uganda* • This paper reports on an ethnographic study of literacy practices in a rural Ugandan community, focusing on the particular uses of literacy in daily life. The paper takes an ecological view of literacy, addressing literacy use at both a social and personal level.

openjuru@yahoo.co.uk • Makerere U • Uganda

Discussants: Suresh Canagarajah, Nancy Hornberger

The lost word: What is lost, why, and when?

Tuesday, July 26 2:00-5:00 PM • PC DE 335

Organizer: Lynne Hansen

This symposium looks at L2 lexical attrition from perspectives of regression theory and connectionism. The oral data come from a population of English-speaking adults who had acquired a second language (Spanish, Japanese, Korean, Chinese, Portuguese, or German) abroad. Their vocabulary attrition is examined in light of acquisition data from the same population.

hansenl@byuh.edu • Brigham Young U, Hawaii • US

Robert Russell • *Acquisition and attrition of conditionals in Japanese as a second language* • This paper reports on the acquisition and attrition of conditional structures in oral monologue data from Japanese as a Second Language (JSL). It examines frequency and accuracy data and tracks changes in usage over a period of 12 years of relative disuse of JSL following the subjects' return from Japan.

robert_russell@byu.edu • Brigham Young U • US

Ray Graham • *Second language vocabulary attrition: Depth and breadth* • This paper examines breadth and depth in both the receptive and productive L2 Spanish vocabulary of 15 attriters. Longitudinal data collected over 15 years is analyzed for the loss of four aspects of word knowledge: meaning, form, syntactic constraints, and collocations.

ray_graham@byu.edu • Brigham Young U • US

Dami Lee • *The acquisition and attrition of numeral classifiers in Korean* • This study compares L2 acquisition and attrition sequences of Korean numeral classifiers with the classifier sequences previously reported for L2 learners and attriters of Japanese and Chinese (Hansen & Chen, 2001). The Korean classifiers were elicited individually from 60 learners in Korea and 60 attriters back in the United States.

leedami@hanyang.ac.kr • Hanyang U • Korea

Lynne Hansen, Jeremy Robinson • *The learning and loss of L2 vocabulary: What's in a word?* • The study examines L2 lexical acquisition and attrition in three Asian languages (Chinese, Japanese, Korean,) and three European languages (German, Portuguese, Spanish) by 480 learners and 432 attriters. The crosslinguistic focus is on core vocabulary learned by all, and the sources of L2 group differences in learning and retention.

hansenl@byuh.edu • Brigham Young U, Hawaii • US
jrr024@byuh.edu • Brigham Young U, Hawaii • US

Main themes in second language acquisition research

Tuesday, July 26 2:00-5:00 PM • MT Ballroom C

Organizers: Kathleen Bardovi-Harlig, Zoltan Dornyei

This symposium will provide an overview of some of the most important directions in contemporary SLA research. The six presentations will represent distinct strands of the study of foreign/second language attainment, covering both linguistics-based and psychology-based approaches. Advances in theory and research, and some practical implications, will be described.

bardovi@indiana.edu • US
zoltan.dornyei@nottingham.ac.uk • U of Nottingham • UK

Gabriele Kasper • *Beyond repair: Conversation analysis as an approach to SLA* • As one of several approaches to SLA as social practice, Conversation Analysis (CA) has the capacity to examine in detail how opportunities for L2 learning arise in different interactional activities. While repair can serve an important learning function, CA also provides an acquisitional perspective on interactional conduct whose potential for L2 learning has remained largely unexplored.

gkasper@hawaii.edu • U of Hawai'i • US

Zoltan Dornyei • *Individual differences in SLA* • Individual learner differences are a prominent feature of SLA because a great deal of the variation in language learning outcomes is attributable to them. This paper will first provide an overview of the most important ID variables and then describe some common themes in contemporary ID research.

zoltan.dornyei@nottingham.ac.uk • U of Nottingham • UK

Kathleen Bardovi-Harlig • *Interlanguage development* • This contribution to the colloquium examines the relationship of linguistic analysis of interlanguage and second language development to the factors that influence second language acquisition such as instruction, individual differences, and task effects, and argues that both types of inquiries are enriched by the study of the other.

bardovi@indiana.edu • US

Tuesday Afternoon

Nick Ellis • *SLA: The associative-cognitive CREED* • The Associative Cognitive CREED holds that SLA is governed by principles of associative and cognitive learning. SLA is Construction based, Rational, Exemplar driven, Emergent, and Dialectic. Learners acquire form function mappings. The system emerges as a frequency tuned conspiracy of instances. Learned attention and L1 transfer limits usage based SLA but can be overcome by explicit FonF.

ncellis@umich.edu • U of Michigan • US

Rod Ellis • *The effects of instruction on the acquisition of implicit and explicit knowledge of a second language* • This paper argues the need to distinguish between implicit and explicit knowledge when investigating the effects of form-focused instruction. It surveys studies in terms of how learning was measured, demonstrating that there is a relationship between instructional type and the kind of knowledge acquired. The interface hypothesis is also considered.

r.ellis@auckland.ac.nz • U of Auckland • New Zealand

Susan Gass • *The roles of input, interaction, and output in SLA* • This paper will look at the roles played by input, interaction, and output, beginning with a brief historical look at each of these phenomena in SLA. The main focus will be an exploration of current research in interaction incorporating issues of attention, working memory, complexity, and abstractness

gass@msu.edu • Michigan State U • US

Metaphor in discourse: Dealing with metaphor in use

Tuesday, July 26 2:00-5:00 PM • PC 220

Organizers: Mara Sophia Zanotto, Solange Coelho Vereza

This symposium includes studies that investigate metaphor in discourse, in different real world situations. By investigating metaphor in use with different theoretical and methodological approaches, these papers will motivate a discussion about the nature of metaphor in use and the adequacy of Conceptual Metaphor Theory to analyse naturally-occurring data.

marasophia@terra.com.br • Pontifícia Universidade Católica de São Paulo • Brazil

svereza@uol.com.br • Universidade Federal Fluminense • Brazil

Heronides Maurílio de Melo Moura • *From conceptual metaphor to language in use* • Lakoff and Johnson (1980) have contributed to establishing a distinction between metaphor as a conceptual mapping and metaphor as a linguistic expression. This paper argues that the analysis of metaphor in use could offer an argument against the logical priority of conceptualizations over the linguistic metaphor.

heronides@uol.com.br • Brazil

Solange Coelho Vereza • *Investigating metaphors in use: The contributions of corpus based research* • This paper discusses the contributions of corpus analysis techniques for understanding the nature of metaphors in naturally occurring data. To illustrate some of these contributions, a small scale research on some of the possible metaphorical and non-metaphorical uses of a single word, war, is presented.

svereza@uol.com.br • Universidade Federal Fluminense • Brazil

Veronika Koller • *Missions and empires: Religious and political metaphors in corporate discourse* • Given that business has replaced religion and politics as the defining power in post-industrial societies, this paper looks at how residues of the latter two surface as metaphoric expressions in corporate discourse. Using a systemic-functional approach, as a method of confronting metaphor in use, the study reveals corporate discursive strategies of self-legitimization and enhancement.

Veronika.Koller@isis.wu-wien.ac.at • Vienna U of Economics and Business Administration – Vienna • Austria

Mara Sophia Zanotto, Tânia Regina Barreira Rodrigues • *Ontological metaphor in discourse: An impersonality fiction* • The aim of this paper is to investigate the role that metaphors have probably played in the interaction of Luther King with his audience when he presented his famous speech "I have a dream". The analysis showed that ontological metaphor has an important role in interaction as an impersonality fiction.

marasophia@terra.com.br • Pontifícia Universidade Católica de São Paulo – Brazil

tania_barreira@yahoo.com.br • Pontifícia Universidade Católica de São Paulo – Brazil

Josalba Vieira • *Understanding imagetic metaphor in poetry in face-to-face interaction* • The reading event discussed in this paper enabled the investigation of metaphor processing and the understanding of imagetic metaphors in poetry (Lakoff & Turner, 1989; Gibbs, 1993). The main cognitive devices used by readers are analogical reasoning (Vosniadou & Ortony, 1989; Chiappe 1998) and metaphoric blending (Fauconnier & Turner, 2002).

josalba@ced.ufsc.br • Universidade Federal de Santa Catarina – Brazil

Discussant: Lynne Cameron

Multilingual scholars interacting with gatekeepers of English academic publishing

Tuesday, July 26 2:00-5:00 PM • PC 313

Organizer: Mary Jane Curry

Against the growth of English in scholarly publishing, this symposium explores the experiences of bi/multilingual scholars outside the linguistic center submitting their writing for publication in English. It focuses on their interactions with gatekeepers such as journal editors and reviewers and gatekeepers influences on text.

mjcurry@its.rochester.edu • U of Rochester • US

Guillaume Gentil • *Does language of publication matter? French biologists publishing in English* • Drawing on four case studies, this paper examines French biologists' negotiations of scholarly publishing in English with editors and colleagues, as well as the French state and civil society. Scientists' expressed indifference to language of publication and language management issues is critically framed within contexts of symbolic and practical dominance.

guillaume.gentil@mail.mcgill.ca • Carleton U • Canada

Martin Hewings • *English language standards in academic articles: Attitudes of peer reviewers* • Peer reviewers' attitudes to standards of English in manuscripts may be important in determining success in publishing academic articles. This paper reports findings from an analysis of reviewers' reports on manuscripts submitted to 'English for Specific Purposes', highlighting general views on variation in English and specific linguistic areas of concern.

m.j.hewings@bham.ac.uk • The U of Birmingham • UK

Tuesday Afternoon

Christine Pearson Casanave • *Human, electronic, and textual mentors: Japanese scholars' publishing in English* • In this paper I review the experiences of several Japanese scholars educated at North-American universities in their efforts to publish in English from their home bases in Japan. I focus on their motivations and the human, electronic, and textual interactions and mentorships that assist or hinder their efforts.

casanave@redshift.com • Columbia U, Tokyo • US

Mary Jane Curry, Theresa Lillis • *Multilingual scholars' interactions with literacy brokers in text production* • This longitudinal study examines the academic writing and publishing practices of some 45 scholars from Spain, Portugal, Slovakia, and Hungary. This paper will focus on the types of interventions by 'literacy brokers' in the production of texts and their orientations toward text (such as 'standard' English, disciplinary conventions, and knowledge construction).

mjcurry@its.rochester.edu • U of Rochester • US
t.m.lillis@open.ac.uk • The Open U • UK

Discussant: Diane Belcher

Multiple perspectives in the study of linguistic landscape

Tuesday, July 26 2:00-5:00 PM • MT Ballroom D

Organizers: Durk Gorter, Elana Shohamy

This symposium focuses on multiple dimensions, theoretical and empirical of the study of linguistic landscape from socio-linguistic, language policy, linguistics, self representation and research methodology. These dimensions are based on studies conducted in several multilingual contexts, together providing a significant contribution to the study of applied linguistics and language ecology.

dgorter@fa.knaw.nl • Universiteit van Amsterdam (aclc)/
Fryske Akademy • Netherlands
elana@post.tau.ac.il • Tel Aviv U • Israel

Thom Huebner • *A framework for the linguistic analysis of linguistic landscapes* • Drawing on data from a number of settings worldwide, this paper focuses on those tokens of environmental print which are in some way "multilingual." It provides a linguistic framework for analysis of types of code mixing found. It further discusses the implications for notions of language competence, change, and loss.

huebner@email.sjsu.edu • San Jose State U • US

Elizabeth Lanza, Hirut Woldemariam • *Language ideology and linguistic landscape: The case of Tigray, Ethiopia* • This paper focuses on the linguistic landscape of the capital of Tigray, Ethiopia. Amharic is the national language and Tigrinya is the administrative language of the region. English is a de facto official second language. Findings are discussed in light of language policy issues and the language ideology of Tigrayans.

elizabeth.lanza@ilf.uio.no • U of Oslo • Norway
hirutw@hotmail.com • Addis Ababa U • Ethiopia

Jasone Cenoz • *Linguistic landscape and language policy* • This paper focuses on the study of linguistic landscape and discusses its contribution to the area of language policy, particularly as related to minority languages. The double contribution to language policy will be discussed related to some European minority and majority languages as well as to the spread of English.

fipceirj@vc.ehu.es • U of the Basque Country • Spain

Durk Gorter • *Methodological issues in the study of linguistic landscape* • This paper examines and critiques the different research methods in linguistic landscape research – their strengths and weaknesses. Specific focus will be given to aspects of data collection, research designs, sampling procedures, coding schemes, unit of analysis and operationalizing variables.

dgorter@fa.knaw.nl • Universiteit van Amsterdam (aclc)/
Fryske Akademy • Netherlands

Eliezer Ben-Rafael • *Theoretical-sociological interests in the study of linguistic landscapes* • This paper discusses selected sociological aspects of linguistic landscapes (LLs). LL's visibility is modeled by numberless actors and given shape by contrastive flows of top-down and bottom-up. Languages carry differentiated significance and express power relations among groups, and English reflects globalization processes. Together these topics contribute to a coherent frame.

saba@post.tau.ac.il • Tel Aviv U • Israel

Jeffrey Kallen • *Tourism and national (re)presentation: The linguistic landscape in Ireland* • This paper examines the Irish linguistic landscape in relation to official language policy and the representation of Ireland in a world of global travel. Examining a variety of locales, a general model is proposed for understanding the competing pressures of national policy and international representation in shaping the linguistic landscape.

jkallen@tcd.ie • Trinity College • Ireland

Discussant: Ron Scollon

New directions in research methodology in applied linguistics

Tuesday, July 26 2:00-5:00 PM • MT Hall of Ideas I

Organizer: Rodney Jones

This symposium explores new directions in research methodology in applied linguistics. It focuses both on new methods for collecting and analyzing multimodal data and the technical and ethical issues involved, and on the ways researchers can situate themselves in more activist roles as agents for positive social change.

enrodney@cityu.edu.hk • City U of Hong Kong • China

Sigrid Norris • *Collecting data to analyze interaction multimodally* • Drawing on examples from researching language learners in a bilingual immersion classroom, a woman going through a divorce, and a traffic police officer at work, this paper discusses issues of entering a community, ethics in research, the stages of data collection and logging, and the researcher's commitment to the community.

SigridNorris@aol.com • Mary Washington College • US

Shawn Rowe, Olga Rowe • *Data collection in the science museum: A suite of analytical tools* • This paper discusses how a suite of tools developed in applied linguistics and sociolinguistics can help researchers integrate the analysis of talk and action in research among a small group at an interactive science museum.

shrowe@sbcglobal.net • Hatfield Marine Science Center • US
shrowe@sbcglobal.net • Oregon State U • US

Tuesday Afternoon

Ron Scollon • *Heraclitean discourse analysis in a world of procrustean research* • Drawing on the Discourses of Food in the World System project this paper examines the problem of finding theoretically disciplined and methodologically principled ways to locate ourselves and our research projects as agents of social change within the temporal, spatial, and material flows of an expanded panoply of human action.

scollonr@georgetown.edu • Georgetown U • US

Tom Bartlett • *Local voices in contextual background to social linguistic studies* • This paper looks at methods for writing contextual studies to social linguistic work that acknowledge that such settings are as much discursive constructs as material facts and that attempt to combine local and academic Discourses to the situated discourse that is the main analytical object of study.

tomasito@btopenworld.com • Unaffiliated • Scotland

David Malinowski • *Method of data collection: Interactions with the bilingual sign* • This paper explores the processes of design, creation, and reading of Korean-English bilingual regulatory signs in order to explore how the choice of code and visual semi-otics in signs both index and create relations of power, solidarity, and exclusion among a diversity of languages and people.

daveski@berkeley.edu • U of California, Berkeley • US

Rodney Jones • *Navigating the emic and etic in participatory research on on-line literacies* • This paper describes a project on the on-line literacies of adolescents using a participatory research model. Analyzing how the perspectives of participants, researchers, parents and teachers interacted in the project can also help us understand how literacy events themselves involve similar negotiations of insider and outsider perspectives.

enrodneym@cityu.edu.hk • City U of Hong Kong • Hong Kong, SAR

Peer interaction and sociocultural theory

Tuesday, July 26 2:00-5:00 PM • PC 225

Organizer: Kimiko Suzuki

This symposium brings together a variety of perspectives on the examination of classroom peer interaction within Sociocultural Theory. Research examining this dynamic in classrooms of various L2s will be presented and compared to demonstrate the breadth of questions that this focus of analysis can address.

kimikosuzuki@wisc.edu • U of Wisconsin-Madison • US

Robin Worth • *Foreign language resistance: Discourse analysis of classroom peer interaction* • Sociocultural theory would view FL resistance as both outcome and enactment of a learner's individual history. Do learners discursively enact resistance in the FL classroom? This paper focuses on discourse analysis of peer interaction in the Italian FL classroom, considering data from a larger ethnography of communication.

raworth@wisc.edu • U of Wisconsin-Madison • US

Sookyung Cho • *Talk-in-interaction in peer review: Providing repair* • The purpose of this study is to investigate talk-in-interaction in peer review in an ESL writing classroom: how peers repair each other and how the repair is sequenced from the perspective of conversation analysis.

sookyungcho@wisc.edu • U of Wisconsin-Madison • US

Jina Lee • *The process of internalization: A conversation analytic approach to classroom interaction* • Adopting conversation analysis as a primary method and the theoretical framework of Sociocultural Theory, this study examines the internalization process in both peer-interactive and teacher-fronted classroom settings. The close observations of the transitional space between inter- and intra- psychological speech demonstrates how these learners achieve internalization process.

jinalee@wisc.edu • U of Wisconsin-Madison • US

Discussant: Eduardo Negueruela

Sociophonetics — A new tool in applied linguistics: Session II

Tuesday, July 26 2:00-5:00 PM • MT Hall of Ideas G

Organizer: Nancy Niedzielski

Speech science advances allow increasingly sophisticated studies of intralingual contact and change, including a focus on social categories in perception as well as production. Such studies use acoustic analyses of speech and responses to samples based on such analyses. The relationship to applied concerns is highlighted in each presentation.

niedz@rice.edu • Rice U • US

Dennis Preston • *Ethnicity, region, gender, and age in the comprehension of local varieties* • This study examines how social categories influence comprehension in emerging dialects. Vowel tokens from the Northern Cities Chain Shift were played for demographically varied respondents and showed a match between their own shift progress and ability to comprehend shifted tokens. More recently shifted vowels were also more difficult to comprehend.

preston@msu.edu • Michigan State U • US

Erik Thomas • *Identification of African American speech* •

Previous work on identification of voices as African American or European American has shown that listeners can usually distinguish them and that various phonetic factors can be used for identification. The series of experiments described here compares the effects of vowel quality, intonation, and different features of voice quality.

ethomas@social.chass.ncsu.edu • North Carolina State U • US

Thomas Purnell • *Phonetic detail in the perception of ethnic varieties of US English* • Results from several studies on the perception of African American and Germanic American English speech tokens demonstrate how phonetic detail signals ethnic identity and informs our understanding of language variation. Specifically, ethnicity is indexed by the selection or weighting of co-varying phonetic cues. Important results are noted and implications discussed.

tcpurnell@wisc.edu • U of Wisconsin-Madison • US

Cynthia Clopper • *Phonetic detail, linguistic experience, and the identification of regional language variety in the US* • The effects of linguistic experience on the perception of phonological dialect variation were investigated, using forced-choice categorization and free classification tasks. In both tasks, the mobility and region of origin of the listeners were implicated in shaping the perceived similarities between the six regional varieties of American English presented.

cclopper@indiana.edu • Indiana U • US

Tuesday Afternoon

Bartek Plichta • *Regional identity and the comprehension of varieties* • This study investigates the role of sociolinguistic information conveyed by vowels. Specifically, it demonstrates that listeners are sensitive to the shifting boundary of /a/ and /ae/ (along F2) and that they vary their vowel identity judgments depending of the dialectal context in which the vowel occurs.

plichtab@msu.edu • Michigan State U • US

Valerie Fridland • *The cycle of perception, ideology, and perception in the speech of Memphis, TN* • Based on the results of a multi-faceted research project, this presentation examines how vowel variants are produced and perceived by speakers affected by different life and linguistic experience within the same communities and among them, exploring the impact of social and regional variation on the production, perception, and evaluation of vowel norms.

fridland@unr.edu • U of Nevada at Reno • US

Where does language education occur? Site, field and interaction in multilingual environments

Tuesday, July 26 2:00-5:00 PM • MT Lecture Hall

Organizers: Stef Slembrouck, James Collins

This session concentrates on the links between language policies and classroom realities. The papers are ethnographic and stress the need to understand the emergent/on-going nature of language learning/development in terms of practices in situated activities. These are seen as the nexus where structural relations are revealed.

stef.slembrouck@ugent.be • U of Ghent • Belgium
collins@albany.edu • U at Albany/SUNY • US

Stanton Wortham • *Academic literacy and social identification beyond the speech event* • Children learn new languages and registers in school. This paper describes one case, from an urban U.S. school, in which a minority student gets socially identified through personalized academic discourse. Data analyses combine sampling from across an academic year with detailed analyses of speech events that include personalized academic discourse.

stantonw@gse.upenn.edu • U of Pennsylvania • US

Celia Roberts, Michael Baynham • *Agency and contingency in the language learning of asylum seekers* • This paper discusses the role of agency and contingency in the classroom discourse of language classes for asylum seekers.

celia.roberts@kcl.ac.uk • King's College London • UK
M.Baynham@education.leeds.ac.uk • U of Leeds • UK

Joan Pujolar • *Linguistic interposition in the language courses for immigrants in Catalonia* • In this paper, I analyze a variety of manifestations of "linguistic interposition" in the context of adult education for immigrants in Catalonia. Linguistic interposition has to do with minority speakers' relationship with social spaces beyond their own community, in which the majority language plays a mediating role.

jpujolar@uoc.edu • Universitat Oberta de Catalunya • Spain

Charlyn Dyers • *TEN years of democracy: Shifting identities among South African school children?* • This paper reports on an investigation into identity negotiation through language among 14-year-old black and coloured school children in one of the new low-cost housing areas in greater Cape Town. It considers the links between language attitudes and identity, and how this is reflected in behaviour, particularly sub-cultural behaviour.

cdyers@uwc.ac.za • U of the Western Cape • South Africa

James Collins, Stef Slembrouck • *Where language education occurs: Polycentricity in 'global neighborhoods'* • Based on ethnographic and sociolinguistic fieldwork on multilingualism in immigrant neighborhoods in Ghent (Belgium), this paper focuses upon language learning through organized activities and informal encounters in contending institutional sites. We argue that language use and multilingualism are given social form by conditions of polycentricity and regimes of interactional practice.

collins@albany.edu • U at Albany/SUNY • US
stef.slembrouck@ugent.be • English Department • Belgium

WIDA: Building assessments for English language learners

Tuesday, July 26 2:00-5:00 PM • MT Hall of Fame

Organizer: Fred Davidson

Ten states (representing about 275,000 English Language Learners) have formed a consortium to develop English language assessments. These assessments respond to the heightened climate of federal accountability currently vibrant in U.S. schools.

fgd@uiuc.edu • U of Illinois at Urbana-Champaign • US

Dorry Kenyon • *An overview of the WIDA enhanced assessment project* • An overview of the WIDA project is presented, focusing on its two main goals: development of alternate (including classroom) and of higher-stakes tests -- both goals driven by a set of federally authorized performance standards.

dorry@cal.org • Center for Applied Linguistics • US

Margo Gottlieb • *The WIDA English language proficiency standards and blueprints* • The WIDA Assessments are guided by a set of federally-recognized standards, which in turn guide a schematic blueprint for test development. This presentation describes these two macro-level concerns.

mgottlieb@thecenterweb.org • WIDA Consortium • US

Alexis Lopez • *WIDA item/task development narratives* • Narratives are presented of the development of actual WIDA items/tasks. We emphasize the evolutionary nature of specification-driven testing and the usefulness of such narratives to test validity arguments.

aalopez@uiuc.edu • U of Illinois at Urbana-Champaign • US

Thursday Afternoon

Publishing in Applied Linguistics Journals

Thursday, July 28 2:00-3:40 PM • MT Ballroom C

Organizer: Sally Magnan

The editors of 27 international journals in applied linguistics describe their journals and their policies and practices, including submission and editorial guidelines, acceptance rates, what reviewers look for, and the publication process. Questions welcome. This session is being offered in an effort to promote publication of AILA/AAAL 2005 papers.

ssmagnan@wisc.edu • U of Wisconsin-Madison • US

Mary McGroarty • *Annual Review of Applied Linguistics*

mary.mcgroarty@nau.edu • Northern Arizona U • US

Lidia Woytak • *Applied Language Learning*

AJ@pom-emh1.army.mil • Defense Language Institute • US

Guy Cook • *Applied Linguistics*

alj@reading.ac.uk • U of Reading • UK

Gabriele Kasper • *Applied Linguistics* •

gkasper@hawaii.edu • U of Hawai'i • US

Robert Fischer • *CALICO Journal*

execdir@calico.org • Southwest Texas State U • US

Richard Baldauf • *Current Issues in Language Planning*

rbaldauf@bigpond.com • U of Queensland • Australia

Barbara Seidlhofer • *International Journal of Applied Linguistics*

Barbara.Seidlhofer@univie.ac.at • Institut für Anglistik und Amerikanistik • Austria

Leiv Egil Brevik • *International Journal of Applied Linguistics*

breivik@hf.uib.no • Universitetet i Bergen • Norway

Colin Baker • *International Journal of Bilingual Education and Bilingualism* • UK

eds009@bangor.ac.uk • U of Wales, Bangor • UK

Neil Mercer • *International Journal of Educational Research*

N.M.Mercer@open.ac.uk • The Open U • UK

Jasone Cenoz • *International Journal of Multilingualism*

fipceirj@vc.ehu.es • U of the Basque Country • Spain

Rosamina Lowi • *Issues in Applied Linguistics*

ial@humnet.ucla.edu • U of California Los Angeles • US

Emmy Goldknopf • *Issues in Applied Linguistics*

ial@humnet.ucla.edu • U of California Los Angeles • US

Lies Sercu • *ITL International Journal of Applied Linguistics*

lies.sercu@arts.kuleuven.ac.be • K.U.Leuven • Belgium

Kris Van den Branden • *ITL International Journal of Applied Linguistics*

kris.vandenbranden@arts.kuleuven.ac.be • Katholieke Universiteit Leuven • Belgium

Christopher Candlin • *Journal of Applied Linguistics*

ccandlin@ling.mq.edu.au • Macquarie U, Sydney • Australia

Srikant Sarangi • *Journal of Applied Linguistics, TEXT*

SARANGI@CARDIFF.AC.UK • Macquarie U, Sydney/Open U • UK

John Edwards • *Journal of Multilingual and Multicultural Development*

jedwards@stfx.ca • St. Francis Xavier U • Canada

Jacob Mey • *Journal of Pragmatics*

jam@language.sdu.dk • U of Southern Denmark • Denmark

Ilona Leki • *Journal of Second Language Writing*

leki@utk.edu • U of Tennessee • US

Tony Silva • *Journal of Second Language Writing*

tonyl@purdue.edu • Purdue U • US

Anthony Kunnan • *Language Assessment Quarterly*

akunnan@calstatela.edu • California State U Los Angeles • US

Kathleen Bardovi-Harlig • *Language Learning*

bardovi@indiana.edu • Indiana U • US

Irene Thompson • *Language Learning and Technology*

llt-editors@hawaii.edu • The George Washington U • US

Rod Ellis • *Language Teaching Research*

r.ellis@auckland.ac.nz • U of Auckland • New Zealand

Dan Douglas • *Language Testing*

dandoug@iastate.edu • Iowa State U • US

John Read • *Language Testing*

John.Read@vuw.ac.nz • Victoria U of Wellington • New Zealand

Albert Valdman • *Studies in Second Language Acquisition*

ssla@indiana.edu • Indiana U • US

Norman F. Davies • *System*

norda@isk.liu.se • U of Linköping • Sweden

A. Suresh Canagarajah • *TESOL Quarterly*

suresh_canagarajah@baruch.cuny.edu • Baruch College • US

Larry Vandergrift • *The Canadian Modern Language Review*

lvdgrift@uottawa.ca • U of Ottawa • Canada

Tracey Derwing • *The Canadian Modern Language Review*

tracey.derwing@ualberta.ca • U of Alberta • Canada

Sally Magnan • *The Modern Language Journal*

ssmagnan@wisc.edu • U of Wisconsin Madison • US

Larry Smith • *World Englishes*

csa@lava.net • Japan-America Institute of Management Science

Friday Morning

Affect and emotion in interaction

Friday, July 29 8:15-11:15 AM • MT Ballroom D

Organizers: Marja-Leena Sorjonen, Anssi Perakyla

The symposium will explore emotion and affect in naturally occurring social interaction. The papers deal with the expression of affect through prosody, facial expression, narrative structures and verbal responses. The data come from ordinary conversation, clinical interviews, service encounters and home-help visits. The languages include English, Finnish, German and Swedish.

marja-leena.sorjonen@kotus.fi • Research Institute for the Languages of Finland • Finland

anssi.perakyla@helsinki.fi • U of Helsinki • Finland

Elizabeth Couper-Kuhlen • *A 'disappointed' tone of voice?* •

Disappointment is localizable e.g. in responses to new reports which do not meet elicitors' expectations. Freestanding 'Oh'/'Ah' tokens with low pitch and lengthening are recurrent. Yet the same resources are used in displays of sympathy. Sequential context thus appears responsible for the specific affect attributable to tone of voice.

ecouper@rz.uni-potsdam.de • Universitaet Potsdam • Germany

Marja-Leena Sorjonen • *Displaying affect in Finnish service encounters* • The paper discusses the use of affective responses by the professionals in seemingly non-emotional Finnish service encounters. It focuses on the structure and affective keying of responses, their sequential contexts, and ways in which the participants express affect as part of the main business or develop it into a side-activity.

marja-leena.sorjonen@kotus.fi • Research Institute for the Languages of Finland • Finland

Anssi Perakyla, Johanna Ruusuvoori • *Facial expression in evaluations* • The paper will examine the role of facial expression in conversational interaction. It will focus on evaluations, examining the different tasks that the facial expressions manage in producing the evaluation, and the interplay of the speakers and the hearer's facial expressions in building up the momentary affective relation between them.

anssi.perakyla@helsinki.fi • U of Helsinki • Finland
johanna.ruusuvoori@uta.fi • U of Tampere • Finland

Anna Lindström • *The social organization of expression of affect in the Swedish home help* • I explore the social organization of expressions of affect in interactions in the Swedish home help service. The data consists of videorecordings of interactions where a home help provider makes a home visit to a senior citizen. The analysis explores how affective expressions are made relevant in this data.

anna.lindstrom@nordiska.uu.se • Uppsala University • Sweden

Arnulf Deppermann • *Verbal representation and prosodic contextualization of fear in anamnestic interviews* • The paper reports findings from anamnestic interviews with epileptics and patients suffering from panic attacks. One focus is on narrative strategies, such as the selection of reported details, of granularity and teller's perspective in panic narratives. A second issue will be prosodic formats which contextualize fear.

deppermann@soz.uni-frankfurt.de • JW Goethe U Frankfurt am Main • Germany

Discussant: Marja-Leena Sorjonen**The Big Tests: Intentions and evidence**

Friday, July 29 8:15-11:15 AM • MT Lecture Hall

Organizer: Liz Hamp-Lyons

The educational futures of tens of thousands of graduates each year depend on their performance on one of the 'Big Tests': TOEFL, IELTS, and CET. This symposium aims to demonstrate why English language tests matter so much, and to begin to establish a common set of standards or expectations for all high-stakes tests for this context.

Audience participation will be welcomed. Visit the testing agencies' websites to learn more about the tests in advance.

lizhl@unimelb.edu.au • U of Melbourne • Australia

Jin Yan • *College English test—China* • China's College English Test had over 9 million candidates in 2003, making it the largest EFL test in the world. Description of the efforts to ensure reliability, validity, practicality and beneficial washback will provide input for the critical responses of four senior language testing experts on the three Big Tests of English in the world today.

Yjin@mail.sjtu.edu.cn • Shanghai Jiaotong U • China

Nick Charge • *IELTS* • A summary of current projects investigating the impact of IELTS on key stakeholders (teachers, candidates, text book writers, university admissions staff etc.), and of measures for test security will provide input for the critical responses of four senior language testing experts on the three Big Tests of English in the world today.

Charge.N@ucles.org.uk • Cambridge ESOL Examinations • UK

Mary Enright • *New TOEFL: English language assessment in the twenty-first century* • This discussion of TOEFL's evolution from primarily discrete-point multiple-choice items assessing reading, listening and writing to the new TOEFL, which integrated tasks and direct measures of speaking and writing will provide input for the critical responses of four senior language testing experts on the three Big Tests of English in the world today.

menright@ets.org • Educational Testing Service • US

Discussants: Liyerg Cherg, Alan Davies, Amy Yamashiro**Can you hear me? Voice in the ESL classroom**

Friday, July 29 8:15-11:15 AM • PC 220

Organizers: Kristen Walls, Angela Garner, Katherine Kowalski

Presenters in this symposium analyze classroom discourse to explore student voice in three distinct ESL settings. These studies highlight core factors for developing voice and conclude that even when teachers intentionally create opportunities to promote student voice, these opportunities are not uniformly accessible to or employed by all students.

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argarner@hotmail.com • Indiana U • US
kate_kowalski@yahoo.com • Indiana U • US

Angela Garner • *Contradiction and conflict: Voices collide in an ESL composition class* • Using discourse analysis, this study analyzes the attempts of an ESL composition teacher to incorporate student voice in the writing process and the subsequent tensions that arise when the voice of a writer comes into conflict with the expectations of academia.

argarner@hotmail.com • Indiana U • US

Friday Morning

Katherine Kowalski • *Does voice have a place in a skills-based language class?* • Examining the role of voice in classroom discourse, this study examines a skill-based academic reading ESL class to discover how space for voice is created by the teacher and used by the students. It is determined that while there is room for voice, not all students take advantage of it.

kate_kowalski@yahoo.com • Indiana U • US

Kristen Walls • *Under construction: Student voice in a community-based ESL program* • Through analysis of community-based ESL classroom discourse, this paper explores the nature of student voice. The study highlights core factors for determining to what extent student voice is fully developed in the classroom and concludes that teachers and students must be mindfully committed to the project of developing student voice.

kawalls@indiana.edu • Indiana U, Bloomington • US

Discussant: Paul Russell

Critical engagement in multilingual education: Expanding teachers' knowledge base

Friday, July 29 8:15-11:15 AM • MT Ballroom B

Organizer: Sarah Benesch

Critical theorists/teachers from South Africa, Canada, and the U.S. offer ways to broaden teachers' knowledge base to include identity studies, critical discourse analysis, and critical media literacy. The papers offer examples of how to apply critical theory to teaching students and teachers, using fiction, non-fiction, advertising, demography, and interviews.

benesch@postbox.csi.cuny.edu • The College of Staten Island, CUNY • US

Sue Starfield • *Critical engagement with dissertation writing in multilingual higher education settings* • Genre pedagogy, while useful for teaching dissertation writing to advanced level multilingual writers, draws on genre schemes embedded within positivistic approaches to research writing. Critically engaging with the evolution of the dissertation genre under postmodernism presents new challenges in the representation of both research process and researcher.

s.starfield@unsw.edu.au • U of New South Wales • Australia

Stephanie Vandrick • *Literature, language, and critical pedagogy in multilingual classrooms* • Focusing on literature is a powerful way of implementing critical and feminist pedagogies, promoting understanding of subtle ways language influences readers and conveying information about power and agency in society; studying literature allows engagement with gender, class, race, ethnicity, and sexual identity issues. The novel *My Ántonia* provides an example.

vandricks@usfca.edu • U of San Francisco • US

Brian Morgan • *Misreading parody in an EAP course in critical media literacies* • The Internet has become a key site for the parodic subversion of images and texts that normalize globalization. Circulated globally, however, the intertextual allusions that facilitate parody can be lost or misread. The implications for critical media literacies will be discussed in relation to a content-based EAP course.

bmorgan@yorku.ca • York U • Canada

Ilona Leki • *Scenes from the university classroom: Critical thinking meets rote memorization* • Discursive construction of US education stereotypically portrays US classrooms as promoting critical thinking whereas education in other parts of the world is construed as favoring "rote memorization." This presentation analyzes observations of university classrooms and interviews with four international or immigrant students to challenge these assumptions about Self and Other.

leki@utk.edu • U of Tennessee • US

The Dictionary of American Regional English

Friday, July 29 8:15-11:15 AM • PC 112

Organizer: Luanne Von Schneidmesser

The Dictionary of American Regional English will be discussed in several ways: its history, evolution, and original research and methodology; its findings; and its uses and contributions. We will show contrastive regional distributions of synonym groups (e.g., see-saw, teeter-totter, teeter board, and ridy horse), and illustrate the uses being made of DARE by forensic linguists, physicians, lawyers, and journalists as well as teachers, researchers, and librarians.

Lvonschn@wisc.edu • U of Wisconsin-Madison • US

Luanne von Schneidmesser • *DARE's findings: Responses, regions, and results* • Regionality, both broad and narrow, of words and phrases in American English will be demonstrated as shown in the maps of the Dictionary of American Regional English. Changes since DARE's fieldwork was completed in 1970 will also be shown, as will patterns based on social dimensions of usage such as age, gender, race, amount of formal education, and community type (urban/rural).

Lvonschn@wisc.edu • U of Wisconsin-Madison • US

August Rubrecht • *DARE's history, research, and methodology: Interviews and audiotapes* • The history of the Dictionary of American Regional English will be briefly recounted, followed by a report on the process of interviewing: finding informants, convincing them to participate, working through the questionnaire, and making audiotapes. He will play samples of the tapes, discuss subject matter and extent of the tape collection.

rubreca@uwec.edu • U of Wisconsin-Eau Claire • US

Joan Houston Hall • *DARE's uses and contributions* • In addition to being used by librarians, scholars, and teachers, as had been expected, the Dictionary of American Regional English has also proven its value to psychiatrists, family physicians, forensic linguists, and lawyers, as well as actors and dialect coaches. These uses will be discussed.

jdhall@wisc.edu • U of Wisconsin-Madison • US

Friday Morning

Discursive construction of literate practices across disciplines

Friday, July 29 8:15-11:15 AM • PC South Dining Room

Organizers: Judith Green, Maria Lucia Castanheira

The international group of authors in this symposium each describe ways in which written and graphic texts are talked into being within a particular disciplines (e.g., art, biology, social science, language arts, mathematics), and how such texts provide a foundation for particular ways of being literate in each classroom.

green@education.ucsb.edu • U of California, Santa Barbara
• US
lalu@fae.ufmg.edu • Federal U of Minas Gerais • Brazil

Wm. Douglas Baker • *Constructing art: Examining discursive construction of public critique* • This paper examines discourse of four intergenerational students during “public critique” in a Studio Art class for the purposes of understanding how disciplinary principles, initiated by the teacher’s oral texts, were constructed and reflected through a discursive event, and how the discourse reflects students’ conceptual understanding of that community’s practices.

douglas.baker@emich.edu • Eastern Michigan U • US

Elizabeth Yeager • *Discursively constructing and inscribing academic identities in social science* • Findings from a study of oral and written texts constructed in social science in a 5th grade bilingual classroom make visible ways in which the language of the classroom became material resource on which students drew to take up the practices of, and inscribe themselves as, historians, ethnographers, and anthropologists.

eyeager@education.ucsb.edu • U of California Santa Barbara
• US

Luiz Paulo Moita-Lopes, Branca Falabella Fabrício • *Learning about genders/sexualities in a multimodal school literacy context* • Following socioconstructionist theories of genders/sexualities and multimodal discourse, this paper reports on ethnographically-based research, in a 5th grade literacy classroom in Rio de Janeiro, in which pupils are learning to de-construct how genders/sexualities are constructed in a particular multimodal literacy event in on-task and off-task discourses.

moita@olimpo.com.br • Universidade Federal do Rio de Janeiro • Brazil
branca@alternex.com.br • Federal U of Rio de Janeiro • Brazil

Maria Lucia Castanheira, Cláudia Avelar Freitas • *Talked images: Process of meaning construction in a biology class* • We examine how conceptual meaning portrayed by biological standardized image is discursively (re)constructed by classroom participants. Exploring data from a study of a Brazilian classroom, we present a detailed analytical description of how redundancy and contradiction of contextualization cues influences the process of (re)constructing meanings of standardized images.

lalu@fae.ufmg.edu • Federal U of Minas Gerais • Brazil
Fundação Educacional Monsenhor Messias • Brazil

Fengmin Wang • *The construction of roles, contexts, and texts for learning poetry* • This paper examines how the members of a second-grade class would and could participate in constructing a developing collective for their own purposes of learning poetry. The construction of roles, contexts, and texts show how they are situated in and shaped by the social practices of a group.

fengmin@ntou.edu.tw • National Taiwan Ocean U • Taiwan

Ecological perspectives on CMC, paradigm shifts and language pedagogy

Friday, July 29 8:15-11:15 AM • PC 309

Organizer: Neil Johnson

This symposium explores ways in which paradigms of learning and teaching can be enhanced and further understood through engaging learners in computer mediated learning environments. The dynamic interactions of the students as they interact with their learning environment is investigated.

nhj@email.arizona.edu • U of Arizona • US

Gabrielle Goodwin • *CMC and paradigm shifts in learning and teaching* • Transcripts from a graduate seminar on CMC and new paradigms are analyzed and discussed in terms of an ecological perspective on interaction and learning. As students move towards true interdependence and collaboration the ways in which technology can assist this paradigm shift are discussed.

glgoodwi@indiana.edu • Indiana U • US

Eleni Saltourides • *CMC and paradigm shifts in learning and teaching* • Transcripts from a graduate seminar on CMC and new paradigms are analyzed and discussed in terms of an ecological perspective on interaction and learning. As students move towards true interdependence and collaboration the ways in which technology can assist this paradigm shift are discussed.

eleni@email.arizona.edu • U of Arizona • US

Mary E Wildner-Bassett • *Multiple literacies and an ecology of interdependent learning using CMC* • Data collected from 5 years of language and culture learning CMC courses, which challenge their participants with the need for multiple literacies and important paradigm shifts when they are communicating, collaborating, and co-constructing their learning, show these multiple literacies as ongoing dynamic processes of negotiating meaning and understanding difference.

wildnerb@u.arizona.edu • U of Arizona • US

Claudia Kost • *Negotiated interactions and communication strategies in a CMC environment* • The use of communication strategies in a CMC environment has only been explored in a few studies (Chun, 1994; Smith, 2003) which suggest that task-based activities promote the use of communication strategies. The present study investigates how learners co-construct meaning when they experience communication problems in a synchronous CMC environment.

ckost@ualberta.ca • U of Alberta • Canada

Hyunok Ahn, Neil Johnson • *Postcards from the (turbulent) edge: Chaos and complexity in a computer mediated learning environment* • Chaos and Complexity theory describes open and dynamic systems that generate energy and momentum as the composite elements interact. We use this metaphor to make sense of student interactions in a CMC learning environment.

ahn@email.arizona.edu • U of Arizona • US
nhj@email.arizona.edu • U of Arizona • US

Kara McBride • *Quantifying complexity in the CMC environment* • Statistics, in its reductionism, can aid the complexity theorist investigating paradigm shifts in computer-mediated language classes. At times it quantifies and confirms already assumed tendencies, while at other times it highlights the outliers that signal key factors which are most important to explore in the researcher’s sea of qualitative data.

kmcbride@u.arizona.edu • U of Arizona • US

Friday Morning

English language teaching in Brazil: Theoretical and practical perspectives

Friday, July 29 8:15-11:15 AM • PC 226

Organizers: Telma Gimenez, Solange Castro

The symposium addresses the relationship between theory and practice in the field of foreign language teacher education by looking at research projects conducted in postgraduate programs in Brazil. Drawing on various theoretical frameworks, the projects discuss both in-service and pre-service teacher education, as well as the work of teacher educators.

telmag@rantac.net • State U of Londrina • Brazil
scastro@horizon.com.br • U of Taubaté • Brazil

Ana Maria Barcelos • *On becoming a teacher educator in Brazil: Beliefs and problems* • This paper reports on a self-study that investigated the beliefs and the problems of a teacher educator in a federal university in Brazil, through analysis of diaries, field notes and documents. The results suggest difficulties concerning student-teacher behaviors, their reflective process and the different beliefs between teacher educator and student-teachers.

barcelos@hotmail.com • Federal U of Viçosa • Brazil

Solange Castro • *Reconstructing meanings in a foreign language teacher education undergraduate course* • This study investigates the construction of language teachers' teaching knowledge at undergraduate level, from a Vygotskian perspective. Discussion of the future teachers' representations on teaching and learning is emphasized and so is the process of reconstruction of these representations as students discuss the learning activities they participate in.

scastro@horizon.com.br • U of Taubaté • Brazil

Maria Helena Abrahão • *The construction of theoretical and practical knowledge in initial education* • This paper presents results from an interpretive research which has analysed how language student teachers construct their knowledge about language teaching and learning during pre-service teacher education. The study, embedded within the general frameworks of teacher's thinking and socialization, involved language student teachers from a public university in Brazil.

caroabra@osite.com.br • São Paulo State U • Brazil

Deise Dutra, Heliana Mello • *Theory and practice in a teacher education program* • This study connects three axes: pre- and in-service education, discourse representations, theory and practice dichotomy. The emphasis is on three aspects: a) how discourse changes contribute to pedagogical changes; b) how theory is conceptualized in practice and c) how teachers deal with the effectiveness of theory in classroom practice.

dpdutra@terra.com.br • Federal U of Minas Gerais • Brazil
hmello@ufmg.br • Federal U of Minas Gerais • Brazil

Telma Gimenez • *Theoretical frameworks for the education of EFL teachers and their interpretations* • This paper focuses on how EFL teacher educators in Brazil understand their work and the constraints upon their actions in initial teacher preparation programs. A group of EFL practicum supervisors developed a participatory research project in order to uncover the meanings assigned to their work and their subjective interpretations.

telmag@rantac.net • State U of Londrina • Brazil

Discussant: Kenneth Zeichner**Enhancing students' language and culture learning in study abroad**

Friday, July 29 8:15-11:15 AM • MT Hall of Ideas G

Organizer: Andrew Cohen

This symposium provides an overview of language research in study abroad and presents findings from longitudinal research assessing the impact of an intervention to enhance language and culture learning among study abroad students. Gains in speech act performance and language and culture strategy use are described both quantitatively and qualitatively.

adcohen@umn.edu • U of Minnesota • US

Andrew Cohen • *Language strategy use and speech act performance in study abroad* • This presentation focuses on investigating the relationship between reported language strategy use and rated achievement on a measure of speech act performance by 86 university students spending a semester abroad in Spanish- and French-speaking countries. Half were trained in strategy use and speech act performance, and the other half not.

adcohen@umn.edu • U of Minnesota • US

Rachel Shively • *Qualitative research on language and culture learning in study abroad* • This presentation considers qualitative findings from federally-funded longitudinal research investigating the impact of an intervention to enhance language and culture learning in study abroad. Electronic journaling by study abroad students and post-study-abroad interviews with a subsample provided insights into the factors that contribute to language learning in study abroad.

shiv0012@umn.edu • U of Minnesota • US

Barbara Freed • *Research on language learning in study abroad* • This presentation provides a broad review of relevant research in the general area of language learning in a study abroad context. As such, it offers a background and framework in which the new work on enhancing students' learning while abroad can be considered.

bf0u@andrew.cmu.edu • Carnegie Mellon U • US

Holly Emert • *The connection between culture and language learning in study abroad* • This presentation examines the connection between language and culture learning in study abroad. The interrelationships among two measures of culture (culture strategy use and intercultural development) and three measures of language (reported language contact and language strategy use, and language gain on a speech act measure) are reported.

emer0102@umn.edu • U of Minnesota • US

Forms of interviewing: Interactional dynamics and institutional effects

Friday, July 29 8:15-11:15 AM • PC 313

Organizers: Douglas Maynard, Timothy Halkowski

Many organizations and institutions employ the interview—what dictionaries term a “formal consultation” for obtaining information and evaluating qualifications—to an unprecedented degree. In this symposium we will analyze interactional facets of interviewing in various institutional settings and trace how they affect the interviews' outcome.

maynard@ssc.wisc.edu • U of Wisconsin-Madison • US
trhalkow@wisc.edu • U of Wisconsin-Madison • US

Friday Morning

Steven Clayman • *Analyzing aggressiveness in journalistic questioning* • When journalists ask questions of public figures in news interviews or news conferences, their questions can be polite and deferential, or they can be aggressive and adversarial. This paper examines practices of questioning that embody aggressiveness in various forms, and their distribution across varying journalistic environments.

clayman@soc.ucla.edu • U of California, Los Angeles • US

Felicia Roberts • *Caretaker moral character in the veterinary visit* • Issues of moral character are made relevant in the medical interview. Drawing on 20 hours of videotaped interaction in a veterinary teaching clinic, such moments are examined. Findings will be relevant to those studying medical encounters wherein one member of the interaction is or is treated as non-competent to speak.

froberts@purdue.edu • Purdue U • US

Tanya Stivers • *Domains of knowledge and responsibility: Questioning in acute pediatric encounters* • Pediatricians commonly ask both children and parents to answer questions during routine visits. This paper examines the types of questions pediatricians direct to child patients vs their parents/caregivers and describes how this reflects participants' differential orientations to the accountability of parents and children for particular domains of knowledge and responsibility.

Tanya.Stivers@mpi.nl • Max Planck Institute for Psycholinguistics • Netherlands

Virginia Gill, Anita Pomerantz, Paul Denvir • *How patients rule out explanations for illness in medical interviews* • In this paper we study how patients rule out explanations for illness in medical interviews. Drawing upon videotaped data of doctor-patient interactions, our analyses reveal how patients use reported circumstances as evidence to rule out candidate explanations for illness and to suggest the relevance of alternate explanations.

vtgill@ilstu.edu • Illinois State U • US
apom@albany.edu • U at Albany, SUNY • US
pdenvir@nycap.rr.com • U at Albany, SUNY • US

John Heritage, Jeffrey Robinson • *Patients' problem presentations: Structure and dynamics* • This paper evaluates the physician's opening question, and patient problem type as factors which influence the length of patient problem presentations, and anatomizes the process through which the transition from problem presentation to history is managed by physician and patient.

heritage@ucla.edu • U of California, Los Angeles • US
jdr12@psu.edu • Rutgers U • US

Timothy Halkowski • *Patients' use of lay probabilistic concepts in primary care discussions* • In primary care clinical encounters, doctors and patients invoke concepts of 'risk,' and 'probability.' Yet they regularly use quite different concepts, as the research literature in ethno-mathematics points out. We investigate professional and vernacular discussions of probability, and their consequences for primary care provider-patient interaction.

trhalkow@wisc.edu • U of Wisconsin-Madison • US

Douglas Maynard • *Social actions as gestalt objects: Lessons from autism* • This paper concerns how utterances form social actions, and suggests that social actions are gestalt objects in the social psychological sense. The data are video recordings of autistic children being tested in a diagnostic center for developmental disabilities. Practices for assembling both standard as well as non-standard answers are analyzed.

maynard@ssc.wisc.edu • U of Wisconsin-Madison • US

Nora Schaeffer, Cabell Gathman • *Supportive talk and its relation to cognitive performance in the survey interview* • This paper examines "supportive talk" and the conversational sequences through which it is enacted in the survey interview. We examine forms of (1) encouragement, (2) congratulation, and (3) narrative identification. Our interests are in whether and how such talk affects the cognitive performance of respondents.

Schaeffe@ssc.wisc.edu • U of Wisconsin-Madison • US
cgathman@ssc.wisc.edu • U of Wisconsin-Madison • US

From perspective to process: Sociocultural approaches shaping research practices

Friday, July 29 8:15-11:15 AM • PC 325/326

Organizer: Jane Zuengler

The symposium, acknowledging the importance of applied linguistics research which takes a "sociocultural perspective," examines how researchers' particular sociocultural perspectives shape their research. Four researchers from Australia, Hong Kong, the UK, and the U.S. will each address how a sociocultural perspective influences specific aspects of their research methods.

zuengler@wisc.edu • U of Wisconsin-Madison • US

Jane Zuengler • *A problem or not? Illuminating questions in conducting sociocultural research* • This presentation illustrates the shaping of a research process sensitive to three sociocultural concerns: the researcher's subjectivity; poststructuralism; and sufficiency of context. Instead of considering them problems to deal with prior to the study, a sociocultural perspective views such concerns as a dynamic influence on the research process throughout.

zuengler@wisc.edu • U of Wisconsin-Madison • US

Ben Rampton • *Researching urban heteroglossia* • It is often suggested that in late modernity, authority at school is undermined by popular media culture. But how can such claims be investigated? How do they translate into the practices studied in ethnographic sociolinguistics? What assumptions and supplements does sociolinguistics need to make a productive contribution to such debates?

ben.rampton@kcl.ac.uk • King's College London • UK

Jenny Miller • *Sociocultural framing as a methodological act* • This paper looks at some of the methodological implications of choosing a sociocultural framing for research in language acquisition and use. It focuses first on the positionings implied in a sociocultural approach, then uses one empirical study to explore research decisions about data, analysis, researcher reflexivity and ways to write.

Jenny.Miller@Education.monash.edu.au • Monash U • Australia

Angel Lin • *Sociocultural situatedness and research on language learning and teaching* • For Vygotsky, "social" does not reduce to "interpersonal". In this paper I shall illustrate with my research how under a sociocultural-situated approach it is important not to lose sight of the bigger sociopolitical picture while analyzing the social interactive specifics of the language learning/teaching processes.

enangel@cityu.edu.hk • City U of Hong Kong

Discussant: Margaret Hawkins

Friday Morning

Goals for ESL writing improvement in pre-university and university courses

Friday, July 29 8:15-11:15 AM • PC 225

Organizer: Alister Cumming

We report on a longitudinal study of the goals for writing improvement of 45 adult ESL learners and their instructors (in both ESL and academic courses), tracing the stability and changes in these goals as students took a pre-university ESL program then, a year later, academic university courses.

acumming@oise.utoronto.ca • U of Toronto • Canada

Michael Busch • *A framework for describing goals for ESL writing improvement* • We describe our development of a framework to categorize the goals that ESL learners and their instructors expressed, in interviews, about writing improvement. For each goal, the framework categorizes its developmental force, objects, actions taken, contexts, associated aspirations, origins, and responsibilities.

Michael.Busch@utoronto.ca • U of Toronto • Canada

Usman Erdosy • *ESL and university instructors' goals for writing improvement* • We document and compare the goals for ESL students' writing improvement expressed by 7 ESL instructors in an intensive ESL program and 9 instructors of academic subjects who taught the same ESL students a year later, identifying similarities and differences in opportunities for writing development across the two contexts.

uerdosy@oise.utoronto.ca • U of Toronto • Canada

Jill Cummings • *ESL teacher perspectives on writing: An activity theory analysis* • I document variations in 3 experienced ESL instructors' conceptualizations of writing instruction for students' academic preparation at a university in Canada. From the framework of Activity Theory, I distinguish the individual teachers' practices, knowledge, and beliefs about writing improvement in reference to the activity systems on which they were founded.

jjcummings@oise.utoronto.ca • U of Toronto • Canada

Tae-Young Kim • *Goals, motivations, and identities: Two Japanese and a Korean learner* • We analyzed 2 Japanese and 1 Korean students' orientations to their ESL writing over three years, using activity theory to investigate changes in and interactions among their writing goals, motivations, and sociocultural contexts and the impact of their social status/first-language backgrounds on their senses of identity.

Friday, July 29 8:15-11:15 AM • PC 225

taekim@oise.utoronto.ca • U of Toronto • Canada

Ally A. Zhou • *Learners' goals in ESL and university courses: Frequencies and dual-scaling* • We describe consistencies and changes in 15 students' goals for ESL writing improvement from pre-university ESL to university courses. Across the two contexts, we report frequencies of each goal type and, using dual-scaling (to plot symmetrical relations in categorical data), analyze changes in the goals and relations among them.

azhou@oise.utoronto.ca • U of Toronto • Canada

Khaled Barkaoui • *Students' and instructors' assessments of the attainment of writing goals* • Analyzing the stimulated recall protocols of 11 students and their ESL and university instructors about papers the students had written for pre-university and university courses, we identify and compare the interviewees' writing goals in ESL and university course contexts and their respective assessments of attaining these goals.

kbarkaoui@oise.utoronto.ca • U of Toronto • Canada

Luxin Yang • *The activity systems of 9 Chinese students in university courses* • I examined the goals and activity systems of 9 Chinese students in first-year courses at Canadian universities. The courses' emphases on knowledge acquisition, assessed through exams and short assignments, prompted vocabulary acquisition but led several students to abandon or diminish their previous goals for ESL writing improvement.

lyang@oise.utoronto.ca • U of Toronto • Canada

Discussant: Diane J. Tedick**Immersion student language use across program contexts**

Friday, July 29 8:15-11:15 AM • PC DE 235

Organizer: Tara Fortune

Tarone and Swain (1995) called for systematic, classroom-based research of immersion students' naturally occurring language practices. The research presented here examines the language use of 5th graders across three U.S. language immersion contexts. Together these data highlight factors that influence which language immersion students use and for what purposes.

fortu001@umn.edu • U of Minnesota • US

Tara Fortune • *Immersion student output: Exploring 5th graders' oral language use practices* • This study explores how contextual and interpersonal factors affect student oral language use in one 5th grade Spanish immersion classroom. Findings suggest that students can be influenced to use the immersion language during certain activities and group work that elicit a more sustained, language-focused, and academically oriented use of language.

fortu001@umn.edu • U of Minnesota • US

Kim Potowski • *Language use and investment in a two-way immersion classroom* • This study recorded the classroom language use of four fifth graders at a dual immersion school. Overall, the students used Spanish 56% and English 44% of the time. Several trends were apparent relating to gender, interlocutor, and topic. I offer qualitative interpretations of how students' investments (Norton 2000) were linked to their classroom language production.

kimpotow@uic.edu • U of Illinois, Chicago • US

Maggie Broner • *Talking in 5th grade: Language use in full immersion* • Language choice of three fifth-graders was analyzed through academic and non-academic classroom interactions. Language use is conditioned by the content of the task, on/off task, and by the identity of the interlocutor. Type of content and identity of the interlocutor were found to have a measurable effect on language choice.

broner@stolaf.edu • St. Olaf College • US

L2 implicit/ explicit knowledge: Their roles in proficiency and acquisition

Friday, July 29 8:15-11:15 AM • MT Ballroom C

Organizer: Rod Ellis

This symposium reports a series of studies based on a battery of tests that provide relatively separate measures of L2 implicit/ explicit knowledge. These studies consider the role of the two knowledge types in L2 proficiency, in distinguishing different groups of learners and in accounting for the effects of corrective feedback.

r.ellis@auckland.ac.nz • U of Auckland • New Zealand

Friday Morning

Jenefer Philp • *Individual differences in implicit and explicit knowledge* • A cluster analysis was used to characterise the performance of 220 participants on measures of explicit and implicit language knowledge. Participants differed widely on language proficiency, use and learning experience. Results are consistent with 2 distinct knowledge systems, separably measurable. Differences in test performance were linked to different learner profiles.

j.philp@auckland.ac.nz • U of Auckland • New Zealand

Cathie Elder • *Modelling L2 proficiency in terms of implicit and explicit L2 knowledge* • This paper explores the role of implicit and explicit language knowledge in L2 proficiency. The performance of 100 L2 learners on custom-made implicit and explicit knowledge measures indicates that these two types of knowledge account for substantial amounts of variance in TOEFL and IELTS test scores.

Catherine.Elder@education.monash.edu.au • Monash U • Australia

Shawn Loewen • *Oral corrective feedback's effect on implicit and explicit L2 knowledge* • This paper, based on two quasi-experimental studies, considers the effectiveness of oral corrective feedback by investigating differences according to type of feedback and type of testing instrument. Results suggest that feedback may be effective; however, the effect may not be detected by measures of both implicit and explicit knowledge.

s.loewen@auckland.ac.nz • U of Auckland • New Zealand

Rosemary Erlam • *The tests of implicit and explicit L2 knowledge* • This paper gives a detailed description of five tests designed to provide separate measures of implicit and explicit language knowledge. It will examine how the different constructs of implicit and explicit knowledge are operationalised in the development and validation of these tests. Reliability estimates from test trialling will be presented.

r.erlam@auckland.ac.nz • The U of Auckland • New Zealand

Narrative analysis in literacy learning contexts

Friday, July 29 8:15-11:15 AM • PC DE 332

Organizer: Mary Juzwik

This symposium will feature three reports of empirical narrative studies across multiple secondary and post-secondary school-based literacy learning contexts. The papers will examine the multifunctionality of narrative in classroom and interview discourse. Audience members will be invited to discuss questions and issues in narrative analysis of literacy learning.

mmjuzwik@msu.edu • Michigan State U • US

Stephanie Kerschbaum • *Identification and difference: Student narratives in a university writing classroom* • This presentation reports a linguistic-rhetorical analysis focused on how language and genre influence students' identity construction and relationships within the classroom. The paper elaborates how these narratives function to deepen students' engagement with difference, specifically attending to interactional positioning, co-tellership and dimensions of narrative, and linguistic displays of meaning.

slkerschbaum@wisc.edu • U of Wisconsin-Madison • US

Mary Juzwik • *Performative ethos and narrative responses to literature in middle school* • In this presentation I consider the question, how does performative ethos in literacy teaching impact student discourse and student learning in a middle school literature unit? The analysis illuminates how the narrative performances of a literacy teacher interact with student narrative discourse and student literacy learning.

mmjuzwik@msu.edu • Michigan State U • US

Aria Razfar • *The Construction of language ideologies through narrative* • This analysis illustrates how teachers, students, and administrators use narratives to probe issues of language, culture, and identities; more importantly, it shows how participants attempt to give coherence to seemingly contradictory and contentious social experiences and literacy practices through narrative.

arazfar@whittier.edu • Whittier College • US

Discussant: Jane Zuengler

New approaches to the scientific study of reading

Friday, July 29 8:15-11:15 AM • MT Hall of Ideas J

Organizer: Peter H. Fries

This panel presents several non-experimental approaches to the scientific study of reading which use data gathered from readers reading natural text in English and other languages in situations which mimic as closely as possible 'normal' reading' situations.

Fries1ph@cmich.edu • Central Michigan U • US

Eric Paulson • *Eye movements and miscue analysis: A view of reading* • Eye movement analysis and miscue analysis research traditions are combined to explore L1 and L2 reading processes of proficient readers from several language backgrounds.

eric.paulson@uc.edu • U of Cincinnati • US

Alan Flurkey • *Reading flow: Miscues and reading rate* • whole, complete texts. A hydrological metaphor for reader response to text will be presented. This presentation uses miscue analysis to present data that demonstrates the differences in dynamic variability of oral reading rate as proficient and non-proficient readers transact with

alan.flurkey@hofstra.edu • Hofstra U • US

Kenneth S. Goodman • *The human ability to cope with ambiguity in all aspects of making sense of written language* • This presentation explores how written and oral language require language users to deal with intrinsic ambiguities. It will focus on ambiguity in written language and provide examples of readers and writers coping with ambiguity, and it will suggest how important learning to deal with ambiguity is in literacy development.

kgoodman@u.arizona.edu • U of Arizona • US

Peter H. Fries • *The role of redundancy in reading* • Evidence from corpus linguistics demonstrates that language is pervasively redundant. A study of the pre-correction miscues produced during 14 readings of a children's story demonstrates that the readers used lexico-grammatical redundancies available to them as they read this story.

Fries1ph@cmich.edu • Central Michigan U • US

Friday Morning

Revisiting L2 writing development: A curriculum-based study of syntactic complexity

Friday, July 29 8:15-11:15 AM • PC Auditorium

Organizers: Hiram Maxim, Heidi Byrnes

This symposium explores the relationship between instruction and learner development in L2 writing research by presenting the curricular context, research methodology, and findings from a multi-year longitudinal and cross-sectional investigation of German L2 syntactic complexity, based on writing data collected across four levels of an integrated, literacy-oriented undergraduate curriculum.

hhm2@georgetown.edu • Georgetown U • US
byrnesh@georgetown.edu • Georgetown U • US

Heidi Byrnes • *Applying syntactic complexity findings for improving writing curriculum and instruction* • This paper reports on the application of research findings and interpretations regarding syntactic development, as presented in preceding papers, to the revision and improvement of curricular scope and sequence as well as instructional materials and methods. Implications of such curriculum-based research for developing models of L2 instruction will be discussed.

byrnesh@georgetown.edu • Georgetown U • US

Marianna Ryshina-Pankova • *Fostering syntactic complexity in curriculum-based L2 writing development* • This paper describes the integrated literacy-oriented, four-year undergraduate German curriculum in which data on developing syntactic abilities were collected. Within such a curricular context that continuously links content and language acquisition through the construct of genre, writing development is fostered by clear curricular and pedagogical goals for each instructional level.

mryshina@yahoo.com • Georgetown U • US

Hiram Maxim • *Interpreting syntactic complexity in curriculum-based writing development* • This paper interprets the syntactic complexity findings from the preceding paper with specific focus on: differences in syntactic complexity across levels; the degree to which syntactic complexity is predictive of curricular level; the syntactic differences that characterize each level; and patterns of change of the syntactic complexity measures across levels.

hhm2@georgetown.edu • Georgetown U • US

John Norris • *Investigating syntactic complexity from cross-sectional, longitudinal, and multitask perspectives* • This paper outlines: (a) the design of multiple L2 writing tasks for eliciting curriculum-related learner performances; (b) the collection of cross-sectional and longitudinal data at critical instructional junctures; (c) the transformation of data into meaningful syntactic complexity indices; and (d) the analysis of these indices using descriptive and inferential statistics.

jnorris@hawaii.edu • U of Hawaii at Manoa • US

Discussant: Heidi Byrnes**The social meanings of styling in quoting practices**

Friday, July 29 8:15-11:15 AM • MT Hall of Ideas I

Organizers: Angela Reyes, Elaine Chun

Previous research on styling tends to overlook the ways in which styles are inherently linked to types of persons beyond the individual speaker. The papers in this panel explore some of the theoretical implications of discourse in which speakers layer the multivocalic practices of styling and quoted speech.

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Elaine Chun • *Interactional and ideological meanings of mock feminine styles among US youth* • This paper explores several kinds of "feminine styles" used in direct quotations within a US high school context. By looking across several interactional contexts, I present a nuanced analysis of how gendered and mock styles are used to (re)construct local and mainstream meanings of femininity.

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Chantal Tetreault • *Reported speech styles among French adolescents of Algerian descent* • This presentation analyzes styles of quotative speech among French adolescents of Algerian descent. Through styles of reported speech that evoke Arab immigrants, bourgeois French speakers, and la racaille ('street tough'), these adolescents craft their identity as French citizens and Arab Muslims in a society that segregates these social categories.

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Angela Reyes • *Styling AAVE and quoting mock Asian in Dr. Ken's comedy* • This paper examines the ways in which a Korean American comic systematically links particular quoting strategies with particular styles, namely MAE, AAVE and Mock Asian. I argue that his style shifting reinforces ideologies about authenticity, which grant him license to juxtapose recognizable racial puns that circulate in mainstream media.

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Hsi-Yao Su • *Styling and the emergence of comical effects in performative contexts* • This study investigates the styling practices of two Taiwanese college students within a performative context, explores the diverse interactional meanings achieved through their seemingly similar practices of styling, and demonstrates that an adequate analysis should be situated within the local and the larger social contexts in which these practices emerge.

hsyus@mail.utexas.edu • U of Texas at Austin • US

Joseph Sung-Yul Park • *Styling illegitimate English in Korean metalinguistic talk* • Using an example of Korean speakers producing an assessment of an absent person through stylized English pronunciation in quoted speech, I demonstrate the complexity of Koreans' conceptualization of English, and discuss the role of everyday multivocalic practices in ascribing social meaning to English in the Korean context.

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Friday Morning

Adrienne S. Lo • *When is a style a style?: Direct/indirect quotation in Korean* • This paper examines whether indexical regularities of practice which are not metapragmatically salient nonetheless count as "style". By looking at the differentiation of indirect vs direct quotation in Korean interaction, it demonstrates that forms of quotation are linked to the interactional constitution of different kinds of moral persons.

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University EFL teacher development in China

Friday, July 29 8:15-11:15 AM • PC 111

Organizers: Wu Yi'an, Zhou Yan

This symposium presents the outcome of a three-year research project (2001-2004) on university EFL teacher development in China. The aim of the project is to explore sound theory and practice for both pre-service education and in-service development for university EFL teachers in the Chinese context.

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Wu Zunmin, Tian Guisen • *Case studies of TEFL curriculum planning for pre-service teachers* • The presentation reports findings from two case studies concerning the patterns and processes of curriculum planning of the pre-service EFL teacher education programs and the underlying factors at the two teacher education institutions involved.

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Wu Yi'an • *Effective university EFL teachers' professional profile* • An investigation of 213 effective university EFL teachers across China yields their professional profile embracing (1) pedagogical content competence, (2) role relationship to learners, (3) conception of teaching English, and (4) continued professional growth. These components are interrelated and form an integrated whole.

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Wang Wei • *Evaluating a comprehensive program of in-service teacher education* • This report first describes the content and procedure of a comprehensive teacher education program for in-service EFL teachers, which was held in Beijing, China in the summer of 2001. It then analyzes the effectiveness of the program through quantitative and qualitative data.

weiwangw@sina.com • Beijing Foreign Studies U • China

Zhou Yan • *Growing through teaching and interactions* • This project describes the learning and growing of teachers through teaching in action and examines factors that stimulate or hinder teachers' professional development in the process. Six teachers with different teaching experiences participated in this qualitative study. Data are collected through interviews, teaching journals, class observation notes and self-reflections.

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Guo Shucai • *School-based university EFL teacher education: A case study* • This study evaluates the effectiveness of an on-going school-based EFL teacher education program implemented at Hebei University, China. Data are collected through multiple sources, including questionnaires, interviews, classroom observations, classroom video recordings, journals, and official documents. A close analysis of the data reveals substantial improvement of the teachers' overall quality.

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Zhang Lian, Wang Wenfeng • *Theme-based in-service EFL teacher training: A case study* • This is a case study of a seven-day in-service EFL teacher training course on language learning strategy and learning style held in Nanjing, China in August 2003. The purpose was to evaluate this theme-based short-term training course, with a view to developing guidelines for this form of teacher training.

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Discussant: Zhou Yan**World Englishes and (socio) linguistic innovation**

Friday, July 29 8:15-11:15 AM • MT Hall of Fame

Organizer: Margie Berns

Two theoretical directions – World Englishes (WE) and social network analysis – are used to explore the imaginative/creative function of new Englishes. Presenters give accounts of innovation in three expanding circle contexts, an overview of innovation studies within the WE paradigm, and presentation of research in the structural dynamics of innovations in WE.

berns@purdue.edu • Purdue U • US

Lucie Moussu • *English in Switzerland: Imagination and creativity of its users* • This paper explores the dynamics of innovations in English in the context of the complex linguistic situation of multilingual Switzerland (with four national languages) and looks at domains where use of English is increasing, as well as the varieties of Englishes used in different domains and their particular innovative forms.

lmoussu@verizon.net • Purdue U • United States

Dilbarhon Hasanova • *English language teaching in Uzbekistan: Past and Present* • The purpose of this study is to examine the role and status of English language in the educational sectors of Uzbekistan and draw implications for English language teaching. The study will also focus on the problems and challenges faced by the foreign language teachers in the public schools in Uzbekistan.

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Thomas Glass • *Innovation in the Thai English variety* • Thailand is nicknamed, The Land of Smiles, and Thais are known for their linguistic creativity and sense of humor. Such traits are evident in innovations that are part of the Thai English variety. This presentation focuses on lexical innovations in the variety and includes a primer on Thai English pronunciation.

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Friday Morning

Robert Nelson • *Structural dynamics of innovation in world Englishes* • This report describes the innovative function of World Englishes in terms of the social structural-dynamics of the diffusion of innovations. The process of innovation diffusion in Inner and Expanding Circle populations differs from that of Outer Circle populations in significant and measurable ways.

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Margie Berns • *World Englishes and (socio) linguistic innovation* • This paper presents the notion "innovative function" with illustrations from both outer and expanding circle Englishes, highlights salient sociolinguistic features of the three countries featured in the symposium, and closes with commentary on theoretical approaches to studies of innovation in WE, and their relationship more generally to sociolinguistics.

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