

AAAL

PORTLAND 2017

PORTLAND MARRIOTT DOWNTOWN WATERFRONT ❖ MARCH 18 - 21

ON-SITE PROGRAM

1827 Powers Ferry Road; Building 14, Suite 100
Atlanta, GA 30339
phone: 678.229.2892 ♦ www.aal.org



CELEBRATION BREAK

Please come and join us for a celebration at our stand during the afternoon coffee break on Monday

We're delighted to invite all delegates to join Tommi, Anna and Laura at the Multilingual Matters stand to celebrate the publication of the 6th edition of *Foundations of Bilingual Education and Bilingualism* with us (and a couple of other things that we can't tell you about yet!).

These are troubling times for the world, but we believe it's important to reaffirm and celebrate, in a very small way, the values that underpin everything we do: equality, diversity and a commitment to rigorously-pursued, peer-reviewed fact.

One thing that we're always proud to celebrate is our independence. You need only to speak to any one of us to hear how much we value our way of doing business and bringing something different to the academic community. Working together with us, be it as an author, reviewer, reader or in any other way, is a positive choice to support an independent, ethical company. We would like to thank all members of the AAAL community who have made that choice over the past few years and continue to do so.

JUST A FEW OF OUR NEW BOOKS!





Table of Contents

GENERAL CONFERENCE INFORMATION

Welcome Message from the President and Conference Chair	Page 2
Conference Program Committee	Page 4
Conference Information	Page 4
Instructions Regarding Individual, Poster and Roundtable Sessions	Page 4
Strand Coordinators and Abstract Readers	Page 5
Conference Sponsors	Page 12
Schedule at a Glance	Page 14

PLENARY SESSIONS

DSSA Scholarship and Service Award Lecture	TAB 1 / Page 15
--	-----------------

Page 22

INVITED COLLOQUIA

TAB 2 / Page 23

SPECIAL SESSIONS, EVENTS AND MEETINGS

Professional Opportunities Sessions	TAB 3
Graduate Student Events	Page 33
Other Open Meetings	Page 34
	Page 35

SESSIONS

Saturday	TAB 4 / Page 37
Sunday	TAB 5 / Page 71
Monday	TAB 6 / Page 109
Tuesday	TAB 7 / Page 145

POSTER SESSIONS

TAB 8 / Page 173

PRESENTERS INDEX

TAB 9 / Page 191

ABOUT AAAL

Distinguished Scholarship and Service Award	TAB 10
AAAL Awards	Page 201
AAAL Leadership	Page 202
2018 AAAL Conference	Page 203
Map of Hotel	Page 207
	Page 208

ADVERTISEMENTS

Multilingual Matters	Inside Front Cover
University of Michigan Press	Page 13
Sociolinguistics Symposium Twenty Two	Page 36
Canadian Modern Language Review	Page 70
Georgetown University Press	Page 199
John Benjamins	Back Cover



From the President

Kathleen M. Bailey
AAAL President
2016-2017

It is my great pleasure to welcome you to Portland for the 40th annual conference of the American Association for Applied Linguistics. In addition to fulfilling his duties as the First Vice President, Tim McNamara has done an amazing job as this year's conference chair. I want to congratulate him and his Conference Planning Committee members (Marco Espinoza (Assistant Chair), Ivy Chen, and Trent Newman, together with Neomy Storch, Janne Morton and Julie Choi) for preparing this wonderful event. Our annual conference provides AAAL members and guests with fantastic opportunities for professional development and networking. The roundtables, poster sessions, plenaries, colloquia, and other events provide a wealth of choices for us as we gather for these four days of sharing and learning. The various conference strands offer us numerous avenues for deepening our current areas of expertise and exploring new interests. I want to acknowledge the contributions of all the Strand Coordinators and everyone who reviewed the proposals. That service is an integral part of producing a high-quality academic program. In addition to the hundreds of interesting sessions, there will be many sessions for promoting the work of our organization. For example, the open meeting of the newly formed Public Affairs and Engagement Committee will be held on Sunday March 19th from 12:30 pm - 1:40 pm in Oregon I. This committee provides a mechanism by which "AAAL members can

bring their collective expertise to bear on issues of social importance and inform public debate by speaking to issues of social and professional importance" (AAAL Standing Rule #12, p. 34). I encourage you to meet with them and make your concerns known.

This year's conference features several awards presentations: the First Book Award, the Dissertation Award, the Graduate Student Awards, and the Distinguished Scholarship and Service Award. I want to thank the members of the committees who adjudicated these awards, and I hope you'll join me in congratulating the award recipients on their outstanding achievements in our field.

Finally, the Annual Business Meeting will be held on Monday, March 20 during the noon hour. Box lunches will be available free of charge to the first 80 AAAL members who arrive at the meeting room. The "free lunch" is both a clever mechanism for establishing a quorum and a way to welcome hungry conference goers. I hope you will attend!

Let me close by acknowledging the wonderful work of our professional staff members – Jessica Atkinson, Sarah Berke, Michele Doyle, and Ellen Shea, and. Along with the team of volunteers, they are prepared to help you navigate the venue and the program. They can be found at the AAAL Registration Desk located on Lower Level I.

I hope you have a wonderful conference experience!



From the Conference Chair

Tim McNamara
AAAL First Vice-President
2016-2017

Transdisciplinarity... what's in a name? The choice of transdisciplinarity as a theme for this conference is motivated by a desire to bring closer to researchers in our field the rich intellectual and imaginative resources of thinkers outside Applied Linguistics whose work on language can act as a stimulus and trigger for our own thinking.

Accordingly, of the six plenary speakers at this conference, three are from outside Applied Linguistics. They are Janet Wiles, an engineer working on communication among robots and the automatic analysis of discourse; Shaun Gallagher, a phenomenologist working on embodiment in cognition; and Carolyn Miller, a rhetorician whose work has already had a significant influence on approaches to genre in Applied Linguistics. In addition, the three plenary speakers from within Applied Linguistics are all known for making cutting edge connections: Li Wei, famous for his work on translanguaging, bringing together linguistic, cognitive and social perspectives on the repertoires of multilingual speakers; Simona Pekarek Doehler, a leading European researcher in Second Language Acquisition who draws on Conversation Analysis; and Suresh Canagarajah, who will speak about his new work applying theories of space in communication to issues in the language education of scientists.

Several other national and international associations inside and outside Applied Linguistics are involved in joint invited colloquia - TESOL, AILA, the American Anthropological Association (AAA), the Linguistics Society of America (LSA), the International Language Testing Association (ILTA). The range of topics represented in these and the other invited colloquia - asylum, technology, research methods, assessment, indigenous language education and many more - also demonstrates the need for input across traditional disciplinary boundaries. The AILA@AAAL colloquium considers the nature of transdisciplinarity itself.

It has been a great honour to be the first Conference Chair located outside North America, and the fact that this has been possible is testimony to the international reach of the organization, the wonders of technology, and the fabulous team at Nardone Consulting Group headed by Sarah Berke, assisted by Ellen Shea, Jessica Atkinson and Michele Doyle. I also want to thank my heroic team of graduate researchers from Melbourne: Marco Espinoza, Ivy Chen and Trent Newman, as well as the Melbourne academic colleagues who helped in the design of the program: Neomy Storch, Janne Morton and Julie Choi. I'm also grateful to John Hellermann and Steve Thorne at Portland State University for their energy and initiative in localizing the conference in relation to Portland.

AAAL is a wonderful organization, and it has been a pleasure to serve it in this way. I hope you enjoy the conference, and the gracious city of Portland, our host.

General Conference Information

Registration Information

Registration will be located on Lower Level One. The Registration desk will be open during the following times:

- Friday - 4:00 pm - 8:00 pm
- Saturday - 7:00 am - 4:30 pm
- Sunday - 7:30 am - 4:30 pm
- Monday - 7:30 am - 4:00 pm
- Tuesday - 7:30 am - 11:30 am

Exhibit Hall Hours

Publishers' exhibits are located in the Exhibit Hall on Lower Level Two and are open the following times:

- Saturday - 9:40 am - 4:30 pm
- Sunday - 9:00 am - 5:00 pm
- Monday - 9:00 am - 5:00 pm
- Tuesday - 9:00 am - 11:30 am

Coffee Breaks

Coffee breaks will take place in the Exhibit Hall on Lower Level Two during the following times:

- Saturday - 9:40 am - 10:10 am (Publishers' Grand Opening) and 2:55 pm - 3:25 pm
- Sunday - 9:40 am - 10:10 am and 3:30 pm - 4:00 pm
- Monday - 9:40 am - 10:10 am and 3:30 pm - 4:00 pm
- Tuesday - 9:40 am - 10:10 am

Internet Access

Complimentary Wifi is available in the Portland Marriott Waterfront in the conference area as well as the guest rooms. To access the hotel internet in the Conference area:

Network Name: AAAL2017

Password: AAAL2017 (*password is case sensitive*)

- View available networks
- Click on the "AAAL2017" network to connect.
- When prompted, enter the password .

If you need any technical or internet support in a conference room, please note that there are members of the AV team that will be available.

If you need help and do not see a representative from the AV Team, please feel free to pick up any house phone, dial "O" and ask for AV assistance. Someone

from AV will respond and assist you promptly.

Conference Evaluation Information

Your feedback is important to us. At the end of the conference, you will receive a link to an evaluation survey via email. Please complete the survey so that we can continue to improve our annual conference.

Photographer Information

There will be an official photographer at the conference taking photos for archival and marketing purposes. If you would like to opt out or have your photo removed from the website, please email info@aaal.org with a photo of yourself attached.

Session Guidelines

General Guidelines - All presenters must present their work during their scheduled time. Do not start early even if the previous presenter is absent or finished early. Once your scheduled time is over, promptly leave the room so the next presenter can set up the equipment and start the next session on time.

Individual Papers - There will not be designated session chairs. When your presentation time comes, announce your session title, introduce yourself very briefly, and start your presentation.

Roundtable Sessions - Two presenters will be assigned to each table in a session. Each roundtable presenter will be allocated 15 minutes: 8 minutes for speaking on his/her topic and 7 minutes for group discussion. There will be no roundtable session chairs, although there will be a time-keeper.

Poster Sessions - Each poster session is 3 hours long. Your poster presentation can be displayed during this period. You are responsible for being present during poster breaks to answer questions from the audience. Please see the program schedule on page 4 for the timing of these breaks. For the rest of the period, you may choose to stay at your poster board at your discretion.

Shared Shorter Paper Sessions - The three individual ten-minute papers in each session will be presented in the normal way, each with one or two minutes for clarification questions, followed by up to 30 minutes of discussion after all three papers have been presented. There will be a time-keeper.

Conference Team at The University of Melbourne

Chair:

- Redmond Barry Distinguished Professor Tim McNamara, *School of Languages and Linguistics*

Academic Advisors:

- Dr. Neomy Storch, *School of Languages and Linguistics*
- Dr. Janne Morton, *School of Languages and Linguistics*
- Dr. Julie Choi, *Melbourne Graduate School of Education*

Conference Planning Team:

- Marco Espinoza, PhD candidate, *School of Languages and Linguistics* (Assistant Chair and Strand Coordinator Liaison)
- Ivy Chen, PhD candidate, *School of Languages and Linguistics*
- Trent Newman, PhD candidate, *Melbourne Graduate School of Education*

2017 Strand Coordinators

Analysis of Discourse and Interaction (DIS)
Assessment and Evaluation (ASE)
Bilingual, Immersion, Heritage, and Minority Education (BIH)
Corpus Linguistics (COR)
Educational Linguistics (EDU)
Language and Ideology (LID)

Language and Technology (TEC)
Language and Cognition (COG)
Language Maintenance and Revitalization (LMR)
Language Planning and Policy (LPP)

Language, Culture, and Socialization (LCS)
Pragmatics (PRG)
Reading, and Literacy (RWL)
Research Methods (REM)
Second and Foreign Language Pedagogy (PED)

Second Language Acquisition, Language Acquisition, and Attrition (SLA)
Sociolinguistics (SOC)
Text Analysis (Written Discourse) (TXT)

Translation and Interpretation (TRI)

Vocabulary and Lexical Studies (VOC)

Junko Mori, University of Wisconsin
Sara Cushing, Georgia State University
Netta Avineri, Middlebury Institute of International Studies at Monterey
Shelley Staples, The University of Arizona
Julie Choi, The University of Melbourne
Sue Dicker, Hostos Community College, City University of New York
Carol Chapelle, Iowa State University
Aline Godfroid, Michigan State University
Kendall King, University of Minnesota
Terrence Wiley, Center for Applied Linguistics (CAL)
Sarah Moore, Center for Applied Linguistics (CAL)
Thor Sawin, University of South Carolina
Gabriele Kasper, University of Hawai'i Reading, Writing, and Literacy (RWL)
Linda Harklau, University of Georgia
Patricia Duff, The University of British Columbia
Janne Morton, The University of Melbourne
Neomy Storch, The University of Melbourne
Peter De Costa, Michigan State University

Priti Sandhu, University of Washington
Jason Martel, Middlebury Institute of International Studies at Monterey
Renee Jourdenais, Middlebury Institute of International Studies at Monterey
Norbert Schmitt, University of Nottingham

2017 Abstract Reviewers

Analysis of Discourse and Interaction (DIS)

- Michele Back, University of Connecticut
- Nancy Bell, Washington State University
- Margaret Hawkins, University of Wisconsin at Madison
- John Hellermann, Portland State University
- Christina Higgins, University of Hawai'i at Manoa
- Midori Ishida, San Jose State University

- Christopher Jenks, University of South Dakota
- Sara Kangas, Lehigh University
- Irene Koshik, University of Illinois at Urbana-Champaign
- Yo-An Lee, Sogang University
- Taiane Malabarba, UNISINOS
- Elizabeth Miller, University of North Carolina at Charlotte

- Stephen Moody, Brigham Young University
- Hanh Nguyen, Hawai'i Pacific University
- Amy Ohta, University of Washington
- Hanako Okada, Sophia University
- Innhwa Park, West Chester University
- Diane Potts, Lancaster University
- Steven Talmy, University of British Columbia

Assessment and Evaluation (ASE)

- Sible Andringa, University of Amsterdam
- Jayanti Banerjee, Worden Consulting
- Rachel Brooks, FBI
- Nathan Carr, California State University, Fullerton
- David Chiesa, Georgia State University
- Deborah Crusan, Wright State University
- Alister Cumming, OISE/University of Toronto
- Sara Cushing, Georgia State University
- Virginia David, Western Michigan University
- Kristen Di Gennaro, Pace University
- Karen Englander, York University
- Sarah Goodwin, Georgia State University
- Kirby Grabowski, Teachers College, Columbia University
- Gene Halleck, Oklahoma State University
- Guangwei Hu, Nanyang Technology University
- Ofra Inbar-Lourie, Tel Aviv University
- Gerriet Janssen, Universidad de los Andes-Colombia
- David Johnson, University of Iowa
- Antony Kunnan, University of Macau
- Kristopher Kyle, University of Hawai'i at Manoa
- Lorena Llosa, New York University
- Sari Luoma, Ballard & Tighe, Publishers
- Meg Malone, Georgetown University
- Megan Montee, Center for Applied Linguistics
- India Plough, Michigan State University
- Jamie Schissel, University of North Carolina Greensboro
- Sunyoung Shin, Indiana University

Bilingual, Immersion, Heritage, and Minority Education (BIH)

- Sharon Avni, BMCC-CUNY
- Melissa Bowles, University of Illinois at Urbana-Champaign
- Theresa Catalano, University of Nebraska-Lincoln
- Xiao Lan Curdt-Christiansen, The University of Reading
- Durk Gorter, University of the Basque Country, IKERBASQUE
- Mingyue Gu, Chinese University of Hong Kong
- Hi-Sun Kim, Harvard University
- Jin Sook Lee, University of California, Santa Barbara
- Yoonhee Lee, Arizona State University
- Mengying Liu, University of Minnesota

- Stephen May, University of Auckland
- Sarah Moore, Center for Applied Linguistics
- Mitsuyo Sakamoto, Sophia University
- Jeannette Sanchez-Naranjo, The University of Oklahoma
- Hairong Shang-Butler, University of Rochester
- Steven Talmy, University of British Columbia
- Amanda Temples, Michigan State University
- Nelleke Van Deusen-Scholl, Yale University
- Terrence Wiley, Center for Applied Linguistics
- Yang Xiao-Desai, San Francisco State University
- Lihua Zhang, University of California, Berkeley

Corpus Linguistics (COR)

- Laura Aull, Wake Forest University
- Viviana Cortes, Georgia State University
- Bill Crawford, Northern Arizona University
- Eniko Csomay, San Diego State University
- Jesse Egbert, Brigham Young University
- Eric Friginal, Georgia State University
- Bethany Gray, Iowa State University
- Jack Hardy, Georgia State University
- Scott Jarvis, Ohio University
- Kristopher Kyle, University of Hawai'i at Manoa
- Hilary Nesi, Coventry University
- Ute Roemer, Georgia State University
- Shelley Staples, University of Arizona
- Nicole Tracy-Ventura, University of South Florida

Educational Linguistics (EDU)

- Martha Bigelow, University of Minnesota
- George Bunch, University of California, Santa Cruz
- Yuko Butler, University of Pennsylvania
- Julie Choi, The University of Melbourne
- Donna Christian, Center for Applied Linguistics
- Miriam Ebsworth, New York University
- Angelica Galante, University of Toronto
- Xuesong Gao, The University of Hong Kong
- Rebecca Hetherington, University of Melbourne
- Nancy Hornberger, The University of Pennsylvania
- Bo Hu, University of Melbourne
- Guangwei Hu, Nanyang Technology University
- Francis Hult, Lund University
- Celeste Kinginger, Penn State University
- Ryuko Kubota, University of British Columbia
- Michael Legutke, Justus-Liebig-University Giessen
- Joseph Lo Bianco, The University of Melbourne
- Trent Newman, The University of Melbourne
- Lourdes Ortega, Georgetown University
- Enrica Piccardo, OISE-University of Toronto
- Anne Pomerantz, University of Pennsylvania
- Brendan Rigby, The University of Melbourne
- Angela Scarino, University of South Australia
- Bernard Spolsky, Bar-Ilan University
- Steven Thorne, Portland State University & University of Groningen

- Manka Varghese, University of Washington
- Gillian Wigglesworth, The University of Melbourne

- Adam Schwartz, Oregon State University
- Martina Zimmermann, University of Fribourg

Language and Ideology (LID)

- Adnan Ajšić, American University of Sharjah
- Maimoonah Al Khalil, King Saud University
- Suzie Beaulieu, Université Laval
- Haruko Cook, University of Hawai'i at Manoa
- Ron Darwin, University of British Columbia
- Wenhao Diao, University of Arizona
- Chatwara Duran, University of Houston
- Tonya Eick, Arizona State University
- María Rebeca Estrada, University of Sonora
- Charles Estus, University of Massachusetts, Amherst
- Lyn Fogle, University of Memphis
- Bonnie Fonseca-Greber, University of Louisville
- Richard Forest, Central Michigan University
- Martha French, University of Rochester
- Meg Gebhard, University of Massachusetts, Amherst
- Olga Griswold, California Polytechnic State University at Pomona
- Spencer Hazel, University of Nottingham
- Emily Hellmich, University of California, Berkeley
- Thom Huebner, San Jose State University
- Madhav Kafle, Penn State University
- Daniel Kies, College of DuPage
- Mi-Young Kim, British Columbia Institute of Technology
- Laura Kusaka, Aichi University
- Chee Hye Lee, University of Arizona
- Hakyoon Lee, Georgia State University
- Andrea Leone-Pizzighella, University of Pennsylvania
- Stephanie Lindemann, Georgia State University
- Simo Maatta, University of Helsinki
- Glenn Martinez, The Ohio State University
- Greg McClure, Appalachian State University
- Kristene McClure, Georgia Gwinnett College
- Rosa Alejandra Medina Riveros, University of Massachusetts- Amherst
- Suhanthie Motha, University of Washington
- Sebastian Muth, University of Fribourg
- Shashi Naidu, Ball State University
- Shigeeko Okamoto, University of California, Santa Cruz
- Charles Panarella, University of Nevada, Las Vegas
- Anjali Pandey, Salisbury University
- Sabina Perrino, Binghamton University
- Nihat Polat, Duquesne University
- Anne Pomerantz, University of Pennsylvania
- Luis Poza, University of Colorado Denver
- Jenny Rosen, Dalarna University
- Thomas Salsbury, Washington State University
- Naiara Santos, Universidade Federal do Maranhão

Language and Technology (TEC)

- Robert Blake, UC Davis
- Walcir Cardoso, Concordia University
- Adolfo Carrillo Cabello, University of Minnesota
- Carol Chapelle, Iowa State University
- Evgeny Chukharev-Hudilainen, Iowa State University
- Thomas Cobb, University of Québec at Montréal
- Elena Cotos, Iowa State University
- D. Joseph Cunningham, Georgetown University
- Sebastien Dubreil, University of Tennessee, Knoxville
- Jesse Egbert, Brigham Young University
- Carolin Fuchs, City University of Hong Kong
- Jesse Gleason, Southern Connecticut State University
- Senta Goertler, Michigan State University
- Regine Hampel, The Open University
- Mirjam Hauck, The Open University
- Scott Jarvis, Ohio University
- Meei-Ling Liaw, National Taichung University of Education
- Gillian Lord, University of Florida
- David Malinowski, Yale University
- Jim Ranalli, Iowa State University
- Jonathon Reinhardt, University of Arizona
- Susanne Rott, University of Illinois at Chicago
- Shannon Sauro, Malmö University
- Mathias Schulze, University of Waterloo
- Bryan Smith, Arizona State University
- Ruslan Suvorov, University of Hawai'i at Manoa
- Julie Sykes, University of Oregon
- Ilona Vandergriff, San Francisco State University
- Nina Vyatkina, University of Kansas
- Bonnie Youngs, Carnegie Mellon University
- Gabriela Zapata, Texas A&M University

Language and Cognition (COG)

- Sible Andringa, University of Amsterdam
- John Bitchener, AUT University
- Laura Collins, Concordia University
- Robert DeKeyser, University of Maryland
- Alex Housen, Vrije Universiteit Brussel
- Scott Jarvis, Ohio University
- Gregory Keating, San Diego State University
- Emma Marsden, University of York
- Lynette May, Queensland University of Technology
- Kara Morgan-Short, University of Illinois at Chicago
- Patrick Rebuschat, Lancaster University
- Andrea Revesz, University College London Institute of Education
- Peter Robinson, Aoyama Gakuin University

- Rebecca Sachs, Virginia International University
- Nuria Sagarra, Rutgers University
- Daphnée Simard, Université du Québec à Montréal
- Nina Spada, OISE/University of Toronto
- Neomy Storch, The University of Melbourne
- Nel de Jong, VU University Amsterdam
- Gisela Granena, Universitat Oberta de Catalunya

Language Maintenance and Revitalization (LMR)

- Serafin Coronel-Molina, Indiana University
- Haley De Korne, University of Oslo
- Wesley Leonard, University of California, Riverside
- Nicholas Limerick, Columbia University Teachers College
- Ari Sherris, Texas A&M University-Kingsville

Language Planning and Policy (LPP)

- M. Beatriz Arias, Center for Applied Linguistics
- Jeff Bale, OISE/University of Toronto
- Shereen Bhalla, Center for Applied Linguistics
- Sovicheth Boun, State University of New York at Fredonia
- Christian Faltis, The Ohio State University
- Shannon Fitzsimmons-Doolan, Texas A&M University, Corpus Christi
- Francis Hult, Lund University
- David Johnson, University of Iowa
- Eric Johnson, Washington State University
- Juliet Langman, University of Texas at San Antonio
- Karen Lillie, State University of New York at Fredonia
- Kate Menken, City University of New York/Queens College
- Sarah Moore, Center for Applied Linguistics
- Peter Sayer, University of Texas at San Antonio
- Jing Wei, Southwest University
- Terrence Wiley, Center for Applied Linguistics

Language, Culture and Socialization (LCS)

- Zsuzsanna Abrams, University of California Santa Cruz
- Azamat Akbarov, International Burch University
- Katie Bernstein, Arizona State University
- Matthew Burdelski, Osaka University
- Theresa Catalano, University of Nebraska-Lincoln
- Ryan Deschambault, University of British Columbia
- Wenhao Diao, University of Arizona
- Chatwara Duran, University of Houston
- Friederike Fichtner, Washington University in St. Louis
- Debra Friedman, Indiana University
- LeeAnne Godfrey, Hamline University
- Bridget Goodman, Nazarbayev University
- Alissa Hartig, Portland State University
- Joel Heng Hartse, Simon Fraser University

- Sara Hillman, Texas A&M University at Qatar
- Brooke Hoffman, Temple University
- Erin Kearney, University at Buffalo
- Stephanie Kim, University of Toronto
- Tae-Young Kim, Chung-Ang University
- Hakyoon Lee, Georgia State University
- Genevieve Leung, University of San Francisco
- Stephanie Lindemann, Georgia State University
- Dalia Magana, University of California, Merced
- Sebastian Muth, University of Fribourg
- Kara Reed, University of Arizona
- Camilla Vasquez, University of South Florida
- Keith Walters, Portland State University
- Linda Waugh, University of Arizona
- Jia Zhu, University of Central Arkansas

Pragmatics (PRG)

- Cesar Felix-Brasdefer, Indiana University
- Marta Gonzalez-Lloret, University of Hawai'i at Manoa
- Kirby Grabowski, Columbia University Teachers College
- Hanbyul Jung, Seoul National University
- Hanh Nguyen, Hawai'i Pacific University
- Carsten Roeber, The University of Melbourne
- Julie Sykes, University of Oregon
- Naoko Taguchi, Carnegie Mellon University
- Satomi Takahashi, Rikkyo University
- Yumiko Tateyama, University of Hawai'i at Manoa
- Remi Van Compernelle, Carnegie Mellon University
- Soo Jung Youn, Northern Arizona University

Reading, Writing and Literacy (RWL)

- Dwight Atkinson, University of Arizona
- Diane Belcher, Georgia State University
- Heidi Byrnes, Georgetown University
- Christine Casanave, Temple University Japan
- An Cheng, Oklahoma State University
- Deborah Crusan, Wright State University
- Mary Jane Curry, University of Rochester
- Sara Cushing, Georgia State University
- Fabiola Ehlers-Zavala, Colorado State University
- Lynn Goldstein, Middlebury Institute of International Studies at Monterey
- Linda Harklau, University of Georgia
- Ruth Harman, University of Georgia
- John Hedgcock, Middlebury Institute of International Studies at Monterey
- Xiangying Jiang, West Virginia University
- Michael Lessard-Clouston, Biola University
- Stuart McLean, Kansai University
- Ryan Miller, Kent State University
- Diane Pecorari, Linnaeus University
- Geoffrey Pinchbeck, University of Calgary

- Muhammad Qureshi, Zayed University
- Todd Ruecker, University of New Mexico
- Betty Samraj, San Diego State University
- Mary Schleppegrell, University of Michigan
- Diane Schmitt, Nottingham Trent University
- Shawna Shapiro, Middlebury College
- Ling Shi, University of British Columbia
- Meryl Siegal, Laney College
- Fredricka Stoller, Northern Arizona University
- Christine Tardy, University of Arizona
- Margi Wald, University of California, Berkeley
- Youngjoo Yi, The Ohio State University
- Lawrence Jun Zhang, University of Auckland

- Martin East, The University of Auckland
- Anne Feryok, University of Otago
- Maria Del Pilar Garcia-Mayo, University of the Basque Country
- Sheena Gardner, Coventry University
- Lynn Goldstein, Middlebury Institute of International Studies at Monterey
- Luke Harding, Lancaster University
- John Hedgcock, Middlebury Institute of International Studies at Monterey
- Kathryn Hill, La Trobe University
- Noriko Iwashita, University of Queensland
- Scott Jarvis, Ohio University
- Andrew Johnson, Monash University
- Karen E. Johnson, Penn State University
- Eva Kartchava, Carleton University
- YouJin Kim, Georgia State University
- Icy Lee, The Chinese University of Hong Kong
- Mimi Li, University of South Florida
- Shem Macdonald, La Trobe University
- Susy Macqueen, Australian National University
- Lynette May, Queensland University of Technology
- Tim Moore, Swinburne University of Technology
- Janne Morton, The University of Melbourne
- Hilary Nesi, Coventry University
- Jonathan Newton, Victoria University of Wellington
- Howard Nicholas, La Trobe University
- Rhonda Oliver, Curtin University
- Brian Paltridge, University of Sydney
- Bojana Petric, Birkbeck, University of London
- Jenefer Philp, Lancaster University
- Geoffrey Pinchbeck, University of Calgary
- Matthew Poehner, Pennsylvania State University
- Stephen Price, Swinburne University of Technology
- Leila Ranta, University of Alberta
- Melinda Reichelt, University of Toledo
- Mehdi Riazi, Macquarie University
- Carsten Roeber, The University of Melbourne
- Miyuki Sasaki, Nagoya City University
- Masatoshi Sato, Universidad Andrés Bello
- Norbert Schmitt, University of Nottingham
- Natsuko Shintani, The University of Auckland
- Neomy Storch, The University of Melbourne
- Wataru Suzuki, Miyagi University of Education
- Paul Toth, Temple University
- Nicole Tracy-Ventura, University of South Florida
- Alfredo Urzua, San Diego State University
- Rosemary Wette, The University of Auckland
- Gillian Wigglesworth, The University of Melbourne
- Lawrence Jun Zhang, The University of Auckland
- Nicole Ziegler, University of Hawai'i at Manoa

Research Methods (REM)

- Tim Anderson, University of Victoria
- Gary Barkhuizen, University of Auckland
- Martha Bigelow, University of Minnesota
- Christine Coombe, Dubai Men's College
- Robert DeKeyser, University of Maryland
- Patricia Duff, University of British Columbia
- Nick Ellis, University of Michigan
- Susan Gass, Michigan State University
- Stefan Gries, University of California Santa Barbara
- Eric Hauser, University of Electro-Communications
- Elizabeth Lanza, University of Oslo
- Numa Markee, University of Illinois at Urbana-Champaign
- Elizabeth Miller, University of North Carolina at Charlotte
- Aek Phakiti, The University of Sydney
- Luke Plonsky, Georgetown University
- Matthew Prior, Arizona State University
- Ling Shi, University of British Columbia
- Naoko Taguchi, Carnegie Mellon University
- Johannes Wagner, University of Southern Denmark
- Li Wei, University College London Institute of Education
- Richard Young, University of Wisconsin-Madison

Second and Foreign Language Pedagogy (PED)

- Agurtzane Azkarai, Universidad del País Vasco/Euskal Herriko Unibertsitatea (UPV/EHU)
- Helen Basturkmen, University of Auckland
- Martha Bigelow, University of Minnesota
- John Bitchener, AUT University
- Sally Burgess, University of La Laguna
- An Cheng, Oklahoma State University
- Jodi Crandall, University of Maryland, Baltimore County
- Jonathan Crichton, University of South Australia
- Russell Cross, The University of Melbourne
- Peter De Costa, Michigan State University
- Tracey Derwing, University of Alberta
- Richard Donato, University of Pittsburgh

Second Language Acquisition, Language Acquisition and Attrition (SLA)

- Kyoko Baba, Kinjo Gakuin University
- Michele Back, University of Connecticut
- Kathleen Bardovi-Harlig, Indiana University
- Gary Barkhuizen, The University of Auckland
- Carolina Bernales, Pontificia Universidad Católica de Valparaíso
- Martha Bigelow, University of Minnesota
- Melissa Bowles, University of Illinois at Urbana-Champaign
- Kimberly Buescher, University of Massachusetts - Boston
- Heidi Byrnes, Georgetown University
- Monika Chavez, University of Wisconsin at Madison
- Deborah Crusan, Wright State University
- Kees de Bot, University of Groningen
- Peter De Costa, Michigan State University
- Robert DeKeyser, University of Maryland
- Jean-Marc Dewaele, Birkbeck, University of London
- Wenhao Diao, University of Arizona
- Isabelle Drewelow, University of Alabama, Tuscaloosa
- Xuesong Gao, The University of Hong Kong
- Prospero Garcia, Rutgers University
- Senta Goertler, Michigan State University
- Talip Gonulal, Erzincan University
- Yawen Han, Nanjing Tech University
- ZhaoHong Han, Columbia University, Teachers College
- Atsushi Hasegawa, University of Kentucky
- John Hellermann, Portland State University
- Elaine Horwitz, University of Texas at Austin
- Guangwei Hu, Nanyang Technological University
- Yan Huang, Nanjing University
- Amanda Huensch, University of South Florida
- Solene Inceoglu, Australian National University
- Mark James, Arizona State University
- Jimin Kahng, Northeastern Illinois University
- Gabriele Kasper, University of Hawai'i at Manoa
- Richard Kern, University of California, Berkeley
- Amanda Kibler, University of Virginia
- Soo Hyon Kim, University of New Hampshire
- Younhee Kim, National Institute of Education, Singapore
- Keiko Koda, Carnegie Mellon University
- Claire Kramersch, University of California at Berkeley
- Diane Larsen-Freeman, University of Michigan
- Ronald Leow, Georgetown University
- Shaofeng Li, University of Auckland
- Xiaoshi Li, Michigan State University
- Shawn Loewen, Michigan State University
- Mike Long, University of Maryland, College Park
- Wander Lowie, University of Groningen
- Xiaofei Lu, Pennsylvania State University

- Meg Malone, Georgetown University
- Rosa Manchon, Universidad de Murcia
- Aree Manosuthikit, The National Institute of Development Administration
- Yumi Matsumoto, University of Pennsylvania
- Kim McDonough, Concordia University
- Elizabeth Miller, University of North Carolina at Charlotte
- Paul Miller, Akita International University
- Kimi Nakatsukasa, Texas Tech University
- Minh Nguyen, National Institute of Education
- Lourdes Ortega, Georgetown University
- Mostafa Papi, Florida State University
- Luke Plonsky, Georgetown University
- Andrea Revesz, University College London Institute of Education
- Peter Robinson, Aoyama Gakuin University
- Ute Roemer, Georgia State University
- Cristina Sanz, Georgetown University
- Natsuko Shintani, University of Auckland
- Rita Silver, National Institute of Education, Singapore
- James Simpson, University of Leeds
- Megan Smith, Michigan State University
- Patti Spinner, Michigan State University
- Gale Stam, National Louis University
- Scott Sterling, Indiana State University
- Wataru Suzuki, Miyagi University of Education
- Naoko Taguchi, Carnegie Mellon University
- Amy Thompson, University of South Florida
- Steven Thorne, Portland State University & University of Groningen
- Pavel Trofimovich, Concordia University
- Ema Ushioda, University of Warwick
- Koen Van Gorp, Michigan State University
- Stephanie Vandrick, University of San Francisco
- Marjolijn Verspoor, University of Groningen
- Paula Winke, Michigan State University
- Dominik Wolff, West Chester University
- Wayne Wright, Purdue University
- Dongbo Zhang, Michigan State University
- Lawrence Jun Zhang, University of Auckland
- Xuan Zheng, Peking University
- Nicole Ziegler, University of Hawai'i at Manoa

Sociolinguistics (SOC)

- Lee Abraham, Columbia University
- Carolyn Adger, Center for Applied Linguistics
- Marta Antón, Indiana University – Purdue University Indianapolis
- Netta Avineri, Middlebury Institute of International Studies at Monterey
- Federica Barbieri, Swansea University
- Pisarn Chamcharatsri, University of New Mexico

- Anna De Fina, Georgetown University
- Karen Englander, York University
- Corinne Etienne, University of Massachusetts - Boston
- Bethany Gray, Iowa State University
- John Hedgcock, Middlebury Institute of International Studies at Monterey
- Christina Higgins, University of Hawai'i at Manoa
- Scott Kiesling, University of Pittsburgh
- Julia Menard-Warwick, University of California, Davis
- Gergana Vitanova, University of Central Florida

Text Analysis (Written Discourse) (TXT)

- Elena Cotos, Iowa State University
- Jesse Egbert, Brigham Young University
- Karen Englander, York University
- Richard Forest, Central Michigan University
- Bethany Gray, Iowa State University
- Lubie Grujicic-Alatriste, New York City College of Technology
- Kimberly Helmer, University of California, Santa Cruz
- David Johnson, University of Iowa
- Zak Lancaster, Wake Forest University
- Ryan Miller, Kent State University
- Robert Poole, Texas A&M University-Corpus Christi
- Jingjing Qin, Zayed University
- Randi Reppen, Northern Arizona University
- Thor Sawin, Middlebury Institute of International Studies at Monterey
- Peter Sayer, University of Texas at San Antonio
- Christine Tardy, University of Arizona

Translation and Interpretation (TRI)

- Dennis Cokely, Northeastern University
- María Sierra Córdoba Serrano, Middlebury Institute of International Studies at Monterey
- Ernesto Hernandez, Oregon State University
- Simo Määttä, University of Helsinki

Vocabulary and Lexical Studies (VOC)

- David Beglar, Temple University, Japan Campus
- Thomas Cobb, University of Quebec at Montreal
- Averil Coxhead, Victoria University
- Scott Crossley, Georgia State University
- Jesse Egbert, Brigham Young University
- June Eyckmans, Ghent University
- Melodie Garnier, University of Nottingham
- Aline Godfroid, Michigan State University
- Beatriz González-Fernández, University of Nottingham
- Henrik Gyllstad, Lund University
- Scott Jarvis, Ohio University

- Benjamin Kremmel, University of Nottingham
- Marijana Macis, University of Nottingham
- Ron Martinez, San Francisco State University
- Ana Pellicer-Sanchez, University College London Institute of Education
- Elke Peters, KU Leuven
- Simone Pfenninger, University of Salzburg
- Geoffrey Pinchbeck, University of Calgary
- Michael Rodgers, Carleton University
- Diane Schmitt, Nottingham Trent University
- Norbert Schmitt, University of Nottingham
- Rob Schoonen, CLS/Radboud University Nijmegen
- Anna Siyanova, Victoria University of Wellington
- Laura Vilkaite, University of Nottingham
- Stuart Webb, Western University
- Peter Sayer, University of Texas at San Antonio
- Sue Starfield, University of New South Wales

THANK YOU TO OUR 2017 SPONSORS

AAAL thanks the following sponsors for their generous support of the 2017 Conference and of the field of applied linguistics:

PREMIER SPONSOR

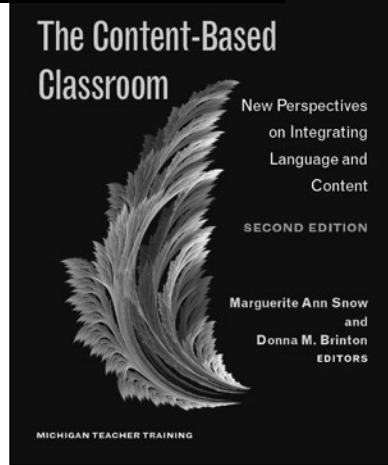


SPONSORS

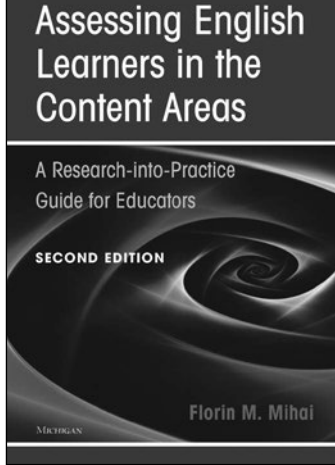


ELSEVIER

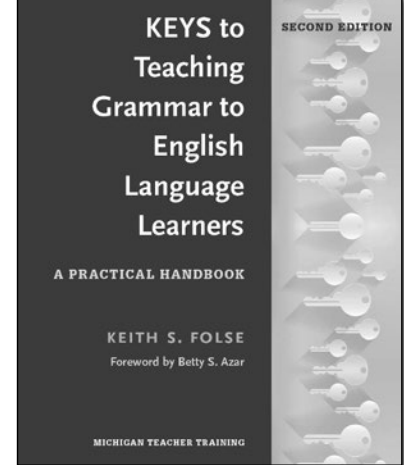
COMING SOON!



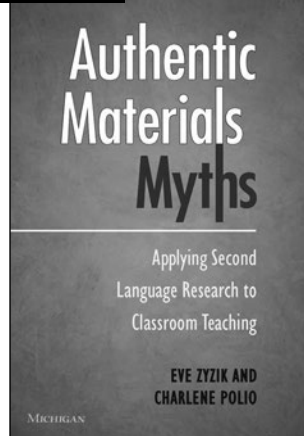
NEW EDITION!



NEW EDITION!



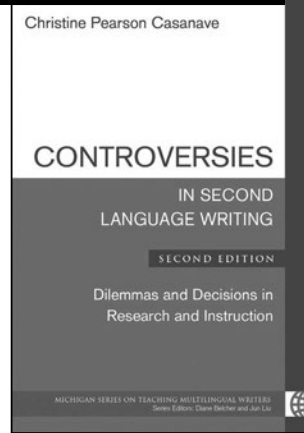
NEW!



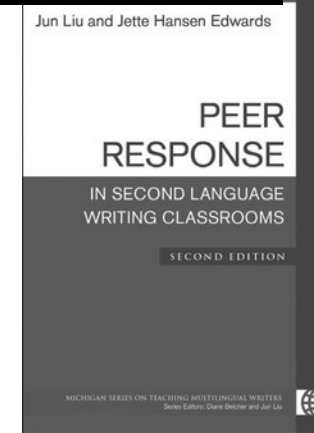
**30% AAAL
CONFERENCE
DISCOUNT**



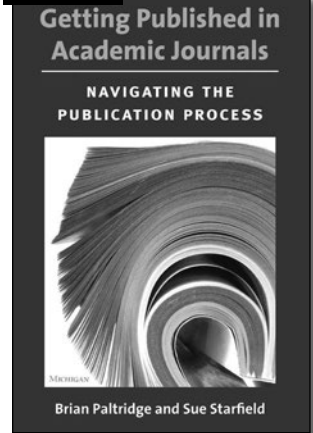
COMING SOON!



COMING SOON!



NEW!





2017 AAAL CONFERENCE

Schedule of Events

FRIDAY, MARCH 17, 2017

4:00 p.m. - 8:00 p.m. Registration Desk Open
 8:30 a.m. - 5:00 p.m. Preconference Workshop 1 - Sociocultural Theory and Complex Dynamic Systems Theory: What Can We Learn From Each Other? - *James Lantolf and Kees de Bot*
 Preconference Workshop 2 - Applying Research Synthesis and Meta-Analysis in the Language Sciences - *Luke Plonsky*
 5:45 p.m. - 7:30 p.m. Portland State Special Pre-Conference Event 'Applying a Sociocultural View of Second Language Learning District-Wide: The Portland Case'
 4:00 p.m. - 8:00 p.m. Exhibit Hall Set-Up

SATURDAY, MARCH 18, 2017

7:00 a.m. - 4:30 p.m. Registration Desk Open
 8:00 a.m. - 11:50 a.m. Colloquia
 Concurrent Sessions
 9:40 a.m. - 4:30 p.m. Exhibit Hall Open
 9:40 a.m. - 10:10 a.m. Grand Opening of the Publishers' Exhibit Hall
 11:50 a.m. - 1:15 p.m. Lunch Break (on your own)
 11:50 a.m. - 1:10 p.m. Special Extra Invited Colloquium: 'The Resurgence of Exclusionary Discourses and Ideologies in the U.S. and U.K.: Implications for Professional Responsibility'
 12:00 p.m. - 1:10 p.m. Special Meetings and Events
 1:15 p.m. - 4:30 p.m. Colloquia
 Concurrent Sessions
 Poster Session 1
 2:25 p.m. - 3:55 p.m. Coffee Break: Visit Poster Session in Exhibit Hall
 2:55 p.m. - 3:25 p.m. Concurrent Sessions
 3:25 p.m. - 4:30 p.m. Welcome and Opening Plenary (Li Wei)
 4:35 p.m. - 5:40 p.m. Opening Reception (*cash bar*)
 5:45 p.m. - 7:00 p.m.

SUNDAY, MARCH 19, 2017

7:30 a.m. - 4:30 p.m. Registration Desk Open
 8:00 a.m. - 11:15 a.m. Colloquia
 Concurrent Sessions
 Roundtables
 9:00 a.m. - 4:30 p.m. Exhibit Hall Open
 9:10 a.m. - 10:40 a.m. Poster Session 2
 9:40 a.m. - 10:10 a.m. Coffee Break: Visit Poster Session in Exhibit Hall
 11:20 a.m. - 12:25 p.m. Morning Plenary (Shaun Gallagher)
 12:25 p.m. - 1:50 p.m. Lunch Break

12:30 p.m. - 1:45 p.m. Special Meetings and Events
 Public Affairs and Engagement Committee (*Open Meeting*)
 2:00 p.m. - 5:00 p.m. Colloquia
 Concurrent Sessions
 Roundtables
 3:00 p.m. - 4:30 p.m. Poster Session 3
 3:40 p.m. - 4:10 p.m. Coffee Break: Visit Poster Session in Exhibit Hall
 5:10 p.m. - 6:15 p.m. Afternoon Plenary (Carolyn Miller)
 6:30 p.m. - 9:00 p.m. Graduate Student Event

MONDAY, MARCH 20, 2017

7:30 a.m. - 4:00 p.m. Registration Desk Open
 8:00 a.m. - 11:15 a.m. Colloquia
 Concurrent Sessions
 Roundtables
 9:00 a.m. - 4:30 p.m. Exhibit Hall Open
 9:10 a.m. - 10:40 a.m. Poster Session 4
 9:40 a.m. - 10:10 a.m. Coffee Break: Visit Poster Session in Exhibit Hall
 11:20 a.m. - 12:25 p.m. Morning Plenary (Simona Pekarek Doehler)
 12:30 p.m. - 1:45 p.m. AAAL Business Meeting
 12:25 p.m. - 1:50 p.m. Lunch Break
 2:00 p.m. - 5:00 p.m. Colloquia
 Concurrent Sessions
 Poster Session 5
 3:00 p.m. - 4:30 p.m. Coffee Break: Visit Poster Session in Exhibit Hall
 3:30 p.m. - 4:00 p.m. Afternoon Plenary (Janet Wiles)
 5:10 p.m. - 6:15 p.m. Special Event: 'Sociocultural Theory and Complex Dynamic Systems Theory: What Can We Learn From Each Other?' - James Lantolf and Kees de Bot (Open Forum)
 6:25 p.m. - 8:15 p.m.

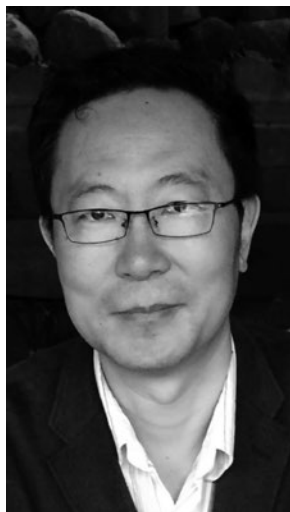
TUESDAY, MARCH 21, 2017

7:30 a.m. - 11:30 a.m. Registration Desk Open
 8:00 a.m. - 11:15 a.m. Colloquia
 Concurrent Sessions
 Exhibit Hall Open
 9:00 a.m. - 11:30 a.m. Poster Session 6
 9:10 a.m. - 10:40 a.m. Coffee Break: Visit Poster Session in Exhibit Hall
 9:40 a.m. - 10:10 a.m. Closing Plenary (Suresh Canagarajah)
 11:20 a.m. - 12:25 p.m. Lunch Break
 12:25 p.m. - 1:25 p.m. Concurrent Sessions
 1:30 p.m. - 3:10 p.m. Closing Wine and Cheese Reception (*cash bar*)
 3:15 p.m. - 4:15 p.m.

PLENARY SESSIONS

DAY	TIME AND LOCATION	TITLE	SPEAKER
Saturday March 18	4:35 pm - 5:40 pm Oregon E & F	"Rethinking Language in Translanguaging: Implications for Learning, Use, and Policy"	Li Wei, <i>University College London / Institute of Education</i>
Sunday March 19	11:20 am - 12:25 pm Oregon E & F	"Brains, Bodies and Cultural Affordances"	Shaun Gallagher <i>University of Memphis</i>
Sunday March 19	5:10 pm - 6:15 pm Oregon E & F	"Memoir, Blog, and Selfie: Genre as Social Action in Self-Representations"	Carolyn Miller <i>North Carolina State University</i>
Monday March 20	11:20 am - 12:25 pm Oregon E & F	"The Development of L2 Interactional Competence: 'Methods' for Action and Grammar-for-Interaction"	Simona Pekarek Doehler, <i>Université de Neuchâtel</i>
Monday March 20	5:10 pm - 6:15 pm Oregon E & F	"Talking with Robots"	Janet Wiles, <i>University of Queensland</i>
Tuesday March 21	11:20 am - 12:25 pm Oregon E & F	" 'The Smartest Person in the Room is the Room': Emplacement as Language Competence"	Suresh Canagarajah, <i>Penn State University</i>

PLENARY SESSION



Li Wei

University College London / Institute of Education

Li Wei is Chair of Applied Linguistics and Director of the UCL Centre for Applied Linguistics at the UCL Institute of Education, University College London, UK, and a Fellow of the Academy of Social Sciences, UK. His research interests are in the broad areas of bilingualism and multilingualism. He has published extensively in journals ranging from *Applied Linguistics*, *Modern Language Journal*, *Journal of Pragmatics*, *Language in Society* to *Language, Cognition and Neuroscience*, and *Clinical Linguistics and Phonetics*. He is Principal Editor of the *International Journal of Bilingualism* (Sage, SSCI, AHCI) and *Applied Linguistics Review* (De Gruyter, SSCI, AHCI) and series editor for 'Research Methods in Language and Linguistics' (Wiley-Blackwell). His recent publications include *The Cambridge Handbook of Linguistic Multi-Competence* (with Vivian Cook, 2016) and *Translanguaging: Language, Bilingualism and Education* (with Ofelia Garcia, 2014) which won the 2015 British Association of Applied Linguistics (BAAL) Book Prize.

"Rethinking Language in Translanguaging: Implications for Learning, Use, and Policy"

The notion of Translanguaging has, in the last ten years or so, attracted a considerable amount of attention in the applied linguistics community. On the whole, it has been accepted as an empowering and effective pedagogical approach to language education, particularly bilingual education. Its significance as a theoretical concept, especially as a theory of Language, remains controversial. Some question its added value compared to the more established concepts such as code-switching or languaging. In this presentation, I review the geneses of and different approaches to Translanguaging and explore the theoretical motivations behind the concept and the methodological challenges in its application to real data. I will argue that Translanguaging offers a new way of conceptualizing Language that is more relevant to the linguistic practices of the 21st century, whilst respecting historical facts about human language development. I contextualise the discussion in the debates over the Modularity of Mind hypothesis, language evolution, and multilingual language users' Symbolic and Multi-Competence. I also highlight the necessity to bridge the artificial, and ideological, divide between the socio-cultural and what's been called the cognitive, approaches to dynamic multilingual practices. I will discuss the implications of the Translanguaging perspective on Language for language learning, use, and policy.

PLENARY SESSION



Shaun Gallagher

University of Memphis

Shaun Gallagher is the Lillian and Morrie Moss Professor of Excellence in Philosophy at the University of Memphis. His areas of research include phenomenology and the cognitive sciences, especially topics related to embodiment, self, agency and intersubjectivity, hermeneutics, and the philosophy of time. Dr. Gallagher has a secondary research appointment at the University of Wollongong, Australia. He is Honorary Professor at the University of Tromsø, Norway, and was Honorary Professor at the University of Copenhagen (2010-15) and the Durham University (2011-16). He has held visiting positions at the Cognition and Brain Sciences Unit, Cambridge University; the Center for Subjectivity Research, University of Copenhagen; the Centre de Recherche en Epistémologie Appliquée (CREA), Paris; the Ecole Normale Supérieure, Lyon; the Humboldt University in Berlin, and most recently at Keble College, University of Oxford. Professor Gallagher holds the Humboldt Foundation's Anneliese Maier Research Award [Anneliese Maier-Forschungspreis] (2012-18). Gallagher is a founding editor and a co-editor-in-chief of the journal *Phenomenology and the Cognitive Sciences*. His publications include *How the Body Shapes the Mind* (Oxford, 2005); *The Phenomenological Mind* (with Dan Zahavi, Routledge, 2008; 2nd ed. 2012); *Phenomenology* (Palgrave Macmillan 2011); and *Enactivist Interventions: Rethinking the Mind* (Oxford 2017).

"Brains, Bodies and Cultural Affordances"

Recent work in cognitive neuroscience has emphasized the notion of neural reuse on the evolutionary timescale (Anderson 2010) and neural recycling on the developmental timescale (Dehaene 2004; 2009). These concepts have been put to use especially in contexts of social cognition (Gallese 2014), in neural linguistics (Pulvermüller 2005), and more generally in theories of 'weak' embodied cognition and embodied simulation (Goldman 2012; 2014). In both philosophy and neuroscience, however, these analyses have remained caught in the classic cognitivist stances of internalism and methodological individualism where mechanisms of cognition and even social cognition are sought in purely internal (brain-based, 'in the head') processes that downplay the contribution of bodily, environmental, and social-cultural factors. In contrast, enactivist proposals in philosophy of mind have championed the importance of cultural affordances and embodied social interactions in processes of meaning institution. Such proposals align well with empirical research in applied linguistics and Conversation Analysis (e.g., Goodwin 2000; 2011; 2013), and anthropological theories of material engagement (e.g., Malafouris 2009). I'll argue that an integration of these latter approaches not only presents a strong viable alternative to classic cognitivist theories, but can still employ notions of neural reuse/recycling as part of a more comprehensive or extensive concept of metaplasticity. It also provides a way to reconceive of brain function in the context of enactivist embodied cognition.

PLENARY SESSION



Carolyn Miller

North Carolina State University

Carolyn R. Miller is SAS Institute Distinguished Professor of Rhetoric and Technical Communication, Emerita, at North Carolina State University, where she taught from 1973 to 2015. She received her Ph.D. in Communication and Rhetoric from Rensselaer Polytechnic Institute in 1980. Her research interests include genre studies, digital rhetoric, rhetorical theory, and rhetoric of science and technology. This work has explored rhetorical concepts of invention, agency, kairos, ethos, and

community and the polis, and her work in genre has been foundational to North American rhetorical genre studies. Her professional service includes terms as president of the Rhetoric Society of America and editor of its journal, *Rhetoric Society Quarterly*. She was named a Fellow of the Rhetoric Society of America in 2010 and Fellow of the Association of Teachers of Technical Writing in 1995. At NC State, she initiated and served as founding director of the Ph.D. program in Communication, Rhetoric, and Digital Media, established in 2005 as a collaboration between the Departments of Communication and English; she also proposed and served as founding director of the M.S. in Technical Communication, established in 1988. She has been a member of the university's Academy of Outstanding Teachers since 1984 and in 1999 was named Alumni Distinguished Graduate Professor. She was Visiting Associate Professor at Michigan Tech and Penn State in 1988, Visiting Professor at Georgia Tech in 1991, Visiting Professor at the Federal University of Pernambuco in Brazil in 2007, and the Watson Distinguished Visiting Professor at the University of Louisville, Fall 2013. She has lectured and taught in Brazil, Canada, Denmark, Great Britain, Italy, Norway, and South Korea.

“Memoir, Blog, and Selfie: Genre as Social Action in Self-Representations”

A rhetorical approach to genre can offer insight into the socio-cognitive dimensions of memoir and autobiography: what do we (in different times and places) expect from such works? why and how do they appeal to us? by what recurrent social exigences are they motivated? what rhetorical actions do they perform? The elaboration of a specifically rhetorical approach to genre over the past 30 years adds these questions to those that have driven linguistic and literary approaches to genre. The advent of multimodal digital media has reinvigorated genre studies, not only in rhetoric, linguistics, and literature but also in film and media studies. The energetic and experimental vernacular uses of the new media invite the extension of rhetorical approaches to genre into the visual realm. This presentation will survey the rhetorical approach to genre, review its application to traditional old-media genres of self-representation, or life-writing, and extend it to new media phenomena, blogging and “selfies.” In doing so, it addresses and illustrates new challenges for genre theory: multimodality, methodology, and interdisciplinarity.

PLENARY SESSION



Pekarek Doehler

University of Neuchâtel

Simona Pekarek Doehler is Professor of Applied Linguistics in the Department of Language Sciences and Communication at the University of Neuchâtel (Switzerland), where she has been working since 2003. She obtained her PhD from the University of Basel in 1996 and has been a visiting researcher in several universities in Europe and the US, including Georgetown University, Université Paris V, UCSB and the University of

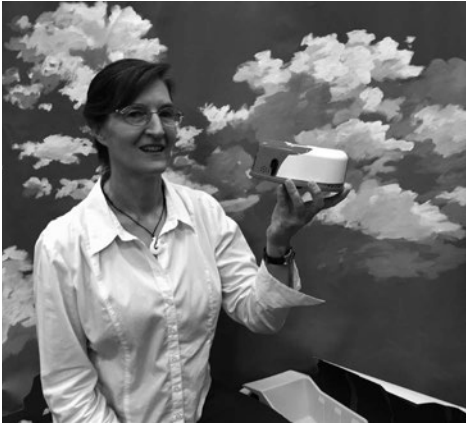
Helsinki. She has served as president of the European Second Language Association (EUROSLA), vice-rector for research at the University of Neuchâtel, member of the board of the Swiss Academy of Humanities and Social Sciences, and she is currently member of the Foundation Council of the Swiss National Science Foundation. Her research is dedicated to exploring the development of interactional competence in a second language, based on longitudinal conversation analysis, as well as the role of grammatical resources in the organization of social interaction. She has widely published, mainly in English and in French, in Journals such as *Applied Linguistics*, *Discourse Studies*, *Journal of Pragmatics*, *Langue Française*, *Pragmatics* and *The Modern Language Journal*. She is the author of several recent papers addressing the methodological challenges of the longitudinal perspective in conversation analysis and has co-edited, on this topic, *L2 Interactional Competence and Development* (2011, with J.K. Hall and J. Hellermann) as well as *Longitudinal Studies on the Organization of Social Interaction* (to appear, with J. Wagner and E. González-Martínez). Recently, she has also co-authored the book-long study *Time and Emergence in Grammar* (2015, with A.S. Horlacher and E. De Stefani).

“The Development of L2 Interactional Competence: ‘Methods’ for Action and Grammar-for-Interaction”

The human ability for social interaction is unique among the species. The type of minute social coordination that sustains for instance turn-taking during human (verbal) interaction is unmatched anywhere in the animal world. To date, we know that some interactional abilities are present even before birth (think of mommy and baby playfully ‘taking turns’ with the baby still in mommy’s belly). We also know that interactional competence develops throughout life. Yet, despite of intense debates on the topic, at the current state of research we still miss an empirically grounded understanding of how people’s interactional competence is affected when they move into a second language (L2), and how their L2 interactional competence develops over time: How do L2 speakers deal with the basic interactional mechanisms that allow for the coordination of social interaction? Is their interactional competence simply transferred from their L1 to the L2, or is it recalibrated? If so, what does such recalibration consist of and what is the role of grammatical resources in it?

In this paper I discuss findings from a set of longitudinal studies that we conducted at the University of Neuchâtel on L2 interactional development as regards the most central organizational principles of social interaction: turn-taking organization, sequence organization, repair organization, and preference organization. Based on the cumulative evidence emanating from these studies, and taking stock of other existing research, I argue for an understanding of L2 interactional development as involving a diversification of people’s ‘methods’ (i.e., systematic procedures) for action, and, concomitantly, an increased ability for context-sensitive conduct (i.e., the ability to tailor talk to the local circumstantial details of the ongoing interaction). I illustrate how the development of a grammar-for-interaction is part of these evolving abilities.

PLENARY SESSION



Janet Wiles

University of Queensland

Janet Wiles' research program involves bio-inspired computation in complex systems, with applications in cognitive science and biorobotics. She completed a PhD in Computer Science at the University of Sydney, a postdoctoral fellowship in Psychology at the University of Queensland, and served as faculty in the Cognitive Science program for 12 years. In 2003 she formed the Complex and Intelligent Systems research group at the Univer-

sity of Queensland where she has been Professor since 2006. She currently coordinates the UQ node of the ARC Centre of Excellence for the Dynamics of Language, where her research focusses on robots and language.

"Talking with Robots"

Robots may soon be delivering pizza and parcels, driving cars and helping the kids with their homework. How will they communicate with us?

They can download a dictionary and start talking, but a dictionary doesn't understand its own words and nor would the robots. Language is not that simple.

So, could a robot ever say-what-it-means and mean-what-it-says? This talk is about exactly that: robots, called Lingodroids, that really do understand the language they use. We know these robots understand because they invent their own words to describe their own experiences.

This talk will describe how such robots roam the world, asking each other questions like "Where are we" and "What time is it?" Through these conversations, they invent words for places and times, linking the meanings to their own experiences. Linking a place in the world to its name is called "grounding" and it is the first step in having robots truly understand what they say. The talk will describe how the Lingodroids invent robot languages, and then finish with a glimpse into how conversations with people can help robots learn the meanings of words in human languages, extending to multilingual robots.

PLENARY SESSION



Suresh Canagarajah

Penn State University

Suresh Canagarajah is Edwin Erle Sparks Professor of Applied Linguistics, English and Asian Studies at Penn State University. His recent publication *Translingual Practice* won AAAL's inaugural Book Award, in addition to the BAAL book prize and the MLA Shaughnessy Award. He is currently studying skilled migration in relation to neoliberal communicative policies and workplace practices. He is a former President of AAAL and editor of the *TESOL Quarterly*. Suresh had his education and started teaching in Sri Lanka, from where he was forced to flee the ethnic violence in 1994.

“ ‘The Smartest Person in the Room is the Room’: Emplacement as Language Competence”

Structuralist orientations to linguistics have filtered out the spatiotemporal dimensions of communicative activity to define language as a self-defining grammatical system. Cognition is treated as the locus of grammatical structure and competence. Though developments in applied linguistics have emphasized the place of “context,” it is treated as secondary, passive, or bounded, as in the distinction between competence and performance. Recent developments in mobility, globalization, and technology have motivated a realization that meanings and grammatical forms are co-constructed in situated interactions in an expansive context of social networks, ecological affordances, and material objects. We are becoming more sensitive to space as a defining and generative resource in communicative success. A competence for such success involves one's emplacement in relevant spatiotemporal scales to strategically align with diverse semiotic features beyond language, participate in an assemblage of ecological and material resources, and collaborate in complex social networks. Such a consideration compels us to revise traditional notions about the autonomy of language, separation of labeled languages, primacy of cognition, and agency of individuals. Constructs such as spatialization in geography, rhizomes in philosophy, assemblage in social sciences, and object-oriented ontologies in physical sciences help us theorize competence beyond the structuralist legacy. I will illustrate from my ongoing research with migrant STEM professionals who claim confidence and success in professional communication in the US regardless of their limited grammatical proficiency in English.

DISTINGUISHED SCHOLARSHIP AND SERVICE AWARD LECTURE



Reflections on the (Glorious) Past, Present and Future of Applied Linguistics Through the Lens of Language Socialization Research

Patricia A. Duff, University of British Columbia

Monday, March 20

10:10 am - 11:10 am

Oregon F

Over the last quarter century, the field of applied linguistics – with AAAL as a major catalyst – has witnessed many important developments. These include evolving or newly emerging theories and epistemologies, research methods, analytic approaches and tools used to examine an expanding range of languages, populations, and issues.

Applied linguistics has begun to grapple with the dynamics and possibilities of transdisciplinarity, transnationalism, and translanguaging. More of a lifespan orientation is evident as well, in terms of language learning, use, and decline, across various timescales and communities, and mediated by various people, practices, and digital or other means. Crucial refinements in technological, analytic, and representational tools across the spectrum of applied linguistics research now also enhance our work. No longer limited (primarily) to a small set of European languages, applied linguists are now critically engaged with a much wider assortment and combination of languages: global and local, signed and oral/written, large and small, heritage and Indigenous, standard and nonstandard, vital and endangered. The units of analysis in our research and teaching, whether in relation to classroom or family language policies, formulaic expressions in academic discourse, or single phonemes or sentence particles, reflect the rich diversity and degrees of granularity of our sub-specializations as we strive to understand language and human experience in order to solve real-world problems. Finally, there is growing appreciation of the need to examine cognition, communication, and culture within and across particular ecologies of practice in which various ideologies and identities are also invoked. In this presentation, I describe some of these significant developments in applied linguistics, at least from my vantage point, by using language socialization research as a lens or concrete “case”. I consider its history, its changing scope and foci, and potential areas for future research against the backdrop of these larger trends.

INVITED COLLOQUIA

Transdisciplinarity in Applied Linguistics (AILA@AAAL)
*Claire Kramersch, UC Berkeley, Marjolijn Verspoor, University of Groningen and
Daniel Perrin, Zurich University of Applied Sciences*

Saturday, March 18
8:35 am - 11:35 am
Oregon E

This colloquium explores the nature, scope and significance of transdisciplinarity in Applied Linguistics. It examines critically how transdisciplinarity affects the construction and dissemination of knowledge in our field, the benefits but also the risks of breaking down the boundaries between disciplines and between the scholarly and the real world.

Language teaching and learning as a transdisciplinary endeavour

Anthony Liddicoat (University of Warwick)

Transdisciplinarity across two-tiers: Applied linguistics and literature in collegiate foreign language fields

Chantelle Warner (University of Arizona)

Intersections of Applied Linguistics, Linguistic Anthropology, and Education

Patricia Baquedano-Lopez (UC Berkeley)

Interpretive burdens in sustaining the 'holy grail' of interprofessional research

Srikant Sarangi (Aalborg University)

Because language matters: Transdisciplinary action research on financial communication

Daniel Perrin and Marlies Whitehouse (Zurich University of Applied Sciences)

The posthumanist disciplinary anarchivist

Alastair Pennycook (University of Technology Sydney)

Discussant: Claire Kramersch (UC Berkeley)

INVITED COLLOQUIA

Multilingualism and Indigenous-Language Education: Innovative Practices and Emerging Language Forms (LSA @ AAAL)

*Teresa L. McCarty, University of California, Los Angeles; Carmel O'Shannessy, University of Michigan;
Tiffany Lee, University of New Mexico*

Saturday, March 18, 2017

1:15 pm - 4:15 pm

Oregon E

The combined forces of colonization and globalization have positioned virtually all Indigenous languages as endangered. At the same time, throughout the world, Indigenous peoples are engaged in vital movements to assert Indigenous ways of knowing, being, and speaking through innovative language practices. In some cases this entails new forms of translanguaging (García, 2009) – hybrid language practices that make use of the multiplicity of resources within individual and communal linguistic repertoires. In other cases reclamation entails “revitalization immersion” (McIvor & McCarty, 2017), a holistic language education approach designed to promote learners’ linguistic and academic development alongside their ethnic identity and the empowerment and well being of their communities. In yet other cases, reclamation involves the appropriation of unique features of dominant languages to construct a shared sense of ethnic identity. In all cases, this work up-ends hegemonic expectations of Indigenous languages as “failing” (Meek, 2011) and trending toward extinction (Leonard, 2008, 2011).

The papers in this session critically examine these innovative language practices and forms across a range of linguistic ecologies, from English features in Native North American communities, to English-lexified contact languages in Australia, to the reclamation of Indigenous languages once deemed “extinct,” to master-apprentice efforts for Indigenous languages in Canada and Mexico. Together, the papers illuminate the challenges and possibilities of intersecting Indigenous and dominant language practices and forms, and how Indigenous language strengthening becomes integral to community members’ daily lives. Tacit and overt language policies are examined, and methodologies for understanding Indigenous-language variation are critically analyzed.

The session begins with a brief introduction, followed by five 20-minute paper presentations, each with an additional 5 minutes for questions and discussion. A concluding discussion period will provide a summary and synthesis by the co-chairs, and engage the audience in dialogue with panelists and co-chairs around the session themes.

Indigenous Ethnic Identity and English Features of Native American and Canadian First Nations Communities

Kalina Newmark (Dartmouth), Nacole Walker (Standing Rock Sioux Tribe), and James Stanford (Dartmouth)

Recognizing, Respecting and Responding. The New 3Rs for a Language Ecology Approach to Schooling in Shifting Landscapes

Denise Angelo (Australian National University)

Multilingualism as an Outcome of Reclamation: New, Ordinary Uses of myaamia

Wesley Y. Leonard (University of California, Riverside)

Nahuatl in Coatepec: Language Ideologies, Practices, and Management

Rosalva Lagunas (Arizona State University)

NETOLNEW, “One Mind, One People”: Studying Adult Indigenous Language Learners in Mentor-Apprentice Language Learning Programs in Canada

Onowa McIvor (University of Victoria) and chuutsga Layla Rorick (University of Victoria)

INVITED COLLOQUIA

Crossing Disciplinary Boundaries: Challenges to Construct Definition in ESP/LSP Assessment (ILTA@AAAL)

Barbara Hoekje, Drexel University, Cathie Elder & Ute Knoch, University of Melbourne

In memory of Alan Davies

Saturday, March 18, 2017

1:15 pm - 4:15 pm

Oregon F

In language for specific purposes (LSP) assessment practice, the LSP test construct has been primarily situated within the principles and perspectives of the testing field. But the LSP construct also represents the values of other fields of practice and serves social purposes in the construction of public standards and normative models of language use. This colloquium challenges the notion of the LSP construct as primarily accountable as an assessment phenomenon through papers that explore such questions as the following:

- How does the LSP construct represent the values and genres of a professional or academic field? What are the issues that govern selection among a rich and varied set of possibilities?
- How do new frameworks of language use, such as translanguaging, impact the testing construct by emphasizing multiple modalities and multiplicities of language use?
- How are test scores and the constructs they represent used by different score user communities in the construction of public policy, especially in the notions of “licensing” and “readiness?”

The papers in the colloquium reference a variety of disciplines in real-world high-stakes assessment contexts such as the licensing of teachers, accountants, engineers and health professionals in Australia and the UK; a translanguaged French/English listening test task for professors in a bilingual Canadian university; and professional acculturation for students in an architecture design studio.

Discussants from outside the field of language testing explore the social and ideological uses of the LSP construct as well as the evolving framework of language for specific purposes within applied linguistics.

Disparate discourses? An analysis of a genre that mediates between the academy and the profession in the domain of architecture

Janne Morton, University of Melbourne

The language skills of classroom-ready teachers: professional standards and the construct of speaking ability

Kellie Frost and Sally O'Hagan, University of Melbourne

Expanding the construct of ‘passive bilingualism’ in a listening test for university professors: Incorporating translanguaging

Beverly Baker and Amelia Hope, University of Ottawa

Operationalizing an expanded construct of writing proficiency for an occupation-specific test: from workplace criteria to a workable rating scale

Ute Knoch, Cathie Elder, Eleanor Flynn, Elizabeth Manias and Robyn Woodward-Kron, University of Melbourne

Test construct in policy and public perception: Score-user perspectives on occupation-related language skills

John Pill, American University of Beirut and Susy Macqueen, Australian National University

Discussants: Diane Belcher, Georgia State University & Barbara Hoekje, Drexel University

INVITED COLLOQUIA

Applied Linguistics and Conversation Analysis: Ways of Problematizing the Monolingual Standard

Hansun Waring, Columbia University and John Hellermann, Portland State University

Sunday, March 19, 2017

8:00 am - 11:00 am

Oregon E

Applied linguistics has been open to methodologies from a variety of disciplines. Some would say it is the defining feature of the field (Brumfit, 1997). Originally developed by sociologists to describe social organization on a micro level, conversation analysis (CA) is becoming increasingly important in applied linguistics research. Fitting with this year's conference theme, 'Transdisciplinarity', our panel explores the mutually-beneficial understanding of new conceptualizations of multilingualism in applied linguistics and the participant-centered methods for empirical analysis of CA.

Although CA has been an extremely useful tool for applied linguistics to illuminate the nature of language use in a great variety of real world contexts including language learning and intercultural communication, from the perspective of applied linguists, two theoretical problems come to mind. The first is the treatment of English as the (implied) baseline data for comparative findings. A second is the assumption that baseline speakers are monolingual, standard variety speakers. To that end, we have invited our colleagues who work with multilingual data as both conversation analysts and applied linguists to address the following three questions in the panel:

- (1) What do you consider 'baseline' when working with multilingual interactional data?
- (2) What difficulties are there working with multilingual data?
- (3) What do we do when findings from multilingual data look different from classic CA findings?

Introduction

John Hellermann (Portland State University)

On the Achievement of Intersubjectivity in Multilingual Interaction: Turns, Actions, Stances, and Shared and Unshared Multilingual/multimodal Resources

Junko Mori (University of Wisconsin at Madison)

Order in Second Language Conversation

Johannes Wagner (University of Southern Denmark)

How is Sense-making Accomplished in Second Language Interaction?

Yo-An Lee (Sogang University)

Pause and Preference in Second Language Talk

Jean Wong (College of New Jersey) & Hansun Zhang Waring (Columbia University)

Discussant: Li Wei (University College London, Institute of Education)

INVITED COLLOQUIA

Language and Asylum in the Age of Suspicion (AAA@AAAL)

Brigitta Busch, University of Vienna and Marco Jacquemet, University of San Francisco

Sunday, March 19, 2017

8:00 am - 11:00 am

Oregon F

This colloquium explores the problematic nature of asylum—one of the most complex adjudication procedures performed by contemporary bureaucracies. The presenters recognize asylum as a paradigmatic case of the tensions and overlaps between impulses toward humanitarianism and anxieties about security, both of which play into the politics of suspicion that characterizes contemporary asylum policy and practice. Using an array of linguistic tools (taken from narratology, translation studies, linguistic anthropology, and digital communication), they document these tensions through emblematic asylum case studies.

When your life depends on your story: The narrative dimensions of asylum applications

Amy Shuman (The Ohio State University)

Learning how to tell, learning how to ask: Storytelling and minors asylum seekers in Sicily

Anna De Fina (Georgetown University), Giuseppe Paternostro and Marcello Amoroso (Università degli Studi di Palermo)

The digitalization of the asylum process

Marco Jacquemet (University of San Francisco)

Forced return: Re-experiencing linguistic estrangement and ostracism

Brigitta Busch (University of Vienna)

Coerced protection: Interpreting child and parental rights to clandestine indigenous immigrants in the USA

John Haviland (University of California San Diego)

Discussant: Claire Kramsch (University of California Berkeley)

INVITED COLLOQUIA

Ethnographic Research in Applied Linguistics: Transdisciplinarity, Transnationalism, Transformation

Angela Creese, University of Birmingham, UK and Patricia A. Duff, University of British Columbia

Sunday, March 19, 2017

1:50 pm - 4:50 pm

Oregon E

The ethnographic researchers in this colloquium discuss and illustrate how epistemological/theoretical, ethical, and methodological insights from other disciplines, related to temporal and geographical scales, and notions of voice, heteroglossia, reflexivity, and relationality, among others, are informing and transforming ethnographic research internationally in applied linguistics in profound, innovative, and provocative ways.

Heteroglossia: A Linguistic Ethnography approach

Adrian Blackledge and Angela Creese (University of Birmingham, UK)

Ethnographic sensibilities and issues in transnational and transdisciplinary research in applied linguistics

Patricia A. Duff (University of British Columbia)

Producing Ishaare: Filmmaking in a Linguistic Ethnography with deaf and hearing people in Mumbai

Annelies Kusters (Max Planck Institute), Sujit Sahasrabudhe and Amaresh Gopalakrishnan

Expertise in cultural participation, entrepreneurship and political action in social media: A transdisciplinary approach to ethnography

Sirpa Leppänen (University of Jyväskylä)

Participant observation as correspondence

Kelleen Toohey (Simon Fraser University)

Methodological Meta-Reflections on Relationship-building and Reciprocity: Theorizing the Ethical Dimensions of Research on Transnationalism

Doris Warriner (Arizona State University)

INVITED COLLOQUIA

Extending the Legacy of Leo Van Lier: Ecologizing Pedagogy

(Supported by *Language Learning*)

Dwight Atkinson, University of Arizona and Steven L. Thorne, Portland State University

Monday, March 20, 2017

8:00 am - 11:00 am

Oregon E

Pedagogy is not simply what appears on the surface in the classroom, nor is it describable or prescribable as a set of practices or an organized monolithic system combining theory and practice. It is rather the sum total of a large and complex ecology extending rhizomatically and with multiple layers, which ecological approaches to teaching/learning conceive of in terms of dynamic relationships. Only some of these are viewable in the surface action of the classroom, like the tip of a vast iceberg.

Leo van Lier was grappling with the whole iceberg rather than its exposed parts, which is what makes his work so valuable and so challenging. In this colloquium we will seek to understand and extend van Lier's work on human development, classrooms and language learning, using it as a critical toolkit for reconceptualizing pedagogy and the cultivation of developmentally fertile learning environments.

Introduction to the 2017 Wilga Rivers Colloquium

Steven L. Thorne, (Portland State University and University of Groningen)

Affordance Variability: Scaffolded Activity in Discipline-specific Classes with Secondary-level ELLs

Aída Walqui, (WestEd)

The multilingual instructor in ecological perspective

Claire Kramsch and Lihua Zhang (UC Berkeley)

An Ecological Perspective on Interlanguage Pragmatic Development: Context, Emergent Patterns, and Variability

Julie Sykes (University of Oregon)

An ecological exploration of the SLA/Language Policy interface: insights from linguistic minorities in China

Peter de Costa (Michigan State University)

The Ecological Approach in Action: Classroom Activities for Learner Autonomy

Hisako Yamashita (Konan Women's University)

Eco to evo and back again: Symposing with a Van Lierian ethic of second language pedagogy

Dwight Atkinson (University of Arizona)

Discussant: James Lantolf, The Pennsylvania State University

INVITED COLLOQUIA

Sexuality and Applied Linguistics: Poststructuralist Perspectives

Tommaso Milani, University of the Witwatersrand and Heiko Motschenbacher, Goethe University of Frankfurt

Monday, March 20, 2017

1:50 pm - 4:50 pm

Oregon E

Sexuality and applied linguistics: Introduction to the panel

Tommaso M. Milani (University of the Witwatersrand)

Doing and resisting heteronormativity in an EFL classroom

Joanna Pawelczyk (Adam Mickiewicz University, Poznań)

Using post-structural linguistic frameworks to explore the school experiences of LGBT+ youth

Helen Sauntson (York St John University):

Translanguaging as a Queer practice

Mike Baynham (University of Leeds) and T K Lee (Birkbeck, University of London)

Sexing the animal

Roslyn Appleby (University of Technology Sydney)

Is the rectum a goldmine? Applied linguistics in unexpected places

Tommaso Milani (University of the Witwatersrand)

Discussant: Alastair Pennycook (University of Technology Sydney)

INVITED COLLOQUIA

Creativity in Language Teaching and Learning (TESOL@AAAL)

*Rodney Jones, University of Reading, Julie Choi, University of Melbourne and
Judy Sharkey, University of New Hampshire*

Monday, March 20, 2017

1:50 pm - 4:50 pm

Oregon F

This colloquium presents researchers and practitioners with a range of perspectives on creativity in TESOL, including the teacher's perspective, the learner's perspective, and the researcher's perspective. Papers on this panel will explore a range of issues, including the multiple meanings of creativity, how creativity underpins a range of situated practices and can manifest itself within different pedagogic traditions; how creativity can be integrated into the curriculum, how it can be informed by and help sustain cultural perspectives and community values, how creative interventions such as drama can be used to explore the way language learning and multilingualism are experienced by people in different contexts, and how learners' plurilingual practices and everyday media literacies can inform our understanding of language learning and our approaches to language teaching. The papers represent research carried out in a variety of contexts, from classrooms to community organizations, and focuses on a number of key issues central to current debates on language learning, including learner agency and identity, multilingualism and translanguaging, and the relationship between research and practice. Together, these papers seek to show how a focus on creativity can enliven and transform every aspect of our field and raise important theoretical and practical questions about language teaching and learning.

Creativity as a floating signifier

Simon Coffey & Constant Leung, King's College London

Teaching Outside the Box(es): The Role of Community Investigations in Language Teacher Development

Judy Sharkey, University of New Hampshire

Reimagining the self: what translanguaging practices and project-based work can do for multilingual international students' creative agency

Julie Choi, University of Melbourne

Drama as a creative tool for critical reflection and pedagogy

Ron Darvin, University of British Columbia

'But can I use another language in this situation?' Drama as a pedagogical approach in TESOL for plurilingual choices

Angelica Galante, OISE, University of Toronto

Vernacular mobile literacies: Multimodal creativity and identity

Rodney H. Jones and Areej Albawardi, University of Reading

INVITED COLLOQUIA

Video Games, Literacy, and Language Learning

Constance Steinkuehler, University of Wisconsin – Madison

Tuesday, March 21, 2017

8:00 am - 11:00 am

Oregon E

Videogames have emerged as the entertainment medium in the US in terms of both dollars and time spent. In 2010 in America alone, total consumer spending on the games industry totaled \$25.1 billion (Siwek, 2010), surpassing both the music industry (\$15.0 billion) and Hollywood box office movies (\$10.5 billion). The amount of time young people spend with entertainment media in general is staggering. Youth ages 8 to 18 year olds consume about 10.45 hours per day of media (compressed into 7.38 hours per day thanks to multitasking: Rideout, Foehr, & Roberts, 2010). Console and handheld videogames alone account for roughly one hour and 13 minutes of that screentime, not including computer games. And the majority of unit sales come from games targeted at children, with ESRB ratings of E for everyone (56% of unit sales), E10+ for ages 10 and up (18%), or T for ages 13 and up (21%) (Entertainment Software Association (2011).

But what is the literate and linguistic nature of such sociotechnical spaces and what role do they play, if any, in literacy and language learning? From simpler titles for young pre-literate children like Peekaboo Barn to larger, online immersive social worlds for teenagers and young adults like Club Penguin and World of Warcraft, games provide learners rich multimodal environments that ground literacy and language learning in the situated context of its meaning and use (Gee, 2010), thereby enabling meaningful learning and sense-making to take place. It is no surprise, then, that game-based instruction has markedly higher effects in the domain of language learning compared to other domains (Peterson, 2010; Young et al, 2012; Wouters, van Nimwegen, van Oostendorp, & van der Spek, 2013). As Young et al. (2012) conclude, games designed to teach language learning “may be the most effective use of educational computer gaming to date” (p. 74). Such conclusions, however, treat games as a single category of technology and ignore the details of their design, context, and function.

This colloquium unpacks the dynamics of interactive media and its role in language and literacy development, drawing from a wide range of game contexts and genres to address the complexities of designed architectures for engagement, entertainment and education.

Communication and catalytic dynamics in online and mobile place-based gaming environments

Steve Thorne, Portland State University

Affordances for social interaction in Virtual Worlds for Young Children

Rebecca Black & Stephanie Reich, University of California-Irvine

Enhancing literacy with Game-based Intelligent Tutoring and Natural Language Processing

Danielle McNamara, Arizona State University

Experiencing a designed epidemic in a virtual world: Language as a symptom of engagement

Debbie Fields, Utah State University

Discussant: Constance Steinkuehler, University of Wisconsin – Madison

SPECIAL MEETINGS AND EVENTS

Newcomers' Session: Navigating the AAAL Conference

Saturday, March 18

12:00-1:10 PM

Oregon D

Organizer: Kathi Bailey, Middlebury Institute of International Studies at Monterey (MIIS)

This session is intended to help first-time conference goers navigate the program, learn about the venue, and select the sessions they wish to attend by developing strategies for managing their time and making choices. The presenter will explain the various presentation formats (papers, plenaries, roundtable discussions, professional opportunity sessions, and poster sessions; publishers' exhibit; business meeting) of the conference. At this session you may meet other first-time attendees who share your professional interests. In addition, there will be ample time for questions and answers.

How to maximize the impact of your research

Saturday, March 18

12:00-1:10 PM

Oregon G

Organizer: Catherine Phipps, Journals Managing Editor, Routledge

Catherine Phipps, Journals Managing Editor at Routledge, presents a session on maximising the impact potential of your journal articles post-publication. We will explore different types of impact – for example, Alt-metric, citations and usage – and give tips on how to best to gain such impact. The session is for journal article authors, editorial board members and editors looking to further their understanding of post-publication impact and seeking advice on how to achieve it.

Publishing in Applied Linguistic Journals: A Meeting with Journal Editors

Sunday, March 19

12:00 pm - 1:10 pm

Mt Hood

Organizer: Heidi Byrnes, Georgetown University

Publishing in refereed journals is a highly valued way in which applied linguists disseminate research findings and engage in scholarly and professional discussion. In this session, after briefly introducing their respective journals, editors from a range of applied linguistics journals will discuss various aspects of how to go about getting your research published – from evaluating major journal types in the digital era, to finding the most suitable journal for your research, to methodological issues, to information about the reviewing process. This is an interactive session and we look forward to answering your questions.

GRADUATE STUDENT EVENTS

Making a Transition: From Graduate Student to Faculty Member

Organizer: Elena Shvidko, Purdue University

Saturday, March 18, 12:00 pm -1:10 pm

Mt Hood

Summary

In this workshop, a panel of early career faculty will share their experience on making the transition from graduate student to full-time professional applied linguist. Panelists will represent a range of positions (e.g., tenure-track faculty, lecturer, administrator) and institutions (e.g., research university, community college). This workshop is geared toward graduate students as well as recent graduates who are preparing for the job market.

Detailed description

As a graduate student or new graduate, are you wondering how to prepare for a new academic position? Curious about what a smooth transition from graduate student to faculty looks like? Or simply searching for advice on getting started as a new professional in the field?

Continuing our series of career workshops, the AAAL Graduate Student Council is pleased to host "Making a transition: From graduate student to faculty member"--a session for graduate students and early career professionals that focuses on making a successful transition from graduate student to full-time professional in the field of applied linguistics. In this workshop, a panel of experts will share their experience and offer advice on various aspects of the transition process, including: relocating to a new environment, establishing relations with new colleagues, facing the challenge of new course preparations, balancing teaching and research, and working toward tenure/promotion/retention. This workshop is geared toward graduate students in general as well as recent graduates who are preparing for the job market.

Publishing 101: Graduate students' forum on writing for publication

Organizer: Rayoung Song, University of Massachusetts Amherst

Sunday, March 19, 6:45 pm - 9:15 pm

Oregon I

Have you been to publishing seminars and workshops but are still not sure how to write a publishable paper? Do you have questions about publishing that you feel embarrassed to ask? Do you have course papers but don't know how to turn them into possible publications? Come join our graduate student panelists who will answer your questions big and small, and share their experience of how they go about publishing their own papers and provide some tips on turning your term papers, or conference papers, into publishable manuscripts. This round-table session is geared toward all graduate students who want to have discussions on writing for publication.

OTHER OPEN MEETINGS

AAAL Annual Business Meeting [OPEN MEETING]

Monday, March 20
12:30 pm - 1:45 pm
Mt Hood

This meeting is open to all AAAL members. This meeting provides an opportunity to learn about the financial health of the organization, details on the attendance and other updates of this year's annual conference, and preview plans for AAAL 2018 to be held in Chicago. The meeting also provides an opportunity to discuss any issues related to the organization. Lunch will be provided to the first 80 AAAL members who attend this meeting.

North American Systemic Functional Linguistics Association (NASFLA) [OPEN MEETING]

Organizer: Dr Ruth Harman, University of Georgia, President of NASFLA

Sunday, March 19
12:30 pm - 1:40 pm
Columbia

The NASFLA meeting will include hearing from two exciting SFL researchers who received the 2015 and 2016 NASFLA emergent scholar awards, discussing in small groups the exciting new work of graduate students and experienced scholars invested in using SFL in their work (e.g. medical discourse, educational contexts, multi-modality), and organizing committees for the International SFL conference to be held in Boston in 2018.

AAAL Public Affairs & Engagement Committee [OPEN MEETING]

Organizer: Netta Avineri, Chair, AAAL Public Affairs & Engagement Committee

Sunday, March 19
12:30 pm - 1:40 pm
Oregon I

At this meeting the newly formed AAAL Public Affairs & Engagement Committee will hold an open meeting for all AAAL members. The Public Affairs & Engagement Committee is an important means by which AAAL members can bring their collective expertise to bear on issues of social importance and inform public debate by speaking to issues of social and professional relevance. In the future the Committee plans to focus on position statements, endorsing other professional organizations' position statements/resolutions, and other outreach activities (e.g., interviews, op-ed pieces, blog posts, social media outreach). During the meeting we will discuss the Committee's current plans for 2017 and will have an open discussion about possible initiatives and projects of interest to the general AAAL membership. If you are interested in the Committee's work but cannot attend the meeting please email Netta Avineri, Committee Chair (navineri@gmail.com).



SOCIOLINGUISTICS symposium twenty two

CROSSING BORDERS: SOUTH, NORTH, EAST, WEST

27-30 JUNE 2018
UNIVERSITY OF AUCKLAND
NEW ZEALAND

For the first time, the next **Sociolinguistics Symposium 22** will be hosted both outside Europe and in the Southern Hemisphere.

SS22 will be jointly hosted/convened by the Faculty of Education and Social Work and the Faculty of Arts at the University of Auckland, New Zealand.

CONFERENCE THEME CROSSING BORDERS: SOUTH, NORTH, EAST, WEST

The conference theme will focus on the interconnections (and fissures) across disciplinary, epistemological and geographical spaces in sociolinguistics at the present time and in relation to (re)situating current key developments (such as the "multilingual turn" and "superdiversity").

CONFIRMED KEYNOTE SPEAKERS

Anna De Fina

Georgetown University

Rita Kothari

Indian Institute of Technology Gandhinagar

Li Wei

Institute of Education, University College London

Tope Omoniyi

University of Roehampton

Alastair Pennycook

University of Technology Sydney

CALL FOR PAPERS: APRIL – AUGUST 2017

SS22 will be inviting submissions of abstracts for individual papers, colloquia and posters from April 2017.

All abstracts will be double blind reviewed. Notification of acceptance by **October 2017**.

EXPRESSIONS OF INTEREST

For expressions of interest or to join the symposium mailing list, email info@ss22.ac.nz

We look forward greatly to welcoming you to the University of Auckland and Aotearoa/New Zealand.

Professor Stephen May and Professor Gary Barkhuizen
Symposium Chairs

FOR FURTHER INFORMATION

Paardekooper & Associates - SS22 Organisers | P. +64 4 562 8259 | E. info@ss22.ac.nz

www.ss22.ac.nz

SATURDAY AFTERNOON, MARCH 18, 2017, OVERVIEW

	1:15 – 1:45	1:50 – 2:20	2:25 – 2:55	2:55 – 3:25	3:25 – 3:55	4:00 – 4:30	4:35 – 5:40
Belmont 2 nd Floor	048 VOC Hubert-Smith et al. Academic Vocabulary in L2 Writing: A Corpus Study of Accuracy and Appropriateness of Use	048 VOC Yan & Staples Characterizing types of lexical bundles used in second language (L2) academic writing across developmental levels	048 VOC Kojima ESL/EFL writing performance and its correlations with five dimensions of lexical richness: A meta-analysis	071 COG Sachs et al. Deep processing does not always mean more learning: The mediating role of cognitive individual differences for successful and unsuccessful learners	071 COG Bowden Individual Cognitive Differences, Explicitness of Learning Conditions, and Outcome Measures in SLA		
Columbia Main Lobby	049 EDU Ellis Languaged lives: a new perspective on TESOL teacher identity	049 PED Gkonou Analyzing portrayals of English language teachers' experience as informing their performance of emotions and agency	049 PED Galante Examining plurilingual teachers' perceptions of their own language pedagogy: Contributions from immigrant teachers in a Brazilian NGO	072 PED Edwards Language Teacher Agency: A Sociocultural Analysis of Two ESL Teachers' Agency Achievements and Identity Shifts Through an Action Research Program	072 PED Ravindran & Ilieva Negotiating Academic Spaces to Navigate Professional Spaces: Examining Teacher Identities of International TESOL Graduates in a Host Country Context		
Douglas Fir 3 rd Floor	050 SLA Kanwit & Geeslin Interpreting the copula contrast in native and second-language Spanish: What we know is not always spoken	050 SLA Myles & Mitchell Learning French in the primary school classroom: the origins of morphosyntax	050 SLA Mahalingappa The Acquisition of Turkish Case Morphology by Kurdish-Turkish Bilingual Children	073 SLA Pfenninger & Singleton Beyond Age Effects: Five Variables Trumping the Age Factor in Instructional L2 Learning	073 SLA Schmid et al. Accuracy and Complexity in L1 Attriters: Age at Emigration versus Type of Continued L1 Use		
Eugene Lower level 1	051 PED Zhao A Cognitive Linguistics Approach to Concept-Based Instruction: Force Dynamics of English Modality	051 PED Tsujihara & Ohta Teaching addressee honorifics for L2 Japanese using concept-based instruction (CBI): A qualitative, intact classroom study	051 PED Infante & Poehner Mediated Development as Tool-and-Result Activity to Foster L2 Conceptual Understanding	074 COG Feng et al. A flexible yet accessible tool for automating corpus analyses	074 COG Bluemel Parallel Corpora for Pedagogy: Using parallel corpus technology in foreign language instruction		
Exhibit Hall				2:25-3:55 069 Poster Session 1			
Hawthorne 2 nd Floor	052 ASE Han Investigating the role raters' memory plays in raters' assessment of test takers' speaking ability	052 ASE Bogorevich & Kia An Investigation into Rater Judgments of a Paired Speaking Task: Validity Perspective	052 ASE Kim & Crossley Text Integration and Speaking Proficiency: Linguistic, Individual Differences, and Strategy Use Considerations	075 ASE Kim et al. Examining Preschool-Aged Dual Language Learners' Language Development Using a Suite of Assessments	075 ASE Makgamatha & Heugh Multilingual Assessment: teacher development, equity and positive washback on learning		
Laurelhurst 2 nd Floor	053 LCS Deschambault "That's Something We Have to Live with Here": Fee-paying International High School Students and Homestay	053 LCS Wu Communicating Emotions in Conversational Narratives: A Case Study of Two American Students in a Chinese Homestay in Shanghai	053 LCS Stanley Critical intercultural competence, identity negotiations, and power in the 'periphery': Gringos learning Spanish in Central America	076 LCS D'Arienzo & Kim Long-term Effects of Short-term Study Abroad: The Role of Social Networking and Language Proficiency	076 LCS Hasegawa Understanding Varying Experiences of Study Abroad Participants: Insights from Social Network Analysis		
Meadowlark 3 rd Floor	054 SLA Zheng et al. Co-adaptation between L2 and L3 learning motivation: A longitudinal Q-method study	054 SLA Paker Feared L2 Self as an Emerging Component of the Reconceptualized L2 Motivational Self System	054 SLA Iwamoto L2 Motivational Trajectories of Japanese EFL Engineering Majors over Two Years at University	077 SLA Shen & Yu An Investigation of the Role L2 Speakers' Imagined Selves Play in Their Willingness To Communicate	077 SLA Al-Murtadha The Influence of Sociocultural Factors on Unwillingness to Communicate of EFL Learners		

Medford Lower Level 1	1:15 – 1:45	055 PED LI Re-examining the Chinese Third Tone in Teaching Chinese as a Second Language	1:50 – 2:20	055 PED McGregor et al. The Impact of Intonation Terminology on Teacher Cognition and Classroom Practices	2:25 – 2:55	055 PED Gordon The Knowledge Base of Second Language Pronunciation Teaching: The Case of a Nonnative-Speaking Teacher	2:55 – 3:25	078 PED Nagle "Clear," "Decent," and "Pretty" Accents: A Longitudinal Study on Language Learning Motivation, Comprehensibility, and Accentedness in L2 Spanish	4:00 – 4:30	078 SOC Ruitivar & Collins Gotta go! The effects of foreign accent on perceptions of nonstandard grammar	4:35 – 5:40	
Mt Hood 2 nd Floor	<p>5:50 – 7:00 AAAL 2017 Opening Reception</p>											
Oregon A	<p>1:15-4:15</p> <p>056 DIS Colloquium: Burch & Ro, Organizers; Pekarek Doehler, Discussant Expanding the Scope of Interactional Competence</p> <p>Hacettepe & Kunit, Co-constructing Interactional Competence as Teacher Identity: Insights From Language Teacher Reflections Kääntä, Implicature and Preference Organization in Students' Yes/No Interrogatives in L2 Classroom Interaction El-Wakal, Interactional Competence: Evidence from Topic Management in University Student Meetings</p> <p>Chen, Interactional Competence: What Can We Tell from Collaborative Speaker Transitions in Multiparty University Student Meetings? Burch & Ro, Building Upon Intervention: Changes in Floor-Taking Practices and Resources</p> <p>Nguyen, Developmental Changes or Contextual Adaptations? Tracing the Development of Interactional Competence in Naturally Occurring Talk-in-Interaction</p>											
Oregon B	<p>057 PED Colloquium: Clark, Organizer; Liddicoat, Discussant Transdisciplinary Approaches for Language Teaching and Learning in Transnational Times</p> <p>Scarino, Assessing learning in transdisciplinary language education</p> <p>Xu & Tara, Translations and Paradoxes of 'Western' Pedagogy: Perspectives of English Language Teachers in a Chinese College</p> <p>Stille, From monoglossic to heteroglossic approaches to language teaching and learning in educational context</p> <p>Malinowski, Localizing the transdisciplinary in practice: A teaching account of an undergraduate seminar on linguistic landscape</p>											
Oregon C	<p>058 LID Masters Ideology, Power, and Privilege in Volunteering Abroad: A Critical Discourse Analysis of TEFL Volunteer Program Website</p> <p>059 EDU Polizzi & Austin Working the boundaries of critical community pre-service teaching & learning: Defining communities and service for dialogic learning</p> <p>058 LID Furukawa Linguistic Schizophrenia: The Formation of Conflicting Language Ideologies in Hawai'i Creole Comedy Narratives</p> <p>059 EDU Karimzad & Catedral Being Connected, but Feeling Disconnected: Technology in Migration Discourse</p> <p>059 EDU Schulze Pre-Service Teachers and Educational Linguists Exploring Language Together: Using Systemic Functional Linguistics to Understand Academic Language Use</p>											
Oregon D	<p>1:15-4:15</p> <p>060 SOC Colloquium: Piazza & De Fina, Organizers; Baynham, Discussant Discourses of Place and Space at the Margins</p> <p>Koven, Constructions of Portuguese "homeland" before and after return migration</p> <p>Martin Rojo, Mapping contestation discourses through linguistic landscapes in the city of Madrid</p> <p>Dickinson & De Fina, Chronotopic identities: the south in the narratives told by members of migrant Mapuche communities in Chile</p> <p>Daniluk & Omoniyi, 'Off-shore' as marginality: Exploring The Panama Papers and the feasibility of post-national Sociolinguistics</p> <p>Piazza, Exploring the place-identity relationship of individuals in unsettled communities: a case study of a London squatter</p>											

Oregon E	1:15 – 1:45	1:50 – 2:20	2:25 – 2:55	2:55 – 3:25	3:25 – 3:55	4:00 – 4:30	4:35 – 5:40
Oregon F							
Oregon G							
Oregon H							
Oregon I							

Opening Plenary: Li Wei, Rethinking Language in Translanguaging: Implications for learning, use and policy

C2 Invited Colloquium: McCarty, O'Shannessy & Lee, Organizers
Multilingualism and Indigenous-Language Education: Innovative Practices and Emerging Language Form
Newmark et al., Indigenous Ethnic Identity and English Features of Native American and Canadian First Nations Communities
Angelo, Recognizing, Respecting and Responding. The New 3Rs for a Language Ecology Approach to Schooling in Shifting Landscapes
Leonard, Multilingualism as an Outcome of Reclamation: New, Ordinary Uses of myaamia
Lagunas, Nahuatl in Coatepec: Language Ideologies, Practices, and Management
McIvor & Community Researcher, NE7OLNEW, "One Mind, One People": Studying Adult Indigenous Language Learners in Mentor-Apprentice Language Learning Programs in Canada

C3 Invited Colloquium: Hoekje, Elder & Knoch, Organizers; Belcher & Hoekje, Discussants
Crossing Disciplinary Boundaries: Challenges to Construct Definition in ESP/LSP Assessment
Morton, Disparate discourses? An analysis of a genre that mediates between the academy and the profession in the domain of architecture
Frost & O'Hagan, Assessing the English speaking skills of classroom teachers: interrogating the construct of a domain-specific variant of a general proficiency test
Baker & Hope, Expanding the construct of 'passive bilingualism' in a listening test for university professors: Incorporating translanguaging
Knoch et al., Operationalizing an expanded construct of writing proficiency for an occupation-specific test: from workplace criteria to a workable rating scale
Pill, Test construct in policy and practice: Score-user perspectives on occupation-related language skills

061 LID Colloquium: Silberstein, Organizer
(Re)stitching the Nation: Media Ideologies in Contexts of National Disruption
Tollefson, Why Media Studies Needs Applied Linguistics
Silberstein, Discursive Challenges: "Homeboys," Citizenship, Nation, and the Global in Boston and Orlando
Abudumtailifu, From "Counter-Revolutionary Armed Rebellion" to "Terrorist Attack": Genealogical Analysis of the Representation of Uyghur Protests in Chinese Official Discourse
Shao & Gao, Linguistic Instrumentalism and National Language Policy in Mainland China's State Print Media Coverage of the "Protecting Cantonese Movement"

062 BIHM Goble
Evaluative Stances toward Heritage Language Production: The Untold Stories of Agentive Spanish Use among "Receptive" Bilinguals

062 BIHM Becker-Zayas
When the past is present: The role of intergenerational remembering in heritage language socialization

062 BIHM Jang
Heritage Language as a Bridge to Higher Education

082 COG Zheng & Francis
Language Typology Affects Priming of Path in Mandarin and English

082 COG Park
Who sees the invisible agent? Cross-linguistic differences in the encoding of caused motion events

083 BIHM Houser & D'Amato
(Re)Imagining a Developmental Immigrant Language Center as a Translingual Space

083 PRG Van Compennolle
Effects of rule-based versus concept-based pragmatics instruction

063 EDU Colloquium: King & Hult, Organizers; Hornberger, Discussant
Educational Linguistics at 40: Past, Present and Future
Zentella, Towards an Anthro-Political Educational Linguistics
Flores, Developing a Raciolinguistic Approach to Educational Linguistics
De Korne, Ethnographic Monitoring: Research, Advocacy, & the "Methodological Rich Points" in Between
Manuel & Johnson, Medium-of-instruction Policies and Portuguese Dominant Language Ideologies in Angola: Historical Processes and Current Impacts
Iino & Butler, Japan's English Language Education Policies in an Imagined "English-as-a-Lingua Franca" Context
Daryl, Unpeeling the Onion: U.S. Naturalization Policy and the Experience of Laotian Refugees
Cahmann-Taylor, Imperfect Tense: Where Educational Linguistics Meets Poetry to Investigate Bilingual Worlds
Vaish, Translanguaging Singapore: Conundrums in Analyzing Data from a Metrolingual Landscape
Silver, Educational Context, Classroom Discourse, Reading Instruction and Teacher Professional Development – A Case Study of Research-practice Links
Schissel et al., The Learners in Language Assessment: Assessment Design for Linguistically Diverse Communities

	1:15 – 1:45	1:50 – 2:20	2:25 – 2:55	2:55 – 3:25	3:25 – 3:55	4:00 – 4:30	4:35 – 5:40
Pearl	<p>064 Shared Shorter Paper Session 3 064 ASE Sagdic The Effects of Task Mode on Assessing Pragmatic Inferential Skills 064 TXT Ho "Normal to Feel Clueless?": Online Advice Interactions in English and Mandarin 064 DIS Surtees L2 Peer Talk in Study Abroad: (Dis)affiliation in Talk about National Differences</p>	<p>070 PRG Qin Who am I writing to and how?: Exploring EFL learners' writing across communicative contexts</p>	<p>084 Shared Shorter Paper Session 4 084 ASE Akiyama Searching into rater variability in employing English teachers using multiple analytic approaches 084 SLA Zhang & Qin Chinese EFL Multimedia-Mediated Writers' Metacognitive Awareness: A Questionnaire-Based Validation of Multidimensional Models 084 REM Caplan Connecting Process and Product: Mixed-Method Research into Collaborative Writing</p>	<p>085 SLA Van Horn et al. L2 and Deaf Learners' Comparative Knowledge of English Transitive and Intransitive Verb Properties: Relative Linguistic Complexity Yields Acquisitional Parallels</p>	<p>086 RWL Zhang & Cheung Understanding ENGAGEMENT resources in constructing voice in research articles in the field of second language writing</p>	<p>087 DIS Ward & Warren Teachers' Accounts of Changing Evaluation Practices at Public School Board Meetings</p>	
Portland	<p>065 EDU Compton Sign Language Interpreters: (In)visible Actors in Language in Education Planning in the United States</p>	<p>065 LID Jaeger REAL vs. RIGHT: 'Norms of authenticity' in German Sign Language</p>	<p>065 SLA Johnson Speech, signs, silence and the body: The analytic potential of symbolic competence in multimodal interactions</p>		<p>086 RWL Fogal Authorial Voice Construction Over a Four-year Period: A Dynamic Systems Theory Account of Development</p>	<p>088 REM Loewen et al. The Statistical Literacy of Applied Linguistics Researchers</p>	
Salmon	<p>066 RWL Friedman Citation as a social practice in a TESOL graduate program: A language socialization approach</p>	<p>066 RWL Li et al. Just Google it: Investigating multilingual writers' digital information literacy</p>	<p>066 RWL Casal et al. "According to...": An Analysis of L2 University Writers' Citation Practices</p>	<p>067 DIS Potts Deprofessionalizing a profession: The recontextualization of accountability discourses in educators' talk</p>	<p>087 DIS Potts Deprofessionalizing a profession: The recontextualization of accountability discourses in educators' talk</p>	<p>088 REM Loewen et al. The Statistical Literacy of Applied Linguistics Researchers</p>	
Sunstone	<p>067 DIS Marjan Embodied Interactional Competences and their Development over Time: An Exploratory Conversation Analytic Study of Multimodal Turn-taking 'Methods' in L2 French</p>	<p>067 DIS Marjan Embodied Interactional Competences and their Development over Time: An Exploratory Conversation Analytic Study of Multimodal Turn-taking 'Methods' in L2 French</p>	<p>067 DIS Marjan Embodied Interactional Competences and their Development over Time: An Exploratory Conversation Analytic Study of Multimodal Turn-taking 'Methods' in L2 French</p>	<p>068 RWL Looney & Kim Humor, Affiliation, and Interactional Competence in University STEM Classroom Interaction</p>	<p>068 RWL Looney & Kim Humor, Affiliation, and Interactional Competence in University STEM Classroom Interaction</p>	<p>088 REM Loewen et al. The Statistical Literacy of Applied Linguistics Researchers</p>	
Willamette	<p>068 RWL Casal et al. "According to...": An Analysis of L2 University Writers' Citation Practices</p>	<p>068 RWL Casal et al. "According to...": An Analysis of L2 University Writers' Citation Practices</p>	<p>068 RWL Casal et al. "According to...": An Analysis of L2 University Writers' Citation Practices</p>	<p>068 RWL Casal et al. "According to...": An Analysis of L2 University Writers' Citation Practices</p>	<p>068 RWL Casal et al. "According to...": An Analysis of L2 University Writers' Citation Practices</p>	<p>088 REM Loewen et al. The Statistical Literacy of Applied Linguistics Researchers</p>	

SATURDAY MORNING SESSIONS

001. Sat 8:00-9:40

VOC Paper Session

Belmont

Huamin Qi, Western University

Corpus-based Comparison between the Academic Word List and the Academic Vocabulary List

This presentation compares Coxhead's (2000) Academic Word List and Gardner and Davies' (2014) Academic Vocabulary List in an independently-developed 72-million-token university academic corpus to reveal which list is more suitable for academic vocabulary education across different academic disciplines to improve the effectiveness of English-medium instruction.

Britta Kestemont, KU Leuven

A Methodology for the Development of Topic- and Corpus-based Word Lists: the Case of Four B1 Communicative Activities.

This paper reports on a corpus-based methodology for the development of word lists that take oral activities as a starting point. The subtitle part of OPUS was used to develop word lists for four activities. Such topic-based word lists could provide learners with the vocabulary for specific spoken communicative settings.

Geoffrey G. Pinchbeck, University of Calgary

Stuart McLean, Kansai University

Brandon Lee Kramer, Temple University, Japan

Evaluating Word Lists for EFL: Vocabulary Test Item Difficulty Indicates Optimal Sources of Reference-Corpora and the Definition of Word-Unit

This presentation will provide insights into how detailed scales of English lexis for Japanese EFL learners might be developed and employed for research and pedagogical purposes. Corpus genre/register and modality, and definition of 'word' (e.g. types, lemma, or word-families) are examined as key issues when developing frequency-based word lists.

002. Sat 8:00-9:40

TEC Paper Session

Columbia

Solene Inceoglu, Australian National University

Exploring Changes in Pronunciation and Oral Fluency in an Online Pronunciation Course: Effects of Time and Tasks.

This study investigates the effects of a semester-long online pronunciation course on the development of L2 French pronunciation and fluency. Participants' performances on three speaking tasks (picture narration, simulated interview, and read-aloud) were measured at pretest and posttest. Findings revealed significant interaction effects between time and tasks.

Tetyana Sydorenko, Portland State University

Phoebe Daurio, Portland State University

Affordances of Computer-Simulated Conversations for Refining Pragmatically-Appropriate Oral Communication:

The Case of Fulbright Scholars

This study addresses the gap in research on oral computer-assisted practice of second language pragmatics by examining individual differences between participants' incidental learning outcomes (adoption of additional appropriate pragmatic strategies, cultural references, and lexical items) and their opinions about the computer simulations used in this study.

Manman Qia, Iowa State University

Evgeny Chukharev-Hudilainen, Iowa State University

John Levis, Iowa State University

The Effect of Learner-customized High-variability Training on English Learners' Perception of Vowels and Consonants in Words and Sentences

A self-contained online system was developed to provide adaptive high-variability phonemic perception training with four types of perceptual discrimination/identification exercises. The effectiveness of the training was evaluated by examining the pre-, post-, and delayed-test performance of 100 Chinese-L1 intermediate-level English students.

003. Sat 8:00-9:40

Paper Session

Douglas Fir

Bimali Indrarathne, Lancaster University

Judit Kormos, Lancaster University

SLA Relationship between attentional processing of input and working memory: an eye-tracking study

The study reported in this presentation highlights that the amount of attention paid to second language input by L2 learners and subsequent development of their knowledge of the target language depend upon the functions of phonological loop and updating and inhibition functions of the central executive of their working memory.

Baoquan Liu, Shanghai University of Finance and Economics

Jinsong Fan, Fudan University

ASE Teachers' Perceptions of High-Stakes Assessment Reforms: The Case of the Test for English Majors (TEM) in China

This study investigated teachers' views on recent sweeping reforms of the Test for English Majors (TEM) in China, a large-scale high-stakes English proficiency assessment administered to university undergraduates majoring in English Language and Literature. The findings of this study have important implications for the future development of the TEM.

Takanori Sato, Sophia University

ASE The Washback of a New Japanese University Entrance Examination on Students' Test Preparation Methods

This study investigated the influence of a recently developed Japanese university entrance examination (TEAP®) on students' test preparation methods. A questionnaire survey and semi-structured interviews revealed that the applicants' test preparation methods are not determined by the test alone, but are also influenced by their values and teachers' recommendations

04. Sat 8:00-9:40

PED Paper Session

Eugene

Sandra Zappa-Hollman, University of British Columbia
Collaboration between language and content university instructors: How can we make it work?

This study examined collaborations between EAP and disciplinary instructors in a first year undergraduate program for international students that uses a language and content instructional approach. This investigation contributes to a theoretically-grounded understanding of effective interdisciplinary collaboration, and leads to important pedagogical implications and suggestions for further research

Paul Horness, Atomi University
Content-based Teaching and Testing: Political Vocabulary Terms versus Political Concepts

A concern in developing, designing, and evaluating any ESP/EAP course is what facts and principles of the subject matter should be included. This study sought to analyze the relationship between political vocabulary items, such as voting, and political concepts, such as realist, in an EFL situation.

Jason Martel, Middlebury Institute of International Studies at Monterey

Stephanie Lain, UC Santa Cruz
Implementing CBI with a Textbook in Beginner-Level Spanish: A Collaborative Action Research Study

This presentation features collaborative action research investigating a university-level instructor's use of the textbook as she endeavored to implement CBI in a beginning Spanish class. Discussion of findings will be directed toward those who are invested in developing strategies for CBI implementation at early stages of language study.

005. Sat 8:00-9:40

ASE Paper Session

Hawthorne

Nivja De Jong, Utrecht University
The Concept of Fluency in Four Different Disciplines

The concept of fluency is reviewed in four different research disciplines (applied linguistics, psycholinguistics, discourse analysis, and sociolinguistics). From this review, it becomes clear that the current conception of fluency in language testing (as a concept that must be found in the ears of the beholder) is questionable.

Emily Felker, Radboud University Nijmegen
The Separate Effects of Conceptual and Syntactic Complexity on L1 and L2 Fluency

In three controlled speech production experiments, we showed that conceptual complexity and syntactic complexity lead to less fluent speech. The effects of complexity, however, turned out to be different in L1 and L2. These findings have implications for using measures of L2 fluency as indicators for proficiency.

Kley, Rice University

Co-constructed language proficiency identities in paired test discourse: Challenges for language testers

Informed by Conversation Analysis, this paper investigates the interactive practices by which test takers in a paired test setting construct their language proficiency identities. It will be discussed what co-constructed and negotiable language proficiency identities in the test discourse mean for language testers in general and for raters in particular.

006. Sat 8:00-9:40

LCS Paper Session

Laurelhurst

Katie Bernstein, Arizona State University
"Watermelon in Korean" and "Bad-news Turkish": A discourse-analytic-meets-social-network-approach to understanding how preschoolers make sense of linguistic diversity

This paper analyzes preschool students' peer-to-peer talk about languages in linguistically-diverse classrooms. It illustrates how metalinguistic knowledge is (co-) constructed in everyday interaction, both by monolingual and emergent bilingual children, and discusses the relationship between location in the classroom social network and likelihood of engaging in language-related talk.

Sakshi Manocha, Butterflies
Learning in a Multilingual Education (MLE) Plus School: Identity, Social Relations and Classroom Practices.

Using qualitative data from MLE Plus School, this paper highlight how inclusive pedagogic practices and collaborative work gives tribal children the legitimacy, facility and ability to contribute in classroom practices. Experiences of meaningful participation and strong social relations make tribal children an invested and contributing member of the classroom community.

Minh Nguyen, National Institute of Education
Hanh thi Nguyen, Hawai'i Pacific University
Developing interactional practices to talk about language: A longitudinal study of a four-year-old child

Using conversation analysis, this longitudinal study tracks a child's changes over time in talk about explicit language forms in naturally conversations with his parent. The development of interactional competence is shown to involve both gaining linguistic forms and being able to use interactional practices to talk about them with agency.

007. Sat 8:00-9:40

SLA Paper Session

Meadowlark

Merel Keijzer, University of Groningen
First language reversion among healthy elderly migrants: fact or fable?

This paper reports on the (shift in) language dominance patterns of 68 older Dutch migrants in Australia (age range 40 to 89). We recruited these subjects with an aim of answering the question whether first language reversion in

older migrants is a valid, widely attested, phenomenon (cf. Clyne's, 2011).

Alyssa Kermad, Northern Arizona University

Okim Daehan Kang, Northern Arizona University

Naoko Taguchi, Carnegie Mellon University

The Use of Prosodic Patterns by L2 Learners in Speech Acts

The study analyzed prosodic features (prominence, pitch, and tone) in L2 speech act production. 64 L2 learners of English completed an oral discourse completion task and produced speech acts of requests and opinions. Acoustic analyses revealed that learners' study abroad experience and proficiency affected their use of prosodic patterns.

Murray J Munro, Simon Fraser University

Tracey Derwing, University of Alberta

Longitudinal Acquisition of L2 Vowels: A 10-year Study

This longitudinal study of adult English learners examines changes in vowel intelligibility over a ten-year period. It presents new evidence of modest benefits of uninstructed language experience on phonetic learning long after 'fossilization' is assumed to have occurred. Results are discussed with reference to the challenges of longitudinal research.

008. Sat 8:00-9:40

PED Paper Session

Medford

Maria Nilsson, Stockholm University

Foreign Language Anxiety and Target Language Use in Early Language Education

In this study three groups of elementary students aged 9-11 studying English reported on their levels of foreign language anxiety (FLA) and their beliefs about the process of language learning. Target language use is addressed and problematized as an important contextual factor impacting FLA, motivation, self-image and learner beliefs.

Phil V. Hiver, International Graduate School of English, Seoul

Ali H. Al-Hoorie, Nottingham University

Learner Buoyancy: Exploring Resilience in Everyday L2 Learning in Instructed Settings

This paper examines the field-specific contribution of the construct of buoyancy – the capacity to overcome setbacks that are an ordinary part of formal instructional settings – to language learner psychology. Results indicate that buoyancy accounts for L2 achievement above that predicted by a number of L2 motivation constructs including self-efficacy.

Yao Liu, University of South Florida

Amy S. Thompson, University of South Florida

The interaction of affective factors in language learning: Anxiety and the ideal, ought-to, and anti-ought-to selves

This study aims to explore the relationship between language anxiety and the self aspects of the L2MSS (the ideal, ought-to, and anti-ought-to selves) with data from 468 Chinese college-level language learners. Theoretical and pedagogical implications will be discussed from the perspective of a variety of language learning contexts.

09. Sat 8:00-11:00

DIS Colloquium: The Interactional Practices of Teaching and Learning as Social Action

Mt. Hood

Session Organizers: Nadja Tadic, Teachers College, Columbia University/Di Yu, Teachers College, Columbia University

Discussant: Joan Kelly Hall, The Pennsylvania State University

With a view of teaching and learning as social action, our colloquium specifies interactional practices that underlie the contingent nature of classroom interaction. Using Conversation Analysis, these papers explore various interactional practices of teaching and learning in diverse educational settings with the aim of contributing to L2 teacher education.

Hansun Zhang Waring, Teachers College, Columbia University

Lauren B Carpenter, Teachers College, Columbia University

Gaze Shifts as a Resource for Managing Attention and Participation

Based on 26 hours of video-recorded interaction from an adult ESL class, this conversation analytic study shows how the teacher manoeuvres the complexity of teaching as he deploys gaze shifts to manage attention and participation. Findings of this study contribute to the growing work on multimodality and classroom discourse

Nadja Tadic, Teachers College, Columbia University

Catherine DiFelice-Box, Teachers College, Columbia University

Side Sequences as Spaces for Validating and Promoting Learner Engagement

This study explores how side sequences allow language learners to engage in a variety of interactional practices not typically available to them in traditional classroom environments. By encouraging this shift to more symmetrical interaction, the teacher manages to promote learner participation, while the students demonstrate diverse interactional competencies.

Elizabeth Reddington, Teachers College, Columbia University

Di Yu, Teachers College, Columbia University

Nadja Tadic, Teachers College, Columbia University

A Tale of Two Tasks: How a Teacher's Interactional Practices Shape Opportunities for Learning through Story-Telling

Using Conversation Analysis, we track how one ESL teacher's varying practices for "intervening" in extended student tellings create different kinds of learning opportunities in the context of a story-telling activity. We also give some preliminary consideration to the interactional competencies displayed by the learners as they engage in their tasks.

Drew S. Fagan, University of Maryland

Marking Unsolicited Teacher Talk in Small-Group Activities: Reasons and Ramifications

The current paper examines one ESOL teacher's management practices used when self-selecting turns in small-group activities. Varied examples of the teacher's practices are presented with the sequential environments in which these different practices occur and other contextual

features influencing the teacher's management as evidenced in the discourse itself.

Karen Johnson, The Pennsylvania State University
Michael Amory, The Pennsylvania State University
The Interactional Nature of Novice Teacher/Teacher Educator Responsive Mediation in Learning-to-Teach
This presentation explores the unfolding interactional features of novice teacher/teacher educator talk-in-interaction as they work through and attempt to shift from teacher-fronted instruction to teaching as dialogic mediation during an initial learning-to-teach experience. The findings illustrate the pedagogical resources needed to engage in talk-in-interaction that support student language learning.

010. Sat 8:00-9:40

SLA Colloquium: Consolidating and Sustaining a Principled Replication Effort in SLA Research
Oregon A

Session Organizer: Kara Morgan-Short, University of Illinois at Chicago

Chair: Kara Morgan-Short, University of Illinois at Chicago

Discussant: Kara Morgan-Short, University of Illinois at Chicago

This colloquium builds on the replication momentum within SLA and psychology, presenting two empirical conceptual replications based on open science materials and a systematic review of L2 replication. Synthesis and ample discussion are provided, to consider the role of replication in building a robust, valid and reliable field of investigation

Cristina Sanz, Georgetown University

Timothy McCormick, Georgetown University

Cognitive capacity, proficiency and L2 comprehension of aural and written input: The Primacy of Meaning Principle, once more.

In order to better understand competition between form and meaning during L2 comprehension, our study expands upon a multi-site replication study of the Primacy of Meaning Principle in L2 Spanish by including three proficiency levels and three cognitive IDs: cognitive control, cognitive flexibility and working memory capacity.

Anna Mikhaylova, University of Oregon

Claudia Holguin, University of Oregon

Attention to form during listening comprehension in foreign and heritage language learners

In our conceptual replication of Leow et al. (2008) and Morgan-Short et al. (2012), there was no difference between heritage and foreign language learners who only listened for comprehension and those who attended to a grammatical form or lexical item, despite heritage learners' overall higher comprehension and proficiency scores.

Emma Marsden, University of York

Sophie Thompson, University of York

David Abugaber, University of Illinois at Chicago

Replication in L2 research: A systematic scoping review and lessons for the field

We provide a systematic scoping review of L2 replication research. Drawing on approximately 60 self-labelled replications published to date, we review the extent, nature, and rationales for replication. We document and evaluate how replications are operationalised and findings are interpreted in relation to original studies, providing lessons for the field.

011. Sat 8:00-9:40

BIHM Colloquium: Translanguaging and Education: New Perspectives from the Field
Oregon B

Session Organizers: Jenny Rosén, Stockholm University and Dalarna University/BethAnne Paulsrud, Stockholm University

Chairs: Jenny Rosén, Stockholm University and Dalarna University/BethAnne Paulsrud, Stockholm University

Taking a point of departure in the emerging theoretical and pedagogical discussions on translanguaging, this colloquium presents research from three diverse European school contexts: France, Belgium, and Sweden. An exploration of linguistic diversity in settings where English is not the dominant language contributes new perspectives on translanguaging.

Latisha Mary, University of Lorraine

Andrea Young, University of Strasbourg

Hearing Their Voices: Supporting Emergent Bilinguals in Pre-school through Translanguaging

This paper focuses on the translanguaging practices of one pre-school teacher in France in a multilingual classroom of three- and four-year-old children and details how the teacher's inclusive linguistic approach appears to scaffold the children's learning and facilitate their adjustment to their first year in formal education.

Kirsten Rosiers, Ghent University

Unravelling Translanguaging: The Potential of Translanguaging as a Scaffold among Teachers and Pupils in Superdiverse Classrooms in Flemish Education

Translanguaging practices in the interactional teacher- or pupil interactions of two Flemish classrooms are examined. Linguistic-ethnographic insights are combined with frame analysis to investigate the distribution of the linguistic repertoire. Group constellation and dynamics, demands of interactional sequences, frame-related topics and cognitive and linguistic factors influence on the translanguaging practices.

Christina Hedman, Stockholm University

Natalia Ganuza, Stockholm University

Linking Educational Practices to Ideological Preconceptions -'Pedagogical Translanguaging' in Mother Tongue Instruction

We discuss 'pedagogical translanguaging' in mother tongue

instruction in Sweden and stress the importance of linking language practices to the ideologies in which these are embedded. We argue that 'pedagogical translanguaging' is applicable in contexts in which deliberate decisions are made to include students' flexible language use to mediate learning.

012. Sat 8:00-9:40
EDU Paper Session

Oregon C

Kelly Wiechart, EduVista Consulting

Brokering agency: What's unique about you

In this microstudy, I employ a complexity approach and tools of Mediated Discourse Analysis to explore how a "failed" attempt at the familiar IRF pattern of teacher talk disrupts expected interaction orders (Goffman, 1983) to create opportunities for improvisational emergent teaching and agency brokering in a media literacy course.

Meredith Byrnes, Rutgers University

Co-constructing Frames of Peer "Help" in a Second-Grade Bilingual Class

This presentation examines how second-grade emergent-bilinguals reproduced district-wide language ideologies that devalue multilingual resources as they interacted with and evaluated their peers. The analysis draws attention to the way that elementary-aged students interpret and implement educational assessment policies as they co-construct classroom helping frames with teachers and peers.

Guadalupe Rincon, University of La Verne

Imagining Peer, Advocate or Expert? The Missing Link Between Multilingual Approaches to First-Year Composition and Practice

This paper examines differences in positionings constructed by first-year writing instructors in narrating contexts, and conferences with multilingual writers. A discourse analysis of the data demonstrated that instructors marginalized multilinguals by indexing expertise about students' research and languages. Findings indicated that pedagogical practices did not align with scholarship.

013. Sat 8:00-9:40
LPP Paper Session

Oregon D

Francis M. Hult, Lund University

Engaging Pre-service Teachers with Language Policy

The present study examines the LPP training of pre-service upper secondary teachers of English. Practitioner research was conducted on a roleplay project in which participants were asked to solve an LPP challenge by applying concepts from scholarly readings to make policy interpretations across national and local scales.

Kristin Rosekrans, University of California, Berkeley

Teachers as Mediators: Enacting Language Policy for Latino EL students in Two Urban High Schools

Implementation of policies aimed to improve academic outcomes for "English Learners" is mediated by differing interpretations and contextual influences within districts and schools. This study examines teachers' pivotal role in this process and factors that influence their ability and motivation to advocate for improving learning outcomes for Latino EL students.

Le Duc Manh (Mike), The University of New South Wales

Vietnamese Primary English Teachers' Agency in Response to Language Policy

This presentation focuses on the key findings from a qualitative case study: teachers as policy implementers (the intended policy) and teachers as adaptive policy implementers (the enacted policy in classrooms). Positioning theory was used as an analytical lens. The study explicitly theorizes teacher agency in the language policy enactment.

014. Sat 8:00-8:30
LPP Session Paper

Oregon E

Shannon Fitzsimmons-Doolan, Texas A&M University, Corpus Christi

A Longitudinal Study of Language Ideologies Among Policy-Influential Arizonans: Implications for State-Level Language Policy Reform

This paper presents a longitudinal analysis using mixed-methods that explores 1) changes in the expressed language ideologies, as well as 2) policy perceptions of policy-influential individuals in Arizona. Results are used to suggest implications for language policy reform in this restrictive educational language policy context.

015. Sat 8:00-11:00

REM Colloquium: Messy research in applied linguistics: methodological realities, problems and honest reporting when social research goes awry

Oregon F

Session Organizers: Jim McKinley, University of Bath /Heath Rose, The University of Oxford

Discussant: Mary Jane Curry, University of Rochester

This colloquium showcases the messy reality of conducting research in applied linguistics, especially research that bridges social disciplines. Each speaker discusses the methodological complications they faced in previous research projects and outlines steps made to achieving a successful research outcome, and publishing it.

John Hedgcock, Middlebury Institute of International Studies at Monterey (MIIS)

Heekyeong Lee, Middlebury Institute of International Studies at Monterey (MIIS)

When contextual constraints require methodological shifts in local research

This presentation will describe the authors' effort to modify their research design and select an alternative data collection method (focus group sessions) as they conducted a mixed-methods investigation of teacher candidates' academic literacy socialization.

Hanako Okada, Sophia University

The ethical dilemmas in narrative research: Working with participants with illnesses and disabilities

In this talk, I report on the ethical dilemmas that I have faced while conducting narrative research with those with illnesses and disabilities, focusing on bodily constraints and the gap between my agenda and the participants'. I discuss what researchers could pay special attention to when working with such population.

Matthew T. Prior, Arizona State University

Managing researcher dilemmas in narrative interview data and analysis

Based on insights from analysis of the presenter's published and unpublished narrative interview data, this presentation advocates a closer engagement with the troubling and "curious" aspects of research, not just the neatly packaged products. Analysis foregrounds three intersecting dilemmas: interaction, representation, and emotion. Implications for researcher training and practice are addressed.

David Singleton, University of Pannonia

Simone E. Pfenninger, University of Salzburg

Politically sensitive findings: The case of early L2 instruction

We propose that researchers honestly report politically sensitive research findings, e.g. the disappointing results of early L2 instruction, in such a way as to reach out to people in a position to make research-validated decisions in the real world.

Xuesong Gao, The University of Hong Kong

Dealing with criticism when publishing qualitative research

Drawing on recent experiences as a manuscript reviewer as well as an author who has faced highly critical reviews, I focus on the two common challenges that qualitative writers need to cope with when writing for scholarly journals, namely, framing relevant research issues and presenting methodological rigour in drafting manuscripts.

Christine Pearson Casanave, Temple University Japan

Representing the self honestly in published research

In this talk I discuss struggles I experienced in trying to describe myself honestly in an article about my informal study of Japanese without making myself seem like a failed language learner. Issues concern how to resolve and represent complexities of motivation, purpose, outcomes,

and self-image in a publication.

016. Sat 8:00-9:40

LID Colloquium: Intersections of Language and Christianity: Critical Explorations and New Directions Oregon G

Session Organizers: Huamei Han, Simon Fraser University / Manka Varghese, University of Washington

Discussant: Manka Varghese, University of Washington

This colloquium presents four ethnographic studies that critically examine the intersections of language and Christianity in diverse contexts around the world. Varied but critical theoretical lenses and reflexive analytical approaches are adopted to fill gaps in this line of research and to move it forward

Tryphenia B. Peele-Eady, University of New Mexico

"Turn to your bulletins": Analyzing Texts in the Black Church to Understand African American Student Learning and Identity Development

This paper examines the role of printed texts in the Black church context. Drawing on bulletins collected during a larger ethnographic study of a Black Baptist church in northern California, the author analyzes the church bulletin as a rich intertextual resource in this setting. Implications for instructional practice are discussed.

Eun-Yong Kim, OISE/ University of Toronto

Mediating Neoliberalism: An Ethnography of Missionary English Teaching Between South and North Koreans

This study examines why English Language Teaching (ELT) takes place between South Korean evangelicals and young North Korean migrants. It analyzes how tensions of the neoliberal state that impact the migrants are mediated in evangelical institutions, and how the evangelicals' own tensions are mediated through ELT practices.

Stephanie V. Love, City University of New York

Why study dialect? Postcolonial Christianity and the Teaching of Vernacular Arabic (Darija) in Algeria

This paper analyzes the entanglement of Christian institutions in post-colonial Algerian language ideologies. Through an ethnographic study at one Christian language school in Algeria, I show its influence on the teaching of Algerian vernacular Arabic and assumptions of who speaks it and for what purpose

Thor Sawin, Middlebury Institute of International Studies at Monterey

Ideology, Methodology and Morality in Fieldworkers' Language Acquisition

An ethnography of contemporary Christian fieldworkers' language learning practice in Eastern Europe reveals influence from two ideological centers – language as noun-like, stable, generative mental grammars, and language as verb-like contextualized embodied practice. Both ideologies are justified via Christian theology and missiology, and imbue language acquisition decisions with moral consequences.

017. Sat 8:00-9:40

BHM Paper Session

Oregon H

Louisa Willoughby, Monash University

Build it and they will come? Heritage language programs in senior high school – the view from Victoria, Australia

This paper looks at major trends in enrolments in senior high school programs in Victoria, Australia over a 15 year period (2001-15). It shows certain languages are much less popular than demographics would predict and considers the lessons the data teach us about successful (and less successful) program design.

Siwon Lee, University of Pennsylvania

Imagining the Possibility: Community-Based Korean Heritage Language Education

Through the lens of ethnography of language planning, this study explores the space of Korean heritage language schools. Under the frameworks of communicative repertoires and speech communities, I investigate meanings of “being Korean” – the phrase brought up by participants that also captures a complicated interplay between ethnicity, language, and nationhood.

Jeff Bale, OISE/University of Toronto

The Heritage Languages Program in Ontario, 1977-1995: Origins, Conflicts, and Consequences for Language Education Today

This paper focuses on Ontario’s Heritage Languages Program. It leverages a critical historiography of this policy to better understand contemporary conflicts over language education in Ontario and in Canada.

018. Sat 8:00-11:00

COR Colloquium: Corpora in Language Learning and Teaching

Oregon I

Session Organizer: Nina Vyatkina, University of Kansas

Discussant: Alex Boulton, ATILF, CNRS & University of Lorraine

This colloquium brings together researchers who explore the effects of corpus-based language learning and teaching (a.k.a. data-driven learning). The papers expand the empirical research base by targeting various language learning contexts (ESL and EFL), proficiency levels (from beginning to advanced), and instructional targets (grammar, vocabulary, pragmatics, discourse, reading, writing, pedagogy).

Kathleen Bardovi-Harlig, Indiana University

Sabrina Mossman, Indiana University

Yunwen Su, Indiana University

Corpus-Based Instruction for Pragmatic Routines: Investigating Effects of Corpus Searches and Teacher-Developed Materials

Corpus searches conducted by learners in MICASE are compared with teacher-developed corpus-based materials for the teaching of pragmatic routines in agreements, disagreements, and clarifications in academic group work. Both groups show significant improvement in using the

pragmatic routines; teacher-developed materials promoted speech act clarity; corpus-searches promoted searches outside of class.

Elena Cotos, Iowa State University

Stephanie Link, Oklahoma State University

Sarah Rebecca Huffman, Iowa State University

Effects of DDL Technology on Genre Learning

This paper presents an evaluation of a technology-enhanced DDL model for writing pedagogy, featuring an online platform that contains a multi-disciplinary move/step annotated corpus and a function-based concordancer. The findings suggest that such DDL technology can foster novice writers’ genre learning and writing improvement across student groups and language backgrounds.

Simon Smith, Coventry University

DIY Corpora for Vocabulary Learning

In this contribution, we describe an intervention where students *construct* (rather than merely consult) their own corpora, using documents such as lecture slides and seminar notes from their discipline professors. DDL tasks assigned include learner compilation of subject-specific vocabulary portfolios. Effects included improved performance on a post-intervention vocabulary test.

Gregory Hadley, Niigata University

Maggie Charles, Oxford University

Data-Driven Learning with Extensive Reading: Language Gains and Affective Responses

This paper reports on using Data-Driven Learning (DDL) in an extensive reading program with false beginners at a Japanese university. We investigated whether DDL materials could enhance the English proficiency of the experimental group, and found that attention to learning preferences and a ‘softening’ of DDL are essential for success.

Agnieszka Lenko-Szymanska, University of Warsaw

Training Teachers in Data-Driven Learning: Tackling the Challenge

This paper presents an empirical study analyzing corpus-based teaching projects prepared by the participants of pre-service teacher training course on “Corpora in language teaching and learning.” The projects involved compiling small ESP corpora, analysing them and preparing lessons comprising either corpus-based materials or data-driven tasks.

Sumi Han, Northern Arizona University

Jeong-Ah Shin, Dongguk University

Teaching Google Search Techniques in L2 Academic Writing Context: A Mixed-Method Study

This mixed-method study examined the effectiveness of teaching Google search techniques to Korean EFL college students in an intermediate-level English academic writing course. A statistically significant effect of the overall gain score was observed ($d = 0.86$), and teachers’ meticulous guides and feedback are suggested to facilitate L2 Google-informed writing.

019. Sat 8:00-9:05

Shared Shorter Paper Session 1

Pearl

Jesse Gleason, Southern Connecticut State University

EDU Developing teacher knowledge about language (KAL) in an MS TESOL program

Teachers' Knowledge About Language (KAL) is a critical factor in promoting students' academic success (Macken-Horarik, Love & Unsworth, 2011; Rose & Martin, 2012).

This project investigates the development of teacher KAL across two courses in a graduate TESOL program. Highlighting both processes and products, implications are drawn for content-based instruction.

Amanda Lanier Temples, Michigan State University

TEC Deceptively Familiar and Unexpectedly Complex: Exploring Culture as a Conceptual Tool in Online Language Teacher Development

Language teacher professionalization in online courses requires teacher-learners to encounter and apply scientific concepts in a medium that seems disconnected from pedagogical practice. This analysis investigates distance-based sociocultural learning processes by exploring the transformation of "culture" from an everyday concept to a dynamic symbolic tool in students' texts and interactions.

Miso Kim, The Pennsylvania State University

PED English as Commodity? Transforming the Commodification of English Using Vygotskian Systematic Theoretical Instruction and Activity Theory

The study reports South Korean jobseekers' development of English speaking proficiency and transformation of activity system over a 5-week TOEIC (Test of English for International Communication) Speaking test preparation course designed based on Vygotskian Systemic Theoretical Instruction.

020. Sat 8:00-9:40

RWL Paper Session

Portland

Dalia Magana, University of California, Merced

Modality in writing in Spanish as a Heritage Language: Expressing Social Roles Across Genres

This study examines modality in writing across genres: a narrative, an essay, a review, personal response and a research paper. The corpus consists of 125 texts from advanced heritage language students of Spanish. This work offers insights about the interpersonal characteristics of written language and how students express their identities.

Myriam Abdel-Malek, University of Pittsburgh

The Genre-Based Approach informed by Systemic Functional Linguistics to Teaching Writing in Arabic

This session discusses how a genre-based approach informed by systemic functional linguistics enhanced Arabic writing of college level students. Findings suggest the importance of 1) showing students how Arabic written genres work and 2) making the lexico-grammar of each stage in each genre visible to students.

Christine Tardy, University of Arizona

Writing Teachers' Evolving Perceptions of Genre

This paper shares a study of the changing perceptions of genre and its relevance to teaching among 35 new instructors of first-year writing. Analyzing written reflections and a focus group interview, the paper identifies challenges of genre pedagogies for new writing teachers and discusses implications for writing teacher education.

021. Sat 8:00-9:40

RWL Paper Session

Salmon

YouJin Kim, Georgia State University

Jingjing Qin, Zayed University

The Role of Collaboration in L2 Writing Development: Does Timing Matter?

To what extent collaborative writing facilitates L2 writers' writing quality compared to other conditions of writing has not been widely addressed. To this end, the proposed study examines what condition (prewriting, during-writing and all stages) of collaborative writing would promote L2 writing the most.

Jongbong Lee, Michigan State University

The role of task complexity in L2 writing performance

This study investigates how written narratives are influenced by two dimensions of task complexity: +/- planning and +/- contextual support. The findings demonstrated no statistical differences in the four conditions with regard to syntactic complexity, lexical complexity, and fluency.

Hae Sung Yang, Georgia State University

Two Perspectives on L2 Writing: A Cross-context Case Study of L2 Writing

The presentation will describe a year-long case study that examined contextual variation in L2 writing across two settings, i.e., an American English Language Program (ELP) and an ELP at a university in Korea. Strategies to account for contextual factors in teaching, curriculum designing and policy-making will be discussed.

022. Sat 8:00-9:40

DIS Paper Session

Sunstone

Seunggon Jeong, UCLA

The Use of the Question Markers '-Nya' and '-Ni' in Korean Conversations

This study explores the differential uses of the question markers '-nya' and '-ni' in Korean conversation, which are known to be interchangeable. The findings of this study empirically demonstrate that they are not interchangeable and provide groundwork for discourse-oriented and usage-oriented instruction of these two question markers to language learners

Kyoungmi Ha, UCLA

The Expressions of the Dominant Epistemic Primacy in

Korean Conversation

The study shows that the sentence-ending suffix -ci is one example of the Korean language's specific means that speakers can use to express assuredness about their own domain of information. The study suggests that the social interactions that one grammatical component conveys vary depending on its sequential position and intonation.

Eun Young Bae, UCLA

Knowledge-Testing Question Design in Korean Political Campaign Debates

This study investigates political candidates' linguistic practices of designing knowledge-testing questions in order to illuminate linguistic strategies for enhancing candidate images. The findings of the study reveal that not only the content of talk but also the sequential and grammatical organizations of talk are important interactional resource for image-making.

023. 8:00-9:40

SOC Paper Session

Willamette

Mary Kim, University of Hawai'i at Manoa

The Ubiquitous Practice of Praising One's Own Child in Korean Conversation

This study examines an underexplored area of self-praise - parents praising their own child. An examination of 35 parent-to-parent telephone conversations reveals that the act of praising one's own child is ubiquitous in everyday Korean interaction. This conversation analytic study identifies the routine features and structures of self-praise.

Anjali Pandey, Salisbury University

Cosmetic Multilingualism in 'Flat-world' Fiction: An Interdisciplinary Analysis

This paper focuses on the increasing presence of cosmetic multilingualism – linguistic exhibitionism – in prize-winning fiction, and offers a timely interdisciplinary-based framework, inclusive of the macro-production of literary commerce and the micro-linguistics of globalization. Analyses of multilingual strategies deployed by celebrated transnational authors demonstrate paradigm shifts towards monolingualism in prize-winning fiction.

Linda Bonder, Beaverton Literacy Council

"Relationship with English": Language Use, Attitudes, and Investment in Learning Among Low-income Latino Immigrant Entrepreneurs

Through ethnographic interviews with eight low-income immigrants, this study explored effects of entrepreneurship on investment in learning English. Findings indicated that a broader construct, "relationship with English," helped explain participant experience. Presentation will discuss implications of the poststructuralist "relationship" framework for identity research, applied linguistics, and TESOL.

024. Sat 9:10-9:40 am

TXT Paper Session

Pearl

M. Agnes Kang, Lingnan University

Visual Arguments and Discriminatory Discourse: Linguistic and Visual Representations of Mainland Chinese in Hong Kong

In this paper, I compare the affordances of (written) linguistic and visual modes in a political advertisement as a means of understanding how this multimodal discourse text is being used to serve the interests of one particular social group and to promote discriminatory ideologies.

025. Sat 10:10-11:50

TXT Paper Session

Belmont

Chaoqun Xie, National Institute of Education

Verbal and Visual Self-promotion in Website Introductions to Chinese and American Universities

This presentation reports an empirical study designed to compare semiotic strategies for self-promotion in Chinese and American universities' institutional website introductions. Drawing on Appraisal theory, the study uncovers how evaluative resources and images are used to construct institutional identities.

Jack A. Hardy, Georgia State University

A. Cameron Coppala, Emory University

From diagnosis to laughter: A diachronic study of parental ASD blogs

One way parents cope with having a child with Autism Spectrum Disorder (ASD) is by reaching out to others. This presentation uses keyword analysis of corpus of mom and dad ASD blogs to better understand that process. We explore the change in beliefs and attitudes of these parents over time.

Bryan Buschner, Penn State University

"You're Just the Teacher We Are Looking for:" Eikaiwa's Ideal Teacher Through a Discourse Analysis of Recruitment Websites

This study examines the recruitment websites of three Eikaiwa: private companies that provide face-to-face English conversation instruction in Japan. The study centers on recruitment strategies and how the "ideal teacher" is discursively constructed. Furthermore, it complements prior related work from various disciplines and methodologies to reveal more about this industry.

026. Sat 10:10-11:50

TEC Paper Session

Columbia

Meng Hua Chen, National Taiwan Normal University

Demonstrating a theoretical stance for meta-analysis: A case of L2 vocabulary learning in Computer-Mediated Communication (CMC)

This study proposed that meta-analysis should add new

methodological steps. Using CMC-based learning as an example, the results indicated that the small overall effect size ($d = 0.414$) of CMC on vocabulary learning was moderated by 'teacher intervention' and 'construct'. The theoretical framework integrated from primary studies' theoretical stances was justified.

Kevin Wong, New York University

How educational is educational media? Vocabulary learning for preschool ELLs

This study explores how often vocabulary is taught on educational media designed for preschool-aged language minority students. It also examines how vocabulary is taught in media. Employing a content analysis on five leading shows, we coded for vocabulary-teaching strategies according to an iteratively-developed codebook. Findings and implications will be discussed.

Benjamin Holt, Laboratoire ICAR

Linguistic and Multimodal Strategies Used During Videoconferenced Lexical Explanation Sequences

This study aims to pinpoint and analyze the linguistic and multimodal strategies used by teacher trainees to explain non-understood lexical items or to help students' output during videoconferenced French foreign language teaching.

027. Sat 10:0-11:50

SLA Paper Session

Douglas Fir

Kyae-Sung Park, University of Hawai'i

A bidirectional study on the givenness constraint in L2-English and L2-Korean

According to the "Given-before-New Principle" in adult speech, given information is more likely to precede new information. This experimental study investigates whether L2 adult learners of English and L2 adult learners of Korean who have knowledge of the Given-before-New Principle in their L1 automatically adhere to it in interlanguage.

Bryan Donaldson, UC Santa Cruz

Canonical SV(O) in Near-Native French

This presentation discusses how near-native speakers of French produce and use SV(O) declaratives in spontaneous speech. Although considered a "canonical" word order in French, SV(O) declaratives are pragmatically marked in native French. Results show that near-native patterns closely match native patterns, challenging the Interface Hypothesis.

Monica de la Fuente Iglesias, University of Minnesota

How do L1 English learners of Spanish interpret the present progressive in Spanish?

The purpose of this study is to analyze the interpretations of the present progressive in Spanish in three groups of English-speaking learners taking into account the aspectual value of the verb and the type of adverb.

028. 10:10-11:50

Paper Session

Eugene

Lucilla Lopriore, Roma Tre University

PED ELF in & through CLIL: Emerging Perspectives in Language and Content Teacher Education
Preliminary findings of a research study of two CLIL methodology courses for subject teachers will be presented. Both courses adopted an ELF-aware approach. The study investigates both the effectiveness of the approach and the use of ELF during the sessions, in the forum discussions and in the CLIL lessons.

Allison J Spenader, College of St. Benedict

Pamela Wesely, University of Iowa

Cassandra Glynn, Concordia College

PED Examining the Integration of Language and Content: An Analysis of Content-Based Lesson Plans

This session will address the integration of both content and language objectives in world language classrooms through Content-Based Instruction (CBI). The presenters will explain the results from a qualitative lesson plan analysis of 39 content-based unit plans designed by language teachers in a graduate-level program in the US.

Gary James Harfitt, The University of Hong Kong

Zhan Li, Zhongnan University of Economics and Law

EDU Exploring Language Teachers' Enactment of Curriculum Materials in a Centralized Curriculum Context

This paper examines a ubiquitous yet under-studied area of language pedagogy, i.e. material use. It explores EFL teachers' actions towards planning instructions at tertiary level in mainland China, a centralized curriculum context. The process of enacting the written curriculum into planned curriculum is visualized in terms of teachers' pedagogical actions.

029. Sat 10:10-11:50

ASE Paper Session

Hawthorne

Erica Sandlund, Karlstad University

Pia Sundqvist, Karlstad University

Collaborative Assessment in Practice: Teachers' Interactional Negotiations of the Interpretation and Application of Criteria for Assessing L2 Oral Proficiency

The paper targets collaborative assessment (CASS) of L2 oral proficiency as a social process. Using conversation analysis and video-recorded CASS sessions, we examine how teachers negotiate assessment criteria in situ. Findings highlight displays of rater identities and the relative weight assigned to aspects of oral proficiency by different teachers.

Slobodanka Dimova, University of Copenhagen

The Norm Dilemma: Lecturer Oral Certification in English

This talk discusses the validity of the "native speaker" reference in a performance-based EAP certification test for university lecturers in a non-Anglophone country. The discussion is based on findings from a Rasch analysis of test scores, as well as qualitative analysis of raters' written

reports and lecturer interview data.

Mitsuko Tanaka, Ritsumeikan University

Examining peer assessment of EFL oral presentations

This study examines the impact of raters' personalities and presentation abilities on rater severity in peer assessment of EFL oral presentations. Based on the results of a path analysis, issues regarding potential rater bias and fairer peer assessment will be discussed.

030. Sat 10:10-11:50

LCS Paper Session

Laurelhurst

Matt Jay Frye, Washington State University

What Function Does this Serve?: Code Comments in Advanced Electrical Engineering Labs as an Indicator of Disciplinary Membership

This presentation examines the function of Electrical Engineers' MATLAB code comments over a series of lab homework exercises. It uses discourse analysis of labs, qualitative assessment by Electrical Engineers, and the limited extant scholarship on code comments to determine the place of code commentary in professionalization.

Kimie Yamamura, The University of Tokyo

Science tutorials for an EFL scientific writing course at a Japanese university: Telling identities being built through LPP

The presentation illustrates a study of the science tutorials for first-year science undergraduates taking an EFL scientific writing course at a Japanese university. The presentation discusses the science tutorials may manifest tutors' identity negotiations as a novice or expert scientist, reproducing the Discourses in tutors' own communities of practice.

Maricel Santos, San Francisco State University

Carmen Gomez-Mandic, San Francisco State University
Understanding the impact of social support on health literacy outcomes: An applied linguistics perspective

Applied linguists know that social ties can have a powerful influence on the learning of new literacy skills. However, this insight is under-theorized and under-researched by health literacy researchers. This session argues for more applied linguistics research on the impact of social ties on health literacy outcomes.

031. Sat 10:10-11:50

Paper Session

Meadowlark

Angela Scarino, University of South Australia

Jonathan Crichton, University of South Australia

Fiona O'Neill, University of South Australia

Kathleen Anne Heugh, University of South Australia

Xuan Li, University of South Australia

EDU Developing students' intercultural capabilities: a case study in higher education

Linguistic and cultural diversity among all students

challenges traditional educational approaches in higher education. Drawing on a study that sought to develop intercultural capabilities among students and staff in an undergraduate course, we argue that an intercultural approach to learning that recognises the centrality of language can address these challenges.

Camila de Campos Miranda, Simon Fraser University

Roumiana Ilieva, Simon Fraser University

LID Language Ideologies in an Anglophone University and Students' Experiences of Internationalization

Drawing on interview data with 34 local and international students in one mid-sized Canadian university, this paper highlights aspects of language ideologies operating in it that impact the academic experience of international students. Universities need to move towards an internationalization that is more inclusive of fluid understandings of language.

Rebecca Zoshak, Pennsylvania State University

Lindsey Kurtz, Pennsylvania State University

EDU Pre-LL.M. to LL.M.: How Understanding Student Writing and Writing Practices Can Inform LL.M. Admissions and Pedagogy

As law schools admit more international graduate students with lower language proficiency, a few schools have launched pre-LL.M. programs as support. This presentation explores the writing practices of LL.M. students who have completed a pre-LL.M. program. Recommendations for responsible admissions and pedagogical practices will be discussed.

032. Sat 10:10-11:50

Paper Session

Medford

Tammy Sue Gregersen, University of Northern Iowa

Peter MacIntyre, Cape Breton University

SLA Language Anxiety from a Dynamic Perspective: Two Studies of L2 Communication in Real Time

We report two studies combining Complex Dynamic Systems Theory and the Idiodynamic Method to examine fluctuations in language anxiety from moment-to-moment. The results suggest that ongoing interactions among cognition, emotion, physiology, and L2 communication show characteristics of meaningful, soft-assembled patterns that are both consistent and inconsistent with prior trait-level research.

Jennifer A Foote, University of Alberta

Ron Thomson, Brock University

PED Could it be the shape of your jaw? Language instructors' and Speech Language Pathologists' Beliefs about pronunciation instruction

The current study investigates how well both ESL instructors and SLPs are able to critically evaluate beliefs and teaching practices in the area of L2 pronunciation. Both groups had difficulty evaluating the materials, though in different ways. The findings suggest a need for training standards in both fields.

Tracey Derwing, *University of Alberta*
Jennifer A Foote, *University of Alberta*
Murray J Munro, *Simon Fraser University*

PED From the Factory Floor to the Classroom: Learners' Reactions to a Workplace Pronunciation Intervention

Pre and post-pronunciation instruction interviews were conducted with factory workers who had been out of the language classroom for nearly two decades. Their perceptions of the benefits of the course and their self-motivated strategies for continuing to improve their comprehensibility will be described within the Willingness to Communicate framework.

033. Sat 10:10-11:50

SOC Colloquium: Spanish in the Linguistic Landscape of the United States

Oregon A

Session Organizer: Robert A Troyer, Western Oregon University
Chair: Robert A Troyer, Western Oregon University
Discussant: David Cassels Johnson, University of Iowa

This colloquium presents Linguistic Landscape research from a variety of geographical and social settings within the US. These studies demonstrate the range and public sphere significance of Spanish from small towns to the urban diasporic centers of Los Angeles and New York City.

Jhonn Carr, University of California, Los Angeles
Linguistic Rejection and Appreciation in the Los Angeles Linguistic Landscape

This presentation investigates attitudes toward the use of Spanish and English in the signage of public city space using semi-structured sociolinguistic interviews with 24 local Southeast Los Angeles residents. Through this method, feelings of cultural and linguistic disrespect and appreciation are revealed.

Robert A Troyer, Western Oregon University
Spanish Across the Linguistic Schoolscape of an Oregon School District

This presentation provides results of a Linguistic Landscape study of the three elementary schools, the middle school, and the high school of a school district in Oregon. Photographs, video walking tours, and interviews were used to determine and contrast the roles and functions of Spanish in the different schools.

Lee B. Abraham, Columbia University
Place, Identity, and Memory in the Linguistic Landscape of East Harlem, New York

This presentation reports on findings from an analysis of murals and commercial signs in the linguistic landscape of Latin American diaspora communities in East Harlem, New York. The results indicate that murals were a crucial resource for enacting identities and creating a collective memory amidst an increasing presence of English.

034. Sat 10:10-11:50

BIHM Colloquium: ASL Revitalization in Bilingual Deaf Education

Oregon B

Session Organizer: Kristin Snoddon, Carleton University
Discussant: Sarah L Cohen, Loyola University Chicago

This colloquium features studies from diverse transdisciplinary Canadian contexts that focus on American Sign Language (ASL) revitalization in bilingual education for deaf students. Presentations include a range of mixed-methods and qualitative research studies, including arts-based research and ethnographic action research, in various classroom and educational leadership contexts spanning three provinces.

Joanne Weber, University of Regina
Culturally Relevant Arts Education (CRAE) in Deaf Education: A reclaiming of public space through changing discourses about ASL-English bilingual education

This presentation provides a critical discourse analysis of the development of a culturally relevant arts education project, *Deaf Crows*, in Regina, Saskatchewan. The production aimed toward the reclaiming of public space needed for counter discourses supporting the revitalization of ASL-English bilingual education in Saskatchewan.

Denise DeShaw, Carleton University
Krishna Madaparathi, Carleton University
Kristin Snoddon, Carleton University
ASL Revitalization for Parents of Deaf Children

This presentation reports findings from an ethnographic action research study of field-testing and revising a pilot ASL course for parents of young deaf children in Ottawa. This course is aligned with the Common European Framework of Reference for Languages (CEFR).

Jenelle Ellona Rouse, Western University
Assessing Early Bilingual Deaf Learners

This presentation discusses the availability of American Sign Language (ASL) resources and the nature of play-based learning centres. The findings from interviews and interactions with kindergarten Deaf learners provide some in-depth considerations regarding the importance of having assessments, with a focus on ASL acquisition as a first language base.

Norma-Jean Taylor, University of Calgary
How Efficacious is Learning for Deaf Students? Decolonizing Deaf Education in Alberta

This presentation reports findings from a mixed-methods study with students and parents that examines philosophy and educational policies that influence the education of Deaf students in Alberta. The educational rights of Deaf students have been constantly viewed from within a disability legislation framework rather than a cultural and linguistic framework.

Maartje de Meulder, University of Namur
Endangerment and revitalization of sign languages from an international perspective

Due to medical, ideological, technological, educational and demographic evolutions, long established sign languages in mainly Western nations, of which many are legally recognized, are now also being considered endangered. This presentation will address some larger issues linked to their revitalization from an international perspective.

035. Sat 10:00-11:50
EDU Paper Session

Oregon C

Li Li, University of Exeter

Classroom Interactional Competence (CIC) and teacher expertise: evidence from EFL classrooms in China

This talk examines teacher expertise through the lens of classroom interactional competence. Using conversational analysis, this talk analyses video-recorded interaction and interview in EFL classrooms in China to address the following questions: How do novice and expert teachers differ in CIC? Is there a relationship between CIC and expertise?

Lucinda Pease-Alvarez, University of California, Santa Cruz

Judith Scott, University of California, Santa Cruz

Constructing Collaboration in a Professional Development Initiative

The purpose of this paper is to examine the ideologies and discourses that emerged during a collaborative teacher professional development partnership focused on exploring and using the English Language Arts Common Core State Standards in secondary school settings serving low-income students, the majority of whom were classified as English learners.

Sherry Breshears, Simon Fraser University

Precarious Employment in English Language Education in B.C.: A Preliminary Report on Three Case Studies

This transdisciplinary presentation brings a labour perspective to English language teaching, reporting on case studies of teachers' work experiences in three English language programs in British Columbia, Canada. Findings focus on how embedded employment practices produce precarious employment in language education and how teachers act to resist such practices.

036. Sat 10:10-11:50

Paper Session

Oregon D

Rhonda Oliver, Curtin University

Robyn Ober, Batchelor College

Gillian Wigglesworth, University of Melbourne

Carly Miranda Steele, Melbourne University

SLA Australian Indigenous children acquiring English as their L2: Translanguaging and assessment

Australian indigenous children growing up in remote communities often do not speak English as their L1, and first encounter Standard Australian English when they enter school. However, current assessment regimes pay no heed to this. Using classroom and playground data

we explore such children's linguistic repertoires and translanguaging practices

Michele Back, University of Connecticut

Manuela Wagner, University of Connecticut

PED The role of languages and languaging in the world language classroom: An intercultural approach

We undertake a critical review of literature on target language (TL) use in the world language classroom, combining this with recent findings on translanguaging, intercultural competence and social justice. We investigate best practices for using the TL and students' home languages to support developing proficiency and intercultural competence.

Kate Menken, City University of New York & Queens College

Maite (María Teresa) Sánchez, City University of New York

LPP Translanguaging Pedagogy to Disrupt English-Only Language Education Policies: Shifting Language Ideologies and Transgressing Program Structures

We present qualitative research in New York City schools with English-only programs that began implementing translanguaging pedagogy. Findings reveal changes to participants' language ideologies and school language policies, suggesting that translanguaging pedagogy in these schools went beyond simply a teaching approach, and was taken up as a broader multilingual stance.

037. Sat 10:10-11:50

EDU Colloquium: Improving Instruction for English Learners in Secondary Schools: The Complexities of Implementation

Oregon G

Session Organizer: George C. Bunch, University of California, Santa Cruz

Chair: George C. Bunch, University of California, Santa Cruz

Discussants: Linda Harklau, University of Georgia / Aída Walqui, WestEd

New standards have focused attention on potential approaches for educating students designated as English learners at the secondary level, but less on the complexities involved in implementing them. Examining institutional practices, educators' beliefs, and students' perspectives, this colloquium explores the implementation of a range of promising practices for secondary ELs.

Heather Schlaman, University of California, Santa Cruz

School Leaders' Perceptions of Effectiveness of Curricular Structures in Meeting Language Minority Students' Learning Needs

Focusing on course placements and academic trajectories of language minority students, this paper examines the construction of curricular structures at the high school level from the perspective of school leaders. The study highlights the complexities and tensions that school leaders must navigate in designing structures that support students' learning needs.

Nora Lang, University of California, Santa Cruz
Newcomer Students Doing School in the US: Program Design, Faculty Perspectives, and Student Experiences

This paper reports on a newcomer program housed within a comprehensive high school, highlighting experiences among newcomer students and teachers involved in the design and implementation of that program.

Sara Ann Rutherford-Quach, Stanford University
Heather Schlaman, University of California, Santa Cruz
Eduardo R. Muñoz-Muñoz, Stanford University
George C. Bunch, University of California, Santa Cruz
Rethinking Instruction for English Learners in the Common Core Era: Findings from Implementation of a Pilot English Language Arts Unit

Drawing on teacher interviews and teacher and student focus groups, this paper reports on lessons learned during the piloting of an instructional unit that was designed to maximize opportunities for English learners' development of language, literacy, and academic practices in light of the new Common Core Standards.

Guadalupe Valdés, Stanford University
Karla Lomeli, Stanford University
Juddson Taube, Stanford University
Teachers Like What They Do: Efforts to Improve the Teaching of Reading and Writing in a Latino Charter High School

This paper reports on an attempt to improve the teaching of reading and writing in a Latino-focused charter high school. It tells a familiar story typical of other instructional intervention efforts: original focus, initial success, general adoption with some reluctance followed by change, substantive shift and mutation over time.

038. Sat 10:10-11:50
BIHM Paper Session
Oregon H

Melissa Bowles, University of Illinois at Urbana-Champaign
Comparing the efficacy of implicit and explicit instruction in classroom heritage language development

This study contributes to knowledge on the outcomes of instructed heritage language acquisition, showing that as a group, Spanish HL learners made equivalent pre-delayed posttest gains whether they received explicit information during instruction or not. Nevertheless, post-instruction interviews showed explicit information serves an important form-orienting function for some HL learners.

Glenn Martinez, The Ohio State University
Robert Train, Sonoma State University
Experience and Ethics in Heritage Language Education
This paper proposes language experience as a theoretical construct to explore the ethical dimensions of heritage language learner ontology and axiology in heritage language education. This theoretical construct, allows us to move beyond descriptive learner profiles to consider the ethical import of being and becoming a heritage learner.

Alexandra Martin, Georgetown University
Spanish Heritage Language Learners and Second Language Learners in Tailored vs. Mixed Courses: Linguistic Outcomes and Learners' Attitudes

This study analyzed language development of Spanish L2 and heritage language learners (n=42) over a semester of language, content or heritage instruction and their attitudes towards tailored vs. mixed courses. Results showed that while learners in all courses improved their language production, their attitudes towards the instructional context differed widely.

039. Sat 10:10-11:15
Shared Sorter Paper Session 2
Pearl

Marlene Schwarz, University of Vienna
VOC Using Lex30 to explore the relationship between Extramural English and productive vocabulary knowledge
In this study an alternative way of analysing samples collected with Lex30, a measure of productive vocabulary knowledge that uses a word association format, is explored. By filtering out all vocabulary items presented in the course books used by test-takers insights into vocabulary learning from Extramural English can be gained.

Allison M. Orr, Pace University
VOC Measuring the Effects of Input Enhancements on Lexical Inferencing Using Eye Tracking
This exploratory study provides empirical evidence in the form of eye tracking that shows L2 readers spend longer looking at specific context clues when processing unknown words. This paper will also highlight various reading behaviors that emerged, thus providing greater insight into the relationship between input enhancements and lexical inferencing.

Emily Moline, University of California, Davis
RWL Emergent Adult L1 Literacy: Findings from a Case Study
Child L1 literacy development research is robust; however, similar attention to adults is lacking. This paper addresses this gap via analysis of an adult learner's reading strategies, and reveals features different from those associated with children: use of semantic-associative links; conflicts between spoken vernacular and print materials; and context-heavy strategies

040. Sat 10:10-11:50
Paper Session
Portland

Mark D. Johnson, East Carolina University
RWL Cognitive Task Complexity and L2 Written Syntactic Complexity, Lexical Complexity, Accuracy, and Fluency: A Research Synthesis and Meta-analysis
This paper presents a research synthesis and quantitative meta-analysis of task-based L2 writing research. Studies from 1998 to the present were examined for (a) their manipulation of task complexity, (b) the metrics of

complexity, accuracy, and fluency used, and (c) the specific effects of task complexity on L2 written production.

Yi-ching Pan, National Pingtung Institute of Commerce
ASE Taiwan University Students' Perceptions of Summative and Formative Classroom Assessment in English Classes

Using questionnaires and interviews, this study explored 158 Taiwan university students' perceptions of summative and formative classroom assessment tasks in their English classes. The findings were presented according to six variables: congruence with planned learning, authenticity, student consultation, transparency, accommodation of student diversity, and washback effects.

Katsuya Yokomoto, Rikkyo University
ASE An Exploration of EFL Teachers' Diagnostic Decisions in L2 Pronunciation

This study employed a mixed-method design to examine what diagnostic decisions in L2 pronunciation university level EFL teachers in Japan made. A post-task interview using the stimulated recall method was conducted to gain in-depth understanding of diagnostic decision processes. The differences among the participants' decisions and processes will be discussed.

041. Sat 10:10-11:50
RWL Paper Session
Salmon

Scott Grapin, New York University
Lorena Llosa, New York University
Mainstream and ESL University Composition Courses: How Different Are They?

Using course assignments and questionnaire data from eighteen instructors across seven universities, this paper investigates differences between mainstream and ESL/ international composition courses in terms of the types of tasks assigned and writing response practices of instructors in each setting. Implications for students, instructors, and institutions will be discussed.

John Winston Bitchener, AUT University
Written Feedback on Doctoral Students' Theoretical Argumentation

This paper reports a study of written feedback given on theoretical argumentation in doctoral dissertations from USA, UK, Australian and New Zealand supervisors' (30) and students' (15) questionnaires and interviews (including responses to analyses of sample feedback provided on early chapter drafts.

Lawrence Jun Zhang, University of Auckland
Hua Geng, Nanjing University
Differential Effects of Written-Feedback and Directed-revision Focus on L2 Student Revision and Text Quality
Revision is an important writing process. It helps writers to rediscover meaning, rearrange the structure, and refine the style and language. Due to its significance in L2 writing research, we report part of a large study that investigated the effects of pedagogical treatment on EFL students'

revision and writing improvement.

042. Sat 10:10-11:50
DIS Paper Session
Sunstone

Allie King, Columbia University, Teachers College
A Tale of Two Teachers: Negotiating Interactional Tension in Co-teaching

This study uses Conversation Analysis (CA) to investigate the negotiation of interactional tension between co-teachers. I show how interruption creates potential tension in different ways (e.g., in producing overlapping talk or face threats), and how this tension is negotiated through verbal and nonverbal behavior during and after the interruption event.

Gozde Balikci, Middle East Technical University
Golge Seferoglu, Middle East Technical University
Conversation Analytic Look into an EFL class: Instruction Giving as a Collaborative Task Accomplished by the Teacher and the Students

Based on a candidate teacher's video recordings in an EFL classroom in Turkey, this study focuses on the instruction sequences which cause problems in the classroom. Those problematic sequences are believed to equip novice teachers with valuable resource to develop their teaching skills.

Sunny Schomaker, The University of Southern Mississippi
Look at Me, Knowing Stuff: Epistemic Stances in the Immersion Classroom

In the immersion classroom, students are expected to use the target language exclusively. In this study, I examine how students construct, within these parameters, displays of knowledge (or lack of knowledge), and how these epistemic stances shape classroom interaction.

043. Sat 10:10-11:50
COG Paper Session
Willamette

Jieun Ahn, Michigan State University
Patrick Rebuschat, Lancaster University
Zoltan Dienes, University of Sussex
Aline Godfroid, Michigan State University
Before You Know It: Eye Movement Regressions During Reading Predict Explicit Knowledge of L2 Syntax

We investigate how learners' eye-movement patterns change over time during incidental learning of L2 syntax. Participants who reported explicit knowledge of target syntax retrospectively also showed systematic increases in right-to-left eye movements (regressions) during training. Source attributions of grammaticality judgments correlated with reaction time, but not eye movements.

Zachary Miller, Michigan State University
Personality and the affective effect: How individual differences and emotions impact L2 acquisition under incidental learning conditions

Using positive, negative, and neutral stimuli to induce specific affective states, the researcher subsequently measures participants' ability to acquire the syntax of a semiartificial language under incidental learning conditions. Results will be correlated with various personality traits to gauge how individual differences may influence implicit learning under emotional strain.

*Jamieson Michele Alexander, Kent State University
Campbell Garth, Kent State University
Phillip Hamrick, Kent State University*

Relationships among L2 learning, memory, and awareness: Behavioral and neurophysiological evidence

This study investigated the role of individual differences in declarative and procedural memory abilities and both behavioral and neurophysiological measures of L2 learning using a trial-by-trial semi-artificial language paradigm while recording event-related potentials. Results show complex patterns of relationships between memory abilities, L2 learning, and awareness.

**044. Sat 11:20-11:50
RWL Paper Session
Mt. Hood**

*Gavin O'Neill, Hitotsubashi University
Katerina Petchko, National Graduate Institute for Policy Studies*
Premises of Plagiarism: How Different Are We From Those We Teach?

In order to tackle plagiarism in student work and guide students toward academic maturity, it is important that we clarify that all parties understand what it is that is being tackled. This presentation compares the views on plagiarism held by academics and international graduate students at the same institution.

**045. Sat 11:20-11:50
PED Paper Session
Oregon F**

Michael Rodgers, Carleton University
Looking Beyond the Advantage in Global Comprehension for Videos Viewed with Captions: How Captioning Affects Distinct Facets of Listening Comprehension

The comprehension advantage for viewing videos with captions has been documented in previous research. Comprehension measures have generally been global in nature, failing to consider the individual facets comprising listening comprehension. This study addresses this by examining how captions influence language learners' comprehension of detail, inferencing, topic, and sequencing items.

**046. Sat 11:20-11:50
REM Paper Session
Oregon I**

A. Kate White, Rice University
Measuring study abroad: Combining quantitative and qualitative methods in order to understand the study

abroad experience

This study aims to better understand the full picture of study abroad by combining qualitative and quantitative methods to assess students on six study abroad programs in six countries. This presentation will discuss the possibilities afforded by combining methods to analyze gains and L2 exposure and use while abroad.

**047. Sat 11:20-11:50
PRG Paper Session
Pearl**

Feng Xiao, Pomona College
Modeling Pragmatic Development in L2 Chinese Study Abroad

This study modeled pragmatic development with proficiency and social contact as two predictors. The findings of latent growth curve modeling showed that proficiency and social contact explained 72% of the variance in pragmatic changes over a semester study abroad in China.

SATURDAY AFTERNOON SESSIONS

**048. Sat 1:15-2:55
VOC Paper Session
Belmont**

*Nicolas Hubert-Smith, Concordia University
Heike Neumann, Concordia University
Kim McDonough, Concordia University*
Academic Vocabulary in L2 Writing: A Corpus Study of Accuracy and Appropriateness of Use

Is there a relationship between frequency of occurrence of a targeted vocabulary word in a coursebook and how often and how accurately learners use it in written production? This question was examined using a 282,849-word corpus of L2 academic writing. The findings and implications of this study will be discussed.

*Xun Yan, University of Illinois at Urbana-Champaign
Shelley Staples, University of Arizona*
Characterizing types of lexical bundles used in second language (L2) academic writing across developmental levels

This study investigates the relationship between lexical bundle use and proficiency level in a large-scale, advanced-level English proficiency examination. Findings of this study reveal important characteristics of L2 writing across developmental stages and show the importance of including bundle type (syntactic/functional category and fixedness) and topic among other factors.

Masumi Kojima, Gifu City Women's College
ESL/EFL writing performance and its correlations with five dimensions of lexical richness: A meta-analysis

The present meta-analysis synthesizes 24 studies (N = 5,299) to explore the relative importance of five dimensions of lexical richness—namely, diversity, sophistication,

density, correctness, and psycholinguistic features – in the overall writing performance of ESL/EFL learners. The paper also reports the results of a series of moderator analyses.

049. Sat 1:15-2:55

Paper Session

Columbia

Elizabeth Ellis, University of New England

EDU **Languaged lives: a new perspective on TESOL teacher identity**

This paper presents empirical evidence showing that TESOL teachers' languaged lives – their history of learning, use and teaching of languages – have profound effects on their professional identities. It draws on theory of teacher cognition, plurilingual repertoires and bilingual lifewriting to argue for a reconceptualization of language teacher identity.

Christina Gkonou, University of Essex

PED **Analyzing portrayals of English language teachers' experience as informing their performance of emotions and agency**

This study draws on questionnaires and interviews with experienced English language teachers, and explores how their agency, emotions, and experience are dialogically mediated and socioculturally constructed. The study shows that past teaching experience was treated as professional knowledge and a step toward highly positive emotional rewards.

Angelica Galante, University of Toronto

PED **Examining plurilingual teachers' perceptions of their own language pedagogy: Contributions from immigrant teachers in a Brazilian NGO**

This mixed methods study investigates the extent to which plurilingual repertoires of immigrant language teachers from a Brazilian NGO, located in a super-diverse urban centre, inform their own pedagogy. Results indicate that despite high levels of awareness of individual plurilingualism, practice that follows monolingual ideologies seems to prevail.

050. Sat 1:15-2:55

SLA Paper Session

Douglas Fir

Matthew Kanwit, University of Pittsburgh

Kimberly Geeslin, Indiana University

Interpreting the copula contrast in native and second-language Spanish: What we know is not always spoken

We examine interpretation of the Spanish copula *ser* and *estar* in order to better understand language change and acquisition in light of existing production research. Using a written interpretation task, manipulating the copula used, constituent order, and frame of reference, we compare interpretations by native speakers and three learner levels.

Florence Myles, University of Essex

Rosamond Mitchell, University of Southampton

Learning French in the primary school classroom: the origins of morphosyntax

This paper reports a longitudinal study of instructed L2 learners, aged 5, 7 and 11. Participants received 38 hours' L2 French instruction and were regularly tested using role plays and elicited imitation tasks. Relations between use of formulaic language and emergence of productive morphosyntax are explored for each age group.

Laura Mahalingappa, Duquesne University

The Acquisition of Turkish Case Morphology by Kurdish-Turkish Bilingual Children

This study addresses the acquisition of Turkish case by bilingual Kurdish-Turkish-speaking children in Turkey with input from non-native Turkish-speaking care-givers. Results suggest children acquire variable grammatical forms consistent with adults in the community, but which is inconsistent with the standard regional Turkish variety.

051. Sat 1:15-2:55

PED Paper Session

Eugene

Helen Zhao, Chinese University of Hong Kong

Lexi Li, Chinese University of Hong Kong

A Cognitive Linguistics Approach to Concept-Based Instruction: Force Dynamics of English Modality

The current study investigated whether a cognitive linguistics (CL) approach to English modality could be effectively integrated with the paradigm of concept-based instruction (CBI). Our results showed that the CI-CBI instruction promoted significantly more accurate and more confident use of modals among intermediate second language learners.

Rie Tsujihara, Cascadia College

Amy Snyder Ohta, University of Washington

Teaching addressee honorifics for L2 Japanese using concept-based instruction (CBI): A qualitative, intact classroom study

Concept-based instruction (CBI) is applied in this study of foreign language instructional pragmatics, investigating modes of self as a target concept for teaching Japanese addressee honorifics. Data were collected in an intact university language class. Analysis of pre-/post-tests, learner discourse, and written work considers L2 developmental processes.

Paolo Infante, Minnesota State University, Mankato

Matthew Poehner, Pennsylvania State University

Mediated Development as Tool-and-Result Activity to Foster L2 Conceptual Understanding

This study examines L2 development of the English tense-aspect system within a Vygotskian concept-based program among secondary school and university ESL learners. Analysis of mediation sessions reveals how modeling and controlled practice activities of conceptual materials promoted L2 understanding of English tense and aspect to

include learner self-generated abstract representations.

052. Sat 1:15-2:55

ASE Paper Session

Hawthorne

Qie Han, Columbia University, Teachers College

Investigating the role raters' memory plays in raters' assessment of test takers' speaking ability

The study investigates the role raters' memory plays in their assessment of test takers' speaking ability. Findings support the critical role that raters' working memory and long-term memory play in their assessment process. Raters' memory capacity seems to be positively related to the quality of their rating performance.

Valeriia Bogorevich, Northern Arizona University

Elnaz Kia, Northern Arizona University

An Investigation into Rater Judgments of a Paired Speaking Task: Validity Perspective

This study validates a local paired speaking rating scale by exploring the link between raters and rating criteria. Results of the Multi-Facet Rasch Measurement along with the qualitative analysis of think-aloud data provide implications for development of paired speaking rating scales as well as for rater training.

YouJin Kim, Georgia State University

Scott Crossley, Georgia State University

Text Integration and Speaking Proficiency: Linguistic, Individual Differences, and Strategy Use Considerations

This study investigates the effects of linguistic properties and individual differences on text integration in spoken responses and the effects of text integration on speaking performance. Results are discussed in light of designing integrated speaking assessment materials and rater training.

053. Sat 1:15-2:55

LCS Paper Session

Laurelhurst

Ryan Deschambault, University of British Columbia

"That's Something We Have to Live with Here": Fee-paying International High School Students and Homestay

This presentation focuses on the notion of homestay as it relates to fee-paying international students (FIS) in a Canadian public school context. By outlining how homestay features centrally in stakeholder characterizations of FIS and the narrative accounts of FIS themselves, I demonstrate the significance of homestay in/for FIS socialization.

Qian Wu, Penn State University

Communicating Emotions in Conversational Narratives:

A Case Study of Two American Students in a Chinese Homestay in Shanghai

The study examines how two advanced learners of Chinese and their shared host family communicated emotions by participating in conversational narratives. Mealtime

interaction, interview and field observation reveal the two American students' differences in interpretations of experience, qualities of participation, and patterns of development of emotion discourse.

Phiona Stanley, University of New South Wales

Critical intercultural competence, identity negotiations, and power in the 'periphery': Gringos learning Spanish in Central America

This paper reports on a three-year ethnography of American Spanish learners in three Latin American countries. Its focus is the students' acquisition –or otherwise– of intercultural competence against a backdrop of profound power imbalances. Proposed is a new theoretical framework of context-specific, process-oriented, discourse-based, critical intercultural competence.

054. Sat 1:15-2:55

SLA Paper Session

Meadowlark

Yongyan Zheng, Fudan University

Wei Ren, Guangdong University of Foreign Studies

Xiuchuan Lu, Fudan University

Co-adaptation between L2 and L3 learning motivation: A longitudinal Q-method study

This is an on-going 1.5-year study that examines the L2 (English) and L3 (Spanish) motivational co-adaptation of 15 Chinese (L1) university students. Q-sorting tasks were repeated for three times during the 1.5 years, and follow-up interviews conducted. Two types of L2-L3 motivational co-adaptation were identified and changes also observed.

Hilal Peker, Florida State University

Feared L2 Self as an Emerging Component of the Reconceptualized L2 Motivational Self System

This study indicated that feared L2 self emerged as a new component of the Reconceptualized L2 Motivational Self System, bringing a new dimension to the theory through bullying-victimization concept. The results are discussed considering longitudinal effects on L2 motivation, and implications are provided for bullied ELs through an interactive activity.

Noriko Iwamoto, Toyo University

L2 Motivational Trajectories of Japanese EFL Engineering Majors over Two Years at University

This study investigated the L2 motivational trajectories of 530 Japanese Engineering majors in terms of proficiency growth over two years. No longer required to study English after the entrance examinations, their motivation declined; but those involved in L2 communication, realizing the importance of English for job seeking, were more motivated.

055. Sat 1:15-2:55

PED Paper Session

Medford

Duanduan Li, University of British Columbia

Re-examining the Chinese Third Tone in Teaching Chinese as a Second Language

This presentation critically examines the traditional approach to tone instruction in Mandarin, and considers (1) the discrepancy between this empirically unfounded approach and actual tones in natural speech, (2) the consequences of this discrepancy for learners' Chinese tone acquisition, and (3) a proposal for ways of ameliorating CSL pedagogy.

Alison McGregor, University of Texas at Austin

Marnie Reed, Boston University

Di Liu, Boston University School of Education

The Impact of Intonation Terminology on Teacher Cognition and Classroom Practices

Teacher cognition – a teacher's knowledge, beliefs, and understanding – directly impacts classroom practices including intonation instruction. This study analyzed intonation terminology in texts and investigated 5 teachers' cognition relating to intonation terms. Findings suggest a lack of familiarity with terminology is an obstacle to teacher cognition and classroom teaching practices.

Joshua Gordon, Universidad Nacional, Brunca Extension, Costa Rica

The Knowledge Base of Second Language Pronunciation Teaching: The Case of a Nonnative-Speaking Teacher

This qualitative investigation analyzed the knowledge base of an experienced nonnative-speaking pronunciation teacher within an EFL context. The results demonstrate that linguistic knowledge, pedagogical content knowledge, and knowledge of the learners' background function as interrelated factors resulting in an effective nonnative-speaking pronunciation teacher.

056. Sat 1:15-4:15

DIS Colloquium: Expanding the Scope of Interactional Competence

Mt. Hood

Session Organizers: Alfred Rue Burch, Rice University /

Eunseok Ro, University of Hawai'i at Manoa

Discussant: Simona Pekarek Doehler, Université de Neuchâtel

Expanding on the scope of interactional competence (IC), this colloquium provides six empirically grounded studies that bring new insights to fill the theoretical and conceptual gaps that remain in how Conversation Analysis approaches IC.

Olcay Sert, Hacettepe University

Silvia Kunitz, Stockholm University

Co-constructing Interactional Competence as Teacher Identity: Insights From Language Teacher Reflections

This presentation focuses on EFL teachers' co-construction of IC as it is talked into being through tagged video technology. A combination of CA analyses of classroom interaction combined with secondary data (e.g. transcriptions of peer feedback sessions) reveals how IC can become a matter of institutional identity.

Leila Kääntä, University of Jyväskylä

Implicature and Preference Organization in Students' Yes/No Interrogatives in L2 Classroom Interaction

This study is an initial attempt to investigate the role of implicature and preference organization in students' repair initiations in L2 classroom interaction. By focusing on specific types of yes/no interrogatives, the findings elucidate students' interactional competence as they employ repair initiations to perform multiple actions in sequentially sensitive ways.

Khadija El-Wakai, Newcastle University

Interactional Competence: Evidence from Topic Management in University Student Meetings

Topicality is a collaborative achievement of speakers that can be described in observable patterns (Maynard, 1983). This paper provides a fine-detailed analysis of how participants jointly manage topics within and between different contexts in students' group meeting. It illustrates students' competencies in managing different topics in each context.

Qi Chen, Newcastle University

Interactional Competence: What Can We Tell from Collaborative Speaker Transitions in Multiparty University Student Meetings?

Within the framework of CA, the study presents a fine-detailed multimodal sequential analysis of the speakership transitions during multiparty university student meetings, and demonstrates meeting participants' competences to jointly accomplish the complex interactional projects of establishing and negotiating speakership, as well as displaying and mobilising reciprocity.

Alfred Rue Burch, Rice University

Eunseok Ro, University of Hawai'i at Manoa

Building Upon Intervention: Changes in Floor-Taking Practices and Resources

Viewing intervention as both a transforming act and a substrate that is then built upon across time (Goodwin, 2013), this study investigates how a pedagogical intervention opens up the opportunity for an L2 student to display and develop his interactional competencies, opportunities that were seemingly not afforded before the intervention.

Hanh thi Nguyen, Hawai'i Pacific University

Developmental Changes Or Contextual Adaptations? Tracing the Development of Interactional Competence in Naturally Occurring Talk-In-Interaction

This paper addresses a thorny issue in research on the development of interactional competence, namely, how to separate developmental changes from context-induced variations. I illustrate how this issue may be resolved by analyzing an English-as-a-second-language speaker's changes over time with respect to topic management practices in interactions at work.

057. Sat 1:15-2:55

PED Colloquium: Transdisciplinary Approaches for Language Teaching and Learning in Transnational Times Oregon A

Session Organizer: Julie Byrd Clark, The University of Western Ontario

Discussant: Anthony Liddicoat, University of Warwick

This colloquium concerns itself with language pedagogy in contemporary transnational spaces, and centers on bringing about transdisciplinary approaches that foster critical reflexive awareness of the tensions that exist between nationalist discourses and the real life complexities that language teachers and students encounter in their everyday experiences.

Angela Scarino, University of South Australia

Assessing learning in transdisciplinary languages education

In this paper I argue for learning- oriented assessment as a transdisciplinary approach to assessment that is needed to assess the expanded capabilities in language learning for contemporary times.

Xi Wu, Western University

Paul Tara, Western University

Translations and Paradoxes of 'Western' Pedagogy: Perspectives of English Language Teachers in a Chinese College

This presentation takes a transdisciplinary approach, employing constructs from comparative education, postcolonial theories in education and critical applied linguistics to a case study of English language teaching in a Chinese college. This study examines interpretations and adaptations of Western pedagogies in China under heightened transnationalism

Saskia Stille, Simon Fraser University

From monoglossic to heteroglossic approaches to language teaching and learning in educational context

Focusing on the concepts of dynamic bilingualism (García, 2009), plurilingualism (Coste, Moore, & Zarate, 2009) and translanguaging (Garcia & Wei, 2014), this paper argues that these concepts highlight the fluid and dynamic language practices of multilingual speakers, and challenge traditional approaches to language teaching, particularly in the educational context.

David Malinowski, Yale University

Localizing the transdisciplinary in practice: A teaching account of an undergraduate seminar on linguistic landscape

Seeing transdisciplinarity in language education through the lens of locality, this paper narrates a case study of a recent undergraduate seminar on linguistic landscape. It argues that studying the city as heteroglossic text introduces new uncertainties into the language classroom—and that these uncertainties may be both productive and necessary.

058. Sat 1:15-2:55

LID Paper Session

Oregon B

Katherine Masters, Pennsylvania State University

Ideology, Power, and Privilege in Volunteering Abroad: A Critical Discourse Analysis of TEFL Volunteer Program Websites

A Foucauldian understanding of the power/knowledge of dominant discourses supports this critical discourse analysis of eight TEFL volunteer program websites, uncovering a neoliberal ideology that promotes volunteer experience and satisfaction over service to communities in need, raising ethical questions regarding responsibility and power in English teaching as a volunteer "service."

Gavin Furukawa, University of Tokyo

Linguistic Schizophrenia: The Formation of Conflicting Language Ideologies in Hawai'i Creole Comedy

This presentation focuses on the construction of conflicting language ideologies in Hawai'i Creole through comedic discourse. By examining this linguistically-based comedy using indexical fields, the analysis will show how complex networks of signs are then selectively activated for opposing purposes by education officials and language activists.

Rosa Alejandra Medina Riveros, University of Massachusetts Amherst

Non- white English, Non-perfect Spanish: Multilingual and Racial Ideologies in Latin@ Graduate Students' Narratives

The paper reports a critical ethnography on a US campus that examines Latin@ graduate students' narratives of language, multilingual and racial ideologies. The narratives depict events of discrimination based on students' linguistic, ethno-racial background. Students used heteroglossic and transglossic practices that go against dominant ideologies.

059. Sat 1:15-2:55

EDU Paper Session

Oregon C

Marie-Christine Polizzi, University of Massachusetts Amherst

Theresa Austin, University of Massachusetts Amherst

Working the boundaries of critical community pre-service teaching & learning: Defining communities and service for dialogic learning

This presentation reports ongoing research into preparing pre-service teachers for critical community engagement. It addresses the following questions: What kinds of knowledge do pre-service teachers build through engagement with communities? How can teacher preparation programs build school-community connections as potentially culturally empowering practices for multilingual and multicultural learners in schools?

Joshua M. Schulze, Western Oregon University

Pre-Service Teachers and Educational Linguists Exploring Language Together: Using Systemic Functional Linguistics to Understand Academic Language Use

This presentation details the collaboration between pre-service teachers and teachers educators as they use systemic functional linguistics to analyze the academic language demands of content area texts and work together to plan instruction to support ELLs with those academic language demands.

Farzad Karimzad, University of Illinois at Urbana-Champaign
Lydia Catedral, University of Illinois at Urbana-Champaign
Being Connected, but Feeling Disconnected: Technology in Migration Discourse

We examine how Uzbek and Iranian migrants' social media connection to the homeland is invoked in their discursive construction of identity. We argue that as technological connection highlights identity differences between those in the homeland and those abroad, it increases feelings of disconnectedness, which manifest in discourse.

060. Sat 1:15-4:15

SOC Colloquium: Discourses of Place and Space at the Margins

Oregon D

Session Organizers: Roberta Piazza, University of Sussex / Anna De Fina, Georgetown University

Discussant: Mike Baynham, University of Leeds

Displacement processes often combined with social inequality make the investigation of ways in which space is discursively constructed in processes of self-presentation and identity creation crucial. The panel investigates the many ways in which people, especially those at the margins, interpret/relate to place (including virtual places) and reflect groups' identities.

Michele Koven, University of Illinois at Urbana-Champaign
Constructions of Portuguese "homeland" before and after return migration

I compare how participants construct the "same place" over time, specifically their parents' Portuguese homeland before and after "return" migration. I examine shifts between discursive constructions of Portugal as idealized or denigrated diasporic homeland versus as the site of their now every day, "normal" life.

Luisa Martin Rojo, Universidad Autonoma de Madrid
Mapping contestation discourses through linguistic landscapes in the city of Madrid

This paper, through an innovative and encompassing theoretical and methodological frame, discloses contestation discourses and studies how they emerge and are distributed in particular neighborhoods of Madrid city.

Maria Eugenia Merino Dickinson, Universidad Catolica de Temuco

Anna De Fina, Georgetown University

Chronotopic Identities: the south in the narratives told by members of migrant Mapuche communities in Chile

In this paper we examine the role of space in the negotiation of identities within narrative discourse produced in interviews by members of immigrant

Mapuche communities in Santiago de Chile. Data come from a 3 years ethnographic project investigating the construction of ethnic identity by Mapuche indigenous families.

Lukasz Daniluk, University of Roehampton
Tope Omoniyi, University of Roehampton
'Off-shore' as marginality: Exploring The Panama Papers and the feasibility of post-national Sociolinguistics

This paper examines representations of 'offshore' as geographically situated on the margins, and a site of interrogations in which national and international laws are negotiated around investment scandals. It analyses responses from different countries to the Panama Papers scandal and identifies how these challenge to a 'post-national sociolinguistics' (Heller 2011)

Roberta Piazza, University of Sussex
Exploring the place-identity relationship of individuals in unsettled communities: a case study of a London squatter

This case study of a London squatter explores the relationship between place and identity. The analysis of keywords and collocates, pronouns and small narratives highlights the speaker's multiple identities as a corporate developer designing creative solutions at times and a traumatised individual at others, as the result of her evictions.

061. Sat 1:15-2:55

LID Colloquium: (Re)stitching the Nation: Media Ideologies in Contexts of National Disruption
Oregon G

Session Organizer: Sandra Silberstein, University of Washington

This colloquium examines the ideological work of national media as it addresses discursive contradictions that can challenge national cohesion and the policy agenda of political elites. A review of mass media research frames three studies of media addressing terrorism and/or regional rights from Boston-Orlando to China.

James W Tollefson, University of Washington
Why Media Studies Needs Applied Linguistics

This presentation critically examines major approaches to research on mass media, particularly conceptual frameworks used to investigate the role of media in controversial public policy issues. This analysis provides a unifying thematic foundation for the three presentations that follow in our panel.

Sandra Silberstein, University of Washington
Discursive Challenges: "Homeboys," Citizenship, Nation, and the Global in Boston and Orlando

This paper critically examines US media discourses that worked to reconstitute the nation in the wake of two domestic terror attacks: Boston and Orlando. It interrogates shifting responses to the ideological fault lines the attacks uncovered, exploring challenges to national-unity discourses in the context of complex globalized identities

Ainiwaer Abudumutailifu, University of Washington
From “Counter-Revolutionary Armed Rebellion”
to “Terrorist Attack”’: Genealogical Analysis of the
Representation of Uyghur Protests in Chinese Official
Discourse

Through examining discursive shifts in the representation of social protests involving Uyghurs in China, this paper aims to trace the genealogical origins of the now dominant “People’s War on Terror” discourse in the official Chinese media and analyze the implications of this discourse on ethnic relations in China’s Xinjiang province.

Qing Shao, The University of Hong Kong
Xuesong Gao, The University of Hong Kong
Linguistic Instrumentalism and National Language Policy
in Mainland China’s State Print Media Coverage of the
“Protecting Cantonese Movement”

In studying print media coverage of the “Protecting Cantonese Movement” in Guangzhou, this paper explores the dominance of linguistic instrumentalism in the texts the Chinese government has used to justify national language policy and address individuals’ concerns about the vitality of Cantonese.

062. Sat 1:15-2:55
BIHM Paper Session

Oregon H

Ryan Goble, University of Wisconsin-Madison
Evaluative Stances toward Heritage Language Production:
The Untold Stories of Agentive Spanish Use among
“Receptive” Bilinguals

This paper examines the evaluative stances third-generation Mexican-Americans take toward their Spanish abilities in various narratives. Constructing multifaceted linguistic identities, they evaluated their receptive bilingualism as normative and strong and their Spanish production as unpredictable and inauthentic. However, data revealed rare yet glowing anecdotes of agentive and adequate Spanish production.

Ava Becker-Zayas, University of British Columbia
When the past is present: The role of intergenerational
remembering in heritage language socialization

This paper problematizes García’s (2005) understanding of heritage-as-rear-viewing by analyzing how ways of talking about their family’s difficult migratory past were integral to two Chilean-Canadian children’s bilingual, bicultural, and moral socialization. It argues that heritage language education can become a catalyst for a more critically and affectively engaged language learning.

Eunjee Jang, State University of New York Buffalo
Heritage Language as a Bridge to Higher Education

This study investigates the role that heritage language (HL) plays in language minority (LM) students’ transition from high school to college. Based on the National Education Longitudinal Study (NELS: 88), it examines how oral and literacy skills in HL and English affected eighth-grade LM students’ access to higher education.

063. Sat 1:15 to 4:15pm

**EDU Colloquium: Educational Linguistics at 40: Past,
Present and Future**

Oregon I

*Session Organizers: Kendall King, University of Minnesota /
Francis M. Hult, Lund University*

Discussant: Nancy H Hornberger, University of Pennsylvania
This colloquium brings together emerging and established scholars to share current empirical research and reflect on how the field of Educational Linguistics has developed over time and served as an effective tool in addressing particular practical and theoretical challenges of language and education.

Ana Celia Zentella, UCSD

Towards an Anthro-political Educational Linguistics

Our debunking of “the language/word gap” perspective exemplifies the ways in which four defining characteristics of anthro-political linguistics challenge the construction of low income/minority families as inadequate teachers, shaping educational interventions in damaging ways that an Anthro-political Educational Linguistics must address in course topics, assignments, and research models

Nelson Flores, University of Pennsylvania

Developing a Raciolinguistic Approach to Educational
Linguistics

This presentation introduces a raciolinguistic approach to Educational Linguistics as a way of exploring why decades of Educational Linguistics research has not been successful at dismantling deficit perspectives of language-minoritized communities. It describes the theoretical, methodological and pedagogical challenges posed by this raciolinguistic perspective and its implications for Educational Linguistics.

Haley De Korne, University of Oslo

Ethnographic Monitoring: Research, Advocacy, & the
“Methodological Rich Points” in Between

This paper explores methodological strategies exemplified by leading Educational Linguistics scholars which aim to support both research and advocacy for social justice in language and education politics. I illustrate methodological challenges and considerations through a recent ethnographic monitoring project on Zapotec language education in Oaxaca, Mexico.

Nicolau Manuel, Agostinho Neto University

David Cassels Johnson, University of Iowa

Medium-of-Instruction Policies and Portuguese Dominant
Language Ideologies in Angola: Historical Processes and
Current Impacts

This paper combines an historical-structural analysis of the development of Angolan language policy with an examination - inspired by Educational Linguistics research - of how policy texts and discourses get appropriated and recontextualized by a range of potentially important actors who are impacted by medium-of-instruction policies, including policymakers, teachers, and parents.

Masakazu Iino, Waseda University

Yuko Goto Butler, University of Pennsylvania
Japan's English Language Education Policies in an Imagined "English-as-a-Lingua Franca" Context

The present paper examines the effect of Japan's English language policy (the 2003 Action Plan) while situating it in changing social and Educational Linguistics environment, and argues that the next policy should take a different approach to meet the learners' needs in an imagined "English-as-a-lingua franca" context.

Gordon Daryl, Adelphi University
Unpeeling the Onion: U.S. Naturalization Policy and the Experience of Laotian Refugees

Hornberger (1996, 2007) has encouraged Educational Linguists to envision the research process as unpeeling an onion to reveal varying local interpretations, implementations, and areas of resistance to language policies. This presentation explores the multiple layers of meaning within ethnographic data about refugees' experience of the U.S. naturalization process.

Melisa (Misha) Cahnmann-Taylor, University of Georgia
Imperfect Tense: Where Educational Linguistics Meets Poetry to Investigate Bilingual Worlds

This paper explores what it means for US-born American adults to learn Spanish. I employ ethnographic and arts-based methods to explore the complexity of US Educational Linguistics, highlighting the struggles, successes and strategies participants use en route to bilingualism. Presentation will include readings from a new book, "Imperfect Tense (poems)."

Viniti Vaish, National Institute of Education, Singapore
Translanguaging Singapore: Conundrums in Analyzing Data from a Metrolingual Landscape

This paper explores the ongoing debate in Educational Linguistics between codeswitching and translanguaging in a Singapore classroom, where the typical monolingual pedagogy in an English class was disrupted. Questioning patterns, amount of talk and nature of interactional patterns show the relevance of translanguaging in a metrolingual landscape.

Rita Elaine Silver, National Institute of Education, Singapore
Educational Context, Classroom Discourse, Reading Instruction and Teacher Professional Development – A Case Study of Research-practice Links

This paper focuses on a case study of one teacher in a classroom-based intervention of reading instruction and teacher-led discussion, stressing the theory/research and implementation/practice links central to Educational Linguistics. Analysis shows how the teacher began to reshape the classroom discourse and how her views of reading became more process-oriented.

Jamie Schissel, University of North Carolina Greensboro
Constant Leung, King's College London
Mario Lopez-Gopar, Universidad Autónoma Benito Juárez de Oaxaca

The Learners in Language Assessment: Assessment Design

for Linguistically Diverse Communities

Drawing on Educational Linguistics past, present, and future, this project broadly employs theories and research to intricately design language assessments to valorize learners' dynamic language resources and address the potentially life-long social consequences of performance on language assessments through collaboration with teachers and learners in Oaxaca, Mexico.

064. Sat 1:15-2:20
Shared Shorter Paper Session 3
Pearl

Aysenur Sagdic, Indiana University Bloomington
ASE The Effects of Task Mode on Assessing Pragmatic Inferential Skills

This study investigated whether and to what extent task mode (i.e., paper-and-pencil, audio-based) affect native speakers' pragmatic skills in comprehending implicature. The results show that task mode has no impact on native speakers' pragmatic comprehension. Implications for assessing L2 pragmatics are discussed and suggestions are provided for improving instrument reliability.

Mei-ching Ho, University of Taipei
TXT "Normal to Feel Clueless?": Online Advice Interactions in English and Mandarin

This study examines the structural and pragmatic features of advice-seeking messages in Chinese and English online discussion forums on topics related to graduate-level academic issues. Findings show a wider range of discursive moves and strategies in the Chinese data. Implications on advice interactions from a cross-linguistic perspective will be discussed.

Victoria Surtees, University of British Columbia
DIS L2 Peer Talk in Study Abroad: (Dis)affiliation in Talk about National Differences

This presentation draws on Stivers (2008) distinction between alignment and affiliation to examine a series of informal recorded interactions between two intermediate L2 study abroad students. It considers the extent to which talk about difference was affiliative and may or may not contribute to building sustainable L2 friendships while abroad.

065. Sat 1:15-2:55
Paper Session
Portland

Sarah Compton, University of Jyväskylä
EDU Sign Language Interpreters: (In)visible Actors in Language in Education Planning in the United States

This paper reports on findings from a discourse-ethnographic study that examines the ways in which sign language interpreters, teachers and administrators in a US public high school navigate the (in)visibility of interpreters in contributing to language-in-education decisions for deaf and hard of hearing students.

Hanna Jaeger, University of Leipzig

LID REAL vs. RIGHT: 'Norms of authenticity' in German Sign Language

Based on empirical data and drawing on the theoretical frameworks of interactional pragmatics and language ideologies, the qualitative and quantitative analysis of German Sign Language data examines Deaf sign language users' conceptualisation of 'norms of authenticity'.

Jennifer Johnson, Stanford University

SLA Speech, signs, silence and the body: The analytic potential of symbolic competence in multimodal interactions

Using symbolic competence as an analytic lens to explore multimodal interactions between deaf and hearing preschoolers and their teachers as they struggle over symbolic meanings in a projection self and other, I expand the theorization of symbolic competence, focusing on meaning-making through and between the embodied dimensions of language.

066. Sat 1:55-2:55

RWL Paper Session

Salmon

J. Elliott Casal, Pennsylvania State University

Joseph J. Lee, Ohio University

Chris Hitchcock, Ohio University

"According to...": An Analysis of L2 University Writers' Citation Practices

This presentation reports findings of an in-depth analysis of L2 university students' use of citations in terms of form, function, and stance. Results indicate that L2 student writers use a restricted range of reporting structures, and they mainly use sources for attribution purposes and primarily adopt a noncommittal stance.

Debra Friedman, Indiana University

Citation as a social practice in a TESOL graduate program: A language socialization approach

Using the framework of language socialization, this paper investigates academic citation as a social practice by examining the process through which novices in a TESOL graduate program were socialized into doing citation and through citation into the values and practices of the TESOL community.

Jinrong Li, Georgia Southern University

Lilian Mina, Auburn University at Montgomery

Jeanne Bohannon, Kennesaw State University

Just Google it: Investigating multilingual writers' digital information literacy

This study examines multilingual students' information-seeking behaviors through analysis of screen recordings of 50 participants conducting research on a sample topic and argues for the need of a unified framework regarding reading, writing, and literacy. The findings provide a snapshot of the students' information literacy skills and their challenges.

067. Sat 1:15-2:55

DIS Paper Session

Sunstone

Piibi-Kai Kivik, Indiana University

Development of Multiple Competencies in Conversation-for-learning

The longitudinal study demonstrates development of interactional competence of three foreign language learners in the specific environment of conversation-for-learning. The findings are compared to research of development of IC in the classroom and "in the wild."

Klara Skogmyr Marian, University of Neuchâtel

Embodied Interactional Competences and their Development over Time: An Exploratory Conversation Analytic Study of Multimodal Turn-taking 'Methods' in L2 French

This presentation reports on the preliminary findings of a conversation analytic study of the multimodal 'methods' for turn-taking used by adult L2 French speakers at different proficiency levels. The data consist of longitudinal video recordings of an L2 'conversation circle' in the French-speaking part of Switzerland.

Stephen Daniel Looney, Penn State University

Jamie Kim, Penn State University

Humor, Affiliation, and Interactional Competence in University STEM Classroom Interaction

Using conversation analysis as its methodology, this paper examines humorous interactions between a teacher and undergraduate students in lab sessions. It argues that interactional competence is manifested through the interlocutors' use of humor to establish and maintain affiliation while managing a stressful institutional task.

068. Sat 1:15-2:55

Paper Session

Willamette

Sowmya Vajjala, Iowa State University

Carol Chapelle, Iowa State University

TEC Automatic Identification of Disciplinary Patterns in Scientific Writing

This paper presents a study of four approaches for identifying discipline specific writing patterns in the methods and results sections of research articles. Usefulness of each approach for producing lists of writing patterns that are useful for CALL and automatic research synthesis applications will be compared.

Jeff Connor-Linton, Georgetown University

EDU Using Multi-Feature Multi-Dimensional Analysis to Identify Features to Teach: Examples from internet genres

A multi-dimensional analysis of a one million word corpus of internet texts identifies co-occurring sets of lexical, syntactic, and stylistic features that help achieve each genre's core communicative functions. Such an analysis will help EFL teachers select linguistic features for pedagogical focus.

David Kaufer, Carnegie Mellon University
Elena Cotos, Iowa State University
Suguru Ishizaki, Carnegie Mellon University

COR Linguistic Realizations that Prime Interactive Experiences in Scientific Writing

This study integrates move analysis with rhetorical analysis of representational language in a multi-disciplinary corpus of research articles. Using the DocuScope text analysis environment, we describe and compare functional semantic language patterns that prime interactive experiences in disciplinary writing.

070. Sat 2:25-2:55
PRG Paper Session

Pearl
Wenjuan Qin, Harvard University

Who am I writing to and how?: Exploring EFL Learners' writing across communicative contexts

The study examined EFL writing across communicative contexts (formal vs. informal). The findings revealed better quality in informal than formal writing, and more complex lexico-syntactic features in formal texts. While the cross-context variation in lexico-syntactic complexity was predicted by English proficiency, variation in discourse stance was predicted by native language.

071. Sat 3:25-4:30
COG Paper Session

Belmont
Rebecca Sachs, Virginia International University
Kimi Nakatsukasa, Texas Tech University
Yuka Akiyama, Georgetown University

Deep processing does not always mean more learning: The mediating role of cognitive individual differences for successful and unsuccessful learners

This aptitude-treatment interaction study examines the depth of processing and cognitive individual-difference profiles of successful and unsuccessful university Japanese learners in a computer-mediated feedback experiment with concurrent think-alouds. The results illuminate why some apparently low-DoP learners demonstrate significant learning while medium-/high-DoP learners do not necessarily improve.

Harriet Bowden, University of Tennessee
Individual Cognitive Differences, Explicitness of Learning Conditions, and Outcome Measures in SLA

This study explores the interplay between three factors in initial learning of Latin morphosyntax via task-essential practice: (1) individual cognitive differences (declarative and procedural memory), (2) learning in more and less explicit conditions, and (3) outcome measures (aural and written interpretation, grammaticality judgment, and sentence production).

072. Sat 3:25-4:30
PED Paper Session
Columbia

Emily Edwards, University of New South Wales
Language Teacher Agency: A Sociocultural Analysis of Two ESL Teachers' Agency Achievements and Identity Shifts Through an Action Research Program

This presentation outlines a longitudinal study exploring language teachers' agency achievements and professional identity shifts during and after participation in an action research program. The teachers' agency was mediated by their social and political contexts, either supporting or constraining their agency to embrace new opportunities in various ways.

Aisha Ravindran, Simon Fraser University
Roumiana Ilieva, Simon Fraser University
Negotiating Academic Spaces to Navigate Professional Spaces: Examining Teacher Identities of International TESOL Graduates in a Host Country Context

Using thematic analysis of interview data, this study explores the affordances of academic spaces in a TESOL Masters program for international students to develop agentive teacher identities as they navigate the Canadian context of work post-graduation. Results reveal the impact of conceptual knowledge on agentive navigation in the host country.

073. Sat 3:25-4:30
SLA Paper Session
Douglas Fir

Simone E. Pfenninger, University of Salzburg
David Singleton, University of Pannonia
Beyond Age Effects: Five Variables Trumping the Age Factor in Instructional L2 Learning

The findings of this large-scale longitudinal project cast doubt on the importance of age effects in school contexts: multilevel analyses showed that effects of type of instruction, general literacy skills, contextual factors and affective variables are much stronger than starting age for a range of FL proficiency dimensions.

Monika Schmid, University of Groningen
Cornelia Lahmann, University of Groningen
Rasmus Steinkrauss, University of Groningen
Accuracy and Complexity in L1 Attriters: Age at Emigration versus Type of Continued L1 Use

The free speech of 73 L1 German attriters in an L2 English context (range of Age at Emigration: 7-17 years) is analyzed on several measures of accuracy and complexity. Results do not indicate a clear impact of Age at Emigration but rather of continued L1 use, especially in professional settings.

074. Sat 3:25-4:30

COR Paper Session

Eugene

Hui-Hsien Feng, Iowa State University

Evgeny Chukharev-Hudilainen, Iowa State University

Aysel Saricaoglu, TED University

A flexible yet accessible tool for automating corpus analyses

This presentation will demonstrate the capacity of a novel web-based tool for automating analyses of grammatical and discourse-level features in corpora. This tool used Stanford CoreNLP to parse sentences and produce formal descriptions as Extensible Markup Language documents. Users write descriptive rules based on first-order predicate logic for corpus analysis.

Brody Bluemel, Delaware State University

Parallel Corpora for Pedagogy: Using parallel corpus technology in foreign language instruction.

This project presents the findings of two pedagogical studies using parallel corpora in foreign language instruction. The first study follows English L1 learners of Chinese, and the second study examines Chinese L1 learners of English. The complementary studies demonstrate the effectiveness of parallel corpora for pedagogical application and language research.

075. Sat 3:25-4:30

ASE Paper Session

Hawthorne

Ahyoung Alicia Kim, WIDA, University of Wisconsin-Madison

Mark Chapman, WIDA

Carsten Wilmes, WIDA, University of Wisconsin-Madison

M. Elizabeth Cranley, WIDA

Examining Preschool-Aged Dual Language Learners' Language Development Using a Suite of Assessments

This study examined preschool-aged Dual Language Learners' (DLLs) language ability in their home language and English by using a suite of language assessments. Data collected from a survey, play-based activities, and observations were compared to analyze DLLs' receptive and expressive language ability. Findings inform the assessment and instruction of DLLs.

Matthews Makgamatha, Human Sciences Research Council of South Africa

Kathleen Heugh, University of South Australia

Multilingual Assessment: teacher development, equity and positive washback on learning

This paper discusses the design of a system-wide multilingual assessment instrument that results in a positive washback effect on student learning. The positive effect follows capacity development of teachers to participate in diagnostic grading and reporting of the diagnostic analysis to students at the individual as well as systemic level.

076. Sat 3:25-4:30

LCS Paper Session

Laurelhurst

Meredith D'Arienzo, Georgia State University

YouJin Kim, Georgia State University

Long-term Effects of Short-term Study Abroad: The Role of Social Networking and Language Proficiency.

This study investigates the role of social networking in language learning during short-term study abroad in Italy. Longitudinal case studies present findings from the analysis of social networking questionnaires, interviews, and proficiency measures. The results are discussed with an eye toward promoting social networking as a part of course curricula.

Atsushi Hasegawa, University of Kentucky

Understanding Varying Experiences of Study Abroad Participants: Insights from Social Network Analysis

This study investigated the process of social network formation of study abroad participants. Survey and ethnographic data were collected in three short-term programs in Japan and analyzed with the framework of social network analysis. Combinations of contextual variables and individual orientations led to various network configurations.

077. Sat 3:25-4:30

SLA Paper Session

Meadowlark

Xiang Shen, Miami University

Miao Yu, Sichuan University

An Investigation of The Role L2 Speakers' Imagined Selves Play in Their Willingness To Communicate

Drawn upon Dörnyei's (2005, 2009) L2 motivational self system, the present study incorporates self-based perspective into the study of willingness to communicate (WTC). A model is proposed and tested to show the roles L2 learners' future self-guidance plays in their WTC. Informed by the research outcomes, pedagogical implications are discussed.

Mutahar Al-Murtadha, University of Otago

The Influence of Sociocultural Factors on Unwillingness to Communicate of EFL Learners

In this presentation, the presenter presents the findings of a mixed methods study that investigated sociocultural influences that influenced unwillingness to communicate of a group of Yemeni high school EFL learners in Yemen over the period of ten weeks.

078. Sat 3:25-4:30

Paper Session

Medford

Charles Nagle, Iowa State University

PED "Clear," "Decent," and "Pretty" Accents: A Longitudinal Study on Language Learning Motivation, Comprehensibility, and Accentedness in L2 Spanish

Twenty-six learners of L2 Spanish recorded a picture description task on five occasions over a yearlong

period and completed two motivation surveys. Spanish speakers rated learners' recordings for comprehensibility and accentedness. Learners' speech was consistently comprehensible, though accented. Motivational intensity did not predict accentedness, which decreased significantly over time.

June Ruivivar, Concordia University

Laura Collins, Concordia University

SOC Gotta go! The effects of foreign accent on perceptions of nonstandard grammar

We examined the effect of accent on the perceived grammaticality of nonstandard grammar. Raters rated the grammatical acceptability of four frequently used nonstandard English constructions, produced by strongly, moderately and non-accented speakers. We consider the interaction between pronunciation and grammar, and discuss the implications for the teaching of spoken grammar.

079. Sat 3:25-4:30

Paper Session

Oregon A

Guy W.D. Cook, King's College London

LID The human animal boundary in public discourse: reflections on fundamental categories.

The posthuman era has radical implications for our notions of categorisation which are profoundly relevant to applied linguistics. Drawing on a three-year research project, this paper examines the discourse of changing attitudes to the boundary between humans and other animals, and the philosophical standpoints and emerging social trends it reflects.

Ronald Fuentes, University of Memphis

Inmaculada Gomez Soler, University of Memphis

LPP University Instructors' Agency: Attitudes and the Implementation of Spanish Language Reforms in Classroom Practices

This paper presents research on U.S. university foreign language instructors' attitudes and implementation of the Real Academia Española (RAE) language reforms. Findings indicate that language standardization, the role of the RAE as a language authority, rationale of the reforms, and language ownership and identity impacted policy implementation in the classroom.

080. Sat 3:25-4:30

LID Paper Session

Oregon B

Anna Bax, UC Santa Barbara

Using Sociolinguistics Pedagogy to Improve Youth Attitudes toward Marginalized Varieties of English

Using a standardized language attitudes measure (Zahn and Hopper 1985), this study demonstrates that high school students' evaluations of ethnoracially-associated varieties of English improved after the completion of a sociocultural linguistics outreach program, and provides an updated

picture of Mexican-American youth's attitudes toward both standard and stigmatized varieties of English.

Sovicheth Boun, State University of New York at Fredonia

You're Not Part of the Society If You Don't Know English: A Hegemonic Discourse about English in Cambodia

This paper critically examines the role of English as opposed to that of Khmer, the national language of Cambodia. The findings reveal that while English is positively recognized for its sociopolitical, utilitarian and pragmatic benefits, the status of Khmer is couched in terms of its cultural maintenance and identity representation.

081. Sat 3:25-4:30

Paper Session

Oregon C

Stephen Moody, Brigham Young University

DIS Breaking the Ice: Using Linguistic Identities to Initiate Small Talk in Intercultural Service Encounters in Japan

This study examines how small talk is initiated during service encounters between Japanese shop owners and American customers, showing two cases in which first-language speakers make linguistic identities relevant in order to accomplish an important institutional activity. Ideologies of foreigners are contextualized to create a shared space for small talk.

Gian Zlupko, Franklin and Marshall College

Jessica Cox, Franklin & Marshall College

COG Bilinguals' language experience and recall of autobiographical memories

Forty Spanish/English bilinguals used English cue words to recall autobiographical memories. Participants who were born outside of the U.S. more frequently recalled Spanish-language memories, despite the cognitive load implicated in doing so. The type of cue (action, object, or emotion) did not affect the encoding language of the memory recalled.

082. Sat 3:25-4:30

COG Paper Session

Oregon G

Chun Zheng, Purdue University

Elaine Francis, Purdue University

Language Typology Affects Priming of Path in Mandarin and English

This study compared motion expressions in Mandarin and English to explore the role of language-specific biases in sentence planning. An elicitation task confirmed greater flexibility in Path description among Mandarin speakers, while a priming task showed this allowed for greater influence of recently-activated Path information than among their English-speaking counterparts.

Hae In Park, State University of New York Albany

Who sees the invisible agent? Cross-linguistic differences in the encoding of caused motion events

To expand the scope of research on motion event encoding, the current study compared how speakers of different languages encode causation. It specifically compared the

likelihood of encoding causation by three language groups: L1 Korean speakers, L1 English speaker, and Korean EFL learners of varying proficiency levels.

083. Sat 3:25-4:30

Paper Session

Oregon H

Nicole M Houser, Saint Peter's University

Alicia D'Amato, Saint Peter's University

BIHM (Re)Imagining a Developmental Immigrant Language Center as a Translingual Space

This presentation chronicles the development of a language center specifically designed for the undergraduate "developmental immigrant" student population in a small private urban university. We will address curricular development within the center as well as campus-wide initiatives and programs on current theory and practice regarding multilingual learners.

Remi Adam Van Compernelle, Carnegie Mellon University

PRG Effects of rule-based versus concept-based pragmatics instruction

An experimental study of adults (n = 103) learning the sociopragmatics of an artificial language is reported, focusing on the effects of explicit rule-based versus concept-based pragmatics instruction. Results show that both approaches were effective for teaching forms. However, differences in explicit sociopragmatic knowledge were observed.

084. Sat 3:25-4:30

Shared Shorter Paper Session 4

Pearl

Tomoyasu Akiyama, Bunkyo University

ASE Searching into rater variability in employing English teachers using multiple analytic approaches

This study examines possible reasons of rater variability in employing prospective English teachers using multiple analytic approaches (Many-Facet Rasch Analysis, think-aloud method and eye-tracking technique) in order to see why raters differ, showing raters had their unique rating patterns. Finally, this paper discusses issues and implications for rater cognitive research.

Lawrence Jun Zhang, The University of Auckland

Tony Limin Qin, The University of Auckland

SLA Chinese EFL Multimedia-Mediated Writers' Metacognitive Awareness: A Questionnaire-Based Validation of Multidimensional Models

This study aimed to validate a newly-developed instrument by investigating 744 students from a Chinese university. We present the findings through dynamic analyses and discuss how a questionnaire for such a purpose was developed and validated for possible pedagogical applications in teaching and assessing EFL writing

Nigel Caplan, University of Delaware

REM Connecting Process and Product: Mixed-Method Research into Collaborative Writing

This paper discusses issues in the design, validity, and analysis of a quasi-experimental, embedded, mixed-method study into collaborative writing. By balancing qualitative and quantitative data strands equally, the process and product of the collaborative writing activity can be connected theoretically and practically, with implications for research and L2 writing instruction.

085. Sat 3:25-4:30

SLA Paper Session

Portland

Stanley Van Horn, Rochester Institute of Technology

Tanya Schueler-Choukairi, Rochester Institute of Technology

Gerald P. Berent, Rochester Institute of Technology

L2 and Deaf Learners' Comparative Knowledge of English Transitive and Intransitive Verb Properties: Relative Linguistic Complexity Yields Acquisitional Parallels

Research on hearing L2 learners and deaf learners uncovered new acquisitional parallels in knowledge of English transitive and intransitive verb properties. Parallels result from relative degrees of derivational complexity among structures, affecting both populations similarly. The results provide new insights into L2/deaf learner English acquisition and implications for English instruction.

Arja Piirainen-Marsh, University of Jyväskylä

Asa Palviainen, University of Jyväskylä

Explanations and contextually embedded L2 knowledge in interactions around digital games

This paper investigates how L2 learners accomplish explanations in interactions around digital games. It shows that explanations in peer-play are oriented to building shared knowledge, but may also be treated problematic. In interactions with adults, explanations construct the interaction as an instructional activity, enabling the player to display language expertise.

086. Sat 3:25-4:30

RWL Paper Session

Salmon

Gary Fogal, Sophia University

Authorial Voice Construction Over a Four-year Period: A Dynamic Systems Theory Account of Development

This longitudinal case study examined intra-individual variability in one learner's authorial voice development. Descriptive and simulation techniques highlighted statistically significant patterns of variation that contributed to voice construction. The findings are a first glimpse through dynamic systems theory at developmental processes informing authorial voice.

Weiyu Zhang, Shenzhen Open University
Yin Ling Cheung, Nanyang Technological University
Understanding ENGAGEMENT resources in constructing voice in research articles in the field of second language writing
Drawing on APPRAISAL framework, our study investigates how writers use the ENGAGEMENT resources to position themselves for propositions being referenced in their writing. Our study contributes to the current knowledge of voice and provide a practical reference to novice writers, who wish to get their work published in SSCI journals.

087. Sat 3:25-4:30

DIS Paper Session

Sunstone

Diane Potts, Lancaster University

Deprofessionalizing a profession: The recontextualization of accountability discourses in educators' talk

This paper examines how institutional discourses of educational accountability function to constrain topicalization in educators' talk, diminishing educators' capacity to take up recognized positions in policy debates. Data from England and Canada illustrates how constraints function in very different education systems. Implications for teachers' professionalism and teacher development are highlighted.

Natalia A Ward, The University of Tennessee

Amber N. Warren, University of Nevada, Reno

Teachers' Accounts of Changing Evaluation Practices at Public School Board Meetings

This presentation shares findings from a discourse analysis of teacher, student, and community member speeches at school board meetings held to discuss educational policies reforms. Discussion centers on patterns in how participants 'worked up' reasons for speaking out and how they accounted for their actions in light of policy changes.

088. Sat 3:25-4:30

REM Paper Session

Willamette

Douglas Flahive, Colorado State University

Exploring the Meta-Analysis Washback Effect in Instructed L2 Reading

Using the publication of the Norris and Ortega meta-analysis of 1999, this study explores the washback effect meta-analysis has had on L2 reading research. 30 years of studies are reviewed- those conducted 15 years prior to N&O and the 15 subsequent years

Shawn Loewen, Michigan State University

Dustin Crowther, Michigan State University

Daniel Richard Isbell, Michigan State University

Jungmin Lim, Michigan State University

Jeffrey Scott Maloney, Michigan State University

Sonia Magdalena Tigchelaar, Michigan State University

The Statistical Literacy of Applied Linguistics Researchers

This study examines the statistically literacy of 89 applied linguistics researchers as revealed by their performance on the Statistical Literacy Assessment for Second Language Acquisition instrument. Results indicate uneven knowledge of statistics, as well as several different participant profiles. Similarities and differences across participants will be discussed.

New OPEN ACCESS online series from *Canadian Modern Language Review*...

'Ask an expert'

CMLR introduces a new online article series – 'Ask an expert' – where experts in the field of second language(L2) teaching and learning answer common questions aimed at helping teachers better understand their students.

These bilingual 'Ask an expert' articles are free to read!

What Do We Know about the Best Practices for Teaching Vocabulary? / Le point sur les pratiques exemplaires en enseignement du vocabulaire

by Marlise Horst, Concordia University
Read this article at: <http://bit.ly/cmlrFAQ3>

Why do some students learn additional languages faster than others? /

Pourquoi certains élèves apprennent-ils plus vite que d'autres? by Philippa Bell, Université du Québec à Montréal
Read this article at: <http://bit.ly/cmlrFAQ1>

What is the best age to learn a second/foreign language? / Quel est l'âge le plus approprié pour apprendre une langue seconde ou étrangère? by Carmen Muñoz, University of Barcelona

Read this article at: <http://bit.ly/cmlrFAQ2>

What Do We Know about the Best Practices for Teaching Vocabulary?

Why do some students learn additional languages faster than others?

What is the best age to learn a second/foreign language?

'Ask an expert'

CMLR Online - http://bit.ly/cmlr_online

Project MUSE - http://bit.ly/cmlr_pm

Recent Special Issues

Showcasing the Translingual SL/FL Classroom: Strategies, Practices, and Beliefs / Les classes d'accueil et d'immersion : stratégies, pratiques et croyances (72.4)

From second language pedagogy to the pedagogy of 'plurilingualism': a possible paradigm shift? / De la didactique des langues à la didactique du plurilinguisme : un changement de paradigme possible ? (71.4)

Second Language Speech Perception and Production: Implications for Language Teaching / Perception et production de la parole : répercussions sur l'enseignement des langues secondes (70.4)

Implementing the Common European Framework of Reference for Languages and the European Language Portfolio: Lessons for Future Research / Tirer des leçons des recherches empiriques sur la mise en oeuvre du Cadre européen commun de référence pour les langues et du Portfolio européen des langues pour les recherches futures (69.4)

Computer-mediated Discourse and Interaction in Second and Foreign Language Learning and Teaching / Le discours et l'interaction médiatisés par ordinateur dans l'apprentissage et l'enseignement des langues secondes et étrangères (68.4)

SUNDAY, MARCH 19, 2017, OVERVIEW
MORNING

	8:00 – 8:30	8:35 – 9:05	9:10 – 9:40	9:40 – 10:10	10:10 – 10:40	10:45 – 11:15	11:20 – 12:25	12:25 – 1:50
Belmont (2nd Floor)	089 TXT Gasbarro A Corpus Investigation of Draft and Assignment in First-Year Writing Development	098 TXT Nero Students' Writing in the Jamaican Creole-Speaking Context: An Ecological and Systemic Functional Linguistic Analysis	098 TXT GuangWei & Chen What Surprises Researchers? A Multi-Perspective Study of Surprise Markers in Research Articles		113 VOC Kremmel Computer-Adaptive Vocabulary Tests: Is There an Ideal Design Approach?	113 VOC Laufer The Effect of L1 and L2 Loanwords on L3 Vocabulary Tests: Same or Different?		
Columbia (Main Lobby)	TEC 090 Wong Blurring the Boundary Lines: Gaining an Understanding of the Literacy Practices within Technology-Enhanced Classrooms	TEC 090 Thoms & Poole Investigating Linguistic, Literary, and Social Affordances of L2 Collaborative/Social Reading	TEC 090 Lee Establishing dialogic and argumentative discourse in a flipped undergraduate engineering classroom		114 TEC Nishio & Nakatsugawa, Fun or Rule: Contradicting Values in Intercultural Telecollaboration	114 TEC Ziegler et al. Pre-task planning in L2 text-chat: Examining learners' process and performance		
Douglas Fir (3rd Floor)	SLA 091 Roemer et al. How Do Constructions Emerge in Second Language Learners? Evidence from a Pseudo-longitudinal Learner Corpus	SLA 091 Fox Predicting Vocabulary Learning through Mood Induction and Self-Reported Anxiety Levels	SLA 091 Nekrasova-Baker The Use of Formulaic Language by L2 Learners: Does it Reflect Authentic Language Use Patterns?		115 SLA Granena et al. Does implicit learning ability play a role in the effectiveness of negative feedback?	115 SLA Lancaster et al. Leveraging Spanish Knowledge to Facilitate ab initio L3 Portuguese Learning: Investigating Instructional Techniques		
Eugene (Lower level 1)	092 PED Feryok Language teacher cognition: An emergent phenomenon	092 PED Carrillo et al. PD interventions and curricular changes: Towards an integrated PD approach for supporting higher language proficiency	092 PED Lee et al. Reading peer-reviewed applied linguistics research: Impacts on ESL instructors' professional practice		116 PED Oba Form-focused Practice and Corrective Feedback in EFL Classrooms: The Moderating Role of Analytical Ability and Working Memory	116 PED Zhu L2 Writers' Perceptions of Asynchronous Online Cross-Cultural Feedback Dialogue		
Exhibit Hall (3rd Floor)	112 POSTER SESSION 2 9:10 – 10:40							
Hawthorne (2nd Floor)	093 ASE Ross & Zhou An Investigation of the Construct Validity of L2 Chinese Language Proficiency: A Multitrait-Multimethod Approach	093 ASE Cox et al. The Effect of ACTFL OPic Speaking Prompts on Temporal Fluency Features of L2 Speakers of Spanish by Proficiency Level	093 ASE Qin & Van Compernelle Computerized Dynamic Assessment of L2 Chinese Pragmatic Comprehension		117 ASE Zhou & Paragon Measuring Speed, Breakdown, and Repair Fluency in Prospective International Teaching Assistants' Speaking Performance	117 ASE Mirshahidi Predicting international teaching assistants' success on a performance test: The case of CAF constructs and compensatory strategies		
Laurelhurst (2nd Floor)	094 LCS Wang Teaching EFL Ph.D. applicants writing personal statements via WeChat live lessons: A genre-based approach	094 LCS Li et al. "I Just Don't Want to Offend Them" – A Qualitative Study of How Chinese Graduate Students Navigate Politeness in Writing	094 LCS Rucynski & Prichard Fake News or Odd News?: Analyzing Japanese English Speakers' Difficulty in Detecting Satire		118 LCS Takeuchi Identity Negotiations Among Japanese Learners and Its Effect on Attitudes Toward Japanese Honorifics	118 LCS Chang & Chang Negotiating "foreignness" in the third space: An analysis of the translingual practices and transnational habitus of Youtubers expatriating in Taiwan		

	8:00 – 8:30	8:35 – 9:05	9:10 – 9:40	9:40 – 10:10	10:10 – 10:40	10:45 – 11:15	11:20 – 12:25	12:25 – 1:50
Meadowlark (3 rd Floor)	095 SLA Hendry Examining three types of instruction on the L2 acquisition of Mandarin tones	095 SLA Isbell Development of L2 Korean Pronunciation: Effects of Instruction and Proficiency	095 SLA Camus-Oyarzun The Effects of Pronunciation Instruction on the Production of Second Language Spanish: A Classroom Study		119 SLA Huang Non-standard Spoken Features That Mislead L2 English Speaking Listeners: Intelligibility Issues in the ELF Context	119 Moran Phonological Features that Predict Accentness, Comprehensibility, and Perceived Teaching Suitability in Arizona K12 Teachers (as Evaluated by Educational Stakeholders)		
Medford Lower (Level 1)	096 PED Dao & McDonough Task role in mixed proficiency dyads	096 PED Peng Task-based Language Teaching for Chinese as a Second Language: Teaching Practice and Teacher Cognition	096 DIS Storch & Sato Context and task: A comparison between ESL and EFL task-based interactions		120 PED Dörnyei & Muir Directed Motivational Currents: How common are they and can they be purposefully induced?	120 PED Toyoda Exploring the effect of task-based instruction on situational willingness to communicate in the EFL classroom		
Mt. Hood (R Level)	<p>8:00 – 11:00</p> <p>097 LID Colloquium: Kusters & Snoddon, Organizers; Cooper & Murray, Discussants</p> <p>Sign Language Ideologies</p> <p>Harrelson, The Invention of Cambodian Sign Language</p> <p>Snoddon, Teaching Sign Language in the Name of the CEFR: Exploring Tensions Between Monolingual Versus Plurilingual Ideologies</p> <p>Turner, The Singularity is Near: Convergence, Technologies and Embodied Languages in the 21st Century</p> <p>Hoffmann-Diloway, Writing What We Feel: SignWriting and the Sensuous Qualities of Translanguaging in a German Classroom</p> <p>Sahasrabudhe & Kusters, The Continuums of Ishaare: Emic Language Ideologies on the Difference Between Gesture and Sign</p> <p>Lynn, Language Ideologies About the Uses of an Emerging Sign Language in a Rural Chatino Community</p>							
Oregon A	<p>8:00- 11:00</p> <p>098 PED Colloquium: Yazan, Organizer; Kubota, Discussant</p> <p>Privilege and Marginalization in English Language Teaching: Beyond Essentialization and Idealization</p> <p>Rudolph & Yazan, The Affordances and Constraints of Divergent Perspectives to Privilege and Marginalization in ELT</p> <p>Aneja, Doing and Undoing (Non)nativeness: Pedagogical Perspectives from a Graduate Classroom</p> <p>Park, Mama Teacher-Scholars in Academia: Navigating the Privilege and Marginalization of One Mother-Scholar's Unfinishedness</p> <p>Rivers, Categorizations of Speakerhood: Reconciling the Damage and Searching for Solutions</p>							
Oregon B	<p>099 LCS Colloquium: Moore & Burdelski, Organizers</p> <p>Peer Conflict and Language Socialization in Preschool: Language Learning and Cultural Learning across Societies</p> <p>Moore, From Conflict to Play: Learning to "Get Along" in a Russian Preschool</p> <p>Cekaite, Discursive and Grammatical Structures for Conflict Resolution: Language Socialization into Individual Rights and Responsibilities in Adult-Child Interactions</p> <p>Burdelski, Mediating (Potential) Conflict Situations in a Japanese preschool: Children's Use of Reported Speech with Peers and Teachers</p> <p>LeMaster, Gendering Preschool Conflict Talk</p>				121 LID Son (Re)producing, Co-constructing, and Challenging Language Ideologies: Language Socialization in a Korean Ethnic School in Japan	121 LID Bishara EFL Textbooks and Identity Construction: A Case Study of Arabic/Hebrew Speakers in Israel		
Oregon C	100 PED Avalos What Constitutes Academic Language during Mathematics Discussions?	100 PED Shin & Lee Classroom Talk to Connect Multiple Representations to Build up Mathematical Concepts	100 PED Fitts & Gross Developing knowledge of the language of science: Implementing science notebooks in elementary classrooms		122 EDU Aguirre-Munoz & Pando English language learners construct scientific explanations: Using Systemic Functional Linguistics to engage in science discourse practices	122 EDU Cardozo-Gabisso & Harman Challenging Raciolinguistic Discourses in U.S. Schools: An Alternative Model of "Languageing" in the Science Classroom		

							Short Story Analysis as an Approach to Examine Student-Teachers' Selves	
							<p>PED Stillwell Characteristics of Effective Lecturers Who Use English as Medium of Instruction in non-Anglophone Higher Education Contexts</p> <p>TRI Winston Effective Assessment of Teaching and Learning: Cognitive Reporting Activities in Interpreting Education</p>	
Portland	108 RWL Sheridan Factors Influencing Participation in English Medium Journals from the Semi-Periphery: Experiences of Authors in Taiwan	108 RWL Belcher & Payant When a First Language is Like a Second: Multilingual Striving for Academic Literacy and Publication Success in a Mother Tongue	108 RWL Habibie Writing for Scholarly Publication and Anglophone Novice Scholars: Faculty Supervisors' Perspectives	127 RWL Suzuki Japanese EFL Learners' Perceptions of Self-Revision and Peer Revision	127 RWL Mochizuki Connecting missing links: An ecological study of a novice L2 writer's revision strategies.			
Salmon	109 RWL Zhang & Koda Vocabulary Knowledge and Morphological Awareness in Chinese as a Heritage Language (CHL) Reading Development	109 RWL Proctor et al. The relative contributions of word reading, vocabulary, and syntactical knowledge to reading among struggling readers in middle school	109 RWL Hartranft et al. English language learners use of multimedia to understand complex informational texts: An exploratory study	128 RWL Thurlow Creative Collisions: An inquiry into the critical intersections between creativity and academic writing at the doctoral level	128 RWL Mochizuki Dialogic Interactions in Group Writing Conferences for Doctoral Students: The Mediation of Thinking and Writing			
Susntone	110 DIS Qin Stylizing L2 and Performing Masculinities: An Immigrant Adolescent Boy's Identity Negotiation and Language Learning Experiences	110 DIS Ngoc Nguyen "I'm not a BUTCH woman": the Role of Stance-Taking and Indexicality in the Construction of Lesbian Identities	110 PED Coda & Cahnmann-Taylor Troubling "Normal" in the World Language Classroom	129 DIS Kohler Money, money, money: Using metonymy analysis to reveal the commodification of international students at American universities	129 DIS Vasquez et al. The impact of English on Identity, Language, and Culture in Costa Rica			
Williamette (adjoins Columbia)	111 COG Cerviño-Povedano & Mora Processing of Grammatical Words in L2 Captioned Video: Individual Differences in Proficiency, Speech Segmentation and Executive Function	111 COG Wallace Clarifying the L2-Listening Construct: Which Cognitive Factors are Most Important?	111 COG Stam et al. Thinking for Speaking CAN Be Explicitly Taught in a Second Language	130 COG Bobrova Indirect Metalinguistic Feedback on Lexical Errors: A Cognitive Linguistics Approach	130 SOC Gudmestad & Edmonds Comparing Individual to group patterns in L2 Spanish gender marking			

AFTERNOON

Belmont (2nd Floor)	1:50-2:20 131 TXT Cai How to connect the dots: Intertextual Practices in Literature Review Papers by TESOL Graduate Students & More Experienced Writers	2:25-2:55 131 TXT Ha Move analysis of grant proposals of graduate students and post-doctoral scholars	3:00-3:30 131 TXT Davis & Weirick An analysis of changes in writing center tutors' online commenting styles over time	3:30 – 4:00	4:00-4:30 156 VOC Saito et al. Investigating the Potential Relationships between L2 Speaking Performance and Productive Vocabulary	4:35-5:05 156 VOC Coxhead Formulaic vocabulary in the trades: Applied Linguistics meets Automotive Engineering	5:10 – 6:15
---------------------------------------	---	---	---	--------------------	--	--	--------------------

	1:50-2:20	2:25-2:55	3:00-3:30	3:30 – 4:00	4:00-4:30	4:35-5:05	5:10 – 6:15
Columbia (Main Lobby)	132 PED Malone & Polio Differential progress across three typologically different languages	132 COR Kim Criterial Features in an L2 English Learner Corpus	132 PED North & Piccardo Updating the Common European Framework of Reference for Languages (CEFR): Developing, Validating and Calibrating Descriptors for Mediation and Related Fields		157 TEC Nemati & Nazari University The integration of mobile-assisted language learning: ESL students' attitudes towards the use of smartphones in and beyond the classroom.	157 TEC Cobb Broad and narrow band frequency profiling	
Douglas Fir (3rd Floor)	133 SLA Li & DeKeyser Temporal Distribution of Practice on L2 Learning and Retention: A Narrative Review	133 SLA Rogers et al. Lag effects in second language acquisition: a conceptual replication of Rogers (2015)	133 SLA Fu & Li The Cognitive Processes of Task Performance and Their Associations with Working Memory		158 SLA Yamashita The effects of explicit and implicit CF on the acquisition of Japanese transaction verbs	158 SLA Parlak The Effects of Recasts on the Development of Lexical Stress	
Eugene (Lower level 1)	134 PED Sippel Learners' Beliefs about Oral Peer Feedback	134 PED Merkel Role Reversals: A Case Study of Dialogic Interactions and Feedback on L2 Writing	134 PED Hu & Yang Teachers' Beliefs and Practices about Feedback on Student Writing: Matches, Mismatches, or Something More?		159 PED Moranski & Ziegler The effects of metacognitive instruction on interactional feedback for L2 Spanish learners: Insights from a mixed methods approach		
Exhibit Hall (3rd Floor)				155. Poster Session 3 3:00-4:30			
Hawthorne (2nd Floor)	135 ASE Tigchelaar ASE Using self-assessments to predict spoken French proficiency	135 ASE Hsu ASE Use of Self-Report Data to Refine Placement-Decision for Tertiary-Level Chinese Reading Courses	135 PED Sweet & Mack PED Self Assessment and Learner Agency: A New Approach		160 ASE Brooks Practice makes perfect: the likelihood of success in retesting	160 ASE Vafae et al. Validation and Linking Scores for the Global Test of English Communication	
Laurelhurst (2nd Floor)	136 LCS Altun A Language Ecology Perspective on Second Language Socialization of Undergraduate Turkish International Students in Terms of Their Identity Reconstruction	136 LCS Aso An ethnographic study on identity construction and an English-medium education policy at a Japanese university	136 LCS Weng Chinese TESOL Graduate Students' Construction and Negotiation of Identities in the U.S. Academic Socialization		161 LCS Vuksanovic & Liu Students' Developmental Learning Path in an Undergraduate Introductory Linguistics Course: A Sociocultural Theory-based Study	161 LCS Haggerty Sheltered to mainstream? Incoming international students' academic writing experiences in a sheltered (for-credit) undergraduate academic language program.	
Meadowlark (3rd Floor)	137 SLA Gagné & French The influence of L1 fluency on the L2 performance of monologic versus dialogic tasks	137 SLA Hefpord The "F" in CAF: Fluency's interaction with complexity and accuracy	137 SLA Damico Exploring the relationship between WTC and L2 morphosyntactic skills		162 SLA Maxim & Levine A multiple-case study of international students' L3 development in the U.S. university language classroom	162 SLA Chen Probing into the source of difficulties in regular past tense marking by advanced L2 English speakers	
Medford Lower (Level 1)	138 PED Hanaoka Long-term Motivation in Advanced Learners of Japanese	138 PED Kilpatrick & Moreno Kilpatrick Practice as a Cornerstone of Confidence: Student Perceptions of Self-Efficacy in the Foreign Language Classroom	138 PED Papi Regulatory fit impacts on task-related emotions		163 PED Wesely Technology Integration and Language Learning Motivation: A Mixed Methods Investigation	163 PED Munezane Willingness to Communicate in Action during Jury Discussions in the Classroom	

Mt. Hood (R Level)	1:50-2:20	2:25-2:55	3:00-3:30 1:50-4:50	3:30 – 4:00	4:00-4:30	4:35-5:05	5:10 – 6:15
Oregon A	<p>139 REM Colloquium: Markee & Sert, Organizers; Wagner, Discussant Emerging trends in the collection, organization, transcription, and analysis of L2 interaction data Markee, Technological issues in conversation analytic studies of L2 classroom interaction Eskildsen, From data to dissemination: How technology helps build theory Balaman, On Collecting, Organizing, and Transcribing Online Task-Oriented L2 Interaction Data Lilja, Collecting, transcribing and presenting data from interactions "in the wild": issues of reliability and validity Sert & Seedhouse, Video Enhanced Observation: Adapting targets for an innovative iPad App to collect and analyse L2 interaction data</p> <p>140 SOC Colloquium: Dovchin, Organizer; Jacquemet, Discussant The sociolinguistics of global and/or globalized youth Møller, Young people's reorganizations and exploitations of linguistic diversity in heterogeneous Copenhagen Sultana, Engaging with Multimodal Resources: Bangladeshi Young Adults' Emerging Identities in Virtual Space Battziakas, English as a Lingua Franca and youth in a globalised world: Insights from students' translanguaging practices at an international university Fleming, The limits of mixing: Reinforcing borders among multilingual youth Peuronen & Leppänen, Styling the self by multimodal activities in social media spaces the case of urban skiers in Finland Dovchin, Uneven distribution of resources in the youth linguascapes of Mongolia</p>						
Oregon B	<p>141 RWL Colloquium: Dagenais, Organizer Language, literacy and matter: Encouraging 'lines of flight' Dagenais & Toohey, Language learning and teaching research: What difference do materials make? Rowell, Rolling in the Deep: Seeing differently through multiple materialities Smythe, From the individual 'user' to human-technology intra-actions: Digital literacy as discursive-material assemblage</p> <p>142 EDU Dokter et al. Proper Distance and the Hope of Cosmopolitanism in a Classroom Discussion about Race</p> <p>143 LPP Otomo What's Behind Language "Problem" Talks?: Implementational and Ideological Space for the Economic Partnership Agreement as a Language Policy</p> <p>144 LPP Manan Ethnolinguistic dilemma and static maintenance syndrome: a study of language policies and language perceptions in Pakistan</p>						
Oregon C	<p>145 EDU Stevenson & Stanley Making sense of not making sense: Native speaker teacher talk</p> <p>146 EDU Kunisawa Development of Word Meaning in SLA</p> <p>147 EDU Chen Communication Comprehension and Self-Perceived Communication Competence in Bilinguals: Personality or Context?</p> <p>148 LPP Shen Individual agency in language acquisition planning for multi-dialectism: A Shanghai Story</p>						
Oregon D	<p>149 LPP Sercombe English Language Policy and Minority Groups in Southeast Asia: For Better or Worse?</p> <p>150 LPP Sercombe English Language Policy and Minority Groups in Southeast Asia: For Better or Worse?</p>						
Oregon E	<p>C6 Invited Colloquium: Creese & Duff, Organizers; Hornberger & McCarty, Discussants Ethnographic Research in Applied Linguistics: Transdisciplinarity, Transnationalism, Transformation Blackledge & Creese, Heteroglossia: A Linguistic Ethnography Approach Duff, Ethnographic Sensibilities and Issues in Transnational and Transdisciplinary Research in Applied Linguistics Kusters et al., Producing ishaare: Filmmaking in a Linguistic Ethnography with Deaf and Hearing People in Mumbai Leppänen, Expertise in Cultural Participation, Entrepreneurship and Political Action in Social Media: A Transdisciplinary Approach to Ethnography Toohey, Participant Observation as Correspondence Warriner, Methodological Meta-Reflections on Relationship-building and Reciprocity: Theorizing the Ethical Dimensions of Research on Transnationalism</p>						

Oregon F	1:50-2:20	2:25-2:55	3:00-3:30	3:30 – 4:00	4:00-4:30	4:35-5:05	5:10 – 6:15	
	<p>144 LID Colloquium: Miller & Warriner, Organizers Transdisciplinary Approaches in Applied Linguistics: Exploring Language Practices and Tracing Ideological Effects to Address Real-world Issues Morelli & Warriner, Language, Literacy and Health Care: How Applied Linguists Can Be Responsive and Relevant Moore, Expanding Partnerships and Repertoires of Practice: Improving Informal Science Learning for Preschool Dual Language Learners Han, Doing Applied Linguistic Research, Contributing to Social Theories: Understanding Trade Migration through Grassroots Multilingualism Miller, Applied Linguistics at Work: Exploring Language Practices, Emergent Ideologies, and their Implications for Social Sustainability Advocacy</p>	<p>145. RWL Colloquium: Pessoa, Organizer Using Systemic Functional Linguistics & Genre-based Pedagogy to Scaffold Reading and Writing in History Schleppgrell, English learners writing from primary sources in middle school history: disciplinary literacy tools and a focus on language Harman et al., SFL-informed Genre-Based Professional Development: Historical Accounts in Middle School Achugar, Learning history in a college foreign language classroom Pessoa et al., Scaffolding Argumentative Writing at University Level: Development & Differences in Student Uptake</p>	<p>167 LID Sopt & Walters “Don't Say This; Say This, Instead”: An Undergraduate Applies Linguistics in the Neo-Liberal Workplace—and Gets a Promotion</p>	<p>168 COR Gray A Text-Type Analysis of Research Articles Within and Across Disciplines: Identifying Text Varieties Based on Internal Linguistic Structure</p>	<p>168 PED Keller & Ghazarian A Framework for a Corpus Linguistics Approach to English-medium Instruction</p>			
Oregon G	<p>146 BIHM Leuna et al. "Learning Cantonese Will Help Us": Elementary School Students' Perceptions of Cantonese-English Dual Language Education</p>	<p>146 BIHM Dolka et al. A Critical Genealogy of Language Separation in Dual Language Education: Has the nuance been left out?</p>	<p>146 BIHM Smith A Transdisciplinary Study of Mexican-Origin Children's Opportunities To Develop Spanish Literacy in A Dual Language School</p>		<p>169 BIHM Tsai & Sung Hamman Teaching Chinese Characters to First Graders in a Chinese Dual Language Immersion Program</p>	<p>169 BIHM Hamman "Pero Ellos Me Entienden": A Critical Lens on Language Brokering in Dual Language Classrooms</p>		
Oregon I	<p>1:50-4:50 147 BIHM Colloquium: Dalton-Puffer & Smit, Organizers Conceptualizing the 'Language-Content Interface' in CLIL and Immersion Education Dalton-Puffer et al., Conceptualising Integration in CLIL and Multilingual Education Dafouz et al., Making Meaning in Economics Lectures: the "language-content interface" in English-Medium Higher Education Skinnari, CLIL Challenges: Secondary School Subject Teachers' Experienced Agency in Three European Contexts Lin & Lo, 'Thematic Patterns' as a Theoretical Framework for Designing Assessment and Pedagogical Approaches to the Integration of Content and Language Gierlinger, Whatever the Fusion Cuisine, a Pinch of SALT will Help: Blending Content and Language Through a Language-Aware CLIL Model Lyster & Shabsavar-Arshad, From Theory to Practice: Professional Development for Content-and-Language Integration</p>						<p>170. Shared Shorter Paper Session 6 DIS Glodjo Resistance and Reproduction in the Social Construction of a Tragedy: A Critical Discourse Analysis of #CharlestonShooting REM Shier Linguistic Considerations for Using Facebook in Educational Research LPP White The Indonesian Second-Person Pronoun Anda: Corpus Language-Planning Failure or Success?</p>	
Pearl	<p>148 Roundtable Session 4</p>	<p>149 Roundtable Session 5</p>	<p>150 Roundtable Session 6</p>					

Portland	1:50-2:20 151 ASE Golden & Kulbrandstad Text length and text quality - a complex relation	2:25-2:55 151 ASE Becker Student-generated Scoring Rubrics: Examining their Formative Value for Improving ESL Students' Writing Performance	3:00-3:30 151 ASE Lim What could Explain Score Inconsistency between Raters? Investigation on Textual Features of Discrepantly Scored Essays	3:30 – 4:00	4:00-4:30 171 LMR Vidal et al. Contrasting Categories of Culture in the Revitalization of 'Olelo Hawai'i: A Discourse Analysis	4:35-5:05 171 LMR Espinoza Beyond Intergenerational Language Transmission: The Joint Construction of Communicative Practices in an Indigenous Community Undergoing Language Shift	5:10 – 6:15
Salmon	152 PRG Xiao & Shibano Developing Intimacy by Style-shifting in Japanese: A TV Subtitle Corpus-based Study	152 PRG Sadler Japanese negative suffix nai in conversation: its formulaicity and intersubjectivity	152 PRG Ishino-Takai & Okada Conceptualizing Teacher's Tacit Choice of a Student-Reference		172 RWL Cimasko "Writing for Whatever": Non-Academic Writing and Its Effects on ESL Academic Writing	172 RWL Reyes & Hu, Nanyang Technological University An Investigation into the Effect of Explicit Instruction in Grammatical Metaphor on Academic Writing	
Sunstone	153 DIS Lypka Second language learning, identity, and agency of low-literate multilingual adult immigrants from Mexico in a community-based ESL classroom	153 DIS Catedral Fate talk as a moral resource for Uzbek migrant women in the United States	153 DIS Pinnow "What do you mean by papers?": Examining the sociopolitical terrain navigated by high school second language learners in U.S. schools.		173 SLA Molokopeeva & Simard SLA is Working Memory Contributing to Reading Comprehension When it is Not Measured Through a Reading-Span Test? Investigating its Task-Independent Nature	173 ASE Kosak-Babuder et al. The effect of read-aloud accommodation on the performance of dyslexic and non-dyslexic English language learners	
Willamette (adjoins Columbia)	154 COG Vetchinnikova & Mauranen, Chunking - the cognitive basis of a dynamic grammar	154 COG Roemer et al. Network analysis of knowledge of verb-argument constructions in L1 and L2 speakers	154 COG Negretti Calibrating Genre: Metacognitive Judgments and Rhetorical Effectiveness in Academic Writing by L2 Graduate Students		174 PED Mendoza A new lens for an old debate: Applying the Douglas Fir Model of SLA to grammar instruction in EAP writing	174 PED Benesch Emotion Labor and Plagiarism in ELT: Connecting Emotions, Pedagogy, and Policies Across Disciplines	

SUNDAY MORNING SESSIONS

089. Sun 8:00-9:30

TXT Paper Session
Belmont

David Gasbarro Tasker, Northern Arizona University

A Corpus Investigation of Draft and Assignment in First-Year Writing Development

This presentation investigates the results of original corpus linguistics research into the development of first-year college writing from draft- to final-version. Characteristics of lexical bundle use in draft- and final-versions, and across assignments, are investigated along with implications for writing development instruction.

Shondel Nero, New York University

Students' Writing in the Jamaican Creole-Speaking Context: An Ecological and Systemic Functional Linguistic Analysis

This paper examines Jamaican students' academic writing using ecological and systemic functional linguistic analyses. Findings revealed a wide range in students' writing owing to their language practices, including their use of Jamaican Creole, and the language ecologies constructed in different types of Jamaican schools. Recommendations for writing instruction are provided.

GuangWei Hu, National Institute of Education

Liang Chen, National Institute of Education

What Surprises Researchers? A Multi-Perspective Study of Surprise Markers in Research Articles

This is a mixed-design text analysis. The focus is on the use of surprise markers across disciplines, research paradigms and historical periods. It analyzes the target linguistic features from a dimensional perspective, which reveals subtle differences along disciplinary, paradigmatic and time line.

090. Sun 8:00-9:30

TEC Paper Session
Columbia

Melanie M Wong, University of British Columbia

Blurring the Boundary Lines: Gaining an Understanding of the Literacy Practices within Technology-Enhanced Classrooms

This paper presents the findings from an ethnographic case study of elementary ELL students' literacy practices in a technology-enhanced classroom. Within this classroom there are various learning spaces where ELLs engage in multiple literacies. Implications are drawn for teaching and research.

Joshua Thoms, Utah State University

Frederick Poole, Utah State University

Investigating Linguistic, Literary, and Social Affordances of L2 Collaborative/Social Reading

This project investigates learner-learner interactions when engaged in collaborative/social reading in a college-level Hispanic poetry course. It illustrates and analyzes the linguistic, literary, and social affordances that emerged as

well as the potential challenges of social reading carried out via a digital annotation tool. Pedagogical implications are also delineated

Yonghee Lee, State University of New York Buffalo

Establishing dialogic and argumentative discourse in a flipped undergraduate engineering classroom

In this study, we found that the implementation of effective active learning instruction in a flipped classroom fostered undergraduate engineering student engagement, constructed dialogic classroom discourse, and improved their understanding of content knowledge. Findings will be discussed regarding dialogic teaching, active learning classroom discourse, and the development of classroom interaction.

091. Sun 8:00- 9:40

SLA Paper Session
Douglas Fir

Ute Roemer, Georgia State University

Cynthia May Berger, Georgia State University

Nick Ellis, University of Michigan

How Do Constructions Emerge in Second Language Learners? Evidence from a Pseudo-longitudinal Learner Corpus

This paper uses data from L2 learners at different proficiency levels (CEFR A1 to C1) to investigate how German and Spanish learner knowledge of 19 English verb-argument constructions (VACs) develops. We report trends in VAC frequency developments, dominant verb-VAC associations, and correlations between verbs produced by learners at different levels.

Jessica Fox, Michigan State University

Predicting Vocabulary Learning through Mood Induction and Self-Reported Anxiety Levels

This project explores the role of emotion in a paired-associates vocabulary-learning task. Two groups exposed to film clips to induce a negative or a neutral mood learned 24 Indonesian nouns. Findings suggest that the negative mood induction and above-average levels of self-reported anxiety forecast performance on posttests

Tatiana Nekrasova-Beker, Colorado State University

The Use of Formulaic Language by L2 Learners: Does it Reflect Authentic Language Use Patterns?

The goal of the present study is to contribute to the ongoing investigations of L2 learners' (n=30) use of formulaic language by examining their conversation patterns and comparing those to the patterns exhibited by L1 English speakers (n=15) performing the same set of communicative tasks.

092. Sun 8:00-9:40

PED Paper Session
Eugene

Anne Feryok, University of Otago

Language teacher cognition: An emergent phenomenon

Language teacher cognition is often described as emergent,

but an analysis of recent research shows that many studies do not examine cognitive processes, although some persuasively argue that reported cognition must have been emergent, rather than providing evidence of emergence. A research agenda based on Vygotsky's genetic method is suggested

Adolfo Carrillo Cabello, University of Minnesota

Dan Soneson, University of Minnesota

Mandy Menke, University of Minnesota

PD interventions and curricular changes: Towards an integrated PD approach for supporting higher language proficiency

This presentation reports on the design and implementation of an integrated professional development intervention aimed at curricular revisions. Four language programs targeted three modalities identified as learning gaps based on systematic large-scale assessment. We report on the curricular changes made and the effectiveness of the integrated PD approach undertaken.

Kent Lee, University of Alberta

Marilyn Abbott, University of Alberta

Marian Rossiter, University of Alberta

Reading peer-reviewed applied linguistics research: Impacts on ESL instructors' professional practice

Engagement with peer-reviewed research can promote effective L2 instruction and learning. We discuss the results of focus group interviews, recorded discussions, and questionnaires administered to adult ESL instructors participating in monthly professional reading groups. We report the impact of research engagement and the development of a database of recommended readings.

093. Sun 8:00-9:40

ASE Paper Session

Hawthorne

Steven Ross, University of Maryland

Qian Zhou, University of Maryland

An Investigation of the Construct Validity of L2 Chinese Language Proficiency: A Multitrait-Multimethod Approach

Latest theoretical model of L2 language proficiency is tested through a multitrait-multimethod design combined with confirmatory factor analyses. Convergent validity, discriminant validity and method effects are examined in order to assess the relationship between the linguistic components of L2 proficiency and the factors explaining learners' variances of performance.

Troy Cox, Brigham Young University

Gregory Thompson, Brigham Young University

Alan Victor Brown, University of Kentucky

The Effect of ACTFL OPIc Speaking Prompts on Temporal Fluency Features of L2 Speakers of Spanish by Proficiency Level

According to ACTFL, when examinees respond to prompts above their ability level, linguistic breakdown occurs. This study examines to what extent temporal fluency is affected by prompt level using PRAAT to analyze speech samples of over 150 Spanish language learners who took ACTFL Oral

Proficiency Interview – Computerized (OPIc) exams.

Tianyu Qin, Carnegie Mellon University

Remi Adam Van Compernelle, Carnegie Mellon University

Computerized Dynamic Assessment of L2 Chinese Pragmatic Comprehension

This paper reports on the use of computerized dynamic assessment for evaluating comprehension of conversational implicature in L2 Chinese. The results showed significant differences between learners' solo and assisted performance and transfer across tasks, which revealed information useful for understanding their readiness to learn in the future.

094. Sun 8:00-9:40

LCS Paper Session

Laurelhurst

Simon Ho Wang, City University of Hong Kong

Teaching EFL Ph.D. applicants writing personal statements via WeChat live lessons: A genre-based approach

This paper reports an action research project in which the authors taught a group of 55 Chinese students how to plan and revise their personal statements through WeChat live lessons. Pre- and post-intervention questionnaires and students' revised outlines for personal statements confirmed usefulness of genre-based approaches for teaching personal statements.

Jianqiao Li, University of Rochester

Hairong Shang-Butler, University of Rochester

Xiaojuan Lang, University of Rochester

"I Just Don't Want to Offend Them" – A Qualitative Study of How Chinese Graduate Students Navigate Politeness in Writing

Drawing on writing as a social practice and Bourdieu's capital theory, we explore how Chinese graduate students navigate politeness in writing. They faced challenges in communicating with professors, email writing, and collaborative writing, but mobilized social and cultural capitals available to socialize into appropriate participation in their community of practices.

John Rucynski

Caleb Prichard, Okayama University

Fake News or Odd News?: Analyzing Japanese English Speakers' Difficulty in Detecting Satire

Fake news is frequently shared by English-speakers on social networking sites, yet language learners often have difficulty detecting and comprehending humor, especially satire. This presentation overviews a study which analyzes the difficulty Japanese speakers of English have in detecting satirical news. Variables analyzed include individual differences and type of satire.

095. Sun 8:00-9:40

SLA Paper Session

Meadowlark

Clinton Knight Hendry, Concordia University

Examining three types of instruction on the L2 acquisition of Mandarin tones

This study explores utilizing three different instructional methods for pronunciation teaching on the L2 acquisition of the four Mandarin tones: T1, T2, T3, and T4. It is believed that teaching only the most marked tone (T3) will lead to the most successful acquisition of all four tones.

Daniel Richard Isbell, Michigan State University
Development of L2 Korean Pronunciation: Effects of Instruction and Proficiency

This study investigates the effects of pronunciation instruction in terms of accentedness, comprehensibility, and accurate production of phonological features for beginning and intermediate learners of Korean. Results suggest that beginners show improvement in all measures regardless of targeted instruction; intermediates show less change but may noticeably improve comprehensibility with instruction.

Pablo A. Camus-Oyarzun, The George Washington University
The Effects of Pronunciation Instruction on the Production of Second Language Spanish: A Classroom Study

The present study examines the effectiveness of L2 pronunciation instruction on learners of Spanish. Participants received instruction on common difficult segments for native English speakers. Results suggest that advantages of treatment are perceived in terms of accentedness (at the controlled level) but not in terms of comprehensibility.

096. Sun 8:00-9:40

Paper Session

Medford

Phung Dao, Concordia University

Kim McDonough, Concordia University

PED Task role in mixed proficiency dyads

This study investigated whether manipulating the lower proficiency learner's task role positively affected discussions of language form and pair dynamics in mixed proficiency dyads. The results indicated that dyads in which the lower-proficiency learner had the information holder status produced more LREs and engaged in more interactions with higher mutuality.

Yue Peng, Queen's University

PED Task-based Language Teaching for Chinese as a Second Language: Teaching Practice and Teacher Cognition

This case study explored teachers' practice and teacher cognition (i.e., what they think, believe and know) about Task-based Language Teaching (TBLT) in the context of teaching Chinese as a second language at a Chinese university setting. The findings contribute to TBLT pedagogical renovation and sheds light on language teacher education

Neomy Storch, The University of Melbourne

Masatoshi Sato, Universidad Andrés Bello

DIS Context and task: A comparison between ESL and EFL task-based interactions

The classroom-based study investigated the impact of

context on learners' task-based interactions. Learners' recorded interactions on identical tasks in ESL (Australia) and EFL (Chile) classes revealed differences, particularly in terms of help seeking behaviour and relationships formed. We use activity theory to explain these findings.

097. Sun 8:00-11:00

LID Colloquium: Sign Language Ideologies

Mt. Hood

Session Organizers: Annelies Kusters, Max Planck Institute for the Study of Religious and Ethnic Diversity /

Kristin Snoddon, Carleton University

Discussants: Audrey Cooper, Gallaudet University / Joseph Murray, Gallaudet University

Much research has taken place regarding language attitudes and ideologies regarding spoken language, but research on sign language ideologies is in its infancy. This colloquium addresses the relationship between ideology and sign language use, planning, and teaching. Contexts include Mexico, Cambodia, India, Canada, Germany and the international context as a whole.

Erin Moriarty Harrelson, American University

The Invention of Cambodian Sign Language

The presenter examines signed language standardization projects in terms of language ownership and signed language sovereignty. She examines the various ideologies that shaped the Cambodian Signed Language "development" project in the late 1990s and the ideologies that continue to shape its work today.

Kristin Snoddon, Carleton University

Teaching Sign Language in the Name of the CEFR:

Exploring Tensions Between Monolingual Versus Plurilingual Ideologies

This presentation discusses the ideological impact of introducing the Common European Framework of Reference for Languages (CEFR) into the domain of sign language teaching. This impact is discussed in relation to findings from ongoing ethnographic action research studies of developing CEFR-aligned courses for teaching sign language to parents of deaf children.

Graham Turner, Heriot-Watt University

The Signularity is Near: Convergence, Technologies and Embodied Languages in the 21st Century

Over half a century of 'recognition' of the linguistic status of signed languages has led to a certain security in the linguistic human rights of their users. Is the course thus set for the future? What will be the global status and ideological position of signing and signers in 2060?

Erika Hoffmann-Dilloway, Oberlin College

Writing What We Feel: SignWriting and the Sensuous Qualities of Translanguaging in a German Classroom

In an Osnabrück classroom, deaf pupils learn to write German and German Sign Language using SignWriting, a movement writing system. The affordances of SW focus ideological attention on the qualia that characterize the phenomenological experiences of multimodal language

practices, with the effect of enregistering such qualia as intersubjectively shared experience.

Sujit Sahasrabudhe, SIGNEX LLP India
Annelies Kusters, Max Planck Institute for the Study of Religious and Ethnic Diversity
The Continuums of Ishaare: Emic Language Ideologies on the Difference Between Gesture and Sign

This presentation investigates emic perspectives of deaf and hearing Mumbaikars on the difference between gesture and sign. By foregrounding these emic ideologies, the presentation complements and in some ways challenges scientific linguistic theories about sign language and gesture.

Hou Lynn, University of California San Diego
Language Ideologies About the Uses of an Emerging Sign Language in a Rural Chatino Community
This talk addresses the relationship between communicative practices and sign language ideologies in six extended families of deaf people, and reflects on the linguistic status of their sign language through the perspectives of the families.

098. Sun 8:00-11:00

PED Colloquium: Privilege and Marginalization in English Language Teaching: Beyond Essentialization and Idealization

Oregon A

Session Organizer: Bedrettin Yazan, University of Alabama, Tuscaloosa

Discussant: Ryuko Kubota, University of British Columbia
This colloquium includes research presentations that explore the fluidity of privilege and marginalization in the field of English language teaching (ELT). Presenters focus on the complex, contradictory, contested, and situated nature of identity, and theoretically and empirically question the essentialized and idealized conceptualizations of journeying through the ELT field.

Nathanael Rudolph, Mukogawa Women's University
Bedrettin Yazan, University of Alabama, Tuscaloosa
The Affordances and Constraints of Divergent Perspectives to Privilege and Marginalization in ELT

This presentation reviews the current conceptualizations of privilege and marginalization that have been used when approaching the issues of inequitable professional practices in the field of English language teaching. It suggests poststructuralist lenses to move beyond the dominant binary approaches.

Geeta Aneja, University of Pennsylvania
Doing and Undoing (Non)nativeness: Pedagogical Perspectives from a Graduate Classroom

Using (non)native speaking as a lens, this presentation explores pedagogical possibilities for resisting native speakerist ideologies in teacher education through a case study of one graduate classroom. It draws on observational field notes, interviews, and student work, and discusses ELT professionals' potential contributions to greater equity

in language education.

Gloria Park, Indiana University of Pennsylvania
Mama Teacher-Scholars in Academia: Navigating the Privilege and Marginalization of One Mother-Scholar's Unfinishedness

The presenter theorizes her own critical autobiographical incidents with regards to the dominant discourses and power relations in the academia that she negotiated as a mama teacher-scholar. She unpacks her concurrent experiences of privilege and marginalization given her gender, race, language, and motherhood.

Christine Manara, Atma Jaya Catholic University
"What Should I Call Myself? Does It Matter?": Voicing Silence on the Labeling Practice in ELT Profession

This presentation explores a teacher's self-reflexive inquiry that touches upon 1) the issue of native-speakerism in ELT; 2) contextual realities living within the native-speakerism practice; 3) and her ways of coping and living with the competing TESOL pedagogies, ideologies and realities; 4) and how she makes meaning of the realities.

Damian J. Rivers, Future University Hakodate
Categorizations of Speakerhood: Reconciling the Damage and Searching for Solutions

This presentation explores the issue of status and impact drawn from categorizations of speakerhood. It is outlined how individuals and institutions on both sides of the native/non-native fracture work to attain status privilege and suffer status marginalization through the discursive positioning of their fabricated counterpart.

099. Sun 8:00-9:40

LCS Colloquium: Peer Conflict and Language Socialization in Preschool: Language Learning and Cultural Learning across Societies

Oregon B

Session Organizers: Ekaterina Moore / Matthew Burdelski, Osaka University

This colloquium takes a language socialization perspective in examining peer conflict in preschools in the US, Russia, Sweden, and Japan. The papers demonstrate ways in which linguistic and embodied practices are shaped by culturally specific understandings that are oriented towards achieving peaceful co-existence in a social group

Ekaterina Moore
From Conflict to Play: Learning to "Get Along" in a Russian Preschool

Conducted in a language socialization paradigm, this paper examines peer conflict resolution in a Russian preschool. With the goals of promoting positive relationships and a sense of community, practices utilized by teachers to minimize the force of conflict are observed in children's own attempts of conflict resolution during free play.

Asta Cekaite, Linköping University
Discursive and Grammatical Structures for Conflict Resolution: Language Socialization into Individual Rights and Responsibilities in Adult-Child Interactions

This presentation examines the grammatical and discursive organization of conflict resolution in adult-child interactions in Sweden. It shows how adults mediated between the children by modeling their use of modal forms (Swedish: 'vill', 'vill inte'; English: 'want', 'not want to') that foregrounded the child's individual volition.

Matthew Burdelski, Osaka University
Mediating (Potential) Conflict Situations in a Japanese preschool: Children's Use of Reported Speech with Peers and Teachers

This paper examines children's use of reported speech in mediating (potential) conflict situations involving peers in a Japanese preschool. The findings are discussed in relation to the ways that children employ and transform caregiver's socialization strategies (i.e. reported speech) and display their understandings of cultural and social norms.

Barbara LeMaster, California State University, Long Beach
Gendering Preschool Conflict Talk

Children have to learn to express conflict in classroom-appropriate ways. Significantly, when gender should be irrelevant, it comes to matter in notions of 'rightful voice' and 'rightful claims on classroom space'. This study examines how conflict is expressed and controlled in the preschool classroom in teacher-student and student-student conflicts

100. Sun 8:00-9:40 **EDU Paper Session** **Oregon C**

Mary Avalos, University of Miami
What Constitutes Academic Language during Mathematics Discussions?

This paper contributes to a deeper understanding of the lexicogrammatical choices and resources used by a seventh grade teacher and her diverse students during math discussions, and in turn, a deeper understanding of what constitutes academic language during discussions.

Hyunsook Shin, University of Massachusetts Amherst
Sangchil Lee, University of Massachusetts Amherst
Classroom Talk to Connect Multiple Representations to Build up Mathematical Concepts

This research aims to investigate how mathematical concepts are constructed by teacher-student talk in connecting multiple representations to the curricular concepts in an urban elementary school. The study draws on an SFL-based analysis of classroom talk and written texts to explore how language functions to contribute to developing curricular concepts.

Shanan Fitts, Appalachian State University
Lisa A. Gross, Appalachian State University
Developing knowledge of the language of science: Implementing science notebooks in elementary classrooms

This presentation shares results from an ongoing project that promotes English Language Learner's academic language development through integrating science inquiry and writing. The framework of systemic functional

linguistics was applied to analyze students' science journals. Analysis reveals development in students' ability to use disciplinary language to produce effective scientific explanations.

101. Sun 8:00-9:40 **SOC Colloquium: New Directions in ELF Research** **Oregon D**

Session Organizer: Anna Mauranen, University of Helsinki
Chair: Anna Mauranen, University of Helsinki
Discussant: Constant Leung, King's College London

ELF research develops its conceptualisations, expands empirical work in environments outside Europe, among immigrants and ELF-using families, also addressing teaching and testing. This colloquium discusses on-going developments from a multilingual perspective, issues of local and global concerns, ELF as a family language, and achieving communication in asymmetrical contexts of power.

Barbara Seidlhofer, University of Vienna
ELF in and as local practice

Recent decades have seen an unprecedented volume of communication across spatial distances, social strata and lingua-cultural boundaries via the medium of English as a lingua franca (ELF). This however raises problematic issues about how the communication itself is enacted locally between speakers, particularly in cases of unequal high-stakes encounters.

Kumiko Murata, Waseda University
ELF research from global and local perspectives: a case of Japan

This presentation introduces current ELF research in the local context of Japan. The research falls into two main types: 1) ELF in academic EMI settings and 2) ELF in business/ workplace contexts. To obtain appropriate and innovative data in business and academic contexts, collaboration across disciplines is crucial.

Alessia Cogo, Goldsmiths, University of London
Negotiating access to resources for refugees and asylum seekers.

This paper reports on a qualitative research project investigating how refugees and asylum seekers in the UK negotiate access to various resources in interviews or advice sessions. The focus is on the negotiation strategies and on how the linguistic/socio-cultural backgrounds of the migrants and the staff are negotiated in conversation.

Kaisa Pietikäinen, University of Helsinki
English as the familiar lingua franca

This paper addresses a lesser-known research topic in ELF: ELF in the family context. Central findings of on-going empirical inquiry on intercultural couples whose main language of communication is L2 English are discussed in the light of ELF in general, but also concerning e.g., the concepts of translanguaging and miscommunication.

102. Sun 8:00-9:40

Paper Session

Oregon G

Seunghye Yu, University of Hawai'i at Manoa

COR A corpus-based study on stance and engagement features in L1 and L2 academic writing in Korean

Based on Hyland's interactional model, this study presents a corpus-based investigation of academic writings to explore ways in which L1 and L2 writers of Korean construct their authorial stance and engagement with readers. Findings will be discussed in terms of linguistic features of Korean, L1 transfer and its pedagogical implication.

Audrey Roberson, Hobart & William Smith Colleges

COR "Maybe you can" versus "you have to": Exploring expressions of stance during collaborative and non-collaborative peer response sessions

This study analyzes expressions of stance through modals in a specialized corpus of collaborative and non-collaborative spoken peer response sessions. Frequency, meaning, and functions of modals are compared across the two sub-corpora. Results, which could inform classroom materials, show variation in both type and functions of modals during this task.

Lena Vasylets, University of Barcelona

Roger Gilabert, University of Barcelona

Rosa Manchón, Universidad de Murcia

SLA The impact of the mode on the manifestation of linguistic and propositional complexity in L2 production

In this large-scale study we explore two main questions: (i) if mode (oral versus written) moderates the complexity of L2 production; (ii) whether linguistic (syntactic and lexical) and propositional (idea units) complexity constitute independent constructs.

103. Sun 8:00-9:40

TRI Colloquium: Translation and Interpreting Studies and Applied Linguistics: Intersections, Synergies and Opportunities

Oregon H

Session Organizer: Claudia Angelelli, Heriot-Watt University

Chair: Claudia Angelelli, Heriot-Watt University

Translation and Interpreting Studies is an increasingly interdisciplinary field of inquiry. This colloquium organized by members of the American Translation and Interpreting Studies Association showcases studies that demonstrate synergies between Applied Linguistics and Translation and Interpreting Studies.

Miguel Angel Jimenez-Crespo, Rutgers University

Corpus-Based Translation Studies and Medical Translation: Studying Explicitation and Implication in Translated Medical Texts into Spanish in the USA

The analysis focuses on the explicitation or reformulations of Latin - Greek terms that appear in source English texts and whether those same terms are similarly explicitated in the translations or whether medical texts display traces of translation strategies such as translation-inherent

explicitation or implication.

Brian James Baer, Kent State University

Christopher D. Mellinger, Walsh University

Toward a Research-based Translation Pedagogy: Corpus Studies, Text Analysis, and Translation Practice

We employ a corpus-based analysis of specific pragmatic text-types to study typical novice-level behaviors. By focusing on text-types, or genres, novice translators are more likely to seek out tools and resources beyond bilingual dictionaries, such as parallel texts, and, ultimately, to produce translations that are cohesive and devoid of translationese.

Christian Degueldre, AIIC and SDSU [retired]

Implementing New Technologies in Interpreting Teaching

Teaching outside the traditional classroom setting is becoming a fact of our globalized world as the borders disappear and funding in education diminishes. This study presents the conclusions of a 3-year research on teaching consecutive and simultaneous interpreting online.

Claudia Angelelli, Heriot-Watt University

Looking back: A Study of (ad-hoc) Family Interpreters

This study reports on the measurement of role perception and triangulates results with recall interviews of current-student interpreters who have been family interpreters in their late childhood/adolescence. Understanding their life experiences and perceptions of their roles as family language brokers is important for interpreter educators.

104. Sun 8:00-11:00

REM Colloquium: Study Abroad in Contemporary Times: Methodological Innovations

Oregon I

Session Organizers: Irina Zaykovskaya, Michigan State University / Hima Rawal, Michigan State University

Chair: Peter De Costa, Michigan State University

Discussants: Meg Malone, Georgetown University / Gary Barkhuizen, University of Auckland

In order to better understand the diverse methodological landscape of contemporary SA research, this colloquium brings together quantitative and qualitative perspectives and instruments. The panel also explores contemporary issues such as social interaction and language use during SA, technological advances, heritage and non-heritage language learning, and learner beliefs and attitudes.

Brandon Durant Tullock, Georgetown University

Study Abroad Research and Second Language Acquisition: Recent Findings, New Directions, and Ongoing Questions

I offer an overview of the established findings and questions at issue in study abroad (SA) research, noting the ways in which empirical findings both support and challenge long-standing assumptions about language learning in SA. I describe SA research's complex findings and key trends and methodological questions in the field.

Dan Dewey, Brigham Young University

Measuring Social Interaction during Study Abroad: Methods and Challenges

This presentation will follow the evolution of the Language Contact Profile, the Study Abroad Social Interaction Questionnaire and similar measures over time. It will discuss problems and possibilities in terms of measurement of social interaction and L2 use and provide suggestions for future directions.

Lorenzo García-Amaya, University of Michigan
Methodological Innovations in SA Research: A New Proposal for Assessing Language Use While Abroad

This presentation addresses the empirical benefits of different tools that compile language use data for study abroad (SA) learners. The results are extracted from two different questionnaires: the pencil-and-paper Language Contact Profile (Freed et al., 2004), and a new computerized questionnaire that was sent to learners daily while abroad.

Silvia Marijuan, California Polytechnic State University at San Luis Obispo

Cristina Sanz, Georgetown University
The Use of Technology Advances in Language Development Research During Study Abroad

Recent research in SA has incorporated software and devices to look at the cognitive processes taking place in an immersive learning context. Other studies rely on computer-delivered surveys and questionnaires, or communication tools to reach participants at different locations, increasing sample size. Pros and cons of technology-based designs are discussed.

Wenhao Diao, University of Arizona
Between the Standard and the Non-standard: American Students in Southern China

This ethnographic study explores study abroad students' learning and use of sociolinguistic features. It focuses on three participants with different connections to southern China and examines their use of one non-standard Mandarin feature. The results show qualitative differences between heritage and non-heritage learners when they are overseas.

Irina Zaykovskaya Michigan State University
Hima Rawal, Michigan State University
Study Abroad as an Ideological Battlefield: Shift in Learner Beliefs and Attitudes in SA Context

This case study of an American learner of Russian investigates how his SA experience catalyzed a qualitative shift in his language learning beliefs, perceptions and attitudes. We examine a change of focus from mastering particular language skills to valuing communicative competence and intelligibility.

105. Sun 8:00-8:30 Roundtable Session 1 Pearl

Chang Pu, Berry College
DIS Becoming and being a teacher of color: Critical discourse analysis in an imagined community
This study, framed by the Positioning theory (Davies and

Harré, 1990) and Communities of Practice (Wenger, 1998), investigates how preservice teachers of color critically understood, negotiated, and constructed their identity of teachers of color in an imagined community (Anderson, 1991) and perceive their role in teaching students of color.

Quanisha Charles, Indiana University of Pennsylvania
PED Black Teachers of English in South Korea

This presentation examines how teaching English as a Black native English speaker within South Korea influences pedagogical approaches, and narrates the sorts of pedagogy adopted by Black teachers of English in the in the South Korean context.

Luz Maria Ede Hernandez, University of Oregon
DIS Regularizing Immigration Status: Gaining Agency and Distancing from Co-workers

Guatemalan and Mexican immigrant women workers who regularized their immigration status use the discursive strategies of switching pronouns and recounting personal narratives to demonstrate that they have more agency as authorized workers and to distance themselves from their unauthorized co-workers. Therefore, labor rights and agency are based on immigration status.

Mingyue Gu, The Chinese University of Hong Kong
Xiaoyan Guo, The Chinese University of Hong Kong
EDU Exploring Ethnic Minorities' Identity Construction Through English as L2 Learning in China

The qualitative study explores Uyghur minority students' identity construction in learning English, moving from Xinjiang to study at a high-ranking university (Zhendan) in Shanghai, China. Findings show that they construct a situated elite identity as 'Zhendan Uyghur', negotiate a positive Uyghur identity and develop a multicultural-oriented identity, despite daunting challenges.

Youn-Kyung Kim, Spalding University
BIHM Shaping and reshaping 'new' hybrid ethnicity and language practices: cases of Korean heritage speakers

This study examines how Korean heritage speakers have shaped and reshaped their "new" hybrid ethnic identities and how their language practices index their hybrid ethnicity using the data on 1.5 and 2nd generation Korean-American students, aged 17-26, which were collected through interviews, questionnaire, and observations.

Nelly Martin, The University of Wisconsin-Madison
TXT Language, Code-switching, and Identity in Indonesian Popular Texts

This study is to examine the language selection in Indonesian popular culture, i.e., literary and cinematography works published post-Suharto era- an era that is politically, socially, and culturally significant for Indonesians at large which have impacted the language selection in society at large.

Bitá Bookman, Indiana University of Pennsylvania
SOC Non-Place Identity, Linguistic Landscape, and Citizenship Tests

In this roundtable discussion, the presenter introduces a

research project that explores non-place identity, linguistic landscape, and citizenship tests. The impact of the linguistic landscape on the vitality of non-place identity and the extent to which the Canadian and American tests of citizenship foster national or non-place identities are discussed.

Patrick Drackley, Linguistics, University of Illinois at Urbana-Champaign

LID Adieu, accent circonflexe: Speaker identity and ideologies of standardization in the case of French orthographic reform

This study examines Twitter data concerning orthographic reform in France with emphasis on users' acts of identity as "good" French speakers. Data show that, although Twitter users express themselves in different means, they nonetheless demonstrate a linguistic conservatism that counters institutional efforts to reform standards.

Abderrahman Zouhir, Wayne State University

LID Colonial and Postcolonial Discourses on Language and Ideology in Morocco

Language in Morocco is a site of power struggle. The French employed institutional mechanisms to create artificial ethnic boundaries. Postcolonial elites tried to fight this policy by implementing the Arabization policy. The Arabization itself led to the emergence of a new type of alienation and created another system of linguistic hierarchy.

106. Sun 8:35-9:05

Roundtable Session 2

Pearl

Sara T. Cushing, Georgia State University

Lisa P. Armistead, Georgia State University

EDU Post-enrolment English Language Assessment and Support for International Graduate Students: Is It Worth the Effort?

In this study we examined relationships between scores on large-scale international English proficiency tests, scores on our local test, completion of recommended English courses, and performance indicators for 831 students at a large public university. Our results provide evidence in support of post-admission testing and placement into English language courses.

Nasreen Sultana, Queen's University, Kingston, Canada

ASE A Game of Chinese Whispers: The journey of a test from the test designers to the test users

The presentation outlines the idea that how a test may have been understood and perceived in a different way than that of the policy makers and test designers. This argument would be further elaborated with reference to the secondary English public examination in Bangladesh.

Van De Phung, University of New South Wales

ASE Were consistent language assessments and inconsistent assessments really made in different ways? - An Australian case in EAL/D assessment

This paper reports findings from an investigation into the

process how EAL/D teacher oral assessment decisions were made. The range of assessment consistency among teachers was found statistically noticeable; however, a range of cognitive and behavioural similarities was found among the most consistent teachers and the least consistent ones.

Wei Yan, Queen's University

ASE What do they mean? International grades and English proficiency test scores.

This study intends to investigate the relationship between international students' high school grades and English language test scores and their academic achievement in target universities. This study will improve the understanding of the above two key variables for undergraduate admission and ensure better admission decisions.

Marianna Ryshina-Pankova, Georgetown University

DIS Discourse moves and intercultural communicative competence in telecollaborative chats

Drawing on the systemic-functional approach to discourse analysis, this study presents a quantitative and qualitative exploration of the discourse moves in the synchronous written chats between advanced learners of German and German University students and relates these interactional moves to some aspects of intercultural communicative competence, as in Byram's framework.

Jing Yu, University of California at Santa Barbara

LCS International and intercultural education: A case study of first-year Chinese undergraduates studying abroad in U.S.

Despite Chinese students are frequently perceived as a homogenous group, the variety of prior educational experiences and how they interpret new learning environment may mediate the change processes. I aim to explore potential middle-ground instances of students who strive to navigate through their foreign US world of teaching and learning.

Pisarn Bee Chamcharatsri, University of New Mexico

PED Expressing anger through writing in Thai and in English

What language would you use in expressing anger if you speak two languages? Would you be able to express your emotions in writing? How would it feel like to do so? This paper addresses the issue of expressing anger through writing in Thai and in English.

Luo

SLA Taiwanese Learners' English Use, Learning Aims and Attitudes toward English as a Lingua Franca

This presentation reveals Taiwanese learners' experience of English use, aims of learning English and attitudes toward English as a lingua franca (ELF) for intercultural communication. In light of the findings, the presenter suggests English teachers incorporate an ELF perspective into English instruction and help learners develop intercultural awareness and competencies.

Seongsok Choi, *University of Edinburgh*

DIS Interactional dynamics in interdisciplinary research meeting discourse

This paper explores the interactional dynamics in interdisciplinary research project meetings, focusing specifically on the way in which boundary crossing research engagement is reflected at the micro-level of interaction. This study is drawn from over 30 hours of audio-recorded research meetings and provides insights into boundary crossing research.

Margaret van Naerssen, *Immaculata University*

DIS Communicating a Police Caution: An Interactive Event

The communication of police rights/ Miranda is a two-way, communication event, not simply one-way communication from the police officer to the suspect. This is illustrated in a case involving a Spanish L1 speaker in a drug trafficking case. Did the police officer assist so the suspect could knowingly waive his rights?

107. Sun 9:10-9:40

Roundtable Session 3

Pearl

Helen Berg, *Sam Houston State University*

Burcu Ates, *Sam Houston State University*

BIHM Translanguaging: The Invisible Teacher Ideology

This study explored bilingual (Spanish/English) teachers' ideologies regarding writing instruction in bilingual programs. Teachers mentioned "translanguaging" as a philosophical and pedagogical tool for writing instruction. This study suggests that the ideology of a solitary path to writing instruction is contradictory and teachers need alternative theories and methods for writing instruction.

Linda Lemus, *University of Arizona*

LCS Translanguaging & Multilingual Identity on Facebook

This qualitative study observes and illustrates the representation and (re)construction of identity of English-Spanish-Portuguese multilinguals on the social network site (SNS) Facebook through their various languages. This study explores how these multilinguals as language agents, autonomously and outside the language classroom, are using SNSs to cultivate their language learning.

Soon Young Jang, *OISE University of Toronto*

BIHM Bilingualism of Korean Immigrant Children: A Church-based Heritage Language Classroom in the Greater Toronto Area

By adopting Bourdieu's theoretical and analytic tools such as field, capital, and habitus, this ethnographic case study learns about the ways how a church-based heritage language classroom in the Greater Toronto Area supports the language and literacy development and learning of Korean Canadian children.

John Chi, *Center for Applied Linguistics*

Anne Donovan, *Center for Applied Linguistics*

Meg Malone, *Georgetown University*

BIHM Teachers' Perceptions of Heritage Language Learners in the Classroom

This roundtable will discuss the preliminary results of a survey study about teachers' perceptions of heritage language learners (HLLs) of different grade levels, languages, and types of classrooms. The study will provide insight into HLLs learning experiences and the expectations of these learners.

Henrietta Boudros, *University of Illinois at Urbana-Champaign*

COG Bilingualism and Cognition Across the Lifespan: How does interacting in more than one language influence non-linguistic and linguistic processing?

This study investigates the Bilingual Cognitive Advantage (BCA) hypothesis, which holds that bilinguals enjoy certain cognitive processing advantages relative to monolinguals. Supported with data from monolingual and bilingual French- and English-speaking adults (ages: 18-80, n=131), the present study contributes important new findings to the debate surrounding the BCA hypothesis

Cyntia Bailer, *FURB/UFSC*

Lêda Maria Braga Tomitch, *Universidade Federal de Santa Catarina*

COG The Processing of Sentences in Portuguese-English Bilinguals and Portuguese Monolinguals: an fMRI Study of Reading Comprehension Effects on Brain Activation

This communication presents part of a cross-sectional, quantitative and exploratory study aimed at investigating monolingual and bilingual brains and their neuroanatomical response to the processing of written sentences. Results indicate that language representation and processing engages a complex network of brain areas in monolinguals and bilinguals.

Li Jin, *DePaul University*

PED Language Socialization in Language Partner Collaboration

This paper reports on an empirical study investigating how Chinese students and American learners of Mandarin Chinese socialize each other while collaborating in a 10-week Sino-American language partner project. The study uncovers participants' socialization by learning urban slang in the US and China respectively.

Snezhana Zheltoukhova, *University of Wisconsin Madison*

DIS Taking and Holding the Floor In Foreign Language Tutoring Interactions: The Role of Collaborative Dialogue

The paper aims to investigate how Russian Flagship students and tutors take or hold the floor in tutoring interactions. The qualitative analysis of interviews with participants and Conversation Analysis of the collected tutoring sessions' video recordings demonstrates the productive role of collaborative dialogue for Russian learners.

Laura Collins, *Concordia University*

Walcir Cardoso, *Concordia University*

PED Integrating out of class and in class language practice: the students' perspective

We will present findings from a survey of EFL students of the language activities they engage in on their own time and their perceptions on how these activities might be

better incorporated into their EFL curriculum.

Cristina Lopes-Perna, PUCRS

Paulo Ott Tavares, PUCRS

SLA 21st Century Affordances: Teenagers' Perceptions of Language Learning

This presentation reports a study carried out with a group of Brazilian learners of English as an additional language, in which they compared what they learn inside and outside the classroom, based on the concept of affordances, as proposed by Gibson (1979) and van Lier (2002, 2004).

108. Sun 8:00-9:40

RWL Paper Session

Portland

*Cheryl Lynn Sheridan, Indiana University of Pennsylvania/
National Chengchi University, Taipei*

Factors Influencing Participation in English Medium Journals from the Semi-Periphery: Experiences of Authors in Taiwan

Fourteen contributors to four Taiwan-based English medium journals of different disciplines were interviewed about their publishing experiences. Results indicate participants work along a continuum between lower- and higher-scale publications depending on available, but fluctuating, resources and needs as they strive to satisfy institutional research output expectations.

Diane Belcher, Georgia State University

Caroline Payant, University of Idaho

When a First Language is Like a Second: Multilingual Striving for Academic Literacy and Publication Success in a Mother Tongue

This presentation will discuss the findings of a longitudinal case study of a multilingual academic, with a well-established publication record in English, who attempts to develop advanced L1 academic literacy and succeed in writing and publishing a research article for the first time in her mother tongue.

Pejman Habibie, Western University

Writing for Scholarly Publication and Anglophone Novice Scholars: Faculty Supervisors' Perspectives

Given global competitiveness for quality research articulated through scholarly publication, this study explores the perspectives of Canadian faculty supervisors regarding (1) the challenges faced by Canadian Anglophone novice scholars in writing for scholarly publication and (2) the ways in which these emerging scholars develop writing for scholarly publication literacies.

109. Sun 8:00- 9:40

RWL Paper Session

Salmon

Haomin Zhang, Carnegie Mellon University

Keiko Koda, Carnegie Mellon University

Vocabulary Knowledge and Morphological Awareness in Chinese as a Heritage Language (CHL) Reading Development

This study explored the role of multidimensional

vocabulary knowledge and morphological awareness in collegiate CHL reading development and found that vocabulary knowledge and morphological awareness both contributed to reading ability among CHL learners. More importantly, only textbook vocabulary knowledge was found to predict CHL morphological awareness and reading ability.

Patrick Proctor, Boston College

Paul Xu, Boston College

Samantha Daley, University of Rochester

The relative contributions of word reading, vocabulary, and syntactical knowledge to reading among struggling readers in middle school

We investigated whether syntactic knowledge made a unique contribution to reading comprehension among a sample of 621 6th - 8th grade middle school students who struggled with reading. Findings indicated syntax knowledge made a unique contribution to reading comprehension above and beyond word reading and vocabulary knowledge.

Anna Meyer Hartranft, University of Maryland, College Park

Christina M Budde, University of Maryland, College Park

Rachel Philbrick, University of Maryland, College Park

English language learners use of multimedia to understand complex informational texts: An exploratory study

Many English language learners (ELLs) struggle with learning vocabulary and comprehending nonfiction texts. Incorporating multimedia into guided reading lessons may help ELLs understand complex informational texts. This study explored how ELLs incorporated and referenced media examples and how those references contributed to students understanding of informational texts.

110. Sun 8:00-9:40

Paper Session

Sunstone

Kongji Qin, New York University

DIS Stylizing L2 and Performing Masculinities: An Immigrant Adolescent Boy's Identity Negotiation and Language Learning Experiences

This paper studies the relationship between one immigrant adolescent boy's masculine identity and language learning. Using interactional sociolinguistics and feminist poststructuralist discourse analysis to examine identity performances in moment-to-moment classroom interaction, I illustrate that his language learning was intertwined with, and shaped by, masculine identity negotiation in the ESL classroom.

Naomee-Minh Ngoc Nguyen, Georgetown University

DIS "I'm not a BUTCH woman": the Role of Stance-Taking and Indexicality in the Construction of Lesbian Identities

Identity is neither static nor unitary, but is indexed via multiple semiotic practices. This study examines how individuals draw on discourses surrounding gender and sexuality to index identities as butch or femme lesbians in conversation. Through stance-taking, participants jointly construct definitions for what it means to be butch or femme.

James Coda, *University of Georgia*
Melisa (Misha) Cahnmann-Taylor, *University of Georgia*
PED Troubling "Normal" in the World Language Classroom

This paper explores how gender is constructed and reified within TPRS stories of the heteronormative classroom environment, thus requiring an awareness of how world language educators utilize TPRS. In addition, experiences of LGBTQ world language educators and the intersection between their identities and teaching of gender and sexuality are explored.

111. Sun 8:00-9:40
COG Paper Session
Willamette

Eva Cerviño-Povedano, *Universitat de Barcelona*
Joan C. Mora, *Universitat de Barcelona*

Processing of Grammatical Words in L2 Captioned Video: Individual Differences in Proficiency, Speech Segmentation and Executive Function.

We investigated the effects of bimodal input through captioned video on Spanish EFL learners' processing of function words and explored the role of proficiency, speech segmentation and executive control. Findings so far suggest that bimodal input exposure enhances the processing of subtitled text according to the L2 rhythmic structure.

Matthew Wallace, *Nanyang Technological University*
Clarifying the L2-Listening Construct: Which Cognitive Factors are Most Important?

L2-listening comprehension is influenced by multiple cognitive factors, including vocabulary knowledge, topical knowledge, metacognition, and working memory. However, it is unclear how these factors interact to collectively influence comprehension outcomes. Latent-variable analysis revealed moderate relationships among the factors and the relative strength of each in predicting listening.

Gale Stam, *National Louis University*
James Lantolf, *The Pennsylvania State University*
Tetyana Smotrova, *National University of Singapore*
Kimberly Buescher, *University of Massachusetts - Boston*
Thinking for Speaking CAN Be Explicitly Taught in a Second Language

This talk discusses a study that was conducted to see if L2 thinking for speaking (TFS) patterns can be explicitly taught. After receiving explicit instruction in L2 English TFS patterns, eight L1 Spanish-speaking learners of L2 English showed evidence of L2 TFS patterns in both speech and crucially in gesture.

113. Sun 10:10-11:15
VOC Paper Session
Belmont

Benjamin Kremmel, *University of Nottingham*
Computer-Adaptive Vocabulary Tests: Is There an Ideal Design Approach?

Computer-adaptive testing holds numerous advantages

for vocabulary assessment, but there are many ways it could be done. This paper discusses the development of a new computer-adaptive vocabulary test by comparing the effectiveness two different methods of computer adaptation on a large pool of international EFL test-takers.

Batia Laufer, *University of Haifa*
The Effect of L1 and L2 Loanwords on L3 Vocabulary Tests: Same or Different?

Vocabulary knowledge tests of learners' third language (L3) showed that knowledge of L1-L3 loanwords was superior to that of non-loanwords at most word frequency levels. Knowledge of L2-L3 loanwords was most noticeable at lower word frequency levels and was related to test modality and learners' proficiency in L3.

114. Sun 10:10-11:15
TEC Paper Session
Columbia

Tomoe Nishio, *University of North Georgia*
Masanobu Nakatsugawa, *Otaru University of Commerce*

Fun or Rule: Contradicting Values in Intercultural Telecollaboration

This study explores negotiation of contradicting values in an eight-week intercultural telecollaborative project between a Japanese-language course at a U.S. university and an English-language course at a university in Japan. Drawing on activity theory, findings show how use value and exchange value contributed to manners of learner participation and interaction.

Nicole Ziegler, *University of Hawai'i at Manoa*
Kristin Naomi Rock, *University of Hawai'i at Manoa*
George Smith, *University of Hawai'i at Manoa*
Pre-task planning in L2 text-chat: Examining learners' process and performance

This presentation examines the relationship between pre-task planning and learners' production, and explores the affordances offered by SCMC to further investigate how and what learners may (or may not) be planning during planning time. Results are discussed in terms of both their meaning for task-planning research and their pedagogical implications.

115. Sun 10:10-11:15
SLA Paper Session
Douglas Fir

Gisela Granena, *Universitat Oberta de Catalunya*
Yucel Yilmaz, *Indiana University*
Diana C. Arroyo, *Indiana University*

Does implicit learning ability play a role in the effectiveness of negative feedback?

This study investigated the role of implicit and explicit cognitive aptitudes as measured by tests from two aptitude batteries (Hi-LAB and LLAMA) in the acquisition of Spanish noun-adjective gender agreement through implicit (recasts) and explicit (explicit correction) feedback.

Alia Lancaster, University of Maryland
Ewa M Golonka, University of Maryland
Jared A Linck, University of Maryland
Nick B. Pandža, University of Maryland
Leveraging Spanish Knowledge to Facilitate ab initio L3 Portuguese Learning: Investigating Instructional Techniques

We investigated the effectiveness of two instructional techniques (glosses and parallel texts) used in classrooms today in teaching Portuguese as an L3 to English L1 speakers proficient in Spanish (L2). Results are discussed in light of the participants' perceived typological similarities and differences between the languages.

116. Sun 10:00-11:15

PED Paper Session

Eugene

Takashi Oba, McGill University

Form-focused Practice and Corrective Feedback in EFL Classrooms: The Moderating Role of Analytical Ability and Working Memory

This study aims to investigate the effects of a six-week instructional treatment integrating proactive form-focused instruction techniques - form-focused practice - with and without corrective feedback, on 160 Japanese high school students' acquisition of two different linguistic targets in relation to their analytical ability and working memory.

Qiyun Zhu, The University of Hong Kong/Guangdong University of Foreign Studies

L2 Writers' Perceptions of Asynchronous Online Cross-Cultural Feedback Dialogue

This paper explores the cultural appropriateness of peer review from L2 writers' perspectives in an asynchronous online cross-cultural setting. Chinese students generally reported positive impact on emotions, academic performance and deep learning. The study contributes to the debate of cross-cultural dialogue in peer review with implications for related instructional design.

117. Sun 10:10-11:15

ASE Paper Session

Hawthorne

Ziwei Zhou, Iowa State University

Zhi Li, Paragon Testing Enterprises

Measuring Speed, Breakdown, and Repair Fluency in Prospective International Teaching Assistants' Speaking Performance

As the first step to develop an automated method for assessing fluency, this study focuses on 114 prospective ITAs at a large U.S. university and aims to investigate the relationships between fluency measures obtained by machine and human and their speaking performances in an in-house speaking test for ITAs.

Shahriar Mirshahidi, Oklahoma State University
Predicting international teaching assistants' success on a performance test: The case of CAF constructs and compensatory strategies

In this presentation, I will provide a background on ITA proficiency, as an independent construct, CAF measures, and ITA-related compensatory strategies. Next, I will justify the reasons why certain CAF measures were chosen for this study. Finally, I will present and discuss the results of the statistical analyses.

118. Sun 10:10-11:15

LCS Paper Session

Laurelhurst

Mai Takeuchi, Purdue University

Identity Negotiations Among Japanese Learners and Its Effect on Attitudes Toward Japanese Honorifics

This study examined how Japanese learners studying Japanese in an American university negotiate their identities regarding Japanese honorifics (keigo) usage and their attitudes toward keigo. Qualitative analysis of the lesson and interview videos revealed that there was a relationship between participants' Japanese learner identities and keigo usage.

Yujung Chang, National Tsing Hua University

Yueh-ching Chang, National Chiao Tung University

Negotiating "foreignness" in the third space: An analysis of the translingual practices and transnational habitus of Youtubers expatriating in Taiwan

This study examines Youtube videos created by foreign expatriates in Taiwan and discusses how they are able to complicate, negotiate, and transform their identities as foreigners and language learners by drawing on their multilingual language resources and transnational affiliations in the third space engineered by the prevalence of online communities.

119. Sun 10:10-11:15

Paper Session

Meadowlark

Meichan Huang, Texas A&M University-Commerce

SLA Non-standard Spoken Features That Mislead L2 English Speaking Listeners: Intelligibility Issues in the ELF Context

In this paper, I will discuss non-standard features in Chinese speakers' speech signal which are implicated in misleading other L2 English listeners. The data indicated that listeners were misled more by non-standard segmental features, regardless of their L1 backgrounds.

Meghan Kerry Moran, Northern Arizona University

L1D Phonological Features that Predict Accentedness, Comprehensibility, and Perceived Teaching Suitability in Arizona K12 Teachers (as Evaluated by Educational Stakeholders)

This presentation shows how educational stakeholders' evaluations of NES and NNES teachers' speech on the constructs of accentedness, comprehensibility, and perceived teaching suitability seem to be incongruous with observed phonological features of the teachers' speech. Attendees will gain greater perspective on linguistic dynamics within NNES-led classrooms.

120. Sun 10:10-11:15

PED Paper Session

Medford

Zoltán Dörnyei, University of Nottingham

Christine Muir, University of Nottingham

Directed Motivational Currents: How common are they and can they be purposefully induced?

This presentation explores two crucial questions about "Directed Motivational Currents" (DMCs): How common are they and can they be purposefully generated in L2 classrooms? To address these issues, results will be presented from a large-scale international survey (N=1,563) and a classroom intervention study, and various practical implications will be discussed.

Junko Toyoda, Kansai Gaidai University

Exploring the effect of task-based instruction on situational willingness to communicate in the EFL classroom

This study explores factors influencing EFL learners' situational Willingness to Communicate (WTC) and how this evolves in Task-based Instruction (TBI) over time. The results revealed that despite significant individual differences in WTC dispositions among EFL learners, TBI positively affected their situational WTC.

121. Sun 10:10-11:15

LID Paper Session

Oregon B

Jeonghye Son, University of British Columbia

(Re)producing, Co-constructing, and Challenging Language Ideologies: Language Socialization in a Korean Ethnic School in Japan

Drawing on the frameworks of language socialization and language ideologies, this study examined (1) how Korean ethnic schools in Japan encouraged students to learn and speak Korean, (2) what language ideologies were (re)produced through the processes, and (3) how the students appropriated and rejected those language ideologies.

Muzna Awayed Bishara, Academic Arab College for Education & Haifa University

EFL Textbooks and Identity Construction: A Case Study of Arabic/Hebrew Speakers in Israel

The present study presents a discourse analysis of interviews with 30 high school students (mainly secular Jews and Christian/Muslim Arabs) to study the way EFL texts included in English textbooks may shape and construct the English learner's national identity, attitudes towards the Other, and ideological stands regarding the Israel-Palestine conflict.

122. Sun 10:10-11:15

EDU Paper Session

Oregon C

Zenaida Aguirre-Munoz, Texas Tech University

Magdalena Pando

English language learners construct scientific explanations: Using Systemic Functional Linguistics to engage in science discourse practices

This study investigated a SFL-informed approach to language teaching within the science classroom to instruct 6th grade ELLs. Students were taught how to construct science explanations using the appropriate language register. Results indicate this approach offers quality opportunities to learn for ELLs for bridging the gap in science learning.

Lourdes Cardozo-Gaibisso, University of Georgia

Ruth Harman, University of Georgia

Challenging Raciolinguistic Discourses in U.S Schools: An Alternative Model of "Languaging" in the Science Classroom

Informed by a Systemic Functional Linguistics on meaning making (Halliday, 1994), this large National Science Foundation study in the southeastern United States investigated the ideational and interpersonal resources mobilized by students and teachers in classrooms and workshops when home languages were seen as a dynamic resource for knowledge construction.

123. Sun 10:10-11:15

Paper Session

Oregon D

Daniel Shin, University of San Francisco

Damon Do, University of San Francisco

Genevieve Leung, University of San Francisco

LCS Pints and Pews: A Look into the Linguistic Practices at Korean Businesses and Institutions

This multi-sited research project examines the ways in which Korean immigrants use language to interact, establish cultural networks and develop shared practices. A closer look at the linguistic interactions at Korean businesses and churches reveal three main themes relating to the new Korean experience: cultural currency, assimilation, and social hierarchy.

Kathy Lee, Korea University

LPP Language Policies for International Students at a Korean University: Promoting or Restricting Multilingualism

This study examines language policy mechanisms contributing to the low graduation rate among international students at a Korean university. Interviews indicate that graduation requirements, standardized language tests and English-medium courses, implicitly impose English on students. Consequently, non-Anglophone students are disadvantaged leading to lower graduation rates compared to their Anglophone peers.

124. Sun 10:10-11:15

COR Paper Session

Oregon G

Ji-Hyun Park, Michigan State University

Measuring syntactic diversity from a verb-argument construction perspective

This study looks into the diversity dimension of syntactic complexity in L2 writing. I investigate whether the use of more diverse types of verb-argument constructions can be

indicative of more advanced L2 proficiency. Emergence and distributional frequencies of verb-argument constructions in EFL writings across different proficiency levels will be discussed.

Paula Rationaho, University of Tampere
Alison Edwards, Independent Researcher
Sandra Claire Deshors, New Mexico State University
Progressive or Not Progressive? Modeling Constructional Choices in EFL and ESL

This is a multifactorial corpus-based analysis of the progressive–non-progressive alternation across Englishes spanning the ‘native–foreign–second’ language continuum. Based on 6,183 constructions annotated for tense, modality, semantic domain, voice, genre and variety, results reveal fine-grained patterns of progressive usage, shedding further light on (dis)similarities within and across Englishes.

125. Sun 10:10-11:15
BIHM Paper Session
Oregon H

Elizabeth Hughes, Penn State University
Nihat Polat, Duquesne University
Laura Mahalingappa, Duquesne University
Burcu Aydin, Adnan Menderes University
Instigating change in preservice teacher cognition about ELs’ education: The case of inclusion, culture, and responsibility in mainstream classrooms.

This study addresses possible effects of an E-Pal project on preservice teacher cognition about ELs’ education. Variables included inclusion, responsibility, and culturally responsive pedagogy. Change in cognition was measured through gain scores across an experimental and a control group. E-Pal intervention resulted in change in around 30% of variables

Sara Kangas, Lehigh University
When Beliefs Become Facts: The Role of Educators’ Ideologies in Policies for ELs with Disabilities
This comparative case study examines the ideological and political conditions stemming from language and disability that influence the learning opportunities of ELs with disabilities. The findings illuminate how educators’ beliefs about the law and federal systems of accountability work in concert to constrict the educational experiences of ELs with disabilities.

126. Sun 10:10-11:15
Shared Shorter Paper Session 5
Pearl

Alvaro Hernan Quintero-Polo, Universidad Distrital Francisco Jose de Caldas
Carmen Guerrero, Universidad Distrital
REM Short Story Analysis as an Approach to Examine Student-Teachers’ Selves

This presentation aims at proposing short story analysis (SSA) as an approach to language teacher identity research that bridges life stories and qualitative research in order to examine how a group of pre-service English language teachers (re)discovered their personal, academic and

professional selves.
Christopher Stillwell, University of California, Irvine
PED Characteristics of Effective Lecturers Who Use English as Medium of Instruction in non-Anglophone Higher Education Contexts

Based on a synthesis of current literature on English as Medium of Instruction (EMI) with findings in parallel fields, this paper identifies three core instructor characteristics necessary for the effective implementation of EMI in non-Anglophone contexts and suggests a framework for the professional development and support of instructors.

Betsy Winston, TIEM Center
TRI Effective Assessment of Teaching and Learning: Cognitive Reporting Activities in Interpreting Education
A longitudinal study of cognitive reporting activities infused into interpreter education courses reveals that they are effective, on-going assessment tools for students and educators. Moreover, they can be incorporated wherever educators are inspired to study not only what and how students learn, but how we ourselves can learn from them.

127. Sun 10:10-11:15
RWL Paper Session
Portland

Manami Suzuki, Hosei University
Japanese EFL Learners’ Perceptions of Self-Revision and Peer Revision
This study examines Japanese English as foreign language (EFL) university students’ perceptions of self-revision and peer revision and explores the influence of the perceptions on their revision. The instruction for gaining benefits of both self-revision and peer revision is suggested based on the results of the present study.

Masakazu Mishima, Rikkyo University
Connecting missing links: An ecological study of a novice L2 writer’s revision strategies.
The session presents the results of an ecological study of a novice L2 writer’s revision strategies used in response to L2 instructor feedback.

128. Sun 10:10-11:15
RWL Paper Session
Salmon

Steven D. Thurlow, The University of Melbourne
Creative Collisions: An inquiry into the critical intersections between creativity and academic writing at the doctoral level
This study investigates the notion of creativity in doctoral level thesis writing at an Australian university. It explores how a small group of L1 and L2 thesis writers perceived its presence in their written work and to what extent these students introduced specific types of creativity into their writing practice.

Naoko Mochizuki, University of New South Wales
Dialogic Interactions in Group Writing Conferences for

Doctoral Students: The Mediation of Thinking and Writing
The study investigates how dialogic interactions in group writing conferences promote learners' new ways of thinking and writing. The participants were 12 PhD students in three writing groups. The presentation discusses how students appropriate rhetorical concepts through mediational dialogues, and how students and a facilitator can discursively create such opportunities.

129. Sun 10:10-11:15

DIS Paper Session

Sunstone

Alan Thomas Kohler, The University of Arizona

Money, money, money: Using metonymy analysis to reveal the commodification of international students at American universities

While the internationalization of undergraduate education in the U.S. is purportedly driven by the evolving values of American colleges/universities that embrace an ever-globalized vision of transnational education, administrative discourse—revealed through critical metonymy analysis—surrounding international students in higher education uncovers a more economic motivation for U.S. institutional recruitment abroad.

Marjory Vazquez, University of Georgia

Paula Jean Mellom, University of Georgia

Lou Tolosa-Casadont, University of Georgia

Rolf Straubhaar, University of Georgia

The Impact of English on Identity, Language, and Culture in Costa Rica

Discourse analysis of 15 semi-structured interviews of rural Costa Ricans examined participants' perceptions of the influx of English in their community and its impact on individual and cultural identity. Results show a level of ambivalence toward English impacted by factors such as age and educational background.

130. Sun 10:10-11:15

Paper Session

Willamette

Larysa Bobrova, Miami University

COG Indirect Metalinguistic Feedback on Lexical Errors: A Cognitive Linguistics Approach

The study investigated the efficacy of a cognitive linguistics (CL) approach to indirect metalinguistic feedback on lexical errors in ESL writing caused by the differences in conceptual systems of English and the native language. The results indicate larger gains on the post-intervention test taken after CL-based over traditional feedback.

Aarnes Gudmestad, Virginia Tech

Amanda Edmonds, Université de Montpellier

SOC Comparing individual to group patterns in L2 Spanish gender marking

We investigate the acquisition of gender marking in Spanish by analyzing data from 20 L2 learners studying abroad for a year in Spain or Mexico. We compare the developmental trajectory of gender marking observed from

aggregate data to individual patterns and we account for differences observed across individuals.

131. Sun 1:50-3:30

TXT Paper Session

Belmont

Shengrong Cai, Wright State University

How to connect the dots: Intertextual Practices in Literature Review Papers by TESOL Graduate Students and More Experienced Writers

This presentation reports on a study that compares the intertextual practices in a small corpus of 20 literature review papers written by graduate students and more experienced writers in the TESOL and Applied Linguistics field. The findings will help graduate students develop better strategies in writing successful literature review papers.

KyongYoung Ha, Ohio State University

Move analysis of grant proposals of graduate students and post-doctoral scholars

A grant proposal is an important professional writing for many advanced academic writers, but the crossroads of disciplines and cultural backgrounds have been understudied. This study aims to bridge the gap by identifying move structures of the genre of GP and exploring the features associated with specific disciplinary discourse communities.

Tracy Davis, Central Michigan University

Joshua D. Weirick, Purdue University

An analysis of changes in writing center tutors' online commenting styles over time

This paper reports on how writing center consultants' commenting styles on asynchronous online feedback adapts and changes over time based on their experiences by coding and analyzing comments over a two to three year period and through interviews with past consultants.

132. Sun 1:50-3:30

Paper Session

Columbia

Meg Malone, Georgetown University

Charlene Polio, Michigan State University

PED Differential progress across three typologically different languages

To date, claims of differential difficulty have neither been substantiated through empirical research nor fully supported in the SLA literature. Although such claims are difficult to test empirically, this study represents an initial attempt to investigate these claims via both quantitative and qualitative methods.

Susie Kim, Michigan State University

COR Criterial Features in an L2 English Learner Corpus

A learner corpus of English is examined in its use of the grammatical criterial features (identified by the English Grammar Profile) for each CEFR level. The analysis reveals that most features occur in low frequencies across all

levels. Implications related to the representativeness and applicability of the EGP are discussed.

Brian North, Eurocentres

Enrica Piccardo, OISE/University of Toronto

PED Updating the Common European Framework of Reference for Languages (CEFR): Developing, Validating and Calibrating Descriptors for Mediation and Related Fields

This talk reports on a large-scale Council of Europe project extending the CEFR descriptors to cover crucial areas in SLE like mediation, online interaction and the plurilingual/pluricultural dimension.

The paper reports on the methodology used with three phases of qualitative and quantitative (Rasch) analysis (1250 informants from over 150 institutions).

133. Sun 1:50-3:30

SLA Paper Session

Douglas Fir

Man Li, University of Maryland

Robert DeKeyser, University of Maryland

Temporal Distribution of Practice on L2 Learning and Retention: A Narrative Review

This paper presents a review that draws on previous research on temporal distribution of practice in cognitive psychology, educational psychology, motor skills learning, and SLA to identify factors that may moderate the effects of distributed practice on the acquisition and retention of learned knowledge or skills.

Lucie Rogers, Qatar University

Brooke Meyer, Qatar University

John Rogers, Qatar University

Lag effects in second language acquisition: a conceptual replication of Rogers (2015)

This study examined the effects of massed versus distributed learning conditions on the acquisition of an L2 syntactic structure. Results from this study found no significant differences in performance between the two groups. However, the results suggest that the amount and type of exposure might moderate the benefits of distributed practice.

Mengxia Fu, The University of Auckland

Shaofeng Li, The University of Auckland

The Cognitive Processes of Task Performance and Their Associations with Working Memory

This study explores the cognitive processes during task performance and their associations with working memory in strategic and unpressured within-task planning. It was found that strategic planning facilitated encoding while unpressured within-task planning enhanced monitoring. The role of working memory was evident only in unpressured within-task planning.

134. Sun 1:50-3:30

PED Paper Session

Eugene

Liese Sippel, Penn State University

Learners' Beliefs about Oral Peer Feedback

This study investigated low-proficient learners' beliefs about oral peer corrective feedback in the foreign language classroom. The findings indicate that although all learners believed in the effectiveness of peer feedback, learners who had not received feedback training were more likely to withhold peer corrections due to social considerations.

Warren Merkel, University of Iowa

Role Reversals: A Case Study of Dialogic Interactions and Feedback on L2 Writing

Many studies on second language writing feedback adopt a dialogic environment as a means for the teacher to address linguistic limitations of the learner. This presentation reports instead on a case study in which dialogic interactions addressed equally the learner's linguistic challenges and the teacher's lack of content knowledge.

Guangwei Hu, Nanyang Technological University

Jing Yang, Dalian University of Foreign Languages/Nanyang Technological University

Teachers' Beliefs and Practices about Feedback on Student Writing: Matches, Mismatches, or Something More?

Situated at the intersection of two research areas – teacher cognition and teacher feedback, this study investigated Chinese university EFL writing teachers' beliefs about feedback and their relationships to their actual feedback practices. Under the complex systems framework, teachers' beliefs were characterized by fewer tensions with their practices.

SUNDAY AFTERNOON SESSIONS

135. Sun 1:50-3:30

Paper Session

Hawthorne

Sonia Magdalena Tigchelaar, Michigan State University

ASE Using self-assessments to predict spoken French proficiency

This study sought to analyze students' self-assessed French language abilities in relation to their ACTFL OPIc scores and to assess some of the different scales that are used to convert OPI ratings to numeric scores. The strength of the relationship depended largely on the type of scale that was used.

Wei-Li Hsu, Department of Second Language Studies, University of Hawai'i at Manoa

ASE Use of Self-Report Data to Refine Placement-Decision for Tertiary-Level Chinese Reading Courses

Self-report data are often used as supplementary information for making placement decisions; however, its validity is seldom examined. The current study developed four L2 Chinese reading subtests and a three-part language background survey, and conducted three canonical correlation analyses to understand the correlations between

the reading and the survey variables.

Gabriela Sweet, University of Minnesota

Sara Mack, University of Minnesota

PED Self Assessment and Learner Agency: A New Approach

Successful second language acquisition requires learners to be active agents in their learning process. Students using a standardized self-assessment protocol report increased engagement, agency, and success in their learning. Templating with technology propels a scalable delivery across languages and levels, maximizing the benefit of the protocol.

136. Sun 1:50-3:30

LCS Paper Session

Laurelhurst

Hatice Altun, State University of New York Buffalo

A Language Ecology Perspective on Second Language Socialization of Undergraduate Turkish International Students in Terms of Their Identity Reconstruction

This longitudinal qualitative study reports on research exploring how intersubjective identity reconstructions of 10 international undergraduate Turkish students in a global university contact zone have been shaped in two years' time as a result of their language socialization.

Takuji Aso, University of Wisconsin-Madison

An ethnographic study on identity construction and an English-medium education policy at a Japanese university

This study draws on a set of ethnographic data obtained in one of the English-medium undergraduate programs in Japan and describes identity construction observed among first-year Japanese students as they went through a transition from high school to the English-medium college program.

Tsung Han Weng, University of Kansas

Chinese TESOL Graduate Students' Construction and Negotiation of Identities in the U.S. Academic Socialization

This qualitative study aimed to explore how Chinese TESOL graduate students constructed and negotiated their identities from EFL teachers in China to ESL students during their academic sojourns in U.S. higher educational institutions. Findings have implications for policy makers and educators who work to improve international graduate students' academic socialization

137. Sun 1:50-3:30

SLA Paper Session

Meadowlark

Nancy Gagné, Université du Québec à Chicoutimi

Leif French, Sam Houston State University

The influence of L1 fluency on the L2 performance of monologic versus dialogic tasks

Using monologic and dialogic tasks, this study tracked the contributions of L1 and initial L2 fluency to L2 fluency development among English learners' (n=47) over ten months. Results showed that L1 and L2 fluency both

predicted improvement in L2 fluency, but contributions varied depending on task and speech measure.

Elizabeth Hepford, Temple University, Philadelphia

The "F" in CAF: Fluency's interaction with complexity and accuracy

This 15-month case study investigates the relationship between fluency (proceduralization) and the changes in developing complexity and accuracy (proficiency) using moving correlations. Findings show that changes in fluency were highly correlated with accuracy; somewhat correlated with elaboration (words per AS-unit); and weakly correlated lexical diversity (D index).

Melanie L D'Amico, Indiana State University

Exploring the relationship between WTC and L2 morphosyntactic skills

This study explores the possible relationship between WTC and linguistic skills. Results find no statistical significant correlation between the two in this study but do show that participants who developed stronger personal relationships with native speakers increased in both WTC and grammatical abilities.

138. Sun 1:50-3:30

PED Paper Session

Medford

Vera Hanaoka, University of Hawai'i at Manoa

Long-term Motivation in Advanced Learners of Japanese

Using qualitative data, this study examined long-term motivation in advanced L2 Japanese learners to determine what enabled them to persist in studying, to improve their abilities, and to achieve high proficiency. Results show sustained pursuit of an interest using Japanese was the primary motivating factor, facilitating relationship-building and positive experiences.

Jeff Kilpatrick, University of Georgia

Rhia Moreno Kilpatrick, The University of Georgia

Practice as a Cornerstone of Confidence: Student Perceptions of Self-Efficacy in the Foreign Language Classroom

Informed by self-efficacy theory, this design-based research study examines how increased exposure and productivity in 'flipped' FL classes affect students' sense of self-efficacy and participation. Findings suggest that student learning and perceived confidence in the FL classroom are inextricably linked and subject to constant change.

Mostafa Papi, Florida State University

Regulatory fit impacts on task-related emotions

Regulatory fit theory (Higgins, 2000) was tested in relation to the emotional experiences of language learners during a reading/writing task. Promotion-focused individuals reported higher task enjoyment, higher confidence in their performance, and higher willingness to try the task again. Prevention-focused individuals' experienced more task anxiety.

139. Sun 1:50-4:40

REM Colloquium: Emerging trends in the collection, organization, transcription, and analysis of L2 interaction data

Mt. Hood

Session Organizers: Numa Markee, University of Illinois at Urbana-Champaign / Olcay Sert, Hacettepe University
Discussant: Johannes Wagner, University of Southern Denmark
CA studies of L2 talk-in-interaction use a variety of data sources and data collection tools. This diversity raises questions about how these data are represented as transcripts. The emergence of multimodal CA further complicates an already complex situation. The colloquium aims to generate a public discussion of these issues.

Numa Markee, University of Illinois at Urbana-Champaign
Technological issues in conversation analytic studies of L2 classroom interaction

This paper discusses the technological problems that need to be addressed when making audio/video recordings of L2 classroom. Three such problems are identified to motivate a broader discussion of the implications of these technical issues for the continued intellectual development of classroom CA as a viable sub-field of applied linguistics.

Soren Wind Eskildsen, University of Southern Denmark
From data to dissemination: How technology helps build theory

This talk outlines how data, transcription, evidence, analysis, and epistemology conspire to yield new conventions in dissemination and make new theory possible. The basis is ClassAction, a technology allowing access to MAELC, Portland State's unique longitudinal database of L2 interaction. Open to researchers internationally, MAELC/ClassAction has inspired award-winning L2 research.

Ufuk Balaman, Hacettepe University
On Collecting, Organizing, and Transcribing Online Task-Oriented L2 Interaction Data

This study describes the procedural details for collecting, organizing, and transcribing online task-oriented L2 interactions based on a database of 70 hours of screen-recordings (i.e. 280 hours of on-screen activities) and presents an overall discussion of the challenges, limitations, and implications of screen-recordings for L2 interaction.

Niina Lilja, University of Tampere
Collecting, transcribing and presenting data from interactions "in the wild": issues of reliability and validity

The paper discusses challenges in collecting and transcribing multimodal multilingual data from authentic interactions and offers suggestions on how to meet these. The discussion is based on data collected and experiences gained in a CA-SLA research project analyzing L2 learning outside language classrooms.

Olcay Sert, Hacettepe University
Paul Seedhouse, Newcastle University
Video Enhanced Observation: Adapting tagsets for an innovative Ipad App to collect and analyse L2 interaction

data

This presentation will focus on the potentials and limitations of collecting, storing, and analysing L2 classroom interaction data using VEO, a mobile app designed to help teachers for professional development purposes. We will present findings based on an on-going EU project.

140. Sun 1:50-4:50

SOC Colloquium: The sociolinguistics of global and/or globalized youth
Oregon A

Session Organizer: Sender Dovchin
Chair: Janus Møller, University of Copenhagen
Discussant: Marco Jacquemet, University of San Francisco
This colloquium brings together researchers from various world regions who share a background in applied linguistics and have considerable research expertise in the study of youth language education. The colloquium focuses on the sociolinguistics of youth globalization and its critical pedagogical implications in applied linguistics.

Janus Møller, University of Copenhagen
Young people's reorganizations and exploitations of linguistic diversity in heterogeneous Copenhagen
From a perspective of linguistic ethnography, I investigate how terms like "mixed" are used about language use among a group of adolescents in Copenhagen and how these descriptions relate to their daily linguistic practices. I use the analyses to discuss how the participants deal with, organize, and exploit linguistic diversity.

Shaila Sultana, University of Dhaka/University of Technology, Sydney
Engaging with Multimodal Resources: Bangladeshi Young Adults' Emerging Identities in Virtual Space
Bangladeshi youths demonstrate their engagement with multimodal semiotic resources both from the local and global contexts, capacity to deal with linguistic diversity in manipulating these resources in virtual communications. They liberate themselves, even though temporarily, from their predetermined linguistic and sociocultural associations, using the multimodalities of virtual space in communication.

Bill Batziakas, Queen Mary University of London
English as a Lingua Franca and youth in a globalised world: Insights from students' translanguaging practices at an international university

This paper takes an English as a Lingua Franca (ELF) perspective and looks at naturally occurring spoken interactions of international students at the University of London. It particularly shows how students were achieving various pragmatic functions through translanguaging, as well as it discusses some pedagogical implications of this language practice.

Kara Fleming, University of Leeds
The limits of mixing: Reinforcing borders among multilingual youth

This paper considers how globalized settings may involve the reinforcement of racial and linguistic boundaries, rather than their destabilization, through ethnographic data from a multiethnic secondary school in Hong Kong.

Saija Peuronen, University of Jyväskylä
Sirpa Leppänen, University of Jyväskylä
Styling the self by multimodal activities in social media spaces the case of urban skiers in Finland

This paper examines the use of heteroglossic and multisemiotic resources in translocal social media activities by young urban skiers in Finland. This group draws on voices of professionalism, commercialism, masculinity and creativity to style themselves as a unique collective, while also evoking possible tensions within the lifestyle sports culture.

Sender Dovchin, University of Technology, Sydney
Uneven distribution of resources in the youth linguascapes of Mongolia

Youth language practices is better understood from the perspective of “linguascapes” to capture the current flows of transnational linguistic resources. However, the resources embedded within linguascapes are unevenly distributed and unequally localized. The varied socio-economic background of young speakers is important in understanding youth linguascapes.

141. Sun 1:50- 3:30
RWL Colloquium: Language, literacy and matter: Encouraging ‘lines of flight’
Oregon B

Session Organizer: Diane Dagenais, Simon Fraser University

This short colloquium explores an emerging transdisciplinary perspective, ‘post-humanism’, in language and literacy research. Sharing the common goal of equity in language and literacy education, presenters show in diverse settings for diverse learners how they have found post-human theories to suggest differences that might result in greater educational equity.

Diane Dagenais, Simon Fraser University
Kelleen Toohey, Simon Fraser University
Language learning and teaching research: What difference do materials make?

Posthuman theories challenge traditional theories of language, fieldwork methods and academic reporting. Revisiting projects with children learning languages, we describe what posthuman fieldwork is and might be, and how documentation of our observations will mean working in ways that recognize and critique the ‘idées fixes’ of much educational research.

Jennifer Rowsell, Brock University
Rolling in the Deep: Seeing differently through multiple materialities

I describe a study with adults with mental health and addiction issues doing multimodal/literacy work in their community. The result was seeing everyday sites,

hubs, things, differently and literacy as distributed across everyday practices and entangled with the material world. When acknowledged, such practices can elicit and enchant our senses.

Suzanne Smythe, Simon Fraser University
From the individual ‘user’ to human-technology intra-actions: Digital literacy as discursive-material assemblage
This ethnography highlights the mutual entanglement of non-human and human bodies in an adult digital literacy project. I present several examples of such entanglements, and their alienating effects. This complicates the goals of adult digital literacy education, but asks, ‘How might humans and technologies join in egalitarian and playful ways?’

142. Sun 1:50-3.30
EDU Paper Session
Oregon C

Marie Stevenson, University of Sydney
Phiona Stanley, University of New South Wales
Making sense of not making sense: Native speaker teacher talk

This presentation reports on a study of native English speakers’ intelligibility in classroom discourse, focusing on novice teachers’ difficulties in adjusting their own English for their learners. We present an integrated framework for analysing intelligibility and illustrate the crucial roles of coherence, cohesion and context.

Jessica Dockter Tierney, University of Minnesota
Anne E Crampton, University of Minnesota
Cynthia Lewis, University of Minnesota
Proper Distance and the Hope of Cosmopolitanism in a Classroom Discussion about Race

We examine efforts of youth in an urban high school classroom to engage in cosmopolitan dialogues across differences. These vigorous, sometimes uncomfortable, verbal border-crossings resulted in the interrogation of race as a potent, if calcified, sign. “Proper distance” (Chouliaraki, 2011) helps us see their work as both challenging and transformative.

Tae Kunisawa, The University of New Mexico
Development of Word Meaning in SLA
This corpus study suggests that word meaning develops from a single to binary semantic categorizations in Japanese EFL education. The research question is whether the concept of developed word meaning in sociocultural theory (SCT) can be one of the SLA research agendas in the incorporation of SCT and linguistic relativity.

143. Sun 1:50-3:30
LPP Paper Session
Oregon D

Syed Abdul Manan, BUIITEMS, Quetta, Pakistan
Ethnolinguistic dilemma and static maintenance syndrome: a study of language policies and language perceptions in Pakistan

Scrutinizing the influence the policies exert on vitality of indigenous mother tongues, and the perceptions of their speakers, this study examines orientations of the governments' language-in-education policies. Results show that although indigenous mother tongues enjoy strong oral roots in informal private domains; however, they acutely shrink in more literate domains.

Ruriko Otomo, The University of Hong Kong
What's Behind Language 'Problem' Talks?:
Implementational and Ideological Space for the Economic
Partnership Agreement as a Language Policy

This presentation provides an analysis of the language policy embedded in a bilateral trade agreement between Japan and Southeast Asian countries. It focuses on a case where language issues are used to block resolution of structural issues of the language policy and a specific local workplace setting.

Virak Chan, University of Texas at San Antonio
A textual and contextual analysis of Cambodia's language
policies

This paper studies three important policy documents in Cambodia for their representation of the local language Khmer and English, and their speakers. From a discourse analytical framework, the status and prestige in relation to the languages and their speakers are examined.

144. Sun 1:50-3:30

LID Colloquium: Transdisciplinary Approaches in Applied Linguistics: Exploring Language Practices and Tracing Ideological Effects to Address Real-world Issues Oregon F

Session Organizers: Elizabeth R Miller, University of North Carolina at Charlotte / Doris Warriner, Arizona State University
This colloquium showcases the work of four applied linguists who have engaged in transdisciplinary, cross-institutional, multi-sited, and/or collaborative research. They have explored connections between language practices and ideologies with the aim of addressing real-world issues confronting diverse communities and sites.

*Katherine Morelli, Arizona State University
Doris Warriner, Arizona State University*
Language, Literacy and Health Care: How Applied
Linguists Can Be Responsive and Relevant
This presentation demonstrates how the theories and tools of applied linguistics might facilitate the research and practice of health literacy researchers and health care providers working collaboratively and cross-institutionally to understand, respond to, and improve the experiences of refugee families navigating the health care system.

Leslie C. Moore, The Ohio State University
Expanding Partnerships and Repertoires of Practice:
Improving Informal Science Learning for Preschool Dual
Language Learners

This presentation presents a project in which a university-based applied linguist partnered with museum-based informal science educators and center-based early

childhood educators to study science and children's museum practices and ideologies related to preschool dual language learners, their families, and the community organizations and early childhood professionals who serve them.

Huamei Han, Simon Fraser University
Doing Applied Linguistic Research, Contributing to
Social Theories: Understanding Trade Migration through
Grassroots Multilingualism

Based on a larger ethnography, I discuss grassroots multilingual practices and ideologies that have emerged in stratified trade communities involving African traders in China and Chinese traders in Namibia. This discussion advances understandings of private trade migration that is not well known in contemporary North America and is marginalized worldwide.

Elizabeth R Miller, University of North Carolina at Charlotte
Applied Linguistics at Work: Exploring Language Practices,
Emergent Ideologies, and their Implications for Social
Sustainability Advocacy

This presentation analyzes the interactions produced by members of a Research Coordination Network in discussing social sustainability at their annual conferences (28 break-out sessions, each approximately one-hour long). It demonstrates how competing ideologies of responsibility, as constituted in their talk, contributed to members' challenges in advancing advocacy work

145. Sun 1:50-3:30

RWL Colloquium: Using Systemic Functional Linguistics & Genre-based Pedagogy to Scaffold Reading and Writing in History Oregon G

Session Organizer: Silvia Pessoa, Carnegie Mellon University
This colloquium presents SFL-based literacy interventions that aimed to enhance argumentative history writing from source texts at the middle school and university levels. Analysis of classroom interaction and student writing shows how students incorporated the material from the interventions in their writing and how their writing developed over time.

Mary J. Schleppegrell, University of Michigan
English learners writing from primary sources in middle
school history: disciplinary literacy tools and a focus on
language
Middle school English learners were supported by disciplinary literacy tools and systemic functional linguistics to analyze primary sources in history and write arguments about a central question. Using evidence from classroom interaction and student writing, this presentation illustrates how their inquiry was guided and how their writing developed over time.

*Ruth Harman, University of Georgia
Nicole Siffrinn, University of Georgia
Patrick Wesley Williams, University of Georgia*
SFL-informed Genre-Based Professional Development:
Historical Accounts in Middle School

This paper discusses key elements of a professional development approach to teaching historical accounts, which involved supporting teachers teaching students explicitly about how to develop a cohesive historical argument. The presenters report on how social studies teachers appropriated and resisted the approach.

Mariana Achugar, Carnegie Mellon University

Learning history in a college foreign language classroom

Exploring the role of language in historical thinking in a foreign language college level course cultivated critical awareness of meaning making choices to enhance communication and understanding of others. Evidence from students' written production and classroom tasks is used to document their learning in genre-based Spanish foreign language course.

Silvia Pessoa, Carnegie Mellon University

Ryan T. Miller, Kent State University

Thomas Mitchell, Carnegie Mellon University in Qatar

Scaffolding Argumentative Writing at University Level:

Development & Differences in Student Uptake

This presentation describes a literacy intervention that aimed to scaffold university students' writing of the argumentative essay in history. Our longitudinal quantitative and qualitative analysis shows how students benefited from explicit instruction and how their writing increasingly met genre expectations. Differences in students' patterns of writing development are discussed.

146. Sun 1:50-3:30

**BIHM Paper Session
Oregon H**

Genevieve Leung, University of San Francisco

Yuuko Uchikoshi, University of California, Davis

Rosina Tong, San Francisco Unified School District

"Learning Cantonese Will Help Us": Elementary School Students' Perceptions of Cantonese-English Dual Language Education

This paper reports findings from focus group interviews with 14 fourth and fifth graders attending a Cantonese-English DLI school. Students demonstrated heightened language awareness in discussing languages as a resource. Our data call for the need to attend to the insights from young learners articulating their linguistic identities.

Gabriela Dolsa, University of Texas at El Paso

Emiliano Villarreal, The University of Texas at El Paso

Katherine Mortimer, University of Texas at El Paso

A Critical Genealogy of Language Separation in Dual Language Education: Has the nuance been left out?

We put forward a critical genealogy of language separation (LS) as an ideology within dual language education (DLE) that examines the principle's path to preeminence. An account of the historicity of LS research analyzes how it was established as a "common sense", best practice pedagogy, and DLE policy.

Patrick Henry Smith, University of Illinois at Urbana-Champaign

A Transdisciplinary Study of Mexican-Origin Children's

Opportunities To Develop Spanish Literacy in A Dual Language School

This case study explored opportunities for Spanish literacy learning in a dual language program in a small city in the U.S. Midwest. Using theory and methods from language-in-education planning and biliteracy studies, the study focused on the school-based literacies of five Mexican-origin students during their second- and third grade years.

147. Sun 1:50-4:50

BIHM Colloquium: Conceptualizing the 'Language-Content Interface' in CLIL and Immersion Education Oregon I

Session Organizers: Christiane Dalton-Puffer, University of Vienna / Ute Smit, University of Vienna

This colloquium takes a multi-perspectival view of 'the language-content interface' in CLIL and immersion education. Informed by recent studies dealing with such educational scenarios from across the world, it is the aim to gain a deeper understanding of such educational approaches and their implications for teacher education.

Christiane Dalton-Puffer, University of Vienna

Tarja Nikula, University of Jyväskylä

Ute Smit, University of Vienna

Conceptualising Integration in CLIL and Multilingual Education

The introduction elaborates on the pedagogies-participants-practices model of 'integration' in foreign/second language medium content-education thus providing the basis and conceptual backdrop for the remainder of the colloquium.

Emma Dafouz, University Complutense of Madrid

Julia Huettner, University of Southampton

Ute Smit, University of Vienna

Making Meaning in Economics Lectures: the "language-content interface" in English-Medium Higher Education

Aiming to investigate key moments of content and language integration in English-medium Instruction, this study focuses on explicit meaning-making in university classroom practices. The analysis of 135 language-related and disciplinary reasoning episodes yields distinct trajectories, contingent on subjects included, levels of students' knowledge background and teachers' lecturing aims.

Kristiina Skinnari, University of Jyväskylä

CLIL Challenges: Secondary School Subject Teachers' Experienced Agency in Three European Contexts

This study utilizes twelve subject teacher interviews from three European contexts to examine how CLIL teachers experience their agency in the challenging situation of integrating subject content with a foreign language.

Diane J Tedick, University of Minnesota

How Do Teachers Learn to Integrate Content and Language?

This study focuses on immersion teachers' perceptions of professional development (PD) experiences that help them learn to integrate language and content. Informed by

“communities of practice” theory, it utilized online surveys, focus groups, and interviews. Findings highlighting features of high impact experiences and implications for immersion/CLIL PD will be shared

Angel Mei-yi Lin, The University of Hong Kong
Yuen Yi Lo, The University of Hong Kong
‘Thematic Patterns’ as a Theoretical Framework for Designing Assessment and Pedagogical Approaches to the Integration of Content and Language

Can content be assessed and taught/learned independent of language? Key research questions in this area have revolved around the conceptualization of content and its relationship to language. In this paper, we propose ‘thematic patterns’ as the key conceptual framework from which we develop both assessment and pedagogical approaches to CLIL.

Erwin M. Gierlinger, University College of Teacher Education, Linz

Whatever the Fusion Cuisine, a Pinch of SALT will Help: Blending Content and Language Through a Language-Aware CLIL Model

SALT is a teaching model that takes the blending of content and language for explicit instructional purposes in CLIL and immersive contexts seriously. By way of reflecting on SLA and literacy principles and putting them into classroom practices it supports subject teachers on their way to becoming language aware teachers.

Roy Lyster, McGill University

Victor Shahsavvar-Arshad, McGill University
From Theory to Practice: Professional Development for Content-and-Language Integration

This paper reports on the results of the first year of a three-year professional development project undertaken as a partnership between a university and school board in Quebec with a view to equipping teachers with strategies for integrating language and content across their French L2 and social studies classes.

148. Sun 1:50-2:20
Roundtable Session 4
Pearl

Delis Cuellar, The University of Wisconsin-Madison
LID Language-based ideologies in the preschool classroom: Moving away from a deficits view to an assets-based perspective for Spanish-speaking emergent bilinguals

The language-based conceptualizations of the teacher and mothers of Spanish-speaking, emergent bilinguals in a Head Start program were investigated. Findings revealed that a deficits-based perspective guided the teacher’s practices. The mothers’ language goals for their children were intertwined with cultural ones. An assets-based approach to engagement is defined and encouraged.

Ivy Haoyin Hsieh, Tamkang University

PED A critical participatory action research of EFL teaching and learning in indigenous primary schools

This study aims to use critical participatory action research as a tool to work with English teachers in indigenous villages in Taiwan to explore the current English teaching and learning situation and needs in the tribes and hope to find ways to make positive changes.

Dolly Young, The University of Tennessee
SLA Conceptualizing Language Anxiety as a Dynamic System

The trajectory of research in Foreign Language Anxiety illustrates how patterns in research require a reconceptualization of Language Anxiety as a Dynamic System that interfaces with other dynamic systems, such as WTC, Emotions and perceptions of the “self.”

Dongmei Ma, Southeast University

SLA Effects of Learning an L3 on Language Aptitude--the Interplay between Multilingualism and Language Aptitude

This comparative study on the language aptitude (LA) of L2 and L3 learners in China found that L3 learners had higher LA, specifically better language analytic ability, than L2 learners. Additionally, Chinese students learning Japanese as an L3 got more benefits on their LA than learning French as an L3.

Donald Vosburg, Pennsylvania State University

TEC Improving Fluency: Practice Effects of Language Learners Using an MMORPG.

This paper discusses recorded, voice synchronous data, pre- and post-gaming oral assessments, and interview responses from third semester German students while they practiced German while gaming online in World of Warcraft (WoW). Improved subject-verb agreement (SVA), increased word counts, and improved oral communication comprehension between assessments indicate positive practice effects.

Pauliina Peltonen, University of Turku

SLA Connecting Temporal Fluency and Problem-solving: Fluency Resources in L2 English Dialogue

The study introduces a new approach to analyzing L2 fluency in dialogue, combining temporal fluency analysis and two types of problem-solving mechanisms (fluency resources): stalling mechanisms and communication strategies. 42 Finnish learners of English from two school levels were examined for how well they maintained fluency despite difficulties.

Amy Clay, UW-Madison

REM Using Cognitive Clinical Interviews to Investigate Knowledge About Language

Cognitive clinical interviews address several challenges associated with existing methods used to study second language (L2) teachers and learners’ (metalinguistic and nonlinguistic) knowledge about language. This paper introduces the method and its affordances while drawing on two studies of L2 teachers and learners’ knowledge about form-meaning mappings in French.

Wenjing Li, Michigan State University

Kathy MinHye Kim, Michigan State University

Jungmin Lim, Michigan State University
Jeffrey Scott Maloney, Michigan State University
Aline Godfroid, Michigan State University

SLA Validating Current Measures of Implicit and Explicit Knowledge in L2 Acquisition: A Pilot Study

This study examines the construct validity of nine tests of implicit and explicit knowledge—word monitoring, self-paced reading, elicited imitation, oral production, timed/untimed GJTs in the aural and written modes, and the metalinguistic knowledge test. The results of the pilot data from twenty native speakers of English will be presented.

Rachel Wicaksono, York St John University
Wendy Scheder-Black, Pima Community College

EDU Research-informed Policy-making: The Problem of Solutions in Applied Linguistics and the Internationalization of Higher Education

The findings of a commissioned research project conducted at a small UK university in the early stages of internationalization are reported. We tested the generalizability of our recommendations in the very different context of a US Community College, and consider the implications for research-informed policy-making in applied linguistics.

Keith Walters, Portland State University

LID "Business Necessity" in US Speak-English-Only-in-the-Workplace Rules: A Sociolinguistic Critique

US Speak-English-Only-in-the-Workplace rules must be justified by "business necessity." This presentation demonstrates why this notion is problematic from a sociolinguistic viewpoint by reviewing relevant case law and law review articles and by providing evidence from three cases in which the presenter served as expert witness.

**149. Sun 2:25-2:55
Roundtable Session 5
Pearl**

Alba Garcia Alonso, Penn State University

COG Impacts of Added Interword Spacing in Chinese Texts on L2 Reading Processes: An Eye-Tracking Analysis

This presentation shares the findings of an ongoing empirical study using eye-tracking technology to explore how inserting word-delimiting spaces in paragraph-length Mandarin Chinese texts impacts the reading process of L2 Chinese readers. Particular emphasis is placed on number and duration of fixations, saccade analyses, and reading times.

Magdi Kandil, Qatar University

COG The Role of Script in Bilingual Lexical Organization: Evidence from Switching Costs

This study investigated the role of script in visual word recognition using lexical decision tasks. The findings indicate that we cannot just consider difference in script as a mere language-specific orthographic cue and that more investigation of the issue using other research paradigms and probably other languages is necessary.

Colleen E. Gallagher, University of Dayton

EDU Linguistically Responsive Instruction in Higher

Education: Exploring a Model for Instruction and Faculty Development

With the growing number of international students in US universities (IIE, 2015), it is important for faculty across disciplines to be able to work effectively with L2 English users. This roundtable promotes discussion about a model for linguistically responsive instruction and faculty development in content-based higher education classes.

Yumiko Tateyama, University of Hawai'i at Manoa

DIS Development of interactional competence: Focusing on one novice L2 Japanese teacher's third-turn response in a beginning Japanese class

This study examines the interactional practices of one novice L2 Japanese-speaking teacher in a beginning Japanese-as-a-foreign-language class. The study focuses on the teacher's third turn response in a question-answer sequence and how it changed over the course of a semester. Pedagogical implications for teacher training will be discussed.

Catrice Barrett, The University of Pennsylvania

TEC Building Reflective Practice Through Video-Based Peer Mentoring in Second Language Teacher Education

Peer Assist is a peer mentoring activity designed to enable language teacher candidates engaged in action research to reflect on and solicit assistance with challenges they face in their clinical practice. I will discuss implementation and evaluation of a virtual (asynchronous video) version of Peer Assist via the Canvas LMS.

Briana Ronan, California Polytechnic San Luis Obispo

PED Impact of Teacher Collaboration on English Language Development Planning & Instruction

This study explores one California public school district's efforts to improve English Language Development instruction through teacher collaboration and lesson study. The study examines how this form of professional development impacts teachers' understanding of new English language standards and instructional planning for English Language Learners.

Robert Vaughan, Rikkyo University

LCS First and Second Language Socialization: Acquiring Academic Discourse in a Graduate Program Through Classroom Discussions

The roundtable data session focuses on how first and second language graduate students acquire academic discourse through small-group classroom discussions. The data is from a case study investigating language socialization in an English language-medium PhD program through the theoretical framework of language socialization theory and Bakhtin's (1975/1981) sociocultural theory.

LeeAnne Godfrey, Hamline University

Steven Iams, SIT Graduate Institute

LCS Flipping the script: Exploring academic discourse socialization of faculty in the era of campus internationalization

This roundtable presentation reports on a study

highlighting the bidirectional nature of the language socialization (LS) process. The study aimed to flip the traditional focus and explore ways in which university faculty are socialized by their international students into new, perhaps more global, academic discourse practices and values.

Burcu Yaman Ntelioglou, Brandon University
Alexa Okrainec, Brandon University

ASE The Landscape of English Language Learners with Special Needs in one Canadian Province

The research describes how English Language Learners (ELL) with special needs are assessed and supported in one Canadian province. Detailed analysis of 36 school board websites was conducted. The results show that language assessment and referral processes for ELL students are unclear and varied greatly across school divisions.

Yozna Gurung, The English and Foreign Languages University, Hyderabad

ASE Internal State Terms in the Narratives of Children at Risk for Specific Language Impairment

Two subjects out of the sample population showed least development in story grammar as well as IST in both the languages.

150. Sun 3:00-3:30

Roundtable Session 6

Pearl

Jae Rim Yoon, Pennsylvania State University

DIS Critical Discourse Analysis of the Multicultural Family Policy and Its Effects on Migrant Women's Daily Interactions

Through the analytical framework of Critical Discourse Analysis, this study examined the underlying patriarchal and assimilationist ideologies in the multicultural policy discourses of South Korea and their effects on migrant women's daily interactions. The findings illuminated the nationalistic agenda of the policy and the possibility for improvements to advocate pluralism.

Janice McGregor, Kansas State University

LCS Identity negotiation in study abroad: The experiences of an African American, gender fluid learner of German

The experiences of an African American, gender fluid student studying abroad in Leipzig, Germany are analyzed. The results reveal different orientations to German language learning and use than are typically reported in research on language learning in study abroad.

Yuko Watanabe, University of British Columbia

RWL Self and peer scaffolding during independent and collaborative writing: Second language writers' languaging processes

This study examines how university English learners use languaging as a scaffolding tool to mediate their composing processes while writing in pairs and independently. Analysis of their scaffolding episodes suggests that collaborative writing may offer and stimulate more varied kinds of opportunities to provide and receive scaffolding

while writing.

Bill Crawford, Northern Arizona University

Meixiu Zhang, Northern Arizona University

TXT Collaborative L2 Writing: Does collaboration in the L1 or L2 make a difference?

This study uses a corpus-driven approach to investigate whether text features (lexical bundles) vary when the L1 or L2 is used during collaborative writing tasks. Findings showed that collaboration in different languages resulted in differences in the form and function of bundle use. Some potential reasons for this are discussed.

Maureen Hoskyn, Simon Fraser University

Julie Sture, Simon Fraser University

Kelli Finney, Simon Fraser University

COG Emergent English Writing of Young, Multilingual Children

The study explores development of cohesion and the use of goal states in English writing at the end of first and second grade for three groups of writers: children who are English monolinguals, Chinese-English bilinguals, or multilingual and have conversational fluency in a language other than English.

Yi-ju (Ariel) Wu, Chinese Culture University

COR The Effects of Utilizing Corpus Resources to Correct Collocation Errors in L2 Writing- Students' Performance and Perception

The current study investigates how 140 learners of three different levels of English proficiency from Taiwan utilized Corpus of Contemporary American English (COCA) to correct eight different types of collocation errors adapted from their writing.

Il-Hee Kim, Wheaton College

LCS Metadiscourse use in American and South Korean children's persuasive essays

This study examined the persuasive essays of 224 South Korean and 188 American fourth-graders. Results showed the significant differences in the use of metadiscourse between Korean and American children, particularly in the use of interactional metadiscourse.

Li-Lee Tunceren, St. Petersburg College

TEC First-hand Accounts of Second Language Writers in a Community College Online General Education Course

This phenomenological case study elicited the perspectives of community college second language writers enrolled in an online general education course. The presenter will share the participants' perceptions of academic literacy and technology demands, computer-mediated interactions with peers and their instructor, and the self-regulated learning strategies they employed to succeed online.

Lyn Wright Fogle, University of Memphis

Muna Alosaimi, University of Memphis

LPP Mothering, Marriage, and Family Language Policy: Investigating Russian-speaking Women's Migration Trajectories

This study employs a historical approach to FLP that accounts for emergent ideologies and practices in migration

trajectories by examining the discourses Russian-speaking mothers in different contexts (i.e. mixed marriages, heritage language marriages, or single mothers) use to talk about their language learning experiences and bilingual language socialization practices.

Lisa Russell-Pinson, University of North Carolina at Charlotte
RWL The Write Support: A Transdisciplinary Collaboration to Support Dissertation Writers

This roundtable discussion focuses on a transdisciplinary collaboration between an applied linguist and a clinical psychologist aimed at helping doctoral students meet the emotional and writing challenges inherent in the dissertation process. The challenges and benefits of such transdisciplinary work will be highlighted.

151. Sun 1:50-3:30
ASE Paper Session
Portland

Anne Golden, University of Oslo
Lars Anders Kulbrandstad, Inland Norway University of Applied Sciences

Text length and text quality - a complex relation

The shorter texts in the Norwegian learner corpus (less than the 200-word limit) assigned to the A2 level are compared with those assigned to the B1 level. The traits that constitute the text qualities that outweigh the effect of shorter length are presented and discussed in this paper.

Anthony P Becker, Colorado State University
Student-generated Scoring Rubrics: Examining their Formative Value for Improving ESL Students' Writing Performance

This study investigated the effect of developing and/or applying a rubric on the writing performance of ESL learners. Using a pretest-posttest design, four groups completed two writing tasks. Overall, scores on the post-test writing task were significantly higher for students who participated in the development and/or application of the rubric.

Jungmin Lim, Michigan State University
What could Explain Score Inconsistency between Raters? Investigation on Textual Features of Discrepantly Scored Essays

This explanatory sequential mixed methods study examines the multi-level features of discrepantly-scored ESL essays compared to those of consistently-scored essays. Quantitative results on the predictors of score discrepancy of an essay will be discussed. Qualitative data will show experienced raters' reflection on the predictors found from the quantitative phase.

152. Sun 1:50-3:30
PRG Paper Session
Salmon

Tingting Xiao, Dalian University of Foreign Languages
Kohji Shibano, Tokyo University of Foreign Studies
Developing Intimacy by Style-shifting in Japanese: A TV Subtitle Corpus-based Study

This study investigates how Japanese people use style-shifting between desu/masu form and plain form to develop intimacy with their interlocutors from a theoretical perspective of 'indexicality'. The findings show that style-shifting which changed the degree of intimacy tends to occur with particular speech act and other linguistic resources

Misumi Sadler, University of Illinois at Urbana-Champaign
Japanese negative suffix nai in conversation: its formulaicity and intersubjectivity

The study investigates how speakers use nai expressions (verbal root + negative suffix nai, e.g., ike-nai 'cannot go') in Japanese conversation, and demonstrates its formulaic and intersubjective nature, expressing speaker's emotion and attitude toward the content of the information and the other conversation participant(s).

Mika Ishino-Takai, Osaka University
Yusuke Okada, Osaka University
Conceptualizing Teacher's Tacit Choice of a Student-Reference

The study analyzed teachers' tacit choices of referring students in Japanese EFL classrooms using the framework of conversation analysis (Schegloff, 2007) and the concept of occasioned semantics (Bilmes, 2015). The findings revealed that teachers' choice of addressing students was a pedagogical tool for managing student participation.

153. Sun 1:50-3:30
DIS Paper Session
Sunstone

Andrea E. Lypka, University of South Florida
Second language learning, identity, and agency of low-literate multilingual adult immigrants from Mexico in a community-based ESL classroom

Drawing on Photovoice (Wang & Burris, 1994), a participatory action research method that encourages the use of visuals for social change, and Positioning Analysis (Davies & Harré, 1999), I investigate the complex interplay among low-educated adult immigrant second language learner identities and agency in a community-based ESL classroom.

Lydia Catedral, University of Illinois at Urbana Champaign
Fate talk as a moral resource for Uzbek migrant women in the United States

While research has focused on how migrants discursively situate themselves between an amoral and modern host country and a moral and traditional homeland (Dick 2010), I argue that female Uzbek migrants' use of and attitudes towards fate talk construct their position between the home and host country as morally tenable.

Rachel J. Pinnow, The University of Missouri
"What do you mean by papers?": Examining the sociopolitical terrain navigated by high school second language learners in U.S. schools.

This ethnographic study draws on social semiotic theory, and the related tools of multimodal analysis, to provide

anthropologic insight to the intersection of cultures, discourses, and identities among high school second language learners in the Midwestern U.S. as they navigate sociopolitical terrain related to 9/11, global terrorism, and immigration discourse.

154. Sun 1:50-3:30
COG Paper Session

Willamette

Svetlana Vetchinnikova, University of Helsinki

Anna Mauranen, University of Helsinki

Chunking - the cognitive basis of a dynamic grammar

Humans make sense of incoming linear speech flow by intuitively breaking it down into manageable chunks.

We test hypotheses based on the Linear Unit Grammar (Sinclair & Mauranen (2006) and report findings from a test where participants marked chunks on a web-based application while listening to audio clips.

Ute Roemer, Georgia State University

Nick Ellis, University of Michigan

Ann Devitt, Trinity College, Dublin

Network analysis of knowledge of verb-argument constructions in L1 and L2 speakers

Network analysis of fluency of verb production data for 40 English verb-argument constructions maps the knowledge of L1 English, German and Spanish speakers. The networks show small-world, scale-free structure centered upon prototypical verbs. L2 networks are smaller than L1. They have similar cores, but can show effects of L1 transfer.

Raffaella Negretti, Chalmers University of Technology

Calibrating Genre: Metacognitive Judgments and Rhetorical Effectiveness in Academic Writing by L2 Graduate Students

Qualitative dimension of metacognitive accuracy are linked to the effectiveness of L2 graduate students' writing. Retrospective student reflections were compared to interview data from expert teachers/raters. Differences between students with high/low rhetorically effective texts suggest two dimensions of metacognitive judgment accuracy: depth (closeness to the text) and alignment (rhetorical/genre expectations).

156. Sun 4:00-5:05
VOC Paper Session

Belmont

Kazuya Saito, Birkbeck, University of London

Jon Clenton, Hiroshima University

Takumi Uchihara, University of Reading

Investigating the Potential Relationships between L2 Speaking Performance and Productive Vocabulary

This study explores the potential relationships between productive vocabulary knowledge and multiple components of L2 speech production. We find significant correlations between productive vocabulary scores and some, but not all, aspects of L2 speech ratings. We discuss the construct definitions of L2 speaking proficiency in relation to productive vocabulary knowledge.

Averil Coxhead, Victoria University

Formulaic vocabulary in the trades: Applied Linguistics meets Automotive Engineering

This study uses qualitative and quantitative approaches to identify the formulaic vocabulary of Automotive Engineering through an analysis of written and spoken corpora, interviews with tutors, and primary and secondary source checking. The presentation focuses on the lessons learned in the analysis and future research in this vein.

157. Sun 4:00-5:05
TEC Paper Session

Columbia

Majid Nemati, University of Tehran

Mostafa Nazari, Simon Fraser University

The integration of mobile-assisted language learning: ESL students' attitudes towards the use of smartphones in and beyond the classroom.

This study investigates ESL students' beliefs and perceptions towards the potential benefits of smartphones for language learning in and beyond the classroom. Employing a quantitative approach, this study reveals their interests in MALL regarding their proficiency level, background, and gender. The results show that these variables significantly affect students' attitudes.

Thomas Cobb, University of Québec at Montréal

Broad and narrow band frequency profiling

Frequency profiling of learner writing based on 1000 family bands is more useful but less accurate than single-word based. Can smaller bands combine the best of both? Profiling based on the BNC-Coca 100-lists will be evaluated for prediction of learner writing quality plus one major subsidiary use, diagnostic testing.

158. Sun 4:00-5:05
SLA Paper Session

Douglas Fir

Taichi Yamashita, Iowa State University

The effects of explicit and implicit CF on the acquisition of Japanese transaction verbs

The present study investigated the comparative effects of explicit and implicit prompts on the acquisition of Japanese transaction verbs. The results indicated that though explicit prompts elicited more uptakes than implicit prompts significantly, implicit prompts led greater retention. The prior knowledge moderated the effects of CF only for control groups.

Özgür Parlak, American University of Sharjah

The Effects of Recasts on the Development of Lexical Stress

The current study investigated the impact of recasts on L1 Arabic speakers' development of lexical stress placement in English. Preliminary results based on acoustic and auditory analyses suggest that recasts have a positive role in the development of lexical stress with interesting and complex patterns across acoustic correlates.

159. Sun 4:00-5:05
PED Paper Session

Eugene

Lucia Badiola-Maguregui, University of Illinois at Chicago

Janire Zalbidea, Georgetown University

The Effect and Affect of Peer-Review Tasks in Second and Heritage Language Writing

The study investigates second and heritage language learners' (a) provision and use of peer feedback in writing tasks, (b) learners' attitudes towards and perceived usefulness of peer feedback, and (c) relationships among attitudes and peer feedback practices.

Kara Moranski, The University of Pennsylvania

Nicole Ziegler, University of Hawai'i at Manoa

The effects of metacognitive instruction on interactional feedback for L2 Spanish learners: Insights from a mixed methods approach

The current research investigates the role of metacognitive instruction on the quality of learner-learner interaction and subsequent second language (L2) development. Analyses examine learners' use and provision of corrective feedback and interactional features in task-based interactions before and after instruction. Results are discussed in terms of pedagogical implications.

160. Sun 4:00-5:05

ASE Paper Session

Hawthorne

Rachel Lunde Brooks, FBI

Practice makes perfect: the likelihood of success in retesting

This research investigates whether retesting after a period of practice typically increases test scores. Over 1,000 instances of retesting in both translation and speaking tests are categorized for analysis by test type, original test score, and language. Preliminary results suggest that practice far from guarantees success in retesting.

Payman Vafae, Second Language Testing Inc.

Yuko Kashimada, Center for Entrance Examination Standardization (CEES)

Yasuko Okabe, Benesse Corporation

Mark Riggelman, Second Language Testing Inc.

Validation and Linking Scores for the Global Test of English Communication

The purpose of the current study is to provide validity evidence for the usefulness of Global Test of English Communication (GTEC) scores. The relationships between GTEC test scores and two other well-established English proficiency tests, IELTS and TOEFL, are investigated using correlations among scores and classification agreement analysis.

161. Sun 4:00-5:05

LCS Paper Session

Laurelhurst

Jelena Vuksanovic, University of South Florida

Yao Liu, University of South Florida

Students' Developmental Learning Path in an Undergraduate Introductory Linguistics Course: A Sociocultural Theory-based Study

In an attempt to help bridge the gap between native and non-native action-based research using sociocultural theory, this study explores undergraduate students' collaborative learning as a tool to help them increase their knowledge of linguistics through the use of sociocultural learning model and activities.

John F. Haggerty, University of British Columbia

Sheltered to mainstream? Incoming international students' academic writing experiences in a sheltered (for-credit) undergraduate academic language program.

This 16-month multiple-case study focuses on the experiences of nine international students transitioning through a sheltered program in a Canadian university. My talk focuses on how the interconnected themes of agency, appropriation, and identity in academic writing are reflected in the subtext, text, and context of participants' ongoing written performances.

162. Sun 4:00-5:05

SLA Paper Session

Meadowlark

Hiram Maxim, Emory University

Glenn Levine, University of California Irvine

A multiple-case study of international students' L3 development in the U.S. university language classroom

This presentation reports the findings of a study of international students learning German as an additional language (L3) in U.S. university classrooms. The data analyzed include classroom performance and recall protocols, interviews, and reflective journals as part of a longitudinal multiple-case study of motivations, attitudes and language competence.

Wen-Hsin Chen, National Taipei University of Technology

Probing into the source of difficulties in regular past tense marking by advanced L2 English speakers

This study investigates whether morphosyntactic and/or prosodic transfer issues contribute to accounting for learners' errors in past tense marking by comparing advanced L2 learners whose L1s differ in terms of tense system and phonological constraints related to word-final consonant clusters on two oral production tasks: storytelling and sentence repetition.

163. Sun 4:00-5:05

PED Paper Session

Medford

Pamela Wesely, University of Iowa

Technology Integration and Language Learning Motivation: A Mixed Methods Investigation

This presentation describes a mixed methods study that investigates the relationship between language learning motivation and technology integration in US high school foreign language classes. Data sources include student surveys (N=268, N=1059) and seven student interviews. Findings address the importance of considering the complex nature of language learning motivation.

Yoko Munezane, Aoyama Gakuin University

Willingness to Communicate in Action during Jury Discussions in the Classroom

This presentation explores the effects of different levels of WTC on classroom interaction. The results suggested that high WTC learners took more leadership roles toward reaching a verdict, produced more L2 communication, and made more meaningful contribution to the discussion. Pedagogical implications of the research findings will be discussed.

164. Sun 4:00-5:05
LID Paper Session
Oregon B

So-Yeon Ahn, Hankuk University of Foreign Studies
Investigating English Learner Identity in Transformation: A Multimodal Analysis

Drawing on a multimodal analysis of drawings and narratives, the study uncovers how 159 Korean undergraduates negotiate and construct their English learner identities. The findings categorize the transformation of English learner identity in five dimensions (psychological, physical, vocational, relational, and experiential) and discuss the underlying beliefs, values, and language ideologies.

Mohammed Alquraishi, Northern Arizona University
Investigating the Use of Native Speakers in Experimental SLA Research. Is it Changing Over Time, and in What Fields?

This paper investigates the extent to which research in the field of applied linguistics utilized native speaker norms, an issue that have been criticized by many researchers. The paper selects research articles from TQ and SSLA over three periods to understand the trends associated with their use of such benchmarks.

165. Sun 4:00-5:05
EDU Paper Session
Oregon C

Ivy Win-Wen Chen, The University of Melbourne
Communication Apprehension and Self-Perceived Communication Competence in Bilinguals: Personality or Context?

Personality and self-confidence (self-perceived communication competence, lack of communication apprehension) were explored in self-identified bilinguals, using state measures rather than the commonly-used trait measures. Across languages, social context (social distance, number of interlocutors) was a better predictor of self-confidence than the combination of context and personality.

Ming-Hsuan Wu, Touro College
Seongshin Kim, Touro College
Sonna Opstad, Touro College
Living in Two Worlds: An Examination of Chinese American Elementary Students' Transnational Experiences

This qualitative study explores the bilingual, bicultural, and transnational experiences of young children who were sent back to China to live with relatives until they reached school age, where they were then reunited with their

parents in the U.S. Preliminary findings, which reveal both challenges and resources, will be discussed.

166. Sun 4:00-5:05
LPP Paper Session
Oregon D

Qi Shen, Shanghai International Studies University
Individual agency in language acquisition planning for multi-dialectism: A Shanghai Story

Drawing on in-depth interviews with 18 local agents in pilot programs to preserve Shanghai dialect, this paper addresses the role of individual agency in the campaign to promote multi-dialectism in Shanghai and contends policy makers need to recognize the importance of language planning to sustain sociocultural bonds and regional identity.

Peter Giffard Sercombe, Newcastle University
English Language Policy and Minority Groups in Southeast Asia: For Better or Worse?

Southeast Asia is highly diverse, due to immigration from China and India, followed by European colonisation. The formation of ASEAN, to face regional challenges, has become central to language education policies, with English as ASEAN's working language. The presentation interrogates these policies, with data from in-country reports and ASEAN indicators.

167. Sun 4:00-5:05
LID Paper Session
Oregon F

Tamara Sopt, Portland State University
Keith Walters, Portland State University
"Don't Say This; Say This, Instead": An Undergraduate Applies Linguistics in the Neo-Liberal Workplace – and Gets a Promotion

This paper by an undergraduate and her professor reports on how she, inspired by a homework assignment, developed a training program for greeters at her workplace. While reporting on the course and the training, we also examine the tensions between liberal pedagogy and the spread of the "discourse of marketization".

168. Sun 4:00-5:05
Paper Session
Oregon G

Bethany Gray, Iowa State University
COR A Text-Type Analysis of Research Articles Within and Across Disciplines: Identifying Text Varieties Based on Internal Linguistic Structure

Hierarchical cluster analysis is applied to a corpus of 270 research articles representing six disciplines and three research types, revealing groups of texts which are similar in terms of their linguistic structure. The analysis considers how factors like research type, methodology, topic, etc. relate to lexico-grammatical variation within and across disciplines.

Daniel Ryan Keller, Northern Arizona University
Peter Ghazarian, Keimyung University

PED A Framework for a Corpus Linguistics Approach to English-medium Instruction

An evaluation of the effectiveness of an original framework for English-medium instruction (EMI) which draws upon corpora to provide language support for both teachers and students. Use of the framework was found to have a significant impact on participants' acquisition of content knowledge in an empirical study.

169. Sun 4:00-5:05

BIHM Paper Session

Oregon H

Hsiao-Mei Tsai, North Park Elementary

Koyin Sung, Utah State University

Teaching Chinese Characters to First Graders in a Chinese Dual Language Immersion Program

Chinese writing poses many difficulties for learners who have alphabetic languages as their first languages. This study intends to test the effectiveness of the radical-derived character teaching method to first graders in a Chinese dual language immersion program. Based on the results, implications and teaching suggestions are discussed.

Laura Elizabeth Hamman, University of Wisconsin-Madison
"Pero Ellos Me Entienden": A Critical Lens on Language Brokering in Dual Language Classrooms

Language brokering, or the complex process of cultural and linguistic translation, is a common yet underresearched practice in dual language immersion (DLI) classrooms. This study explores how students' work as language brokers, embedded within local and global language ideologies, shapes learning and students' bilingual identities at a Mexican DLI school.

170. Sun 4:00-5:05

Shared Shorter Paper Session 6

Pearl

Tyler Glodjo, Indiana University of Pennsylvania

DIS Resistance and Reproduction in the Social Construction of a Tragedy: A Critical Discourse Analysis of #CharlestonShooting

As a co-constructed social discourse, trending hashtags on Twitter often exhibit resistance to and reproduction of dominant societal ideologies. The presenter performs a critical discourse analysis of tweets containing "#CharlestonShooting" to examine how discursive naming patterns reflect multiple epistemologies that construct the perpetrator and crime within conflicting ideological discourses.

Sadaf Rauf Shier, University of Minnesota

REM Linguistic Considerations for Using Facebook in Educational Research

This presentation reports a first-hand reflective account of Facebook use as a data co-construction source during a three year-long language policy vertical case study. The presentation illuminates the linguistic considerations that

were deeply embedded in and reflective of the academic, political, ethical, technological and socio-economic tensions.

Sara LuAnne White, Brigham Young University

LPP The Indonesian Second-Person Pronoun Anda: Corpus Language-Planning Failure or Success?

A multipronged, sociolinguistic survey of Indonesian language-planning effort for a status-neutral pronoun implemented in 1957 to promote social equality. This case study consists of primary research through a survey of Anda use, a review of Anda in the linguistic landscape, and Anda use in a 4-million-word corpus.

171. Sun 4:00-5:05

LMR Paper Session

Portland

Mónica Vidal, University of Hawai'i at Manoa

Kendi Ho, University of Hawai'i at Manoa

Machiko Hasegawa, University of Hawai'i at Manoa

Contrasting Categories of Culture in the Revitalization of 'Ōlelo Hawai'i: A Discourse Analysis

This study provides insight into some of the struggles families face in the revitalization of indigenous languages from a discourse analytic perspective and also complements the growing literature on "new speakers" of heritage languages.

Marco Espinoza, The University of Melbourne

Beyond Intergenerational Language Transmission: The Joint Construction of Communicative Practices in an Indigenous Community Undergoing Language Shift

This presentation discusses a new perspective to the study of intergenerational language transmission in a community undergoing language shift. It argues that we should conceptualise the communicative practices in this community as the joint construction of changing notions of 'competent communicators' in the face of emerging new communicative needs.

172. Sun 4:00-5:05

RWL Paper Session

Salmon

Tony Cimasko, Miami University

"Writing for Whatever": Non-Academic Writing and Its Effects on ESL Academic Writing

This presentation reports a study of college ESL writers' voluntary composing practices and their impact on academic writing development in a U.S. first-year composition program. It will share significant characteristics of voluntary composing practices and discussions about the correlation between the diversity of voluntary writing and quality coursework writing.

Perez Miller Reyes, Nanyang Technological University

Guangwei Hu, Nanyang Technological University

An Investigation into the Effect of Explicit Instruction in Grammatical Metaphor on Academic Writing

This presentation reports on an experimental study

designed to investigate the effect of explicit instruction in grammatical metaphor on ESL learners' academic writing, in particular, their use of nominalizations, lexical density, and quality of writing organization.

173. Sun 4:00-5:05

Paper Session

Sunstone

Tatiana Molokopeeva, Université du Québec à Montréal

Daphnée Simard, Université du Québec à Montréal

SLA Is Working Memory Contributing to Reading Comprehension When it is Not Measured Through a Reading-Span Test? Investigating its Task-Independent Nature

The present study explores the contribution of working memory (Highest Number Task, Oakhill et al., 2011) to L2 reading comprehension (Reading comprehension task, Foucambert, 2003) in a population of 55 adult French L2 learners. Implications for research will be discussed in light of previous studies.

Milena Kosak-Babuder, University of Ljubljana

Michael Ratajczak, Lancaster University

Karmen Pizorn, University of Ljubljana

Judit Kormos, Lancaster University

ASE The effect of read-aloud accommodation on the test performance of dyslexic and non-dyslexic English language learners

In our study we investigated the effect of read-aloud accommodation on young English language learners' reading comprehension scores. The results showed a significant main effect for dyslexia status, mode of administration and task type, but no interaction between mode of administration and dyslexia status.

174. Sun 4:00-5:05

PED Paper Session

Willamette

Anna Mendoza, University of Hawai'i

A new lens for an old debate: Applying the Douglas Fir Model of SLA to grammar instruction in EAP writing

To reconcile the apparent contradiction between language socialization theory and critical SLA theory in addressing grammar issues in English academic writing, this literature review suggests synthesizing research in systemic functional linguistics, rhetoric and composition, third spaces, and learner identity under a state-of-the-art, socio-cognitive model of Second Language Acquisition.

Sarah Benesch, College of Staten Island, CUNY

Emotion Labor and Plagiarism in ELT: Connecting Emotions, Pedagogy, and Policies Across Disciplines

The relationship between English language teachers' emotions and plagiarism is explored in this presentation of research on "emotion labor" in postsecondary settings. Using a discursive framework, the presentation focuses on interviewees' discussion of their affective responses to plagiarism. Implications of emotion labor research for pedagogical reform will also be discussed.

**MONDAY, MARCH 20, 2017, OVERVIEW
MORNING**

	8:00 – 8:30	8:35 – 9:05	9:10 – 9:40	9:40 – 10:10	10:10 – 10:40	10:45 – 11:15	11:20 – 12:25	12:25 – 1:50
Belmont (2nd Floor)	175 VOC Chang & Webb How Does Mode of Input Affect the Incidental Learning of Multiword Combinations?	175 VOC Serrano & Pellicer-Sanchez Incidental L2 vocabulary learning from reading and reading while listening	175 VOC Macis Incidental Learning of Figurative Meanings of Duplex Collocations from a Semi-Authentic Novel: How Much Learning is There?		201 TXT Loring The Narrative of Refugees: News Media Coverage of Migration and Displacement	201 RWL Hirano Refugees in College: Identity Construction in Communities of Practice		
Columbia (Main Lobby)	176 PED Lado & Del Valle Linguistic Awareness in the Foreign Language Classroom	176 PRG Bi & Youn ESL learners' strategic processing in role-playing pragmatic tasks in academic settings	176 PED Piccardo & North A Quality Assurance (QA) Approach to CEFR-informed Curricular Reform in Language Education in Switzerland and Canada: A Comparative Study		202 DIS Schrauf Mixed Methods Applied Linguistics: Linguistic Stance at the Heart of Social Science Interviewing	202 DIS Myers & Lampropoulou Stories and Stance in Research Interviews: Closings, Interpretations, and Reorientations		
Douglas Fir (3rd Floor)	177 SLA Quan Oral Fluency and Communities of Practice During Study Abroad: The Case of L2 Spanish Learners in Spain	177 SLA Saito et al. Second language Oral Ability Development and Individual Differences during Study Abroad: A Longitudinal Study	177 SLA Issa et al. Prior L2 Experience and Grammatical Development During Short-Term Study Abroad: A Comparative Study of Intermediate and Advanced Learners		203 SLA Gallego & Pozzi The Development of Region-Specific Morphosyntactic Features during a Semester Abroad in Argentina: The Case of Vos	203 SLA Linford The L2 development of dialect-specific subject pronoun variation in Spanish during study abroad		
Eugene (Lower level 1)	178 PED Zilmer Identity and Alterity in a Middle School Spanish Classroom: A Design-Based Approach to Promoting Plurilingual Identity Negotiation	178 PED Lopez-Sanchez Identity work and L2 Literacy development in the production of digital narratives	178 PED Gutierrez Learners' perceptions about a Task-Based Language Teaching approach		204 PED Nicholas & Roos Bringing linguistic landscapes into primary and secondary EFL classrooms	204 PED Murillo Incarcerated Languages: Translanguaging as Liberatory ESL Pedagogy in a Prison Setting		
Exhibition Hall (3rd Floor)	9:10-10:40 200 Poster Session 4							
Hawthorne (2nd Floor)	179 TRI Cerezo Individually, Together, or Both? Effects of Work Distribution on Collaborative Inverse Translation for Language Learning	179 TRI Wang What Chunks Do Translators Need	179 TRI Williams et al. Translation Events within Parent Programs at a Bilingual Elementary School		205 TRI Lee Developing professional identity: Cases of first-year students in a graduate school of interpretation and translation in Korea	205 ASE Dolgova & Siczek Contextualizing Assessment: Developing a Usage-based Diagnostic Placement Procedure for Graduate EAP		
Laurelhurst (2nd Floor)	180 LCS McClure Visible Multilingualism and the Invisible Knapsack: Acknowledging and Mitigating White Privilege in Suburban Linguistic Landscape Data Collection	180 LCS Weber The Multilingual Dynamism of Unofficial Signage in a U.S. Refugee Relocation City	180 LPP Lu A tale of two cities: Dialects in the linguistic landscape of Chongqing and Hong Kong		206 LCS O'Neill Time, space and memory: the intersubjective experience of multilingual professionals	206 LCS Helland Forging a feminist glocal identity through Chicano rap in Japan: A multilingual multimodal analysis		

Meadowlark (3 rd Floor)	8:00 – 8:30	8:35 – 9:05	9:10 – 9:40	9:40 – 10:10	10:10 – 10:40	10:45 – 11:15	11:20 – 12:25	12:25 – 1:50
	181 SLA Nassif Do Form Frequency, Task Type, and Nature of L2 form Influence Learner Noticing? A Study of Beginning Learners of Arabic	181 SLA Lee Exploring the Pedagogical Potential of Multimodal Input-based Tasks: A Study of Captioning, Textual Enhancement, and Working Memory Using Eye-tracking	181 SLA Shintani & Sugai Effects of Isolated, Integrated, and Combined Form-Focused Instruction on Low-Intermediate Learners' Grammar Acquisition		207 SLA Monfared Isolated and Integrated Form-Focused Instruction: ESL Teachers' Cognition	207 SLA Rogers et al. Longitudinal effects of task repetition on writing behaviors and text quality		
Medford (Lower Level 1)	182 PED Petron & Uzum Being and (Un)becoming Teachers: Teacher Candidates' Professional Dispositions towards Linguistic Diversity	182 PED Gallagher et al. Crosswords: Collaborative Teaching as a Tool for Critical Practice	182 PED Thorsen & Henry Culturally Responsive Mindsets: Motivational Teaching Practice in EFL Classrooms		208 SLA Kyle & Crossley Measuring Longitudinal Writing Development: A Usage Based Perspective	208 PED Troyan & Peercy Lesson Rehearsal as Socially Mediated Learning		
Mt. Hood (R Level)	<p>8:00 – 11:00</p> <p>183 PED Colloquium: Malabarba, Organizer; Nguyen, Discussant</p> <p>Conversation Analytic Perspectives on English Language Teaching in Global Contexts: Constraints and Possibilities</p> <p>Lee, The "power Game": Interactional Asymmetries in EFL Collaborative Language Teaching</p> <p>aus der Wieschen, Embodied and Occasional Learnables and Teachables in Early EFL classrooms</p> <p>Alavi & Pourhajj, Collision of Centripetal and Centrifugal Forces in Iranian EFL Classroom Interaction</p> <p>Malabarba, "In English, sorry": Participants' Orientation to English-only Policies in Beginning-Level EFL Classroom Interaction</p> <p>Sayer, Teaching EFL in Marginalized Contexts</p> <p>Johnston, "[T]his is China... You'll have to get used to it...": Understanding Multicultural EFL Teachers' Decision-making Through CA and MCA</p>							12.25-1.50 Bailey, Chair AAAL Annual Business Meeting (OPEN MEETING)
Oregon A	<p>8:00 – 11:00</p> <p>184 ASE Colloquium: Wagner, Organizer; Ockey, Discussant</p> <p>The Impact of Globalization, Technology, and Evolving Construct Conceptualizations on the Assessment of L2 Listening Ability</p> <p>Batty, The Impact of Nonverbal Communication Cues on Listening Item Task Types</p> <p>Suvorov, Test-Takers' Use of Visual Information in a Video-based Academic Listening Test: Evidence From Cued Retrospective Reporting</p> <p>Kang & Moran, Different Varieties of World Englishes: Perceptual Judgments and Speech Characteristics</p> <p>Wagner, A Comparison of L2 Listening Performance on Tests with Scripted or Unscripted Spoken Texts</p> <p>Brown & Trace, Connected Speech Dictations for Testing Second Language Listening</p>							
Oregon B	185 LID Thapa Nepalese multilingual students' ideologies and identity positioning in Hong Kong: A sociolinguistic ethnography	185 LID Kouritzin & Nakagawa Constructing neoliberal subjects at school: Collusion in exclusion	185 LID Katayama Affordances for ELF speaking Okami: A narrative study of a female hotel manager in Japan		209 LID Hellmich Fear over Profit? Reframing Neoliberalism and the Role of Foreign Languages in Global Education	209 SLA Strachan & Trofimovich Now you hear it, now you don't: L1 and L2 perception of regular past –ed in naturalistic input		
Oregon C	186 EDU Kaloustian Linguistic and Academic Imposters: A Year in the Life of International Graduate Students in the US	186 EDU Newman Plurilingual Voices in Higher Education for Development: Timorese Lecturers' Perceptions of the Academic and Professional Communication Skills Needed By Students	186 EDU Hoagland Tertiary English instruction in post-2008 China		210 EDU Newman The Value of English: Joint-Degree Programs with Chinese Universities	210 EDU Chang Using English as a Lingua Franca in Academic Socialization: Voices from International Students in Taiwan		

	8:00 – 8:30	8:35 – 9:05	9:10 – 9:40	9:40 – 10:10	10:10 – 10:40	10:45 – 11:15	11:20 – 12:25	12:25 – 1:50	
Oregon D	187 BIHM Colloquium: De Kleine, Organizer; Bunch, Discussant Resident L2 Learners in Post-Secondary Writing: Toward Profession-wide Rethinking of Persistent Challenges Doolan, Five Empirical Studies of Resident L2-like Writers and Challenges with Group Inclusion Criteria de Kleine & Lawton, The Community College of Baltimore County Different or Alike? A Comparative Analysis of Grammatical Patterns in Resident L2, International L2 and L1 Community College Student Writings Di Gennaro, International and Resident L2 Learners in Post-Secondary Writing Programs: Has the Quest for Differences Hidden Similarities?				211 LPP Tso Discourse, Social Scales, and Epiphenomenality of Language Policy: A case study of a local, Hong Kong NGO	211 LPP Stephens Discourses of Language Policy and the "New" Latino Diaspora			
Oregon E	8:00-11:00 C7 Invited Colloquium: Atkinson & Thorne, Organizers; Lantolf, Discussant Extending the Legacy of Leo Van Lier: Ecologizing Pedagogy (Wilga Rivers Language Pedagogy Colloquium) Thorne, Introduction to the 2017 Wilga Rivers Colloquium Walqui, Affordance Variability: Scaffolded Activity in Discipline-specific Classes with Secondary-level ELLs Kramsch & Zhang, The multilingual instructor in ecological perspective Sykes, An Ecological Perspective on Interlanguage Pragmatic Development: Context, Emergent Patterns, and Variability De Costa, An ecological exploration of the SLA/Language Policy interface: insights from linguistic minorities in China Yamashita, The Ecological Approach in Action: Classroom Activities for Learner Autonomy Atkinson, Eco to evo and back again: Symposing with a Van Lierian ethic of second language pedagogy							Plenary 4: Pekarek Doehler The Development of L2 Interactional Competence: 'Methods' for Action and Grammar-for-Interaction	
Oregon F	188 EDU Colloquium: May, Organizer; Flores, Discussant Critical ethnography, bi/multilingualism, race(ism) and education McCarty, Critical Ethnographic Monitoring and the Chronicity of Raciolinguistic Panic in the USA Malsbary, Teachers' policy dilemmas as racial artifacts Byrd Clark, Toward Reflexive Engagement in Language Teacher Education: Critical Ethnography's Challenge to Theory and Political Binary Relationships Caldas & Palmer, Embodied Rescriptings in Critical Ethnography: Raciolinguistic Advocacy in Bilingual Teacher Education at the US Borderlands				10:10 – 11:10 Special Session 3: Distinguished Scholarship and Service Award Lecture: Patricia A. Duff, Reflections on the (Glorious) Past, Present, and Future of Applied Linguistics Through the Lens of Language Socialization Research				
Oregon G	189 LPP Colloquium: Ricento, Organizer Ontological Multilingualism and Participatory Democracy: Challenges and Options Ricento, The Intellectual Origins of Ontological Monolingualism Ives, Antonio Gramsci and Ontological Multilingualism Peled, Ontological Multilingualism as Epistemic Justice Weinstock, Arguments Against Bilingual Education				212 COR Conrad Applying Corpus Linguistics to Improve Disciplinary Writing Instruction	212 COR Thompson Exploring variation in interdisciplinary research discourse through corpus analysis: the case of Global Environmental Change			
Oregon H	190 BIHM Bose & Haneda Elementary Newcomer English Learners Negotiating Classroom Identity, Language, and Literacy	190 BIHM Lefever Language Use and Identity Shift among Immigrant Students in Iceland	190 BIHM Kasula Understanding multilingual identity through analyzing translingual creative writing in a multilingual literary magazine		213 BIHM Holmes The Role of Grammatical Processing in the Comprehension of Spoken Spanish by Receptive, Heritage Bilinguals	213 BIHM Carhill-Poza Agency and Ecology in the Multilingual Interactions of Adolescent Emergent Bilinguals			
Oregon I	191 EDU Colloquium: Avineri, Dillard & Enns-Kananen Organizers Towards an Engaged Applied Linguistics Avineri, Nested Interculturality: An Interdisciplinary Framework for Engaged Applied Linguistics Dillard & Pettitt, (De)legitimizing teacher voices in community-engaged scholarship: A retrospective Schwartz, Seeing out loud: Engaging borders through "critical photography" in Spanish class Engman, 'Ares is an Ojibwe name': An ecological approach to reclaiming Ojibwe language and expertise in a teacher-learner's classroom Smolcic & Childs, Study Abroad and the Building of Reciprocal South/North Relationships: Mindful Engagement to Sustain University Partnerships								

Pearl	8:00 – 8:30 192 Roundtable Session 7	8:35 – 9:05 193 Roundtable Session 8	9:10 – 9:40 194 Roundtable Session 9	9:40 – 10:10 195 Roundtable Session 10	10:10 – 10:40 214 ASE Plakans et al. Ramping up integration: Enhancing the iterative process in integrated skills tasks	10:45 – 11:15 214 ASE Boshier Rethinking Linguistic Modification: What Makes a Difference for EAL Nursing Students	11:20 – 12:25	12:25 – 1:50
Portland	196 RWL Crusan & Jeon Walking the Talk: The Congruence of L2 Writing Teachers' Assessment Beliefs and Practices	196 RWL Briney & Eckstein Exploring the Effect of Linguistic Training on Teacher Processing and Assessment of L1 and L2 Student Writing: An Eye- Tracking Study	196 RWL Pritchard & Atkins Eye Tracking to Evaluate the Global Reading Strategies of L2 Readers		215 PRG Su Pragmalinguistics or Sociopragmatics: Responses to Invitations and Offers in L2 Chinese	215 PRG Al Masaeed & Waugh Interlanguage Pragmatic Development: The Case of L2 Arabic Apologies		
Salmon	197 TEC Cunningham The Language of Evaluation in Written & Screencast Instructor Feedback on ESL Writing: an Appraisal Analysis	197 TEC Kartchava & Nassaji Use and noticeability of corrective feedback in three-dimensional virtual world and face-to-face environments	197 TEC Liou EFL Learners' Correction and Uptake of Corpus- Informed Feedback for Writing Errors: Longitudinal Microgenetic Analysis		216 TEC Moreno & Ducate Isolating Written and Oral Feedback in Beginning German and Spanish Students' Compositions	216 TEC Ibrahim Extramural L2 Gaming: An Ecological Model of Player- game Interaction Activities		
Sunstone	198 DIS Defibaugh "Talk to Your Doctor": Constructing the Patient- Consumer in Pharmaceutical Advertising	198 DIS Crichton et al. Unconcealing language as expertise in transdisciplinary research: Categorisation in mental health case closure	198 DIS Fioramonte & Vasquez Unexpected Humor in Physician-Patient Interactions		217 DIS Clinkenbeard A Posthumanist Take on Agency in the Interactions of a Speech Language Pathologist and a Child Who Uses AAC Technology	217 DIS Devanga et al. Communicative Engagement in Clinical Settings: Analyzing everyday talk between clients and clinicians		
Willamette (adjoins Columbia)	199 SOC Lee Konglish? or Multilingual Practice? : An Investigation of Subtitles in Korean TV shows	199 SOC Frigal & Childs "By Order of Law, No Eating Here": Exploring the Linguistic Landscape of Urban Marketplaces in Metro Manila, Philippines	199 SOC Chatterjee First among Equals: An Analysis of Power Relations between Domestic Workers through Narratives"		218 COG Pae Role of Vowels in Word Reading in L2 English among Native Korean Readers	218 ASE In'hami et al. L2 Speaking Proficiency and Its Features: A Meta- Analysis		
AFTERNOON								
Belmont (2 nd Floor)	1:50- 2:20 219 VOC Skalicky & Crossley Making Sense of Polysemy Relations in English L1 and L2 Speakers	2:25 – 2: 55 219 VOC Barclay The Effect of Word Class and Word Length on the Decay of Lexical Knowledge	3:00- 3:30 219 VOC González- Fernández Unveiling Vocabulary Knowledge: Comparing the Relationships and Order of Acquisition of Word Knowledge Components by Chinese and Spanish EFL Speakers		4:00- 4:30 242 TEC Antoniou Scaffolding the conceptual development of International students online in an L2 academic context: A socio-cultural theory (SCT) approach	4:35-5:05 242 ASE Liao Effects of Test Format on Second Language Reading Performance: A Mixed Methods Study	5:10 – 6:15	

	1:50- 2:20	2:25 – 2: 55	3:00- 3:30	4:00- 4:30	4:35-5:05	5:10 – 6:15
Columbia (Main Lobby)	220 EDU Colloquium: Butler, Organizer; Huang, Discussant Social Class/Social Economic Status and Young Learners of English as a Global Language Sayer, Does English Change the Equation? Social Class and English Teaching in Public Primary Schools in Latin America Butler, A Longitudinal Investigation of Young Learners' Socio-Economic Status (SES) and the Development of their Self-efficacy in Learning English Nikolov & Csapó, Reading Abilities in Three Languages and their Relationship to Students' Inductive Reasoning Skills and their Parents' Level of Education Ling & Gu, An Investigation of the Relationship between Access to Learning and Young Learners' English Language Proficiency	221 SLA Abobaker The Effect of Written Scaffolds on Different Proficiency Levels of Second Language (L2)	221 SLA Manchón et al. The Language Learning Potential of Direct and Indirect Written Corrective Feedback: A Longitudinal Study in an Out-of-School Context	243 RWL Joo & Hirvela An In-Depth Case Study: Argumentative Writing Instruction for High School English Language Learners in the Common Core Era	243 RWL Aydin Various Conceptualizations of Academic Register at Secondary School Level	
Douglas Fir (3rd Floor)	221 TEC Hsu & Lo Using wiki-mediated collaboration to foster L2 writing performance	221 SLA Abobaker The Effect of Written Scaffolds on Different Proficiency Levels of Second Language (L2)	221 SLA Manchón et al. The Language Learning Potential of Direct and Indirect Written Corrective Feedback: A Longitudinal Study in an Out-of-School Context	244 PED White et al. A transdisciplinary model for teaching reading strategies across first and second language curricula	244 PED Sun Effects of Task Complexity on EFL Learners' Reading Comprehension and Retention	
Eugene (Lower level 1)	222 PED Ranta & Deng Changes in Chinese EFL Teachers' L2 Pragmatic Knowledge During a Short-Term Study Abroad Experience in Canada: A Success Story?	222 PED Fernandez The Pedagogical Treatment of Vernacular in the Study Abroad Language Classroom	222 PED Li "My English Is Different from the Local Students'": A Look into Mainland Chinese ESL sojourners' Learning Experiences in Hong Kong	245 SLA Trentman Research-based Interventions in Short-Term Study Abroad: Learning Arabic in Jordan		
Exhibition Hall (3 rd Floor)			240 Poster Session 5 3:00-4:30			
Hawthorne (2 nd Floor)	223 ASE Gruba et al. Language program evaluation: An argument-based approach	223 ASE Barrette & Paesani Conceptualizing Cultural Literacy Through Program Assessment	223 ASE Ehlers-Zavala & Correa Evaluating Pathway Program Effectiveness at an English Language Center in the Era of Public-Private Partnerships in US Higher Education	246 ASE Schmitt & O'Sullivan Beyond Frequency: A List of the Probabilities of Knowing Target Words and its Implications for Vocabulary Testing	246 ASE Haghighi & Bournot-Trites Teachers' Attitudes toward Portfolio-Based Language Assessment in the Language Instruction for Newcomers to Canada (LINC) Programme: Challenges & Possibilities	
Laurelhurst (2 nd Floor)	224 LCS Harper Place, identity, and language learning: Identifying place attachment and its role in language learner identity construction	224 LCS Kimura DST as a salient L2 motivational theory: A critical review in comparison with AT	224 LCS Mansouri et al. Exploring the Role of Investment in Research on Agency and Identity in Second/ Foreign Language Education	247 LCS Tanous Displays of French and English Knowledge through Conversation in a Community of Practice	247 LCS Ou Language choice and socialization: Insights from peer interactions in a Sino-US joint venture university in China	
Meadowlark (3 rd Floor)	225 SLA Theodórsdóttir Identity (re)formulation	225 SLA Jung & Revesz Effects of task complexity on learners' L2 reading and noticing: An eye-tracking study	225 SLA Chen How Do Morphological Awareness, Word Semantic Transparency, & Contextual Cue Work	248 SLA Lenzing Investigating the cognitive architecture of syntactic processing: is there anything shared in	248 SLA Alammari & Weinberger On the Universality of the Obligatory Contour Principle (OCP) in Second Language	

			Together to L2 Word-meaning Inference in Chinese?	production and comprehension processes in SLA?	
Medford (Lower Level 1)	1:50- 2:20 226 PED McManus Awareness about L1 Form-Meaning Mappings Can Benefit L2 Grammatical Development, Online and Offline	2:25 – 2:55 226 PED Garcia Exploring the Role of L2 Learners' Conscious Conceptual Manipulation in the Teaching and Development of Grammatical Categories	3:00- 3:30 226 PED Choi Improving high school students' use of grammatical forms in writing: Two approaches of teaching grammar	4:00- 4:30 249 PED Henery & Moranski Helping Learners Orient to the Inverted Language Classroom: Mediation via Informational Video	4:35-5:05 249 PED Schreiber In Defense of EFL
Mt. Hood (R Level)	1:50-4:50 227 REM Colloquium: Kasper, Organizer Conversation Analysis and Statistics: A Sequential Mixed Methods Approach for Applied Linguistics Roever & Al-Gahtani. Dispreference and Development of Interactional Competence Smith & Matsutani. A Mixed-Methods Approach to Examining the Efficacy of Interactional Feedback Training in Peer Interaction: Insights from CA-grounded Formal Coding Hillman & Ross. Task Instructions for Psycholinguistic Experiments and Their Influence on Reaction Time Youn, Examining Features of Interactional Competence: The Case of Pre-sequences Patharakorn & Kasper, A Mixed-Methods Approach to Assessing Topic Transitions in Multi-party Talk				
Oregon A	1:50-4:50 228 EDU Colloquium: De Korne, Organizer; May, Discussant Power Dynamics and (In)Equalities in Plurilingual Education Projects Lopez-Gopar et al., Zapotequización: Creating Ideological and Implementational Spaces to Teach and Learn Diidkazá in Higher Education Mortimer, For the Already Bilingual: Inclusion and the Reinscription of Exclusion in Secondary Level Dual Language Education on the US-Mexico Border Weinberg, "That's how we speak but not how we write": Erasing Plurilingualism for Newly-taught Languages in Nepal Weber, Power Dynamics around a Plurilingual Project: Interest Divergence and Convergence in Luxembourgish Language-in-education Policy Anzures & Dueñas, "Entre brechitas y carreteras": The Possibilities of Museum-led Maya Language Promotion in the Yucatan Peninsula				
Oregon B	229 LID Petraki A Study of the Commodification of Language through the Prism of Foreign Language Education Advertising in Greece. 230 BIHM Ossa Engaging Bilingual Students' Full Linguistic Repertoire: Translanguaging in an English Language and Literacy Curriculum	229 LID Tebaldi Bad French: imagining illiteracy on the margins of Paris 230 BIHM Hoffman et al. Overcoming Barriers to Learn English: The Motivations of Hispanic Immigrants in the Restaurant Industry	250 LID Lee Ideologies of Korean Competence and Citizenship in South Korean Television 251 EDU Ballantyne et al. Theorise this! Developing Students Understanding of 'Theory' and 'Critique' on a Sociology Writing Program	250 LID Braden Bill Niye the Science Guy and the Discursive Construction of a Science Nerd Identity 251 PED Hall English in Applied Linguistics: An Ontological Framework	
Oregon C	231 LID Colloquium: Katunich, Organizer; Canagarajah, Discussant Considering the Role of Applied Linguistics in the Sustainability Crisis Goulah, Language Education into the Anthropocene Katunich, Post-Development Theory and Vernacular Perspectives on Language Badenhorst & Smolcic, Immersion Abroad for Teachers: A Learning Context to Build an Emergent Eco-Sociopolitical Consciousness?	230 EDU Martin-Beltran & Guzman Translanguaging to Transform Language expertise among Linguistically Diverse Peers in High School	252 LPP Criss Internal Marketing: The Status of Foreign Language Promotion in a Finnish Upper Comprehensive and Secondary School	252 LPP Shier Inverted Multilingualism: A Neocolonial Educational Reform	

Oregon E	1:50- 2:20	2:25 – 2: 55	3:00- 3:30	4:00- 4:30	4:35-5:05	5:10 – 6:15	6:45-8:15 Special Session 4: Lantolf & De Bot, Organizers; Poehner & Larsen- Freeman, Moderators Sociocultural Theory (SCT) and Complex Dynamic Systems Theory (CDST): A discussion
Oregon F	<p>1:50-4:50</p> <p>C8 Invited Colloquium: Milani & Motschenbacher, Organizers; Pennycook, Discussant Sexuality and Applied Linguistics: Poststructuralist Perspectives Milani, Sexuality and applied linguistics: Introduction to the panel Pawelczyk, Doing and resisting heteronormativity in an EFL classroom Sauntson, Using post-structural linguistic frameworks to explore the school experiences of LGBT+ youth Baynham, Translanguaging as a Queer practice Milani, Is the rectum a goldmine? Applied linguistics in unexpected places</p> <p>1:50-4:50</p> <p>C9 Invited Colloquium: Jones, Choi & Sharkey, Organizers Creativity in Language Teaching and Learning (TESOL@AAAL) Coffey & Leung, Creativity as a floating signifier</p> <p>Sharkey, Teaching Outside the Box(es): The Role of Community Investigations in Language Teacher Development Choi, Reimagining the self: what translanguaging practices and project-based work can do for multilingual international students' creative agency Darvin, Drama as a creative tool for critical reflection and pedagogy Galante, 'But can I use another language in this situation?' Drama as a pedagogical approach in TESOL for plurilingual choices Jones & Albawardi, Vernacular mobile literacies: Multimodal creativity and identity</p>						Plenary 5: Wiles, Talking with Robots
Oregon G	232 REM Colloquium: Starfield, Organizer Ethnographic perspectives on researching academic literacies Chun, Ethnographic approaches to critical literacy classroom practices Paltridge, Researching academic writing: What textography affords Ong, Investigating the transfer of academic literacies from an EAP course Mochizuki, Reflexivity in ethnographic research	233 BIHM Arteagoitia Improving the literacy skills of bilingual students: Findings from a research-based vocabulary instruction program	233 BIHM Torregrossa et al. The benefits of balanced biliteracy on bilingual narrative skills	253 COR Simon-Maeda A Corpus-Based Analytic Study of the AAAL Handbook 2000-2014	253 COR Palmer & Csomay A keyword-centered, corpus-driven approach to lexical bundles in a corpus of grade comments		
Oregon H	233 BIHM Bongartz et al. Biliteracy effects on narrative and cognitive skills	233 BIHM Arteagoitia Improving the literacy skills of bilingual students: Findings from a research-based vocabulary instruction program	233 BIHM Torregrossa et al. The benefits of balanced biliteracy on bilingual narrative skills	254 BIHM Disbray & O'Shannessy The role of language documentation methods in oral language teaching and learning – a transdisciplinary collaboration	254 LMR Lillie Working Together: Paving the Way for New York State Recognition of Seneca Language Teachers		
Oregon I	<p>1:50-4:50</p> <p>234 PED Colloquium: Norton, Organizer; De Costa, Discussant Language Teacher Identity and Transdisciplinarity in a Multilingual World Ponte & Higgins, Identities in Professional Development: In-Service Teachers' Responses to Multilingual Pedagogies Zheng, Becoming Translingual Teachers: Identity-as-Pedagogy and International Teaching Assistants in the USA Stranger-Johannessen & Norton, Digital Storytelling, Language Teaching, and the African Storybook Barkhuizen, Social Inclusion Identities of English Language Home Tutors: stories, Stories, STORIES Wolff, The Emotional Turn in Teacher Identity Research: The Case of an EFL Teacher Morgan & Miller, Language Teacher Identity and Ethical Self-Formation: A Transdisciplinary Account</p>						
Pearl	235 TEC Shared Shorter Paper Session 7 Pickering et al. A Multidimensional Analysis of the discourse of Augmentative and Alternative Communication Users in the Workplace and Implications for AAC Users Guillen & Sawin	241 EDU King An investigation of the development of scientific conceptual thinking in undergraduate STEM laboratories through linguistic analysis		255 Shared Shorter Paper Session 8 EDU Thorstenson Davila "J'aime to be funny!": Translanguaging, Humor and Risk Taking in a High School ESL Classroom BIHM Clark			

MONDAY MORNING SESSIONS

175. Mon 8:00-9:40

VOC Paper Session

Belmont

Anna C-S Chang, Hsing-Wu University

Stuart Webb, Western University

How Does Mode of Input Affect the Incidental Learning of Multiword Combinations?

The aim of this study was to investigate incidental learning of L2 multiword combinations in three different modes.

The results indicated that all three modes of learning contributed to incidental learning. The reading while listening condition was most effective while the reading and listening conditions contributed to similarly sized gains.

Raquel Serrano, University of Barcelona

Ana Pellicer-Sanchez, University College London Institute of Education

Incidental L2 vocabulary learning from reading and reading while listening

This study examined the effectiveness of a longitudinal reading while listening and reading only programs for the acquisition of new vocabulary by young learners. Results showed that both approaches led to a significant increase in L2 learners' vocabulary knowledge but that there were no significant differences between the two groups.

Marijana Macis, University of Nottingham

Incidental Learning of Figurative Meanings of Duplex Collocations from a Semi-Authentic Novel: How Much Learning is There?

This study examines the effects of frequency of exposure on incidental learning of the figurative meanings of collocations through reading. The findings of immediate and delayed post-tests demonstrate that there was a great deal of individual variation and that more exposure did not always result in higher gains.

176. Mon 8:00-9:40

Paper Session

Columbia

Beatriz Lado, City University of New York

José Del Valle, City University of New York

PED Linguistic Awareness in the Foreign Language Classroom

This study investigates whether including content about the cultural, social, and political dimension of the language in English in a first semester Spanish language course helps develop students' critical linguistic awareness without hindering language learning. Additionally, this study explores if providing this type of content increases learners' motivation

Nick Zhiwei Bi, University of Shanghai for Science and Technology

Soo Jung Youn, Northern Arizona University

PRG ESL learners' strategic processing in role-playing

pragmatic tasks in academic settings

Pragmatic competence has played a crucial role in ESL learners' language ability; however, our knowledge about learners' strategic processing involved in pragmatic performance is still limited. This paper, therefore, reports on a study examining the cognitive processes employed by L2 learners in completing various pragmatic tasks in academic contexts.

Enrica Piccardo, OISE/University of Toronto

Brian North, Eurocentres

PED A Quality Assurance (QA) Approach to CEFR-informed Curricular Reform in Language Education in Switzerland and Canada: A Comparative Study

This paper reports on the effectiveness of CEFR-based language education reform. Over 40 semi-structured interviews with key players alongside QA approaches were used to investigate the practical effects of reform in curriculum and classroom teaching, aiming to identify why certain practices and innovation techniques are more conducive to successful reform.

177. Mon 8:00-9:40

SLA Paper Session

Douglas Fir

Tracy Quan, Colby College

Oral Fluency and Communities of Practice During Study Abroad: The Case of L2 Spanish Learners in Spain

The current case study of three L2 Spanish learners examines the impact of study abroad on fluency, measured via temporal variables (speech rate, articulation rate, phonation time ratio, mean length of run) and formulaic language, and illustrates the relationship between linguistic outcomes and a learner's investment in communities of practice.

Kazuya Saito, Birkbeck, University of London

Jean-Marc Dewaele, Birkbeck, University of London

Hui Sun, Birkbeck, University of London

Second language Oral Ability Development and Individual Differences during Study Abroad: A Longitudinal Study

This study examines whether and how the individual difference factors – aptitude, motivation, affect, personality and second language (L2) use – interact to influence L2 oral ability development (measured by comprehensibility and accentedness) during the first two to three months of study abroad of 40 Chinese learners of English.

Bernard I. Issa, The University of Tennessee Knoxville

Mandy Lynn Faretta-Stutenberg, Northern Illinois University

Cristina Sanz, Georgetown University

Janire Zalbidea, Georgetown University

Prior L2 Experience and Grammatical Development During Short-Term Study Abroad: A Comparative Study of Intermediate and Advanced Learners

The study examines how learners with different levels of formal L2 experience (intermediate vs. advanced) differ in the type and rate of L2 grammatical development they experience from a short-term stay abroad.

178. Mon 8:00-9:40
PED Paper Session

Eugene

Caleb Zilmer, University of Minnesota

Identity and Alterity in a Middle School Spanish Classroom: A Design-Based Approach to Promoting Plurilingual Identity Negotiation

This session explores how analysis of classroom interactions in middle school Spanish informed instructional design to promote plurilingual identity development. A Design-Based Research (DBR) approach incorporating poststructuralism and dialogized heteroglossia using tools of discourse analysis suggests design principles for instruction and theoretical implications concerning agency in identity development.

Ana Lopez-Sanchez, Haverford College

Identity work and L2 Literacy development in the production of digital narratives

The presentation examines the appropriateness of digital storytelling for the development of learners' self-awareness and self-reflection, based on the learners' critical reflection paper and extended interviews. It makes recommendations about the design of DS-projects for the foreign language classroom.

Xavier Gutierrez, University of Alberta

Learners' perceptions about a Task-Based Language Teaching approach

Spanish learners' perceptions about a TBLT approach were explored by means of a questionnaire, focus groups, and weekly journal entries. Quantitative and qualitative data show an overall positive perception of the pedagogical approach. Results will be discussed in relation to decision-making processes regarding curriculum development and classroom language learning activities.

179. Mon 8:30-9:40

TRI Paper Session

Hawthorne

Luis Cerezo, American University

Individually, Together, or Both? Effects of Work Distribution on Collaborative Inverse Translation for Language Learning

Bridging socioconstructivist and psycholinguistic perspectives, this paper is first to empirically investigate the effects of work distribution on collaborative inverse translation for second language learning purposes, both on learning outcomes (correct translation units on pretests/posttests) and processes (instances of vocabulary look-up, negotiations of meaning, and self- and other-directed feedback moves).

Yiyi Wang, University of Illinois at Urbana-Champaign

What Chunks Do Translators Need

Professional translators may face comprehension difficulties just as any advanced language learners do. How to extract lexical chunks that may cause translator's comprehension difficulties is important in effect. This paper

introduces a computer-human interactive translation model by using recommender system to suggest the translations of difficult chunks for translators.

Serena Williams, UC Davis

Julia Menard-Warwick, UC Davis

Laura Dubcovsky, UC Davis

Translation Events within Parent Programs at a Bilingual Elementary School

Drawing from ethnographic research on parent programs at a dual-immersion school in California, we focus on interactions in which documents were translated from English into Spanish. Our analysis demonstrates how limitations in the translation processes at the school restrict access to information for Spanish-speaking parents, exacerbating disparities in parent involvement.

180. Mon 8:00-9:40

Paper Session

Laurelhurst

Kristene McClure, Georgia Gwinnett College

LCS Visible Multilingualism and the Invisible Knapsack: Acknowledging and Mitigating White Privilege in Suburban Linguistic Landscape Data Collection

Braiding threads from applied linguistics, critical race theory, and curriculum studies, this transdisciplinary talk examines how the "invisible knapsack" of white privilege affects both the process of linguistic landscape data collection and the researchers engaging in that process as they embark on analysis of "visible multilingualism" in diverse communities.

Ashley Weber, Penn State Erie, The Behrend College

LCS The Multilingual Dynamicity of Unofficial Signage in a U.S. Refugee Relocation City

This linguistic landscape analysis investigated, throughout one year, the public signage of a small Pennsylvania refugee relocation city. The analysis shows layers of short- and long-term change and a discrepancy between official language policies and actual language practices, with monolingual government street signs differing from multilingual signs in private businesses.

Jia Lu, University of Nebraska-Lincoln

LPP A tale of two cities: Dialects in the linguistic landscape of Chongqing and Hong Kong

By comparing how the regional dialect is presented in the linguistic landscape (LL) of Chongqing and Hong Kong, the former as a non-standard variation of Mandarin and the latter as an official tongue, the researcher calls for more LL studies on dialects to inform language policy and planning.

181. Mon 8:30-9:40

SLA Paper Session

Meadowlark

Lama Nassif, Williams College

Do Form Frequency, Task Type, and Nature of L2 form Influence Learner Noticing? A Study of Beginning Learners

of Arabic

How does learner attention to L2 form vary in the context of output-generated noticing? This study investigated whether form frequency, task type, and the nature of L2 form influence learner noticing in the context of L2 Arabic speech production. It also qualitatively explored learners' insights on their noticing variations.

MinJin Lee, University College London

Exploring the Pedagogical Potential of Multimodal Input-based Tasks: A Study of Captioning, Textual Enhancement, and Working Memory Using Eye-tracking

This study examined the extent to which typographically enhanced captions can draw learners' attention to L2 constructions and thereby promote L2 grammatical development during an input-based task. In addition, it explored whether individual differences in working memory capacity mediate the influence of enhanced input on noticing and L2 learning.

Natsuko Shintani, University of Auckland

Kosuke Sugai, Kindai University

Effects of Isolated, Integrated, and Combined Form-Focused Instruction on Low-Intermediate Learners' Grammar Acquisition

This study compared the effects of explicit instruction (EI), text enhancement (TE), and the combination of both. The results indicated that the TE alone was not effective on the learners' oral accuracy while the EI was. The combination of EI and TE was found to be the most effective.

182. Mon 8:00-9:40

PED Paper Session

Medford

Mary Petron, Sam Houston State University

Baburhan Uzum, Sam Houston State University

Being and (Un)becoming Teachers: Teacher Candidates' Professional Dispositions towards Linguistic Diversity

Forty-eight teacher candidates participated in this project at a local middle school in a high poverty area with poor academic outcomes for ELLs. Most teacher candidates demonstrated improved professional dispositions in the areas of awareness of ELLs' language needs, willingness to differentiate instruction, and a social justice.

Catherine Gallagher, Sejong University

Shannon Tanghe, Saint Mary's University of Minnesota

Nils Olov Fors, Hankuk University of Foreign Studies

Crosswords: Collaborative Teaching as a Tool for Critical Practice

This qualitative study examines the implementation of a critical co-teaching project in a graduate TESOL program in Seoul, Korea. The study analyzes teacher observations, field notes, student surveys, and recorded classroom discussions in order to better understand how collaborative teaching affects the positioning and sense of community of the participants.

Cecilia Thorsen, University West

Alastair Henry, University West

Culturally Responsive Mindsets: Motivational Teaching Practice in EFL Classrooms

Extending theories of culturally responsive teaching to EFL classrooms, this study examined connections teachers make between target content and students' free-time English-mediated experiences, and effects on motivation. In a dataset including 257 ethnographic classroom observations, interlinkage of goal content and cultural experiences was found in activity designs and everyday talk.

183. Mon 8:00-11:00

PED Colloquium: Conversation Analytic Perspectives on English Language Teaching in Global Contexts: Constraints and Possibilities

Mt. Hood

Session Organizer: Taiane Malabarba, UNISINOS

Discussant: Hanh thi Nguyen, Hawai'i Pacific University

This colloquium brings together empirical studies on the teaching of English as an additional language in global contexts across different continents. Using conversation analysis, we examine these settings' constraints and possibilities as manifested in classroom interactions, and discuss issues such as power, epistemic authority, social identities, and institutional policies.

Josephine Lee, Ewha Womans University

The "Power Game": Interactional Asymmetries in EFL Collaborative Language Teaching

This conversation analytic study examines co-taught lessons in South Korean EFL classrooms, revealing how through classroom interaction, the participants exhibit an asymmetry in teacher authority regarding the management and regulation of student behavior.

Maria Vanessa aus der Wieschen, University of Southern Denmark

Embodied and Occasioned Learnables and Teachables in Early EFL classrooms

This paper investigates, through conversation analysis, how early EFL teachers use gestures as repair resources and how pupils orient to these embodied repairs. The data show that embodied repair practices lead to occasioned teachables and learnables and we argue that these constitute the primordial scenes where usage-based FL learning begins.

Seyed Mohammad Alavi, University of Tehran

Mostafa Pourhaji, University of Tehran

Collision of Centripetal and Centrifugal Forces in Iranian EFL Classroom Interaction

This conversation analytic study uncovers collision between the centripetal force of exercising control and the centrifugal force of encouraging learner participation in Iranian EFL classes. Teachers straddled the forces when learners' initiatives challenged their epistemic authority. They responded to such initiatives differently and offered learners different degree of participation opportunities.

Taiane Malabarba, UNISINOS

“In English, sorry”: Participants’ Orientation to English-only Policies in Beginning-Level EFL Classroom Interaction
Using CA, this paper investigates how the English-only policy was oriented to in the unfolding interaction of a first semester adult beginning-level EFL classroom in Brazil. The analysis unveils how students and teacher, in orienting to this norm, accomplished actions that went beyond simply addressing content matters or displaying understanding.

Peter Sayer, University of Texas at San Antonio
Teaching EFL in Marginalized Contexts

The author presents a conversation analytic view of English as a foreign language classroom in a rural indigenous village in Mexico. By combining CA with ethnography, the author examines how the teacher managed the interactional spaces (mostly subconsciously) in ways that aligned with and supported his goals for the students

184. Mon 8:00-11:00

ASE Colloquium: The Impact of Globalization, Technology, and Evolving Construct Conceptualizations on the Assessment of L2 Listening Ability Oregon A

Session Organizer: Elois Wagner, Temple University

Discussant: Gary Ockey, Iowa State University

With globalization, technological advances, and evolving conceptualizations of the construct of L2 listening ability, the use of audiovisual texts, diverse speech varieties, and authentic texts have emerged as critical for the design of L2 listening assessments. In this colloquium, five empirical papers provide research and testing implications of these issues.

Aaron Olaf Batty, Keio University

The Impact of Nonverbal Communication Cues on Listening Item Task Types

This presentation reports on a study of the effect of nonverbal cues in video listening tests across task types. Difficulty of explicit and implicit items when administered via audio or video was investigated with MFRM. The facilitative effect of video was much more pronounced with implicit items than explicit items.

Ruslan Suvorov, University of Hawai’i at Manoa

Test-Takers’ Use of Visual Information in a Video-based Academic Listening Test: Evidence From Cued Retrospective Reporting

This study investigated L2 test-takers’ perceptions regarding their use of visual information during a video-based academic listening test. Data obtained via cued retrospective reporting that was based on eye-movement recordings revealed aspects of visual information that test-takers focused on, considered helpful/distracting, and reasons why visual aspects were helpful/distracting.

Okim Daehan Kang, Northern Arizona University

Meghan Kerry Moran, Northern Arizona University
Different Varieties of World Englishes: Perceptual

Judgments and Speech Characteristics

This study examined listeners’ perceptions of different World Englishes (WE) varieties and explored various pronunciation features of WE speakers that could affect listeners’ perception of the speakers’ comprehensibility and level of accentedness in a high-stakes assessment context. The findings offered implications for pronunciation pedagogy, enhanced scoring criteria, and rater development

Elois Wagner, Temple University

A Comparison of L2 Listening Performance on Tests with Scripted or Unscripted Spoken Texts

While spontaneous real-world language differs extensively from scripted and polished spoken texts, L2 listening tests use almost exclusively spoken texts that are written and read aloud. This study examines how two groups compared on tests with scripted or unscripted spoken texts, and explores test-takers attitudes toward the types of texts.

James Dean Brown, University of Hawai’i at Manoa

Jonathan Trace, University of Hawai’i at Manoa

Connected Speech Dictations for Testing Second Language Listening

This study compared traditional measures of L2 English academic listening ability with measures of understanding connected-speech. Connected-speech dictations were quantitatively analyzed in relation to an academic dictation and other measures of academic listening, reading, vocabulary, and writing to determine how each test related to the overall construct of academic listening.

185. Mon 8:00-9:40

LID Paper Session

Oregon B

Chura Bahadur Thapa, The University of Hong Kong

Nepalese multilingual students’ ideologies and identity positioning in Hong Kong: A sociolinguistic ethnography

This paper presentation reports on a sociolinguistic ethnography that explored the Nepalese multilingual students’ ideological appropriation in negotiating their identities and manipulating the macro-hegemonic language policy contexts. Findings reveal that possession of powerful linguistic repertoires provides the dominated minority groups with strong identity options in macro-hegemonic contexts.

Sandra Gail Kouritzin, University of Manitoba

Satoru Nakagawa, University of Winnipeg

Constructing neoliberal subjects at school: Collusion in exclusion

Revisiting interview, observation, and journal data from an immigrant-receiving high school, we examine the neoliberal discursive regimes that position ESL students as victims unable to effectively position themselves in the educational/economic market. Adopting such discourses, ESL students thereby collude with the global capitalist economy that excludes them, ultimately colonizing themselves.

Akiko Katayama, University of Tokyo

Affordances for ELF speaking Okami: A narrative study of a female hotel manager in Japan

This narrative study situated in rural Japan reports on “directly related and creatively perceived” affordances of a female hotel manager, Okami, who functioned successfully in English as a Lingua Franca. The study also problematizes the nation’s native-normative language education policy, which is disconnected from the ecology of learners.

186. Mon 8:00-9:40

EDU Paper Session

Oregon C

Talar Kaloustian, Community College of Pennsylvania

Linguistic and Academic Imposters: A Year in the Life of International Graduate Students in the US

This presentation traces how seven international students in US graduate programs constructed their imposter identity vis-à-vis their language abilities. With the US as the leading destination for international students, this study has implications for 1) host universities’ effective use of resources, 2) professors’ pedagogical approach, and 3) prospective students’ preparation.

Trent Newman, The University of Melbourne

Plurilingual Voices in Higher Education for Development: Timorese Lecturers’ Perceptions of the Academic and Professional Communication Skills Needed By Students

In this paper I examine how university lecturers in development-related disciplines in Timor-Leste conceptualise the academic and professional communicative competencies of their students in and across multiple languages. My focus is on the forces that appear to be shaping these conceptualisations within a complex and conflicted post-colonial sociolinguistic environment.

Merideth Hoagland, Georgia State University

Tertiary English instruction in post-2008 China

In this report on a case study conducted in western China, I demonstrate that students resisted “traditional” memory- and test-oriented approaches and strongly preferred task-supported methodologies for their “practical” utility. This finding offers a counter to characterizations of the Chinese learner as compliant, studious, and test-oriented.

187. Mon 8:00-9:40

BIHM Colloquium: Resident L2 Learners in Post-Secondary Writing: Toward Profession-wide Rethinking of Persistent Challenges

Oregon D

Session Organizer: Christa de Kleine, Notre Dame of Maryland University

Discussant: George C. Bunch, University of California, Santa Cruz

In this colloquium researchers compare results of several

empirical studies examining the writings of ‘resident L2’ students in postsecondary education, comparing these to international L2 and/or monolingual (L1) student writings. Panelists also explore how research findings can inform pedagogical and policy issues to improve educational outcomes for resident L2 writers.

Stephen Doolan, Texas A&M Corpus Christi

Five Empirical Studies of Resident L2-like Writers and Challenges with Group Inclusion Criteria

This presentation will synthesize five empirical studies by the presenter that have predominantly found more language use similarities between resident L2-like and L1 writers than between resident L2-like and international L2 writers. Research methodology is discussed and implications are explored as they relate to defining resident L2 learners.

Christa de Kleine, Notre Dame of Maryland University

Rachele Lawton, The Community College of Baltimore County
Different or Alike? A Comparative Analysis of Grammatical Patterns in Resident L2, International L2 and L1 Community College Student Writings

Using a significantly larger sample size, this study replicates a study by Doolan & Miller (2012) comparing the grammatical patterns of resident L2 writers to those of L1 and international L2 writers. Qualitative and quantitative findings confirm similarities between resident L2 and international L2 writers, but not L1 writers.

Kristen Di Gennaro, Pace University

International and Resident L2 Learners in Post-Secondary Writing Programs: Has the Quest for Differences Hidden Similarities?

A study designed to discover differences across international and resident L2 students’ writing instead uncovered similarities, problematizing claims that the two groups differ noticeably in their writing performance. Theoretical and practical implications will be discussed especially with regard to placement and instruction for L2 students entering postsecondary writing programs.

188. Mon 8:00-9:40

EDU Colloquium: Critical ethnography, bi/multilingualism, race(ism) and education
Oregon F

Session Organizer: Stephen May, University of Auckland

Chair: Stephen May, University of Auckland

Discussant: Nelson Flores, University of Pennsylvania

Critical ethnography (CE) provides a powerful lens through which to examine wider issues of linguistic (in)justice and (in)equality within education. This colloquium draws on recent CE work in education to explore the racialized construction, positioning and experiences of bi/multilingual students, and their intersectional implications for educational policy, pedagogy and practice.

Teresa L. McCarty, University of California, Los Angeles

Critical Ethnographic Monitoring and the Chronicity of

Raciolinguistic Panic in the USA

This presentation trains a critical ethnographic lens on chronic raciolinguistic panic in the USA. I trace its constancy in official language policies then draw on comparative ethnographic data from multilingual school-community sites to explore how racialized communities can reclaim rights and legitimize school space through “practiced policies” that normalize bi/multilingualism.

Christine Malsbary, Vassar College

Teachers’ policy dilemmas as racial artifacts

Drawing on an ethnographic study of ELL teachers in NYC, this presentation showcases ongoing policy dilemmas with which the teachers struggled and locates these within their raciohistorical context. It highlights how these policy dilemmas act as racial artifacts – specifically, teachers’ relationships with high-stakes tests and their reactions to increasing surveillance.

Julie Byrd Clark, Western University

Toward Reflexive Engagement in Language Teacher Education: Critical Ethnography’s Challenge to Theory and Political Binary Relationships

Drawing upon a critical ethnographic approach incorporating new technologies, this presentation illuminates the significance of developing “reflexive engagement” for future language teachers and researchers. The findings illustrate how certain representations of languages (e.g. accents), identities (e.g. race), learning, and teaching are constructed and negotiated in these new spaces.

Blanca Gabriela Caldas, University of Minnesota Twin Cities

Deborah Palmer, University of Colorado Boulder

Embodied Rescriptings in Critical Ethnography: Raciolinguistic Advocacy in Bilingual Teacher Education at the US Borderlands

Using Forum Theater as a backdrop study, we examine sociocultural and raciolinguistic issues in a bilingual teacher preparation classroom utilizing minoritized languages. We also examine our roles as “co-performance witnesses” and discuss issues related to community accountability and openness about advocacy, self-reflexivity and positionality, and bodily engagement in the research.

189. Mon 8:00-9:40

LPP Colloquium: Ontological Multilingualism and Participatory Democracy: Challenges and Options Oregon G

Session Organizer: Thomas Ricento, University of Calgary

In this colloquium, the intellectual origins of ontological monolingualism are explored and the problematic impact on current normative approaches to the politics of language is considered; examples of how the proposed shift towards ontological multilingualism may promote a more inclusive and cooperative democratic commonality are provided.

Thomas Ricento, University of Calgary

The Intellectual Origins of Ontological Monolingualism

Linguistic theory has contributed to, and has been influenced by, theories of the state that claim democracy operates most effectively, fairly, and inclusively when everyone speaks a common language. I examine alternative conceptions of human language that are compatible with ontological multilingualism, with implications for democratic theory and language policy.

Peter Ives, University of Winnipeg

Antonio Gramsci and Ontological Multilingualism

This paper uses Antonio Gramsci’s writings on language, showing his model of ontological multilingualism is an inherent aspect of his conception of hegemony, the concept for which he is most famous. It concludes by arguing that Gramsci’s position is insightful to contemporary debates on global English.

Yael Peled, McGill University

Ontological Multilingualism as Epistemic Justice

The paper explores and defends the argument that the notion of ontological multilingualism successfully addresses the epistemic biases that transpire from the monolingual mindset; namely, that recognising multilingualism as a fundamental reality of human societies may consequently lead to the reduction and countering of powerful and often covert linguistic prejudices.

Daniel Weinstock, McGill University

Arguments Against Bilingual Education

Operating under the premise that a multilingual repertoire is a desirable outcome of linguistic education, the paper considers four arguments frequently made in favor of monolingual education: (i) suboptimal competency; (ii) nation-building; (iii) equality of opportunities; and (iv) territorial protection. It rejects (i)-(iii) and identifies the unique circumstances of (iv).

190. Mon 8:00-9:40

BIHM Paper Session

Oregon H

Frances Nebus Bose, Penn State University

Mari Haneda, Penn State University

Elementary Newcomer English Learners Negotiating Classroom Identity, Language, and Literacy

Drawing on data from a one-year ethnographic study, this presentation examines the trajectory of classroom identity development over the course of the school year for two newcomer third grade English Learners. The influence of students’ use of L1 and rate of English language acquisition on their identity trajectories are considered.

Samuel Lefever, University of Iceland

Language Use and Identity Shift among Immigrant Students in Iceland

This paper will discuss the importance of multilingualism in the lives of immigrant students in Iceland. Knowledge of English and other languages has practical benefits and

increases students' self-esteem. Their identities often shift between languages and some use languages to 'mask' their identity and avoid being judged by origin.

Alex Kasula, Universidad de los Andes, Colombia
Understanding multilingual identity through analyzing translingual creative writing in a multilingual literary magazine

This presentation discusses the translanguaging of multilinguals through creative writing in a multilingual literary magazine. An analysis through Canagarah's (2013) translingual strategies shows how literature produced in this space acts as both an expression of identity, and how to interpret translanguaging use.

191. Mon 8:00-11:00

EDU Colloquium: Towards an Engaged Applied Linguistics Oregon I

Session Organizers: Netta Avineri, Middlebury Institute of International Studies at Monterey / Beth Dillard, Western Washington University / Johanna Ennser-Kananen, Jyväskylä University

This interactive colloquium describes and promotes a move towards engaged applied linguistics. Multiple scholars from across the United States introduce their work in Ojibwe, Spanish, service-learning, study abroad, and adult education contexts, inviting conversation on how applied linguists can become engaged in community-based and mutually beneficial research for social change.

Netta Avineri, Middlebury Institute of International Studies at Monterey

Nested Interculturality: An Interdisciplinary Framework for Engaged Applied Linguistics

This presentation focuses on the model of "nested interculturality" (Author, 2015) as a useful framework for conceptualizing the ongoing work of interdisciplinarity in engaged applied linguistics. The presenter will discuss her diverse research projects along with a discussion of the dilemmas, ethical questions, and 'interpretation/translation' necessary for collaborative endeavors.

Beth Dillard, Western Washington University
Nicole Pettitt, Georgia State University

(De)legitimizing teacher voices in community-engaged scholarship: A retrospective

This paper is a reflexive, retrospective view of a community-based classroom research project conducted with an adult education center for immigrants and refugees to the U.S. Utilizing critical discourse analysis, we problematize our researcher roles in that project, and interrogate our (un)successful attempts to privilege educators' expertise and voice.

Adam Schwartz, Oregon State University

Seeing out loud: Engaging borders through "critical photography" in Spanish class

Engagement assumes the role of decolonizing pedagogies and student-centered inquiry in my basic-level Spanish classroom. Visual and written discourse from an exercise in "critical photography," as well as students' discussion thereof, challenged "what counted" as language learning relative to (in)visible borders, found both in and outside our classroom walls.

Mel M. Engman, University of Minnesota
'Ares is an Ojibwe name': An ecological approach to reclaiming Ojibwe language and expertise in a teacher-learner's classroom

This ethnographic project presents an ecological and sociocultural analysis of language use and interaction within one teacher-learner's classroom at an Ojibwe tribal school, examining obstacles and innovations that arise as multilingual Ojibwe language learners and their instructor negotiate institutionalized literacy and language in a classroom-based revitalization program.

Elizabeth Smolcic, Penn State University
Sharon S Childs, Penn State University
Study Abroad and the Building of Reciprocal South/North Relationships: Mindful Engagement to Sustain University Partnerships

We examine a study abroad program designed to certify ESL teachers. Our presentation will highlight working structures that have been critical to the life of the program; it will also explore the challenges and discoveries, intercultural communication and programmatic structures that support (and hinder) reciprocal relationships of the program stakeholders.

192. Mon 8:00-8:30

Round Table Session 7

Pearl

Sarah Creider, New York University Steinhardt
DIS When Teachers Display Doubt: Footing Shifts that Position Teachers as Learners and Students as Experts.
In this conversation-analytic study, I discuss how teachers in a French-English kindergarten change classroom power-dynamics by displaying surprise or uncertainty. I characterize these displays as shifts in footing (Goffman, 1981), and suggest that when teachers take on the footing of learner, students seem more likely to act as experts.

Kimberly Ilosvay, University of Portland
EDU An Analysis of Communicative Interactions in School: Learning from Layered Messages in Humor

Researchers have long touted humor as a beneficial tool for classroom learning. Through a qualitative study of humor used in classrooms in 3 different countries, this paper will highlight prominent types of humor used and argue that some of the most widely used humor is counterproductive for student success.

Kyle McIntosh, *University of Tampa*

Paul McPherron, *Hunter College of the City University of New York*

RWL “We Were Happy, Reading”: Pedagogical Uses of English Learning and Teaching Memoirs.

Through content analysis, this paper explores the resources and ideologies that English users draw upon when reading memoirs about language learning and teaching, as well as what these choices reveal about the investment and appropriation of English-language cultures and pedagogical norms in different settings.

Mai Nguyen, *Griffith University*

PED TESOL teachers’ engagement with the native speaker model and the impact of teacher education

This research reported the extent to which Vietnamese teachers of English who had undertaken master’s level training in TESOL engaged with the native speaker model. More importantly, it aimed to unearth the impact of teacher education on the teachers’ thinking and beliefs about these matters.

Shakina Rajendram, *OISE/University of Toronto*

PED Translanguaging to collaborate: The role of learners’ shared languages in scaffolding learning during collaborative interactions

This study examines the role of translanguaging in the collaborative interactions of multilingual learners in a Tamil-medium primary school in Malaysia. Using sociocultural theory, postcolonial theory, and critical discourse analysis, I discuss how learners translanguaged to scaffold each other’s learning, and how these interactions are shaped by their sociocultural context.

Pei-ni Lin Causarano, *University of Mary Washington*

Kelsey Roach, *University of Mary Washington*

RWL The Impact of Independent Choice on Reading Comprehension in Sustained Silent Reading

This study used mixed methods to investigate the impact of independent choice of texts on reading comprehension in a SSR program and students’ feeling about reading. Findings showed that SSR with independent choice in reading material made minimal gains in reading comprehension, but positively increased students’ perceptions of reading.

Eunice Eunhee Jang, *University of Toronto*

Saskia Stille, *Simon Fraser University*

Jeanne Sinclair, *University of Toronto*

Gina Park, *University of Toronto*

Megan Vincett, *University of Toronto*

RWL Understanding and supporting resilience in L2 academic literacy learning among adolescents in secondary education

This presentation reports findings from a study on adolescent literacy teaching and learning in Ontario, Canada that aimed to identify and determine structural relationships among key intrapersonal and environmental factors contributing to transforming adolescent immigrants’ struggles with reading toward reading resilience.

Shannon Hilliker, *Binghamton University*

RWL TESOL and ESL faculty collaboration for targeted language objectives to improve second and third grade reading scores for ESL students

This presentation will report on collaboration to support reading and literacy skills in second and third grade ESL. The presenter will highlight the designed model of instruction and specific support structures used in ESL and mainstream classrooms along with test scores, in-classroom activities and reading benchmarks used to improve reading.

193. Mon 8:35-905

Roundtable Session 8

Pearl

Hector Gonzalez Alvarez, *Columbia University*

DIS The Use of Silences in Human-Computer Spoken Interactions

Through some extracts and examples, I will show how in human-computer interactions there is a general tendency to insert silences prior to each turn and, in some cases, within turns. As a result, the use of gaps and pauses are treated as normative in these types of interactions.

Angelica Ribeiro, *Texas A&M University*

TEC Computer-Mediated Communication and Face-to-Face Interactions Between Native and Nonnative English Speakers

This study investigated computer-mediate communication and face-to-face interactions between native (NSs) and nonnative speakers (NNSs) to determine how NSs affected NNSs’ subsequent L2 development. Findings indicated that the NSs potentially contributed to the NNSs’ L2 learning; however, they could have contributed more if they had provided more negotiations and input.

Carrie Kristine Bach, *University of Hawai’i - Manoa*

TEC L2 Korean MALL Interactions: Text and Voice-Messaging in KakaoTalk

This exploratory study investigates learners of Korean interacting through the mobile application KakaoTalk. Participants’ complexity, accuracy and fluency are compared across text and voice-messaging (the sending and receiving of short audio clip messages) conditions. Participants’ scrolling and re-listening behavior are also examined through Screen and audio recording.

Artanti Sari, *Ohio State University*

LCS Translocal and transnational online spaces for socialization of languages and religious cultures: Overcoming geographical barriers

The research examines how transnational families navigate through translocal and transnational online spaces of language socialization. The findings illustrate parents’ roles in utilizing social capitals through networking and children’s creativity in shaping their own socialization. The session discusses the interconnection between parents’ and children’s agency in the online-based socialization process.

Onsutee Wattanapruck Sudwan, Teachers College, Columbia University

PRG An Uncommon Use of Because

This study investigates how a stepwise topic shift is initiated by because during an online talk-in-interaction. The data were collected from a one-hour Skype video chat in English between two Thai speakers. The analysis reveals that the practice is accomplished by the use of because + new topic or focus.

Jean Young Chun, Indiana University

Claire Fields, Indiana University

DIS Advanced L2 Learners' Use of Epistemic Devices in Face-to-Face Discussions and Computer-Mediated Communication

Our study investigated how advanced L2 learners mitigate claims using hedges and intensifiers across different communication modes (face-to-face and computer-mediated communication) as compared to native speakers. Quantitative and qualitative analyses revealed that learners demonstrate less sensitivity to the presence of an interlocutor and occasional non-target-like use of epistemic devices.

Thamer Dakhelallah Alharthi, King Abdulaziz University

VOC Narrowing the Language Gap: Intentional Vocabulary Acquisition through FL Listening

The current study concentrated on two distinct multidimensional constructs: depth of vocabulary knowledge and receptive and productive vocabulary knowledge, and adopted pre-post tests experimental design to test the usefulness of vocabulary learning through listening. The findings revealed that a considerable amount of vocabulary knowledge was gained from classroom listening instruction.

Ahmed Masrai, Swansea University

VOC Measuring the contribution of academic and general vocabulary knowledge to learners' academic achievement

Findings from the study suggest that knowledge of the AWL by itself is not a short-cut or an easy route to academic success, but it does appear useful if built into the far lengthier and more difficult process of mastering the scale of lexicon needed to handle academic discourse easily.

Kuo-Chan Sun, University of Alberta

SLA Processing of Mandarin Lexical Tone by L2 Listeners

The study investigated how Mandarin lexical tone is processed by L2 listeners. The experimental results demonstrated that L1 and L2 tonal processing patterns were essentially the same. On the other hand, L2 listeners' performance was inferior to native listeners, suggesting listeners' native phonology plays a role in L2 tonal processing.

Tae Kunisawa, The University of New Mexico

EDU Development of Word Meaning in SLA

This corpus study suggests that word meaning develops from a single to binary semantic categorizations in

Japanese EFL education. The research question is whether the concept of developed word meaning in sociocultural theory (SCT) can be one of the SLA research agendas in the incorporation of SCT and linguistic relativity.

194. Mon 9:10-9:40

Roundtable Session 9

Pearl

Theresa A. Antes, University of Florida

SLA The Effect of Implicit and Explicit Instruction on the Acquisition of Binomial Expressions by English Language Learners

This study presents the results of two pedagogical interventions, one implicit, one explicit, on advanced-level English language learners' recognition of binomial expressions. Results explore whether raising awareness of binomials, followed by input alone, is sufficient to foster acquisition, or whether a more explicit intervention plus input led to better acquisition.

Zhanhao Jiang, Xi'an International Studies University

COR Multimodal Corpus Research in the Past Two Decades

This is a literature review of multimodal corpus research in the past 2 decades in terms of its definition, categorization, underlying theories, data recording and processing, annotation as well as software employed in the construction of such corpus and implications for the further research.

Olga Muranova, Oklahoma State University

TEXT On the Use of the Theory-Constitutive, Conventional and Novel Metaphors Introduced into the Text of Popular Science Articles

This presentation is aimed at describing and discussing some similarities and differences in the frequency and ways of using theory-constitutive, conventional and novel metaphors revealed in the text of popular science articles about biology and astronomy, as well as some pedagogical implications of these findings for ESL/EFL and ESP/EAP teaching.

Meng Meng, Harbin Institute of Technology

TEXT A Corpus-Based Contrastive Study of Engagement in English Research Papers of Chinese and NSE Authors

This corpus-based study attempts to determine whether Chinese authors stand distinctly against NSE authors in terms of their use of expressions of engagement in their research papers and to relate the results to the contexts in which authors learn to use research papers, perhaps the most internationally important research genre.

Melissa Myers, Cornell University

PED Bringing Pronunciation to Academic Life: How Can We Make Pronunciation Research Meaningful For Multilingual Graduate Students?

Multilingual graduate students often find it difficult to communicate their ideas, both formally and informally, in academic settings. In this roundtable session, we will

consider current research in pronunciation to explore ways of making pronunciation more meaningful for multilingual graduate students in various academic contexts.

Annette O'Connor, Iowa State University

Sarah Rebecca Huffman, Iowa State University

VOC Vocabulary-based discourse units and the functional lexis of research design in biomedical sciences

We conducted a joint top-down analysis of communicative moves and steps (Swales, 1990) and lexical analysis of Vocabulary-Based Discourse Units in Methods sections in biomedical sciences. Findings showed that research design VBDUs pertain to four rhetorical steps, with explicit functional language choices describing research designs being maximally dissimilar.

Lingxia Zhou, SOAS, University of London

LPP Responsive Authoritarianism and Chinese Dialect Protection Campaigns ----A Case Study of Shanghainese Language Revitalisation

This paper examines language maintenance and revitalisation in Shanghai, China. The PRC government's response to language protection campaigns in Shanghai reflects its strategy of "responsive authoritarianism". Attitudes towards dialect protection are closely interlinked with economic power, social conditions, and local political environment.

Kathryn Stemper, University of Minnesota

LPP Sovereignty, Education, and Indigenous Language Rights in Education

In this paper I explore and discuss Indigenous language rights in education as they interact and are confounded by Untitled States legal discourse and policies, particularly in the ways Tribal Sovereignty is (1) currently understood and applied in language-in-education policy and (2) considered in discussions of linguistic rights.

195. Mon 9:40-10:10

Roundtable Session 10

Pearl

Kristof Savski, Prince of Songkla University

Anchana Rukthong, Prince of Songkla University

LPP Lack of 'Will' in Language Policy Reform: Examples from Thailand and Slovenia

In this presentation, we examine how a lack of 'will' on the part of key actors and institutions can stand in the way of language policy reforms, and analyse the ways in which 'unwillingness' becomes a structural constraint which inhibits the agencies of policy planners and grass-roots actors.

Le Chen, University of Western Ontario

LPP Negotiating Academic Language Policies in the Multilingual Classroom

This empirical study mainly draws on Spolsky's (2004, 2009) theory of language policy to explore multiple stakeholders' perceptions and experiences of academic language policy and practice in English for Academic

Purposes (EAP) settings. The results have implications for EAP pedagogies to support the continued internationalization of higher education.

Leah Mortenson, University of Kansas

Hyesun Cho, University of Kansas

LPP 'Doing So Much More than Just Teaching English': ESL Teacher Agency and Care in the Age of Standardization

This study examines ESL teachers' experiences who work with diverse learners in an increasingly standardized context. Using a poststructuralist lens, it delineates how female ESL teachers exert agency to enact a pedagogy of care that constructs their students as language policy makers, and the ambiguity teachers have towards the standards.

Penny Ding, Xi'an Jiaotong Liverpool University

Mike Gow, Xi'an Jiaotong Liverpool University

SLA Vision and L2 Motivation for EMI: The Classroom is Not Enough

This paper applies Dörnyei and Kubanyiova's L2 concept of "vision" to the context of English as the Medium of Instruction. L2 ability is recognized as a vital component of EMI students' visions and as a form of cultural capital constitutive of students' aspirations. The implications for L2 in EMI are discussed.

196. Mon 8:00-9:40

RWL Paper Session

Portland

Deborah Crusan, Wright State University

Heon Jeon, The Ohio State University

Walking the Talk: The Congruence of L2 Writing Teachers' Assessment Beliefs and Practices

Studies investigating writing teachers' assessment literacy typically focus on the teachers' lack of assessment knowledge and call for increased programmatic intervention; however, in interviews with 17 writing teachers, reported beliefs corresponded with reported practices. In other words, teachers described belief in and use of current best practices in writing assessment.

Rachel Briney, Brigham Young University

Grant Eckstein, Brigham Young University

Exploring the Effect of Linguistic Training on Teacher Processing and Assessment of L1 and L2 Student Writing: An Eye-Tracking Study

This study investigates differences in how linguistically-trained writing teachers and compositionists process L1 and L2 texts. Eye-movement data suggest that TESOL teachers attend less to all text features and give higher overall scores for L2 writers while compositionists read L2 texts with diminished fluency and higher attention to language errors.

Caleb Prichard, Okayama University

Andrew Atkins, Kindai University

Eye Tracking to Evaluate the Global Reading Strategies of L2 Readers

While top-down reading strategies can greatly aid second language reading comprehension, language learners often rely on bottom-up strategies. This research utilizes eye tracking to evaluate the global reading strategies of Japanese learners of English. The influence of learners' strategies on their ability to summarize the text will also be examined.

197. Mon 8:00-9:40

TEC Paper Session

Salmon

Kelly J Cunningham, Iowa State University

The Language of Evaluation in Written & Screencast Instructor Feedback on ESL Writing: an Appraisal Analysis

This presentation explores the appraisal resources used by three instructors in their text and screencast video feedback on ESL writing. This study of the language of evaluation sheds light on how the position of the instructor and role of feedback may shift with technology use.

Eva Kartchava, Carleton University

Hossein Nassaji, University of Victoria

Use and noticeability of corrective feedback in three-dimensional virtual world and face-to-face environments

This study examined the use and noticeability of corrective feedback (CF) in a 3D computerized environment and compared these effects with those in traditional face-to-face communication. The results suggest that the 3D learners interacted less and produced limited amount of modified output in response to CF than their face-to-face counterparts.

Hsien-Chin Liou, Feng Chia University

EFL Learners' Correction and Uptake of Corpus-Informed Feedback for Writing Errors: Longitudinal Microgenetic Analysis

The study adopted a longitudinal, multiple-case classroom design with ecological validity to examine EFL learners' semester-long uptake of corpus-informed corrective feedback on four essay assignments. Analyses of multiple data sources including learner-corpus interaction were analyzed for transfer of correct revisions to new writing and interpretation of evidence of microgenetic development.

198. Mon 8:30-9:40

DIS Paper Session

Sunstone

Staci Defibaugh, Old Dominion University

"Talk to Your Doctor": Constructing the Patient-Consumer in Pharmaceutical Advertising

In this presentation, I analyze direct to consumer advertisements (DTCAs) of prescription pharmaceuticals. I argue that these advertisements reproduce the neoliberal ideology of medicine by directly and indirectly positioning the viewer as the neoliberal 'patient consumer' through the use of both informational and persuasive linguistic features.

Jonathan Crichton, University of South Australia

Nicholas Procter, University of South Australia

John Strachan, Noarlunga Mental Health Service

Andrew Champion, SA Health, South Australia

Libby Roughead, University of South Australia

Unconcealing language as expertise in transdisciplinary research: Categorisation in mental health case closure

Current knowledge surrounding communication among mental health professionals, consumers and their families at the time of discharge is minimal. Drawing on a transdisciplinary study of mental health case closure, we argue that, inter alia, 'categorisation' shapes the process of case closure and the roles available for consumers within it.

Amy Fioramonte, University of South Florida

Camilla Vasquez, University of South Florida

Unexpected Humor in Physician-Patient Interactions

Adding to research on healthcare discourse, this study examines the ways in which patients and physicians use humor to manage relations in interactions. Analysis of 28 interactions found that humor is used to achieve different social functions and given its unexpectedness, participants orient to attempts at humor in variable ways.

199. Mon 8:00-9:40

SOC Paper Session

Willamette

Hakyoon Lee, Georgia State University

Konglish? or Multilingual Practice? : An Investigation of Subtitles in Korean TV shows

This is a sociolinguistic study that investigates how multilingual subtitles in Korean TV shows represent linguistic and cultural ideologies and practices. I examined how English and Chinese are used as a mixed code, and what kinds of symbolic meanings are embedded. The findings represent multilingual and multicultural landscape in Korea.

Eric Friginal, Georgia State University

Melinda D. Childs, Georgia State University

"By Order of Law, No Eating Here": Exploring the Linguistic Landscape of Urban Marketplaces in Metro Manila, Philippines

This study utilizes a linguistic landscape approach (Landry & Bourhis, 1997) to explore linguistic ecology and perceptions of authority and power in densely populated marketplaces in Manila, Philippines. Implications on the relative saliency and syntactical or semantic aspects of English used by lower working class Filipinos will be discussed.

Anindita Chatterjee, Jawaharlal Nehru University

First among Equals: An Analysis of Power Relations between Domestic Workers through Narratives

The paper examines the dialectics of relationship among the diverse group of Bengali domestic servants in contemporary urban Kolkata. It will study the dimensions that investigates the intersections of gender, language, class, caste in its performance through the inter-personal

narratives. The data examines the workers' resistance through which voices grow.

201. Mon 10:10-11:15

Paper Session

Belmont

Ariel Loring, University of California, Davis

TXT The Narrative of Refugees: News Media Coverage of Migration and Displacement

The presentation examines discursive patterns in the language of news media when reporting on the global refugee crisis of 2015-2016, detecting a common framing of migration as a challenge and transaction for host countries. This analysis is situated within the established research on asylum, naturalization, citizenship, dis-citizenship, and language politics.

Eliana Hirano, Berry College

RWL Refugees in College: Identity Construction in Communities of Practice

This session reports on qualitative, longitudinal multiple case studies that investigated how refugee students in college construct and reconstruct their identities as they navigate various communities of practice. Results show that, even though these students were successful academically, their stronger sense of identity derived from non-academic communities of practice.

202. Mon 10:10-11:15

DIS Paper Session

Columbia

Robert Schrauf, The Pennsylvania State University

Mixed Methods Applied Linguistics: Linguistic Stance at the Heart of Social Science Interviewing

In this paper, I argue that stance-taking is the core component of all interactive data collection. Using mixed methods data from a range of interpersonal interviews and self-administered data, I analyze participant stance-alignments (with whom, with what force, and how construed) as the key to integrating qualitative and quantitative data.

Greg Myers, Lancaster University

Sofia Lampropoulou, University of Liverpool

Stories and Stance in Research Interviews: Closings, Interpretations, and Reorientations

We show how interviewees mark the transitions out of narratives and back to the on-going interview. The data are drawn from three oral history projects. We argue the closing can show the interpretability of the story, mark its relevance to the on-going process, and reorient the participants to this process.

203. Mon 10:10-11:15

SLA Paper Session

Douglas Fir

Muriel Gallego, Ohio University

Becky Pozzi, UC Davis

The Development of Region-Specific Morphosyntactic Features during a Semester Abroad in Argentina: The Case of Vos

Previous research regarding the development of dialectal features among L2 learners of Spanish in immersion contexts does not address vos production. This study investigates learner use of vos during a semester abroad in Buenos Aires, Argentina and examines the role of explicit instruction and native speaker contact in this production.

Bret Linford, Grand Valley State University

The L2 development of dialect-specific subject pronoun variation in Spanish during study abroad

This study examines subject pronoun variation in Spanish by students who studied abroad in Spain and Dominican Republic. The students who studied in Dominican Republic increased their rates of SPPs whereas the Spain students did not. This suggests that L2 sociolinguistic competence is affected by exposure to regional norms.

204. Mon 10:10-11:15

PED Paper Session

Eugene

Howard Nicholas, La Trobe University

Jana Roos, Potsdam University

Bringing linguistic landscapes into primary and secondary EFL classrooms

We analyse written comments from 400 primary and secondary learners of English in Germany to determine how they respond to self-selected images containing English from their local environments. We show how critical language awareness develops with age and experience.

Luz A Murillo, University of Illinois Urbana Champaign

Incarcerated Languages: Translanguaging as Liberatory ESL Pedagogy in a Prison Setting

Education-in-prison programs can contribute to social justice or perpetuate the oppressive systems they attempt to break down. This study explored language policies and translanguaging practices in an ESL program at a medium security prison where inmates are both instructors and students.

205. Mon 10:10-11:15

Paper Session

Hawthorne

Julia Lee, Hankuk University of Foreign Studies

TRI Developing professional identity: Cases of first-year students in a graduate school of interpretation and translation in Korea

A three-year longitudinal study with four students in a graduate school of interpretation and translation has been carried out to document how the participants approximate professional identity in an educational setting. Preliminary analysis suggests that various factors influence this process, including extra-curricular activities, social relationships, and re-negotiations of multiple identities.

Natalia Dolgova, George Washington University
Megan Siczek, George Washington University

ASE Contextualizing Assessment: Developing a Usage-based Diagnostic Placement Procedure for Graduate EAP

This paper reports on the procedure of developing and validating a usage-based diagnostic assessment for a graduate English for Academic Purposes (EAP) program. Analysis suggests the usage-based assessment successfully determined students' readiness for a particular EAP level; also, its results complemented previously available measures of students' general proficiency (TOEFL subscores).

206. Mon 10:10-11:15

LCS Paper Session

Laurelhurst

Fiona O'Neill, University of South Australia

Time, space and memory: the intersubjective experience of multilingual professionals

This paper reports on a study which explored how multilingual professionals interpret and manage their intersubjective experience of moving between their languages and cultures. The findings highlight how they construct their identities as whole and authentic across time and space through their narratives.

Kristin Ingrid Helland, University of Arizona

Forging a feminist glocal identity through Chicano rap in Japan: A multilingual multimodal analysis

Using data from music videos of a Japanese rap artist, this case study adopts a genre-based approach combining sociolinguistic and multimodal critical discourse analysis to explore how multilingual and multimodal features in her music videos index the artist's identity and socialization into global community of Chicano rap.

207. Mon 10:10-11:15

SLA Paper Session

Medowlark

Amirhossein Monfared, Southern States University

Isolated and Integrated Form-Focused Instruction: ESL Teachers' Cognition

This presentation reports on a study of novice and experienced teachers' cognition regarding the timing of form-focused grammar instruction. ESL teachers shared their perceptions of isolated and integrated form-focused instruction delivered to both high and low English proficiency students. Pedagogical implications for isolated and integrated grammar instruction are provided.

John Rogers, Qatar University

Andrea Revesz, University College London Institute of Education

Aaron Monroe, Qatar University

Longitudinal effects of task repetition on writing behaviors and text quality

This nine-week study investigated the longitudinal impact of task-type and task repetition on L2 writing behaviors

(fluency, pausing and revision) and text quality (linguistic accuracy and complexity) using key-stroke logging software, computer-based text analysis tools, and discourse analysis.

208. Mon 10:10-11:15

Paper Session

Medford

Kristopher Kyle, University of Hawai'i at Manoa

Scott Crossley, Georgia State University

SLA Measuring Longitudinal Writing Development: A Usage Based Perspective

This study explores the relationship between longitudinal L2 writing development and verb argument construction use in two longitudinal learner corpora through the use of a newly developed and freely available syntactic analysis tool (TAASSC).

Francis John Troyan, The Ohio State University

Megan Madigan Peercy, University of Maryland

PED Lesson Rehearsal as Socially Mediated Learning

This self-study investigates the first author's interactive moves with novice teachers engaged in lesson rehearsal in a world language methods course. Viewed from a sociocultural perspective, initial findings indicate that the interaction patterns in rehearsal are influenced by novice teachers' previous experiences as learners, students, and teachers.

209. Mon 10:10-11:15

Paper Session

Oregon B

Emily A. Hellmich, University of California, Berkeley

LID Fear over Profit? Reframing Neoliberalism and the Role of Foreign Languages in Global Education

While foreign languages have been placed at the heart of recent global education efforts, little is known about their role and underlying language ideology. Case study data reveal that fear of globalization, rather than neoliberalism, may drive language learning. This suggests the need to rethink the neoliberalization of language today.

Lauren Strachan, Concordia University

Pavel Trofimovich, Concordia University

SLA Now you hear it, now you don't: L1 and L2 perception of regular past -ed in naturalistic input

We investigated L1 and L2 perception of English past -ed in naturalistic input (TV sitcoms). There was no difference between advanced L2 learners and L1 speakers in accuracy, and confidence increased with proficiency. Perception accuracy and confidence were linked to exposure variables, and participants relied on discourse cues to interpret tense.

210. Mon 10:10-11:15

EDU Paper Session

Oregon C

Karen Newman, University of Indianapolis

The Value of English: Joint-Degree Programs with Chinese Universities

This session shares findings of a study investigating long-term impact of a 10-year, English-medium joint-degree program between an American and Chinese university. Data on graduates' perceived English skills, employment (dis)advantages, and actual English use in the workplace are addressed. Implications and recommendations for such partnership programs are also explored.

Yueh-ching Chang, National Chiao Tung University
Using English as a Lingua Franca in Academic Socialization: Voices from International Students in Taiwan

The presentation reports on two international students' academic socialization in a Taiwanese university where English is used as a lingua franca. The presenter will focus on how ideologies attributed to English and students' social identities mediate their socialization process, and discuss the implications for linguistic support in non-Anglophone universities.

211. Mon 10:10-11:15

LPP Paper Session

Oregon D

Elizabeth A. Tso, University of Arizona
Discourse, Social Scales, and Epiphenomenality of Language Policy: A case study of a local, Hong Kong NGO

This study investigates the role of a local NGO's participation in language planning and policy (LPP) in Hong Kong through a combination of corpus linguistics and critical discourse analysis. Findings indicate the epiphenomenal nature of decision-making across social scales in LPP.

Crissa Stephens, University of Iowa
Discourses of Language Policy and the "New" Latino Diaspora

This study examines discourses across state policies and local news. Using data from 3 official policies, 38 local news articles, and one dual language program's website, the analysis demonstrates how local discourses counter national ones and that English-only policies and positive news reports on bilingual education utilize the same discourses.

212. Mon 10:10-11:15

COR Paper Session

Oregon G

Susan Conrad, Portland State University
Applying Corpus Linguistics to Improve Disciplinary Writing Instruction

Corpus linguistics has great potential for shaping disciplinary writing instruction but thus far has had little impact. This presentation discusses a project that uses corpus techniques to analyze needs and improve writing instruction in engineering, highlighting adaptations of corpus work that have facilitated having an impact in disciplinary courses.

Paul Thompson, University of Birmingham
Exploring variation in interdisciplinary research discourse through corpus analysis: the case of Global Environmental Change

We report on a multidimensional analysis of a corpus of over 11,000 research articles. Having developed a six dimension model from the data, we then clustered texts within one journal, and identified 'constellations' of texts, based on text-internal criteria. The methodology offers a finer-grained view of variation in interdisciplinary writing.

213. Mon 10:10-11:15

BIHM Paper Session

Oregon H

Bonnie C Holmes, University of North Georgia
The Role of Grammatical Processing in the Comprehension of Spoken Spanish by Receptive, Heritage Bilinguals

Spanish-English receptive heritage bilinguals often report that they understand Spanish, but do not speak it. To date, little is known about the nature of their understanding. This study utilizes psycholinguistic and other behavioral tasks to determine the role that grammar plays in their ability to process spoken Spanish for meaning.

Avary Carhill-Poza, University of Massachusetts Boston
Agency and Ecology in the Multilingual Interactions of Adolescent Emergent Bilinguals

This study uses discourse analysis to examine how layers of social context – including classroom and group conditions – and individual choices contribute to the construction and interpretation of bilingual interactions in secondary ESL classrooms.

214. Mon 10:10-11:15

ASE Paper Session

Pearl

Lia Plakans, The University of Iowa
Jui-Teng Liao, The University of Iowa
Fang Wang, The University of Iowa
Ramping up integration: Enhancing the iterative process in integrated skills tasks

This presentation details the study of a task designed to enhance skill integration in a reading-writing assessment. A three-part task incorporating free writing, reading, and persuasive writing was developed and delivered. The results from participants' thinking aloud revealed interesting patterns in skill integration that varied by language proficiency level.

Susan D. Boshier, St. Catherine University
Rethinking Linguistic Modification: What Makes a Difference for EAL Nursing Students

This paper discuss the results of a study investigating the effects of linguistic modification of multiple-choice test items on the performance of nursing students for whom English is an additional language vs. students who are native speakers of English. The effects of number and types of modifications were also analyzed.

215. Mon 10:10-11:15

PRG Paper Session

Portland

Yunwen Su, Indiana University Bloomington

Pragmalinguistics or Sociopragmatics: Responses to Invitations and Offers in L2 Chinese

This paper investigates the pragmatic resources that L2 learners draw on by exploring their L2 pragmatic performances and cognitive processes. Eighteen advanced American English learners of Chinese and 22 native speakers completed a six-scenario roleplay task, in which they made choices of accepting/rejecting an invitation/offer and a retrospective interview.

Khaled Al Masaeed, Carnegie Mellon University

Linda R. Waugh, University of Arizona

Interlanguage Pragmatic Development: The Case of L2 Arabic Apologies

This study adopts a cross-sectional design to investigate the development of interlanguage apologies at three proficiency-levels of American university learners of Arabic as a foreign language in the U.S. The study shows that an increase in proficiency-level enables students to align their apologies more closely with the native speaker norm.

216. Mon 10:10-11:15

TEC Paper Session

Salmon

Nina Moreno, University of South Carolina

Lara Ducate, University of South Carolina

Isolating Written and Oral Feedback in Beginning German and Spanish Students' Compositions

This study explores the effects of two different types of isolated feedback, oral and written, on beginning language students' written production. The results shed light on the impact of written or oral feedback on beginning writing compositions and elucidate the differences between beginning Spanish and German students' writing.

Karim Hesham Shaker Ibrahim, Miami University

Extramural L2 Gaming: An Ecological Model of Player-game Interaction Activities

This descriptive case study investigated the ecological activities that comprised player-game interaction in extramural gaming of 6 L2 learners of Arabic to account for autonomous L2 learning in extramural gaming. The study revealed that player-game interaction is a dynamic multilayered ecological activity comprised of languaging, play, and narration activities.

217. Mon 10:10-11:15

DIS Paper Session

Sunstone

Mary Jean Clinkenbeard, University of Wisconsin-Milwaukee

A Posthumanist Take on Agency in the Interactions of a Speech Language Pathologist and a Child Who Uses AAC Technology

Using conversation analysis, this presentation considers

how agency emerges in technologically-mediated interactions between a speech language pathologist and a child who is nonverbal. My findings suggest that a posthumanist concept of voices is useful for developing an understanding of agency that extends beyond a single speaker/body and beyond human-oriented co-construction.

Suma Devanga, University of Illinois at Urbana-Champaign

Martha Sherrill, University of Illinois at Urbana-Champaign

Julie Hengst, University of Illinois at Urbana-Champaign

Communicative Engagement in Clinical Settings:

Analyzing everyday talk between clients and clinicians

Grounded in dialogic theories of language use, this paper presents discourse analysis of moments of "everyday-talk" between clients with aphasia and their clinician-partners during a 15-session conversation-based treatment. Analysis of videotaped data show that everyday talk occurred frequently, focusing on local topics and supported sustained moments of interactional alignment.

218. Mon 10:10-11:15

Paper Session

Willamette

Hye Pae, University of Cincinnati

COG Role of Vowels in Word Reading in L2 English among Native Korean Readers

This study examined the role of vowels in L2 reading among native Korean readers. A computer-based naming test was administered using letter strings with no vowels and randomly missing letters. Results suggest that consonant primacy found in Roman alphabetic languages may not fully extend to other alphabetic languages.

Yo In'nami, Chuo University

Rie Koizumi, Juntendo University

Eun-Hee Jeon, University of North Carolina at Pembroke

ASE L2 Speaking Proficiency and Its Features: A Meta-Analysis

This study meta-analyzes the relationship between L2 speaking and its features by using correlations between holistic scores of L2 speaking and oral features reported in L2 speaking studies. Mean correlations between each target variable and L2 speaking, as well as the results of the moderator analysis, are reported.

MONDAY AFTERNOON SESSIONS

219. Mon 1:50-3:30

VOC Paper Session

Belmont

Stephen Skalicky, Georgia State University

Scott Crossley, Georgia State University

Making Sense of Polysemy Relations in English L1 and L2 Speakers

This study investigates whether words automatically

activate semantically related senses (i.e. polysemy) in L1 and L2 participants using a semantic priming task. Results suggest related word senses primed activation for L1 but not L2 participants. Implications for the structure of the L2 lexicon and vocabulary learning are discussed.

Sam Barclay, The University of Nottingham

The Effect of Word Class and Word Length on the Decay of Lexical Knowledge

Intralexical factors have been found to affect acquisition of foreign language (FL) vocabulary. However, little is currently known about their role in the decay of FL vocabulary knowledge. This presentation reports the results of a study that examined the role of word class and word length in FL lexical decay.

Beatriz González-Fernández, The University of Nottingham

Unveiling Vocabulary Knowledge: Comparing the Relationships and Order of Acquisition of Word Knowledge Components by Chinese and Spanish EFL Speakers

This study compares receptive and productive knowledge of four vocabulary components by Chinese and Spanish EFL learners. Implicational Scaling analysis shows the order of acquisition of these components, and Structural Equation Modelling builds a model of overall vocabulary knowledge, establishing the strength and direction of interrelationships among the vocabulary components.

220. Mon 1:50-3:30

EDU Colloquium: Social Class/Social Economic Status and Young Learners of English as a Global Language Columbia

Session Organizers: Yuko Goto Butler, University of Pennsylvania / Peter Sayer, University of Texas San Antonio
Discussant: Becky H Huang, University of Texas San Antonio

As globalization has given rise to growing gap between rich and poor, in much of the world English proficiency has come to be closely tied to a modern self-image. The critical roles that SES plays in young learners' English learning are explored from different disciplinary and methodological perspectives and contexts.

Peter Sayer, University of Texas San Antonio

Does English Change the Equation? Social Class and English Teaching in Public Primary Schools in Latin America

The expansion of English into the public primary curriculum in Latin America is often seen as a way to "open doors" or economic opportunities for students. The author examines how English instruction differs in classrooms across social classes, and asks if English changes the equation for working class children.

Yuko Goto Butler, University of Pennsylvania

A Longitudinal Investigation of Young Learners' Socio-Economic Status (SES) and the Development of their Self-efficacy in Learning English

This longitudinal study investigated the role of young

learners' socio-economic status (SES) over the development of their self-efficacy to learn English as a foreign language. The study identified major factors contributing to different developmental trajectories of the students' self-efficacy by their SES.

Marianne Nikolov, University of Pecs

Benő Csapó, University of Szeged

Reading Abilities in Three Languages and their Relationship to Students' Inductive Reasoning Skills and their Parents' Level of Education

Representative samples of 8th graders filled in tests on English and German (L2) and Hungarian (L1) reading comprehension, and inductive reasoning skills. Participants' socio-economic status was measured by their parental education. Findings show how differently these variables interact in the case of the two target languages.

Guangming Ling, Educational Testing Service

Lin Gu, Educational Testing Service

An Investigation of the Relationship between Access to Learning and Young Learners' English Language Proficiency

Data from 3,053 teenaged English learners from nine countries were analyzed. Results revealed, first, these young learners' access to learning, often affected by socio-economic status, was associated with their English language proficiency levels measured by the TOEFL Junior Comprehensive test scores. Second, findings show the impact varied by country.

221. Mon 1:50-3:30

Paper Session

Douglas Fir

Hsiu-Chen Hsu, Chung Yuan Christian University, Taiwan

Yun-Fang Lo, Chung Yuan Christian University, Taiwan

TEC Using wiki-mediated collaboration to foster L2 writing performance

This paper reports on a study exploring how wiki-mediated collaborative writing helps individual L2 writing performance.

Reima Abobaker, Washington State University

SLA The Effect of Written Scaffolds on Different Proficiency Levels of Second Language (L2)

This presentation reports findings of two experiments aimed at first identifying the most effective written scaffolds (keyword captions, full captions, and transcripts) in improving listening comprehension of learners' in different levels of language proficiency, then examining the effect of presentation time of these scaffolds on learners understanding of listening texts

Rosa Manchón, Universidad de Murcia

Florentina Nicolás-Conesa, University of Murcia

Victoria Victoria Amelohina, University of Murcia

SLA The Language Learning Potential of Direct and Indirect Written Corrective Feedback: A Longitudinal Study in an Out-of-School Context

This study intends to add to previous empirical work on potential language learning benefits resulting from written feedback processing. This potential contribution derives from the longitudinal nature of the study (in contrast to one-shot studies), the curricular framework in which it was situated, and the context investigated (an out-of-school setting).

222. Mon 1:50-3:30
PED Paper Session
Eugene

Leila Ranta, University of Alberta
Jun Deng, University of Alberta

Changes in Chinese EFL Teachers' L2 Pragmatic Knowledge During a Short-Term Study Abroad Experience in Canada: A Success Story?

We investigated the L2 pragmatic development of Chinese EFL teachers during study abroad in Canada. Participants' performance on measures that focussed on requesting in English were compared to that of teachers at home in China. The modest gains and individual variation have implications for study-abroad programming designed for EFL teachers.

Julieta Fernandez, Northern Arizona University
The Pedagogical Treatment of Vernacular in the Study Abroad Language Classroom

the classroom treatment of vernacular during a sojourn abroad. It highlights potential concerns regarding the lack of systematic instruction across proficiency levels and the provision of metapragmatic information about its use.

Vickie Wai Kei Li, The Hong Kong Polytechnic University
"My English Is Different from the Local Students'": A Look into Mainland Chinese ESL sojourners' Learning Experiences in Hong Kong

This presentation reports on a narrative inquiry into the English learning experiences of mainland Chinese ESL sojourners. The discussion focuses on the difficulties that mainland Chinese students can encounter during their transition to English-medium education and highlights the importance of language educators capitalizing on students' prior learning experiences.

223. Mon 1:50-3:30
ASE Paper Session
Hawthorne

Paul Gruba, The University of Melbourne
Ruslan Suvorov, University of Hawai'i at Manoa
Monica Stella Cardenas-Claros, Pontificia Universidad Catolica de Valparaiso

Kath Rick, Lincoln College, Saudi Arabia
Language program evaluation: An argument-based approach

This presentation discusses the adoption of an argument-based approach for use in language program evaluation. With a focus on key considerations and three levels of structure, we provide an explanation of the approach with

studies of its use in practice in Australia, Chile, the United States, and Vietnam.

Cathy Barrette, Wayne State University
Kate Paesani, University of Minnesota
Conceptualizing Cultural Literacy Through Program Assessment

This presentation reports a content analysis of program assessment plans from one foreign language department whose goal is developing students' cultural literacy. The data set includes mission statements and learning outcomes from six undergraduate programs. Analyses explore how the concept of cultural literacy is operationalized and aligned with published research.

Fabiola P. Ehlers-Zavala, Colorado State University
Maite Correa, Colorado State University
Evaluating Pathway Program Effectiveness at an English Language Center in the Era of Public-Private Partnerships in US Higher Education

Presenters describe their efforts in utilizing assessment-derived data to evaluate pathway programs for their effectiveness at an English language center that is a public-private partnership at a Research I institution in the US. Such effort is intended to satisfy varied stakeholders in the area of student success and achievement.

224. Mon 1:50-3:30
LCS Paper Session
Laurelhurst

Daniel Harper, University of Memphis
Place, identity, and language learning: Identifying place attachment and its role in language learner identity construction

This paper shows how Japanese IEP students formed place attachments during a content-based course and that place attachment plays a role in language learner construction. Preliminary findings show that a language learner's sense of place not only affects their language learning experience, but also the English speaking identity they construct.

Yuzo Kimura, University of Toyama
DST as a salient L2 motivational theory: A critical review in comparison with AT

This presentation addresses a critical review of Dynamic System Theory to be elaborated as a salient L2 motivational theory. The same data from a high school EFL classroom in Beijing is comparatively analyzed in AT and DST in light of 'time' and 'causality' viewpoints proposed by Karimi-Aghdam (2016, April).

Sahar Mansouri, Ershad Damavand Institute of Higher Education
Behzad Mansouri, The University of Alabama, Tuscaloosa
Hao Wang, University of Alabama
Exploring the Role of Investment in Research on Agency and Identity in Second/ Foreign Language Education
Providing a conceptual analysis of the concepts agency, identity, and investment we discuss how SLA research

moved from conventional linguistic, cognitive, and psychological boundaries of SLA. We also discuss how investment should be addressed in SLA research and pedagogy and how learners should be properly guided in language learning experiences.

225. Mon 1:50-3:30

SLA Paper Session

Medowlark

Guðrún Theodórsdóttir, University of Iceland

Identity (re)formulation

A L2 speaker in her first months of learning the new language makes extensive use of language learning activities, adopting the identity of a L2 learner, whereas later in the year she gradually makes less use of them. This implies an identity reformulation to L2 speaker and not L2 learner.

Jookyoungh Jung, University College London Institute of Education

Andrea Revesz, University College London Institute of Education

Effects of task complexity on learners' L2 reading and noticing: An eye-tracking study

This study investigated the effects of task complexity manipulations on L2 reading processes and the noticing of glossed linguistic constructions. Triangulating eye-movement and stimulated recall data, we found that participants' reading and noticing processes differed, as predicted, across the simple and complex task conditions.

Tianxu Chen, Carnegie Mellon University

How Do Morphological Awareness, Word Semantic Transparency, and Contextual Cue Work Together to L2 Word-meaning Inference in Chinese?

This study can help us further understand to what extent various learner-related, language-related and task-related factors jointly contribute to L2 Chinese word learning. The findings can provide L2 Chinese vocabulary research with implications on how Chinese morphological awareness works jointly affected by word semantic transparency and contextual cue.

226. Mon 1:50-3:30

PED Paper Session

Medford

Kevin McManus, The Pennsylvania State University

Awareness about L1 Form-Meaning Mappings Can Benefit L2 Grammatical Development, Online and Offline

This study examined whether explicit instruction about the L1 can impact offline performance and online processing of the French Imparfait – a feature with complex L1-L2 differences. Results showed significant and long-lasting advantages for explicit instruction about the L1, with significant correlations between performance and enhanced L1 awareness.

Prospero N. Garcia, Rutgers University

Exploring the Role of L2 Learners' Conscious Conceptual Manipulation in the Teaching and Development of Grammatical Categories

This presentation explores the implementation of a Conscious Conceptual Manipulation model of teaching and learning in the pedagogical development of L2 learners of Spanish. Preliminary findings show evidence of the participants' ability to conceptualize grammatical concepts, suggesting that this model can be an effective tool to L2 learners' conceptual development.

Yunkyeong Choi, Texas A&M University

Improving high school students' use of grammatical forms in writing: Two approaches of teaching grammar

Researchers have supported the effectiveness of grammar instruction in EFL/ESL writing classes in improving learners' writing. This study examines the impact of inductive and deductive grammar instruction on Korean high school students' use of grammatical forms in their writings and provides a basis for adopting grammar instruction in writing classes.

227. Mon 1:50-4:50

RES Colloquium: Conversation Analysis and Statistics: A Sequential Mixed Methods Approach for Applied Linguistics

Mt. Hood

Session Organizers: Gabriele Kasper, University of Hawai'i at Manoa / Steven Ross, University of Maryland

In the type of sequential mixed methods research explored in this colloquium, conversation-analytically grounded coding is generated from standard conversation analysis of interactional data. The quantitative data is subsequently analyzed with descriptive or inferential statistics. The design is illustrated with studies in SLA, psycholinguistics, and language testing.

Carsten Roever, The University of Melbourne

Saad Al-Gahtani, King Saud University

Dispreference and Development of Interactional Competence

Tracing learners' development in L2 interactional competence may benefit from a combination of qualitative and quantitative analyses. We identified three types of pre-expansions in L2 request data using Conversation Analysis, and demonstrate that their quantitative distribution differs across levels of interactional competence.

George Smith, University of Hawai'i at Manoa

Yuka Matsutani, University of Hawai'i at Manoa

A Mixed-Methods Approach to Examining the Efficacy of Interactional Feedback Training in Peer Interaction: Insights from CA-grounded Formal Coding

The current study sought to reexamine the coding conventions used in SLA-interactionist research. A grounded CA-based coding scheme was generated to measure the efficacy of interactional feedback training on the task-based interactions of 30 ESL dyads. Results

revealed quantifiable intricacies of task-based peer interaction not obtainable through current SLA coding.

*Kyoko Kobayashi Hillman, University of Maryland
Steven Ross, University of Maryland*

Task Instructions for Psycholinguistic Experiments and Their Influence on Reaction Time

Using conversation analysis this study first located and coded responses to clarification and confirmation requests in pre-experimental instructions. In a second step it examined whether the clarifications and confirmations affected the variance in reaction time, using linear mixed-effects models that included random intercepts and slopes for persons and items.

Soo Jung Youn, Northern Arizona University

Examining Features of Interactional Competence: The Case of Pre-sequences

This study investigates whether test-takers' use of pre-sequences in roleplay interaction is predictive of scores awarded to the role-play performance and generalizable across different roleplay contexts. After locating and coding components of pre-sequences with conversation analysis, correlation and multiple regression analyses are used to examine the predictive power of pre-sequences.

*Patharaorn Patharakorn, University of Hawai'i at Manoa
Gabriele Kasper, University of Hawai'i at Manoa*

A Mixed-Methods Approach to Assessing Topic Transitions in Multi-party Talk

This study aims to develop an empirically-based rubric for assessing test takers' topic management in a multi-party peer activity. A conversation-analytically grounded coding scheme is generated to quantify topic transition practices. A Partial Credit Rasch Model identifies the probabilistic difficulty of these practices as indicators of interactional competence.

228. Mon 1:50-4:50

EDU Colloquium: Power Dynamics and (In)Equalities in Plurilingual Education Projects

Oregon A

Session Organizer: Haley De Korne, University of Oslo

Chair: Haley De Korne, University of Oslo

Discussant: Stephen May, University of Auckland

This colloquium examines the power dynamics of plurilingualism in a variety of educational contexts around the globe. Through ethnographic and discourse analysis case studies we explore the egalitarian ideals and challenging realities of pluralist education projects, and provide a comparative perspective on strategies for implementing plurilingualism in practice.

Mario Lopez-Gopar, UABJO

Haley De Korne, University of Oslo

Kiara Rios Rios, Autonomous Benito Juarez University of Oaxaca

Zapotequización: Creating Ideological and Implementational Spaces to Teach and Learn Diidxazá in

Higher Education

This paper examines a context where an Indigenous language of Oaxaca, Mexico, has recently begun to be taught in higher education. We discuss how this unique language learning space has been created, and examine the power dynamics that have allowed for successful implementational, and ideological efforts in this context.

Katherine Mortimer, University of Texas at El Paso

For the Already Bilingual: Inclusion and the Reinscription of Exclusion in Secondary Level Dual Language Education on the US-Mexico Border

This paper examines discourses and practices within a high school dual language program on the US-Mexico border where plurilingual space is opened for some students – those “already bilingual” – and closed off to others whose bilingualism is more emergent. It discusses steps needed for equity through DL at the secondary level.

Miranda Weinberg, University of Pennsylvania

“That’s how we speak but not how we write”: Erasing Plurilingualism for Newly-taught Languages in Nepal

Drawing from a year-long ethnographic study, this paper explores the ways that a supposedly emancipatory project, the creation of a textbook in a minority language of Nepal, reproduced existing power dynamics and erased everyday plurilingualism in an effort to represent an idealized, distinctive language.

Jean-Jacques Weber, University of Luxembourg

Power Dynamics around a Plurilingual Project: Interest Divergence and Convergence in Luxembourgish Language-in-education Policy

Relying on a critical race theoretical framework and its key concepts of interest divergence and convergence, this paper explores the contested dynamics of language in Luxembourgish education. It contrasts trends in national policy discourses with the politics and practices of a particular plurilingual project aiming for educational equity.

Aldo Anzures Tapia, University of Pennsylvania

Frances Koietok Dueñas, University of Pennsylvania

“Entre brechitas y carreteras”: The Possibilities of Museum-led Maya Language Promotion in the Yucatan Peninsula

We analyze the collaborative efforts undertaken by university-based and community-based educators to help to reverse Mayan language shift to Spanish. The synergy of archaeology, comic books, museums and non-formal education is explored to show the possibilities and negotiations at the heart of community-led Maya language promotion.

229. Mon 1:50-3:30

LID Paper Session

Oregon B

Elpida Petraki, University of California at Los Angeles

A Study of the Commodification of Language through

the Prism of Foreign Language Education Advertising in Greece.

Grounded in the frameworks of the commodification of language and linguistic capital, this paper attempts to investigate through the analysis of foreign language education advertisements how language attitudes and ideologies shape the understanding of languages as commodities whose value can enrich the individual's "market worth" within the modern globalized economy.

Catherine Tebaldi, University of Massachusetts at Amherst
Bad French: imagining illiteracy on the margins of Paris
Urban French in popular media portrays urban language in racialized ways that echo old colonial stereotypes, infusing official and educational discourses that ascribe negative characteristics to a youth imagined as savage, delinquent, and now, terrorist. Yet urban students challenge this re-appropriation of their linguistic creativity, inventing new registers of resistance.

230. Mon 1:50-3:30

Paper Session

Oregon C

Marcela Ossa Parra, Boston College

BIHM Engaging Bilingual Students' Full Linguistic Repertoire: Translanguaging in an English Language and Literacy Curriculum

This pilot case study examines a translanguaged version of a unit from an English reading curriculum that supports bilinguals' linguistic awareness and reading comprehension. The nature of five Latino(a) third graders' (ELD 1 - 4) participation in this curriculum is theorized through video-analysis and grounded theory.

Brooke Hoffman, Temple University

Mark Emerick, Temple University

Yasuko Kanno, Boston University

BIHM Overcoming Barriers to Learn English: The Motivations of Hispanic Immigrants in the Restaurant Industry

Anti-immigrant rhetoric describes adult immigrants as being unmotivated to learn English and otherwise assimilate. Data from an ethnographic study of a community-based adult ESL program reveal how Hispanic restaurant workers, ranging from dishwasher to executive chef, articulate their motivations for learning English and the challenges they face when studying English.

Melinda Martin-Beltran, University of Maryland College Park

Natalia L Guzman, University of Maryland College Park

EDU Translanguaging to Transform Language expertise among Linguistically Diverse Peers in High School

We examine how language learning is mediated through peer interaction among linguistically diverse students. Grounded in sociocultural theory and using discourse analysis, we analyze students' translanguaging practices as they compose multimodal, multilingual text together. We offer implications for researchers and educators to understand how such discursive practices shape language

learning-in-process.

231. Mon 1:50-3:30

LID Colloquium: Considering the Role of Applied Linguistics in the Sustainability Crisis

Oregon D

Session Organizer: John Katunich, Penn State University

Discussant: Suresh Canagarajah, Penn State University

We argue the present sustainability crises (climate change, loss of biological and cultural diversity, depletion of resources) must be central in the field of applied linguistics; to this end, we offer alternate, transdisciplinary perspectives on language learning and teaching that place sustainability as an integral part of applied linguistics work.

Jason Goulah, DePaul University

Language Education into the Anthropocene

This paper calls on applied linguistics to respond to the growing "crises of sustainability." Drawing on Buddhist philosophy and an instrumental case study, this paper engages applied linguistics in the crises' ontological, epistemological, cultural, and religious dimensions and examines the impact this engagement has on language learning and instruction.

John Katunich, Penn State University

Post-Development Theory and Vernacular Perspectives on Language

Post-development theorist Ivan Illich offers a radical linguistic perspective by counterposing "vernacular" language to "taught language," which has been capitalized and commodified. By reclaiming vernacular language and practices, Illich suggests one can problematize the commodification of language, work, and community lives to the detriment of shared, vernacular cultural commons.

Paul Badenhorst, The Pennsylvania State University

Elizabeth Smolcic, Penn State University

Immersion Abroad for Teachers: A Learning Context to Build an Emergent Eco-Sociopolitical Consciousness?

This paper investigates opportunities for development of eco-sociopolitical awareness within an ESL teacher preparation program that includes a cultural / language immersion experience and teaching practicum in Ecuador. Findings demonstrate intentional reflective activities explorative of cultural differences, dissonance, as well as serendipitous encounters and interactions as mediational spaces of transformation.

232. Mon 1:50-3:30

RES Colloquium: Ethnographic perspectives on researching academic literacies

Oregon G

Session Organizer: Sue Starfield, University of New South Wales

Colloquium participants explore ways in which ethnographic research can enhance our understandings of academic writing, learning transfer, critical literacies and

classroom-based research. Central to the colloquium will be a discussion and reflection on what it means for applied linguistics researchers to engage in ethnographic research into academic literacies.

Christian W. Chun, University of Massachusetts - Boston
Ethnographic approaches to critical literacy classroom practices

This presentation discusses the ethnographic approach taken in examining the various academic literacy practices an EAP instructor implemented in the classroom in partnership with the researcher, and highlights the ensuing methodological issues of researchers and teachers collaborating on critical literacies in EAP classrooms.

Brian Paltridge, University of Sydney
Researching academic writing: What textography affords

This presentation discusses textography as an approach to researching academic writing. A textography combines text analysis with elements of ethnography to examine written texts. A study of doctoral writing is provided to illustrate how this approach can be applied to the study of academic writing.

Veronica Ong, Edith Cowan University
Investigating the transfer of academic literacies from an EAP course

This presentation discusses the ethnographic approaches employed to understand students' learning transfer trajectories, their acquisition of academic literacies in an EAP course and subsequent transfer of these literacies to disciplinary writing contexts.

Naoko Mochizuki, University of New South Wales
Reflexivity in ethnographic research

In ethnographic research, the researcher is a key participant in the researched context, co-constructing "a reality" with other participants. In this presentation, through a reflection on my role as researcher in my study of genre learning in dissertation writing support groups, I explore the role of reflexivity in ethnographic research.

233. Mon 1:50-3:30
BIHM Paper Session
Oregon H

Chris Bongartz, University of Cologne
Ianthi Tsimpli, University of Cambridge
Jacopo Torregrossa, University of Hamburg
Maria Andreou, University of Cologne

Biliteracy effects on narrative and cognitive skills
These results contribute to our understanding of the contradictory findings on the role of bilingualism in non-verbal cognition, taking into account the distinction between biliterate and monoliterate bilinguals, and that biliteracy rather than bilingualism alone affects the use of ambiguous-pronouns in narratives, with biliterates producing fewer ambiguous-pronouns than monoliterates.

Igone Arteagoitia, Center for Applied Linguistics
Improving the literacy skills of bilingual students: Findings from a research-based vocabulary instruction program
The study presents findings from a mixed-methods study on Spanish vocabulary instruction designed to increase the literacy skills of dual language students. Native English speakers benefited more from the program than native Spanish speakers. Qualitative data revealed that instruction may have been watered down to accommodate the former.

Jacopo Torregrossa, University of Hamburg
Maria Andreou, University of Cologne
Chris Bongartz, University of Cologne
The benefits of balanced biliteracy on bilingual narrative skills

This study investigates the positive effects of balanced biliteracy for the development of narrative skills. The analysis is based on narratives told by bilingual children differing in balance of biliteracy exposure. Balanced biliteracy has the effect of enhancing narrative skills and contrasting the negative effects of low proficiency and dominance.

234. Mon 1:50-4:50
PED Colloquium: Language Teacher Identity and Transdisciplinarity in a Multilingual World
Oregon I

Session Organizer: Bonny Norton, University of British Columbia
Discussant: Peter De Costa, Michigan State University
The power and promise of transdisciplinarity is advocated by the Douglas Fir Group (DFG) of leading applied linguistics scholars, as published in the 2016 centenary issue of the *Modern Language Journal*. This colloquium draws on the DFG framework to re-imagine language teacher identity research across three continents.
Eva Ponte, University of Hawai'i at Manoa
Christina Higgins, University of Hawai'i at Manoa
Identities in Professional Development: In-Service Teachers' Responses to Multilingual Pedagogies
Not enough attention has been paid to investigating how teacher identity relates to the legitimation of students' multilingualism in classrooms. Based on a one-year professional development project, we examine how different aspects of teachers' identities encouraged them to embrace more critical multilingual awareness and multilingual practices in their own classrooms.

Xuan Zheng, Peking University
Becoming Translingual Teachers: Identity-as-Pedagogy and International Teaching Assistants in the USA

The paper examines the experiences of two English department international teaching assistants in learning to teach College Composition in the USA. It found that the assistants were able to become "translingual teachers" to varying degrees, but had contrasting ways to draw on identities as pedagogical resources.

Espen Stranger-Johannessen, University of British Columbia
Bonny Norton, University of British Columbia
Digital Storytelling, Language Teaching, and the African Storybook

Drawing on research in a Ugandan elementary classroom, this paper demonstrates how language teacher identities shifted as teachers worked with multilingual digital stories from the African Storybook <http://www.africanstorybook.org/>, reframing dominant conceptions of reading. Findings are discussed with reference to the institutional and ideological dimensions of the DFG transdisciplinary framework.

Gary Barkhuizen, University of Auckland
Social Inclusion Identities of English Language Home Tutors: stories, Stories, STORIES

Home tutors work in one-to-one instructional arrangements to meet the particular language learning and social inclusion needs and goals of their learners. This presentation analyzes one short story, paying particular attention to the narrators' identity construction within the micro, meso and macro spatial and temporal contexts of the DFG framework.

Dominik Wolff, West Chester University
The Emotional Turn in Teacher Identity Research: The Case of an EFL Teacher

To trace how emotions impact teacher development, we analyzed one non-native speaking teacher's narrative in relation to class observations and video recordings. The findings provide insights into the emotional obstacles foreign MATESOL students face, how to overcome them, and what role language teacher preparation could play in providing suitable support.

Brian Morgan, Glendon College/York University
Elizabeth R Miller, University of North Carolina at Charlotte
Language Teacher Identity and Ethical Self-Formation: A Transdisciplinary Account

Drawing on Foucault's four axes of ethical self-formation (cf. Clarke, 2009), this presentation examines the identity work of an elementary reading and language arts teacher as articulated in seven interviews over nine years. Transdisciplinary analyses from this study are utilized to make recommendations for language teacher education programs.

235. Mon 1:55-2:55
Shared Shorter Paper Session 7
Pearl

Lucy Pickering, Texas A&M - Commerce
Eric Frigal, Georgia State University
Hilal Ergul, Texas A&M University - Commerce
TEC A Multidimensional Analysis of the discourse of Augmentative and Alternative Communication Users in the Workplace and Implications for AAC Users

We report the results of a multidimensional analysis of the differences found between Augmentative and Alternative Communication users and their non-AAC counterparts in

workplace discourse. In addition, we describe the strategies used by AAC users to overcome the limitations of their computerized devices with respect to spontaneous word generation.

Gabriel Guillen, Middlebury Institute of International Studies at Monterey
Thor Sawin, Middlebury Institute of International Studies at Monterey

TEC What do the most popular language learning apps teach? The tension between programming ease and acquisitional needs

The fifty most downloaded language learning apps are analyzed according to Pegrum's (2014) four key functions (content, creation, conversation and tutorial) and to their targeting of eight subsystems of language knowledge. The functions and subsystems which are easiest to program dominate the current market, limiting apps' usefulness to language learners.

Jennifer Kontny, University of North Carolina Wilmington
TEC "Um, I Was Upset at You, LOL": Examining the Discursive Function of Filler Words in Text Messaging
This paper argues that fillers occurring within text messages or SMS communication are more nuanced than previous research might suggest. Specifically, the paper will focus on the discursive function of "lol" as a filler with a high degree of discursive variation within SMS discourse.

236. Mon 1:50-3:30
ASE Paper Session
Portland

Li-Shih Huang, University of Victoria
EAP Assessment Practice: A Rarely Evaluated Means to Neglectfully Examined Ends?

This presentation reports on a mixed-methods research project that examines the assessment practices of EAP practitioners across university EAP programs within Canada and addresses the extent to which the practitioners' views and practices reflect the key criteria of language-testing research and practices in the literature.

Eunhae Cho, Chung-Ang University
Dongil Shin, Chung-Ang University
Examining Media Discourses on 'National English Ability Test' in Korea: Discursive Conflicts among Social Actors
Drawing on Critical Discourse Analysis methodologies, this study aims to examine discursive structures employed by different social actors surrounding the National English Ability Test in Korea. Two newspapers of different ideological positions were analyzed from 2008 to 2013. Discursive conflicts were mainly discussed on three periods: creation, expansion, and recession.

Andrea Eileen Durkis, Columbia University, Teachers College
Language, Migration, and Citizenship in France
The assessments fulfilling the language proficiency requirement for naturalization in France have evolved substantially over the past two decades. This paper

explores the language assessments that have been used in the citizenship process over the past twenty years in France through the lens of Kane's (1992, 2006, 2013) validity framework.

237. Mon 1:50-3:30

RWL Paper Session

Salmon

Sachiko Yasuda, Kobe University

Writing in a foreign language in CLIL contexts: Subject knowledge and biliteracy development

The present study explored how young CLIL learners deal with a writing task, where they are required to express complex subject-specific concepts in the FL. This study also aimed to identify how young learners' FL writing and subject writing in the L1 develop over time in CLIL contexts.

Signe-Anita Lindgren, Abo Akademi University

Advanced EFL Writer Profiles and Performances:

Contrasting Dyslexic and Non-Dyslexic Student Writing

Research shows that dyslexia/specific reading and writing difficulties persist into adulthood and affect 5-10% of all writers. I contrast texts written under time pressure by high-performing dyslexic and non-dyslexic EFL writers and discuss pedagogical implications and implications for general text analyses. Finally I suggest methods to support dyslexic EFL writers.

Junko Imai, University of Hawai'i at Manoa/Juntendo University

Effect of writing conferences on L2 learners' texts and attitudes: Contributions of quantitative findings and their limitations

This paper explores whether writing conferences affect L2 learners' writing and attitudes by collecting survey, text, interview and video data in a college EAP program. It mainly reports quantitative findings and addresses how these findings can help L2 learners and how they can be complemented by qualitative and descriptive findings.

238. Mon 1:50-3:30

Paper Session

Sunstone

Susy Macqueen, Australian National University

DIS Put Me in the Picture: Conversational Formulaicity and Alzheimer's Disease

Using corpus-assisted discourse analysis, this case study of interactions between a person with Alzheimer's-type dementia and staff at an aged-care facility over an eleven-month period provides insight into the 1) nature of repetition in dementia-affected conversation over time and 2) staff responses to intensely repetitive conversation.

Kaleigh Newton, Indiana State University

Scott Sterling, Indiana State University

LPP Medical Consent Form Complexity for Nonnative English-Speaking Patients

We investigate medical consent form complexity in terms

of vocabulary frequency, reading level, and jargon usage. Findings show that medical consent forms are largely too complex for nonnative speakers to comprehend while reading. Discussion focuses on possible changes to practice in the field and pedagogy in the classroom.

Julia Huettnner, University of Southampton

Ute Smit, University of Vienna

EDU "What is actually my position?": students' L2 oral argumentations in bilingual economics classrooms

This paper addresses disciplinary language use as a nexus of content and language learning in bilingual education. Focusing on upper-secondary CLIL (content-and-language-integrated-learning), this paper analyses student language production on EU macro-economics in group-work sessions and role-plays from the perspectives of subject-specific lexico-phraseology and argumentation, i.e. interactive oppositional talk.

239. Mon 1:50-3:30

Paper Session

Willamette

David Malinowski, Yale University

SOC The Places Beyond Names: A Case Study of Competing Orders of Discourse on U.S. College Campuses Debating Race Relations

This case study combines geosemiotic analysis with participant-led narrative walking tours on a U.S. college campus where race relations are under intense debate. It suggests that while the politics and practices of spatial inscription may play a powerful role in determining outcomes, they are rarely recognized on their own.

Scott Crossley, Georgia State University

Cynthia May Berger, Georgia State University

ASE Using Text Analysis Tools to Analyze Human Judgments of Spoken Proficiency: Existing Methods, Novel Indices, and Larger Corpora

This study investigates the potential for automatic indices measuring features related to lexical sophistication, text cohesion, and sentiment to predict human judgments of oral proficiency in English L2 speech samples. Results demonstrate that significant variance in human ratings can be explained by learners' production of unique words and multiword units.

Katharine Burns, Carnegie Mellon University

Linda R. Waugh, University of Arizona

LID Language Ideology in the Spanish as a Heritage Language Classroom: Insights from CDA of Textbooks and Instructor Focus Group Discussions

CDA and instructor focus group discussions are used to examine how varieties of Spanish are presented in the textbooks and curriculum of a Spanish as a Heritage Language program. Findings indicate systematic reinforcement of 'standard' language ideology, with little attention to, or validation of, other varieties, including the U.S. one.

241. Mon 3:00-3:30
EDU Paper Session

Pearl

Seth King, Penn State University

An investigation of the development of scientific conceptual thinking in undergraduate STEM laboratories through linguistic analysis

This project uses systemic functional linguistics and sociocultural theory to analyze instructor-student interactions in undergraduate science laboratories. This project is both observational as well as an intervention in which the instructors of the laboratories were trained to consider the language used in labs, which promotes conceptual understanding of scientific phenomena.

242. Mon 4:00-5:05
Paper Session

Belmont

Celia-Vasiliki Antoniou, University of Essex

TEC Scaffolding the conceptual development of International students online in an L2 academic context: A socio-cultural theory (SCT) approach

This presentation will report the findings of a BALEAP awarded study and explain how students can be supported to develop conceptually in online environments by employing Gal'perin's Systemic Theoretical Instruction on Moodle.

Jui-Teng Liao, University of Iowa

ASE Effects of Test Format on Second Language Reading Performance: A Mixed Methods Study

This study explores the way multiple-choice and short-answer question formats affect community college ESL students' reading performance while focusing on four factors: test performance, metacognitive awareness, test-completion processes, and task perceptions.

This presentation concludes with findings from both quantitative and qualitative analysis and provides implications for classroom-based assessments.

243. Mon 4:00-5:05
RWL Paper Session

Columbia

Hyun Jung Joo, The Ohio State University

Alan Hirvela, Ohio State University

An In-Depth Case Study: Argumentative Writing Instruction for High School English Language Learners in the Common Core Era

This two-year longitudinal study of an ESL high school teacher and two of her ESL classes explores the teacher's developing expertise in teaching argumentative writing as well as institutional forces that challenged and often thwarted her progress by analyzing classroom interactions during writing activities and ELLs' argumentative essays.

Didem Aydin, The Hong Kong Polytechnic University

Various Conceptualizations of Academic Register at Secondary School Level

This paper illustrates how seven secondary school subject

teachers trained in Systemic Functional Linguistics conceptualize academic register and apprentice their linguistically diverse students to disciplinary academic language in various ways. The data is derived from the analysis of the classroom interactions around academic register, interviews of the teachers and students.

244. Mon 4:00-5:05
PED Paper Session

Douglas Fir

Joanna L. White, Concordia University

Pamela Gunning, Concordia University

Christine Busque, Concordia University

A transdisciplinary model for teaching reading strategies across first and second language curricula

In this presentation, we explain how teachers and researchers in Quebec cooperated in the development of a model for implementing collaboration between French L1 and English L2 teachers. We show the emergence of teachers' and learners' awareness of the benefits of a transdisciplinary approach to the teaching of reading strategies.

Haimei Sun, Columbia University, Teachers College

Effects of Task Complexity on EFL Learners' Reading Comprehension and Retention

This paper examined the effects of task complexity on EFL learners' reading comprehension and retention.

The findings show that background information did not play a significant role in the immediate recalls but had a significant beneficial effect on the learners' retention of idea units.

245. Mon 4:00-5:05
SLA Paper Session

Eugene

Emma Trentman, University of New Mexico

Research-based Interventions in Short-Term Study Abroad: Learning Arabic in Jordan

This paper examines the effectiveness of research-based interventions in developing language and intercultural skills during short-term study abroad. It analyzes the language and intercultural learning of eight Arabic students studying in Jordan who participated in interventions including a telecollaboration project, an ethnographic research project, and intercultural reflection.

Shaofeng Li, University of Auckland

Student and Teacher Beliefs about Corrective Feedback: A Meta-Analysis and Narrative Review

Using both meta-analysis and narrative review, this study provides a comprehensive synthesis of the research on teachers' and learners' beliefs about oral corrective feedback. The study makes specific suggestions on how to apply the findings to classroom teaching and identifies a number of issues to be addressed in future research.

246. Mon 4:00-5:05

ASE paper Session

Hawthorne

Norbert Schmitt, University of Nottingham

Barry O'Sullivan, British Council

Beyond Frequency: A List of the Probabilities of Knowing Target Words and its Implications for Vocabulary Testing

The presentation discusses the development of a rank-order list which indicates the relative probability of learners knowing the individual lemmas up to the best-known 5,000 lemmas in English. The list will indicate words which may be well-known even though relatively infrequent (pencil) and vice-versa, and so usefully supplementing frequency lists.

Fatemeh Mohammadian Haghighi, University of British Columbia

Monique Bournot-Trites, University of British Columbia

Teachers' Attitudes toward Portfolio-Based Language Assessment in the Language Instruction for Newcomers to Canada (LINC) Programme: Challenges and Possibilities

This presentation is based on the findings of a study, which investigated teachers' perceptions of Portfolio-Based Language Assessment (PBLA) in the Language Instruction for Newcomers to Canada (LINC) programme. The benefits and challenges in utilizing PBLA will be discussed and, suggestions for facilitating PBLA implementation will be offered.

247. Mon 4:00-5:05

LCS Paper Session

Laurelhurst

Chelsea Tanous, University of California, Santa Barbara

Displays of French and English Knowledge through Conversation in a Community of Practice

This paper examines the ways in which speakers and learners of French and English interact with each other in a small community of practice. Specifically, it provides an analysis of the conversational practices through which the community members gain and display cultural, social, and linguistic knowledge of their second language.

Wanyu Ou, The Chinese University of Hong Kong

Language choice and socialization: Insights from peer interactions in a Sino-US joint venture university in China

Drawing upon the notion of language ecology and translanguaging, this proposed study is to explore the linguistic practices and socialization process among a group of Chinese local students in a multicultural context of a Sino-US joint venture university in China.

248. Mon 4:00-5:05

SLA Paper Session

Meadowlark

Anke Lenzen, Paderborn University

Investigating the cognitive architecture of syntactic processing: Is there anything shared in production and comprehension processes in SLA?

This paper focuses on the relationship between

grammatical encoding and decoding in SLA from a processability perspective. I argue that the two processes rely on shared resources and present an empirical study of the L2 acquisition of the passive including samples of learners' oral speech production and reaction time data.

Aseel Alammari, George Mason University

Steven Weinberger, George Mason University

On the Universality of the Obligatory Contour Principle (OCP) in Second Language

There is some debate as to the universality of the Obligatory Contour Principle (OCP). We test this idea in L2 phonology. Data from 390 speakers from 42 different native language backgrounds reveal that second language learners abide by this universal principle – regardless of their previous language knowledge.

249. Mon 4:00-5:05

PED Paper Session

Medford

Ashlie Henery, University of Pennsylvania

Kara Moranski, The University of Pennsylvania

Helping Learners Orient to the Inverted Language Classroom: Mediation via Informational Video

This study used an introductory video to mediate L2 Spanish learners' (n=193) conceptual orientation to inverted classroom pedagogy. Qualitative data showed that learners used the video as an artifact to mediate their understanding of L2 use and interaction. These results were further supported by quantitative pre and post survey

Brooke Ricker Schreiber, Baruch College, CUNY

In Defense of EFL

This presentation argues for the continued relevance of the contested category EFL in research on English language pedagogy, analyzing an example of locally-created EFL writing pedagogy to highlight the types of factors which may be overlooked in ESL research, such as institutional demands and national educational policies.

250. Mon 4:00-5:05

LID Paper Session

Oregon B

Janie Lee, University of Mary Washington

Ideologies of Korean Competence and Citizenship in South Korean Television

This paper examines the relationship between language competence and national belonging as seen in South Korean television. By analyzing evaluative remarks made on foreign-born men's Korean fluency in a popular TV show, I argue that their race and phenotype play a role in their exclusion from Korean nationhood.

Sarah Braden, University of Utah

Bill Nye the Science Guy and the Discursive Construction of a Science Nerd Identity

This paper explores how Bill Nye uses nerd style (Bucholtz, 2011; Bednarek 2012) to discursively construct his scientist identity. I argue that Nye's linguistic and non-linguistic

behaviors draw ideological links between whiteness, nerdiness, and science.

251. Mon 4:00-5:05

Paper Session

Oregon C

Glenda Ballantyne, Swinburne University of Technology

Craig McIntosh, Swinburne University of Technology

Tim Moore, Swinburne University of Technology

EDU Theorise this! Developing Students Understanding of 'Theory' and 'Critique' on a Sociology Writing Program

We describe how the notions of 'disciplinary discourses' and 'Zone of Proximal Development' were used to develop the literacy curriculum in a university sociology program.

The program focused on students' understanding of two key concepts in the discipline – theory and critique. The collaboration between discipline and literacy specialists is discussed.

Christopher J Hall, York St John University

PED English in Applied Linguistics: An Ontological Framework

In applied linguistics, multiple conceptualizations of '(the) English (language)' are assumed, but seldom made explicit. Ontological explicitness is necessary for the evaluation of theory and more open engagement with practitioners and policy makers. In this paper I present a framework distinguishing several conceptualizations and I assess their ontological validity.

252. Mon 4:00-5:05

LPP Paper Session

Oregon D

Marika Criss, The Pennsylvania State University

Internal Marketing: The Status of Foreign Language Promotion in a Finnish Upper Comprehensive and Secondary School

Using data from semi-structured interviews with upper comprehensive and secondary school language educators in Finland, an internal market of language education, regulated by choice, competition and trends will be discussed with reference to language attitudes and ideologies as explicated in implicit and explicit educational policies.

Sadaf Rauf Shier, University of Minnesota

Inverted Multilingualism: A Neocolonial Educational Reform

Neocolonial Educational Reform Agencies misuse the social good of multilingualism to promote the hegemony of English language at the expense of local languages, knowledges, and cultures. Using multimodal critical discourse analysis, this study analyzes ways inverted multilingualism disrupts the educational quality and the life trajectories of students in post-colonial countries.

253. Mon 4:00-5:05

COR Paper Session

Oregon G

Andrea Simon-Maeda

A Corpus-Based Analytic Study of the AAAL Handbook 2000~2014

A concordance program identified specific interpersonal metadiscourse devices in AAAL conference program summaries. Comparisons with hard discipline conference corpora highlighted how writers use conventionalized forms to report findings from either a subjectivist or objectivist standpoint, and that adherence to discursive norms helps establish one's insider status within the discourse community.

Timothy Palmer, University of California San Diego, Extension

Eniko Csomay, San Diego State University

A keyword-centered, corpus-driven approach to lexical bundles in a corpus of grade comments

This study demonstrated that lexical bundles containing keywords are not only tied to communicative functions, but they might have a unique connection to generic moves and steps in specialized texts. The findings here have implications for ESP, genre analysis, corpus linguistics, and professional development coordinators.

254. Mon 4:00-5:05

Paper Session

Oregon H

Samantha Disbray, Australian National University

Carmel O'Shannessy, University of Michigan

BIHM The role of language documentation methods in oral language teaching and learning – a transdisciplinary collaboration

Language documentation methods yield rich language-in-use data. They present an important transdisciplinary affordance for languages teaching and maintenance for minority and endangered languages. In a collaboration between Central Australian Warlpiri teachers and linguists, language documentation methods, materials and findings were used to plan and monitor oral language teaching and learning.

Karen E. Lillie, State University of New York at Fredonia

LMR Working Together: Paving the Way for New York State Recognition of Seneca Language Teachers

This paper will describe a community-based project designed to address the critical shortage of Seneca speakers by proposing a co-governance model of providing an appropriate pathway to Seneca language NYS certification. This is a joint effort of the Seneca Nation of Indians, SUNY Fredonia, NYSED and six public schools

255. Mon 4:00-5:05

Shared Shorter Paper Session 8

Pearl

Liv Thorstensson Davila, University of Illinois at Urbana-Champaign

EDU “J’aime to be funny!”: Translanguaging, Humor and Risk Taking in a High School ESL Classroom

This presentation will focus on humor and playful talk in the translanguaging practices (García & Wei, 2015) of adolescent multilingual West African immigrant and refugee English as a Second Language students whose common languages are French and English. Implications for theory and pedagogical practice will be discussed.

Amy Clark, Erikson Institute/Loyola University Chicago

BIHM Tapping into Linguistic and Cultural Knowledge: A Classroom-Based Case Study of Literature Discussions with Emergent Bilingual Children

This case study examines data from nine literature discussions of culturally relevant texts conducted in Spanish in a second grade dual language classroom. Translanguaging theory (García, Wei, 2014) and schema theory (Anderson & Pearson, 1984) are employed to describe how linguistic and cultural knowledge impact children’s comprehension and discourse.

Rui Cheng, Nazareth College

Xinshui Xie, Capital Normal University

BIHM English-Chinese Bilingual Education in Chinese Universities: Is it Effective or Necessary?

This presentation reports findings of challenges, strategies and effects of bilingual education in Chinese universities. Data collection includes survey, interviews and observation of real teaching. Results indicated more challenges than expected successes due to low English proficiency of instructors and students, lack of training opportunities, teaching materials, and curriculum standards.

256. Mon 4:00-5:05

RWL Paper Session

Portland

Dorothy Worden, The University of Alabama

Ashley S. Montgomery, The University of Alabama

L2 writing teachers’ beliefs about learning transfer and their effect on classroom instruction

Learning transfer has become an important concern for writing researchers, yet teachers’ beliefs about transfer have not been the subject of significant study. This qualitative multiple case study examines how six L2 writing teachers conceptualized transfer and what effect these beliefs had on their instructional practices.

Soomin Jwa, Boston University

Transfer of Prior Knowledge as a Mediating Tool for L2 Writers: Benefits and Challenges

By tracking the development of two L2 students’ writing, this study investigates what prompts the transfer and how the acquired knowledge is transferred. The study raises the stakes for the need to examine what students bring to class and how to implement their prior knowledge for teaching writing.

257. Mon 4:00-5:05

RWL Paper Session

Salmon

Jhih-Yong Huang, National Cheng Kung University

Hui-Tzu Min, National Cheng Kung University

Learner engagement with teacher written commentary in an EFL writing class

This study explored EFL writers’ cognitive, affective, and behavioral engagement during their think-aloud revision process upon receiving teacher commentary. The findings show that learners’ behavioral engagement during revision is largely dependent on their affective engagement, the specificity in the teacher’s directives and explanations, and the complexity of the revision.

Lisa McGrath, Sheffield Hallam University

Raffaella Negretti, Chalmers University of Technology

Visualizing genre knowledge: metacognitive scaffolds in the L2 writing for research classroom

Research into pedagogical practices scaffolding genre awareness, genre variation, and genre performance is needed. We applied genre theories and metacognition to task design in a doctoral course. Students developed an awareness of different facets of genre knowledge, and planned strategically their genre performance, apparently becoming metacognitive, agentic writers.

258. Mon 4:00-5:05

Paper Session

Sunstone

Chris Featherman, Northeastern University

LID Where Are the Safe Neighborhoods?: Race, Place, and Gentrification in Online Discourse

This study examines the role of spatial cognition in discursive evaluations and legitimation strategies. The results focus on how these representations might reveal conceptual frameworks and attitudes about place and identity.

Julie Hengst, University of Illinois at Urbana-Champaign

Paul Prior, University of Illinois at Urbana-Champaign

Suma Devanga, University of Illinois at Urbana-Champaign

Martha Sherrill, University of Illinois at Urbana-Champaign

Hillary Valentino, University of Illinois at Urbana-Champaign

Maeve McCartin, University of Illinois at Urbana-Champaign

DIS Chronotopic Lamination in Everyday Interactions: A Discourse Analysis of Contextualization with Material and Imagined Objects

Research on interactional deixis has highlighted the lamination of imagined objects, spaces, and times in everyday interactions. Analyzing contextualization with objects (material and imagined) in 11 hours of videotaped multiparty talk of adults navigating public spaces, we argue there is no sharp semiotic divide between the material and the imagined.

259. Mon 4:00-5:05

DIS Paper Session

Willamette

Hanbyul Jung, Seoul National University

Doing being moderator: Participants' talk organization in multi-party focus group interaction

This presentation examines a unique turn-taking organization in multi-party focus groups. Using Conversation Analysis, this presentation aims to highlight how such organization configure opportunities for different participation shapes, thus rendering a wide range of interactional participatory resources specific to multi-party focus groups.

Ding Wang, University of Hawai'i at Manoa

A conversation analytic study of activity shift in Mandarin Chinese tutoring sessions

This study uses multimodal conversation analysis to analyze moments of activity transition in dyadic Mandarin Chinese tutoring sessions. Analysis elucidates how the participants jointly achieve activity change through vocal and non-vocal actions and how these actions are built and transformed from the participants' rich repertoire of multimodal resources.

TUESDAY, MARCH 18, 2017, OVERVIEW

MORNING

	8:00 – 8:30	8:35 – 9:05	9:10 – 9:40	9:40 – 10:10	10:10 – 10:40	10:45 – 11:15	11:20 – 12:25	12:25 – 1:25
Belmont (2nd Floor)	260 TXT Li "The School Plans to Grow Aggressively": Chinese Business Schools Pursuing Growth through International Publication	260 TXT Lin Image Restoration Strategies in Disclosures of Work-Related Fatalities by Chinese and UK Firms: A Comparative Analysis	260 TXT Albakry & Caudill Textual Production of an Academic Self: Stance and Engagement Strategies in Grant and Fellowships Proposals		284 VOC Yang et al. The Relationship between Reading Frequency and L2 Vocabulary Development: The Role of Affective Factors	284 VOC Peters The effect of out-of-class exposure on learners' vocabulary size		
Columbia (Main Lobby)	261 LPP Bernstein & Katznelson Rebranding Bilingualism: Shifting Discourses in Language Education Policy and California's 2016 Election	261 LUD Vandrick Colonial Discourses of "The Exotic" in Missionary Settings and in ESL: "Foods and Festivals" Approaches	262 LCS Ecke & Shiri Comparative Study of Intercultural Competence Development during Study Abroad in Europe and North Africa/Middle East		285 REM Manosuthik Negotiating Reflexive Positions in Community Research on Language Maintenance and Shift	285 REM Alruwaili et al. Digital methods and social taboos: Issues facing ethnographic researchers in sensitive contexts		
Douglas Fir (3rd Floor)	262 RWL Ma & Wu A Cognitive Inquiry into the Short-Circuit Hypothesis in L2 Reading: A Paradigm of Online L2 Discourse Processing	262 RWL Miller & Ke Morphological Awareness and Second Language Reading: A Meta-analysis of Correlation Coefficients	262 RWL Pae & Luo Partial Information and Gestalt Perception: How Native and Nonnative Speakers of English Process Mutilated Texts in English		286 SLA Seong & Dressman The English Acquisition of Moroccan Youth: Languages, Literacy, and an Invisible University	286 SLA Hansen et al. The Intelligibility, Accentedness, and Comprehensibility of Asian Englishes		
Eugene (Lower level 1)	263 PED Van Deusen-Scholl & Charitos Language Education and Global Institutions: Maintaining Diversity and Sustainability through Cross-Institutional Collaboration	263 PED Riley-Jones Conceptions of Criticality in Fine Art and the Implications for English for Academic Purposes	263 PED Hsu Developing EFL University Students' Group Presentation Skills Through Coached Rehearsal		287 PED Janssen & Meier English for Research Publication Purposes Tutoring at one Colombian University: What Maximal Text Histories Reveal about PhD Students and Professors	287 PED Zhao Using Learning-Oriented Peer Assessment Loop in English Academic Writing Classes in China		
Exhibit Hall (3rd Floor)	9:10-10:40 282 Poster Session 9							
Hawthorne (2nd Floor)	264 ASE Kim Investigating test-taker perceptions towards the peer-review section of a workshop-style writing placement test	264 ASE Cho et al. Effects of Printed Options on Listening Item Performance Among Young EFL Learners			288 TEC Shin & Cimasko Multimodal Writing in an L2 Writing Classroom: A Critical Examination of Authorial Agency	288 TEC China Visual and linguistic meaning-making on social media: Beyoncé as a semiotic resource in Twitter, tumblr, and Pinterest		
Laurelhurst (2nd Floor)	265 DIS Bradley & Moore Resemiotization and Creative Production: Extending the Translanguaging Lens	265 DIS Moder Kicking the bucket list: Context, chunking, and language change	265 RWL Hu Language Learners' Self-regulated Appropriation of Resources for Academic and Language Learning Challenges		289 LCS Curtis & Lee Language Education for Engagement: Facilitating Intercultural Citizenship through Service-Learning	289 LCS Lai "I Don't Know If": Imperfect Second Language Socialization in a Graduate-Level Class		
Meadowlark (3rd Floor)	266 SOC Kayi-Aydar et al. MA TESOL Students' Professional Identities Development: A Qualitative Study	266 SLA Comstock Lexical and Prosodic Accommodation in Russian-American Political Discourse: Differences in the Acquisition of Pragmatic Resources by L2 and Heritage Speakers	266 SLA Darcy & Schaefer SLA Applying Newly Learned Second Language Dimensions to the Unknown: Influence of Second Language Mandarin Tones on Naïve Thai Tone Perception		290 TXT Weninger Critical Language Textbook Analysis: Moving to a Multimodal Perspective	290 TXT Ahn The discursive construction of CLT and NNESTs in introductory language teaching textbooks and Korean secondary English educational policy		

	8:00 – 8:30	8:35 – 9:05	9:10 – 9:40	9:40 – 10:10	10:10 – 10:40	10:45 – 11:15	11:20 – 12:25	12:25 – 1:25
Medford (Lower Level 1)	267 PED Kato & Hannah Para-expertise in L2 Writing Teacher Preparation: The Development of an Expert Non-expert Writing Teacher	267 PED Vetere & Poehner Rewriting the Script of L2 Teacher Preparation: Promoting Pre-Service Teacher Development through Play-Based Zones of Proximal Development	267 PED Angus & Fikes The Reality of SLA Theory in Graduate Assistant Professional Development		291 EDU Santos et al. The social turn in SLA course pedagogy	291 TEC Weber et al. Leveraging an online community: The role of technology to mediate international teacher collaboration and improve students' linguistic competence		
Mt. Hood (R Level)		281 REM Colloquium: Kanno, Organizer; Norton, Discussant Longitudinal Qualitative Research in Applied Linguistics Kibler, Longitudinal Insights into Interactional Histories Kanno, Honoring and Battling with Time in Tracking U.S. High School English Learners' College Transition Harklau & Yang, Longitudinal language education policy analysis: Strengths and challenges Bigelow, Longitudinal Qualitative Research with Refugee-Background Youth		292 REM Hardacre The Role of Psychophysiological Individual Differences in Turn Taking and Holding the Floor	292 REM Wong & Macbeth The Epistemic Critique of CA: Whither CA's 'Next Turn Procedure'?			
Oregon A	<p style="text-align: center;">8:00-11:00</p> <p style="text-align: center;">268 PED Colloquium: Christison, Organizer; Nunan, Discussant</p> <p style="text-align: center;">Global Perspectives on Research in English Language Teacher Education and Professional Development</p> <p style="text-align: center;">Crandall & Christison, An Overview of Issues on Research in English Teacher Education and Professional Development Park & Pawan, Korean Professors' Pedagogical Efforts and Professional Development Needs in English-medium Instruction Kling, English Medium Instruction (EMI): Non-native English-speaking Lecturers and Teacher Identity Eslami, Translanguaging for Teacher Development in Qatari Middle School Classrooms Lindahl, Teacher Language Awareness among K-12 US Educators of ELLs</p>							
Oregon B	269 LID Millar The Semiotics of Gentrification: Linguistic Landscape, Language Ideology, and Processes of Urban Renewal	269 LID Somerville et al. Investigating Ideologies and Responsive Practices in Language Immersion Education for Emergent Bilinguals	269 LID Huo "You Don't Look like a Professor": Challenges for a Non-Native English-Speaking Instructor in a Canadian Higher Education Writing Center		293 DIS DuBord Bilingual Tricksters: Conflicting Perceptions of Bilingualism in the Informal Labor Economy	293 LID Allison Gender, language, and culture ideologies expressed through language use of Mexican Migrant and Seasonal Farmworker Men Concerning HIV/AIDS		
Oregon C	270 EDU Chen et al. Linguistic inquiry: integrating explicit teaching of grammar in an inquiry-based curriculum	270 EDU Rawal Preparing for Postsecondary Education: An Emotion-based Case Study of Two English Language Learners	270 LPP Subtirelu Spanish-English bilingualism on the US labor market: Raciolinguistic ideology and the devaluation of a minority language		294 LPP Yazan & Uzum Ottoman Turkish in High School Curriculum in Turkey: a Neo-Ottomanist Language Policy	294 LPP Ekers & Frigal Exploring of the Linguistic Landscape of the University of Kwa-Zulu Natal, South Africa		
Oregon D	271 LCS Colloquium: Bhattacharya & Divita, Organizers; Kern, Discussant When (moral) authority speaks: Transdisciplinary perspectives on knowledge construction from India, Germany, and France Bhattacharya & Sterponi, Morning ritual, moral order: Knowledge socialization at an Indian village school Heidt, Between Bildung and Haram in a German Ethics class Divita, Bidonvilles at the museum: Chronotopes, knowledge, and authority among Spanish seniors in Saint-Denis				295 REM Miiyahara Narratives in Language Learning Research: A Dialogue towards building a Reflexive Framework	295 PED Konoeda "Designing" by multilingual users: Multilingual users' resources in multimodal composition		

Oregon E	8:00 – 8:30	8:35 – 9:05 C10 Invited Colloquium: Steinkuehler, Organizer & Discussant Video Games, Literacy, and Language Learning Thorne, Communication and catalytic dynamics in online and mobile place-based gaming environments Black & Reich, Affordances for social interaction in Virtual Worlds for Young Children McNamara, Enhancing literacy with Game-based Intelligent Tutoring and Natural Language Processing Fields. Experiencing a designed epidemic in a virtual world: Language as a symptom of engagement	9:10 – 9:40	9:40 – 10:10	10:10 – 10:40	10:45 – 11:15	11:20 – 12:25 Plenary 6 Canagarajah "The Smartest Person in the Room is the Room": Emplacement as Language Competence	12:25 – 1:25
Oregon F		8:00-11:00 272 REM Colloquium: De Bot, Organizer; Widdowson, Discussant What Counts as Evidence in Applied Linguistics Segalowitz, Explanation in Experimental Research in Applied Linguistics: What Counts as Evidence Lantolf, Methodology and Praxis: Evidence of L2 Development Lowie & Verspoor, Converging Evidence in the Time Domain Sabourin, Neurolinguistic Evidence: When Can you Tell if you have a Complete Picture? Granger, What kind of Evidence does Learner Corpus Data Represent? MacIntyre, Correlation as Evidence in Individual Difference Research in SLA Mortensen et al., What counts as Evidence in Conversation Analysis (CA)?						
Oregon G		8:00-11:00 273 LCS Colloquium: Lanza, Organizer; Higgins, Discussant Multilingual families: Aspirations and Challenges Curd-Christiansen, A tale of two countries: Family language policies in the UK and Singapore Palviainen & Bergroth, "It was a clear choice to support Swedish": Agency, ideology and identity in Finnish bilingual families Obojska & Purkarthofer, "Language is a sort of door which you go through" - language ideologies in transnational families in Norway Coetzee, Researching language socialization practices and family language policy in bilingual working class neighbourhoods in Cape Town, South Africa						
Oregon H	274 BIHM Jung & Torres Comparing Advanced Heritage and L2 learners' Task Performance across Face-to-Face and Ichat Contexts	274 BIHM Xiao-Desai The development of epistemic modality in heritage language writing	274 BIHM Ju & Fortune Assessing and Exploring the Oral Proficiency of Early Total Immersion Learners		296 BIHM Wu The Planning, Implementation, and Assessment of an International Internship Program	296 BIHM Mori The role of family-related factors in L1 and L2 vocabulary development in Japanese heritage language learners in the United States		
Oregon I	275 REM Colloquium: Creider & Haneda, Organizers; Waring, Discussant Methodology and Multimodal Research in Educational Settings Sherman et al., Representing Video-Recordings of Face-to-Face Interaction: Researcher Subjectivity and Reflexivity Kimura et al., Video Technologies in Research on Instructional Interaction and their Applications in Teacher Education Amory & Kisselev, Heuristic Considerations for the Transcription of Multimodality in Educational Settings				297 REM Darbes Participatory Action Research: Value and Challenges for Applied Linguistics	297 REM Zhang et al. Quantitative data ethics in applied linguistics: Sins of omission and commission		
Pearl	276 Shared Shorter Paper Session 9 Chavez - PED Candidate Identities in Language Advocacy and Public Discourse and Their Uptake in Students' Imaginations of Native Speakers and Fellow Learners Yamamoto - SOC Self-Access Learning Space: Building L2 Self-image within an Imagined Community Alqefari - LCS Negotiating Saudi & American Identities on Facebook	283 ASE Cox & Barrows The Effect of Prompt Accent on Elicited Imitation Assessments in English as a Second Language			298 Shared Shorter Paper Session 10 ASE Im - Consequential Validity Reconsidered LCS Kim et al.- South Korean Jobseekers' Perception of TOEIC and (De)motivation to Study for TOEIC in Neoliberal Corporate Labor Markets PED Miller & Pan- A Meta-Analytic Review of Explicit Corrective Feedback in the L2 Classroom			

Portland	8:00 – 8:30 277 RWL Zhang Help Chinese Students in First Year Composition Classrooms Succeed: Investigating Their Past Writing Instruction and Experience in Cram Schools	8:35 – 9:05 277 RWL Yoon Intertextuality, logical argumentation, and form: How writing prompts influence student writing	9:10 – 9:40 277 RWL Shi & Dong Graduate Students' Paraphrasing in Chinese versus in English	9:40 – 10:10	10:10 – 10:40 299 DIS Van Booven Interactional Affordances Across Contexts: A Comparative Microanalysis of Second Language Interaction in the Study Abroad Homestay and the Language Classroom	10:45 – 11:15 299 DIS Bryfonski Peer Alignment and Interactional Teamwork in Informal Study Abroad Conversation Groups	11:20 – 12:25	12:25 – 1:25
Salmon	278 EDU Accurso & Gebhard Reconceptualizing Teachers' Work: A Hallidayan Perspective of Social Semiotics in Action in an Urban High School	278 RWL Oliveira et al. Genres of the Common Core State Standards Student Writing Corpus: A Systemic Functional Linguistic Analysis	278 RWL Pedersen et al. Syntax Use in Small Group Discussions and Argumentative Writing of Bilingual Elementary Students		300 DIS Dong Construing Evaluation through Patterns: Register-Specific Variations of Evaluative It-Extraposition	300 RWL Menke Finding Her Voice: Developing an Authoritative Stance in FL Academic Writing		
Susstone	279 DIS Monfaredi Telling Story, Teaching Grammar in a Persian Language Classroom	279 DIS Avalos & Jones Facilitating diverse students' discourse during mathematics discussions: What do teacher questions have to do with it?	279 DIS Kogut A Bakhtinian analysis of teacher-student interactions in an EL unit: What constitutes an utterance in classroom talk?		301 SLA Chan et al. Speaking Metaphorically? Language and Conceptual Awareness in L2 Mathematics and Science Junior High Classroom Talk	301 PRG Moranski et al. The impact of "pragmatics-related episodes" on language-related episodes in L2 Spanish peer interaction		
Willamette (adjoins Columbia)	280 SOC Räsänen Developing Professional Communicative Repertoire and Intercultural Communicative Competence: A Longitudinal Ethnographic Study of a Finnish Engineer's Working Life Practices	280 SOC Woydack Interactive professionals: exploring language management in a multilingual London call center	280 SOC River et al. The Demand for Early-Career Hires with Language and Culture Skills: A Survey of U.S. Hiring Managers		302 LPP Liu Policy as practice: Language Policy in a Community-based Chinese Heritage Language Classroom	302 LMR Joaquin A Cognitive Perspective of Language Shift and Maintenance		

AFTERNOON

Belmont (2nd Floor)	1:30-2:00 303 VOC McLean & Kramer The Word Family or the Lemma? Evidence for the Adoption of the Lemma With Japanese EFL University Students.	2:05-2:35 303 COR Kia & Bogorevich Discourse Functions of Pragmatic Routines in Academic Group Discussions: A Corpus-Based Approach	2:40 – 3:10 303 SOC Sebastian Signs of Life: Evidence of Asturiano on the Linguistic Landscape of Asturias, Spain Agrupar a lunes	3:15 – 4:30				
Columbia (Main Lobby)	304 LCS Shang-Butler et al. Academic Freedom in Writing - a Fortune or a Misfortune in Disguise for Chinese Graduate Students?	304 COG Calderon Depth of processing, type of linguistic item, and L2 development: Testing Leow's (2015) ISLA model	304 ASE Vafae The Role of Linguistic and Cognitive Factors in Second Language Listening Comprehension					
Douglas Fir (3rd Floor)	305 SLA Mahatme Causal and semantic relatedness effects on L2 text processing and memory: Evidence from self-paced reading and recall	305 SLA Klayton et al. Reading Dynamics in Adolescents with Developmental Dyslexia						

	1:30-2:00	2:05-2:35	2:40 – 3:10	3:15 – 4:30		
Eugene (Lower level 1)	306 PED Salehi More than just A journey: An existential approach to L2 metaphor understanding	306 PED Henry The Triggering of Students' Transportable Identities in Classroom Interaction: The Role of Teacher Self-revelation	306 TEC Shabri Language Teaching, Instagram and the Local Indexicalities of English			
Exhibit Hall (3 rd Floor)						
Hawthorne (2 nd Floor)	307 ASE Jespersen & Dimova L2 Writing Tasks with Internet Access: Implications for Teaching and Assessment	307 ASE Mei Examining Essay Rating of a High-Stakes English Test: A Sociocultural Perspective	307 TXT Eggington & Kim Textual analysis of Korean ESL and English L1 university writing using a collaborative trans-“sub”-disciplinary research model			
Laurelhurst (2 nd Floor)	308 LCS Lei & Hu Reframing Doctoral Students' Challenges in Scholarly Publishing from an Activity Theory Perspective	308 LCS Lephkova et al. Russian Writers' Identities in Statements of Purpose	308 EDU Hamilton Bilingual Youth's Critical Awareness and Identity Work on the Path to College: Implications for Educators			
Meadowlark (3 rd Floor)	309 BIHM Sonsaat & Levis The effect of orthography on bilingual learners' pronunciation	309 COG Tywoniw The role of proficiency and word order in event construal and recall.	309 COG Sakai The connection between perception and production: Training both modalities in strict isolation			
Medford (Lower Level 1)	310 TEC Ducate & Arnold Beliefs, Knowledge and Practices in Preservice Teacher CALL Development	310 TEC Ding Teachers' Pedagogical Beliefs and Practices with Regards to Using Technology in EFL Teaching	310 TEC Barcomb I'm not good at using computers! A case study about implementing gamified materials in Japanese EFL courses: Teachers' perspectives			
Mt. Hood (R Level)	311 TEC Ko & Eslami Second Language Pragmatic Development in Multituser Virtual Environments	311 RWL Min An Intertextual Analysis of College Students' Brochures about Environmental Solutions and Their Retrospective Accounts of the Process of Brochure Composition	311 COR Chapelle et al. Cross-Disciplinary Collaboration in LSP Corpus Analysis	3:10 – 4:30 Closing Reception: Reflections on AAAL 2017		
Oregon A	312 DIS Ikizoglu "What did it say?": Mobile phone translation app as participant and object in family discourse					
Oregon B	313 PED Kohler The value of assessment for furthering understandings of language learning within an intercultural orientation	313 DIS Xiang Multimodal Interaction and Variation in Marketplace				

	1:30-2:00	2:05-2:35	2:40 – 3:10	3:15 – 4:30			
Oregon C	314 EDU Bailey & Marsden Teachers' attitudes towards implementing home language activities in UK primary schools	314 EDU Santelmann Teaching Psycholinguistics through Games: Bringing Applied Linguistics into the Mix	314 PED Tsujihara An application of sociocultural theory to teaching aspect in Japanese: Developing learners conceptual understanding through concept-based instruction				
Oregon D	315 SOC Karimzad & Catedral Being Connected, but Feeling Disconnected: Technology in Migration Discourse	315 SOC Zhang Using Japanese in a Chinese Video-sharing Website - An investigation of creative and playful online communication					
Oregon E	316 PED Kim Seeking effective EMI methods for Korean science and engineering students	316 SLA Mirisis Perception of Spanish Stress in Segmentally Identical Words by L2 Learners					
Oregon F	317 LMR Baker et al. LMR Heritage Passions, Cognitions and the Rooted L2 Self: Community-Level Motives for Language Learning	317 REM Miller & Ruegg A Meta-Investigation of the Use of the Word 'Longitudinal' in Studies of Feedback on Writing					
Oregon G	318 COR Crossley et al. N-gram Measures and L2 Writing Proficiency	318 COR Lewis Intelligibility and phonological information in a spoken corpus of ITA presentations	318 DIS Song & Takahashi The use of unattached NPs in storytelling and joke-telling in American English				
Oregon H	319 ASE Saricaoglu et al. Design-based Research in AWE: Grammatical and Mechanical Error Detection of CWWrite	319 TXT Uzum et al. Marginalizing and Stereotyping through Pronouns in Multicultural Teacher Education Textbooks: Implications for Intercultural Citizenship					
Oregon I	320 TRI Hata & Grez Repair in Interpreted Monologue	320 SOC Menard-Warwick "What's Driving my Life is Changing": Emotionality and Agency at the Turning Points of Translingual Narratives	320 BIHM Zhang & Lai Teacher's linguistic choice in Content-based Instruction: A focus on the use of metadiscourse				
Pearl	321 Shared Shorter Paper Session 11 Yu - SLA Transitioning into the workplace: Second language socialization of novice construction engineers in Hong Kong Schwedhelm - LMR Self-assessing Learning of an Endangered Language: My Journey with Huittepec Mixtec						

	1:30-2:00	2:05-2:35	2:40 – 3:10	3:15 – 4:30		
Portland	322 RWL Layton-Caisley The Relationship between Oracy and Literacy in Australian Elementary School Education	322 RWL Sasaki Mizumoto Longitudinal Development in L1 and L2 Writing: Shared patterns and individual differences	322 PED Tabari & Tabari Intervening Lexical Phrases Processing and Learning by Test Enhanced Learning and (UN)Enhanced Learning Elaborations			
Salmon	323 RWL Siffrinn & Lew Foregrounding the Disciplines in Elementary Pre-service Teacher Training: A Comparative Case Study of Entering and Exiting Teacher Candidates	323 RWL Curinga & Heidrick A Qualitative Analysis of Professional Development for Teachers of Adolescent Newcomers with Low Home Language Literacy	323 EDU Avennia-Tapper Is emergent bilinguals' home language a useful tool for learning science in elementary classes taught by monolinguals?			
Sunstone	324 DIS Romero "Don't Hit Unless Prepared To Be Hit Back": The Equity of Violence	324 DIS Kraut Voices from the Past: Constructed Dialogue as a Hermeneutic Tool in Evangelical Bible Study	324 REM Sterling & Gass Perceptions of Ethics and Ethical Behaviors in Instructed Second Language Acquisition			
Willamette	325 SOC Tran Vietnamese ELT Lecturers' Experiences of a New Research Policy: The Impact on Academic Identity and Emotion	325 SOC Inoue Negotiating Identities while Living and Teaching in Japan: Native English Speaking Academics at Japanese Universities	325 DIS DelPetre Nips and Bites: Teasing and Problematizing in Family Interaction			

TUESDAY MORNING SESSIONS

260. Tue 8:00-9:40

TXT Paper Session

Belmont

Yongyan Li, University of Hong Kong

"The School Plans to Grow Aggressively": Chinese Business Schools Pursuing Growth through International Publication

This paper reports a study that examined texts produced by a range of high-ranking Chinese Business Schools (CBSs). The study looked for patterns across the texts by using content analysis facilitated by corpus tools to define different dimensions of social facts constructed around international publication and the selection of academics.

Tina Lin, City University of Hong Kong

Image Restoration Strategies in Disclosures of Work-Related Fatalities by Chinese and UK Firms: A Comparative Analysis

This study describes and compares the representation of work-related fatalities in CSR reports of Chinese and UK Fortune 500 firms. Based on Benoit's (1995) work in image restoration, the study highlights the difference in the expression of affective attitudes as a means of image repair by Chinese and UK firms.

Mohammed Albakry, Middle Tennessee State University

Kristi Caudill, Middle Tennessee State University

Textual Production of an Academic Self: Stance and Engagement Strategies in Grant and Fellowships Proposals

Based on a corpus of grant/fellowship proposals, this study investigates the discursive and linguistic resources used to project an academic self in the personal narratives of applicants. This study aims to shed light on how the more effective applicants manage to establish authority and relay their expertise to their audiences.

261. Tue 8:00-9:40

Paper Session

Columbia

Katie Bernstein, Arizona State University

Noah Katznelson, UC Berkeley

LPP Rebranding Bilingualism: Shifting Discourses in Language Education Policy and California's 2016 Election

In this presentation, we examine the ways in which the November 2016 ballot measure, California Education for a Global Economy Initiative (seeking to repeal Proposition 227), uses neoliberal discourse to "sell" multilingual education to California voters, and we consider the cost of this strategic move.

Stephanie Vandrick, University of San Francisco

LID Colonial Discourses of "The Exotic" in Missionary Settings and in ESL "Foods and Festivals" Approaches

This paper analyzes the concept of the "exotic" as colonial discourse, as found in two sites: memoirs of children of North American missionaries, and North American ESL classrooms using the "foods and festivals" approach. The

concept centers the West and the English language, and marginalizes other cultures and languages.

Peter Ecke, University of Arizona

Sonia Shiri, University of Arizona

LCS A Comparative Study of Intercultural Competence Development during Study Abroad in Europe and North Africa/Middle East

This study investigates and compares US students' perceptions of and attitudes towards their own culture and the host culture, their self-assessed intercultural competence, and their expectations and perceived progress in language and culture learning at the beginning and at the end of study abroad programs in German and Arabic.

262. Tue 8:00-9:40

RWL Paper Session

Doauglas Fir

Zheng Ma, Shanghai Maritime University

Shiyu Wu, Shanghai Jiao Tong University

A Cognitive Inquiry into the Short-Circuit Hypothesis in L2

Reading: A Paradigm of Online L2 Discourse Processing
L2 speakers who succeeded in transferring their reading comprehension skills to L2 also demonstrated good abilities in suppressing irrelevant information in order to follow the "causal chain" existing in narrative events.

Ryan Miller, Kent State University

Sihui Ke, Carnegie Mellon University

Morphological Awareness and Second Language Reading: A Meta-analysis of Correlation Coefficients

This meta-analysis investigates the extent to which and how morphological awareness (MA) contributes to second language reading development. It examined meta-correlations between L1 and L2 MA, between L2 MA and L2 reading subskills, and between L1 MA and L2 reading subskills, as well as moderator effects.

Hye Pae, University of Cincinnati

Xiao Luo, University of Cincinnati

Partial Information and Gestalt Perception: How Native and Nonnative Speakers of English Process Mutilated Texts in English

This study examined the effect of mutilated texts at the top and bottom on reading accuracy and speed among native speakers of Chinese, Korean, and English. Significant differences found among the three groups were explained through the activation-verification model (Paap et al., 1982) and L1 script effects.

263. Tue 8:00-9:40

PED Paper Session

Eugene

Nelleke Van Deusen-Scholl, Yale University

Stephane Charitos, Columbia University

Language Education and Global Institutions: Maintaining Diversity and Sustainability through Cross-Institutional Collaboration

Globalization has become a central issue for many institutions of higher education but has ironically been accompanied by a largely diminishing role for language education. We discuss a model for institutional resource sharing and curricular collaboration that may contribute toward stabilizing and maintaining a diversity of languages.

Gary Riley-Jones, Goldsmiths, University of London
Conceptions of Criticality in Fine Art and the Implications for English for Academic Purposes

Contextualising language through subject-specific texts is uncommon in Britain, resulting in a lack of engagement with disciplinary epistemologies, compounded by a lack of awareness of the epistemological foundations of EAP. Focusing on 'critical thinking', I discuss this position, how criticality is understood within Goldsmiths' Art Department, and implications for EAP.

Wen-Hsien Hsu, National Taiwan University
Developing EFL University Students' Group Presentation Skills Through Coached Rehearsal

For many ESL/EFL learners, giving a group presentation in English poses multiple challenges. Adopting a quasi-experimental design, this study investigated the effects of a pedagogic intervention—coached rehearsal—on tertiary EFL learners' development of group presentation competence. Suggestions for future research and implications for pedagogical practices are provided.

264. Tue 8:00-9:40

Paper Session

Hawthorne

Naoko Taguchi, Carnegie Mellon University
Maria Pia Gomez Laich, Carnegie Mellon University
Maria-Jose Arrufat-Marques, Universitat Jaume I

PRG Comprehension of Indirect Meaning in Spanish as a Foreign Language

This study investigated comprehension of indirect meaning among learners of L2 Spanish via an original computer-delivered multimedia listening test. The listening test assessed comprehension of three types of indirect meaning: indirect refusals, indirect opinions, and irony. Participants' comprehension was analyzed for accuracy and comprehension speed.

Ha Ram Kim, University of Illinois at Urbana-Champaign
ASE Investigating test-taker perceptions towards the peer-review section of a workshop-style writing placement test

This study investigates test-taker perceptions towards a peer-review section of a process-oriented writing placement test offered to newly admitted international students. Test-taker perceptions and attitudes were elicited through a post-test questionnaire, and results suggest that test-takers generally showed positive attitudes towards peer comments and their revised drafts reflected the suggestions.

Yeonsuk Cho, Educational Testing Service
Christine Luce, Educational Testing Service
Edward Getman, Educational Testing Service

ASE Effects of Printed Options on Listening Item Performance Among Young EFL Learners

We report on the findings of a study that investigated the effect of response option format (aural mode versus a combined visual and aural mode) on the performance on multiple-choice listening assessment items designed for young EFL learners. Results indicated no significant effect of option formats on test takers' performance.

265. Tue 8:00-9:40

Paper Session

Laurelhurst

Jessica Bradley, University of Leeds
Emilee Moore, University of Leeds

DIS Resemiotization and Creative Production: Extending the Translanguaging Lens

We explore resemitization in street arts and spoken word poetry. We draw on two sets of data collected as part of separate but related research projects, which both use linguistic ethnography as the guiding methodological approach, video data as a major analytical focus, and translanguaging as a central theoretical notion.

Carol Moder, Oklahoma State University

DIS Kicking the bucket list: Context, chunking, and language change

This study examines the diachronic pathway of development of two formulaic expressions, bucket list and beg the question. Through a detailed diachronic analysis of the expressions in discourse contexts, the study demonstrates that discourse context and inferencing are critical elements in both loss and emergence of dynamic new constructions.

Jingjing Hu, The University of Hong Kong

RWL Language Learners' Self-regulated Appropriation of Resources for Academic and Language Learning Challenges

The study draws on activity theory to explore how first-year secondary students regulated their appropriation of contextual and cognitive resources in response to academic and language learning challenges during the primary-secondary transition. The results will inform the development of pedagogical schemes to enhance their self-regulated strategic learning in challenging conditions.

266. Tue 8:00-9:40

Paper Session

Meadowlark

Hayriye Kayi-Aydar, University of Arizona
Stefan Vogel, University of Arizona
Elif Burhan Horasanli, University of Arizona
Angel Steadman, University of Arizona

SOC MA TESOL Students' Professional Identities Development: A Qualitative Study

This paper presents a qualitative study on MA TESOL students' professional identities development; more specifically, the study explores how six first-year graduate students' teaching experience in a first-year writing program and participation in an advanced TESOL methods seminar course have shaped participants' professional identities development as ESL teachers.

Lindy Comstock, UCLA

SLA Lexical and Prosodic Accommodation in Russian-American Political Discourse: Differences in the Acquisition of Pragmatic Resources by L2 and Heritage Speakers

The perception of phonological features, unlike lexical items, may relate to a critical period of acquisition, differentiating the resource chosen by L2 and heritage speakers for pragmatic accommodation. Russian and American political actors are assessed for their ability to utilize suprasegmental prosody versus a modal class of lexical items.

Isabelle Darcy, Indiana University

Vance Schaefer, The University of Mississippi

SLA Applying Newly Learned Second Language Dimensions to the Unknown: Influence of Second Language Mandarin Tones on Naïve Thai Tone Perception

L1 Mandarin speakers and L2 Mandarin learners with L1 English performed more accurately and faster on the naïve perception of Thai tones (cf., L1 English Non-learners). Thus, an L1 or L2 dimension can be extended to the naïve perception of that same dimension (cf., Feature Hypothesis, McAllister et al., 2002).

267. Tue 8:00-9:40

PED Paper Session

Medford

Kevin Kato, Arizona State University

Mark Hannah, Arizona State University

Para-expertise in L2 Writing Teacher Preparation: The Development of an Expert Non-expert Writing Teacher

This collaborative project between a professional writing teacher and a L2 writing researcher explores how writing teacher expertise can inform L2 writing teacher preparation. The study employs a "para-expertise" (Rice 2015) framework tracing how the professional writing teacher developed expertise in L2 writing to work more effectively with L2 writers.

Timothy Vetere, Pennsylvania State University

Matthew Poehner, Pennsylvania State University

Rewriting the Script of L2 Teacher Preparation: Promoting Pre-Service Teacher Development through Play-Based Zones of Proximal Development

Drama-based teaching methods were implemented in an L2 teacher education program in order to promote play-based Zone of Proximal Development activity among pre-service teachers, creating opportunities to, as Vygotsky argued, perform in play beyond their current abilities. Analysis examines participant perceptions of learners and also of themselves as language professionals.

Katie Angus, University of Southern Mississippi

Nicole Fikes, University of Southern Mississippi

The Reality of SLA Theory in Graduate Assistant Professional Development

This presentation will show trends in TAs' perception and participation regarding professional development opportunities related to SLA research. It will then focus on the case study of a novice TA as she tries to implement certain SLA concepts and theories studied in her own graduate coursework.

268. Tue 8:00-11:00

PED Colloquium: Global Perspectives on Research in English Language Teacher Education and Professional Development

Oregon A

Session Organizer: MaryAnn Christison, University of Utah

Discussant: David Nunan, University of Hong Kong

This colloquium brings together researchers focusing on English language teacher education and professional development in Denmark, Korea, Qatar, and the United States. The papers focus on the development of teacher identity, translanguaging, and language awareness in English as a medium of instruction (EMI) contexts.

Jodi Crandall, University of Maryland, Baltimore County

MaryAnn Christison, University of Utah

An Overview of Issues on Research in English Teacher Education and Professional Development

This presentation will discuss some of the issues that have emerged in L2 teacher education and professional development in recent years and provide an overview of research in language teacher cognition, teacher identity, reflection, classroom/teacher/action research, and language teacher learning through collaboration.

Jaehan Park, Pennsylvania State University

Faridah Pawan, Indiana University

Korean Professors' Pedagogical Efforts and Professional Development Needs in English-medium Instruction

Using observations, pre- and post-interviews, and document analysis, this classroom-based research study discusses Korean professors' preparation for teaching through English and the sources of pedagogical knowledge they draw upon, as well as their professional development needs as identified by the use of the Sheltered Instruction Observation Protocol (SIOP).

Joyce Kling, University of Copenhagen

English Medium Instruction (EMI): Non-native English-speaking Lecturers and Teacher Identity

This study presents a model of teacher identity for university lecturers in Denmark that resulted from a qualitative teacher cognition study focused on ten experienced lecturers in the natural sciences and their perceptions of professional identity, expertise, and authority in an English medium instruction (EMI) university setting.

Zohreh Eslami, Texas A&M University

Translanguaging for Teacher Development in Qatari Middle School Classrooms

This study discusses the use of a translanguaging approach to improve Qatari students' science literacy through a teacher development program focusing on strategic reading. The findings demonstrate the value of the translanguaging paradigm in providing teachers greater agency as both learners in the program and teachers in the classroom.

Kristen M Lindahl, The University of Texas at San Antonio
Teacher Language Awareness among K-12 US Educators of ELLs

Increasing numbers of K-12 English Language Learners (ELLs) have led to the need for changes in how teacher education programs prepare all educators. The described study explores the development of a knowledge base of the pre-service teachers and discusses how TLA might be developed during coursework.

269. Tue 8:00-9:40

LID Paper Session

Oregon B

Jeffrey Millar, University of Cincinnati

The Semiotics of Gentrification: Linguistic Landscape, Language Ideology, and Processes of Urban Renewal.

This paper combines an ethnographically enriched linguistic landscape study with the framework of language ideology to examine the mobilization of German language semiotic resources in the (re)making of place in the process of urban renewal in the 'formerly distressed' neighborhood of Over-the-Rhine (OTR) in Cincinnati, OH.

Jessica Somerville, Southern Connecticut State University

Francis Troyan, Ohio State University

Mileidis Gort, Ohio State University

Astrid Sambolin-Morales, University of Colorado at Boulder

Meilin Chong, Wheelock College

Alain Bengochea, University of Nevada, Las Vegas

Investigating Ideologies and Responsive Practices in Language Immersion Education for Emergent Bilinguals

This study investigates the language ecologies of elementary-age, emergent bilinguals (EBs) by documenting the language and literacy beliefs of caregivers and teachers as well as the nature and responsiveness of teachers' instructional practices to EBs with varying bilingual proficiencies in two language immersion programs in a Midwestern city.

Xiangying Huo, York University

"You Don't Look like a Professor": Challenges for a Non-Native English-Speaking Instructor in a Canadian Higher Education Writing Center

This presentation investigates challenges confronting a non-native English-speaking instructor at a Canadian higher education Writing Center and explores the root of the problems through the prism of a case study.

270. Tue 8:00-9:40

Paper Session

Oregon C

Honglin Chen, University of Wollongong

Sally Humphrey, Australian Catholic University

Lucy Macnaught, Australian Catholic University

EDU Linguistic inquiry: integrating explicit teaching of grammar in an inquiry-based curriculum

Explicit teaching of grammatical forms tends to be taken as being in opposition to meaning-oriented classroom activity. In this paper, we demonstrate how the dual focus of form and meaning may be retained through a metalanguage which investigates language choices for learning in an inquiry-based curriculum.

Hima Rawal, Michigan State University

EDU Preparing for Postsecondary Education: An Emotion-based Case Study of Two English Language Learners

This case study investigated the Emotions of two high school graduates regarding their preparation for postsecondary education during their high school years. This presentation will discuss the roles of sheltered courses, test preparation, teachers and counselors, and socio-economic status that affect their transition from high schools to colleges.

Nicholas Subtirelu, Georgetown University

LPP Spanish-English bilingualism on the US labor market: Raciolinguistic ideology and the devaluation of a minority language

Quantitative analysis of online job advertisements shows US demand for Spanish-English bilingualism is fairly prevalent but associated with a wage penalty. Qualitative analysis of descriptions of required language skills show they vary by income. This suggests a racialized devaluation of linguistic labor undertaken by and for US Latinas/os.

271. Tues 8:00-9:40

LCS Colloquium: When (moral) authority speaks:

Transdisciplinary perspectives on knowledge construction from India, Germany, and France

Oregon D

Session Organizers: Usree Bhattacharya, The University of Georgia / David Divita, Pomona College

Discussant: Richard Kern, University of California, Berkeley

This panel explores how individuals are socialized into ways of knowing and oriented towards moral dispositions through language. Spanning three countries and multiple languages, the authors in this panel draw on ethnographic methods to capture the ways in which knowledge is constructed, transmitted, and contested, both within and outside the classroom.

Usree Bhattacharya, The University of Georgia

Laura Sterponi, University of California, Berkeley

Morning ritual, moral order: Knowledge socialization at an Indian village school

This presentation focuses on two teachers' lectures during Morning Assembly in India, to demonstrate

how through the content, participation framework, and spatial and intercorporeal organization, the Morning Assembly mobilizes both knowledge and morality, shaping simultaneously the children's epistemic and moral orientations.

Irene Heidt, Hellenic American University

Between Bildung and Haram in a German Ethics class

This ethnographic study illustrates a clash of two differing discourses present in an ethics class at a high school in Berlin, Germany and how a multilingual teacher with an Iranian background and her 14 year old Muslim students construct and discuss knowledge and bring their respective moral worldviews into dialogue.

David Divita, Pomona College

Bidonvilles at the museum: Chronotopes, knowledge, and authority among Spanish seniors in Saint-Denis

The concept of chronotope is used to analyze data from a group of Spanish seniors during their visit to a museum. As they engage with one another, participants display various forms of knowledge about the exhibit's content, situating themselves within a dynamic social landscape comprised of varying centers of authority.

272. Tues 8:00-11:00

REM Colloquium: What Counts as Evidence in Applied Linguistics

Oregon F

Session Organizer: Kees de Bot, University of Groningen/ University of Pannonia

Discussant: Henry Widdowson, University of Vienna

The aim of the present colloquium is to bring together researchers from different areas of applied linguistics, and try to find out to what extent there is agreement or at least acceptance of different types of data and evidence.

Norman Segalowitz, Concordia University

Explanation in Experimental Research in Applied Linguistics: What Counts as Evidence

This talk addresses how experimental research in applied linguistics attempts to answer questions about mechanism and explanation, and how that, in turn, shapes what will count as evidence (beyond the usual reliability, validity and generalizability considerations of experimental research). Illustrative examples come from research on adult second language acquisition.

James Lantolf, The Pennsylvania State University

Methodology and Praxis: Evidence of L2 Development

Observation alone limits our understanding of a given reality, including L2 development. Praxis (unity of theory and practice) not only changes the reality, it also provides evidence that deepens our understanding of that reality. The presentation considers praxis in L2 developmental research.

Wander Lowie, University of Groningen

Marjolijn Verspoor, University of Groningen

Converging Evidence in the Time Domain

CDSST is a framework that focuses on how second language development evolves over time. Due to the iterative and nonlinear nature of development in the time dimension, evidence in this framework must be based on the identification of principal components of language development emerging from multiple case studies.

Laura Sabourin, University of Ottawa

Neurolinguistic Evidence: When Can you Tell if you have a Complete Picture?

Evidence in neurolinguistics can be direct brain-based evidence from brain recordings (e.g., haemodynamic or electromagnetic data) or indirect evidence that evaluates how brain trauma affects language use. In this presentation I will focus on data obtained from Event-Related brain Potentials (ERPs) and how this type of data can be evaluated.

Sylviane Granger, University of Louvain

What kind of Evidence does Learner Corpus Data Represent?

The aims of this presentation are to describe the type of evidence large electronic collections of spoken or written data produced by L2 learners provide and to assess the strengths and limitations of such evidence compared with that offered by other L2 data types.

Peter MacIntyre, Cape Breton University

Correlation as Evidence in Individual Difference Research in SLA

For individual differences research, correlation provides the evidence of choice. More complex expressions of correlation, from regression to structural equation modeling, share its core methodological strengths and weaknesses. When based on the best available measurement and methods, correlations provide valuable evidence that summarizes the strength of patterns in a sample.

Janus Mortensen, University of Copenhagen

Soren Wind Eskildsen, University of Southern Denmark

Johannes Wagner, University of Southern Denmark

What counts as Evidence in Conversation Analysis (CA)?

This paper presents Conversation Analysis (CA) and its epistemology. CA investigates members' social actions to understand social order. CA produces claims about accountable social practices – accountable for members of a society. Evidence is found in interaction where members are doing their business. Deviant cases may reinforce or challenge the claim.

273. Tues 8:00-11:00

LCS Colloquium: Multilingual families: Aspirations and Challenges

Oregon G

Session Organizer: Elizabeth Lanza, University of Oslo

Chair: Xiao Lan Curdt-Christiansen, The University of Reading

Discussant: Christina Higgins, University of Hawai'i at Manoa
This presentation examines the language practices of parents from different (linguistic) backgrounds in Brussels. Spoken data were collected from six parents with children in Dutch-medium education. The findings illustrate how parents use a complexity of multilingual practices and suggest how shared family linguistic practices foster family membership and ties.

Xiao Lan Curdt-Christiansen, The University of Reading
A tale of two countries: Family language policies in the UK and Singapore

This paper presents a comparative study of FLPs of bi/multilingual Chinese families in the UK and Singapore. Involving 73 families, the study shows that an overall English-dominant ideology prevails in the parental language management efforts despite the different sociolinguistic environments and educational systems in which the families are located.

Asa Palviainen, University of Jyväskylä
Mari Bergroth, University of Jyväskylä, Finland
"It was a clear choice to support Swedish". Agency, ideology and identity in Finnish bilingual families
The paper examines the discourses in nine bilingual Finnish/Swedish families where parents made an active choice to put their children in Swedish-medium minority preschools. It is argued that agency, identity and ideology in bilingual families interact in complex ways with the spheres of family, education and community.

Maria Antonina Obojska, University of Oslo
Judith Purkarthofer, University of Oslo
"Language is a sort of door which you go through" - language ideologies in transnational families in Norway
This paper discusses language ideologies in discourses (re)constructed by Norway-based Polish and German families. Drawing on Language Portraits and semi-structured interviews, it examines how families relate to languages in their lives and which language ideologies they invoke when explaining language choices in the context of their linguistic biographies.

Frieda Coetzee, University of Cape Town
Researching language socialization practices and family language policy in bilingual working class neighbourhoods in Cape Town, South Africa

The project explores language socialization practices around infants born to single adolescent mothers in Cape Town. The family structures and relationship dynamics between the young parents in this context raises questions with regards to language socialization as well as to related concerns about family language policy.

Luk Van Mensel, Université de Namur
The multilingual family repertoires of transcultural families: An interactional study

This presentation examines the language practices of parents from different (linguistic) backgrounds in Brussels. Spoken data were collected from six parents with children

in Dutch-medium education. The findings illustrate how parents use a complexity of multilingual practices and suggest how shared family linguistic practices foster family membership and ties.

274. Tue 8:00-9:40
BIHM Paper Session
Oregon H

Bianca Cung, University of California, Irvine
Julio Torres, University of California, Irvine
Comparing Advanced Heritage and L2 learners' Task Performance across Face-to-Face and Ichat Contexts
This study investigated the task performance of dyads comprised of advanced heritage language (HL) and L2 learners across face-to-face and Ichat environments. Participants completed two different versions of a decision-making task. Results suggest differences in the quality of task interaction according to learning environment and HL vs. L2 learner status.

Yang Xiao-Desai, San Francisco State University
The development of epistemic modality in heritage language writing
This study investigates the development of epistemic modality in written production by heritage learners of Chinese language, using data from a multi-year learner corpus of online blogs. Results revealed distinctive developmental patterns and variability. Methodological and pedagogical implications were discussed in light of pragmatic development in heritage language context.

Zhongkui Ju, University of Minnesota
Tara Fortune, University of Minnesota
Assessing and Exploring the Oral Proficiency of Early Total Mandarin Immersion Learners
This session examines findings on the median oral proficiency levels attained by 277 Mandarin immersion students in Kindergarten, Grade 2 and Grade 5, and from an additional in-depth analysis of selected focal students' learner language using measures of linguistic complexity and accuracy. Implications for Mandarin immersion classrooms will be discussed.

275. Tues 8:00-9:40
REM Colloquium: Methodology and Multimodal Research in Educational Settings
Oregon I

Session Organizers: Sarah Creider, New York University
Steinhardt / Mari Haneda, Pennsylvania State University
Discussant: Hansun Zhang Waring, Teachers College, Columbia University

This symposium addresses methodological and theoretical issues facing researchers whose work involves video-recordings of face-to-face interactions in educational settings. We examine questions such as what, among the seemingly infinite amount of semiotic data captured in video-recordings, to include in transcription; and how best

to represent and share the selected data.

Brandon Sherman, Endicott College of International Studies

Frances Nebus Bose, Pennsylvania State University

Mari Haneda, Pennsylvania State University

Representing Video-Recordings of Face-to-Face Interaction: Researcher Subjectivity and Reflexivity

This presentation examines representational variability in the transcription of video-recorded face-to-face interaction, particularly its effects on transcripts, and the interpretations we make of them. We report findings of an experiment in which five qualitative researchers with varied theoretical perspectives transcribed the same video-clip independently and compared their transcripts and interpretations.

Daisuke Kimura, Pennsylvania State University

Taiane Malabarba, UNISINOS

Joan Kelly Hall, Pennsylvania State University

Video Technologies in Research on Instructional Interaction and their Applications in Teacher Education

This presentation considers the use of video technologies in instructional research and practice. Following a survey of the status of audiovisual data, we offer practical recommendations for generating video data in instructional settings. We also share an online, corpus-driven resource that facilitates the collective use of data and transcripts.

Michael Amory, The Pennsylvania State University

Olesya Kisselev, Pennsylvania State University

Heuristic Considerations for the Transcription of Multimodality in Educational Settings

Drawing upon classroom interactional data, this presentation seeks to address methodological considerations of multimodal transcription. We present a transcription schema that we developed for gesture, designed to account for such considerations in achieving balance between preserving the details of talk and producing readable and accessible transcripts

274. Tue 8:00-9:05

Shared Shorter Paper Session 9

Pearl

Monika Chavez, University of Wisconsin at Madison

PED Candidate Identities in Language Advocacy and Public Discourse and Their Uptake in Students' Imaginations of Native Speakers and Fellow Learners

This presentation explores how learners' accounts of native speakers, fellow learners, and associated culture/s of different languages echo corresponding representations in institutional language advocacy and public discourse. It demonstrates that imagined candidate identities can encourage or discourage learners, even as notions of identity take a backseat in language advocacy.

Kie Yamamoto, Kanda University of International Studies

SOC Self-Access Learning Space: Building L2 Self-Image within a Imagined Community

While self-access learning centers (SALCs) have been

recognized as a form of promoting learner autonomy, its construct has not been fully investigated. The presenter will report a multiple case study of L2 learning experience within a SALC at a Japanese university and its effect on learners' L2 self-images and motivation.

Abdulrahman Alqefari, The University of Memphis

LCS Negotiating Saudi & American identities on Facebook

This study will investigate student immigrants' strategies in creating their identities on social media. Using Facebook as a data source, I will examine Facebook Status Updates to identify the identities that students claim, how they merge their home identities with their American culture, what factors influence indexing one identity over another

277. Tue 8:00-9:40

RWL Paper Session

Portland

Cong Zhang, Shandong University

Help Chinese Students in First Year Composition

Classrooms Succeed: Investigating Their Past Writing Instruction and Experience in Cram Schools

This study investigates how Chinese students prepared themselves for undergraduate studies in U.S. universities in terms of English writing in cram schools, and is hoped to help writing instructors know the needs of Chinese students better and help those students succeed in first year composition classrooms.

Jungwan Yoon, Pennsylvania State University

Intertextuality, logical argumentation, and form: How writing prompts influence student writing

This study investigates intertextual relationships between writing prompts and student writing. Analyzing macro and micro rhetorical features of ESL freshman writing assignments, this study sheds light on the importance of well-planned writing prompts by documenting how two task-similar prompts influence writers' rhetorical choices and critical thinking skills.

Ling Shi, University of British Columbia

Yanning Dong, University of British Columbia

Graduate Students' Paraphrasing in Chinese versus in English

This study analyzes 117 paraphrasing examples identified by 17 graduates (speaking Chinese as L1) in their research papers in Chinese and English to illustrate how these Chinese (n=66) and English (n=51) paraphrasing examples differ in the amount of textual borrowing, the types of content modifications, and citation use.

278. Tue 8:00-9:40

Paper Session

Salmon

Kathryn Wolf Accurso, University of Massachusetts Amherst

Meg Gebhard, University of Massachusetts, Amherst

EDU Reconceptualizing Teachers' Work: A Hallidayan Perspective of Social Semiotics in Action in an Urban High

School

This conceptual paper articulates a framework for re-conceptualizing teachers' work in the context of globalization by drawing on Halliday's theory of systemic functional linguistics (SFL) in action. The data analyzed come from an ethnographic study of multilingual refugees' disciplinary literacy practices in an urban high school in the United States.

Luciana de Oliveira, University of Miami
Marshall Klassen, Kanazawa Seiryō University
Michael Maune, University of Arkansas Community College at Hope-Texarkana

RWL Genres of the Common Core State Standards Student Writing Corpus: A Systemic Functional Linguistic Analysis

This study presents genre analysis of Common Core State Standards (CCSS) student writing exemplars from a Systemic Functional Linguistic perspective. The analysis reveals one genre unique to the U.S. educational context, multiple genre gaps in content area writing that raise disciplinary knowledge questions, and an ideology of liberal multiculturalism.

Joelle Pedersen, Boston College
Patrick Proctor, Boston College
Yalda Kaveh, Boston College
Renata Jones, Boston College

RWL Syntax Use in Small Group Discussions and Argumentative Writing of Bilingual Elementary Students

Using a Systemic Functional Linguistics-informed framework and discourse analysis, we explored how explicit syntax instruction and group discussion together support language development and argumentation skills across oral and written modes for elementary bilingual students. We found students' use of syntactic structures reflected growing linguistic awareness and influence of the prompt.

279. Tue 8:00-9:40

DIS Paper Session

Sunstone

Elham Monfaredi, University of Hawai'i at Manoa
Telling Story, Teaching Grammar in a Persian Language Classroom

In this paper I show how storytelling become a relevant form of topical talk in teaching grammar in a Persian language classroom and how the participants co-construct the telling from moment to moment through their interactional work.

Mary Avalos, University of Miami
Loren Jones, University of Miami

Facilitating diverse students' discourse during mathematics discussions: What do teacher questions have to do with it?

This paper presents results of a discourse analysis exploring a teachers' use of questions and her linguistically diverse students' responses during mathematics discussions. Results indicate specific question types facilitated more student discussion and interaction,

positively changing the dynamics of the classroom and learning environment. Instructional implications are provided.

Galyna Kogut, National Institute of Education, Singapore
A Bakhtinian analysis of teacher-student interactions in an EL unit: What constitutes an utterance in classroom talk?

This paper discusses the conceptual and methodological issues of analyzing classroom discourse through Bakhtin's concept of "utterance". Examples are drawn from one unit of English language lessons in a multilingual educational system. The analysis aims to illuminate difficulties and potentialities of Bakhtin's theoretical notions for understanding classroom discourse.

280. Tue 8:00-9:40

SOC Paper Session

Willamette

Tiina Räisänen, University of Jyväskylä
Developing Professional Communicative Repertoire and Intercultural Communicative Competence. A Longitudinal Ethnographic Study of a Finnish Engineer's Working Life Practices

This paper draws on a longitudinal ethnographic study (2003-2016, currently postdoctoral project) on the construction of a group of Finnish engineers' professional communicative repertoires within and across speech events and timescales. It illustrates the changes in discursive and interactional identity work over time and the development of intercultural communicative competence.

Johanna Woydack, Vienna University of Economics and Business
Interactive professionals: exploring language management in a multilingual London call center

This paper explores the importance of scripts for the language management of a multilingual workforce in a multilingual call center. Not only are scripts shown to help agents with language learning but fluency is conceptualized as the ability to improvise around and interact with a script.

Bill Rivers, JNCL-NCLIS
Catherine Pulupa, University of Maryland
Rebecca Damari, University of Maryland
The Demand for Early-Career Hires with Language and Culture Skills: A Survey of U.S. Hiring Managers

We examine results from a survey of 2100 HR personnel, describing the reported demand for new hires with language skills, cultural skills, and experience living abroad. We identify significant relationships between demand for these skills and organization factors including size, economic sector, entry-level global positions, and academic major.

281. Tues 8:30-10:00

REM Colloquium: Longitudinal Qualitative Research in Applied Linguistics

Mt. Hood

Session Organizer: Yasuko Kanno, Boston University
Chair: Yasuko Kanno, Boston University
Discussant: Bonny Norton, University of British Columbia
Although longitudinal qualitative research (LQR) has played an important role in the field of applied linguistics, we rarely engage in discussion of the place of LQR in the field. Four applied linguists who are known for their LQR studies will discuss the benefits and challenges of this research method.

Amanda Kibler, University of Virginia
Longitudinal Insights into Interactional Histories
In this presentation, I reflect on the professional and scholarly affordances, challenges, and complexities of doing LQR, based on an eight-year study I undertook in the U.S. with five Spanish-speaking adolescents classified as "English learners," focusing on their language and literacy development in secondary and postsecondary settings.

Yasuko Kanno, Boston University
Honoring and Battling with Time in Tracking U.S. High School English Learners' College Transition
Based on my three-year ethnography of U.S. high school English learners' transition to college, I describe how LQR researchers both honor and battle with time. LQR produces thick, complex data that can amply support the researcher's assertions. But LQR is also growing increasingly incompatible with the corporatization of U.S. academia.

Linda Harklau, University of Georgia
Anna Yang, University of Georgia
Longitudinal language education policy analysis: Strengths and challenges
Using examples from a four-year study of schools implementing changes in EL instructional policies while participating in a professional development program, this paper points out unique benefits and challenges of longitudinal qualitative research on language education policy processes as they are negotiated at the local institutional and classroom level.

Martha Bigelow, University of Minnesota
Longitudinal Qualitative Research with Refugee-Background Youth
This presentation will be a retrospective on my LQR in Somali communities. I will discuss the evolution of a research program, and what happens when a researcher doesn't really leave the research site. As a graduate student mentor, I will offer insights on doing LQR within time and resource-constrained studies.

283. Tue 9:10-9:40
ASE Paper Session
Pearl

Troy Cox, Brigham Young University
Jacob Barrows, Brigham Young University
The Effect of Prompt Accent on Elicited Imitation

Assessments in English as a Second Language
This study examined how the accent of Elicited Imitation (EI) prompts in three varieties of English: American English, Australian English, and British English affected test difficulty in a 63-item EI test that was administered to 232 English language learners with varying degrees of exposure to the different varieties.

284. Tue 10:10-11:15
VOC Paper Session
Belmont

Xinyuan Yang, Texas A&M University
Li-Jen Kuo, Texas A&M University
Yih-Lin Jiang, Soochow University
Zhuo Chen, Texas A&M University
The Relationship between Reading Frequency and L2 Vocabulary Development: The Role of Affective Factors
It is well-established in L1 and L2 literacy literature that reading frequency contributes to vocabulary development through incidental learning. However, little has been researched on how affective factors may mediate this relationship. The present study addresses this gap by conducting a longitudinal study with adult EFL learners in Taiwan.

Elke Peters, KU Leuven
The effect of out-of-class exposure on learners' vocabulary size
This study explores the effect of out-of-class exposure to the foreign language on Flemish Dutch-speaking learners' vocabulary size in English and French. The findings showed that learners have massive exposure to English, but not to French, resulting in a larger vocabulary size in English than in French.

285. Tue 10:10-11:15
REM Paper Session
Columbia

Aree Manosuthikit, The National Institute of Development Administration
Negotiating Reflexive Positions in Community Research on Language Maintenance and Shift
This paper explores how a Thai researcher negotiated her reflexive positioning vis-à-vis the divergent language ideologies and practices of Burmese community members, and how such positioning negotiation resulted in her advocacy swing between two opposing theoretical stances: the minority language rights discourse and the postmodern perspective on multilingualism.

Hissah Alruwaili, Lancaster University
Diane Potts, Lancaster University
Noura Alghamdi, Lancaster University
Digital methods and social taboos: Issues facing ethnographic researchers in sensitive contexts
Drawing on data from two Saudi research projects, this presentation explores methodological issues facing ethnographic researchers when using digital methods in

sensitive contexts. Challenges related to confidentiality and the need for male guardians' consent, collecting and analyzing social media texts, and documentation of multimodal practices without video data are discussed.

286. Tue 10:10-11:15

SLA Paper Session

Douglas Fir

Ju Seong (John), University of Illinois at Urbana-Champaign

Mark Dressman, University of Illinois Urbana-Champaign

The English Acquisition of Moroccan Youth: Languages, Literacy, and an Invisible University

A three-year study of English among Moroccan university students indicates that their remarkable spoken proficiency is due to reliance on digital resources such as satellite television and the Internet. Lower literate than spoken proficiency in English corresponds to a lack of native literacy and low proficiency in Arabic and French.

Jette Hansen Edwards, Chinese University of Hong Kong

Mary Zampini, Le Moyne College

Caitlin Cunningham, Le Moyne College

The Intelligibility, Accentedness, and Comprehensibility of Asian Englishes

This talk will examine how English speakers from a variety of backgrounds perceive different Asian Englishes as well as how American English is perceived by listeners from Asia. The results will focus on intelligibility, accentedness, comprehensibility, and other factors, and implications for pedagogy will be discussed.

287. Tue 10:10-11:15

PED Paper Session

Eugene

Gerriet Janssen, Universidad de los Andes-Colombia

Valerie Meier, University of California at Santa Barbara

English for Research Publication Purposes Tutoring at one Colombian University: What Maximal Text Histories Reveal about PhD Students and Professors

This paper reports on the second cycle of an action research project and presents two maximal text histories focusing on how PhD and professor writers differently used English for Research Publication Purposes tutoring. While both groups faced linguistic challenges, they were different in terms of their approaches to writing.

Ke Zhao, Shanghai University of Finance and Economics

Using Learning-Oriented Peer Assessment Loop in English Academic Writing Classes in China

This study examined the role of a designed social constructivist learning environment utilizing a learning-oriented peer-assessment loop, emphasizing the role of teacher-student co-constructed rubrics in writing, peer review, and reflections, on students' academic writing competence in Chinese EFL settings.

288. Tue 10:10-11:15

Paper Session

Hawthorne

Dong-shin Shin, University of Cincinnati

Tony Cimasko, Miami University

TEC Multimodal Writing in an L2 Writing Classroom: A Critical Examination of Authorial Agency

This study critically examines the relationship between expanded semiotic resources and authorial agency in multimodal writing, through college ESL students' designing processes of argumentative digital videos. It will share students' videos, focusing on discourses and contextual factors that have shaped their modal choices, rhetorical decisions, and authorial stances.

Addie China, University of South Florida

DIS Visual and linguistic meaning-making on social media: Beyoncé as a semiotic resource in Twitter, tumblr, and Pinterest

This paper explores an instance of searchable talk, #Beyoncé, across Twitter, tumblr, and Pinterest. Through a multimodal discourse analysis combining linguistic and arts-based methods, I ask how visual and linguistic choices operate in these different social networking sites and illustrate how #Beyoncé becomes a site of visual and linguistic indexicality.

289. Tue 10:10-11:15

LCS Paper Session

Laurelhurst

Jessie Curtis, Rutgers University Graduate School of Education

Christelle Palpacuer Lee, Rutgers Graduate School of Education

Language Education for Engagement: Facilitating Intercultural Citizenship through Service-Learning

This qualitative study explores service-learning as a context for facilitating language teachers' intercultural citizenship. Narrative data highlight the voices of pre-service teachers and emergent bilingual families as they collaborate on an English-focused project. Case studies illustrate the powerful convergence of language education and intercultural citizenship goals, through justice-oriented service-learning.

Yi-Ju Lai, University of Minnesota

"I Don't Know If": Imperfect Second Language Socialization in a Graduate-Level Class

This second language socialization study examines ethnographically how newcomers learn from "imperfect" oldtimers in a graduate-level research presentation class. Findings suggest that socialization occurs even in "imperfect" language-mediated interactions where oldtimers lack full command of academic discourse practices and newcomers challenge oldtimers' knowledge and construct oppositional linguistic practices and identities.

290. Tue 10:10-11:15

TXT Paper Session

Meadowlark

Csilla Weninger, Nanyang Technological University
Critical Language Textbook Analysis: Moving to a Multimodal Perspective

Two conceptualizations of meaning within critical multimodal analyses of language textbooks have emerged: 'representation' and 'meaning potential'. It is argued that to demonstrate the ideological nature of semiosis analysts should examine the interplay of multimodal representation, multimodal meaning potential and the pedagogic tasks within which they are embedded.

Yoo Young Ahn, Indiana University Bloomington
The discursive construction of CLT and NNESTs in introductory language teaching textbooks and Korean secondary English educational policy

To investigate the construction of discourses around EFL communicative language teaching and NNESTs, four introductory language teaching textbooks considered must-reads for Korean secondary pre-service English teachers and national curriculum were analyzed within a framework of discursive psychology. Potential influences of the textbook discourses on pre-service teachers will be discussed.

291. Tue 10:10-11:15

Paper Session

Medford

Maricel Santos, San Francisco State University
Casey Keck, Boise State University
Robert Kohls, San Francisco State University

EDU The social turn in SLA course pedagogy

This presentation examines how the 'social turn' (Atkinson, 2011; Johnson, 2006) has influenced SLA pedagogy in L2 teacher education programs. This presentation discusses key pedagogical approaches (e.g., service-learning), sample course assignments, and classroom activities that aim to harness sociopolitical/sociohistorical views on language learning and teacher growth.

Jodi Weber, University of Georgia
Paula Mellom, University of Georgia
Rebecca Gokee, University of Georgia
Diego Boada, University of Georgia

TEC Leveraging an online community: The role of technology to mediate international teacher collaboration and improve students' linguistic competence

This qualitative case study explores how 14 teachers have established an international community of practice (CoP) around the Instructional Conversation (IC) pedagogy to improve their students' linguistic and academic competence. The CoP is mediated through an online social networking site and a mobile instant messaging app.

292. Tue 10:10-11:15

REM Paper Session

Mt. Hood

Bahiyiyih Hardacre, California State University, Los Angeles
The Role of Psychophysiological Individual Differences in Turn Taking and Holding the Floor

Behaviors during social interactions are shaped by psychological characteristics of individual personality traits, and are also correlated with heart rate variability. The investigation of individual psychophysiological characteristics of people participating in a video-recorded and transcribed conversation may help conversation analysts describe such interactions beyond the immediate context of the talk.

Jean Wong, The College of New Jersey
Douglas Macbeth, Ohio State University
The Epistemic Critique of CA: Whither CA's 'Next Turn Procedure'?

This paper examines the Epistemic critique of CA's 'next turn proof procedure' for its failure to address the 'action formation' problem (Heritage, 2012). It does so by examining the Epistemic treatment of assessment sequences, and finds a retreat from sequential analysis and a [re]turn to the analysis of single turns.

293. Tue 10:10-11:15

Paper Session

Oregon B

Elise DuBord, University of Northern Iowa
DIS Bilingual Tricksters: Conflicting Perceptions of Bilingualism in the Informal Labor Economy

This presentation examines the socioeconomic benefits and burdens of bilingualism for day laborers in the Southwest. As language brokers, bilingual workers gained greater access to English-speaking employers but often lost the trust of Spanish-speaking peers, which reinforced the dominant status of English without resulting in higher wages for bilinguals.

Donald Allison, Washington State University
LID Gender, language, and culture ideologies expressed through language use of Mexican Migrant and Seasonal Farmworker Men Concerning HIV/AIDS

To understand the social constructs of gender and culture, this qualitative, ethnographic study evaluates the perceptions and experiences male Mexican migrant and seasonal farmworkers (MMSF) living in the US have surrounding HIV/AIDS by examining language through narrative analysis. I discuss my own positionality as insider and outsider and non-native Spanish-speaker.

294. Tue 10:10-11:15

LPP Paper Session

Oregon C

Bedrettin Yazan, University of Alabama, Tuscaloosa
Melike Uzum, Baskent University
Ottoman Turkish in High School Curriculum in Turkey: a

Neo-Ottomanist Language Policy

Theoretically grounded in Spolsky's (2009) and Shohamy's (2006) work on language policy, this presentation provides an analysis of the integration of Ottoman Turkish in the high school curriculum in Turkey. The presenter shares three major observations about this language education policy by unpacking its relevant historical, political, and social undercurrents.

*Ashley Ekers, Tennessee Foreign Language Institute
Eric Friginal, Georgia State University*

Exploring of the Linguistic Landscape of the University of Kwa-Zulu Natal, South Africa

This study explores the linguistic landscape of the University of Kwa-Zulu Natal in Durban, South Africa to illustrate the ways in which the university's language policies are supported or contested by official and non-official entities and individuals. Policy implications on multilingualism and linguistic ecology will be discussed.

295. Tue 10:10-11:15

Paper Session

Oregon D

Masuko Miiyahara, International Christian University

REM Narratives in Language Learning Research: A Dialogue towards building a Reflexive Framework

Methodological issues that emerge in the process of narrative inquiry in language learning research warrant much discussion. How/to what extent researchers are able to make explicit their theoretical stance is crucial. The importance of developing a critical reflective framework that is fed into all stages of the research is argued.

Keiko Konoeda, Bates College

PED "Designing" by multilingual users: Multilingual users' resources in multimodal composition

Drawing on a qualitative case study of a digital storytelling project conducted in a college intermediate foreign language course, this paper theorizes how the variety of Available Designs of meaning interrelate. The paper builds on and complicates Kern's (2015) model of material, social, and individual resources.

296. Tue 10:10-11:15

BIHM Paper Session

Oregon H

Shu-Ling Wu, Southern Illinois University Carbondale

The Planning, Implementation, and Assessment of an International Internship Program

The action research case study reported the planning, implementation, and assessment of an international internship program. The results showed that the action interventions effectively facilitated self-regulation and learner agency. It provides a model for administering international internships and offers information about the advantages and challenges of serving in internships abroad.

Yoshiko Mori, Georgetown University

The role of family-related factors in L1 and L2 vocabulary development in Japanese heritage language learners in the United States

The results revealed that parental involvement has the greatest impact on L1 Japanese development, whereas linguistic factors have a stronger impact on the acquisition of the mainstream language.

297. Tue 10:10-11:15

REM Paper Session

Oregon I

Tasha Darbes, Pace University

Participatory Action Research: Value and Challenges for Applied Linguistics

This paper will explore methodological issues of using Participatory Action Research in applied linguistics research, in particular the challenges and value of positioning members of a linguistic community as active co-researchers rather than objects of research.

Meixiu Zhang, Northern Arizona University

Luke Plonsky, Georgetown University

Meishan Chen, Northern Arizona University

Deirdre Derrick, Northern Arizona University

Romy Ghanem, Northern Arizona University

Dan Brown, Northern Arizona University

Erin Schnur, Northern Arizona University

Daniel Isbell, Michigan State University

Maria Nelly Gutierrez Aroizu, Northern Arizona University

Quantitative data ethics in applied linguistics: Sins of omission and commission

Complementary to the field's growing body of methodological syntheses, we report on a survey of applied linguists' (N=364) data handling and reporting practices. Among other results, one in six applied linguists reported to fabricating or falsifying data. We propose methodological reform for the field as a matter of urgency.

298. Tue 10:10-11:15

Shared Shorter Paper Session 10

Pearl

Gwan-Hyeok Im, Queen's University

ASE Consequential Validity Reconsidered

As an argument-based validation approach has its limitations to address the situations where language tests are used to achieve certain political ends, this presentation attempts to reconceptualize consequential validity adopting policy analysis framework in a manner that examines values and (potential) consequences of language testing ad hoc.

Tae-Young Kim, Chung-Ang University

Miso Kim, Pennsylvania State University

Duk-In Choi, Chung-Ang University

LCS South Korean Jobseekers' Perception of TOEIC and (De)motivation to Study for TOEIC in Neoliberal Corporate Labor Markets

The quantitative study examines South Korean jobseekers' socio-economic perception of TOEIC, motivation and demotivation factors to study for TOEIC, and the relations among the factors and TOEIC scores. Statistical analyses of 252 participants' questionnaire revealed that TOEIC was perceived as instruments, and jobseekers' motivation did not result in higher scores.

Paul Miller, Akita International University
Wei Pan, Duke University

PED A Meta-Analytic Review of Explicit Corrective Feedback in the L2 Classroom

This study presents the results of a meta-analytic review of the current research on explicit oral correction in the L2 classroom in an effort to answer the question: does explicit corrective feedback have a positive effect on the learning of a second language?

299. Tue 10:10-11:15

DIS Paper Session
Portland

Christopher Van Booven, New York University

Interactional Affordances Across Contexts: A Comparative Microanalysis of Second Language Interaction in the Study Abroad Homestay and the Language Classroom

This paper presents a comparative analysis of a study abroad participant's naturally-occurring second language interactions in the homestay and the language classroom during a semester-length program in the Dominican Republic. This work aims to better specify what second language interactional opportunities are uniquely afforded in each of the two contexts.

Lara Bryfonski, Georgetown University

Peer Alignment and Interactional Teamwork in Informal Study Abroad Conversation Groups

This study utilizes discourse analysis to examine how peer language learners utilize interactive teamwork to negotiate for meaning and resolve misunderstandings during study abroad conversation groups. Analysis of the data reveals that peers exhibit the features of supportive alignment including: ratifying, repeating and reformulating other's utterances, and collaborative sentence building.

300. Tue 10:10-11:15

Paper Session
Salmon

Jihua Dong, University of Auckland

DIS Construing Evaluation through Patterns: Register-Specific Variations of Evaluative It-Extrapolation

This article takes a corpus-based perspective and investigates the variations in the extrapolated clauses through the lens of the Appraisal system in SFL, across six different registers in the British National Corpus. The results show significant differences in the occurrences and distribution of this pattern across the six registers.

Mandy Menke, University of Minnesota

RWL Finding Her Voice: Developing an Authoritative Stance in FL Academic Writing

This study explores how one Spanish Studies major creates an authoritative stance in academic writing over the course of the major. Longitudinal analysis reveals a limited range of resources and an absence of nominalization, a hallmark of academic writing. Connections to previous work and proposed curricular reforms will be made.

301. Tue 10:10-11:15

Paper Session

Sunstone

Cheri Chan, The University of Hong Kong

Gary Harfitt, The University of Hong Kong

Scarlet Poon, The University of Hong Kong

Arthur Lee Man-sang, The University of Hong Kong

Kennedy Kam Ho Chan, The University of Hong Kong

Dennis Fung Chun-lok, The University of Hong Kong

Ida Mok Ah-chee, The University of Hong Kong

Amy Tsui Bik-may, The University of Hong Kong

Valerie W.Y. Yip, The University of Hong Kong

SLA Speaking Metaphorically? Language and Conceptual Awareness in L2 Mathematics and Science Junior High Classroom Talk

This paper reports on a qualitative study of metaphor use in junior high English-medium Mathematics and Science L2 classroom talk in Hong Kong. Findings are discussed in relation to the potential of metaphors in heightening language and conceptual awareness in the teaching and learning of content subjects.

Kara Moranski, The University of Pennsylvania

Paul Toth, Temple University

Yohana Gil-Berrio, Temple University

PRG The impact of "pragmatics-related episodes" on language-related episodes in L2 Spanish peer interaction.

This study identifies "pragmatics related episodes," where L2 learners explicitly negotiate task goals and procedures, as prerequisites for form-focused "language related episodes". The interactions of four groups of 2-4 adolescent L2 Spanish classroom learners show that active pragmatic negotiation is associated with more frequent accurate use of the target structure.

302. Tue 10:10-11:15

Paper Session

Willamette

Mengying Liu, University of Minnesota

LPP Policy as practice: Language Policy in a Community-based Chinese Heritage Language Classroom

This case study explored the mechanisms through which language policies were created and implemented in a community-based Chinese heritage language (CHL) school. This study aims to contribute to the understanding of policy creation and implementation in classrooms, and to inform Chinese heritage language teaching in general.

Anna Joaquin, California State University, Northridge
LMR A Cognitive Perspective of Language Shift and Maintenance

Through two case studies, Ishkashimi spoken in Afghanistan and Veneto spoken by Chipileños in Mexico, this presentation explores the dynamics of language shifts and maintenance occurring as the result of our biological endowments interacting with culture, society, individual motivation, and investments, thus instructing the brain to shift and/or adapt.

303. Tue 1:30-2:35

Paper Session

Belmont

Stuart McLean, Kansai University

Brandon Lee Kramer, Temple University, Japan

VOC The Word Family or the Lemma? Evidence for the Adoption of the Lemma With Japanese EFL University Students.

Japanese EFL learners (N = 279) completed a meaning-recall test of inflected and derived forms. Results suggest that the lemma and two high-frequency affixes make up an appropriate word counting unit for use across students of various lexical proficiencies, and that derivational word knowledge is partially base word dependent.

Elnaz Kia, Northern Arizona University

Valeriia Bogorevich, Northern Arizona University

COR Discourse Functions of Pragmatic Routines in Academic Group Discussions: A Corpus-Based Approach

This study investigates the use of pragmatic routines used in group academic discussions selected from ESL textbooks (Bardovi-Harlig et al., 2014) in a corpus of American spoken academic English. Drawing on a discourse analysis approach, functions of the expressions are discussed. Implications for creating authentic speaking prompts are also presented.

Paul Sebastian, The College of Idaho

SOC Signs of Life: Evidence of Asturiano on the Linguistic Landscape of Asturias, Spain

This presentation will summarize findings from a research project which sought to find evidence of Asturiano, an endangered language, on the linguistic landscape of four cities located in the Asturias region of Spain. Issues of representation and language vitality are discussed based on photographic documentation of these areas.

304. Tue 1:30-2:35

Paper Session

Columbia

Hairong Shang-Butler, University of Rochester

Jianqiao Li, University of Rochester

Xiaojuan Lang, University of Rochester

LCS Academic Freedom in Writing - a Fortune or a Misfortune in Disguise for Chinese Graduate Students?

This qualitative study explores Chinese graduate students' experiences with academic freedom in writing.

Drawing on social practice and capital theories, we found academic freedom was an academic culture shock and Chinese students directly associated freedom with lack of mentoring. However, they could manage academic freedom through mobilizing various social capitals.

Anne Micheau Calderon, Catholic University of America

COG Depth of processing, type of linguistic item, and L2 development: Testing Leow's (2015) ISLA model

Eye-tracking and think-alouds were employed to investigate the relationship between depth of processing and recognition, written production, and comprehension of a grammatical form and lexical items in a reading. Results suggest that depth of processing may influence intake processing and the incorporation of intake into the developing system.

Payman Vafae, Second Language Testing Inc.

ASE The Role of Linguistic and Cognitive Factors in Second Language Listening Comprehension

The main purpose of the current study was to examine the relative significance of vocabulary knowledge and syntactic knowledge in explaining L2 listening comprehension ability. The results revealed a significant role for both linguistic factors in L2 listening comprehension, which differs from findings from previous empirical studies

305. Tue 1:30-2:35

Paper Session

Douglas Fir

Shingo Mahatme, Kyoto University

SLA Causal and semantic relatedness effects on L2 text processing and memory: Evidence from self-paced reading and recall

The present study investigated how causal and semantic relatedness between sentences affect text processing (reading times) and memory (recall performance) among Japanese learners of English. Results revealed that causal relatedness had a strong effect on text processing and memory, but semantic relatedness worked differently for processing and memory.

David Klayton, University of Groningen

Wander Lowie, University of Groningen

Henderika Plat, University of Groningen

SLA Bilingual Self-Paced Reading Dynamics in Adolescents with Developmental Dyslexia

The presentation will briefly review the relevance of dynamic analyses in reading fluency. Focus will then primarily be given to the methodological details of the study. The results will be discussed in terms of implications for each research question as well as general implications for reading fluency and dyslexia research.

Akiko Hagiwara, Tokyo University of Pharmacy and Life Sciences

Junko Nakamura, Matsumoto University

PRG Cancelling an appointment in Japanese: How to mitigate the FTA of cancellation

In Japanese, which has an elaborate system of honorifics, performing speech acts is often difficult. This study examines the use of honorifics and formulaic expressions to describe a difficult situation in life, such as accidents and bereavements, and argues social status directly affects the language use in Japanese.

306. Tue 1:30-2:35

Paper Session

Eugene

Farzaneh Salehi, University of Ottawa

PED More than just A journey: An existential approach to L2 metaphor understanding

This paper introduces an existential, hermeneutic approach to L2 metaphor understanding. Unlike the dominant cognitive approach which is focused on universal experiences, this approach attends to individual experiences of understanding metaphors. The findings suggest the use of a hermeneutic approach in multicultural settings offers new insights into L2 metaphor understanding.

Alastair Henry, University West

PED The Triggering of Students' Transportable Identities in Classroom Interaction: The Role of Teacher Self-revelation

The teacher's own orientation to a transportable identity is important in creating conditions for triggering students' transportable identities, and generating motivation. Examinations of a dataset including 257 classroom observations show how, in classrooms where students are motivated, teachers reveal aspects of their private identities in different and subtle ways.

Mohammad Naseh Nasrollahi Shahri, Pennsylvania State University

TEC Language Teaching, Instagram and the Local Indexicalities of English

The presentation reports on a cyber ethnography of an EFL teaching page on the social networking site Instagram. Using multimodal analysis and positioning theory the study presented on reveals the cultural indexicalities of English and the emergence of the subject position teacher/celebrity.

307. Tue 1:30-2:35

ASE Paper Session

Hawthorne

Dea Jespersen, Syvestjerneskoln

Slobodanka Dimova, University of Copenhagen

L2 Writing Tasks with Internet Access: Implications for Teaching and Assessment

This study investigates ninth-graders' performances and perceptions of French L2 writing assessment tasks with Internet access (IA). A crossed and nested design was applied to administer two tasks with and without IA to 32 students, and task scores, window tracker logs, and student surveys were analyzed.

Yi Mei, Queen's University

Examining Essay Rating of a High-Stakes English Test: A Sociocultural Perspective

This study drew on cultural-historical activity theory and explored raters' essay rating at one provincial rating centre in China within the context of a high-stakes university entrance English test. Findings highlight a two-level conceptualization of rating activity, illustrating the value of adopting a sociocultural view in essay rating research.

William Eggington, Brigham Young University

Sunok Kim, Pai Chai University

TXT Textual analysis of Korean ESL and English L1 university writing using a collaborative trans-"sub"-disciplinary research model

We present the results of a collaborative discourse analysis of university first-year Korean and American student, unedited writing in English that eventually developed into a rewarding field-work/informant ethnographic model that helped us see the ways that first language, culture and experience influence writers from all backgrounds.

308. Tue 1:30-2:35

Paper Session

Laurelhurst

Jun Lei, Guangdong University of Foreign Studies

Guangwei Hu, Nanyang Technology University

LCS Reframing Doctoral Students' Challenges in Scholarly Publishing from an Activity Theory Perspective

Drawing on Activity Theory, this paper reports a multiple-case study on doctoral students' challenges in scholarly publishing. The study reveals tensions concerning developing doctoral students into autonomous knowledge-contributing researchers while timely graduating them and having their knowledge contributions published, and doctoral students' dual roles as student and expert researchers.

Marina Lepekhova, The University of Mississippi

Natalya Watson, Northeastern University of Boston

Maria Thomas-Ruzic, University of Colorado

LCS Russian Writers' Identities in Statements of Purpose

Framed in discourse, genre and text analysis approaches, this paper discusses findings from the authors' qualitative study of Russian student applicants' identity construction through their statements of purpose when applying to graduate programs in US universities.

Colleen Hamilton, University of Wisconsin-Madison

EDU Bilingual Youth's Critical Awareness and Identity Work on the Path to College: Implications for Educators

Building on research privileging cultural-historical, dynamic, and critical views of bilingualism, this ethnographic study explores how Spanish-English bilingual youth navigated systemic barriers and improvised translanguaging opportunities throughout their schooling. Participant insights invite educators to reexamine how, which, and whose bilingualism counts in schooling contexts.

309. Tue 1:30-2:35

Paper Session

Meadowlark

Sinem Sonsaat, Iowa State University

John Levis, Iowa State University

BIHM The effect of orthography on bilingual learners' pronunciation

Bilinguals may activate phonological structures of one language while speaking the other. This study examined English-speaking German learners' performance with orthographically identical cognates, near cognates, and non-cognates. The results showed that the pronunciation of cognates and near cognates were most influenced from English representations, while non-cognates had more German-like productions.

Rurik Tywoniu, Georgia State University

COG The role of proficiency and word order in event construal and recall.

This study examines the interaction between word order in language input, language proficiency, and the interpretation and recall of propositional entities and relationships using priming sentences and non-linguistic visual stimuli.

Mari Sakai, Georgetown University

COG The connection between perception and production: Training both modalities in strict isolation

Native speakers of Spanish underwent training on the English vowels /i/ and /t/ under three conditions: perception-only training, production-only training, and production-only training while wearing noise-canceling headphones. Results show that a strictly controlled training in one modality positively transfers to the other modality.

310. Tue 1:30-2:35

TEC Paper Session

Medford

Lara Ducate, University of South Carolina

Nike Arnold, Portland State University

Beliefs, Knowledge and Practices in Preservice Teacher CALL Development

This presentation reports on a longitudinal study investigating the beliefs, knowledge and pedagogical practices of preservice teachers regarding their training in computer-assisted language learning. In addition to sharing the findings, presenters will discuss their experiences using teacher cognition as a framework and concept maps as data to inform their study.

Ai-Chu Ding, Indiana University Bloomington

Teachers' Pedagogical Beliefs and Practices with Regards to Using Technology in EFL Teaching

Using multiple-case research design, this qualitative research seeks to provide a rich descriptive account of EFL teachers' content-specific pedagogical beliefs and technology integration practices and to uncover the patterns that might suggest a relationship between their content-specific pedagogical beliefs and their technology integration practices.

311. Tue 1:30-2:35

Paper Session

Mt. Hood

Shaun Ko, Texas A&M University

Zohreh Eslami, Texas A&M University

TEC Second Language Pragmatic Development in Multiuser Virtual Environments

Based on a systematic literature review, we examined the potential for L2 pragmatic development. Findings support the facilitative effect of MUVES for authentic language interaction, experimentation with pragmatic strategies and second language socialization. We end the presentation with limitations of previous research and offer ideas for future research

Jeeyoung Min, SUNY Buffalo

RWL An Intertextual Analysis of College Students' Brochures about Environmental Solutions and Their Retrospective Accounts of the Process of Brochure Composition

I examine how college students construct linguistic and visual modes of brochures on environmental solutions in English writing courses. An intertextual analysis of the brochures and retrospective accounts of brochure composition within Bakhtin's dialogism revealed that focal students interwove authors' voices and potential audiences' voices for aligning visuals with words.

Carol Chapelle, Iowa State University

Annette O'Connor, Iowa State University

Sowmya Vajjala, Iowa State University

COR Cross-Disciplinary Collaboration in LSP Corpus Analysis

Our paper describes a cross-disciplinary, corpus-based project initiated by researchers in biomedical sciences that used of a novel combination of machine learning techniques and genre analysis. The project meets the objectives of the biomedical researchers and results in knowledge useful for teaching writing to biomedical students.

312. Tue 1:30-3:35

Paper Session

Oregon A

Didem Ikizoglu, Georgetown University

DIS "What did it say?": Mobile phone translation app as participant and object in family discourse

This study examines video recordings of one multilingual family whose members interact using a mobile voice translation application to explore how the app and its affordances alter the structuring of turns and recruitments of the human participants, revealing its ambivalent status, which ranges between an object and a participant.

Dilin Liu, The University of Alabama

Min Wang, The University of Alabama

TXT WeChat Discussion: A Mobile-Networked Community of L2 Literacies and Identity Negotiation

This presentation reports on a case study examining how

three Chinese ESL students at a US university formed a mobile-networked community of L2 literacy practitioners through WeChat (a Facebook-like platform) discussions and how they fashioned their textual identities in the process. Research and pedagogical implications are also discussed.

313. Tue 1:30-2:35

Paper Session

Oregon B

Michelle Kohler, Flinders University

PED The value of assessment for furthering understandings of language learning within an intercultural orientation

This paper presents findings from a study of tertiary, second language learners aimed at investigating the nature of intercultural language learning. It draws on data from students' responses to a multifaceted task and considers how the evidence relates to theoretical understandings of an intercultural orientation to language learning.

Xuehua Xiang, University of Illinois at Chicago

DIS Multimodal Interaction and Variation in Marketplace

Based on natural data, this paper analyzes purchase events in public marketplaces in China. While previous research explicates purchases as goal-defined and norm-governed, the current data display variation in multimodal interaction patterns found in the rural vs. urban settings manifesting the impact of central regulation on language use.

Scott Crossley, Georgia State University

Ali Heidari, Georgia State University, Department of Applied Linguistics

ASE Let's Agree to Disagree: A Computational Analysis of Linguistic Differences in Writing in Agreement versus Disagreement Conditions

This study examines if linguistic features distinguish between essays written in agreement versus those written in disagreement with a given prompt. Differences between prompt task were found in terms of cohesive, lexical complexity and sentiment analytic. The implications for theory and research in writing assessment will be further discussed.

314. Tue 1:30-2:35

Paper Session

Oregon C

Elizabeth Grace Bailey, University of York

Emma Marsden, University of York

EDU Teachers' attitudes towards implementing home language activities in UK primary schools

Results from our survey of 200 practising teachers and quantitative and qualitative feedback from workshops with 73 trainee and 30 practising teachers, suggested that the implementation of activities involving pupils' home languages is severely constrained by teachers' differing ideological, policy-related, personal and practical concerns.

Lynn Santelmann, Portland State University

Teaching Psycholinguistics through Games: Bringing Applied Linguistics into the Mix

Teaching psycholinguistics is difficult as it is interdisciplinary and students struggle to understand the models. This paper presents an innovative approach to teaching psycholinguistics through games and applied linguistics methods. It provides a motivating context and integrates the strengths of several fields, helping students apply models to a real-world context.

Rie Tsujihara, Cascadia College

PED An application of sociocultural theory to teaching aspect in Japanese: Developing learners conceptual understanding through concept-based instruction

This paper introduces an instructional approach called concept-based instruction (CBI) and examines how it promotes L2 learner' conceptual understanding and production in teaching the Japanese aspect in a beginning-level class. Examples of instruction are provided along with data from intervention and post-tests, and the potential of CBI will be discussed.

315. Tue 1:30-2:35

Paper Session

Oregon D

Yi Zhang, University of South Florida

SOC Using Japanese in a Chinese Video-sharing Website - An investigation of creative and playful online communication

This study investigates the adoption of Japanese language features in Chinese online discourse for communicative functions such as discourse markers, honorifics, and so forth. Through these practices, online users demonstrate their complex linguistic repertoire and the ability to construct "carnavalesque" communication characterized with creativity and playfulness.

Adriana Soto-Corominas, Western University

Ana Garcia-Allen, The University of Western Ontario

PED Flipping the Spanish Classroom: How to Increase Students' Performance on Grammar in a Language Flipped Classroom

This study investigated the efficacy of the flipped classroom approach in the grammar instruction of a beginners Spanish language course. The results indicated that the flipped classroom methodology is overall effective to teach and learn grammar despite student resistance.

316. Tue 1:30-2:35

Paper Session

Oregon E

Eun Gyong Kim, Korea Advanced Institute of Science and Technology

PED Seeking effective EMI methods for Korean science and engineering students

Korean science and engineering universities have implemented EMI for a decade. It is time for the

universities to examine the effects of EMI on their students thoroughly and adopt a new sound instructional approach, moving from EMI to ILCHE (Integrated Language and Content in Higher Education).

Christina Miris, University of Minnesota

SLA Perception of Spanish Stress in Segmentally Identical Words by L2 Learners

This study investigated L2 Spanish learners' (L1 English) perception of stress in segmentally identical words. Learners' perception accuracy varied according to their level of Spanish instruction and stress position, suggesting that they use stress as a cue to distinguish between segmentally identical words to varying degrees.

317. Tue 1:30-2:35

Paper Session

Oregon F

Susan Baker, Memorial University of Newfoundland

Heather Sparling, Cape Breton University

Peter MacIntyre, Cape Breton University

Tammy Sue Gregersen, University of Northern Iowa

LMR Heritage Passions, Cognitions and the Rooted L2 Self: Community-Level Motives for Language Learning

Efforts to revitalize Gaelic in Cape Breton (Canada) are prominently tied to music and dance. In-depth interviews with 11 accomplished musicians and dancers led to conceptualizing community-level motivations: Rooted L2-Self, Heritage Passions, and Heritage Cognitions. Applications of these three concepts to other language contexts are considered (USA-Spanish and Chile-English).

Paul Chamness Miller, Akita International University

Rachael Ruegg, Akita International University

REM A Meta-Investigation of the Use of the Word 'Longitudinal' in Studies of Feedback on Writing

meta-investigation of the literature on feedback on writing, this study addresses the research question: What kinds of research designs are described by the use of the terms 'longitudinal' and 'long-term' in the area of feedback on writing? The results indicate that empirical research on writing feedback is inconsistent.

318. Tue 1:30-2:35

COR Paper Session

Oregon G

Scott Crossley, Georgia State University

Kristopher Kyle, University of Hawai'i at Manoa

James Robert Garner, Georgia State University

N-gram Measures and L2 Writing Proficiency

This study examined the extent to which bigram and trigram features in L2 writing can be used to predict human judgments of writing quality for Korean EFL students. The results indicate a relationship between bigram and trigram use and writing quality.

John Levis, Iowa State University

Intelligibility and phonological information in a spoken

corpus of ITA presentations

This paper examines the relation of phonological features and speech intelligibility for Korean and Indian ITAs. Increased unintelligibility was associated with increased word stress deviations, lack of clarity in multiword phrases, and deviations in high functional load contrasts. The presentation discusses benefits of using spoken corpora to examine intelligibility.

Gahye Song, Teachers College, Columbia University

Junko Takahashi, Teachers College, Columbia University

DIS The use of unattached NPs in storytelling and joke-telling in American English

Using CA, this study investigates the use of unattached noun phrases (NPs) in storytelling and joke-telling in entertainment. It is shown that unattached NPs function as a grammatical resource for constructing the centerpiece of a story or a joke, which is explained in terms of action projection that it triggers.

319. Tue 1:30-2:35

Paper Session

Oregon H

Aysel Saricaoglu, TED University

Evgeny Chukharev-Hudilainen, Iowa State University

Hui-Hsien Feng, Iowa State University

ASE Design-based Research in AWE: Grammatical and Mechanical Error Detection of CyWrite

This study evaluates the performance of CyWrite, a new promising AWE tool following design-based research principles. We explore CyWrite's capacity in grammatical and mechanical error detection modules using a corpus of learner essays by comparing its performance to manual annotation standards and the standards of a widely used AWE tool.

Baburhan Uzum, Sam Houston State University

Bedrettin Yazan, University of Alabama, Tuscaloosa

Ali Fuad Selvi, Middle East Technical University Northern Cyprus Campus

TXT Marginalizing and Stereotyping through Pronouns in Multicultural Teacher Education Textbooks: Implications for Intercultural Citizenship

This study adopted Positioning Theory to explore the discursive construction of inclusivity and exclusivity in three textbooks, widely used in US teacher education programs. The study implicates that language teachers and teacher educators should critically approach the discursive construction of "self" and "other" in textbooks and adopt an inclusive discourse.

320. Tue 1:30-2:35

Paper Session

Oregon I

Kazuki Hata, Newcastle University

Michael A. Grez, Intran Solutions

TRI Repair in Interpreted Monologue

This study describes interpreted output generated from

repair strategies utilized in interpreted monologue. We propose that in framing interpreter trouble (e.g. vocalizations, restarts, and pauses) within the theoretical context of micro-analysis, strategies can be distinguished as being more or less effective at accomplishing ongoing activity while minimizing potential troublesome factors.

Julia Menard-Warwick, University of California, Davis
SOC “What’s Driving my Life is Changing”: Emotionality and Agency at the Turning Points of Translingual Narratives

This paper analyzes the narratives of formerly monolingual English-speaking interviewees who have learned and used two or more additional languages. Focusing on the discursive construction of emotionality and agency at narrative turning points, the analysis explores how language learners make sense of their own processes of translingual development.

Lei Zhang, The University of Hong Kong
Haiyan Lai, The University of Hong Kong
BIHM Teacher’s linguistic choice in Content-based Instruction: A focus on the use of metadiscourse

Adopting a multiple case study design, this study investigates subject teacher’s use of metadiscourse in English-Chinese bilingual courses in Chinese universities. The findings reveal how teachers make use of linguistic resources to achieve the purpose of organizing lectures, conveying content knowledge, establishing teacher-student relationship and promoting second language learning.

Lei Zhang, The University of Hong Kong
Haiyan Lai, The University of Hong Kong
BIHM Teacher’s linguistic choice in Content-based Instruction: A focus on the use of metadiscourse

Adopting a multiple case study design, this study investigates subject teacher’s use of metadiscourse in English-Chinese bilingual courses in Chinese universities. The findings reveal how teachers make use of linguistic resources to achieve the purpose of organizing lectures, conveying content knowledge, establishing teacher-student relationship and promoting second language learning.

321. Tue 1:30-2:35
Shared Shorter Paper Session 11
Pearl

Cindy Tsui-ying Yu, City University of Hong Kong
SLA Transitioning into the workplace: Second language socialization of novice construction engineers in Hong Kong

This paper presents preliminary findings of a L2 workplace socialization study of novice construction engineers in Hong Kong. This qualitative multiple case study draws on an integrated framework (Artemeva, 2008) including Rhetorical Genre Studies, Activity Theory and Situated Learning Theory to address various perspectives of language socialization process.

Maria Cecilia Schwedhelm, University of Minnesota

LMR Self-assessing Learning of an Endangered Language: My Journey with Huitepec Mixtec

This study documents my learning of Huitepec Mixtec and analyzes my linguistic development throughout a 6 month period through 20 recorded language-learning tasks with a fellow learner. Continuous analysis and reflections lead to changes in learning strategies and the creation of new language learning materials.

322. Tue 1:30-2:35
Paper Session

Portland

Pen Layton-Caisley, Macquarie University
RWL The Relationship between Oracy and Literacy in Australian Elementary School Education

Findings of this research are derived from: 1.) analysis of the Australian curriculum and syllabus documents, to discover the importance placed on oracy in literacy education; 2.) assessment of the efficacy of an oracy-based intervention in the progress towards satisfactory literacy attainment of hitherto struggling elementary schoolchildren.

Miyuki Sasaki, Nagoya City University
Atsushi Mizumoto, Kansai University
RWL Longitudinal Development in L1 and L2 Writing: Shared patterns and individual differences

This study followed changes in L1 and L2 writing and L2 proficiency in 22 Japanese university students once a year over four years. Results of innovative developmental cluster analyses were complemented by interview data, showing that regularity and randomness coexisted in changes in interactions between these three variables.

Mahmoud Abdi Tabari, Oklahoma State University
Iman Abdi Tabari, Mazandaran Education Organization
PED Intervening Lexical Phrases Processing and Learning by Test Enhanced Learning and (UN)Enhanced Learning Elaborations

This paper examined how test enhanced learning and (un)enhanced learning affected lexical phrases. Three groups received lexical phrase texts with test forms, typographically enhanced, and unenhanced lexical phrases. The results indicate the test enhanced group outperformed the other two groups because of the retrieval elaboration required in test enhanced learning.

323. Tue 1:30-2:35
Paper Session

Salmon

Nicole Siffrinn, University of Georgia
Shim Lew, University of Georgia
RWL Foregrounding the Disciplines in Elementary Pre-service Teacher Training: A Comparative Case Study of Entering and Exiting Teacher Candidates

The presenters report on the key differences between entering and exiting elementary pre-service teachers’ perceptions and uptake of disciplinary literacy instruction.

They discuss both groups' discomfort in working with language and the need for more contextualized and explicit language training in elementary teacher certification programs.

Rebecca Curinga, College of Staten Island, The City University of New York

Ingrid Heidrick, The City University of New York

RWL A Qualitative Analysis of Professional Development for Teachers of Adolescent Newcomers with Low Home Language Literacy

This presentation details a qualitative analysis of professional development data for teachers of low literacy adolescent newcomers. Analyses focus on participants' evaluative feedback on oral language development, foundational literacy, and instructional practices for secondary school content area classes using a specialized curriculum designed for this population.

Brianna Marie Avenia-Tapper, Teachers College, Columbia University

EDU Is emergent bilinguals' home language a useful tool for learning science in elementary classes taught by monolinguals?

We investigated 40 hours of 3rd grade science instruction to explore how young emergent bilinguals used their home language and the degree to which the observed use of home language served as a tool that facilitated content area learning

324. Tue 1:30-2:35

**DIS Paper Session
Sunstone**

Yasmine Romero, University of Hawai'i, West O'ahu

"Don't Hit Unless Prepared To Be Hit Back": The Equity of Violence

This paper explores how a particular gaming community of practice engages with out-of-game cultural politics in response to a thread that discusses the equity of violence: how violence is gendered and sexualized; and how violence is valued and responded to within and across communities.

Joshua Kraut, Hope College

Voices from the Past: Constructed Dialogue as a Hermeneutic Tool in Evangelical Bible Study

This study reveals how reported speech renders the supernatural accessible via two interpretive processes in evangelical Bible study: Problematizing passages involves study members offering plausible interpretations of troublesome texts while still critiquing them; psychologizing passages entails articulating a Biblical figure's thoughts, building a psychological profile which explains otherwise mysterious actions.

Scott Sterling, Indiana State University

Susan Gass, Michigan State University

REM Perceptions of Ethics and Ethical Behaviors in Instructed Second Language Acquisition

10 ethically challenging scenarios were presented to members of the applied linguistics community. Participants read and rated each scenario, revealing that issues related to IRB training were considered more ethical than issues of academic integrity. Time in the field was found to result in a widening acceptability of ethical issues.

325. Tue 1:30-2:35

SOC Paper Session

Willamette

Thi Lan Anh Tran, University of New South Wales

Vietnamese ELT Lecturers' Experiences of a New Research Policy: The Impact on Academic Identity and Emotion

Drawing on in-depth interviews with 24 Vietnamese ELT lecturers and four leaders, this study investigates how a new institutional research policy impacted on academic identity construction through identifying participants' emotional responses. The study highlights the need to provide emotional support and engage lecturers in academic identity discussions in policy implementation.

Naoko Inoue, University of Otago

Negotiating Identities while Living and Teaching in Japan: Native English Speaking Academics at Japanese Universities

This paper reports on a doctoral study examining the experiences of native English speaking academics who live in Japan and work for Japanese universities that are strongly promoting internationalisation processes. Preliminary findings reveal both connections and disconnections between internationalisation theories, policies and practices in Japan.

Domenica (Donna) Luvera DelPrete, Teachers College, Columbia University

DIS Nips and Bites: Teasing and Problematizing in Family Interaction

This study investigates how one family's talk about work, travel, and lifestyle choices (re)produces competing "ways of being [and seeing] in the world" (Duranti, 1997). Specifically, it shows how adult family members employ the conversational strategies of teasing and problematizing in gender and culture specific definitions of a productive life.

POSTER SESSIONS

SATURDAY

069. Saturday 2:25-3:55

**Poster Session 1
Exhibition Hall**

Seungmin Yun, Syracuse University

PRG Covert Pragmatic Transfer: Revisiting Intercultural Pragmatics

This presentation aims to revisit pragmatic transfer in intercultural pragmatics. It examines compliment response patterns of Korean learners of English and native speakers of English. The findings identify an interesting usage of combination strategies in response patterns and propose a new angle to investigate pragmatic transfer, named 'Covert pragmatic transfer'.

Friederike Fichtner, Washington University in St. Louis

SLA In Search of a Native Speaker Norm: Challenges to the Teaching of Culture

Teaching intercultural competence frequently involves the instruction of cultural difference. This study explores whether native speakers of German describe the use of their L1 expressions of affection homogeneously enough to warrant their status as cultural traits, and how American learners of German perceive them after explicit instruction.

Stephanie Lindemann, Georgia State University

Jessica Lian, Georgia State University

Rurik Tywoniu, Georgia State University

SOC Consonant Dissonance: Perception and Misperception of Nonnative Consonant Pronunciation

This study examines what nonnative English consonant pronunciations are most salient to native US English speakers. The findings demonstrate listeners' difficulty pinpointing even fairly straightforward pronunciation differences, as well as the features most often observed in the speech of native speakers of Italian, Mexican Spanish, and Korean.

Yoriko Ito, University of Hawaii at Manoa

DIS Japanese Heritage Language Learners in the Foreign Language Classroom: The Effects of Other- Perception on Collaborative Writing Task Engagement

This study investigated how Japanese heritage language learners (JHLLs) interacted with a JFL learner and a JHLL in pair-collaborative writing tasks, and how perceptions towards their partners affected interaction. Qualitative findings demonstrated that JHLLs and JFLs benefitted from each other by engaging in the activity differently with changing social roles.

Akiko Hagiwara, Tokyo University of Pharmacy and Life Sciences

Junko Nakamura, Matsumoto University

PRG Cancelling an appointment in Japanese: How to

mitigate the FTA of cancellation

In Japanese, which has an elaborate system of honorifics, performing speech acts is often difficult. This study examines the use of honorifics and formulaic expressions to describe a difficult situation in life, such as accidents and bereavements, and argues social status directly affects the language use in Japanese.

D. Joseph Cunningham, Georgetown University

PRG How Do You du? Negotiating German Pronouns of Address in Telecollaboration for Professional Purposes

The negotiation of informal and formal pronouns of address is complex: a speaker's choice reflects both the communicative context and the identity she wishes to express. The current study examines the negotiation of pronominal address forms when communicative context and identity expression do not neatly align.

Azar Mirzaei, University of Otago

PRG Psychological and Sociocultural Variation in Requests in Persian Dialogue

Thirty-six Persian speakers participated in request open role-plays, which were analysed using a mixed methods approach. The scenarios differed by power, distance, and participants by self-esteem. Power and distance affected the number of requests, type of requests and number of supportive moves. A discursive analysis will also be presented.

Elizabeth Anne Mayne

PRG "Shit French People Say": Evaluation of Authenticity and Stancetaking in YouTube Commentary

This paper analyzes comment sections of two YouTube videos, "Shit French People Say", and "Shit Parisians Say". I explore how commenters position themselves as having the authority to evaluate representations of French stereotypes, and how they display affiliation and alignment with the performances through direct quotes, playful language, and emoticons.

Xiaofei Tang, Carnegie Mellon University

TEC Use of Technology for Learning Second Language Pragmatics: A Synthesis Study

This synthesis presents how technology has been used to enhance L2 pragmatics learning as well as the learning outcomes documented in previous studies. The findings revealed three ways of incorporating technology (technology for instruction, for naturalistic interaction, and for both) and the effectiveness of using technology for L2 pragmatics learning.

Gul Durmusoglu Kose, Anadolu University

Yusuf Ozturk, Anadolu University

COR Discourse Markers and Oral Fluency: A Preliminary Examination on Turkish and British University Students'

Discourse Marker Use in Informal Interviews

Based on two corpora of informal interviews, this study examines the use of five discourse markers, namely 'so', 'well', 'you know', 'I mean' and 'like', by Turkish and British university students, and its relationship with different measures of oral fluency.

Giovani Lopez, The University of Alabama
SOC Indexing Social and Conversational Alignment through Spanish Forms of Address Tú and Usted

This study looks in detail at the linguistic and social factors that motivate the use of Spanish forms of address tú and usted among a group of Colombians and highlights these forms' multiplicity of meanings that depend on context and dialogue.

Scott Sterling, Indiana State University
Susan Gass, Michigan State University
REM Perceptions of Ethics and Ethical Behaviors in Instructed Second Language Acquisition

10 ethically challenging scenarios were presented to members of the applied linguistics community. Participants read and rated each scenario, revealing that issues related to IRB training were considered more ethical than issues of academic integrity. Time in the field was found to result in a widening acceptability of ethical issues.

Jarrad A. G. Lum, Deakin University
Michael T Ullman, Georgetown University
Phillip Hamrick, Kent State University
COG A meta-analysis of correlations between declarative/procedural memory and L2 grammar

The relationships between declarative/procedural memory and L2 learning have been explored using several different behavioral measures and operationalizations of learning, making it difficult to assess the underlying relationships. We report a meta-analysis on this issue, with results showing a pattern of correlations that follow the predictions of the declarative/procedural model

Santa Vinerte, University of Ottawa
Laura Sabourin, University of Ottawa
COG Cognitive Control In Late Bilinguals: The Role of the Linguistic Environment

Bilingualism has been linked to positive cognitive control outcomes, particularly for early bilinguals. This study investigates whether these benefits extend to late bilinguals, and whether effects are modulated by the environment in which the L2 is acquired and used. Preliminary results show a complex relationship between AoA and language environment.

Wander Lowie, University of Groningen
Henderika Plat, University of Groningen
COG The Effect of Short Term and Long Term Language Exposure on L1 and L2 Processing: a Dynamic Perspective

Variability patterns in a word naming and self-paced reading task conducted in the L1 and L2 were analysed to look at differences in optimal coordination and automatization in language use and processing after several week long stays in the L2 environment and after 5

to 10 months of L2 exposure.

Ju-Young Lee, University of Texas at Arlington
Jeffrey Witzel, University of Texas at Arlington
COG Plausibility and Structural Reanalysis in Online L1/L2 Sentence Processing

This study examines whether highly proficient comprehenders of English with different language learning profiles -- English native speakers (NSs, N=40), late (Korean-English) learners (LLs, N=32), and early bilinguals (EBs, N=28) -- make comparable use of plausibility information in the online processing of structurally complex sentences.

Osato Shiki, Kwansei Gakuin University
Shuhei Kadota, Kwansei Gakuin University
Naoya Hase, Kwansei Gakuin University
Kohei Miki, Kwansei Gakuin University
VOC Cognitively More Challenging Computer-based Lexical Processing Test: What does it Tell us about Lexical Fluency?

The newly proposed version of CELP-test (i.e. CELP-Com) attempts to measure the accuracy and the fluency of cognitively more challenging contextualized word processing skills. The results of the present empirical research suggest that CELP-Com may provide a significantly more valid measurement of real life lexical processing proficiency.

Hirokazu Yokokawa, Kobe University
Mayu Hamada
SLA Effects of Modality Differences on Syntactic Priming in Language Production of Japanese EFL Learners

A picture description task with spoken primes was conducted to investigate whether the differences of output modality (spoken, written) and verb (same, different) affect Japanese EFL learners' syntactic priming. The results indicate that priming effect was observed in both modalities with audible primes, and Double-Object targets increased in written production.

Seung-Eun Chang, University of California, Berkeley
SLA Cross-language discrimination of Korean consonants
This study provides a cross-linguistic perceptual test of Korean consonants by 10 native speakers each of Chinese, English, and Korean. It examines the misperception or insensitivity to native language perception and the relative influence of phonetic, phonemic, and acoustic factors on people's perceptual ability, depending on their native language.

Ebru Turker, Arizona State University
SLA The influence of L1 frequency in instructed second language learning of L2 idioms

The study examines the L1 frequency influence on the acquisition of L2 idioms with an experiment consisting of a pretest, a computer-assisted instructional treatment session, and a posttest for intermediate L2 Korean learners. The results demonstrate L2 learners' consistent sensitivity to L1 frequency in production, interpretation, and meaning tasks.

Mariel Schroeder, Southern Illinois University Edwardsville
SLA Investigating the Learnability of a Rogue Grammar: Universal Grammar and Parameter Resetting in Second Language Acquisition

Can second language learners learn rogue grammars that are not constrained by Universal Grammar? The comparative learnability of three artificial grammars with different settings for the Null Subject Parameter (two naturalistic and one rogue setting) is analyzed in light of claims of Full Transfer/Full Access and parameter resetting in SLA.

Raymond Stubbe, Kyushu Sangyo University
VOC Can Item Analysis Significantly Improve Yes-No Test Scoring Formulas Based on Multiple Regression Analysis?

Stubbe & Stewart (2012) used multiple regression analysis to create a new yes-no test scoring formula. That study also used item analysis of the yes-no test's real words and nonwords to create an even better regression-based scoring formula. This study will evaluate this novel use of item analysis.

Lizabeth C Collier, University of Denver
James Darney, University of Denver
PED "I'm reading the Constitution": Analyzing student/faculty perceptions to inform the development of a pre-arrival, LL.M. Computer Assisted Language Learning course

This poster session explores international LL.M. English language preparation student perceptions through surveys and interviews with incoming and matriculated LL.M.s and their faculty, examining U.S. international LL.M. preparation programs, faculty expectations, un-guided student preparations, and what is informing student preparation perceptions, in order to create a CALL-enhanced pre-preparation course.

Tianwei Zhang, Beijing Foreign Studies University
LPP 21st Century Policy Thinking on Putonghua in China

This paper reviews the evolution of China's policy statements of Putonghua as the official speech and mainly discusses the current policy of Putonghua in China with a focus on the promotion and education of Putonghua. The key points of the policy include the language legislation, media promotion and bilingual education.

Emily Feuerherm, University of Michigan, Flint
LPP Flint's Water Crisis: Engaged Language Policy Challenging Monolingual Ideologies

This poster will present engaged language policy and practices (ELP) activism in Flint, Michigan, following the water crisis.

Madina Djuraeva, The University of Wisconsin-Madison
LPP Trilingual Language Policy in Kazakhstan: The Role of Student Agency in Internationalized Educational Contexts
The paper presents a discussion of the results of fieldwork in Kazakhstan. The analyses of student narratives show that students' individual agency plays a major role towards educational and career success with the implementation of

a new Trilingual Language Policy of the nation-state.

Paula Jean Mellom, The University of Georgia
Rebecca Gokee, The University of Georgia
Jodi Weber, The University of Georgia
Diego Boada, The University of Georgia

LPP University/Ministry of Education Partnership to Improve English Language Teaching in Costa Rica
This paper describes a teacher professional development and exchange pilot project between the Costa Rican Ministry of Education and the University of Georgia, designed to develop collaboration between Costa Rican and U.S. teachers to improve English language teaching in the public schools of Costa Rica and Northeast Georgia.

Kevin S Carroll, University of Puerto Rico, Rio Piedras
Melanie Mathilde Van den Hoven, Emirates College for Advanced Education

LPP Translanguaging within Higher Education in the United Arab Emirates
This paper uses ethnographic interviews with influential higher education professionals to document the influence that de facto language policy has on translanguaging practices in the United Arab Emirates. Ultimately, the paper argues that documenting translanguaging pedagogy in this particular context presents too much of a risk to instructors and researchers.

Gene Vasilopoulos, University of Ottawa
RWL Screen Capture Software: A Behind the Scene View on Plagiarism, Technology and Second Language Writing

This poster reports on a qualitative study on second language writing, plagiarism and technology. Screen capture software was used to record the writing process of five ESL students as they composed a 500-word source-based essay. Data reveals highly individualized and creative use of technology in selecting, reading, and (re) writing texts.

Olga Bever, University of Arizona
Mahmoud Azaz, University of Arizona
LID Language, power and ideology of contemporary political turmoil: Ukraine and Egypt

The recent political turmoil in Ukraine and Egypt has led to sociopolitical and cultural clashes revealing competing ideologies and discourses. Despite sociopolitical differences, both Ukrainian and Egyptian contexts demonstrate that media and linguistic landscapes reflect contested ideological boundaries, and magnify private and public expressions of power and ideologies.

Yujeong Choi, University of Toronto
Na-Young Ryu, University of Toronto
COR A Corpus-Based Analysis of Spelling Errors by L2 Korean Learners

This study aims to identify and analyze spelling errors in L2 Korean learners' essays based on the Korean Learner Corpus (Lee et al. 2012), containing 100 learners' essays in American universities. A total of 465 spelling errors were categorized in terms of addition, omission, substitution, re-

syllabification, shortening and complex errors.

SUNDAY

112. Sun 9:10-10:40

Poster Session 2

Exhibition Hall

Di Yu, Teachers College, Columbia University

DIS "You Need to Call Him Elder Sister!": Doing Gender in Comedic Talk Show Interviews

This paper looks at interviews from a Taiwanese variety talk show, examining in particular how gender and sexual identities are constructed through humor. Through analyzing various interactional practices of the interviewer, we observe how LGBTI identities are constructed and solidified in the context of comedic talk show interviews.

Lori Czerwionka, Purdue University

Maria Yakushkina, Purdue University

DIS Gender Constructed in Discourse by Second Language Learners

This investigation explores the identity of second language learners of Spanish. We consider learners' expression of gendered identities in Spanish and the ways in which those constructed identities change over a period abroad. Hedges, fillers, intensifiers, and tag questions were analyzed in 74 interviews with students (180,000 words).

Jo-Kate Collier, The University of Texas at San Antonio

Becky H Huang, University of Texas San Antonio

ASE Examining the Impact of the Revised TELPAS on English Language Learners' Language and Reading Outcomes

Little research has examined the impact of the revised TELPAS on ELLs' test performance and its predictive power to the STAAR reading assessment. To address these gaps, the present study analyzed ELL test data from a Texas district across a 5-year period, before and after the revision.

Huan Liu, Washington University in St. Louis

Cindy Brantmeier, Washington University in St. Louis

RWL Explaining Variance in Foreign Language (FL) Reading with Adolescent Chinese Readers: FL Writing, Self-Assessment, Topic Familiarity, Morphological Awareness and Gender

Variables associated with reading performance in English among adolescent Chinese EFL learners are examined. With gender as a moderator variable, regression analyses indicate that FL writing in English, self-assessment of FL reading, topic familiarity, and morphological awareness in English explain 57% of the variation in FL reading performance in English.

Haley Dolosic, Washington University in St. Louis

RWL Knowing and Using: Strategy Use, Self-Assessment, and Second Language Reading Across Varied Text Types

With 77 Chinese undergraduate students studying English, findings indicate varied reading performance,

although stable across varied text types. Students were somewhat able to self-assess, and reported strategies use and knowledge together were able to account for twelve percent of the variance in overall reading performance. Future directions will be discussed.

Masaya Hosoda, Graduate School, University of Tsukuba

SLA Applying the Causal Network Model to Expository Text Comprehension Processes in EFL Readers: Evidence From Reading Times and Think-Aloud Protocols

This study explored EFL readers' expository text comprehension processes drawing on the causal network model. Converging evidence from reading times and think-aloud protocols revealed that (a) the causal network model partially predicts students' comprehension processes, and (b) processing contents for sentences with medium causal relations differ depending on students' reading proficiency.

Chihiro Fujimori, Saitama Medical University

PED ESP Reading Programs for Medical University Students: Medical Knowledge and English Language Integrated Learning

The presenter will report how we designed and implemented ESP reading programs for medical university students, and describe relationship between acquisition of medical knowledge and English language proficiency in reading skills and the relationship between test scores and self-efficacy or willingness to read.

Bruce Russell, University of Toronto

ASE Improving IELTS Reading Test Score Interpretations and Utilization through Cognitive Diagnosis Model-based Skill Profiling

This poster describes a validity-related project that uses an innovative cognitive diagnosis modeling (CDM) approach blended with scale anchoring to generate "can-do" descriptors for different IELTS reading subscore ranges. An anticipated outcome is descriptive information about what test-takers within IELTS reading subtest score ranges can do in real-life academic demands.

Chatwara Suwannamai Duran, University of Houston

DIS Urban Refugees' Narratives: Discourse of Betweenness and Inequality

This paper explores urban refugees' personal narratives that present their experiences of linguistic inequality and social injustice.

Carmen Rosa Caceda, Western Oregon University

BIHM Teachers of Spanish: The scars and challenges experienced in their academic trajectory

This poster showcases two case studies of Heritage trainees. The data show that they face challenges for not knowing the imagined standard variety. More importantly, few trainees obtain a teaching license and can be role models for the emergent Spanish Heritage population. Implications for teacher education programs will be provided.

Svenja Adolphs, University of Nottingham
Leigh Clark, University of Nottingham
Tony Glover, University of Nottingham
Enrique Sánchez-Lozano, University of Nottingham
Michel Valstar, University of Nottingham
Christine Muir, University of Nottingham

TEC Innovations in Language Learning Motivation: A Technology Enabled Representation of the 'Ideal L2 Self'

This paper presents a pilot study on understanding whether Chinese learners of English can realise their 'ideal L2 selves' by having their facial features blended into existing videos of fluent English speakers. Participant interviews reveal to what extent these were realised, and how their motivation to learn English was impacted.

Stephanie Youngblood, UCLA

PED Student Autonomy through Self-Assessments

This presentation will present the theoretical framework for increasing student autonomy through self-assessments, reflections, rating scales and checklists, as well as practical examples from adult learners participating in Project SPELL at UCLA. A case study and packet of materials attendees can use in their own classrooms and programs will be available.

Yoshiyuki Nakata, Doshisha University

SLA Investigating the Role of Social Support in the Promotion of Self-Regulation: A Multiple Case Study of Foreign Language Learners

This paper presents a multiple case study on nine university students learning English or becoming pre-service teachers of English. It examines the role of social support in the development of self-regulation, in the light of theories of cyclical phases of self-regulation (Zimmerman, 1998) and co-regulation (Hadwin, Järvelä & Miller, 2011).

Andrew Lee, McGill University

SLA Revisiting the Roles of Age and Length of Residence in Second Language Speech Acquisition

The current study investigated the impact of age of acquisition (AOA) and length of residence (LOR) on L2 speech perception, production, and the relationship between the two modalities. Results suggest that AOA and LOR are important predictors of L2 speech acquisition, particularly of the developmental links between the two speech modalities.

Ali H. Al-Hoorie, Nottingham University

Phil V. Hiver, International Graduate School of English

PED Interrogating the Nexus between Contextual and Individual Factors: A Study of L2 WTC and L2 Achievement

This paper investigates the impact a formal classroom setting exerts on important L2 learning outcomes by predisposing learners to particular orientations that encourage or inhibit their motivation and engagement. The results illustrate how context is an empirically relevant frame of reference for the study of individual factors.

Somayeh Tahmouresi, Azad University of Takestan
Yasser Teimouri, Georgetown University

SLA L2 learners' shame and guilt experiences, L2 selves, and motivational behaviours

By reporting the results of four studies, this presentation aims to introduce shame and guilt from social psychology into SLA, to validate their psychometric measurements, and to examine their effects on L2 learners' motivational behaviors.

Tianyi Wang, Cambridge University

PED A mixed-method inquiry into Chinese learners' motivations towards learning a third language

This study carries out a longitudinal mixed-method inquiry exploring Chinese learners' motivations towards learning a third language (L3) with a focus on how the complexity and dynamics of L3 motivation forms temporally and contextually.

Deliya Pavlova, West Virginia University

Natalya Kuznetsova, West Virginia University

PED Initial Motivation to Study Russian among Students of Russian 101

The poster will report on the exploratory study on initial motivational orientations to learn Russian among students of Russian 101. The thematic analysis of the students' responses showed that their majors were related to their perceptions of the language. The poster will also present pedagogical implications of the findings.

Esther Lee, Claflin University

PED Reducing International Graduate Students' Language Anxiety through Oral Pronunciation Corrections

This study examines how interactions between language anxiety and certain types of oral corrective feedback help or hinder learners' oral English improvement. Specifically, the study explores subtle affective risks of clarification requests, and identifies best practices for using corrective feedback to alleviate language anxiety.

Neil McClelland, University of Kitakyushu

SLA A Retrospective Investigation of Past Learning Experiences (PLE) and Their Effects on L2 Motivation in EFL Learners in Japan

This paper presents a retrospective investigation of the influence of past learning experiences on motivation to learn English in university students in Japan. A mixed-methods study combined profiles derived from repeated-measures survey data with narrative accounts of individual respondents' past experiences of learning and using English as a foreign language.

Kirsten Hummel, Laval University

PED Community service-learning and effects on attitudes, motivation, and linguistic self-confidence

This case study examines whether Francophone university students enrolled in a French language university benefit from a community service-learning approach. The effect of active involvement in the local minority English-speaking community on students' attitudes, motivation, and

linguistic self-confidence are examined through pre and post activity questionnaires, journals, and interviews.

Gahye Song, Teachers College, Columbia University

Junko Takahashi, Teachers College, Columbia University

DIS The use of unattached NPs in storytelling and joke-telling in American English

Using CA, this study investigates the use of unattached noun phrases (NPs) in storytelling and joke-telling in entertainment. It is shown that unattached NPs function as a grammatical resource for constructing the centerpiece of a story or a joke, which is explained in terms of action projection that it triggers.

Olga Ivanova, University of California at Los Angeles

DIS Epistemic authority in English-Swahili teaching about reproductive health: footing, turn-taking, and multimodality

The organization of Swahili-English interactions among American and Tanzanian semi-professional educators during educational talk about reproductive health is analyzed. Through particular turn-taking, local educators with superior epistemic status and access are positioned lower in the social hierarchy than foreign educators who have little knowledge about the language and context.

Jie Liu, Michigan State University

SLA The acquisition of classifiers in L2 Chinese: Evidence from predicative processing

Using a listening-while-reading task, the current study found that, similar to native speakers, L2 learners of Chinese are able to use prenominal classifiers as a predictive cue for the upcoming nouns in online processing, indicating successful acquisition of the new functional category.

Kimberly Morris, University of California, Davis

Robert Blake, University of California Davis

TEC Increasing L2 Complexity through Asynchronous Online Video Recordings

Complexity and accuracy often appear to be inversely related in L2 development. This issue is examined within a computer-assisted environment with four intermediate Spanish learners. A case study analysis revealed that students' L2 syntactic complexity and accuracy improved for asynchronous video postings when compared to real-time oral video exchanges.

Shireen Campbell, Davidson College

Kyo Koo, Davidson College

Rebeca Fernandez, Davidson College

RWL Analyzing L2 Texts

This presentation examines the longitudinal development of nine Chinese L2 writers attending a liberal arts college. We specifically focus on the development of typical discourse analytic markers (accuracy and syntactic complexity) and introduce a new variable (clarity) in 69 writing samples they produced in mainstream classes representing multiple disciplines.

Frank Mann Dolce, Carnegie Mellon University

RWL Orthographic Knowledge and Chinese Reading: The Contributions of Radical Awareness to Character Recognition and Vocabulary Acquisition

Does knowledge of character sub-components help readers of Chinese develop literacy? Through synthesizing research of Chinese radicals, potential contributions of orthographic knowledge (OK) to vocabulary acquisition and reading development are examined. This synthesis situates OK as a universal reading sub-skill and describes how radical knowledge likely supports Chinese reading.

Kiyomi Yoshizawa, Kansai University

Atsuko Takase, Kwansei Gakuin University

Kyoko Otsuki, Nara Prefectural University

RWL The effect of extensive reading on the development of grammatical knowledge and fluency: in case of Japanese EFL learners

The present study aims to examine to what extent extensive reading helps Japanese EFL learners to develop grammatical knowledge and fluency, and how the development of one is related to the other. A total of 442 Japanese EFL university students in one-year reading program participated in the study.

Ryan T. Miller, Kent State University

Bethany Regner, Kent State University

Bronwyn Schieber, Kent State University

Elham Nikbakht, Kent State University

RWL The Effects of Sustained Silent Reading and Reading While Listening in a University Intensive English Program

This study compares the effects of two types of extensive reading, Sustained Silent Reading and Reading While Listening, among intermediate learners in a university intensive English program. Differences in participants' gains in reading comprehension, vocabulary knowledge, reading fluency, speaking, and affect towards reading are discussed.

Khila Pokharel, Central Michigan University

TXT Conference Proposal Acceptance Emails: What More than Just Notifying do they Tell?

This poster session presents and discusses the features of conference proposal acceptance emails. In addition to the generic features of the emails, it will focus on the message conveyed, lexis, tone, and degree of formality.

Lisa Domby, University of North Carolina at Chapel Hill

Ching Yi Lam, University of North Carolina at Chapel Hill

ASE A Task-Based Assessment of Academic English Pronunciation

This poster will outline the process of developing a task-based assessment of academic English pronunciation and will illustrate its components. The author will explain analysis procedures and utility of the assessment for prioritizing aspects of pronunciation and grammar that are relevant to academic English and the individual's professional interests.

155. Sun 3:00-4:30
Poster Session 3
Exhibition Hall

Lorena Llosa, New York University
Meg Malone, Georgetown University
Scott Grapin, New York University
Anne Donovan, Center for Applied Linguistics

ASE How do scores on TOEFL iBT writing tasks relate to scores on actual academic tasks and instructor ratings of proficiency?

Using correlational analyses, this study compared international nonnative-English-speaking undergraduate students' scores on two TOEFL iBT writing tasks—one Independent and one Integrated—to scores on class papers in required university writing classes and instructor ratings of their writing and overall language proficiency.

Mornie Sims, Brigham Young University
Troy Cox, Center for Language Studies/Brigham Young University

ASE Rating vs. Comparative Judgment: A Comparison of Two Approaches to Score ESL Writing

This poster presents results from a study of the relative inputs vs. outputs of two assessment methods on ESL writing. Validated rubric-rated essays were assessed using Comparative Judgment (CJ), and the results were analyzed using MFRM. Similar validity and reliability between the two methods suggest many possible applications of CJ.

Ngan Hoa Vu, Ho Chi Minh City University of Pedagogy
Moonyoung Park, Chinese University of Hong Kong

ASE A corpus-based analysis of L2 student essays in an English Writing Placement Test

This study aimed to describe L2 essay quality by investigating a profile of 37 written discourse features. A corpus-based analysis of 297 written essays by 297 international students in an English Writing Placement Test was conducted to obtain quantitative data. Implications for placement testing and pedagogical practices are discussed.

Michelle Yue Chen, The University of British Columbia / Paragon Testing Enterprises
Zhi Li, Paragon Testing Enterprises
Jayanti Banerjee, Worden Consulting

ASE How Might Test-taker Gender Affect Test-score Meaning in a Test of Writing? Using Corpus Tools to Extend a DIF Study

This study investigates the linguistic source of gender-based differences in the scores awarded on a standardized test of writing. A corpus of 822 essays was analysed for cohesion, lexical features, syntactic features, and sentiment features. The findings give insights into the relationship between test-taker gender and test score meaning

Subrata Bhowmik, University of Calgary
Anuradha Sengupta, University of Calgary
Anita Chaudhuri, University of Calgary
Gregory Tweedie, University of Calgary
Marcia Kim, University of Calgary

LCS An Investigation of the Cultural Factors Affecting L2 Writing: Student Perceptions in the EAP Classroom
Investigating 25 EAP students, this study reports on how various cultural factors, as perceived by these students, impacted their writing. The analysis of data helps elicit which cultural factors impacted differing aspects of writing (e.g., content, organization, and grammar). Implications for teaching and learning are also discussed.

Hadi Banat, Purdue University
Ge Lan, Purdue University
Jie Gao, Purdue University
C Bradley Dilger, Purdue University

COR Developing a Corpus of L2 Writing and Repository of Pedagogical Artifacts: Methodology, Usability and Research

The poster will present an overview of a corpus of L2 writing and a repository of pedagogical artifacts, outline the steps followed to build the corpus and repository, and showcase the results of research conducted on reporting verbs and citational practices.

Hugo Mailhot, Université Laval
Claudia Helena Sanchez-Gutierrez, University of California, Davis

Nausica Marcos Miguel, Denison University

VOC Measuring vocabulary breadth and depth in a written L2 Spanish learners corpus: conclusions and challenges

This study provides a first insight into the development of vocabulary breadth and depth of L1 English speakers learning L2 Spanish, utilizing the CEDEL2 corpus. Divided by learners' proficiency, factors analyzed were: (1) number of types; (2) number of new words, and their distribution, and; (3) collocations of 10 words.

Susan Benson, St. Petersburg College

RWL The Effects of Written Corrective Feedback and Language Aptitude on Verb Tense Accuracy

This study examined writing produced by 151 learners of English as a Second Language in order to investigate the effect of direct and metalinguistic written feedback on errors with verb tense. This inquiry also considered the extent to which learner differences in language-analytic ability mediated the effects of the feedback.

Hong Vo, Minnesota State University, Mankato

RWL Multilingual Students' Perceptions of and Experiences with Instructor Feedback Methods in a U.S. First-Year Composition Class

To contribute to research on feedback in writing instruction, this presentation shares a qualitative study which provides a richer picture of how multilingual students perceive and use written, conferencing, and audio-visual instructor feedback in a first-year, U.S. composition class. A discussion of implications for second-language writing instruction concludes the presentation.

Jennie Roloff Rothman, International Christian University, Tokyo

RWL Investigating Changes in Peer Feedback in the Second Language Writing Classroom

While often criticized as ineffective, peer feedback can be beneficial. This research investigates how students develop the ability to provide good feedback through training. Written feedback collected over one academic year showed change, primarily positive, in the type and quality of feedback given by students at a Japanese university.

Marzooq Aldossary, The University of Melbourne

PED The impact of peer feedback on the L2 writing of givers and receivers: A longitudinal, mixed-method study in Saudi Arabia.

This study examined the impact of: giving feedback only, receiving feedback only, and both giving/receiving feedback, on tertiary-level EFL students' writing focusing on accuracy and content development. Data included surveys, tests, interviews, and recordings of peer feedback sessions. The results showed that giving and receiving feedback contributed to writing development.

Farah S Akbar, Teachers College, Columbia University

TEC Corrective Feedback in Written Synchronous and Asynchronous Computer-Mediated Communication

This study is based on adult native and nonnative speaker interactions in written asynchronous and synchronous CMC to determine available corrective feedback (CF) types and their effect(s) in NS-NNS online task-based extended discourse.

It will also highlight distinct interactional features of CMC vis-à-vis CF, learner uptake, and role of interlocutor.

Haiyan Lai, The University of Hong Kong

Lei Zhang, The University of Hong Kong

RWL Investigating the Effect of a Critical Genre-based Companion Course in Research Proposal Writing

This study investigates the effect of a critical genre-based companion course on postgraduate students' research proposal writing in terms of critical and genre awareness raising, and lexico-grammatical patterns mastery.

Carlo Cinaglia, Saint Joseph's University

PED "We can't teach them writing. Can you?" Curriculum Design to Meet the Needs of L2 Writers in Different Disciplines

This presentation outlines the curriculum design process employed by one U.S. university to support L2 writers in different disciplines. Presenters will review variables specific to this context and illustrate steps in the curriculum design process. The presentation will be of interest to L2 writing instructors, curriculum developers and program coordinators.

Hyung-Jo Yoon, Michigan State University

Ute Roemer, Georgia State University

TXT An Automated Approach to Identifying Interactional Metadiscourse in Successful Student Writing

This paper uses a custom NLP tool (the Authorial Voice Analyzer) to extract 1,013 types of metadiscourse markers from a 1.8-million word multi-disciplinary corpus of upper-level student papers. Findings are compared against results based on published expert writing and discussed in the

light of EAP teaching needs.

Elena Shvidko, Utah State University

DIS Moment-to-Moment Alignment in Writing Conference Discourse

This session discusses the results of a study conducted to examine how a writing teacher used interactional resources, including talk and embodied actions (e.g., gaze, facial expression, gestures, body position) to construct relationships of cooperation and alignment with the students moment-to-moment, while providing feedback on their writing.

Lucas Corcoran, City University of New York

RWL Rhetorical or Idiolectal? Incorporating Dynamic Bilingual Translanguaging into College-level English Composition Courses

Educational scholars have developed translanguaging approaches to English composition courses at U.S. colleges that focus on the rhetorical in translanguaging. This effort elides the idiolectal aspect of translanguaging prevalent in dynamic bilingual education. My research seeks to incorporate both models in the college writing classroom.

Muhammad Asif Qureshi, Zayed University Abu Dhabi

REM The validity of a grammaticality judgment task as compared to an editing task

Despite their extensive use, concerns have been expressed about the validity of grammaticality judgment tasks (GJTs). It is rare for studies to include any other instruments to validate GJT results, but the present study did so through an editing task. Findings reveal GJTs as insufficient means of understanding grammatical knowledge.

Jinfang Peng, Guangdong University of Foreign Studies

Chuming Wang, Guangdong University of Foreign Studies

Xiaofei Lu, Pennsylvania State University

RWL Effect of the Linguistic Complexity of the Input Text on Alignment, Writing Fluency, and Writing Accuracy in the Continuation Task

This study investigated how two levels of linguistic complexity of the input texts matching L2 learners' comprehension and production ability, respectively, affect their writing performance in a continuation task. Results showed greater improvement in writing performance for participants who read the input text whose linguistic complexity matched their production ability.

Ondine A. Gage, California State University, Monterey Bay

RWL Engaging Students in Research by Coding their Post-Draft Metacognitive Reflections: A Meta-Metacognitive Case Study.

Two case studies of multilingual pre-service teachers' post-draft metacognitive reflections and coded analyses are presented as they acquired upper division discipline specific, written academic discourse. This paper suggests that moving from lower to upper division university course work demands more than transfer of academic writing abilities.

Lin Guo, Syracuse University

RWL Multimodal writing as a strategic approach to promote scientific concept learning in Geographic Contexts: An exploratory study

This study investigated the effect of multimodal writing on students' conceptual learning. The results suggested that multimedia webpage and poster are fruitful tools to promote students' critical thinking, communication skills as well as raise metacognitive awareness in reflecting on the affordances and constraints of different media in conveying messages.

Aroline Seibert Hanson, Arcadia University

Melisa Dracos, Baylor University

TEC The Double-Edged Sword: An Analysis of L1 and L2 Technology Use and Motivation to Learn the L2 During Study Abroad

We examined the relationships between motivation, SLA, and technology use in the L1 and L2 during study abroad. Participants' motivation levels positively correlated with technology use in the L2, and negatively correlated with technology use in the L1. Motivation is related to digital contact via both the L1 and L2.

Anne Greenhoe, Portland State University

Michele Miller, Portland State University

TEC Using an Open Access Textbook to Support IEP Students' Transfer of Interdependent Skills and Knowledge to Content-Specific Courses

Open Access Textbooks are a growing trend in publishing, but not in intensive English classrooms. We used this flexible tool to develop our Pathways Program's curricular materials, tailoring the courses to the needs of our students, instructors and the university's academic departments.

Olga Makinina, Carleton University

EDU Moving Beyond Intuition: Testing and Teaching Collocations Based on Their Lexical Characteristics

This research discusses how such features as strength of associations, morphosyntactic type, and frequency of co-occurrence of constituents impact collocation recognition and production by the ESL learners, and proposes an innovative format for testing and teaching academic English collocations, which is based on their lexical characteristics.

Stella Hadjistassou, KIOS Research Center for Intelligent Systems and Networks

TEC An experienced Austrian educator's perception on the type of skills integrated to design an epistemic game in a virtual learning environment

Expanding on Compton's (2009) framework, this study investigates the technological, pedagogical, and evaluation skills that an Austrian educator, Franziska integrated to design a multifaceted game-based mystery involving aliens and the mysterious disappearances of local residents in the virtual village of Chatterdale.

Xiaodong Zhang, Beijing Foreign Studies University

EDU Investigating novice Chinese college English teachers' beliefs and writing instruction: A mixed approach

This paper, through content analysis and discourse analysis, explores a novice Chinese college English teachers' writing beliefs and practices. The study concludes that the teacher's writing practices acted upon his beliefs and that discourse analysis, coupled with content analysis, is useful to investigate teachers' beliefs and practices.

Tomohiko Iwashita, Waseda University

Akiko Hagiwara-Endo, International Christian University

ASE Testing Kanji knowledge of L1 Chinese speakers and non L1 Chinese speakers

This study explores L2 Japanese learners' kanji knowledge in terms of form, meaning and use as defined by Nation (2001). Results showed that producing kanji from context, which reflects use of grammatical knowledge, was difficult for non-Chinese learners, while L1 Chinese learners exhibited difficulty in constructing L2 specific form-meaning connections.

Eric Setoguchi, UCLA

ASE Testing English Language Readiness for Kindergarten to High School Classrooms: Investigating Task Evolution on K-12 English Learner Assessments

This study investigates extended reading and listening comprehension tasks from a large scale adaptive test for K-12 English Learners (ELs). A qualitative design framework was documented to examine how the tasks are tailored for specific grade levels. An IRT-based analysis addresses task functioning and comparability for longitudinal growth tracking.

Michelle Yue Chen, The University of British Columbia / Paragon Testing Enterprises

ASE Validating Test Content and Score Interpretation through Scale Anchoring Procedures

To evaluate the connection between test performance and test score interpretation, this study proposes and demonstrates the use of a modified scale anchoring approach to assess (1) the adequacy of test content coverage, and (2) the alignment of the test-taker performance to the score interpretation (i.e., description in the standards/criteria).

Hiroiyuki Matsumoto, Hokkai Gakuen University

Neil Heffernan, Ehime University

Chikako Aoki, Hokkai Gakuen University

RWL Exploring the Features of Motivation in English as a Foreign Language Reading

The present study explored the features of motivation in an EFL reading context, using a scale to measure intrinsic motivation, extrinsic motivation, and reading efficacy, with nonparametric estimation. The results indicate motivational complexity in L2 (EFL) reading, including higher extrinsic motivation than intrinsic motivation.

MONDAY

200. Mon 9:10-10:40

Poster Session 4
Exhibition Hall

Heekyeong Lee, Middlebury Institute of International Studies at Monterey (MIIS)

John Hedgcock, Middlebury Institute of International Studies at Monterey

LCS Academic and Professional Literacy Socialization in a Graduate Language Teacher Education Program

This paper presents an exploratory study of the process of L2 teacher candidates' academic and professional literacy socialization. Findings from a questionnaire and focus group discussions provide insights into how implicit and explicit genre awareness may contribute to teacher development in a graduate program.

Xiaohao Ma, The University of Hong Kong

LCS Understanding learners and learning in language socialization at graduate level

This presentation reports on a naturalistic case study involving four doctoral students in different disciplines and multiple data sources to reveal the intricacies of how novice writers learn academic writing at graduate level. Highlighted findings are learner differences, the impact of learners' beliefs, perceptions and attitudes towards learning.

John Bankier, Lancaster University

LCS Freshman University Students' Socialization into Academic English through Interaction in Individual Networks of Practice: An Ethnographic Study

A year-long study investigated the social interactions of five students in Japan enrolled on an academic English course. Graphically representing their individual networks of practice (Zappa-Hollman & Duff, 2015), the poster will demonstrate the relationship between density of networks, strength of social ties and socialization into specific academic practices.

Yesul Han, University at Buffalo

LCS Identity and Membership: Academic Discourse Socialization of Asian and American Students in the US Discussion-based Classroom

This study explores EFL graduate students' negotiation of identity and experiences through language socialization in the discussion-based classroom at an American university by examining their perceptions on identity construction and social relations to their academic communities. American students' perceptions on academic discourse socialization are also investigated.

Ismaeil Fazel, University of British Columbia

RWL Socialization into Scholarly Publication: Emerging Scholars Negotiating Identity and Investment with Established Scholars and Publishers

This study utilized a tripartite perspective of graduate students, established scholars, and publishers to investigate

how differentially the key stakeholders in academia approach writing for scholarly publication. Drawing from academic discourse socialization, identity and investment, I present the findings and offer implications for supporting graduate students in writing for publication.

Jeff Brown, George Brown College

LID Excluding Discourses: Disciplinary Gatekeeping in Applied Linguistics

This paper argues that the exclusion of all critical perspectives on language and applied linguistics from a prominent reference work in the field is unjustified. It contends that this exclusion is an example of 'disciplinary gatekeeping', an attitude that is detrimental to applied linguistics as an interdisciplinary field of study.

Claudia Helena Sanchez-Gutierrez, University of California, Davis

Robert Blake, UC Davis

Lani Lopez, UC Davis

VOC Lexical Frequency and Vocabulary Coverage in Elementary Spanish Textbooks

This study examines the words that are most used in elementary Spanish textbooks by comparing them with native speakers' vocabulary and assessing their number of occurrences per book. Results indicate that textbooks favor the presentation of a large vocabulary instead of focusing on more limited sets of native-like lexical items.

Aaron L. Gibson, Kyushu Sangyo University

VOC Finding the Vocabulary Size of Japanese Learners

In this research students were given Yes/No checklists with words selected from the 3000 most frequent words in English. This presentation will show how the current research was gathered and how teachers can use a similar format to conduct their own vocabulary size estimates for their students.

Robert Ashcroft, Tokai University

Joe Garner, International Christian University Tokyo

Oliver E. Hadingham, Rikkyo University

VOC Digital Flashcard Vocabulary Learning

This study evaluated vocabulary learning outcomes using 'Quizlet' compared to paper flashcards. The analysis revealed significantly better results with digital flashcards, but only for lower-level learners. The presenters will explain the experimental design, discuss possible explanations for the findings, and offer practical advice on how to use Quizlet in class.

Eniko Csomay, San Diego State University

Alexandra Prades, San Diego State University

COR Academic Vocabulary in Student Papers

The rate at which non-native English speakers use academic vocabulary in their writing is investigated using the Gardner and Davies' (2014) Academic Vocabulary List. Results showed significant relationships between academic vocabulary use and essay scores, and significant differences in academic vocabulary use across text-types and instructional levels but not drafts.

EunYoung Kang, Columbia University

RWL Effects of Narrow Reading on L2 Text Comprehension and Vocabulary Acquisition

This study examined whether reading narrowly about one topic improved L2 learners' text comprehension and vocabulary knowledge. The results indicated that narrow reading promoted learning of new words and facilitated understanding of textual concepts. However, this increased reading comprehension did not transfer to a new topic.

Ying-Chun Lai, Chung Shan Medical University

TEC Using Corpora to Learn English Vocabulary and Phrases

This study addressed the gap in the literature regarding the impacts of using corpora to enhance language acquisition. The study investigated the use of corpora when promoting EFL learners' understanding and their ability to use newly learned lexicon and phrases in an appropriate manner.

Margaret Christine Heeney, Renison University College at the University of Waterloo

RWL From Patch Writing to Paraphrasing: A Case Study of a Translingual Approach to Vocabulary Use

Students' paraphrasing may produce patchwriting and non-standard vocabulary. This university case study investigated explicit paraphrasing training and its related tasks. Focal students completed stimulated recalls of their perceptions of their lexical choices and paraphrasing techniques. Detailed analyses of the paraphrases and their implications to a translingual classroom approach are discussed.

Tomoko Fujimura, Kanda University of International Studies

DIS Constructing subject-specific explanations: A multimodal analysis of student discourse in a content-based EFL course

This study investigates students' learning in a content-based EFL course. The students engaged in a group project in which they conducted research on sociolinguistics. A multimodal analysis of in-class and out-of-class group discussions and presentations shows a situated and cumulative process in which they learned to explain target disciplinary knowledge.

Julie Li-Ju Shiu, National Chi Nan University

SLA The Effects of Aural Input Enhancement on the Intake of English Passive Structure

The current study employed a pretest-treatment-posttest design to investigate the effects of two types of aural input enhancement on EFL learners' intake of English Passive structure. Two aural grammaticality judgment tests were used to assess the learners' knowledge of the target feature. Results found no statistically significant differential effects.

Kimberly Buescher, University of Massachusetts - Boston

PED Developing Second Language Narrative Literacy Using Concept-Based Instruction and a Division-of-labor Pedagogy

This study investigated the extent to which concept-based instruction and a division-of-labor pedagogy promoted the

development of intermediate learners' L2 narrative literacy abilities as well as their understanding, appropriation, and internalization of three concepts necessary for reading texts: Foundation, Organization, and Genre. Learners' scores improved significantly from pre- to post-test.

Nicole Schmidt, University of Arizona

PED All Paths in an Outcomes-Based ESL Curriculum Lead to Rome: Teachers' Perceptions of Autonomy

Teaching in an outcomes-based language program can be similar to traveling to a destination without a road map. This may lead to a rewarding exercise in teacher autonomy, but ultimately teachers' own language ideologies determine their attitudes regarding curriculum articulation. This study explores the perceptions which shape those ideologies.

Celine Rose, University of Iowa

SLA The Case for Collaborative Dialogues to Address the Language-Literature Divide

I investigate the impact of outside-of-class collaborative dialogues on the language development of French literature students and on their interaction patterns. The data, collected through pre- and post-tests and transcriptions of interactions, were analyzed through the sociocultural framework. The results suggest that collaborative dialogues can bridge the language-literature gap.

Loretta Fernandez, University of Pittsburgh

PED Learning another language with conceptual tools: from classroom instruction to study abroad

This presentation reports how adult beginners of Italian used Schema of Complete Bases of Action (SCOPA) to convey the concepts of Genre and Register in a typified situation in classroom tasks and in study abroad. Findings provide support for the usefulness of the model in raising cultural and linguistic awareness.

Chuming Wang, Guangdong University of Foreign Studies

Luxia Qi, Guangdong University of Foreign Studies

SLA A CEC approach to L2 acquisition: Evidence from learner performance in a CEC-based task

This study examines alignment in L2 learning via a task necessitating completion, extension and continuation (CEC). When writing to complete a text without an ending, participants aligned with the text in content and language, using expressions just learned from it to express their own ideas, exhibiting a significant learning effect.

Ya-Li Wu, The Ohio State University

TEC The Integration of Communicative Technologies International Students Use into Teaching and Interactions with Them in and outside of Class

Are your international students always quiet in class? This presentation will discuss what communicative technologies they currently use to interact with instructors and peers and then provide suggestions for integrating these technologies into teaching and communicating with them in and outside of class.

Caitlin O'Neil, The University of Texas at Austin

TRI Translation as Normalization: A Side-effect of Translating Molière's Peasants into 20th-Century English

This study examines translation of non-normative language. Comparing "peasant speech" in Molière's "Le médecin malgré lui" with three English translations reveals that the translations contain much lower concentrations of non-normative features. This reinforces previous arguments that translated texts tend toward "hypernormative" language: even intentionally non-normative language appears "normalized" in translation.

Marina Ruiz Tada, University of Barcelona

Lena Vasylets, University of Barcelona

RWL Multimodal Learning and the effects of reading direction: Lexical acquisition from Japanese manga

In this study we explore the potential of manga (Japanese comics) as a tool to acquire L2 vocabulary.

Bonnie Anne Vidrine Isbell, University of Washington

COG Language Attachment Theory: Bridging Social Neuroscience and Language through Human Bonding

From interdisciplinary work in the fields of applied linguistics, social neuroscience, and psychology, this presentation offers a new theoretical framework, "language attachment," which positions human bonding as central to acquisition. Main findings of a mixed methods study analyzing L2 bonding in L2 learners along with pedagogical implementations will be discussed.

Emma Dafouz, University Complutense of Madrid

Ruth Breeze, University of Navarra

TXT On the use of complex cognitive discourse functions in exam responses in a parallel L1-EMI university course

The paper applies the newly developed concept of "cognitive discourse function" (or CDF, Dalton-Puffer, 2013) in the context of student writing at tertiary level, to explore differences in exam performance in a content course between high and low level answers, and between Spanish- and English-Medium instruction (EMI) answers.

Alfredo Ferreira, The University of British Columbia

REM Nominal Density Analysis: A New Instrument for Quantitative Analysis of Information Density and Abstraction in Discourse

A new instrument – Nominal Density analysis – is introduced for quantitative investigation of variation in the information density and associated scope of abstraction of discourse. Nominal Density analysis is introduced using a corpus of EAP writing by Japanese graduate students, informing detailed claims of their literacy practices and disciplinary apprenticeship.

Alastair Pennycook, University of Technology Sydney

LID Posthumanist applied linguistics

This poster session aims to foster discussion around the topic of posthumanism and applied linguistics. Participants are invited to discuss their interests in the field of posthumanism and to raise diverse ideas that can contribute to a broadening of our understanding of

humans, objects, language and place.

Estela E Ene, IUPUI

Thomas Upton, Indiana University - Indianapolis

DIS A corpus-based rhetorical move-analysis of teacher electronic feedback in ESL writing course chats

This corpus-based study analyzes the rhetorical moves, uptake, and student perceptions of the teacher-student chats from 5 freshman ESL writing courses taught by 3 expert teachers. Findings show that chats are useful for establishing rapport and clarifying feedback, but we suggest that longer chat sessions may be more effective.

Tao Yang, The University of Hong Kong

Qin Xie, The Education University of Hong Kong

ASE Developing an item bank to diagnose the lexical and syntactic problems in university students' academic writing in English

Based on error analysis of over 1000 researched essays produced by Hong Kong university students, this project developed an item bank to diagnose the common lexical and syntactic problems in Chinese students' academic writing in English. Cognitive diagnostic modeling was used to investigate four potential causes underlying the error patterns.

Adriana Soto-Corominas, Western University

Ana Garcia-Allen, The University of Western Ontario

PED Flipping the Spanish Classroom: How to Increase Students' Performance on Grammar in a Language Flipped Classroom

This study investigated the efficacy of the flipped classroom approach in the grammar instruction of a beginners Spanish language course. The results indicated that the flipped classroom methodology is overall effective to teach and learn grammar despite student resistance.

Ge Lan, Purdue University

Yachao Sun, Purdue University

COR A Computer-assisted Investigation on the Correlation between L2 Writing Proficiency and Selected Nonfinite Noun Modifiers

The research explores the correlations between L2 writing proficiency and three nonfinite noun modifiers in argumentative papers written by Chinese students. The result demonstrates that no significant correlation is found for the nonfinite features. This is likely to imply instructional problems in English courses in China.

240. Mon 3:00-4:30

Poster Session 5

Exhibition Hall

Rebekah Johnson, LaGuardia Community College, City University of New York

Domenica (Donna) Luvera DelPrete, Teachers College, Columbia University

DIS (Dis)harmony in Family Talk: How Maternal Roles and Discursive Strategies Affect Relational and Interactional Outcomes in Mothers and Daughters

A discursive analysis of two mother-daughter pairs reveal that when a mother steps out of a traditional nurturing role, engages their daughter in troubles talk, or unwittingly problematizes the daughter's life choices, disharmony ensues. Mother's roles, and the discourse strategies she employs, affect the interactional outcome in this parent-child pair.

Domenica (Donna) Luvera DelPrete, Teachers College, Columbia University

DIS Nips and Bites: Teasing and Problematizing in Family Interaction

This study investigates how one family's talk about work, travel, and lifestyle choices (re)produces competing "ways of being [and seeing] in the world" (Duranti, 1997). Specifically, it shows how adult family members employ the conversational strategies of teasing and problematizing in gender and culture specific definitions of a productive life.

Hung-Tzu Huang, Department of Foreign Languages and Literature, National Tsing Hua University, Taiwan

COG Actual self and English learning motivation: A case study of Taiwanese parents and their adolescent children

This qualitative study explores EFL adolescents and their parents' English learning motivation from a relational perspective and discusses how both parents and young adolescents' actual selves, shaped by their interpersonal relationships and cultural values specific to the local context, can help explain motivated learning behaviors

Janet Tom Cowal, Portland State University

PED Framing in the Garden: Combining Perspectives from Visual Arts and Applied Linguistics for Multi-sensory Language Learning

A visual artist and an applied linguist collaborated to create materials and multi-sensory tasks for language learning in outdoor settings. Concepts from visual arts (e.g., framing and perspective) illustrate aspects of language. Photos, sample materials, and results of lessons taking place in a garden in Portland, Oregon are presented.

*Lei Lei, Huazhong University of Science and Technology
Dilin Liu, The University of Alabama*

COR Research trends in applied linguistics from 2005 to 2016: A bibliometric study

This presentation reports on a corpus-based bibliometric study of the research trends in applied linguistics in the past 12 years (2005-2016), covering issues such as what research topics are receiving increasing attention and which journals and journal articles enjoy high impact factors. Methodology, results, and research implications will be covered.

Katia Vanderbilt, Georgia State University

TXT Mind the Gap: A Cross-Linguistic Study of Research Articles in Brazilian Portuguese and English

This presentation will report on a comparative analysis of empirical research articles in the field of Applied Linguistics written in Brazilian Portuguese and English.

Among the differences, research articles written in Portuguese or English by Brazilian scholars show wider individual variation.

Goetz Schwab, Karlsruhe University of Education

Mareike Oesterle, Karlsruhe University of Education

DIS Classroom Observation Revisited – The Transition from Learner-Learner to Learner-Teacher Interaction

By using a certain iPad app, i.e. VEO (Video Enhanced Observation), researchers can focus on specific situations in the on-going communication of a (foreign language) classroom. In our talk one distinct aspect will be presented and analysed in a multi-modal way: teacher-learner supportive talk during learner-learner group or pair work.

Jing Zhou, University of Hawai'i at Manoa

REM Foreign Language Classroom Anxiety and Its Predictors: A Structural Equation Modeling Study

This study examined foreign language (FL) classroom anxiety and its predictors (N = 93). This study intended to test a model of FL classroom anxiety with three factors: language, learner, and learning situation using Structural Equation Modeling (SEM). Results showed that the observed data fits the proposed model very well.

Gary James Harfitt, The University of Hong Kong

Ida Mok Ah-chee, The University of Hong Kong

Amy Tsui Bik-may, The University of Hong Kong

Valerie W.Y. Yip, The University of Hong Kong

Daozhi Xu, The University of Hong Kong

Cheri Chan, The University of Hong Kong

Kennedy Kam Ho Chan, The University of Hong Kong

Dennis Fung Chun-lok, The University of Hong Kong

Arthur Lee Man-sang, The University of Hong Kong

PED A Critical Examination of Teachers' Analysis of Language Use and Scaffolded Interaction in CLIL Science Classrooms

This study examines how teachers' awareness of language use and scaffolding strategies in different classroom discourses influence students' content learning and L2 acquisition in secondary CLIL science classrooms. It throws light on the progressive move from teachers' scaffolded interaction to students' self-awareness of learning through science talk.

Jim King, University of Leicester

Lesley Smith

PED Exploring Wait Time in the Second Language Classroom: A Dynamic Systems Approach

This presentation focuses on wait time's (the gap between teacher elicitation and student response) effects on discourse patterns within a postgraduate L2 classroom. Using a dynamic systems framework, our research suggests wait time is not as straightforward as previous studies proposed and it plays an intricate role shaping classroom discourse.

Mark Emerick, Temple University
Brooke Hoffman, Temple University
Yasuko Kanno, Boston University

BIHM Culturally Responsive Pedagogy and Translanguaging in a Community-Based ESL Program for Hispanic Restaurant Workers

Translanguaging has received attention in K-12 and higher education as a pedagogical approach for supporting bilingual learners. This presentation expands on this research by presenting data from a community-based ESL program for restaurant workers. We argue that translanguaging is an effective pedagogical tool for educators striving to be culturally responsive.

Jayson Parba, University of Hawai'i at Manoa

BIHM Translanguaging in the Filipino Heritage Language Classroom: Language Practices as Learning and Teaching Resources

This study aims to contribute to the discussion on translanguaging pedagogy by exploring the potentials of using flexible linguistic repertoire of emergent bilinguals (Garcia, 2009) as teaching and learning resources in a multilingual Filipino heritage language classroom at a university in Hawaii.

Youngjoo Yi, The Ohio State University

Esther Hye-min Yoon, The Ohio State University

BIHM Transitioning North Korean Refugee Youths Through Discovery of Linguistic and Cultural Identity with English Acquisition

Learning from the reunification of Germany and the literature on refugee adaptation, along with drawing upon findings from empirical research on refugee youths' language learning, this paper proposes a "transitional model" to help adjust refugee youths settling in new society through the acquisition of English as a "bridging language."

Patricia Venegas, UIW- Madison

BIHM Bilingual Professional Identities and Biliteracy: Equity Enactments, Power Dynamics and Learning Opportunities Across Dual Immersion Contexts

The purpose of this paper is to explore two English-Spanish bi/multilingual teachers' enactments of their professional identities in two dual language teaching contexts, wherein they organized more equitable learning spaces from a more dynamic, robust and situated understanding of bilingualism, biliteracy, and biculturalism.

Miguel Mantero, University of Alabama

EDU Language, Learning, and Education in a Post-Monolingual Society

In this presentation, we explore linguistic change within our educational system. Intricately tied the transformation in our schools is the notion that our own communities are part of a post-monolingual society. The concept and impact of a post-monolingual society on education will be presented and debated via a critical lens.

Rayoung Song, University of Massachusetts Amherst

LID A Double-edged Sword: Enhancing Investment in English Language Learning While Perpetuating Monolingual Ideologies in an Online English Study Group

This ethnographic study investigates how an online English study group offers new opportunities for English language learning and socialization, and simultaneously perpetuates monolingual ideologies. As a participant observer, I examined online postings, audio-recorded online study group sessions, and the interviews with each participant to facilitate emic understanding.

Anthony Clairmont, UCSB

BIHM Bilingual Identity in a Youth Educational Linguistics Initiative

Student-reported program evaluation data from a university-high school initiative to teach linguistic anthropology in AVID classes shows a strong link between acquisition of core academic skills, exploration of identities, and socialization into the practices of higher education. Self-reported language attitudes of bilingual students emerged as a predictor of program value.

Anton Wierenga, University of Alberta

Kuo-Chan Sun, University of Alberta

SLA The effect of cross-linguistic phonological similarity on L2 Mandarin spoken word recognition: A pilot study

Research suggests that L2 spoken word recognition is sensitive to phonological cross-language similarity. This project investigated this phenomenon across two language types, tonal vs non-tonal in a psycholinguistic form priming experiment. We found that both L1s and L2s displayed comparable processing patterns, however interference inhibited processing of L1-type sounds.

Rebecca Sachs, Virginia International University

German Zarate-Sandez, Western Michigan University

Charles Nagle, Iowa State University

PED Teachers' and Learners' Evolving Beliefs on Pronunciation Instruction

Inexperienced and experienced Spanish language instructors and novice and advanced learners of second language Spanish completed a four-part survey on pronunciation learning and teaching. Quantitative analyses examined the structure and evolution of their beliefs, and a qualitative approach was employed to identify watershed moments in their learning and teaching experiences.

Faith Marcel, OISE University of Toronto/ Niagara College

TEC Investigating Augmented and Virtual Reality Applications for Language Teaching and Learning in Higher Education

In this study, benefits, challenges and affordances of augmented and virtual reality technologies for language learning are investigated in a multi-level English for Academic Preparation program within a Canadian higher education context. Within the scope of this presentation, key methodological components of the present study will be examined and discussed.

Tiago Bione, Concordia University

Walcir Cardoso, Concordia University

Jennica Grimshaw, Concordia University

TEC An evaluation of text-to-speech synthesizers (TTS) in the foreign language classroom: Speech Quality

This study evaluated a modern English TTS system in an EFL context in Brazil in terms of speech quality. Results indicate that EFL learners rate human samples higher than their TTS-based counterparts in most measures, but they have positive attitudes towards the use of the technology as a pedagogical tool.

Dilin Liu, The University of Alabama

Min Wang, The University of Alabama

TXT WeChat Discussion: A Mobile-Networked Community of L2 Literacies and Identity Negotiation

This presentation reports on a case study examining how three Chinese ESL students at a US university formed a mobile-networked community of L2 literacy practitioners through WeChat (a Facebook-like platform) discussions and how they fashioned their textual identities in the process. Research and pedagogical implications are also discussed.

Cass Lowry, University of Pittsburgh

SLA The Morphosyntax of Georgian Heritage Language Speakers: A Developmental Analysis of Narratives

This study investigates how the morphosyntax of a heritage language changes across a speaker's lifespan. A cross-sectional analysis of Georgian heritage speaker narratives is used to reveal deviations from the monolingual norm in the use of morphosyntactic features, such as nominal case and verbal subject/object marker inflections.

Ida Chavoshan, University of Pittsburgh

PED Unanticipated student utterances in an adult ESL grammar classroom

This presentation investigates the significant role of unanticipated student utterances in an adult ESL grammar classroom. The presenter provides a detailed look at how unanticipated student utterances are perceived by teachers and students, how teachers respond to such utterances, and the overall function of such utterances in the grammar classroom

Jeanette Toth, Stockholm University

BIHM Language as Key: Stakeholder Perspectives in Swedish EMI for Young Learners

This paper explores stakeholder perspectives on language and language use in English-medium instruction (EMI) for young learners, drawing on data from a longitudinal case study in a Swedish primary school. Thematic analysis of the interviews revealed discourses of linguistic hierarchies, with English positioned as a key to the global arena.

Scott Crossley, Georgia State University

Ali Heidari, Georgia State University, Department of Applied Linguistics

ASE Let's Agree to Disagree: A Computational Analysis of Linguistic Differences in Writing in Agreement versus

Disagreement Conditions

This study examines if linguistic features distinguish between essays written in agreement versus those written in disagreement with a given prompt. Differences between prompt task were found in terms of cohesive, lexical complexity and sentiment analytic. The implications for theory and research in writing assessment will be further discussed.

Yingna Wang

SLA Tensions in Students' and Teachers' Experiences of Interaction in English Language Learning Classrooms in China

The presenter will describe the importance of understanding classroom interaction from both teachers' and students' experiences, acknowledging their tensions as situated in Chinese university English classrooms. These findings contribute to and invite an expanded understanding of interaction in English language learning in China and more generally.

Mingxia Zhi, University of Texas San Antonio

ASE Washback Revisited: Test-Taker Perceptions and Individual Differences in Test Preparation

This study examined the relationships between individual differences of the test-takers and their perceptions of the standardized speaking tests as well as how they are related to their test preparation strategies. Results suggested different preferences of the test candidates to speaking test formats are reflected in their learning strategies.

George Green, Lancaster University

Johann Unger, Lancaster University

LCS "Telling" the Future: The Discursive Construction of National Identity in Creative Writing

This poster will present the results of an investigation into how narratives of national identity are constructed, mediated and modulated through storytelling in transformational societies in Europe. We describe how writers use particular discursive strategies to "tell" the future when national identities are or have been in flux.

TUESDAY

282. Tue 9:10-10:40

Poster Session 6

Exhibition Hall

Karen Foltz, Arizona State University

EDU Linguistic Awareness for Second Language Teachers

This study aims to understand how much linguistic awareness and knowledge second-language teachers use in their teaching, pedagogy, and overall professional development. This is done through interviews with questions, structured similarly to think-aloud protocols, that probe different areas of linguistics in relation to teaching.

Jin Sook Lee, University of California, Santa Barbara

Valerie Meier, University of California at Santa Barbara
Walter Aminger, University of California Santa Barbara
Stacey Carpenter, University of California Santa Barbara
Sarah Hough, University of California Santa Barbara
Ashley Ioeland, University of California Santa Barbara
Sungmin Moon, University of California Santa Barbara
Julie Bianchini, University of California Santa Barbara

EDU "At the Beginning, I Definitely Only Thought of It as Words": Preservice Science Teachers' Developing Understanding of Academic Language

To work effectively with English language learners, secondary science teachers must develop a comprehensive understanding of both the structural and social practice dimensions of academic language. Using discourse analysis of interview data, we trace seven science teacher candidates' developing understanding of academic language, detailing both conceptual growth and remaining limitations.

Kayoko Mayumi, University of Southampton
PED Applied Linguistics and Language Teacher Education: Does the Theory Scaffold Language Teachers?

This study explores how the theoretical knowledge acquired in postgraduate study impacts upon and scaffolds the transformation of language teachers' classes. The findings show that these teachers successfully bridge the gap between theory and practice as a mediator, emphasizing the significance of long-term in-service education.

Steven McCafferty, University of Nevada, Las Vegas
Refika Turgut, University of Nevada, Las Vegas
PED An investigation of alternatively-certified secondary content teachers' teacher identity development in relation to ELLs in the context of TESL course

This multiple-case study investigated four alternatively-certified secondary-content teachers' ELL teacher identity development in the context of a teaching English as a second language course. Findings revealed teachers' positionings in relation to ELLs played an important role in their learning to teach ELLs in the course and teaching practices in classrooms.

Amber Warren, University of Nevada, Reno
DIS Storytelling and Language Teachers' Beliefs: Insights from the Online Teacher Education Classroom

This presentation reports findings from a conversation and discourse analysis of pre-/in-service ESL teachers' belief construction in an online course. The presenter focuses on one pattern of interaction, storytelling, in relation to the accountable production of beliefs in interaction. Findings suggest value in interpreting teacher beliefs as interactionally contingent.

Li-Shih Huang, University of Victoria
RWL Aligning teaching practices for supporting EAL students with best practices

This presentation will share a multi-component research project examining those beliefs, perceptions, and practices of academic writing instructors that support domestic and

international EAL students from across disciplines. The process and results of the project should interest anyone teaching EAL learners in contexts where an academic writing course is required.

Armando Garza, Texas A&M University-Kingsville
Mirta Maldonado, California State University Stanislaus
BIH L@S Maestr@s Hablan: Ideologies of Latin@ Bilingual Teacher Candidates on their Bilingual Education

This study examines the voices of Latin@ bilingual teacher candidates regarding their own trajectories in bilingual and/or monolingual classrooms throughout their K-16 education. Using Discourse Analysis (Gee, 2011), presenters discuss how such voices need to be understood and utilized in teacher preparation programs as powerful teaching and learning tools.

Hao Xu, National Research Center for Foreign Language Education

BIH Identity construction of EFL teachers in multilingual contexts of minority regions in China

This study examines the role of multilingual contexts and teachers' language background in the identity construction of EFL teachers in minority regions in China, specifically, Inner Mongolia, Sinkiang, and Tibet where minority languages are spoken as L1 while Mandarin Chinese serves as the official language across China.

Susan Behrens, Marymount Manhattan College
EDU Teaching against Linguistic Stereotypes through Professional Development: A Coalition of Linguists and Centers for Teaching and Learning

The linguistic underpinnings of many pedagogical problems have gone largely unexplored by teaching and learning centers. This poster offers examples of collaboration between linguists and teaching centers as they work to infuse more language awareness in professional development and language sensitivity in higher education, combating many unchallenged language stereotypes.

Shinhye Lee, Michigan State University
ASE Planning Time and Task Types in Oral Test Performance: An Investigation into the TOEFL iBT Speaking Test Tasks

This study explored the relationship between task types and lengths of planning time within the context of the TOEFL iBT speaking test. Results from 94 test takers suggest a possible influence of the availability of input resources of specific tasks on how participants make use of and perceive planning time.

Jon Clenton, Hiroshima University
Simon Fraser, Hiroshima University
Sosei Aniya, Hiroshima University
Dion Clingwall, Hiroshima University
VOC Exploring Relationships Between Second Language Oral Ability and Vocabulary Knowledge

This paper investigates relationships between L2 oral ability and vocabulary knowledge. L1 Japanese, L1 French,

and L1 English subjects were tested on both measures. Findings from stepwise hierarchical multiple regression analyses suggest that for L2 oral ability development, a greater focus on vocabulary in the second language classroom is necessary.

Paul Quinn, University of Toronto/OISE

PED Variations in the Types and Timing of Oral Corrective Feedback in a College ESL Program

This poster reports on an investigation of how the types and timing of orally-provided corrective feedback vary across class types and student proficiency levels in a college ESL program. The teachers in the study also reflect upon the quantitative findings in terms of how they will affect their future practice.

Dana Saito-Stehberger, UC Irvine

Rachel Fernandez, UC Irvine

Meg Parker, UC Irvine

TEC Online Instruction of Academic Speaking and Listening Skills: Who is the Audience?

MOOCs are established and their presence is known worldwide. It is time to analyze who is taking advantage of this free education and how this education is being applied in their lives.

This poster session will report on the development and reaction to an online course on Academic Discussion Skills.

Steven Kirk, University of Tokyo

DIS A multi-modal case study of the co-construction of fluency in dialogue

The co-construction of fluent conversation was examined through multi-modal case studies of two Japanese learners of English. The study used a semi-experimental design where the subjects were asked to retell the same story in monologue and in dialogue. Results show how storytelling in dialogue is qualitatively different from monologue.

Angela Haeusler, University of Hawai'i at Manoa

LMR Spatializing Aloha: Hawaiian language use, geo-justice and the tourism industry

Moving beyond categorical observations of language commodification in tourism settings, this paper introduces Lefebvre's three dimensions of space for more nuanced debate of the struggles between economic participation and spatial justice for indigenous people in highly touristic and commercialized places.

Yueh-Hung Tseng, National Dong Hwa University

Rae-Ping Lin, University of British Columbia

SOC Teaching for social justice: A case study of a remedial English program in Taiwan

This study considers the influence of neoliberalism on a remedial English program in Taiwan and asks whether such programs help decrease social inequality and how teachers position themselves in terms of reducing this gap.

Ramona Kreis, University of South Florida

DIS #refugeesnotwelcome: The Online Discourse of the European Refugee Crisis on Twitter

This study examines the online discourse of the European refugee crisis on Twitter. 100 tweets with #refugeesnotwelcome are analyzed using a Critical Discourse approach with the focus on Twitter users' discursive strategies as well as form and function of semiotic resources, intertextuality, multimodality, and addressivity.

Matthew Hadodo, University of Pittsburgh

LID Large Difference/Little Difference: Istanbul Greek [ʔ] and Language Ideologies

Tokens of [l] and [ʔ] in speakers of Istanbul Greek, an endangered dialect in contact with Turkish, were recorded. After acoustic analysis, rates of these variants' use were correlated to participants' attitudes towards Istanbul Greek and Standard Greek to demonstrate how phonetic variation corresponds to ideology in ethnic minority communities.

Ruth Harman, University of Georgia

Jason Mizell, The University of Georgia

EDU Youth Transformative Practices Through Reflective Community Relationship Building in Youth Participatory Action Research

This discourse analysis study of a YPAR project explored how students of color needed support to access dominant semiotic resources. Through relationship building and reflective processes, minoritized students and researchers began to build nourishing communities. The study also highlights how humanizing research model is pivotal when working with minoritized youth.

Jason McLarty, University of Oregon

Brooke Josler, University of Oregon

Tyler Kendall, University of Oregon

EDU New Resources for Education and Outreach on African American Language: The Online Repository of African American Language

This poster presents a new web-based resource for education, research and public outreach about African American Language (AAL). AAL has been a major focus of linguistic research, having major social and educational implications. Public knowledge of AAL can have a positive impact in education and American society more broadly.

Jessica Lian, Georgia State University

LCS 'Does Chinatown Mean Chinese?' The Dynamics of Multilingualism in the Linguistic Landscapes of Historic Chinatowns in America

Following the frameworks of ethnolinguistic vitality and geosemiotic analysis, this study compares the linguistic landscapes of Chinatowns in San Francisco, Boston, and New York, with the aim of understanding the ways in which multilingual visual environments develop and coexist in historic Chinese-American communities.

Hsin-I Chen, National Kaohsiung University of Applied Sciences

TEC Second Language Identities in Telecollaborative Exchanges

Adopting a case study approach, this study examines the ways learners construct L2 identities in intercultural

communication in a telecollaboration project. This allows us to decontextualize L2 learners' identities creation and to examine how EIL learners' ideology, capital, and identity shape their positions in online discourse. Pedagogical implications are discussed.

J. Lake, Fukuoka Jo Gakuin University

Keita Kikuchi, Kanagawa University

PED Positive Psychology and the Development of a Model of Positive L2 Self

This presentation introduces a model of a positive L2 self, which integrates constructs from the field of positive psychology and motivation in the context of L2 learning. The presenters use quantitative and qualitative data and discuss how positive constructs can be used in developing positive identities of language learners.

Hirokazu Yohokawa, Kobe University

Ken-Ichi Hashimoto, Kinki University

Tomoyuki Narumi, Hyogo University of Teacher Education

Hiroshi Nakanishi, Tohoku Gakuin University

SLA Task Effects on On-line Processing of Linguistic Information during Sentence Comprehension by Japanese EFL Learners: A Self-Paced Reading Study

A self-paced reading study was conducted to investigate the implicit linguistic knowledge and processing of Japanese higher and lower proficient EFL learners by using three types of secondary tasks. Results revealed that lower proficient learners do not process syntactic information preferentially by tasks other than in the grammaticality judgment task.

Stephen Skalicky, Georgia State University

PRG Deviations of linguistic patterns found in satirical irony: A corpus-pragmatic approach

Satirical headlines from The Onion are compared against COCA for differences in linguistic patterns (e.g., collocation, semantic preference). Results suggest satirical headlines systematically exploit linguistic patterns at linguistic and discourse levels. These findings complement current pragmatic understandings of irony interpretation by providing an additional linguistic mechanism to explain irony comprehension.

INDEX OF PARTICIPANTS

- A
- Abbott, Marilyn, 092
Abdel-Malek, Myriam, 020
Abdi Tabari, Iman, 200
Abdi Tabari, Mahmoud, 200
Abdul Manan, Syed, 143
Abobaker, Reima, 221
Abolhassani, Zahra, 164
Abraham, Lee B., 033
Abudumutailifu, Ainiwaer, 061
Abugaber, David, 010
Achugar, Mariana, 145
Adolphs, Svenja, 112
Aguirre-Munoz, Zenaida, 122
Ahn, Jieun, 043
Ahn, So-Yeon, 164
Ahn, Yoo Young, 290
Akbar, Farah S., 155
Akiyama, Tomoyasu, 084
Akiyama, Yuka, 071
Alammar, Aseel, 248
Alavi, Seyed Mohammad, 183
Albakry, Mohammed, 260
Albawardi, Areej, C9
Aldossary, Marzooq, 155
Alexander, Jamieson M., 043
Alghamdi, Noura, 285
Al-Gahtani, Saad, 227
Alharthi, Thamer D., 193
Al-Hoorie, Ali H., 008, 112
Allison, Donald, 293
Al-Murtadha, Mutahar, 077
Alosaimi, Muna, 150
Alqefari, Abdulrahman, 276
Alquraishi, Mohammed, 164
Alruwaili, Hissah, 285
Altun, Hatice, 136
Aminger, Walter, 282
Amoruso, Marcello, C5
Amory, Michael, 275
Andreou, Maria, 233, 233
Aneja, Geeta, 098
Angelelli, Claudia, 103
Angelo, Denise, C2
Angus, Katie B., 267
Aniya, Sosei, 282
Antes, Theresa A., 194
Antoniou, Vasiliki, 242
Anzures Tapia, Aldo, 228
Aoki, Chikako, 155
Appleby, Roslyn, C8
Armistead, Lisa P., 106
Arnold, Nike, 310
Arroyo, Diana C., 115
Arrufat-Marques, Maria-Jose, 264
- Arteagoitia, Igone, 233
Ashcroft, Robert, 200
Aso, Takuji, 136
Ates, Burcu, 107
Atkins, Andrew, 196
Atkinson, Dwight, C7
aus der Wieschen, Maria Vanessa, 183
Austin, Theresa, 059
Avalos, Mary, 100, 279
Avenia-Tapper, Brianna M., 240
Avineri, Netta, 188, 191
Aydin, Burcu, 125
Aydin, Didem, 243
Azaz, Mahmoud, 069
- B
- Bach, Carrie K., 193
Back, Michele, 036
Badenhorst, Paul, 231
Badiola-Maguregui, Lucia, 159
Bae, Eun Young, 022
Baer, Brian James, 103
Bailer, Cyntia, 107
Bailey, Elizabeth G., 314
Baker, Beverly, C3
Baker, Susan, 317
Balaman, Ufuk, 139
Bale, Jeff, 017
Balikci, Gozde, 042
Ballantyne, Glenda, 251
Banat, Hadi, 155
Banerjee, Jayanti, 155
Bankier, John, 200
Baquedano-Lopez, Patricia, C1
Barclay, Sam, 218
Barcomb, Michael, 282
Bardovi-Harlig, Kathleen, 018
Barkhuizen, Gary, 104, 234
Barrett, Catrice, 149
Barrette, Cathy, 223
Barrows, Jacob, 283
Batty, Aaron Olaf, 184
Batziakas, Bill, 140
Bax, Anna, 080
Baynham, Mike, 060, C8
Beaulieu, Suzie, 137
Becker, Anthony P., 151
Becker-Zayas, Ava, 062
Behrens, Susan, 282
Belcher, Diane, 108, C3
Benesch, Sarah, 174
Bengochea, Alain, 269
Benson, Susan, 155
Berent, Gerald P., 085
Berg, Helen, 107
- Berger, Cynthia M., 091, 239
Bergroth, Mari, 273
Bernstein, Katie, 006, 261
Bever, Olga, 069
Bhalla, Shereen, S1
Bhattacharya, Usree, 271
Bhowmik, Subrata, 155
Bi, Nick Z., 176
Bianchini, Julie A., 282
Bigelow, Martha, 281
Bione, Tiago, 240
Bishara, Muzna A., 121
Bitchener, John W., 041
Black, Rebecca, C10
Blackledge, Adrian, C6, S1
Blake, Robert, 112, 200
Bluemel, Brody, 074
Boada, Diego, 069, 291
Bobrova, Larysa, 130
Bogorevich, Valeriia, 052, 069
Bohannon, Jeanne, 066
Bonder, Linda, 023
Bongartz, Chris, 233, 233
Bookman, Bitá, 105
Bose, Frances N., 190, 275
Bosher, Susan D., 214
Boudros, Henrietta, 107
Boulton, Alex, 018
Boun, Sovicheth, 080
Bournot-Trites, Monique, 246
Bowden, Harriet, 071
Bowles, Melissa, 038
Braden, Sarah, 250
Bradley, Jessica, 265
Brantmeier, Cindy, 112
Breeze, Ruth, 200
Breshears, Sherry, 035
Briney, Rachel, 196
Brooks, Rachel L., 160
Brown, Alan V., 093
Brown, Dale, 001
Brown, Dan, 297
Brown, James Dean, 184
Brown, Jeff, 200
Bryfonski, Lara, 299
Budde, Christina M., 109
Buescher, Kimberly, 111, 200
Bunch, George C., 037, 187
Burch, Alfred R., 056
Burdelski, Matthew, 099
Burhan Horasanli, Elif, 266
Burns, Katharine, 239
Busch, Brigitta, C5
Buschner, Bryan, 025
Busque, Christine, 244

- Butler, Yuko G., 063, 220
 Byrd Clark, Julie, 057, 188
 Byrnes, Meredith, 012
- C
- Caceda, Carmen R., 112
 Cahnmann-Taylor, Melisa (Misha), 063, 110
 Cai, Shengrong, 131
 Caldas, Blanca Gabriela, 188
 Calderón, Anne M., 304
 Campbell, Shireen, 112
 Camus-Oyarzun, Pablo A., 095
 Canagarajah, Suresh, 189, 231, P6
 Caplan, Nigel, 084
 Cárdenas-Claros, Mónica S., 223
 Cardoso, Walcir, 095, 107, 240
 Cardozo-Gaibisso, Lourdes, 122
 Carhill-Poza, Avary, 213
 Carpenter, Lauren B., 009
 Carpenter, Stacey L., 282
 Carr, Jhonni, 033
 Carrillo Cabello, Adolfo, 092
 Carroll, Kevin S., 069
 Casal, J. E., 066
 Casanave, Christine Pearson, 015
 Catedral, Lydia, 153, 059
 Caudill, Kristi, 260
 Causarano, Pei-ni L., 192
 Cekaite, Asta, 099
 Cerezo, Luis, 179
 Cerviño-Povedano, Eva, 111
 Chamcharatsri, Pisarn B., 106
 Champion, Andrew, 198
 Chan, Cheri, 240, 301
 Chan, Kennedy Kam Ho, 240, 301
 Chan, Virak, 143
 Chang, Anna C., 175
 Chang, Seung-Eun, 069
 Chang, Yueh-ching, 118, 210
 Chang, Yujung, 118
 Chapelle, Carol, 068, 200
 Chapman, Mark, 075
 Charitos, Stephane, 263
 Charles, Maggie, 018
 Charles, Quanisha D., 105
 Chatterjee, Anindita, 199
 Chaudhuri, Anita, 155
 Chavez, Monika, 276
 Chavoshan, Ida, 240
 Chen, Honglin, 270
 Chen, Hsin-I, 282
 Chen, Ivy W., 165
 Chen, Lang, 089
 Chen, Le, 195
 Chen, Meishan, 297
 Chen, Meng H., 026
 Chen, Michelle Y., 155
 Chen, Qi, 056
 Chen, Tianxu, 225
- Chen, Wen-Hsin, 162
 Chen, Zhuo, 284
 Cheng, Rui, 255
 Cheung, Yin Ling, 086
 Chi, John K., 107
 Childs, Melinda D., 199
 China, Addie L., 288
 Chiu, Yuan-Li Tiffany, 094
 Cho, Hyesun, 195
 Cho, Yeonsuk, 264
 Choi, Duk-In, 298
 Choi, Julie, C9
 Choi, Seongsook, 106
 Choi, Yujeong, 069
 Choi, Yunkyeong, 226
 Chong, Meilin, 269
 Christison, MaryAnn, 268
 Chukharev-Hudilainen, Evgeny, 002, 074, 319
 Chun, Christian W., 232
 Chun, Jean Young, 193
 Cimasko, Tony, 172, 288
 Cinaglia, Carlo, 155
 Clairmont, Anthony, 240
 Clark, Amy, 255
 Clark, Leigh, 112
 Clay, Amy, 148
 Clenton, Jon, 156, 282
 Clingwall, Dion, 282
 Clinkenbeard, Mary J., 217
 Cobb, Thomas, 157
 Coda, James, 110
 Coetzee, Frieda, 273
 Coffey, Simon, C9
 Cogo, Alessia, 101
 Cohen, Sarah L., 034
 Collier, Jo-Kate, 112
 Collier, Lizabeth C., 069
 Collins, Laura, 078, 107
 Compton, Sarah, 065
 Comstock, Lindy, 266
 Connor-Linton, Jeff, 068
 Conrad, Susan, 212
 Cook, Guy W.D., 079
 Cooper, Audrey, 097
 Coppala, A. Cameron, 025
 Corcoran, Lucas, 155
 Correa, Maite, 223
 Cosgrove, Abigail L., 240
 Cotos, Elena, 018, 068
 Cowal, Janet T., 240
 Cox, Jessica, 081
 Cox, Troy, 093, 155, 283
 Coxhead, Averil, 156
 Crampton, Anne E., 142
 Crandall, Jodi, 268
 Cranley, M. Elizabeth, 075
 Crawford, Bill, 150
 Creese, Angela, C6
 Creider, Sarah, 192, 275
- Crichton, Jonathan, 031, 198
 Criss, Marika, 252
 Crossley, Scott, 052, 208, 218, 239, 240, 318
 Crowther, Dustin, 088
 Crusan, Deborah, 196
 Csapo, Ben, 220
 Csomay, Eniko, 200, 253
 Cuellar, Delis, 148
 Cung, Bianca, 274
 Cunningham, Caitlin, 286
 Cunningham, D. Joseph, 069
 Cunningham, Kelly J., 197
 Curdt-Christiansen, Xiao Lan, 273
 Curinga, Rebecca, 323
 Curry, Mary Jane, 015
 Curtis, Jessie H., 289
 Cushing, Sara T., 106
 Czerwionka, Lori, 112
- D
- Dafouz, Emma, 147, 200
 Dagenais, Diane, 141
 Daley, Samantha, 109
 Dalton-Puffer, Christiane, 147
 Damari, Rebecca, 280
 D'Amato, Alicia, 083
 DAmico, Melanie L., 137
 Daniluk, Lukasz, 060
 Dao, Phung, 096
 Darbes, Tasha L., 297
 Darcy, Isabelle, 266
 D'Arienzo, Meredith, 076
 Darney, James, 069
 Darwin, Ron, C9
 Daryl, Gordon, 063
 Daurio, Phoebe, 002
 Davis, Tracy, 131
 Davydova, Deliya P., 112
 de Bot, Kees, 272, S3
 De Costa, Peter, 104, 234, C7
 De Fina, Anna, 060, C5
 De Jong, Nivja, 005
 de Kleine, Christa, 187
 De Korne, Haley, 063, 228
 de la Fuente Iglesias, Monica, 027
 de Monita Lopes, Luis Paulo, C8
 de Oliveira, Luciana, 278
 Defibaugh, Staci, 198
 Degueldre, Christian, 103
 DeKeyser, Robert, 133
 Del Valle, José, 176
 DelPrete, Domenica (Donna) L., 240
 Deng, Jun, 222
 Derrick, Deirdre J., 297
 Derwing, Tracey, 007, 032
 Deschambault, Ryan, 053
 DeShaw, Denise, 034
 Deshors, Sandra C., 124
 Devanga, Suma, 217, 258

Devitt, Ann, 154
Dewaele, Jean-Marc, 177
Dewey, Dan, 104
Diao, Wenhao, 104
Dienes, Zoltan, 043
DiFelice-Box, Catherine, 009
Di Gennaro, Kristen, 187
Dilger, C Bradley, 155
Dillard, Beth, 188
Dimova, Slobodanka, 029, 307
Ding, Ai-Chu, 310
Ding, Penny, 195
Disbray, Samantha, 254
Divita, David, 271
Djuraeva, Madina, 069
Do, Damon, 123
Dolce, Frank M., 112
Dolgova, Natalia, 205
Dolovic, Haley, 112
Dolsa, Gabriela, 146
Domby, Lisa, 112
Donaldson, Bryan, 027
Dong, Jihua, 300
Dong, Yanning, 277
Donovan, Anne, 107, 155
Doolan, Stephen, 187
Dorney, Zoltan, 120
Dovchin, Sender, 140
Drackley, Patrick, 105
Dracos, Melisa, 155
Dressman, Mark, 286
Dubcovsky, Laura, 179
DuBord, Elise, 293
Ducate, Lara, 216, 310
Dueñas, Frances Kvietok, 228
Duff, Patricia, C6, S1
Duran, Chatwara S., 112
Durkis, Andrea Eileen, 236
Durmusoglu Kose, Gul, 069

E

Ecke, Peter, 261
Eckstein, Grant, 196
Ede Hernandez, Luz Maria, 105
Edmonds, Amanda, 130
Edwards, Alison, 124
Edwards, Emily, 072
Eggington, William G., 155
Ehlers-Zavala, Fabiola P., 223
Ekers, Ashley, 195
Elder, Catherine, C3
Ellis, Elizabeth, 049
Ellis, Nick, 091, 154
El-Wakai, Khadija, 056
Emerick, Mark, 230, 240
Ene, Estela E., 200
Engman, Mel M., 191
Ennser-Kananen, Johanna, 191
Ergul, Hilal, 235
Eskildsen, Soren Wind, 139, 272

Eslami, Zohreh, 268, 311
Espinoza, Marco, 171
Etienne, Corinne, 142
Eunhae, Cho, 236

F

Fagan, Drew S., 009
Fan, Jinsong, 003
Faretta-Stutenberg, Mandy L., 177
Fazel, Ismaeil, 200
Featherman, Chris, 258
Felker, Emily, 005
Feng, Hui-Hsien, 074, 319
Fernandez, Julieta, 222
Fernandez, Loretta, 200
Fernandez, Rachel, 282
Fernandez, Rebeca, 112
Ferreira, Alfredo, 200
Feryok, Anne, 092
Feuerherm, Emily, 069
Fichtner, Friederike, 069
Fields, Claire, 193
Fields, Debbie, C10
Fikes, Nicole, 267
Finney, Kelli, 150
Fioramonte, Amy, 198
Fitts, Shanan, 100
Fitzsimmons-Doolan, Shannon, 014
Flahive, Douglas, 088
Fleming, Douglas, 282
Fleming, Kara, 140
Flores, Nelson, 063, 188, 191
Flynn, Katie, C3
Fogal, Gary, 086
Fogle, Lyn W., 150
Foltz, Karen, 282
Foote, Jennifer A., 032
Fors, Nils O., 182
Fortune, Tara W., 274
Francis, Elaine, 082
Fraser, Simon, 282
French, Leif, 137
Friedman, Debra, 066
Friginal, Eric, 195, 199, 235
Frost, Kellie, C3
Frye, Matt J., 030
Fu, Mengxia, 133
Fuentes, Ronald, 079
Fujimori, Chihiro, 112
Fujimura, Tomoko, 200
Fung Chun-lok, Dennis, 240, 301
Furukawa, Gavin, 058

G

Gage, Ondine A., 155
Gagne, Nancy, 137
Galante, Angelica, 049, C9
Gallagher, Catherine, 182
Gallagher, Colleen E., 149
Gallagher, Shaun, P2

Gallego, Muriel, 203
Ganuza, Natalia, 011
Gao, Jie, 155
Gao, Xuesong, 015, 061
Garcia Alonso, Alba, 149
Garcia, Prospero N., 226
Garcia-Allen, Ana, 200
García-Amaya, Lorenzo 104
Garner, James R., 318
Garner, Joe, 200
Garth, Campbell, 043
Garza, Armando, 282
Gass, Susan, 069
Gebhard, Meg, 278
Geeslin, Kimberly, 050
Geng, Hua, 041
Getman, Edward, 264
Ghanem, Romy, 297
Ghazarian, Peter, 168
Gibson, Aaron L., 200
Gierlinger, Erwin M., 147
Gilabert, Roger, 102
Gil-Berrio, Yohana, 301
Gkonou, Christina, 049
Gleason, Jesse, 019
Glodjo, Tyler, 170
Glover, Tony, 112
Glynn, Cassandra, 028
Goble, Ryan, 062
Godfrey, LeeAnne, 149
Godfroid, Aline, 043, 148
Gokee, Rebecca, 069, 291
Golden, Anne, 151
Golonka, Ewa M., 115
Gomez Laich, Maria Pia, 264
Gomez Soler, Inmaculada, 079
Gomez-Mandic, Carmen, 030
Gonzalez Alvarez, Hector, 193
González-Fernández, Beatriz, 218
Gopalakrishnan, Amaresh, C6
Gordon, Joshua, 055
Gort, Mileidis, 269
Goulah, Jason, 231
Gow, Mike, 195
Granena, Gisela, 115
Granger, Sylviane, 272
Grapin, Scott, 041, 155
Gray, Bethany, 168
Green, George, 240
Greenhoe, Anne, 155
Gregersen, Tammy S., 032
Grey, Sarah, 240
Grez, Michael A., 194
Grimshaw, Jennica, 240
Gross, Lisa A., 100
Grover, Tommi, S1
Gruba, Paul, 223
Gu, Mingyue, 105
Gudmestad, Aarnes, 130
Guerrero, Carmen, 126

Guillen, Gabriel, 235
Gunning, Pamela, 244
Guo, Lin, 155
Guo, Xiaoyan, 105
Gurung, Yozna, 149
Gutierrez Arvizu, Maria Nelly, 297
Gutierrez, Xavier, 178
Guzman, Natalia L., 230

H

Ha, KyongYoung, 131
Ha, Kyoungmi, 022
Habibie, Pejman, 108
Hadingham, Oliver E., 200
Hadjistassou, Stella, 155
Hadley, Gregory, 018
Hadodo, Matthew J., 282
Haeusler, Angela, 282
Haggerty, John F., 161
Hagiwara, Akiko, 069
Hagiwara-Endo, Akiko, 155
Hall, Christopher J., 251
Hamada, Mayu, 069
Hamilton, Colleen, 200
Hamman, Laura E., 169
Hamrick, Phillip, 043,069
Han, Huamei, 016, 144
Han, Qie, 052
Han, Yesul, 200
Hanaoka, Vera, 138
Haneda, Mari, 190, 275
Hannah, Mark, 267
Hansen Edwards, Jette, 286
Hardacre, Bahiyyih, 292
Hardy, Jack A., 025
Harfitt, Gary J., 240, 282, 301
Harklau, Linda, 037, 287
Harman, Ruth, 122, 145, 282
Harper, Daniel, 224
Harrelson, Erin Moriarty, 097
Hartranft, Anna M., 109
Hase, Naoya, 069
Hasegawa, Atsushi, 076
Hasegawa, Machiko, 171
Hashimoto, Ken-Ichi, 282
Hata, Kazuki, 194
Haviland, John, C5
Hedgcock, John, 200
Hedman, Christina, 011
Heeney, Margaret C., 200
Heffernan, Neil, 155
Heidari, Ali, 240
Heidrick, Ingrid, 323
Heidt, Irene, 271
Helland, Kristin I., 206
Hellermann, John, C4
Hellmich, Emily A., 209
Hendry, Clinton K., 095
Henery, Ashlie, 249
Hengst, Julie, 217, 258

Henry, Alastair, 182, 306
Hepford, Elizabeth, 137
Heugh, Kathleen A., 031, 075
Heylen, Kris, 001
Higgins, Christina, 234, 273
Hilliker, Shannon, 192
Hillman, Kyoko Kobayashi, 227
Hirano, Eliana, 201
Hirvela, Alan, 243
Hitchcock, Chris, 066
Hiver, Phil V., 008, 112
Ho, Kendi, 171
Ho, Mei-ching, 064
Hoagland, Merideth, 186
Hoekje, Barbara J., C3
Hoffman, Brooke, 230, 240
Hoffmann-Dilloway, Erika, 097
Holguin, Claudia, 010
Holmes, Bonnie C., 213
Holt, Benjamin, 026
Hope, Amelia, C3
Hornberger, Nancy H., 063, C6
Horness, Paul, 004
Hoskyn, Maureen, 150
Hosoda, Masaya, 112
Hough, Sarah, 282
Houser, Nicole M., 083
Hsieh, Ivy Haoyin, 148
Hsu, Hsiu-Chen, 221
Hsu, Wei-Li, 135
Hsu, Wen-Hsien, 263
Hu, Guangwei, 134, 172, 308
Hu, GW, 089
Hu, Jingjing, 265
Huang, Becky H., 112, 220
Huang, Hung-Tzu, 240
Huang, Jhih-Yong, 257
Huang, Li-Shih, 236, 282
Huang, Meichan, 119
Hubert-Smith, Nicolas, 048
Huettner, Julia, 147, 238
Huffman, Sarah R., 018, 194
Hughes, Elizabeth, 125
Hult, Francis M., 013, 063
Hummel, Kirsten, 112
Humphrey, Sally, 270
Huo, Xiangying, 269
Hutchinson, Caroline S., 112

I

Iams, Steven, 149
Ibrahim, Karim H., 216
Ikizoglu, Didem, 312
Ilieva, Roumiana, 031, 072
Ilosvay, Kimberly, 192
Im, Gwan-Hyeok, 298
Imai, Junko, 237
Inceoglu, Solene, 002
Indrarathne, Bimali, 003
Infante, Paolo, 051

In'nami, Yo, 219
Inoue, Naoko, 325
Isbell, Daniel R., 088, 095, 297
Ishino-Takai, Mika, 152
Ishizaki, Suguru, 068
Issa, Bernard I., 177
Ito, Yoriko, 069
Ivanova, Olga, 112
Iveland, Ashley, 282
Ives, Peter, 189
Iwamoto, Noriko, 054
Iwashita, Tomohiko, 155

J

Jacquemet, Marco, 140, C5
Jaeger, Hanna, 065
Jang, Eunice E., 192
Jang, Eunjee, 062
Jang, Soon Young, 107
Janssen, Gerriet, 287
Jeon, Eun-Hee, 219
Jeon, Heon, 196
Jeong, Seunggon, 022
Jespersen, Dea, 307
Jessica, Fox, 091
Jiang, Yih-Lin, 284
Jiang, Zhanhao, 194
Jimenez-Crespo, Miguel Angel, 103
Jin, Li, 107
Joaquin, Anna, 302
Johnson, David C., 033, O63
Johnson, Jennifer, 065
Johnson, Karen, 009
Johnson, Mark D., 040
Johnson, Rebekah, 240
Johnston, Duff, 183
Jones, Loren D., 279
Jones, Renata L., 278
Jones, Rodney, C9
Joo, Hyun Jung, 243
Josler, Brooke, 282
Ju, Zhongkui, 274
Jung, Hanbyul, 259
Jung, Jookyoung, 225
Jwa, Soomin, 256

K

Kadota, Shuhe, 069
Kalina, Nacole, C2
Kaloustian, Talar, 186
Kandil, Magdi, 149
Kang, EunYoung, 200
Kang, M. Agnes, 024
Kang, Okim D., 007, 184
Kangas, Sara, 125
Kanno, Yasuko, 230, 240, 281
Kääntä, Leila, 056
Kanwit, Matthew, 050
Karimzad, Farzad, 059
Kartchava, Eva, 197

Kashimada, Yuko, 160
 Kasper, Gabriele, 227
 Kasula, Alex, 190
 Katayama, Akiko, 185
 Kato, Kevin, 267
 Katunich, John, 189, 231
 Katznelson, Noah, 261
 Kaufer, David, 068
 Kaveh, Yalda M., 278
 Kawaguchi, Mayo, 017
 Kayi-Aydar, Hayriye, 266
 Ke, Sihui, 262
 Keck, Casey, 291
 Keijzer, Merel, 007
 Keller, Daniel R., 168
 Kelly Hall, Joan, 009, 275
 Kendall, Tyler, 282
 Kermad, Alyssa, 007
 Kern, Richard, 271
 Kestemont, Britta, 001
 Kia, Elnaz, 052, 303
 Kibler, Amanda, 281
 Kikuchi, Keita, 282
 Kilpatrick, Jeff, 138
 Kim, Ahyoung Alicia, 075
 Kim, Eun Gyong, 016, 240
 Kim, Ha Ram, 264
 Kim, IL-Hee, 150
 Kim, Jamie, 067
 Kim, Kathy M., 148
 Kim, Marcia, 155
 Kim, Mary, 023
 Kim, Miso, 019, 298
 Kim, Seongshin, 165
 Kim, Sunok, 155
 Kim, Susie, 132
 Kim, Tae-Young, 298
 Kim, YouJin, 021, 052, 076
 Kim, Youn-Kyung, 105
 Kimura, Daisuke, 275
 Kimura, Yuzo, 224
 King, Allie, 042
 King, Jim, 240
 King, Kendall, 063
 King, Seth L., 241
 Kirk, Steven, 282
 Kisselev, Olesya, 275
 Kivik, Piibi-Kai, 067
 Klassen, Marshall, 278
 Klayton, David, 305
 Kley, Katharina, 005
 Kling, Joyce, 268
 Knoch, Ute, C3
 Ko, Shaun, 241
 Kochaksaraie, Musa N., 164
 Koda, Keiko, 109
 Kogut, Galyna, 279
 Kohler, Alan T., 129
 Kohler, Michelle, 313
 Kohls, Robert, 291
 Koizumi, Rie, 219
 Kojima, Masumi, 048
 Konoeda, Keiko, 295
 Kontny, Jennifer, 235
 Koo, Kyo, 112
 Kormos, Judit, 003, 173
 Kosak-Babuder, Milena, 173
 Kouritzin, Sandra G., 185
 Koven, Michele, 060
 Kramer, Brandon L., 001, 303
 Kramsch, Claire, C1, C5, C7
 Kraut, Joshua, 324
 Kreis, Ramona S., 282
 Kremmel, Benjamin, 113
 Kubota, Ryuko, 098
 Kulbrandstad, Lars Anders, 151
 Kunisawa, Tae, 142
 Kunitz, Silvia, 056
 Kuo, Li-Jen, 284
 Kurtz, Lindsey, 031
 Kusters, Annelies, 097, C6
 Kuznetsova, Natalya, 112
 Kyle, Kristopher, 208, 318

 L
 Lado, Beatriz, 176
 Lagunas, Rosalva, C2
 Lahmann, Cornelia, 073
 Lai, Haiyan, 155, 192
 Lai, Yi-Ju, 289
 Lai, Ying-Chun, 200
 Lain, Stephanie, 004
 Lake, J., 282
 Lam, Ching Yi, 112
 Lampropoulou, Sofia, 202
 Lan, Ge, 155, 200
 Lancaster, Alia, 115
 Lang, Nora, 037
 Lang, Xiaojuan, 094, 304
 Lantolf, James, 111, 272, C7, S3
 Lanza, Elizabeth, 273
 Lapointe, Stephanie, 137
 Larsen-Freeman, Diane, S3
 Laufer, Batia, 113
 Lawton, Rachele, 187
 Layton-Caisley, Pen, 322
 Le Duc Manh (Mike), 013
 Lee Man-sang, Arthur, 240, 301
 Lee, Andrew, 112
 Lee, Esther, 112
 Lee, Hakyoon, 199
 Lee, Heekyeong, 200
 Lee, Janie, 250
 Lee, Jin Sook, 282
 Lee, Jongbong, 021
 Lee, Joseph J., 066
 Lee, Josephine, 183
 Lee, Ju Seong (John), 286
 Lee, Julia, 205
 Lee, Ju-Young, 069
 Lee, Kathy, 123
 Lee, Kent, 092
 Lee, MinJin, 181
 lee, Sangchil, 100
 Lee, Shinhye, 282
 Lee, Siwon, 017
 Lee, Tiffany, C2
 Lee, Yo-An, C4
 Lee, Yonghee, 090
 Lefever, Samuel, 190
 Lei, Jun, 308
 Lei, Lei, 240
 LeMaster, Barbara, 099
 Lemus, Linda R., 107
 Lenko-Szymanska, Agnieszka, 018
 Lenzing, Anke, 248
 Leonard, Wesley Y., C2
 Leppänen, Sirpa, 140, C6
 Lepekhova, Marina, 308
 Leung, Constant, 063, 101, C9
 Leung, Genevieve, 123, 146
 Levine, Glenn, 162
 Levis, John, 002, 309, 318
 Lew, Shim, 323
 Lewis, Cynthia, 142
 Li, Duanduan, 055
 Li, Jianqiao, 094, 304
 Li, Jinrong, 066
 Li, Lexi, 051
 Li, Li, 035
 Li, Man, 133
 Li, Shaofeng, 133, 245
 Li, Vickie W., 222
 Li, Wei P1, C4
 Li, Wenjing, 148
 Li, Xuan, 031
 Li, Yongyan, 260
 Li, Zhan, 028
 Li, Zhi, 117, 155
 Lian, Jessica, 069, 282
 Liao, Jui-Teng, 214, 242
 Liddicoat, Anthony, 057, C1
 Lilja, Niina, 139
 Lillie, Karen E., 254
 Lim, Jungmin, 088, 148, 151
 Lin, Angel Mei-yi, 147
 Lin, Rae-Ping, 282
 Lin, Tina Y., 260
 Linck, Jared A., 115
 Lindahl, Kristen M., 268
 Lindemann, Stephanie, 069
 Lindgren, Signe-Anita, 237
 Linford, Bret, 203
 Ling, Guangming, 220
 Link, Stephanie, 018
 Lino, Masakazu, 063
 Liou, Hsien-Chin, 197
 Lyster, Roy, 147
 Liu, Baoquan, 003
 Liu, Di, 055

Liu, Dilin, 240
 Liu, Huan, 112
 Liu, Jie, 112
 Liu, Mengying, 302
 Liu, Yao, 008, 161
 Llosa, Lorena, 041, 155
 Lo, Yuen Yi, 147
 Lo, Yun-Fang, 221
 Loewen, Shawn, 088
 Lomeli, Karla, 037
 Looney, Stephen D., 067
 Lopez-Gopar, Mario, 063, 228
 Lopes-Perna, Cristina, 107
 Lopez, Giovanni, 069
 Lopez, Lani, 200
 Lopez-Sanchez, Ana, 178
 Lopriore, Lucilla, 028
 Loring, Ariel, 201, S1
 Love, Stephanie, V., 016
 Lowie, Wander, 069, 272, 305
 Lowry, Cass, 240
 Lu, Jia, 180
 Lu, Xiaofei, 155
 Lu, Xiuchuan, 054
 Luce, Christine, 264
 Lum, Jarrad A., 069
 Luo, Wen-Hsing, 106
 Luo, Xiao, 262
 Lynn, Hou, 097
 Lypka, Andrea E., 153

M

Ma, Dongmei, 148
 Ma, Xiaohao, 200
 Ma, Zheng, 262
 Macbeth, Douglas, 292
 Macintyre, Peter, 032, 317, 272
 Macis, Marijana, 175
 Mack, Sara, 135
 Macnaught, Lucy, 270
 Macqueen, Susy, 238, C3
 Madaparathi, Krishna, 034
 Magana, Dalia, 020
 Mahalingappa, Laura, 050, 125
 Mailhot, Hugo, 155
 Makgamatha, Matthews, 075
 Makinina, Olga, 155
 Malabarba, Taiane, 183, 275
 Maldonado, Mirta, 282
 Malinowski, David, 057, 239
 Malone, Meg, 104, 107, 132, 155
 Maloney, Jeffrey S., 088, 148
 Malsbary, Christine, 188
 Manara, Christine, 098
 Manchon, Rosa, 102, 221
 Manias, Elizabeth, C3
 Manocha, Sakshi, 006
 Manosuthikit, Aree, 285
 Mansouri, Behzad, 224
 Mansouri, Sahar, 224

Mantero, Miguel, 240
 Manuel, Nicolau, 063
 Marcel, Faith, 240
 Marcos Miguel, Nausica, 155
 Marian, Klara S., 067
 Marijuan, Silvia, 104
 Markee, Numa, 139
 Marsden, Emma, 010, 314
 Martel, Jason, 004
 Martin, Alexandra, 038
 Martin, Nelly, 105
 Martin-Beltran, Melinda, 230
 Martin Rojo, Luisa, 060
 Martinez, Glenn, 038
 Mary, Latisha, 011
 Masaeed, Khaled A., 215
 Masrai, Ahmed, 193
 Masters, Katherine, 058
 Matsumoto, Hiroyuki, 155
 Matsutani, Yuka, 227
 Maune, Michael, 278
 Mauranen, Anna, 101, 154
 Maxim, Hiram, 162
 May, Stephen, 188, 191, 228
 Mayne, Elizabeth A., 069
 Mayumi, Kayoko, 282
 Mccafferty, Steven G., 282
 McCartin, Maeve, 258
 McCarty, Teresa L., 188, C2, C6
 McClelland, Neil, 112
 McClure, Kristene, 180
 McCormick, Timothy, 010
 McDonough, Kim, 048, 096
 McGrath, Lisa, 257
 McGregor, Alison, 055
 McGregor, Janice, 150
 McIntosh, Craig, 251
 McIntosh, Kyle, 192
 McKinley, Jim, 015
 McIvor, Onawa, C2
 McLarty, Jason, 282
 McLean, Stuart, 001, 303
 McManus, Kevin, 226
 McNamara, Danielle, C10
 McPherron, Paul, 192
 Medina Riveros, Rosa Alejandra, 058
 Merino Dickinson, Maria Eugenia, 060
 Mei, Yi, 307
 Meier, Valerie, 282, 287
 Mellinger, Christopher D., 103
 Mellom, Paula J., 069, 129, 291
 Menard-Warwick, Julia, 112, 179
 Mendoza, Anna, 174
 Meng, Meng, 194
 Menke, Mandy, 092, 300
 Menken, Kate, 036
 Merkel, Warren, 134
 Meyer, Brooke, 133
 Mikhailova, Anna, 010
 Miki, Kohei, 069

Milani, Tommaso, C7
 Millar, Jeffrey, 269
 Miller, Carolyn, P3
 Miller, Elizabeth R., 144, 234
 Miller, Michele, 155
 Miller, Paul C., 298, 317
 Miller, Ryan T., 112, 145, 262
 Miller, Zachary, 043
 Min, Hui-Tzu, 257
 Min, Jeeyoung, 311
 Mina, Lilian, 066
 Miranda, Camila, 031
 Mirisis, Christina, 240
 Mirshahidi, Shahriar, 117
 Mirzaei, Azar, 069
 Mishima, Masakazu, 127
 Mitchell, Rosamond, 050
 Mitchell, Thomas, 145
 Miyahara, Masuko, 295
 Mizell, Jason, 282
 Mizumoto, Atsushi, 322
 Mochizuki, Naoko, 128, 232
 Moder, Carol, 265
 Mohammadian Haghighi, Fatemeh, 246
 Mok Ah-chee, Ida, 240, 301
 Moline, Emily, 039
 Møller, Janus, 140
 Molokopeeva, Tatiana, 173
 Monfared, Amirhossein, 207
 Monfaredi, Elham, 279
 Monroe, Aaron, 207
 Montgomery, Ashley S., 256
 Moody, Stephen, 081
 Moon, Sungmin, 282
 Moore, Ekaterina, 099
 Moore, Emilee, 265
 Moore, Sarah Catherine K., S1
 Moore, Tim, 251
 Mora, Joan C., 111
 Moore, Leslie C., 144
 Moran, Meghan K., 119, 184
 Moranski, Kara, 159, 249, 301
 Morelli, Katherine, 144
 Moreno Kilpatrick, Rhia, 138
 Moreno, Nina, 216
 Morgan, Brian, 234
 Morgan-Short, Kara, 010
 Mori, Yoshiko, 296
 Mori, Junko, C4
 Morris, Kimberly, 112
 Mortensen, Janus, 272
 Mortenson, Leah, 195
 Mortimer, Katherine, 146, 228
 Morton, Janne, C3
 Motschenbacher, Heiko, C7
 Muir, Christine, 112, 120
 Munezane, Yoko, 163
 Munro, Murray J., 007, 032
 Muñoz-Muñoz, Eduardo R., 037

Muranova, Olga, 194
Murata, Kumiko, 101
Murillo, Luz A, 204
Murray, Joseph, 097
Myers, Greg, 202
Myers, Melissa, 194
Myles, Florence, 050

N

Nagle, Charles, 078, 240
Nahatame, Shingo, 305
Nakagawa, Satoru, 185
Nakamura, Junko, 069
Nakanishi, Hisroshi, 282
Nakata, Yoshiyuki, 112
Nakatsugawa, Masanobu, 114
Nakatsukasa, Kimi, 071
Narumi, Tomoyuki, 282
Nasrollahi Shahri, Naseh, 282
Nassaji, Hossein, 197
Nassif, Lama, 181
Nazari, Mostafa, 157
Negretti, Raffaella, 154, 257
Nekrasova-Beker, Tatiana, 091
Nemati, Majid, 157
Nero, Shondel, 089
Neumann, Heike, 048
Newman, Karen, 210
Newman, Trent, 186
Newmark, Kalina, C2
Newton, Kaleigh, 238
Nguyen, Hanh t., 006, 056, 183
Nguyen, Mai, 192
Nguyen, Minh, 006
Nguyen, Naomee-Minh N., 110
Nicholas, Howard, 204
Nicolás-Conesa, Florentina, 221
Nikbakht, Elham, 112
Nikolov, Marianne, 220
Nikula, Tarja, 147
Nilsson, Maria, 008
Nishio, Tomoe, 114
North, Brian, 132, 176
Norton, Bonny, 234, 281
Nunan, David, 268

O

O'Connor, Annette, 200
Oba, Takashi, 116
Ober, Robyn, 036
Obojska, Maria Antonina, 273
Ockey, Gary, 184
O'Connor, Annette, 194
Oesterle, Mareike, 240
Ohta, Amy S., 051
O'Hagan, Sally, C3
Okabe, Yasuko, 160
Okada, Hanako, 015
Okada, Yusuke, 152
Okraïneç, Alexa, 149

Oliver, Rhonda, 036
Omoniyi, Tope, 060
Ong, Veronica, 232
O'Neil, Caitlin, 200
O'Neill, Fiona, 031, 206
O'Neill, Gavin, 044
Opstad, Sonna, 165
Orr, Allison M., 039
O'Shannessy, Carmel, 254, C2
Ossa Parra, Marcela, 230
O'Sullivan, Barry, 246
Otomo, Ruriko, 143
Otsuki, Kyoko, 112
Ott Tavares, Paulo, 107
Ou, Wanyu, 247
Ozturk, Yusuf, 069

P

Pae, Hye, 219, 262
Paesani, Kate, 223
Palmer, Timothy, 253
Palmer, Deborah, 188
Palpacuer Lee, Christelle J., 289
Paltridge, Brian, 232
Palviainen, Asa, 085, 273
Pan, Wei, 298
Pan, Yi-ching, 040
Panda, Minati, 006
Pandey, Anjali, 023
Pando, Magdalena, 122
Pandya, Nick B., 115
Papi, Mostafa, 138
Parba, Jayson, 240
Park, Gina, 192
Park, Gloria, 098
Park, Hae In, 082
Park, Jaehan, 268
Park, Ji-Hyun, 124
Park, Kwangjong, 090
Park, Kyae-Sung, 027
Park, Moonyoung, 155
Parker, Meg, 282
Parlak, Özgür, 158
Patharakorn, Patharaorn, 227
Paternostro, Giuseppe, C5
Paulsrud, BethAnne, 011
Pawan, Faridah, 268
Pawelczyk, Joanna, C8
Payant, Caroline, 108
Pease-Alvarez, Lucinda, 035
Pedersen, Joelle, 278
Peele-Eady, Tryphenia B., 016
Percy, Megan M., 208
Pekarek Doehler, Simona, 056, P4
Peker, Hilal, 054
Peled, Yael, 189
Pellicer-Sanchez, Ana, 175
Peltonen, Pauliina, 148
Peng, Jinfang, 155
Peng, Yue, 096

Pennycook, Alastair, 200, C1, C7
Perrin, Daniel, C1
Pessoa, Silvia, 145
Petchko, Katerina, 044
Peters, Elke, 001, 284
Petraki, Elpida, 229
Petron, Mary, 182
Pettitt, Nicole, 191
Peuronen, Saija, 140
Pfenninger, Simone E., 015, 073
Philbrick, Rachel, 109
Phung, De, 106
Piazza, Roberta, 060
Piccardo, Enrica, 132, 176
Pickering, Lucy, 235
Pietikäinen, Kaisa, 101
Pirainen-Marsh, Arja, 085
Pill, John, C3
Pinchbeck, Geoffrey G., 001
Pinnow, Rachel J., 153
Pizorn, Karmen, 173
Plakans, Lia, 214
Plat, Henderika, 069, 305
Plonsky, Luke, 297
Poehner, Matthew, 051, 267
Pokharel, Khila, 112
Polat, Nihat, 125
Polio, Charlene, 132
Polizzi, Marie-Christine, 059
Ponte, Eva, 234
Poole, Frederick, 090
Poon, Scarlet, 301
Potts, Diane, 087, 285
Pourhaji, Mostafa, 183
Pozzi, Becky, 203
Prades, Alexandra, 200
Prichard, Caleb, 094, 196
Prior, Matthew, 015
Prior, Paul, 258
Procter, Nicholas, 198
Proctor, Patrick, 109, 278
Pu, Chang, 105
Pulupa, Catherine, 280
Purkarthofer, Judith, 273

Q

Qi, Huamin, 001
Qi, Luxia, 200
Qian, Manman, 002
Qin, Jingjing, 021
Qin, Kongji, 110
Qin, Tianyu, 093
Qin, Tony Limin, 084
Qin, Wenjuan, 070
Quan, Tracy, 177
Quinn, Paul, 282
Quintero-Polo, Alvaro H., 126
Qureshi, Muhammad A., 155

R

Räisänen, Tiina, 280
 Rajendram, Shakina, 192
 Ranalli, Jim, 257
 Ranta, Leila, 222
 Ratajczak, Michael, 173
 Rationaho, Paula, 124
 Ravindran, Aisha, 072
 Rawal, Hima, 104, 270
 Rebuschat, Patrick, 043
 Reddington, Elizabeth, 009
 Reed, Marnie, 055
 Regner, Bethany, 112
 Reich, Stephanie, C10
 Ren, Wei, 054
 Revesz, Andrea, 207, 225
 Reyes, Perez M., 172
 Ribeiro, Angelica, 193
 Ricento, Thomas, 189
 Rick, Kath, 223
 Riggelman, Mark, 160
 Riley-Jones, Gary, 263
 Rincon, Guadalupe, 012
 Rios Rios, Kiara, 228
 Rivers, Bill, 280
 Rivers, Damian J., 098
 Ro, Eunseok, 056
 Roach, Kelsey, 192
 Roberson, Audrey, 102
 Rock, Kristin N., 114
 Rodgers, Michael, 045
 Roemer, Ute, 091, 154, 155
 Roever, Carsten, 227
 Rogers, John, 133, 207
 Rogers, Lucie, 133
 Roloff Rothman, Jennie, 155
 Romero, Gloria, 282
 Romero, Yasmine, 324
 Ronan, Briana, 149
 Roos, Jana, 204
 Rosa, Jonathan D., S1
 Rose, Celine, 200
 Rose, Heath, 015
 Rosekrans, Kristin, 013
 Rosén, Jenny, 011
 Rosiers, Kirsten, 011
 Ross, Steven, 093, 227
 Roughead, Libby, 198
 Rouse, Jenelle Ellona, 034
 Rowsell, Jennifer, 141
 Rucynski, John, 094
 Rudolph, Nathanael, 098
 Ruegg, Rachael, 317
 Ruivivar, June, 078
 Ruiz Tada, Marina, 200
 Rukthong, Anchana, 195
 Russell, Bruce, 112
 Russell-Pinson, Lisa, 150
 Rutherford-Quach, Sara Ann, 037
 Ryshina-Pankova, Marianna, 106
 Ryu, Na-Young, 069

S
 Sabourin, Laura, 069, 272
 Sachs, Rebecca, 071, 240
 Sadler, Misumi, 152
 Sagdic, Aysenur, 064
 Sahasrabudhe, Sujit, 097, C6
 Saito, Kazuya, 156, 177
 Saito-Stehberger, Dana, 282
 Sakai, Mari, 112
 Salehi, Farzaneh, 306
 Sambolin Morales, Astrid N., 269
 Sánchez, Maite (Maria Teresa), 036
 Sanchez-Gutierrez, Claudia H., 155, 200
 Sánchez-Lozano, Enrique, 112
 Sandhu, Priti, 312
 Sandlund, Erica, 029
 Santelmann, Lynn, 314
 Santos, Maricel, 030, 291
 Sanz, Cristina, 010, 104, 177
 Sarangi, Srikanth, C1
 Sari, Artanti, 193
 Saricaoglu, Aysel, 074, 319
 Sasaki, Miyuki, 322
 Sato, Masatoshi, 096
 Sato, Takanori, 003
 Sauntson, Helen, C8
 Savski, Kristof, 195
 Sawin, Thor, 016, 235
 Sayer, Peter, 183, 220
 Scarino, Angela, 031, 057
 Schaefer, Vance, 266
 Shahsavari-Arshad, Victor, 147
 Scheder-Black, Wendy, 148
 Schieber, Bronwyn, 112
 Schissel, Jamie, 063
 Schlaman, Heather, 037
 Schleppegrell, Mary J., 145
 Schmid, Monika, 073
 Schmidt, Nicole, 200
 Schmitt, Norbert, 246
 Schnur, Erin E., 297
 Schomaker, Sunny, 042
 Schrauf, Robert, 202
 Schreiber, Brooke R., 249
 Schroeder, Mariel, 069
 Schueler-Choukairi, Tanya, 085
 Schulze, Joshua M., 059
 Schwab, Goetz, 240
 Schwarz, Marlene, 039
 Schwartz, Adam, 191
 Schwedhelm, Maria C., 321
 Scott, Judith, 035
 Sebastian, Paul, 105
 Seedhouse, Paul, 139
 Seferoglu, Golge, 042
 Segalowitz, Norman, 272
 Seibert Hanson, Aroline, 155
 Seidlhofer, Barbara, 101

Selvi, Ali Fuad, 319
 Sengupta, Anuradha, 155
 Sercombe, Peter G., 166
 Serrano, Raquel, 175
 Sert, Olcay, 056, 139
 Setoguchi, Eric, 155
 Shang-Butler, Hairong, 094, 304
 Shao, Qing, 061
 Sharkey, Judy, C9
 Shen, Qi, 166
 Shen, Xiang, 077
 Sheridan, Cheryl L., 108
 Sherman, Brandon, 275
 Sherrill, Martha, 217, 258
 Shi, Ling, 277
 Shibano, Kohji, 152
 Shier, Sadaf R., 170, 252
 Shiki, Osato, 069
 Shin, Daniel, 123
 Shin, Dongil, 236
 Shin, Dong-shin, 288
 Shin, Hyunsook, 100
 Shin, Jeong-ha, 018
 Shintani, Natsuko, 181
 Shiri, Sonia, 261
 Shiu, Julie Li-Ju, 200
 Shuman, Amy, C5
 Shvidko, Elena, 155
 Siczek, Megan, 205,
 Siffrinn, Nicole, 145, 323
 Silberstein, Sandra, 061
 Silver, Rita Elaine, 063
 Silverman, Rebecca, 109
 Simard, Daphnee, 173
 Simon-Maeda, Andrea, 253
 Sims, Mornie, 155
 Sinclair, Jeanne, 017, 192
 Singleton, David, 015, 073
 Sippel, Liese, 134
 Skalicky, Stephen, 218, 282
 Skinnari, Kristiina, 147
 Smit, Ute, 147, 238
 Smith, George, 114, 227
 Smith, Lesley, 240
 Smith, Patrick H., 146
 Smith, Simon, 018
 Smolcic, Elizabeth, 191, 231
 Smotrova, Tetyana, 111
 Smythe, Suzanne, 141
 Snoddon, Kristin, 034, 097
 Somerville, Jessica E., 269
 Son, Jeonghye, 121
 Soneson, Dan, 092
 Song, Gahye, 112
 Song, Rayoung, 240
 Sonsaat, Sinem, 309
 Sopt, Tamara, 167
 Soto-Corominas, Adriana, 200
 Sparling, Heather, 317
 Spenader, Allison J., 28

- Stam, Gale, 111
 Stanford, James N., C2
 Stanley, Phiona, 053, 142
 Staples, Shelley, 048
 Starfield, Sue, 232
 Steadman, Angel, 266
 Steele, Carly M., 036
 Steinkrauss, Rasmus, 073
 Steinkuehler, Constance, C10
 Stemper, Kathryn, 194
 Stephens, Crissa, 211
 Sterling, Scott, 069, 238
 Sterponi, Laura, 271
 Stevenson, Marie, 142
 Stille, Saskia, 057, 192
 Stillwell, Christopher, 126
 Storch, Neomy, 096
 Strachan, John, 198
 Strachan, Lauren, 209
 Stranger-Johannessen, Espen, 234
 Straubhaar, Rolf, 129
 Stubbe, Raymond, 069
 Sture, Julie, 150
 Su, Yunwen, 018, 215
 Subtirelu, Nicholas C., 270
 Sudwan, Onsutee W., 193
 Sugai, Kosuke, 181
 Suvorov, Ruslan, 184
 Sultana, Nasreen, 106
 Sultana, Shaila, 140
 Sun, Haimei, 244
 Sun, Hui, 177
 Sun, Kuo-Chan, 193, 240
 Sun, Yachao, 282
 Sundqvist, Pia, 029
 Sung, Koyin, 169
 Surtees, Victoria, 064
 Suvorov, Ruslan, 223
 Suzuki, Manami, 127
 Sweet, Gabriela, 135
 Sydorenko, Tetyana, 002
 Sykes, Julie, C7
- T
- Tadic, Nadja, 009
 Taguchi, Naoko, 007, 264
 Tahmouresi, Somayeh, 112
 Takahashi, Junko, 112
 Takase, Atsuko, 112
 Takeuchi, Mai, 118
 Tanaka, Mitsuko, 029
 Tang, Xiaofei, 069
 Tanghe, Shannon, 182
 Tanous, Chelsea, 247
 Tara, Paul, 057
 Tardy, Christine, 020
 Tasker, David G., 089
 Tateyama, Yumiko, 149
 Taube, Juddson, 037
 Taylor, Norma-Jean, 034
- Tebaldi, Catherine, 229
 Tedick, Diane J., 147
 Tehseem, Tazanfal, 229
 Teimouri, Yasser, 112
 Temples, Amanda L., 019
 Thapa, Chura Bahadur, 185
 Theodorsdottir, Gudrun, 225
 Thomas-Ruzic, Maria, 308
 Thompson, Amy S., 008
 Thompson, Gregory, 093
 Thompson, Paul, 212
 Thompson, Sophie, 010
 Thoms, Joshua, 090
 Thomson, Ron, 032
 Thorne, Steven, C7, C10
 Thorsen, Cecilia, 182
 Thorstensson Davila, Liv, 255
 Thurlow, Steven D., 128
 Tierney, Jessica D., 142
 Tigchelaar, Sonia Magdalena, 088, 135
 Tollefson, James W., 061
 Tolosa-Casadont, Lou, 129
 Tomitch, Lèda M., 107
 Tong, Rosina, 146
 Toohey, Kelleen, 141, C6
 Torregrossa, Jacopo, 233, 233
 Torres, Julio, 274
 Toth, Paul D., 301
 Toyoda, Junko, 120
 Trace, Jonathan, 184
 Train, Robert, 038
 Tran, Thi Lan Anh, 325
 Trentman, Emma, 245
 Trofimovich, Pavel, 209
 Troyan, Francis J., 208, 269
 Troyer, Robert A., 033
 Tsai, Hsiao-Mei, 169
 Tseng, Yueh-Hung, 282
 Tsimpli, Lanthi, 233
 Tso, Elizabeth A., 211
 Tsui Bik-may, Amy, 240, 301
 Tsujihara, Rie, 051, 240
 Tullock, Brandon Durant, 104
 Tunceren, Li-Lee, 150
 Turgut, Refika, 282
 Turker, Ebru, 069
 Turner, Graham, 097
 Tweedie, Gregory, 155
 Tywoniw, Rurik L., 069, 309
- U
- Uchihara, Takumi, 156
 Uchikoshi, Yuuko, 146
 Ullman, Michael T., 069
 Unger, Johann W., 240
 Upton, Thomas, 200
 Uzum, Baburhan, 182, 319
 Uzum, Melike, 294
- V
- Vafae, Payman, 112, 160
 Vaish, Viniti, 063
 Vajjala, Sowmya, 068, 200
 Valdes, Guadalupe, 037, S1
 Valentino, Hillary, 258
 Valstar, Michel, 112
 Van Booven, Christopher D., 299
 Van Compernelle, Remi A., 083, 093
 van den Hoven, Melanie M., 069
 Van Deusen-Scholl, Nelleke, 263
 Van Hell, Janet G., 240
 Van Horn, Stanley, 085
 Van Mensel, Luk, 273
 van Naerssen, Margaret, 106
 Vanderbilt, Katia, 240
 Vandrick, Stephanie, 261
 Varghese, Manka, 016
 Vasilopoulos, Gene, 069, 282
 Vasquez, Camilla, 198
 Vasylets, Lena, 102, 200
 Vaughan, Robert, 149
 Vazquez, Marjory, 129
 Venegas, Patricia, 240
 Verspoor, Marjolijn, 272, C1
 Vetchinnikova, Svetlana, 154
 Vetere, Timothy M., 267
 Victoria Amelohina, Victoria, 221
 Vidal, Mónica, 171
 Vidrine Isbell, Bonnie A., 200
 Villarreal, Emiliano, 146
 Vincett, Megan, 192
 Vinerte, Santa, 069
 Vo, Hong, 155
 Vogel, Stefan, 266
 Vosburg, Donald, 148
 Vu, Ngan H., 155
 Vuksanovic, Jelena, 161
 Vyatkina, Nina, 018
- W
- Wagner, Elvis, 184
 Wagner, Johannes, 139, 272, C4
 Wagner, Manuela, 036
 Wallace, Matthew, 111
 Walqui, Aida, 037, C7
 Walters, Keith, 148, 167
 Wang, Chuming, 155, 200
 Wang, Ding, 259
 Wang, Fang, 214
 Wang, Hao, 224
 Wang, Li, 003
 Wang, Min, 240
 Wang, Simon H., 094
 Wang, Tianyi, 112
 Wang, Yingna, 240
 Wang, Yiyi, 179
 Ward, Natalia A., 087
 Waring, Hansun Z., 009, 275, C4
 Warner, Chantelle, C1
 Warren, Amber N., 087, 282

- Warriner, Doris, 144, C6
 Watanabe, Yuko, 150
 Watson, Natalya, 308
 Waugh, Linda R., 215, 239
 Webb, Stuart, 175
 Weber, Ashley, 180
 Weber, Jean-Jacques, 228
 Weber, Joanne, 034
 Weber, Jodi, 069, 291
 Weinberg, Miranda, 228
 Weinberger, Steven, 248
 Weinstock, Daniel, 189
 Weirick, Joshua D., 131
 Weng, Tsung han, 136
 Weninger, Csilla, 290
 Wernicke, Meike, 069
 Wesely, Pamela, 028, 163
 White, A. K., 046
 White, Joanna L., 244
 White, Sara L., 170
 Whitehouse, Marlies, C1
 Wicaksono, Rachel, 148
 Widdowson, Henry, 272
 Wiechart, Kelly, 012
 Wierenga, Anton, 240
 Wigglesworth, Gillian, 036
 Wiles, Janet, P5
 Wiley, Terrence, S1
 Williams, Patrick Wesley, 145
 Williams, Serena, 179
 Willoughby, Louisa, 017
 Wilmes, Carsten, 075
 Winston, Betsy, 126
 Witzel, Jeffrey, 069
 Wolf Accurso, Kathryn, 278
 Wolff, Dominik, 234
 Wong, Jean, 292
 Wong, Kevin M., 026
 Wong, Melanie M., 090
 Woodward-Kron, Robyn, C3
 Worden, Dorothy, 256
 Woydack, Johanna, 280
 Wu, Ming-Hsuan, 165
 Wu, Qian, 053
 Wu, Shiyu, 262
 Wu, Shu-Ling, 296
 Wu, Xi, 057
 Wu, Ya-Li, 200
 Wu, Yi-ju (Ariel), 150
- X
- Xiang, Xuehua, 313
 Xiao, Feng, 047
 Xiao, Tingting, 152
 Xiao-Desai, Yang, 274
 Xie, Chaoqun, 025
 Xie, Qin, 200
 Xie, Xinshui, 255
 Xu, Daozhi, 240
 Xu, Hao, 282
- Xu, Paul, 109
 Y
 Yakushkina, Maria, 112
 Yamamoto, Kie, 276
 Yamamura, Kimie, 030
 Yaman Ntelioglou, Burcu, 149
 Yamashita, Hisako, C7
 Yamashita, Taichi, 158
 Yan, Wei, 106
 Yan, Xun, 048
 Yang, Anna, 281
 Yang, Hae Sung, 021
 Yang, Jing, 134
 Yang, Tao, 200
 Yang, Xinyuan, 284
 Yasuda, Sachiko, 237
 Yazan, Bedrettin, 098, 294
 Yi, Youngjoo, 240
 Yilmaz, Yucel, 115
 Yip, Valerie W.Y., 240, 301
 Yokokawa, Hirokazu, 069, 282
 Yokomoto, Katsuya, 040
 Yoon, Esther H., 240
 Yoon, Hyung-Jo, 155
 Yoon, Jae Rim, 150
 Yoon, Jungwan, 277
 Yoshizawa, Kiyomi, 112
 Youn, Soo Jung, 176, 227
 Young, Andrea, 011
 Young, Dolly, 148
 Youngblood, Stephanie, 112
 Yu, Cindy T., 321
 Yu, Di, 009, 112
 Yu, Jing, 106
 Yu, Miao, 77
 Yu, Seunghye, 102
 Yun, Seungmin, 069
- Z
- Zalbidea, Janire, 159, 177
 Zampini, Mary L., 286
 Zappa-Hollman, Sandra, 004
 Zarate-Sandez, German, 240
 Zaykovskaya, Irina, 104
 Zentella, Ana Celia, 063
 Zhang, Cong, 277
 Zhang, Haomin, 109
 Zhang, Lawrence Jun, 041, 084
 Zhang, Lei, 155, 192
 Zhang, Lihua, C7
 Zhang, Meixiu, 150, 297
 Zhang, Tianwei, 069
 Zhang, Weiyu, 086
 Zhang, Xiaodong, 155
 Zhang, Yi, 315
 Zhao, Helen, 051
 Zhao, Ke, 287
 Zheltoukhova, Snezhana, 107
 Zheng, Chun, 082
 Zheng, Xuan, 234
 Zheng, Yongyan, 054
 Zhi, Mingxia, 240
 Zhou, Jing, 240
 Zhou, Lingxia, 194
 Zhou, Qian, 093
 Zhou, Ziwei, 117
 Zhu, Qiyun, 116
 Ziegler, Nicole, 114, 159
 Zilmer, Caleb, 178
 Zlupko, Gian, 081
 Zoshak, Rebecca, 031
 Zouhir, Abderrahman, 105



DISTINGUISHED SCHOLARSHIP AND SERVICE AWARD

The AAAL Distinguished Scholarship and Service Award (DSSA) recognizes and honors a distinguished scholar for her/his scholarship and service to the profession in general and to the American Association for Applied Linguistics in particular. The recipient of the 2017 DSSA is Dr. Patricia (Patsy) Duff.

Dr. Duff is a Professor and Distinguished University Scholar in the Department of Language and Literacy Education at the University of British Columbia. There she serves as the Co-Director of the Centre for Research in Chinese Language and Literacy Education, and as the Coordinator of the Teaching English as a Second Language Program as well as the Modern Language Education Program. Dr. Duff has a long history of involvement with AAAL, with AILA, and with other applied linguistics associations around the world. She has given numerous presentations at AAAL conferences over the past quarter of a century, including both papers and colloquium presentations. She has also been a colloquium organizer on four occasions.

In addition, she has served in the following formal roles for our association: Chair, DSSA Committee (2007-2008); Chair, DSSA Committee (2008-2009); Member, DSSA Committee (2006); Chair, Nominating Committee (1998-1999); Member, Nominating Committee (1997-1998); Member, Rules and Resolutions Committee (2001-2002); Abstract reviewer for the AAAL Conference every year since 1995 (often reviewing for two strands per year); Strand Coordinator, Second Language Acquisition (1995); Strand Coordinator, Immersion/Bilingual Education (1998); Strand Coordinator, Research Methodology (2015, 2016); Member, Nominating Committee (2014)

In addition, Dr. Duff was elected for a three-year term as the Member-At-Large of the Executive Committee (2002-2005). In that capacity she worked on the graduate program membership directory updates, on transforming our membership records from print-based to electronic web-based directory, and as the Executive Committee liaison to the Rules and Resolutions Committee.

Dr. Duff's scholarship is internationally recognized. She has taught courses and given presentations in Australia, Chile, China, Egypt, England, Finland, France, Germany, Japan, Hungary, Korea, Mexico, Mongolia, New Zealand, Sweden, Thailand, and in many parts of Canada and the US. Dr. Duff's main scholarly interests have been related to language socialization across bilingual and multilingual settings, qualitative research methods in applied linguistics (especially case study research, ethnography, and complementary approaches to classroom research); issues in the teaching and learning of English, Mandarin, and other international languages; the integration of second language learners in schools, universities, and society; multilingualism and work; and sociocultural, sociolinguistic, and sociopolitical aspects of language(s) in education.

Dr. Duff has published widely and she has also served the profession by her work on the editorial boards of many journals, including the *Modern Language Journal*, the *Canadian Modern Language Review*, *Applied Linguistics*, the *Annual Review of Applied Linguistics*, *Chinese Language and Discourse*, *Classroom Discourse*, the *TESL Canada Journal*, and journals in Thailand and Korea. She edited the research issues section of the *TESOL Quarterly* for twelve years and chaired the Research Advisory Committee for TIRF (The International Foundation for English Language Education) for six years.

The award will be presented by Dr. Kathi Bailey, President, AAAL, on Sunday, March 19 at 5:10 PM in Oregon E. Her presentation, Reflections on the (Glorious) Past, Present and Future of Applied Linguistics Through the Lens of Language Socialization Research will be on Monday, March 20 at 10:10 am - 11:10 am in Oregon F.

PAST RECIPIENTS OF THE DSS AWARD ARE:

James Lantolf (2016)	Nancy Hornberger (2008)	Shirley Brice Heath (2000)
Carol A. Chapelle (2015)	Claire Kramersch (2007)	Roger Shuy (1999)
Terrence Wiley (2014)	Andrew Cohen (2006)	Robert Kaplan (1998)
Heidi Byrnes (2013)	William Grabe (2005)	Courtney Cazden (1997)
Elaine Tarone (2012)	Merrill Swain (2004)	Charles Ferguson (1996)
Diane Larsen-Freeman (2011)	G. Richard Tucker (2003)	
Lyle Bachman (2010)	Susan Gass (2002)	
Richard Schmidt (2009)	Jodi Crandall (2001)	

AAAL GRADUATE STUDENT AWARDS

The Graduate Student Awards (GSA) are given to graduate students who show academic accomplishment and promise and who are involved in and committed to the field of applied linguistics. The awards are made possible by the generous support of AAAL's Fund for the Future of Applied Linguistics, Multilingual Matters, Educational Testing Service and the estate of Wilga Rivers.

The 2017 Graduate Student Award winners are:

- Lydia Cathedral-Mulilingual Matters Award
- Naoko Mochizuki- Wilga Rivers Award
- Jungmin Lim- ETS Award
- Katherine Masters
- Eun Young Bae
- Taichi Yamashita

The award will be presented by Lynn Goldstein (Graduate Student Award Committee Chair) on Sunday, March 19 at 11:20 AM in Oregon E.

AAAL DISSERTATION AWARD

The AAAL Dissertation Award acknowledges a dissertation that demonstrates research excellence, transcends narrow disciplinary fields, and has broad impact on and implications for the field of applied linguistics as a whole.

The 2017 AAAL Dissertation Award winner is Dr. Shoko Sasayama, Assistant Professor, Globalization Office, Center for International Exchange, University of Tokyo; Dissertation titled "Validating the assumed relationship between task design, cognitive complexity, and second language task performance".

Finalists: Kimberly Buescher, University of Massachusetts - Boston and Robert Kohls, San Francisco State University

The award will be presented by Jamie Schissel (Dissertation Award Committee Chair) on Monday, March 20 at 11:20 AM in Oregon E.

AAAL FIRST BOOK AWARD

In 2017, AAAL is bestowing the First Book Award to honor a high quality text that makes an exceptional contribution to applied linguistics as a whole or to a specific area of specialization. The 2017 AAAL First Book Award winner is Remi Van Compernelle, Carnegie Mellon University; Sociocultural Theory and L2 Instructional Pragmatics; Publisher: Multilingual Matters

Finalist - Sociocultural Interaction and L2 Classroom Discourse; Author: Olcay Sert; Publisher: Edinburgh University Press

The award will be presented by Francis Hult (Book Award Committee Chair) on Sunday, March 19 at 5:10 PM in Oregon E.

2016 - 2017 AAAL LEADERSHIP

Executive Committee

- President: Kathleen M. Bailey, Middlebury Institute of International Studies at Monterey
- First Vice President: Tim McNamara, The University of Melbourne
- Second Vice President: Linda Harklau, University of Georgia
- Immediate Past President: Paul Kei Matsuda, Arizona State University
- Secretary/Treasurer: Jeff Connor-Linton, Georgetown University (term ends March 2017)
- Member at Large: Lucy Pickering, Texas A&M-Commerce (term ends March 2017)
- Member at Large: Peter De Costa, Michigan State University (term ends March 2018)
- Member at Large: Steven Thorne, Portland State University (term ends March 2019)
- Ex-Officio AAALetter Editor: Fabiola P. Ehlers-Zavala, INTO Colorado State University (term ends 2019)
- Ex-Officio Graduate Student Council Chairs:
 - Mengying Liu, University of Minnesota
 - Lindsey Kurtz, Pennsylvania State University

STANDING COMMITTEES

Budget Committee

- Chair: Kathleen Bailey, Middlebury Institute of International Studies at Monterey (President)
- Tim McNamara, The University of Melbourne (1st Vice President)
- Linda Harklau, University of Georgia (2nd Vice President)
- Jeff Connor-Linton, Georgetown University (Secretary/Treasurer)
- Paul Kei Matsuda, Arizona State University (Immediate Past President)
- Sarah Berke, AAAL Business Office (ex officio)

FFAL Trustees

- Chair: James Lantolf, The Pennsylvania State University (term ends March 2018)
- Carol Chapelle, Iowa State University (term ends March 2017)
- Jo Ann (Jodi) Crandall, University of Maryland, Baltimore County (term ends March 2019)

Nominating Committee

- Chair: Fredricka L. Stoller, Northern Arizona University
- Paul Kei Matsuda, Arizona State University (ex officio, Immediate Past President)
- Meg Malone, Georgetown University
- Rosa Manchon, University of Murcia
- Elana Shohamy, Tel Aviv University
- Wayne Wright, Purdue University

Resolutions Committee

Serving until March 2018

- Chair: Scott Jarvis, Ohio University
- Kimberly Geeslin, Indiana University
- Aline Godfroid, Michigan State University
- Ute Roemer, Georgia State University

Distinguished Scholarship and Service Award Committee

- Chair: Christina Higgins, University of Hawaii at Manoa
- Merrill Swain, OISE/University of Toronto
- Guadalupe Valdes, Stanford University
- James Lantolf, The Pennsylvania State University (ex officio: 2016 awardee)
- Paul Kei Matsuda, Arizona State University (ex officio: Immediate Past President)

Public Affairs and Engagement Committee

- Chair: Netta Avineri, Middlebury Institute of International Studies at Monterey (term ends March 2020)
- Terry Wiley, Center for Applied Linguistics (ex officio: President of CAL)(term ends March 2020)
- Meg Malone, Georgetown University (ex officio: JNCL Representative)(term ends March 2021)
- Paul Kei Matsuda, Arizona State University (ex officio: Immediate Past President)
- Adam Schwartz, Oregon State University (term ends March 2020)

Graduate Student Award Committee

- Chair: Lynn Goldstein, Middlebury Institute of International Studies at Monterey (MIIS)
- Martha Bigelow, University of Minnesota
- Christian Chun, University of Massachusetts - Boston
- Joyce Kling, University of Copenhagen
- Maricel Santos, San Francisco State University

Book Award Committee

- Chair: Francis Hult, Lund University (appointed; term ends March 2018)
- Jasone Cenoz, University of the Basque Country (appointed; term ends March 2017)
- Steven Talmy, University of British Columbia (elected; term ends March 2019)
- Peter De Costa, Michigan State University (elected; term ends March 2019)
- Steven Thorne (Member-at-Large, Executive Committee; term ends March 2019)

Dissertation Award Committee

- Chair: Jamie Schissel, University of North Carolina at Greensboro (appointed; term ends March 2017)
- Patricia Duff, University of British Columbia (appointed; term ends term ends March 2018)

- Diane Belcher, Georgia State University (elected; term ends March 2019)
- Karen E. Johnson, Pennsylvania State University (elected; term ends March 2019)
- Lucy Pickering, Texas A&M (Member-at-Large, Executive Committee, term ends March 2017)

Research Article Award Committee

- Chair: Lourdes Ortega, Georgetown University (appointed; term expires March 2018)
- Robert DeKeyser, University of Maryland - (elected; term expires March 2019)
- Sandra McKay, San Francisco State University - (elected; term expires March 2019)
- Lawrence Zhang, University of Auckland, New Zealand (appointed; term expires March 2017)
- Peter De Costa, Michigan State University (Member-at-Large, Executive Committee, term ends March 2018)

Outreach Award Committee

- Chair: Aneta Pavlenko, Temple University (appointed; term expires March 2019)
- Nelson Flores, University of Pennsylvania (appointed; term expires March 2019)
- Martha Bigelow, University of Minnesota (elected; term expires March 2020)
- Christian Chun, City University of Hong Kong (elected; term expires March 2020)
- Steven Thorne (Member-at-Large, Executive Committee; term ends March 2019)

The Graduate Student Council

- Co-Chair: Mengying Liu, University of Minnesota
- Co-Chair: Lindsey Kurtz, Pennsylvania State University
- Member at Large: Elena Shvidko, Purdue University
- Member at Large: Rayoung Song, University of Massachusetts - Amherst
- Secretary: Laura Hamman, University of Wisconsin - Madison

Representatives on External Boards/Associations:

AILA

- International Committee - Jeff Connor-Linton, Georgetown University
- Executive Committee - Shawn Loewen, Michigan State University (Member-at-Large)

JNCL (Joint National Committee for Languages)

- Meg Malone, Georgetown University (term ends March 2017)

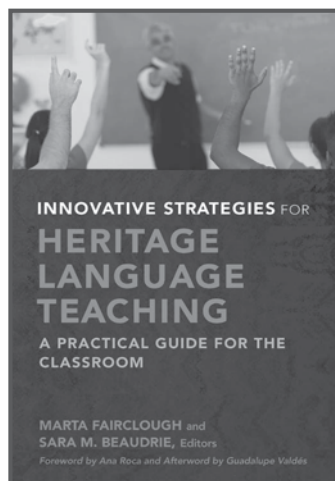
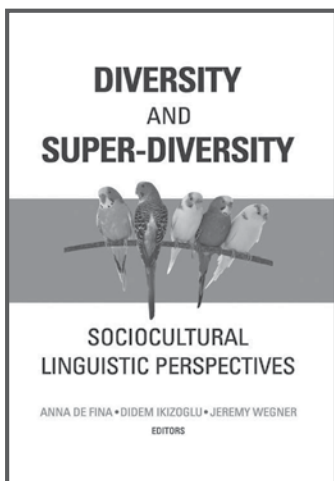
Cambridge University Press/Annual Review of Applied Linguistics

- Editor: Alison Mackey, Georgetown University
- 2 board-appointed editorial directors:
 - Kendall King, University of Minnesota (term ends December 2016)
 - Laura Collins, Concordia University (term ends December 2017)

AAAL PAST PRESIDENTS

- 2015 - 2016 - Paul Kei Matsuda, Arizona State University
2014-2015 - Aneta Pavlenko, Temple University
2013-2014 - Joan Kelly Hall, The Pennsylvania State University
2012-2013 - Jane Zuengler, University of Wisconsin, Madison
2011-2012 - Suresh Canagarajah, The Pennsylvania State University
2010-2011 - Heidi Byrnes, Georgetown University
2009-2010 - Jeff Connor-Linton, Georgetown University
2008-2009 - Nina Spada, OISE/University of Toronto
2007-2008 - Kathleen Bardovi-Harlig, Indiana University
2006-2007 - Carol Chapelle, Iowa State University
2005-2006 - Richard F. Young, University of Wisconsin
2004-2005 - James P. Lantolf, Pennsylvania State University
2003-2004 - Richard Schmidt, University of Hawaii
2002-2003 - Margie Burns, Purdue University
2001-2002 - Bill Grabe, Northern Arizona University
2000-2001 - Pat Carrell, Georgia State University
1999-2000 - Patsy Lightbown, Concordia University
1998-1999 - Merrill Swain, Ontario Institute for Studies in Education/UT
1997-1998 - Mary E. McGroarty, Northern Arizona University
1996-1997 - Elinor Ochs, University of California, Los Angeles
1995-1996 - JoAnn (Jodi) Crandall, University of Maryland, Baltimore County
1994-1995 - Claire Kramsch, University of California, Berkeley
1993-1994 - Robert Kaplan, University of Southern California
1992-1993 - Sandra Savignon, University of Illinois-Urbana
1991-1992 - Elaine Tarone, University of Minnesota-Minneapolis
1990-1991 - Leslie Beebe, Teachers College, Columbia University
1989-1990 - Lyle F. Bachman, University of Illinois
1988-1989 - Jacquelyn Schachter, University of Southern California
1987-1988 - Susan Gass, University of Michigan
1986-1987 - Dell Hymes, University of Pennsylvania
1985-1986 - Courtney Cazden, Harvard University
1984-1985 - Braj Kachru, University of Illinois
1983-1984 - Thomas Scovel, San Francisco State University
1982-1983 - Betty Wallace Robinett, University of Minnesota
1981-1982 - Muriel Saville-Troike, University of Illinois, Urbana
1980-1981 - Eugene Briere, University of Southern California
1979-1980 - Roger Shuy, Georgetown University & Center for Applied Linguistics
1978-1979 - Wilga Rivers, Harvard University

NEW FROM GEORGETOWN UNIVERSITY PRESS



AVAILABLE APRIL 2017

Diversity and Super-Diversity

Sociocultural Linguistic Perspectives

Anna De Fina, Didem Ikizoglu, and Jeremy Wegner, Editors

978-1-62616-422-2, paperback, \$49.95

978-1-62616-421-5, hardcover, \$99.95

978-1-62616-423-9, ebook, \$49.95

Innovative Strategies for Heritage Language Teaching

A Practical Guide for the Classroom

Marta Fairclough and Sara M. Beaudrie, Editors

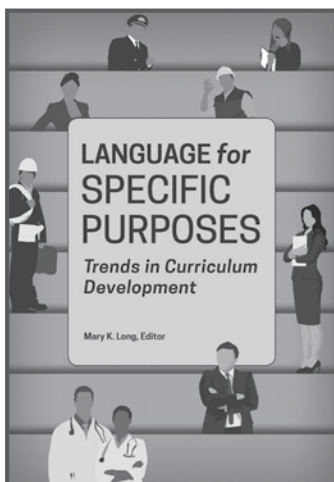
Foreword by Ana Roca

Afterword by Guadalupe Valdés

978-1-62616-338-6, paperback, \$34.95

978-1-62616-337-9, hardcover, \$69.95

978-1-62616-339-3, ebook, \$34.95



AVAILABLE MAY 2017

Language for Specific Purposes

Trends in Curriculum Development

Mary K. Long, Editor

978-1-62616-419-2, paperback, \$42.95

978-1-62616-418-5, hardcover, \$85.95

978-1-62616-420-8, ebook, \$42.95

Sociolingüística y pragmática del español

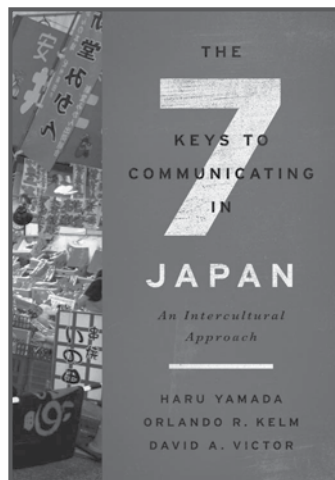
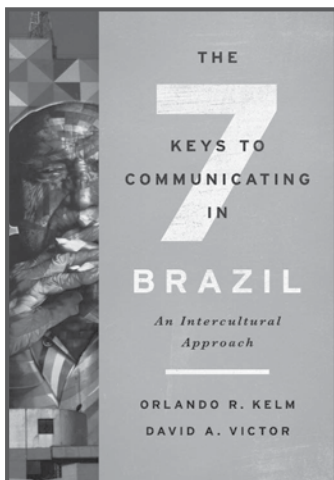
segunda edición

Carmen Silva-Corvalán and Andrés Enrique-Arias

978-1-62616-395-9, paperback, \$44.95

978-1-62616-394-2, hardcover, \$89.95

978-1-62616-396-6, ebook, \$44.95



AVAILABLE OCTOBER 2017

The Seven Keys to Communicating in Japan


An Intercultural Approach

Haru Yamada, Orlando R. Kelm, and David A. Victor

978-1-62616-477-2, paperback, \$29.95

978-1-62616-476-5, hardcover, \$89.95

978-1-62616-478-9, ebook, \$29.95

 FOLLOW US @GUPRESS

 MANY OF OUR TITLES ARE AVAILABLE FROM SELECT EBOOK RETAILERS.



GEORGETOWN
UNIVERSITY PRESS
LANGUAGES

www.press.georgetown.edu

Save the date...

"Going to Chicago was like going out of the world."

Muddy Waters, father of modern Chicago Blues



Join us for the 2018 AAAL Annual Conference!

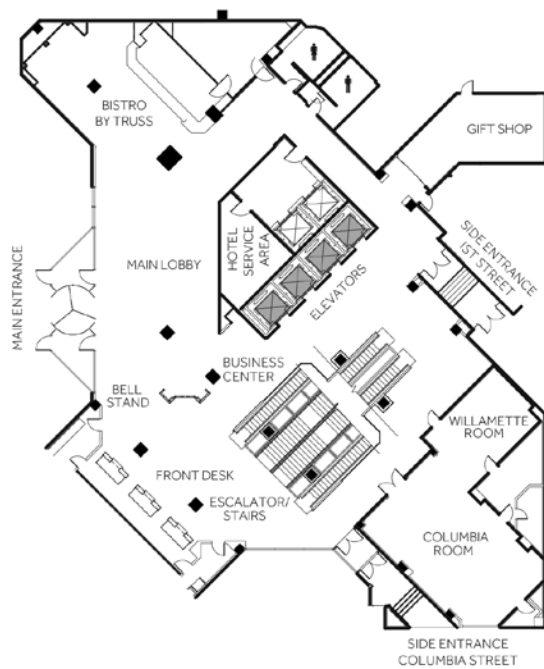
March 24 - 27, 2018
Sheraton Grand Chicago
Chicago, IL

Proposals accepted starting June 1, 2017

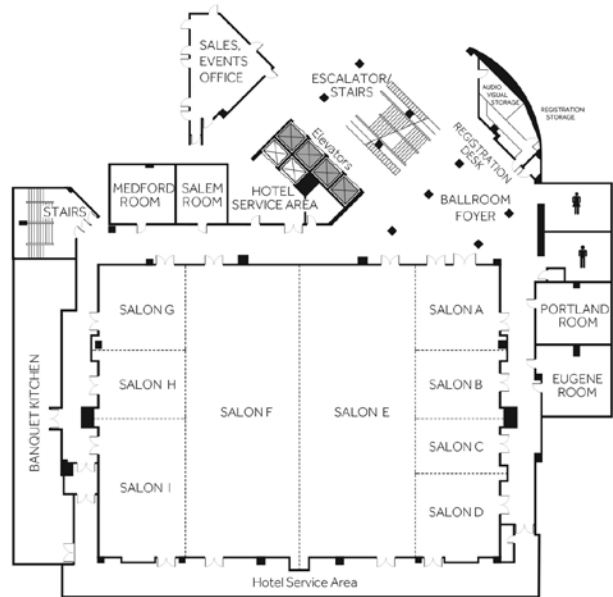
Deadline for Proposals August 16, 2017

MAP OF PORTLAND MARRIOTT WATERFRONT

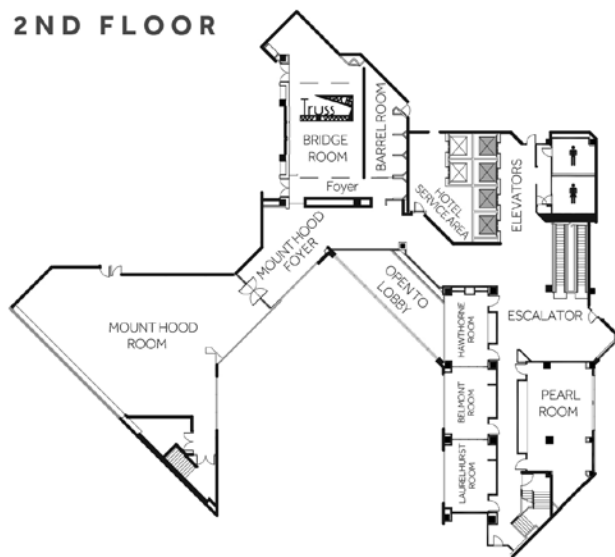
MAIN LOBBY



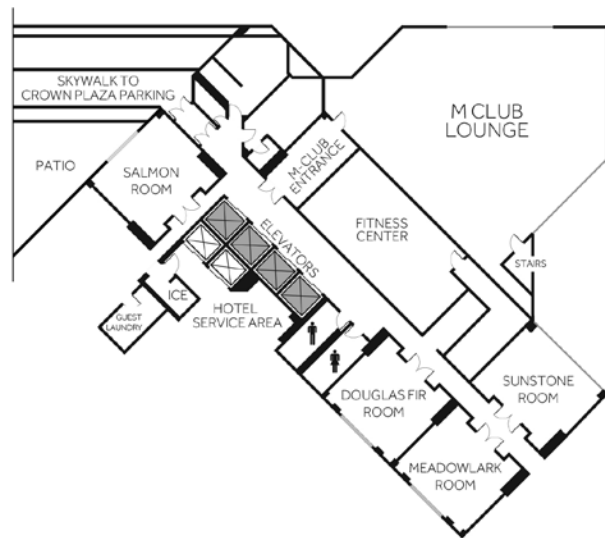
LOWER LEVEL 1



2ND FLOOR



3RD FLOOR



* The Exhibit Hall is located on the Lower Level 2.

Pocket Folder Back

Applied Linguistics – John Benjamins

