AAAL

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS

2016 Annual Conference

April 9 - 12, 2016
Hilton Orlando
Orlando, Florida

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From the President

Paul Kei Matsuda
AAAL President
2015-2016

Welcome to my favorite intellectual party—the Annual Conference of the American Association for Applied Linguistics! This is an opportunity for applied linguists from around the world to get together, share our work and network with each other. Thanks to the excellent intellectual leadership of Kathi Bailey, AAAL 2016 Conference Chair, we have a robust program representing a wide array of intellectual and methodological traditions. She also has helped add a few new strands and created additional professional development opportunities such as workshops on research methods. I'm getting excited just by browsing through the online program, and I'm really looking forward to engaging in conversations with all of you at various sessions and in various social spaces—both virtual and real.

I would like to personally invite you to the Annual Business Meeting to be held 12:30–1:55 p.m. on Monday, April 11. I know, I know. It's during lunch time. To make it easier to attend the meeting without having to miss your lunch, we are scheduling nothing else at that time, and we'll even be providing free boxed lunches to the first 80 members who participate in the meeting. Of course there are many other important reasons for attending the Business Meeting. It's a great opportunity for members (and would-be members) to learn about the current state of the organization and participate in the decision-making process that will affect our future. You may also learn about opportunities to get involved and help make your organization even better. I really hope you'll join me there!

On Saturday, I'll have the honor to present the Distinguished Scholarship and Service Award and we will get to learn from the wisdom of one of the important mover-shakers of the field, Jim Lantolf. I'll also be meeting with leaders of a few organizations from other countries to explore possible ways of working together in advancing our fields. Other than that, I'll be attending sessions and hanging out with you all at various social events—formal and informal. If you have any thoughts about our organization or if you want to learn how to get involved, please talk to me!

As usual, I'll be on Facebook (pmatsuda) and Twitter (@pmatsuda) and using the hashtag: #aaal2016.

From the Conference Chair

Kathi Bailey
AAAL First Vice-President
2015-2016

The theme of the 2016 AAAL Conference is "Applied Linguistics Applied." I chose this theme to showcase the variety of professional responsibilities carried out by applied linguists. These career tracks include (at least) language teaching, language teacher education, research, language assessment, discourse analysis, translation and interpretation, materials development, and forensic analysis. Each of these areas is featured, to a greater or lesser extent, in the program.

I want to extend my thanks to several people who made this conference possible. First, I must acknowledge the work of the nineteen Strand Coordinators and the 353 reviewers. Among them they vetted over 1,700 proposals. As a result, the program features 685 papers, 50 colloquia, 94 roundtable discussions, and 145 poster presentations.

This year, we are also featuring two or three noon-hour "Professional Development Sessions" each day. These are panels about non-academic topics, such as publishing and applying for funding, which influence our professional well-being. I'm very grateful to all the panelists who agreed to take part in these discussions.

I also appreciate the commitment of the organizers of, and presenters in, the invited colloquia, and of our five plenary speakers. These individuals were invited for their special areas of expertise and their likely contributions to the topical diversity of the program. The professional staff members – particularly Jessica Atkinson, Sarah Berke, and Ellen Shea – have worked tirelessly to produce this conference. They are masters at conveying policies, problem-solving, and handling logistics to ensure that all AAAL operations run as smoothly as possible. We are fortunate to have them working with us.

Finally, the members of the Conference Planning Committee were selected not only to complement my own areas of expertise, but also to represent various types of AAAL members: David Chiesa is a doctoral student at Georgia State University. John Hedgcock and Thor Sawin represent senior scholars and junior professors, respectively. They both work with me at the Middlebury Institute of International Studies at Monterey. So does our wonderful Assistant Conference Chair and Strand Coordinator Liaison, Tim Marquette. He represents MA student members. Tim's job has included coordinating with the AAAL staff to manage the technology, helping with scheduling and running all our team meetings, exercising good judgment, being a creative problem solver, and consistently maintaining a dazzlingly positive attitude in what has often been an extremely challenging process.

On behalf of the Conference Planning Committee, the staff, and all the volunteers who have worked so hard to make this event happen, I hope you will have a very rewarding and exciting conference experience in Orlando.

General Conference Information

Conference Program Committee
- Dave Chiesa, Georgia State University
- John Hedgcock, Middlebury Institute of International Studies at Monterey
- Tim Marquette, Middlebury Institute of International Studies at Monterey
- Thor Sawin, Middlebury Institute of International Studies at Monterey

Registration Information
Registration will be located on the Lobby Level to the left of the escalators. The Registration desk will be open during the following times:
- Friday – 4:00 pm – 8:00 pm
- Saturday – 8:00 am – 4:00 pm
- Sunday – Monday – 7:30 am – 4:30 pm
- Tuesday – 7:30 am – 11:30 am

Exhibit Hall Hours
Publishers' exhibits are located in the Exhibit Hall in Orlando III and are open the following times:
- Saturday - 9:00 am – 5:00 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 in Orlando III during the following times:

- Saturday - 3:10 pm – 3:40 pm
- Sunday - 9:40 am - 9:55 am and 3:40 pm – 4:10 pm
- Monday - 9:40 am - 9:55 am and 3:40 pm – 4:10 pm
- Tuesday - 9:40 am – 9:55 am

Internet Access
Complimentary Wifi is available in the Hilton Orlando in the conference area as well as the guest rooms. To access the hotel internet in the Conference area:

Network Name: AAAL2016
Password: AAAL2016 *(password is case sensitive)*

- View available networks
- Click on the "AAAL2016" 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.

2016 Strand Coordinators

Assessment and Evaluation (ASE)	Tim McNamara
Bilingual, Immersion, Heritage, and Language Minority Education (BIH):	Netta Avineri
Language and Cognition (COG):	Scott Jarvis
Corpus Linguistics (COR):	Shelly Staples
Analysis of Discourse and Interaction (DIS):	Steven Talmy
Educational Linguistics (EDU):	Francis Hult
Language and Ideology (LID):	Mary McGroarty
Language, Culture, and Socialization (LCS):	Thor Sawin
Language Planning and Policy (LPP):	Terry Wiley
Second and Foreign Language Pedagogy (PED):	Jason Martel and Heekyong Lee
Pragmatics (PRG):	Gabriele Kasper
Reading, Writing, and Literacy (RWL):	Diane Schmitt
Research Methods (REM):	Patricia Duff
Second Language Acquisition, Language Acquisition & Attrition (SLA):	Peter De Costa
Sociolinguistics (SOC):	Juan Carlos Gallego
Language and Technology (TEC):	Carolin Fuchs
Text Analysis, Written Discourse (TXT):	Lynne Flowerdew
Translation and Interpretation (TRI):	Renee Jourdenais

2016 Abstract Reviewers

Analysis of Discourse and Interaction (DIS)
- Emily Rine Butler, University of Florida
- Tim Greer, Kobe University
- Atsushi Hasegawa, University of Kentucky
- Christopher Jenks, University of South Dakota
- Julie Anne Kerekes, OISE/University of Toronto
- Josephine Lee, University of Hawai'i at Manoa
- Adrienne Lo, University of Illinois at Urbana-Champaign
- Elizabeth R. Miller, University of North Carolina at Charlotte
- Junko Mori, University of Wisconsin-Madison
- Miguel Perez-Milans, The University of Hong Kong
- Anne Pomerantz, University of Pennsylvania
- Diane Potts, Lancaster University
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- Priti Sandhu, University of Washington
- Meryl Siegal, Laney College
- Camilla Vasquez, University of South Florida
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- Meike Wernicke, University of British Columbia

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- Gad Lim, University of Cambridge
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- Meg Malone, Center for Applied Linguistics
- Tim McNamara, The University of Melbourne
- John Norris, Georgetown University
- Gary Ockey, Iowa State University
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- Yasuyo Sawaki, Waseda University
- Jon Schmidgall, Educational Testing Service
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- Margaret Van Naerssen, Immaculata University
- Elvis Wagner, Temple University
- Sara Cushing Weigle, Georgia State University

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- Richard Frederick Young, University-Madison

- Dongbo Zhang, Michigan State University
- Lawrence Jun Zhang, University of Auckland, New Zealand
- Nicole Ziegler, University of Hawai'i at Manoa

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- Huamei Han, Simon Fraser University
- Christina Higgins, University of Hawaii at Manoa
- Julia Menard-Warwick, University of California, Davis
- Maria Sabate Dalmau, University of Lleida
- Priti Sandhu, University of Washington
- Wendy B. Smith, California State University, San Bernardino
- Lionel Wee, National University of Singapore
- Howard Williams, Teachers College, Columbia University

Text Analysis, Written Discourse (TXT)
- An Cheng, Oklahoma State University
- Elana Cotos, Iowa State University
- Karen Englander, York University
- Lynne Flowerdew, HKUST
- Richard W. Forest, Central Michigan University
- Bethany Gray, Iowa State University
- Lubie Grujici-Alatriste, New York City College of Technology
- John Hedgcock, Middlebury Institute of International Studies at Monterey (MIIS)
- David Cassels Johnson, University of Iowa
- Zak Lancaster, Wake Forest University
- Jason Martel, Middlebury Institute of International Studies at Monterey (MIIS)
- Ryan T. Miller, Kent State University
- Robert Poole, Texas A&M University, Corpus Christi
- Jingjing Qin, Zayed University
- Peter Sayer, University of Texas at San Antonio
- Sue Starfield, University of New South Wales

Translation and Interpretation (TRI)
- Dennis Cokely, Northeastern University
- Ernesto Hernandez, Oregon State University
- Renee Jourdenais, Middlebury Institute of International Studies at Monterey (MIIS)
- Barbara Kopke, University of Toulouse II
- Simo K. Maatta, University of Helsinki

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
Each roundtable session is assigned a 30-minute time slot in order to allow some flexibility in the two or three presentations with time for discussion.

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.

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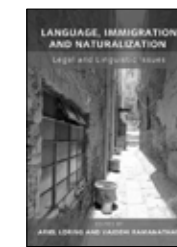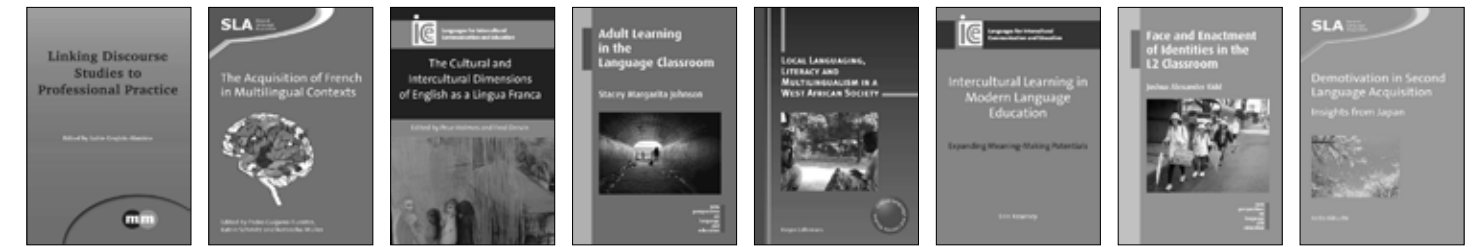
Multilingual Matters is delighted to be exhibiting at AAAL as usual this year. We have brought many new titles with us, as well as some of the bestselling titles from our backlist. All the books are for sale at a special conference price of just $20. We are also offering a conference discount on all our ebooks. Do pop by our stand to browse the books, find out more about our ebook offer and have a chat with the Multilingual Matters team.
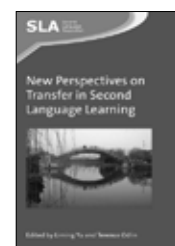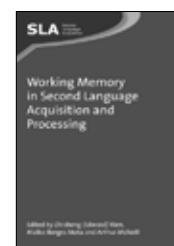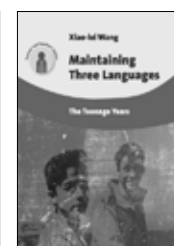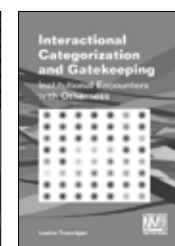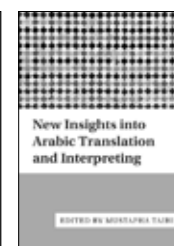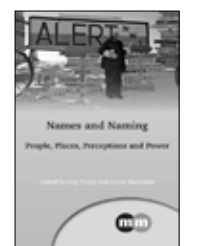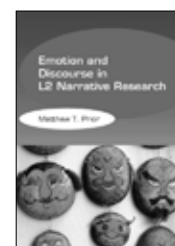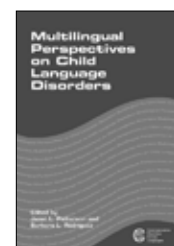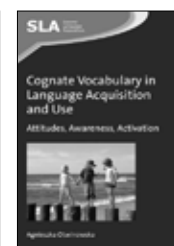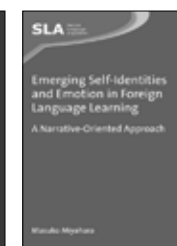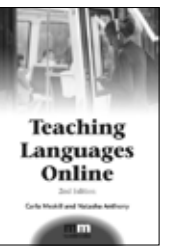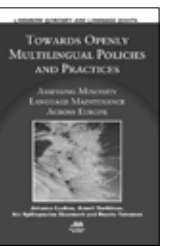
2016 AAAL CONFERENCE
SCHEDULE OF EVENTS

FRIDAY, APRIL 8, 2016

4:00 p.m. - 8:00 p.m.	Registration Desk Open
6:00 p.m. - 9:00 p.m.	Exhibit Hall Set-Up

SATURDAY, APRIL 9, 2016

8:00 a.m. – 4:00 p.m.	Registration Desk Open
9:00 a.m. - 5:00 p.m.	Exhibit Hall Open
9:00 a.m. - 10:00 a.m.	Grand Opening of the Publishers' Exhibit Hall
10:10 a.m. – 11:50 a.m.	Concurrent Sessions Colloquia
12:15 p.m. - 1:25 p.m.	Professional Opportunity Sessions
1:30 p.m. - 4:45 p.m.	Invited Colloquia Concurrent Sessions Poster Session 1
3:10 p.m. - 3:40 p.m.	Break
3:40 p.m. - 4:45 p.m.	Concurrent Sessions
4:55 p.m. – 6:00 p.m.	Welcome and Afternoon Plenary
6:00 pm - 7:15 pm	Opening Reception *"Celebrating the 100th Anniversary of the Modern Language Journal"*

SUNDAY, APRIL 10, 2016

7:30 a.m. – 4:30 p.m.	Registration Desk Open
8:00 a.m. – 11:00 a.m.	Colloquia Poster Session 2
8:00 a.m. – 9:40 a.m.	Concurrent Sessions Colloquia
9:00 a.m. – 5:00 p.m.	Exhibit Hall Open
9:40 a.m. – 9:55 a.m.	Coffee Break Visit Poster Session & Exhibit Hall
9:55 a.m. – 11:00 a.m.	Concurrent Sessions
11:25 a.m. – 12:30 p.m.	Morning Plenary
12:30 p.m. – 2:00 p.m.	Lunch Break
12:45 p.m. - 1:55 p.m.	AAAL Resolutions Committee Meeting Professional Opportunities Sessions
2:00 p.m. – 5:00 p.m.	Colloquia Poster Session 3
2:00 p.m. – 3:40 p.m.	Concurrent Sessions Colloquia
3:40 p.m. – 4:10 p.m.	Coffee Break Visit Poster Session & Exhibit Hall
4:10 p.m. – 5:15 p.m.	Concurrent Sessions
5:30 p.m. – 6:35 p.m.	Afternoon Plenary
7:00 p.m. - 9:30 p.m.	Graduate Student Event

MONDAY, APRIL 11, 2016

7:30 a.m. – 4:30 p.m.	Registration Desk Open
8:00 a.m. – 11:00 a.m.	Colloquia Poster Session 4
8:00 a.m. – 9:40 a.m.	Concurrent Sessions Colloquia Roundtables
9:00 a.m. – 5:00 p.m.	Exhibit Hall Open
9:40 a.m. – 9:55 a.m.	Coffee Break Visit Poster Session & Exhibit Hall
9:55 a.m. - 11:00 a.m.	Concurrent Sessions Roundtables
11:25 a.m. – 12:35 p.m.	Morning Plenary
12:30 p.m. - 1:55 p.m.	AAAL Business Meeting
12:30 p.m. - 2:00 p.m.	Lunch Break
2:00 p.m. – 5:00 p.m.	Colloquia Poster Session 5
2:00 p.m. – 3:40 p.m.	Concurrent Sessions Colloquia Roundtables
3:40 p.m. – 4:10 p.m.	Coffee Break Visit Poster Session & Exhibit Hall
4:10 p.m. – 5:15 p.m.	Concurrent Sessions Roundtables
5:30 p.m. – 6:35 p.m.	Afternoon Plenary
6:45 p.m. - 8:25 p.m.	AAAL - AILA Panel Presentation

TUESDAY, APRIL 12, 2016

7:30 a.m. - 11:30 a.m.	Registration Desk Open
8:00 a.m. – 11:00 a.m.	Colloquia Poster Session 6
8:00 a.m. – 9:40 a.m.	Concurrent Sessions Colloquia
9:00 a.m. - 11:30 a.m.	Exhibit Hall Open
9:40 a.m. – 9:55 a.m.	Coffee Break Visit Poster Session & Exhibit Hall
9:55 a.m. – 11:00 a.m.	Concurrent Sessions
11:25 a.m. – 12:30 p.m.	Concurrent Sessions Colloquia
12:30 p.m. - 2:00 p.m.	Lunch Break
12:45 p.m. - 1:55 pm	Professional Opportunities Sessions
2:00 p.m. – 3:40 p.m.	Concurrent Sessions Colloquia
3:40 p.m. – 5:00 p.m.	Reflections on AAAL 2016 / Closing Reception

Plenary Sessions

DAY	TIME AND LOCATION	TITLE	SPEAKER
Saturday April 9	4:55 pm – 6:00 pm Orlando II	Ethnic Separatism, Social Conflict and Violence: The Role of Deliberative Language Planning in Conflict Zones	Joe LoBianco, *University of Melbourne*
Sunday April 10	11:25 am – 12:30 pm Orlando II	Two Bills: Pursuing Basic and Applied Research, Scholarship and Service	John R. Rickford, *Stanford University*
Sunday April 10	5:30 pm – 6:35 pm Orlando II	SLA in Study Abroad Contexts: A Researcher-Practioner's Perspective	Cristina Sanz, *Georgetown University*
Monday April 11	11:25 am – 12:30 pm Orlando II	Teachers Matter: Revisiting the Territory and Charting the Future of Foreign Language Teacher Education	Michael Legutke, *Justus Liebig University Giessen*
Monday April 11	5:30 pm – 6:35 pm Orlando II	Minding the Gaps: Applied Linguistics and Translation and Interpreting Studies	Claudia Angelelli, *Heriot-Watt University*

Plenary Speakers

Joe LoBianco
Professor of Language and Literacy Education
University of Melbourne, Australia

Saturday, April 9
4:55 pm – 6:00 pm
Orlando II

"Ethnic Separatism, Social Conflict, and Violence: The Role of
Deliberative Language Planning in Conflict Zones"

Language debates in multiethnic societies and the processes used by political systems to make decisions about language questions have long been of direct interest to applied linguists. The consequences of specific educational and political choices can be a source of social tension. Although governments often claim that policy is "evidence based," there is no straightforward relationship between what counts as "evidence," how and who produces it, and how "evidence" is applied to policy making. Policy analysis shows that much research has a marginal or ambiguous role in political decision-making. In cases of extreme disruption to social order, what role can "explicit linguistic knowledge" have on questions of language choice and curriculum content, program design and teaching methodology? This talk focuses on settings where these mainstays of applied linguistics are associated with extreme forms of social conflict and even violence directed at teachers and schools. In such contexts, can applied linguistics or research evidence assist in conflict mitigation?

Dr. LoBianco will describe a project of language education policy analysis and intervention in three conflict zones in SE Asia. Since 2012 he has been investigating links between language and social cohesion in Malaysia, Myanmar, and Thailand under the aegis of UNICEF and respective Ministries of Education. The presentation will focus on a unique sociolinguistic context from each setting, especially the contrast between minority and indigenous claims for language rights and language recognition, and official positions.

Bio:
Dr. Joseph Lo Bianco is professor of Language and Literacy Education at the University of Melbourne, Australia. He serves as Past President, Australian Academy of the Humanities; Past President, Tsinghua, Asia-Pacific Forum on Translation and Intercultural Studies; and Advisor, Research Centre for Foreign Language Education, Beijing Foreign Studies University. His principal academic qualifications are Bachelor of Economics/Political Science, Monash University; Bachelor of Education, La Trobe University; M.A. in Language Studies, University of Melbourne, and Ph.D., Australian National University. He has written more than 32 books and major reports and 130 chapters and articles. In 1987 his National Policy on Languages was adopted as Australia's first official language policy. Since then he has worked as a language-planning advisor in numerous countries, including Sri Lanka (bilingual education), Scotland (national policy), Thailand (national language planning), and Ireland (twenty-year strategy for revival of Irish).

Current research and advisory projects include:
- Intercultural Approaches to Teaching Chinese (Australian Research Council);
- Language and Social Cohesion in Malaysia, Myanmar, and Thailand (UNICEF East Asia Office);
- Language in Urban Spaces; municipal multilingualism in European cities (European Commission);
- Online tutoring (Guiyang and Melbourne), peer instruction, Chinese and English (International Baccalaureate, Singapore);
- Preparation of "Peace Building National Language Policy for Myanmar" (UNICEF).

John R. Rickford
J.E. Wallace Sterling Professor of Linguistics and the Humanities
Stanford University

Sunday, April 10
11:25 am – 12:30 pm
Orlando II

"Two Bills: Pursuing Basic and Applied Research, and Service"

In linguistics, as in many sciences, a distinction is often made between Basic and Applied Research, and people tend to do either Basic or Applied Research, but not both. Moreover, those doing Basic Research sometimes under-value the work of those doing Applied Research, and to a lesser extent, the opposite is true as well.

In this paper, I'll talk about two Bills who defy convention by combining Basic and Applied Research. Their accomplishments and goals over their careers should inspire us to explore new ways in which we can build on and develop scientific scholarship in the service of our local, national, and global communities.

The first Bill is Bill Gates, whose pioneering work on the development of the computer language BASIC, and of software (WINDOWS) and hardware for personal computers since 1975 is well known, but whose dedication to Applied Research and service world-wide through the Gates Foundation since 2000 is less familiar. I discovered and was inspired by this "other Bill" through his bold statements (on Sixty Minutes, May 2013) that his foundation was working to eliminate polio by 2018, tuberculosis by 2020, and malaria by 2028.

The second Bill is Bill Labov, whose theoretical principles, methods and findings concerning linguistic variation and change, and the study of language in its social setting are well known. However, his innovative work (often with school districts and textbook publishers) to improve the teaching and learning of reading, especially to speakers of African American Vernacular English and other ethnic English vernaculars, is less familiar.

We should use the models of these two Bills, I suggest, to redouble our efforts to combine Basic and Applied Research in our own work, and to extend Applied Research to areas like criminal justice, where the need for solutions is acute, but the Basic Research is severely lacking.

Bio:
John R. Rickford is the J.E. Wallace Sterling Professor of Linguistics and the Humanities at Stanford University, where he has worked since 1980. He is also professor by courtesy in Education, and Pritzker University Fellow in Undergraduate Education.

Professor Rickford received his BA with highest honors in Sociolinguistics from the University of California, Santa Cruz, in 1971, and his Ph.D. in Linguistics from the University of Pennsylvania in 1979. He won a Dean's Award for distinguished teaching in 1984 and a Bing Fellowship for excellence in teaching in 1992. He currently serves as the President of the Linguistic Society of America.

The primary focus of Professor Rickford's research and teaching is sociolinguistics, the relation between linguistic variation and change and social structure. He is especially interested in the relation between language and ethnicity, social class and style, language variation and change, pidgin and creole languages, African American Vernacular English, and the applications of linguistics to educational problems.

Professor Rickford is the author of numerous scholarly articles, and author or editor of several books, including A Festival of Guyanese Words (1978); Dimensions of a Creole Continuum (1987); Sociolinguistics

and Pidgin-Creole Studies (1988); African American English: Structure, History and Use (co-edited with S. Mufwene, John Baugh, and Guy Bailey, 1998); African American Vernacular English: Features, Evolution, Educational Implications (1999); Creole Genesis, Attitudes and Discourse: Studies Celebrating Charlene J. Sato (co-edited with Suzanne Romaine, 2000); Spoken Soul: The Story of Black English (co-authored with Russell John Rickford, 2000, winner of an American Book Award); and Language in the USA: Themes for the Twenty-First Century (co-edited with Edward Finegan, 2004); Language, Culture and Caribbean Identity (co-edited with Jeannette Allsopp, 2012); and African American, Creole and Other Vernacular Englishes: A Bibliographic Resource (co-authored with Julie Sweetland, Angela E. Rickford, and Tommy Grano, 2012).

Cristina Sanz
Professor and Director, Intensive & SFS Spanish Program and Barcelona Summer Program
Department of Spanish and Portuguese
Georgetown University

Sunday, April 10
5:30 pm – 6:35 pm
Orlando II

"SLA in Study Abroad Contexts: A Researcher-Practitioner's Perspective"

Classic SLA proposals by Krashen (Input Hypothesis, 1985), Swain (Output Hypothesis, 1995), and Long (Interaction Hypothesis, 1996) suggest that studying abroad provides the optimal context for language development, as that context is abundant in meaningful, rich input while providing plenty of opportunities for interaction, and pushing the learner to produce language to communicate. More recent neurocognitive approaches to SLA further show that immersion-like conditions lead to electrophysiological signatures (measurements of electrical activity of neurons; a kind of data associated with event-related potentials used in language processing) typical of native speakers. Likewise, practitioners, and of course students and parents, have always assumed that study abroad offers the best conditions for language development: A stay abroad accelerates fluency, and there are aspects of language, such as pragmatics, that can only be learned while living in the country where the language is spoken. Intuitively appealing and often based on anecdotal observation, these are common beliefs. Contrary to all these expectations, however, study abroad research too often shows minimal or no effects of immersion experiences in language development. In another surprising contrast, while Schmidt's (1990) seminal work on attention reminds us of observations he compiled in a diary while living in Brazil, the layperson links the effectiveness of immersion with a view of learning as an automatic reflex associated with implicit learning and use. As I will show, immersion in general and immersion abroad specifically present a unique testing ground for the study of the effects of frequency and quality of interaction, of the role of attention, and of the interaction between internal and external factors on multilingual development. The evidence produced by this research has the potential to assist practitioners in making informed decisions on program designs and the best fit for each individual student.

Bio:
Cristina Sanz is Professor and Director of the Intensive and School of Foreign Service Spanish Programs and the Barcelona Summer Program in the Department of Spanish & Portuguese at Georgetown University. At Georgetown, she teaches graduate and undergraduate courses on bilingualism and cognition, instructed second language acquisition, and teaching methods. Professor Sanz holds degrees in Spanish Philology from the Universitat de Barcelona and an Advanced Certificate in Second Language Acquisition and Teacher Education (SLATE) and a PhD in Spanish Linguistics, both from the University of Illinois at Champaign-Urbana. An expert on multilingual development and education, she is interested in the interaction between context, including study abroad and computer-assisted learning, and individual differences, especially the role of prior experience and socio-cognitive variables. She is also interested in research methods with an emphasis on the use of technology. Within the last two years, her work has appeared in Bilingualism Language & Cognition, Neuropsychologia, The Modern Language Journal, Language Learning, Applied Linguistics, and The Journal of Cognitive Neuroscience. These articles, often co-authored with Georgetown colleagues and graduate students, are reports of empirical studies with key terms like input, working memory capacity, cross-linguistic influence, explicit instruction, bilingualism, and age(ing). Professor Sanz's volume, Mind and Context in Adult Second Language Acquisition (Georgetown University Press), received the 2006 Modern Language Association's Mildenberger Prize. Professor Sanz has educated Spanish teachers in the US, Spain, and the Philippines, and has worked as consultant for private and public institutions, including the United Nations and the Instituto Cervantes. Professor Sanz is the recipient of Georgetown's Vicennial Medal and the 2015 Dean's Award for Excellence in Teaching. She is currently writing, in Spanish, a handbook for teachers of Spanish, and planning a volume on the development of language and of identity in study/stay abroad contexts.

Michael "Mitch" Legutke
Professor Emeritus of Teaching English as a Foreign Language and Distinguished Senior Professor at the International Graduate Center for the Study of Culture
Justus Liebig University of Giessen, Germany

Monday, April 11
11:25 am – 12:30 pm
Orlando II

"Teachers Matter: Revisiting the Territory and
Charting the Future of Foreign Language Teacher Education"

Language educators and applied linguists have argued that the changes brought about by globalization -- with its movement of people and capital, the advances in technology, and networks of ideas -- necessitate a reconceptualization of language pedagogy, building on the diversity of languages, cultures, and biographies learners bring to the classroom. This pedagogy should differ from what was advocated by communicative language teaching in the late 20th century, moving towards a more reflective, interpretive, and politically engaged professionalization. Consequently, the situation calls for a reconceptualization of the role of FL teachers and teacher education, because it is argued that teachers are the key to educational change. I will discuss this call for change by taking a diachronic perspective on FL teacher education in Continental Europe. Reviewing a substantial body of research and a large field of diverse practices, which have been neglected in recent "State of the Art" publications on second and foreign language teacher education written in English, I will foreground two sources of pedagogical content knowledge and FL teacher competence: (1) the systematic integration of cultural and literary studies for the development of an interpretive and relational competence of FL teachers, and (2) the extensive inclusion of classroom experience as the basis for contextualized and interpretive teacher learning. Drawing on current collaborative research with elementary teachers of EFL in the multicultural and super-diverse context of Frankfurt/Main, Germany, I will investigate how teachers develop the capability of understanding their practices and their students' learning in critical and self-reflective ways. This project of practitioner research will serve as a stepping-stone towards defining future efforts in FL teacher education.

Bio:
Michael Legutke is Professor Emeritus of Teaching English as a Foreign Language and Distinguished Senior Professor at the International Graduate Center for the Study of Culture at the Justus Liebig University of Giessen in Germany. He has worked in the Department of Research at the Goethe-Institut in Munich, supporting teacher development for German as a foreign language. He has also been a German language consultant to the Pacific Northwest of the United States and a language teacher in Germany. Dr. Legutke has served as a member of the editorial board of TESOL Quarterly, as a member of the Research Standing Committee of TESOL, and as President of the German Association of Foreign and Second Language Research. He is on the Board of Trustees of The International Research Foundation for English Language Education (TIRF). His research has focused on language learning in the elementary school, pre-service and in-service teacher education, and on task-based language learning. Through a broad range of publications and international presentations, he has manifested his commitment to the integration of theory, research, and practice. He is currently working on a state-funded research project investigating the teaching of English in primary schools in the multi-lingual and multi-cultural urban context of Frankfurt/Main, Germany.

Claudia V. Angelelli
Chair, Multilingualism and Communication
Department of Languages and Intercultural Studies
Intercultural Research Center & Center for Translation and Interpreting Studies in Scotland; School of Management and Languages
Heriot-Watt University, UK

Monday, April 11
5:30 pm – 6:35 pm
Orlando II

"Minding the Gaps: Applied Linguistics and Translation & Interpreting Studies"

Translation and interpreting (T&I) are areas of inquiry supported by substantial scholarship. Although they have been described as "the world's second oldest professions," the scholarly study of translation and interpreting is fairly recent. Only in the last thirty years have anecdotal and largely prescriptive writings on translation and interpreting given way to empirical research and descriptive studies. Recently, the scholarly study of T&I has expanded at a rapid pace. This development is evident in the increasing number of university programs, specialized journals, conferences, scholarly associations, and publishing houses. Translation and interpreting is an interdisciplinary endeavor. Its interplay with applied linguistics, however, is incipient. Although we have seen projects that bring together applied linguists and T&I scholars, the gap between these two fields still exists and offers many opportunities for cross-fertilization.

In today's societies, linguistic and cultural diversity permeates every thread of human interaction. Communication in general, and inter-linguistic/cultural communication in particular, is perceived, valued, and understood differently by peoples across space and time. In addition, goals, ideas, or messages are not immune to the interplay of social factors (e.g., ethnicity, age, gender, and socio-economic status) to which T&I add a layer of complexities.

For applied linguists concerned with issues of language, access, linguistic minorities, and interaction, the field of T&I opens possibilities to explore many areas such as T&I as a situated practice, the characteristics of communication between speakers of societal and non-societal languages, the nature of language transfer, the processes and products of high-level development of two languages, or the effects of instruction on the development of non-societal languages and its measurement. To that end, in this presentation we will explore interdisciplinary T&I projects in healthcare, law, and education that have resulted from crossing boundaries, yielding important empirical data.

Bio:
Claudia V. Angelelli is Professor and Chair of Multilingualism and Communication at Heriot-Watt University, UK and Professor Emerita of Spanish Linguistics at San Diego State University, US. Her research lies at the intersection of sociolinguistics, applied linguistics, and translation and interpreting studies. She is the author of Medical Interpreting and Cross-cultural Communication (Cambridge University Press, 2004), and Revisiting the Role of the Interpreter (John Benjamins, 2004), and the co-editor of Researching Translation and Interpreting (Routledge, 2015) and Testing and Assessment in Translation and Interpreting Studies (John Benjamins, 2009). She is the Guest Editor of special issues of The International Journal of the Sociology of Language (Translators and Interpreters: Geographic Displacement and Linguistic Consequences, 2011), Translation and Interpreting Studies (The Sociological Turn in Translation and Interpreting, 2010, & Translation and Interpreting Pedagogy 2015 co/ed.), and Cuadernos de ALDEEU (Minding the Gaps: Translation and Interpreting Studies in Academia, 2013). Her work appears in The Annual Review of Applied Linguistics, The Critical Link, Cuadernos de ALDEEU; Interpreting, META, MONTI (Monografias de Traducción e Interpretación), The Translator, TIS (Translation and Interpreting Studies), The International Journal of the Sociology of Language, and numerous edited volumes. She designed the first empirically-driven language proficiency and interpreter readiness tests for The California Endowment and Hablamos Juntos (Robert Wood Johnson Foundation). Professor Angelelli is the President of the American Translation and Interpreting Studies Association and she has served as Director of The Consortium of Distinguished Language Centers and the American Translators Association. She is the World Project Leader for ISO Standards on Community Interpreting, which was recently approved as the first ISO standard on language interpreting.

Journals from John Benjamins

International Journal of Learner Corpus Research

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Journal of Immersion and Content-Based Language Education
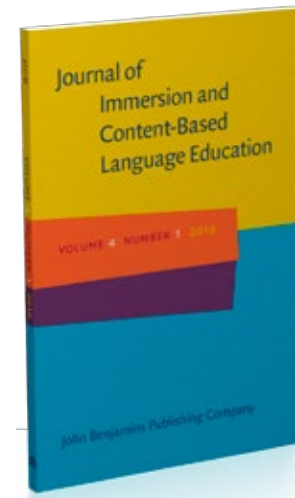
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Journal of Second Language Pronunciation
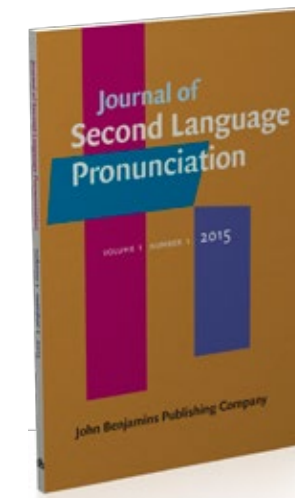
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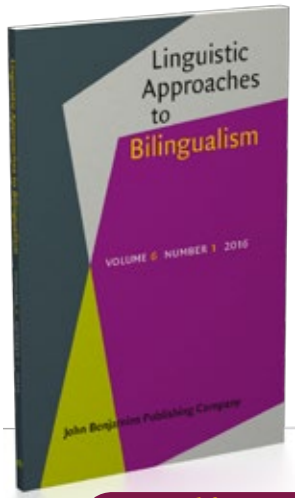
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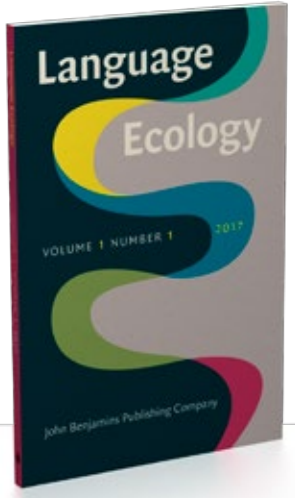
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ISSN 2405-5522 | E-ISSN 2405-5530

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Invited Colloquia Overview

DAY	TIME AND LOCATION	TITLE	SPEAKER
Saturday April 9	1:30 pm – 4:45 pm Orlando II	**Language Learning Roundtable** Global Englishes and SLA: Establishing a Dialogue and Common Research Agenda	Peter De Costa *Assistant Professor, Linguistics & Germanic, Slavic, Asian, & African Languages Michigan State University*
Saturday April 9	1:30 pm – 4:45 pm Orlando V	**ILTA at AAAL** Connecting Corpus Linguistics and Language Assessment	Sara Cushing Weigle *Professor, Department of Applied Linguistics & ESL Georgia State University*
Sunday April 10	8:00 am – 11:00 am Orlando II	Blind Spots and Theory Building: How Can the Study of Language Learners Marginalized in the Field Help us Grow?	Martha Bigelow *Associate Professor of Second Language Education Department of Curriculum and Instruction University of Minnesota*
Sunday April 10	2:00 pm – 5:15 pm Orlando IV	Clinic, Classrooms, and Communities: Contexts for Researching Health Literacy as Social Practice in Applied Linguistics	Maricel G. Santos, Ed.D. *Associate Professor of English (TESOL) San Francisco State University*
Sunday April 10	2:00 pm – 5:15 pm Orlando II	**AAA at AAAL** Applied Linguistics, Linguistic Anthropology, and Social Justice: Interdisciplinary Approaches to Linguistic and Social Change	Netta Avineri *Visiting Professor, TESOL/ TFL; Middlebury Institute of International Studies at Monterey (MIIS)* Jonathan D. Rosa *Assistant Professor, Graduate School of Education Stanford University*

Monday April 11	8:00 am – 11:00 am Orlando VI	Linguistic Landscape Analysis and the Representation of Visual Data	Francis M. Hult *Associate Professor, Centre for Languages and Literature Lund University, Sweden*
Monday April 11	8:00 am – 11:00 am Orlando II	**TESOL at AAAL** Issues in Creating Practical Corpus-Based Lexical Lists	Keith S. Folse *Professor, TESOL University of Central Florida*
Monday April 11	2:00 pm – 5:00 pm Orlando II	**Wilga Rivers Pedagogy Colloquium** Developing Pragmatic Competence across Foreign Languages: Key Pedagogical Approaches	Lynn Goldstein *Professor, Applied Linguistics and TESOL/ TFL; Middlebury Institute of International Studies at Monterey (MIIS)*
Tuesday April 12	8:00 am – 11:00 am Orlando IV	Applied Linguistics in the Courtroom	Aneta Pavlenko *Professor of Applied Linguistics Temple University* Diana Eades *Adjunct Professor University of New England, Australia*
Tuesday April 12	8:00 am – 11:00 am Orlando II	Researching Written Task Complexity in Diverse Contexts	Lawrence Zhang *Professor of Applied Linguistics The University of Auckland, New Zealand*

Language Learning Roundtable
Global Englishes and SLA: Establishing a Dialogue and Common Research Agenda
Peter De Costa, Assistant Professor, Michigan State University

This colloquium taps the synergies afforded by developments in Global Englishes (GE) and SLA research to better account for the multilingual realities of 2LLs. Such an interdisciplinary alliance is made possible by the broader practice turn in applied linguistics, the focus on the dynamicity and complexity of language use that recognizes the emergent nature of language in contemporary settings, and the inclusion of naturalistic inquiry in SLA research and an interest by GE scholars in pedagogy.

The Linguistic System Conundrum
Lionel Wee, National University of Singapore
Will discuss the 'linguistic system conundrum': how references to distinct L1s and L2s can be coherently related to sociolinguistic claims about the porosity of language categories. SLA arguments about the cognitive benefits of multilingualism are usually predicated on speakers' ability to grapple with the distinct demands of L1s and L2s. In contrast, sociolinguists and applied linguists often argue that the expectations associated with strict linguistic boundaries are at odds with the fluid nature of multilingual social life. Addressing this conundrum is key if the two subfields are to beneficially converse with each other.

ELF - Dynamic and Complex
Anna Mauranen, University of Helsinki
English as a Lingua Franca, a complex form of language contact, can be viewed from three key perspectives: the cognitive, the micro-social/interactional, and the macro-social. Each adds to the whole, and each frame has its own dynamics, while feeding into the other levels. Each operates in its own time scale, resulting in multiple synchronous and asynchronous processes of change. Will argue that in the macro-level perspective, ELF constitutes a complex second-order language contact, resulting from contact between 'similects', parallel idiolects of L2 speakers, and between those and varieties of English as a Native Language.

Spatial Repertoires and English: The Competence of International STEM Scholars
Suresh Canagarajah, Pennsylvania State University
The notion of "spatial repertoires" helps us consider how English aligns with other semiotic resources, objects, and social networks to accomplish communicative activities in situated interactions. Indeed, one might not need advanced grammatical competence to be successful in communication. More important is the ability to align one's semiotic resources with the other ecological affordances to communicate effectively and achieve one's objectives. This orientation explains how Chinese STEM scholars in a US university can have limited grammatical competence, but be successful in teaching, research, and publishing.

Bridging a Gap: Global Englishes and SLA in Teaching EFL
Ryuko Kubota, University of British Columbia
Contrasted with the normative and segregationist view of language in traditional SLA research, a pluralist and integrationist view from sociolinguistics illuminates linguistic multiplicity, fluidity, and hybridity as seen in Global Englishes (GE). Nonetheless, language education policies and practices in EFL contexts continue to privilege normativity and homogeneity. This gap resonates with a tension between centrifugal and centripetal sociopolitical forces in contemporary society. Future research on SLA and GE can generate strategies for knowledge mobilization by unpacking language ideologies and broader political forces behind the question of why teaching English, or any other languages, is so resistant to pluralistic perspectives.

Global Languages and Local Identities
Richard F. Young, University of Wisconsin-Madison
Recent SLA research has presented identity in a post-structural frame. Identities are multiple: broadcast, altercast, and contested. They are experienced in flux as multilinguals move from language through language, from community to community. Although contact by speakers of local languages with a hegemonic language is often seen as endangering local languages, threatening speakers' identities, this is an oversimplification. Study of persons-in-contact with Global Englishes provides insights into how identities are contested and how the durable dispositions of habitus are transposed in contact fields. My study of multilinguals in SE Asia focuses on identity presentation online and multimodal analysis of F2F interaction.

Ontologies of Language, SLA, and Global Englishes
Lourdes Ortega, Georgetown University
What develops in L2 development? Different language ontologies provide different answers. Traditional SLA studies pursue L2 users' strictly linguistic development undergirded by monolingual native speaker idealizations. This creates knowledge dead ends. Becoming multilingual later in life has transformative lifeworld consequences. Language learning inevitably draws on agency, identity, and power. Each new language opens up our human lived experience to new conventions, imaginations, and uncertainties. Hence, we need new SLA research that probes alternative standards of evidence for success or failure in multilingual learning. Despite challenges, insights from Global Englishes are already broadening SLA's object of inquiry.

Discussants: Kingsley Bolton, Nanyang Technological University, & Susan Gass, Michigan State University

International Language Testing Association (ILTA) at AAAL
Connecting Corpus Linguistics and Language Assessment
Sara Cushing Weigle, Professor, Department of Applied Linguistics & ESL, Georgia State University

This joint session between AAAL and ILTA brings together experts in corpus linguistics and assessment to discuss how these two subfields of applied linguistics intersect. The session features presentations by five researchers involved in the collection and analysis of large language corpora, who will discuss the relevance of their work to language assessment. Two discussants—one expert in corpus linguistics and one in language assessment--will provide additional commentary. The focus of the colloquium relates directly to the conference theme – "Applied Linguistics Applied" – since the presentations will bring together these two important subfields of study.

Applications of Corpus Linguistics for Investigating Target Domain Language in High Stakes Assessments
Geoff LaFlair, University of Kentucky, & Shelley Staples, Purdue University
Corpus linguistics has been used at various stages of validity arguments for high stakes assessment. This presentation focuses on the use of corpus linguistics to explore the correspondence between large-scale language assessments (a writing test and a speaking test) and their target domains (writing and speaking in academic contexts). By comparing the lexico-grammatical features produced by test takers on high stakes assessments with the language produced in their target domains, corpus linguistic studies can provide evidence for inferences from assessment performances to performance in the target domain.

Language Assessment and the Inseparability of Lexis and Grammar
Ute Römer, Georgia State University
This presentation aims to connect recent corpus research on phraseology with current language testing practice. It will showcase studies on phraseological patterns in English based on corpora such as the BNC (the British National Corpus) and MICASE (the Michigan Corpus of Academic Spoken English), and provide evidence for the strong interconnectedness of lexical items and grammatical structures in natural language. It will then review rubrics of popular speaking and writing tests and discuss in how far these rubrics capture the centrality of phraseology and how well they reflect the patterned nature of language.

Corpus-based Discoveries in the Modeling and Measurement of Lexical Diversity
Scott Jarvis, Ohio University
This paper describes the stages of defining, modeling, and measuring lexical diversity and the processes of validating such measures. Traditionally structured corpora and standard corpus tools are useful at each stage, but additional resources are also valuable, such as human ratings and innovative new tools motivated by the construct definition. One of the most important implications of the project for language testing is that a multi-dimensional phenomenon such as lexical diversity cannot be measured satisfactorily without a fully developed, theoretically sophisticated construct definition that informs each stage of the approach and directly motivates all aspects of the ensuing measures.

Collecting Written and Spoken Corpus Data to Inform Automated Tutoring and Assessment Systems
Fiona Barker & Nick Saville, Cambridge English Language Assessment
Learner and native speaker corpora have been used for more than two decades to inform every stage of producing and validating tests. As the needs and expectations of stakeholders evolve and digital technologies develop, our use of corpora is also changing. This presentation focuses on collaborative research that explores productive data from learners and native speakers to develop automated approaches to learning and assessing language. Starting from an overview of new and recently annotated datasets, we then focus on how computational analyses are informing digital learning and assessment opportunities, before looking at the future applications of corpora for language assessment.

Factors affecting L2 writing syntactic complexity and implications for assessment
Xiaofei Lu, Pennsylvania State University
The relationship of syntactic complexity to L2 proficiency and L2 writing quality has long interested the SLA, L2 writing, and language assessment community. This relationship is affected by various learner-, context-, and task-related factors. First, will review research on the effects of such factors on L2 writing syntactic complexity and introduce the L2 Syntactic Complexity Analyzer, a tool designed to automate syntactic complexity analysis of large corpora of writing samples. Then will discuss findings from recent corpus-based studies of L2 writing syntactic complexity facilitated by this tool and their implications for assessment.

Discussants: Jesse Egbert, Brigham Young University, & Xiaoming Xi, Educational Testing Service

Blind Spots and Theory Building: How Can the Study of Language Learners Marginalized in the Field Help Us Grow?
Martha Bigelow, Associate Professor of Second Language Education, Department of Curriculum and Instruction, University of Minnesota

The field of Applied Linguistics has explored diverse approaches to doing research more than it has explored the relative contributions of under-studied populations. As a field, we are only starting to understand how different linguistic assets, educational backgrounds, and life experiences connect to language development. What other blinds spots do we have that severely limit the possibilities for our theories to apply more broadly? How can new information from under-studied populations inform instructional approaches in fresh ways? This colloquium offers a discussion of research with under-studied populations, and explores the importance of this work for theory building.

Working Class Minority Ethnic Students in Catalan Higher Education: The Narratives of an Under-researched Group
David Block, ICREA/University of Lleida, & Lídia Gallego Balsà, University of Lleida
This paper links a growing interest in widening participation among sociologists of education in Spain with our interest in multilingualism/culturalism and the intersectionality of class, race, and ethnicity. Specifically, it explores the personal and academic trajectories of working class minority ethnic students in Catalan higher education as a success story, both in terms of personal achievement and in terms of integration into mainstream Catalan society (this, amidst the disproportionately high dropout rate amongst minority ethnic adolescents). The paper draws on in-depth interviews carried out with a small cohort of working class minority ethnic students at a Catalan university.

Why Indigenous Language Learning Matters for the Future of Applied Linguistics
Kendall A. King, University of Minnesota
Thousands of individuals in the U.S., Canada, and elsewhere are currently endeavoring to learn highly endangered, Indigenous languages, most laboring under conditions that are radically different from those of the vast majority of world language learners. These learning contexts are defined not only by shortages of materials, limited domains of use, few proficient speakers, and wide dialectal variation, but by histories of colonialism and oppression. Drawing on interactional and interview data collected with learners of Ojibwe, this presentation argues that consideration of contexts and learners such as these is highly productive for the practice of applied linguistics and essential to the development of robust SLA theory.

In the Process of Becoming: What Participatory Approaches to Learning and Inquiry Can Contribute to Theory Building and Research Practice
Doris S. Warriner, Arizona State University
Teachers and researchers working with marginalized learners of English (e.g., adult learners, refugee learners) have been encouraged to promote participatory learning communities so that learners can connect what goes on inside the classroom with the reality of their lives and become advocates while learning skills and information (Auerbach, 2000). These teachers and researchers have also been encouraged to engage in transformative participation (or "power sharing" with participants) in order to facilitate local knowledge building (Pittaway & Bartolomei, 2013). This paper explores the challenges, contradictions, paradoxes, ethical dimensions, and pedagogical possibilities of doing this work as teachers and as researchers.

Discussants: Elaine Tarone, University of Minnesota, & Stephen May, University of Auckland

Clinics, Classrooms, and Communities: Contexts for Researching Health Literacy as Social Practice in Applied Linguistics

Maricel G. Santos, Associate Professor of English (TESOL), San Francisco State University

Health literacy is conventionally defined as the reading and writing skills needed to make healthcare decisions. Applied linguists have championed alternative views, whereby reading and writing are part of communicative practices embedded in specific socio-cultural contexts; health literacy is a shared resource, not a marker of individual risk. Panelists discuss efforts to expand health literacy conceptions, to mitigate sources of health disparities, and to inspire reflection and action on a basic premise: Health literacy cannot advance without applied linguists who can contribute in clinics, classrooms, and communities.

A Call for Rigorous Research in Applied Linguistics to Reduce Health Disparities
Holly E. Jacobson, University of New Mexico
Limited English health literacy among U.S. language minority communities is strongly linked to reduced healthcare access, poorer health outcomes, and health disparities. However, little research has examined the role of interaction and language in intercultural/interlinguistic communication in healthcare settings. In-depth analyses of turn-taking and other interactional variables are needed to specify the factors that shape the impact of provider communicative practices versus patient health literacy levels on patient comprehension of health information. This paper critically analyzes the research linking health care access to health literacy, and recommends more rigorous research that explores interaction and language more systematically.

Health Literacy and the Question of Whose Knowledge Counts in Health Care
Uta Papen, Lancaster University
This paper examines a fundamental question of health literacy: Whose knowledge counts in the interaction between patients and health care providers? Health literacy, when defined as an individual skill, focuses on patients' inability to understand and act upon information from their doctor. Knowledge here is seen primarily from the perspective of the trained health professional. If health literacy is conceptualised as social practice, however, the question of whose knowledge has authority in healthcare contexts moves centre stage. Applied linguists can help explore the dynamics of knowledge construction in medical contexts and how this affects inequitable access to health care.

New Challenges for Training Providers: How Can Applied Linguists Help?
Julie McKinney, Institute for Healthcare Advancement
In this session we will describe how the concept of health literacy has moved beyond its original focus on reading and understanding health information to include people's ability to act, and healthcare providers' ability to present information clearly. We will look at how providers are now being trained in health literacy awareness and clear written and oral communication techniques. Then we will explore ways in which applied linguists can help them to better understand and address the challenges that their lowest skilled clients face. We will also examine some health literacy resources for educating the public, providers, and materials developers.

Understanding Patients' Voices: Applied Linguistics, Health Literacy, and Adherence
Ulla M. Connor, Indiana University-Purdue University, Indianapolis
This presentation describes the application of a linguistic analysis of diabetes patients' own language concerning health literacy and self-care. The results of the analysis have been used in clinical interventions among chronically ill patients. This linguistically-based communication intervention informs health care providers about how to talk with patients in a language and style that more closely reflects patients' own worldviews and health beliefs.

I'm Here to Get Obamacare:" Health Literacy Practices for Community-Based Insurance Navigators
Donald Rubin, University of Georgia
Rendering the complexities of health insurance comprehensible is a major challenge for the Affordable Care Act, which establishes a corps of community-based insurance navigators to provide enrollment assistance. Principles of interactive health literacy and listenability have been harnessed to help navigators provide meaningful verbal assistance to consumers. One consortium of community-based organizations trains navigators in health literacy strategies such as "living room language," "metaphor spinning," eliciting questions, selecting information for small "packages," and teach-back. One evaluation showed that consumers benefit when navigators integrate graphic representations of complex terms in a deictic fashion.

Literacy, Language and Culture: Developing Health Literacy Curriculum for English Learners
Sabrina Kurtz-Rossi, Tufts University School of Medicine
Health and access to health care are immediate concerns for English language learners. Thus, the topic of health as authentic content for language learning is of high value to teachers and adult learners. In this talk, I will discuss the development of health literacy curricula in collaboration with teachers and learners across the U.S. and review lessons learned about integrating health literacy into English language classes. Common issues across projects include teaching multilevel classes, what health literacy competencies to cover, and the role of the teacher as facilitator of learning rather than health content experts.

Health Literacy 3.0
Christina Zarcadoolas, City University School of Public Health and Hunter College
Into its 3rd decade, the health literacy field still contends with essentially unchanged, dismal statistics about the public's abilities to understand and use health and science information. Yet seismic shifts have occurred. First generation models of health literacy privileged the doctor–patient relationship, while the 2nd generation elaborated health literacy of specific diseases. Today, life has moved online and mobile; we face new, emerging infectious diseases, while yawning disparities in health grow beside a health industry driven by the bottom line, in a society struggling to redefine privacy. So what will health literacy 3.0 need to be?

Discussant: Maricel G. Santos, San Francisco State University

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American Anthropological Association (AAA) at AAAL Applied Linguistics, Linguistic Anthropology, and Social Justice: Interdisciplinary Approaches to Linguistic and Social Change

Netta Avineri, Visiting Professor, TESOL/TFL, Middlebury Institute of International Studies at Monterey (MIIS)
Jonathan D. Rosa, Assistant Professor, Graduate School of Education, Stanford University

How can language become the focus of social justice movements? This colloquium showcases the initiatives of the AAA's Committee for Human Rights Task Group/ Society for Linguistic Anthropology Committee on Language & Social Justice, including ongoing communication with the US Census Bureau and the Royal Spanish Academy around disparaging terms related to Latin@s' language abilities, the "Drop the I-Word" campaign, appropriate terms for mascots, reconceptualization of the "language gap", and bilingual education reforms. We seek to broaden the network to continue initiatives focused on the relationships of linguistic change and broader social change, in which we truly apply our applied linguistics.

Challenging the "chiquita-fication" of Latin@'s Linguistic Skills
Ana Celia Zentella, UC San Diego
The US Census Bureau (CB) and the Royal Spanish Academy (RAE) are two major institutions that have contributed to the disparagement, or "chiquita-fication", of the English and Spanish abilities of Latin@s in the US which, along with the powerful English-only lobby, contribute to increased injustices and violence against Spanish speakers. Our collective efforts have successfully challenged the CB's designation of "linguistically isolated" speakers, and the RAE's definition of Spanglish as "deforming", including responding to demands to provide the "right word/definition". Despite their retractions, a lot remains to be done with both institutions on these and other issues, offering many opportunities for scholars and students to get involved.

The Drop the I-Word Campaign: Language Change and Social Change
Jonathan Rosa, Stanford University
This talk explores the interplay between language and social change, and calls for the media and the public to refrain from using the term "illegal" in representations of (im)migration. The "Drop the I-Word" campaign resonates with a central tenet of linguistic anthropology: Language is a not a passive way of referring to or describing things in the world, but a crucial form of social action. While language change is not equivalent to social change, struggles over representations of (im)migration make it possible to imagine and enact alternative politics of inclusion in which migration is valued as a fundamental human right.

The Production and Deconstruction of the "Language Gap": An Application of Anthropolitical Linguistics
Eric J. Johnson, Washington State University Tri-Cities, & Kathleen Riley, Rutgers University
The misguided language gap concept did not emerge fully armed from the heads and laboratories of well-intentioned psycholinguists ready to take on school failure in one mighty bound. To the contrary, it has won the day (and popular imagination) despite decades of excellent critical research by a number of brilliant sociolinguists, applied linguists, and linguistic anthropologists. This presentation traces the history of how and why the "language gap" has won so many supporters (and project funding), and how through careful rhetorical work, anthropolitical linguists may create a more productive path.

Mascots, Name Calling, and Racial Slurs: Applied Linguistics and the Prospects for Social Justice
Netta Avineri, MIIS, & Bernard C. Perley, University of Wisconsin-Milwaukee
In this talk we discuss efforts to create public awareness of and advocacy around sports team mascot names, as examples of name calling and racial slurs. We will discuss the variety of genres (e.g., op-ed's, resolutions, comic strips) and audience design issues in public advocacy, as well as embodied social justice efforts including visual exhibits, which can be experienced publicly by multiple participants. Can we turn to embodied language as both analysis and advocacy? Can we turn words into deeds through our engagement with formal categories? Can such an approach make applied linguistics relevant in the real world?

The New Language Education in California Public Schools: At the Threshold of Economic, Linguistic, and Social Change
Patricia Baquedano-Lopez, UC Berkeley
This presentation focuses on California's new 2016 ballot measure, the "California Education for a Global Economy Initiative," aimed at repealing many of the provisions of Proposition 227, which in 1998 eliminated bilingual education in the state. This turn of events is significant in California where there has been a history of linguistic and educational segregation. What has made this ballot measure possible? How will a focus on the global economy impact language education in schools? What are the implications of this new recognition of individuals and languages for the social and political landscape of California?

Applying: Moving Knowledge of Language Out Into the World
Susan D. Blum, The University of Notre Dame
Academic knowledge is deep, careful, slow, accreting, sparked by curiosity, and built upon the work of predecessors, duly cited and challenged. It circulates in journals and monographs, chapters and conference papers. Its garb is an acquired taste. Jargon is its middle name. It has certified practitioners and gatekeepers. But sometimes it spills out, motivated by events in the world. Work in language and social justice has now exited the gates of the academy, leading to exciting, confident, comprehensible, urgent efforts to influence policy and attitudes. I will discuss some exciting, collective activities of linguistic scholars.

Linguistic Landscape Analysis and the Representation of Visual Data
Francis M. Hult, Associate Professor, Centre for Languages and Literature, Lund University

As the study of visual language use in public spaces, linguistic landscape analysis confronts issues of representation. There is the challenge of capturing rich semiotic resources in ever-changing settings that include shop signs, flyers, graffiti, moving delivery trucks, and more. There is also the challenge of contextualizing this richness within the constraints of scholarly forums like journal articles and conference presentations that place limits on the amount of visual data. The papers in this colloquium consider these challenges and suggest possibilities for addressing them from practical, methodological, and epistemological perspectives, including experimenting with creative multimodal representations at the colloquium itself.

Ways of Seeing Linguistic Landscapes: Applying Theories of Representation Old and New
Francis M. Hult, Lund University

As linguistic landscape analysis has gained popularity over the past two decades, it has continued to mature methodologically and theoretically. In particular, perspectives from ethnography, multimodality, and critical discourse analysis are increasingly applied. Here, I explore potentially useful theories of representation that have yet to be widely taken up by linguistic landscape analysts, especially from intellectual traditions in photography and image. I consider how principles and epistemologies from these traditions might provoke new reflection about data collection and presentation in ways that both complement and challenge current research practices.

Commodification of Women's Bodies: Do Pictures Speak More than Words?
Elana Shohamy, Tel Aviv University, & Doris Correa, Universidad de Antioquia

The paper presents a comparison of two linguistic landscape studies related to marketing of plastic surgeries of women's body parts. The first presents data based primarily on pictures on posters in public spaces using visuals and minimal words. The second is based on internet sites where in addition to visuals, there are ample explanations and interactions with women to market surgeries. The comparison focuses on the effectiveness of each medium in terms of perception of women by advertisers. Grounding the research in multimodal theories, sexuality, and feminism will provide the theoretical basis and conclusions, as well as implications of the findings.

Ways of Walking, Ways of Seeing: Doing Mobile Video Ethnography in Linguistic Landscape Research
Jackie Jia Lou, City University of Hong Kong

The shift in linguistic landscape research towards a more contextualized view calls for innovative methodologies which can track participants' movement through linguistic landscapes. This paper discusses the application of mobile video ethnography to study how people navigate the multilingual landscapes of Hong Kong. It argues that this method helps to temporally situate linguistic landscape in the stream of everyday interactions and spatially contextualize it in the multimodal semiotic and sensory environment of the city.

Translate the City: A Pedagogical Intervention into the Representational Logic of the Linguistic Landscape Image
David Malinowski, Yale University

In linguistic landscape research, social actors' verbal discourse is increasingly presented as evidence that perceptions and attitudes toward the linguistic landscape can vary substantially by ethnic affiliation, political status, and activity. However, visual data, in the form of both digital photographs and maps, are understood to represent what objectively is a singular, if multilayered, material reality. Documenting a series of experimental projects in foreign language classrooms, this transmedia presentation offers an alternative vision: By intervening in the representational logics of photo and map, university students' translation and redesign of familiar landscapes foregrounds the reality of the city as possible.

The Portrayal of Linguistic Landscapes in Academic Publications and Presentations
Durk Gorter, University of the Basque Country

This contribution addresses challenges of representing linguistic landscape (LL) items within the limits of scholarly publishing. Scientific publications based on empirical data commonly have a section on "Methods". Here authors describe how they carried out the study -- among others, the research design, data-collection procedures and analysis techniques. Usually authors do not report considerations about the selection of photographs included as illustrations, e.g., publisher´s limitations or professional quality. This paper analyses the display of photographs in several LL-publications, suggests possible improvements, and contrasts static ways of representation with more dynamic possibilities provided by current technology.

TESOL International Association (TESOL) at AAAL
Issues in Creating Practical Corpus-Based Lexical Lists
Keith S. Folse, Professor, TESOL, University of Central Florida

As the importance of corpora has become accepted, researchers and teachers have recognized the value of applying corpus analyses in the creation of word lists. This session's speakers will discuss advantages and challenges in creating practical and corpus-based word lists. They address using existing lists to create new lists; connecting grammar to corpus-based vocabulary lists; considering polysemy, formulaic language in lexical lists, and other semantic issues in lexical lists; evaluating ESP list items with field-specific experts; and managing core English vocabulary lists in academic settings.

Understanding and Managing Core Vocabulary Lists in Language Education
Dee Gardner, Brigham Young University

The presenter will discuss, with examples, the linguistic reality of core vocabulary lists generated through corpus analysis, and how this knowledge could and should be used by teachers, curriculum designers, test makers, and materials developers to support the practices in actual language classrooms. This discussion will include a critique of traditional approaches to dealing with core vocabulary, and also a proposal for a new approach that is based on the aims of English for Specific Purposes, with a special emphasis on the vocabulary demands in the various disciplines of academic English.

Creating Word Lists to Incorporate Relevant Vocabulary in Grammar Lessons
Keith Folse, University of Central Florida

While most ESL programs have a grammar course or grammar base of some kind, vocabulary is often included in the curriculum quite randomly, if at all. Taking the view that grammar and vocabulary are in fact intertwined (i.e., a lexicogrammar approach), this paper discusses the creation of small lexical lists for two specific ESL grammar points using, respectively, the extensive, freely available Corpus of Contemporary American English (COCA) and then the Academic Word List (AWL). It is hoped that this line of research will foster more research that would produce better information on the connection between grammar and (corpus-based) vocabulary.

Academic English Collocations and Their Semantic Motivations: Pedagogical Implications
Dilin Liu, University of Alabama

The presenter reports on a corpus-driven study of the most common academic English collocations and their semantic motivations. Besides describing the procedures taken to ensure the validity, reliability, and the pedagogical usefulness of the collocations identified, the presentation discusses how to make use of the collocations in language teaching, especially how to effectively teach collocations by focusing on their semantic motivations, rather than treating them as arbitrary combinations of words and having students learn them mainly through memorization. Exploring the motivations of collocations should help students better grasp these useful albeit challenging lexical items.

Lists of Formulaic Language
Norbert Schmitt, University of Nottingham

Most vocabulary lists have focused on individual words, but with increased awareness of the importance of formulaic language, lists of formulaic language are beginning to appear. This talk will first introduce various criteria for selecting which formulaic sequences to place on a list (e.g., frequency, utility, semantic opacity, L1 congruence). It will then review a number of recent lists, for example, the PHaVE List, the PHRASE List, and the Academic Formulas List. Finally, the implications of using these lists in pedagogy will be discussed.

Using Lists to Evaluate Word Choices in ESP Writing
Susan Conrad, Portland State University

The paper describes a method for using corpus-based word lists for evaluating ESP writing, and it warns against using lists without considering both discourse and situational contexts. Specifically, I share my experience using a word list to evaluate student writing in engineering. Collaboration with field-specific experts proved crucial for understanding the impact of word choices and highlighted the need to examine words in context. My experience exposed problems in using decontextualized lists and raised concerns not just for ESP, but also for any lexical list.

Defining Usefulness: What Makes a Word List Useful?
Diane Schmitt, Nottingham Trent University

General and specific purposes word lists have proliferated with the advent of user-friendly tools for building and analyzing corpora. Creators of new lists also benefit from the methodologies of previous list makers. List creators are typically quick to tout the advantages and usefulness of their new lists. However, usefulness is a property of the purposes for which lists are created, the needs of users, and the intended uses of lists. The presenter argues that usefulness is not a universal trait, and that list makers need to demonstrate that their lists are fit for their own specific purposes.

Wilga Rivers Pedagogy Colloquium
Developing Pragmatic Competence Across Foreign Languages: Key Pedagogical Approaches
Lynn Goldstein, Professor, Applied Linguistics and TESOL/TFL, Middlebury Institute
of International Studies at Monterey (MIIS)

A growing literature (Taguchi 2010) suggests that foreign language learners benefit from pragmatic instruction offered through a number of different modalities. Thus, the 2016 Wilga Rivers Pedagogy Colloquium will focus on key pedagogical approaches and what we know from both research and practice for the development of pragmatic competence. The speakers will address developing pragmatic competence across four different languages (German, French, Russian, and Japanese) and across varied instructional contexts and approaches: Explicit pragmatic classroom-based instruction, pragmatic instruction in study abroad contexts, corpus approaches to pragmatic development, and telecollaboration approaches to pragmatic development.

Developing Materials for Teaching Pragmatics: From Research to Practice
Yumiko Tateyama, University of Hawaii
While research on pragmatics teaching and learning in the second and foreign language classroom has increased over the past two decades, effective instructional materials that teachers can easily implement are still few, particularly when the target language is something other than English. This paper examines materials development for teaching pragmatics in the classroom and effects of instruction on learners' pragmatic competence when explicit instruction is provided based on teacher/researcher-developed materials. Examples will be provided from Japanese pragmatics instruction, and implications for teacher training will be discussed.

Applications of Corpus Approaches to the Development of Pragmatic Competence in Foreign Languages
Edie Furniss, University of Houston
Corpus approaches to applied linguistics research have greatly expanded our understanding of language use and acquisition, as they facilitate the analysis of large quantities of usage data. In recent years, increased access to sophisticated corpus tools and corpora in a variety of languages has enabled more robust research on the nature of pragmatic competence and acquisition in both expert users and learners. This presentation addresses the applications of corpus approaches to the development of pragmatic competence in foreign languages, including discussion of best practices, innovative methodologies, and future directions.

Language Awareness and Concept-based Instruction in Study Abroad Contexts
Celeste Kinginger, The Pennsylvania State University
Research clearly demonstrates that study abroad can have a significant impact on learners' pragmatic performance abilities, but relatively little effort has been devoted to investigating how learners can better comprehend the pragmatic dimensions of language use. This presentation will review the history, development, and potential of concept-based approaches to the teaching of pragmatics in study abroad, focusing on awareness of register and variable features of French. In this case, explicit teaching of relevant concepts, such as identity, indexicality, and speaker intention, helps students to understand the role of linguistic choices as they simultaneously reflect and create social contexts.

Did I Say That? Developing Pragmatic Competence through Telecollaboration and Focused Instruction
Joe Cunningham, Georgetown University
Telecollaboration involves the grouping of geographically distant parties using Internet-mediated communication technologies for language and culture learning purposes. When paired with focused instruction, this pedagogical context can greatly facilitate the development of pragmatic competence in second language learners. This talk will discuss the role of telecollaboration and focused instruction in developing pragmatic competence, focusing on insights gained from both research and practice. Particular emphasis will be placed on the roles of learners as agents and teachers as facilitators in telecollaborative exchange.

Discussant: Kathleen Bardovi-Harlig, Indiana University

Applied Linguistics in the Courtroom
Aneta Pavlenko, Professor of Applied Linguistics, Temple University
Diana Eades, Adjunct Professor, University of New England, Australia

Applied linguists are increasingly being asked to provide expert opinions in legal cases involving second language (L2)/dialect speakers. The purpose of this colloquium is to consider what novice experts need to know in order to present expert evidence in court. The presenters will address a range of issues, from communication and understanding of rights to assessment and faking of L2 comprehension to comprehensibility of written legal texts, in the context of relevant applied linguistic research. We will also discuss ways of maintaining scholarly integrity while being hired by one party, yet required to advise the court in a non-partisan manner.

You Have the Right to Remain Silent, Do You Understand?
Aneta Pavlenko, Temple University
Applied linguists are frequently asked to provide expert opinion on whether suspects waived their Miranda rights voluntarily, knowingly, and intelligently. A failure to protect these rights may result in suppression of improperly obtained evidence. But how can we answer this question about a suspect whose English proficiency is not the same as it was a year ago and about an interrogation that was not recorded? Drawing on my experience as expert witness in the case of a friend of the Boston marathon bomber, I will outline procedures that help us recover useful linguistic evidence and reach plausible research-based conclusions.

Is the Defendant Faking a Lower English Proficiency?
Margaret van Naerssen, Immaculata University
The issue of whether a defendant might be faking a lower than truthful English proficiency underlies many cases involving non-native speakers. Even if a linguistics expert finds it is highly likely that a defendant is not faking, one should be prepared to answer the question: Have you considered the possibility the defendant was faking that she/he did not understand much or any English? To answer this question, an expert needs to examine language proficiency data, supplementary tasks, and language evidence, looking for patterns of consistencies and inconsistencies, especially along developmental lines. Several strategies for assessing the possibility of faking are described.

Pragmatic Evidence in Cases Involving Second Dialect Speakers
Diana Eades, University of New England, Australia
In Australia, dialectal differences between Aboriginal English and general Australian English are often at the heart of miscommunication in legal context. This talk looks at how the pragmatics of interaction has been examined in expert linguistic evidence in selected criminal and administrative law cases, addressing questions concerning likely misunderstanding or confusion in interviews – both on the part of Aboriginal interviewees and non-Aboriginal interviewers. I will also discuss how this evidence has been received by courts and tribunals, and lessons learned about how to communicate relevant research and analysis to lawyers and judges, in court and in other contexts.

Applying Linguistics in Court Cases Involving Speak-English-Only Rules in U.S. Workplaces
Keith Walters, Portland State University
This presentation is based on my experience serving as expert witness in three cases involving Speak-English-Only rules in U.S. workplaces. I will focus on three related issues: (1) applying research from various subfields of linguistics (e.g., sociolinguistics, pragmatics, discourse analysis, bilingualism) to the facts of a case, (2) gathering data and analyzing them in support of an expert opinion, and (3) writing effectively in new genres for legal audiences. I will also share tips I have gotten from the attorneys I have worked with about constructing successful opinions and weathering depositions.

Forensic Linguist versus Sociolinguist: A Battle Within
William Eggington, Brigham Young University
In this talk, I report on a case where, as a forensic linguist, I was asked to ascertain and testify to the English language proficiency of an individual running for elected office. My testimony led to the candidate's name being stricken from the ballot: a language restrictionist outcome that my sociolinguist, professorial self strongly opposed. After reviewing the particulars of the case, including the multiple procedures used to form my opinion, I discuss how and why a forensic linguist must always follow specific, context-dependent research findings regardless of broader ideological beliefs.

Researching Written Task Complexity in Diverse Contexts
Lawrence Zhang, Professor of Applied Linguistics, The University of Auckland, New Zealand

Task complexity has been an area of interest for both SLA researchers and scholars in the area of task-based language teaching. However, the construct of "task" might be operationalized somewhat differently by scholars in these two camps, in relation to how it is theorized, operationalized, and interpreted in SLA and in L2 writing research. Generally, "task complexity" refers to tasks used as elicitation procedures in SLA research. It can also mean relative task complexity in general language teaching/learning and assessment. This colloquium will examine the interface of L2 oral and written language production relating to task complexity that has been used in the three broad fields briefly mentioned above.

The Psycholinguistic, Meaning-making Nature of Writing: Implications for TBLT Theorizing
Rosa Manchon, University of Murcia, Spain
In this presentation, I pursue two main aims. First, I discuss the relevance of problematizing some current theoretical positions and tenets in TBLT theorizing on account of (1) the psycholinguistic and textual, meaning-making nature of writing, and (2) the learning potential that may derive from the linguistic processing associated with these two defining characteristics of written output. Next, I detail how this reconceptualization may apply to two central concepts in TBLT theory and research: task complexity and repetition. The second aim is to exemplify the manner in which these theoretical reconfigurations inform a current program of research by the Universities of Murcia and Barcelona.

Recovering the Educative Agenda of 'Tasks': Toward a Holistic Approach to Researching L2 Development
Heidi Byrnes, Georgetown University
The construct of 'task' is fundamentally education-oriented. To be useful for and usable in educational settings, task-based research should therefore incorporate key educative interests and realities whose conceptualization is explicitly developmental. Among these are (1) positioning language learning as expanding resources for meaning-making, (2) linking all modalities in support of advancing L2 development in oral and written texts, and (3) incorporating programmatic/curricular and pedagogical realities as affecting L2 learning. Within this framework, the presentation will consider the implications of two aspects of current task-based research: the lack of a functional theory of language and dominant conceptualizations of task complexity.

Task and Genre Differences in L2 Writing Research
Charlene Polio & Hyung-Jo Yoon, Michigan State University
Some researchers have examined how task complexity affects linguistic features of written production while others have investigated how genre affects features of writing, but few have discussed both lines of research. This paper will summarize the two lines of research with a focus on operationalizations of task and genre dimensions. We discuss how these two lines of research may or may not interact and whether or not findings from research on task differences and on genre differences are related. Implications for second language acquisition and L2 writing pedagogy are discussed.

Understanding the Interplay between Languaging and Task Complexity in Foreign Language Writing
Marcela Ruiz-Funes, Georgia Southern University
This study explores the processes of languaging used by foreign language (FL) writers of Spanish at the university level as they complete two written tasks of different levels of complexity. The students' use of language to make meaning (languaging) was recorded via the track-changes feature in MS word and with stimulated-recall interviews. In addition, students completed a questionnaire on the effect of each task on their attention to linguistic production and processes of meaning making in writing. Preliminary results are reported and suggestions for future research are presented.

Intentional Reasoning and Modulating Effects of Individual Learner Factors on the Complexity of EFL Writers' Argumentative Text
Lawrence Jun Zhang & Muhammad Rahimi, University of Auckland, New Zealand
We report the synergistic effects of increasing numbers of elements and degrees of intentional reasoning, and the modulating effect of individual learner factors, on EFL writing within Robinson's Triadic Componential Framework (Robinson, 2007). We recruited upper-intermediate EFL learners and asked them to write a simple and a complex argumentative essay. We also invited them to complete a multidimensional writing motivational beliefs scale and a writing anxiety questionnaire. Multiple measures were taken to capture the effects on complexity, accuracy, lexical diversity, and fluency (CALF) and the relationship between individual learner factors and CALF. Implications of the study for task-based syllabus design and writing assessment will be discussed.

Discussants: Andrea Révész, University College London, UK & Roger Gilabert, University of Barcelona, Spain

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100th Anniversary

Editor: Heidi Byrnes
Published on behalf of the National Federation of Modern Language Teachers Associations

The Modern Language Journal

Volume 100 • Supplement 2016

Celebrating 100 Years of The Modern Language Journal

Colloquium

Language Learning and Use in a Multilingual World:

Considerations at the Centenary of *The Modern Language Journal*

Saturday, April 9, 1:30 P.M. to 4:30 P.M. Hilton, Orlando IV

Visit us online at **wileyonlinelibrary.com/journal/modl**

Special Events and Meetings

DAY	TIME AND LOCATION	TITLE	ORGANIZER
Saturday April 9	9:00 am – 10:00 am Orlando III	Publisher Exhibit Grand Opening	
Saturday April 9	12:15 pm – 1:25 pm Lake Down B	Applied Linguistic Journal Editors Meeting (CLOSED MEETING)	Heidi Byrnes, *Georgetown University*
Saturday April 9	12:15 pm – 1:25 pm Lake Mizell A	The Message and the Medium: Advancing Your Mission Through Communications	Jeff Martin, *American Anthropological Association*
Saturday April 9	12:15 pm – 1:25 pm Orlando V	How to Write and Publish a Scholarly Monograph: Converting the PhD Thesis into a Book	Esme Chapman, *Palgrave MacMillian*
Saturday April 9	12:15 pm – 1:25 pm Orlando VI	Research Funding Opportunities Beyond Your Home Institution	Donna Christian, *Center for Applied Linguistics*
Saturday April 9	12:15 pm - 1:25 pm Orlando IV	Newcomers' Session: Navigating the AAAL Conference	Kathleen M. Bailey and Tim Marquette, *Middlebury Institute of International Studies at Monterey*
Saturday April 9	6:00 pm – 7:15 pm Orlando Ballroom Foyer	Opening Reception "Celebrating the 100th Anniversary of the Modern Language Journal"	
Sunday April 10	12:35 pm - 1:55 pm Pocket Lake	Center for Applied Linguistics, LPReN (CLOSED MEETING)	Terrence Wiley and Shereen Bhalla, *Center for Applied Linguistics*
Sunday April 10	12:45 pm – 1:55 pm Lake Down A	Resolutions Committee Meeting (OPEN MEETING)	Wayne E. Wright, *Purdue University*
Sunday April 10	12:45 pm – 1:55 pm Lake Highland B	North American Systemic Functional Association (NASFLA) Meeting (OPEN MEETING)	Mariana Achugar, *Carnegie Mellon University*
Sunday April 10	12:45 pm – 1:55 pm Orlando IV	Writing Effective Proposals for AAAL Conferences	Tim Marquette, *Middlebury Institute of International Studies at Monterey*
Sunday April 10	12:45 pm – 1:55 pm Orlando V	Publishing in Applied Linguistic Journals: A Meeting with Journal Editors (OPEN MEETING)	Heidi Byrnes, *Georgetown University*
Sunday April 10	12:45 pm – 1:55 pm Orlando VI	Increasing the Visibility of Applied Linguistics: Workshop on Communicating with the Media and the General Public	Aneta Pavlenko, *Temple University* Daniel Perrin, *AILA*

Sunday April 10	7:00 pm – 9:00 pm Lake Eola	Thriving While Striving: A Graduate Students' Forum on Life in Academia	Lena Shvidko, *Purdue University*
Monday April 11	12:30 pm – 1:55 pm Lake Mizell B	AAAL Annual Business Meeting (OPEN MEETING)	Paul Kei Matsuda, *Arizona State University*
Monday, April 11	2:00 pm – 3:40 pm Orlando I	The (Job) Interview: Before, During and After	Emily A. Hellmich, *University of California, Berkeley*
Monday, April 11	6:45 pm – 8:25 pm Lake Mizell B	AAAL – AILA Panel Presentation: Research Cultures in Applied Linguistics (OPEN SESSION)	Claire Kramsch, *University of Berkeley*
Tuesday April 12	11:25 am – 12:30 pm Orlando II	DSSA: On the (In)Commensurability of Sociocultural Theory and Dynamic Systems Theory	James Lantolf, *Pennsylvania State University*
Tuesday April 12	12:45 pm – 1:55 pm Orlando IV	An Introduction to Academic Book Publishing	Tommi Grover, *Multilingual Matters* Anna Roderick, *Multilingual Matters*
Tuesday April 12	12:45 pm – 1:55 pm Orlando V	Applying for and Nominating Colleagues for AAAL Awards	Jeff Connor-Linton, *Georgetown University*
Tuesday April 12	12:45 pm – 1:55 pm Orlando VI	An Introduction to Writing in Academic Journals: How to Get Published	Christopher Tancock, *Elsevier*
Tuesday April 12	3:40 pm – 5:00 pm Orlando Ballroom Foyer	Reflections on AAAL 2016 / Closing Reception	

Special Receptions

Publisher Exhibit Grand Opening
Saturday, April 9
9:00 am - 10:00 am
Orlando III

Join us as we officially kick off the 2016 AAAL Conference at the special ribbon cutting ceremony outside of the Publishers' Exhibit Hall. Coffee, tea, pastries and yogurts will be served.

AAAL 2016 Opening Reception Celebrating Modern Language Journal's 100th Anniversary
Saturday, April 9
6:00 pm - 7:15 pm
Orlando Ballroom Foyer

Come and network with fellow attendees during the Opening Reception. Light hors d'oeuvres and a cash bar will be available.

Reflections on AAAL 2016 / Closing Reception
Tuesday, April 12
3:40 pm - 5:00 pm
Orlando Ballroom Foyer

Gather together one last time before heading home and share reflections on a great week of professional networking, and insights gained and provide feedback to conference organizers.

Professional Opportunities Sessions

Newcomers' Session: Navigating the AAAL Conference
Saturday, April 9
12:15-1:25 PM
Orlando IV
Organizers: Kathi Bailey and Tim Marquette, MIIS

This session is intended to help first-time conferences goers navigate the program booklet/app, learn about the venue, and select the sessions they wish to attend by developing strategies for managing their time and making choices. We 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.

Research Funding Opportunities Beyond Your Home Institution
Saturday, April 9
12:15 pm - 1:25 pm
Orlando VI
Organizer: Donna Christian, Center for Applied Linguistics
Panelists: Ryan Damerow, TIRF; Ikkyu Choi, Educational Testing Service; Fiona Barker, Cambridge English Language Assessment; Martha Bigelow, ACTFL/NFMLTA/MLJ; Sarah Sahr, TESOL

Applied linguists are often challenged by (1) the apparent lack of funding for research projects in our field, and (2) sometimes by the application process. While some universities do provide research funding, the application process is often highly competitive and there may be limitations as to how frequently one may apply. The panelists in this session will discuss funding opportunities from non-university sources. They represent organizations which accept proposals for research projects, including dissertations. Presenters will outline the selection criteria/priorities for grants, along with a discussion of the characteristics of successful proposals. There will be time for a question-and-answer period.

How to Write and Publish a Scholarly Monograph: Converting the PhD Thesis into a Book
Saturday, April 9
12:15 pm - 1:25 pm
Orlando V
Organizer: Esme Chapman, Palgrave Macmillian

This session will provide advice on the entire publishing process for a scholarly research monograph, from putting together a proposal and knowing your readership, to understanding the peer review process and considering the potential of Open Access publishing. Palgrave Macmillan is proud of its commitment to publishing the work of early career researchers, and as a result, the session will give guidance on how to go about approaching the sometimes daunting prospect of converting a PhD thesis into a book. The session will end with a question-and-answer period.

The Message and the Medium: Advancing Your Mission Through Communications
Saturday, April 9
12:15 pm - 1:25 pm
Lake Mizell A
Presenter: Jeff Martin, American Anthropological Association

Hit the emotional chord that makes your message motivate! Learn how to convey the work you do in clear, simple and concise language that resonates with everyone, from the provost to the politician to the public at large. Learn how to:
● Distill your mission into a short, powerful statement
● Master storytelling techniques that speak to the heart as well as the head
● Conduct media interviews with confidence
● Position yourself as a trusted resource
Create and communicate the messages that capture the public's attention in a way that is compelling, understood and, most importantly, accepted.

Writing Effective Proposals for AAAL Conferences
Sunday, April 10
12:45 pm - 1:55 pm
Orlando IV
Presenter: Tim Marquette, Middlebury Institute of International Studies at Monterey (MIIS)
Panelists: Jason Martel, MIIS; Mary McGroarty, Northern Arizona University; Tim McNamara; University of Melbourne; Linda Harklau, University of Georgia

What are the elements that go into writing an effective and successful proposal? What are the proposal reviewers looking for? This professional opportunity session will feature a panel of experienced strand coordinators and reviewers who will offer guidance on the AAAL conference proposal submission process. Panelists will both discuss and answer questions regarding writing proposals for presenting an individual paper, offering a poster presentation, organizing a colloquium, and leading a roundtable discussion. The information provided in this session will benefit first-time proposal submitters and seasoned professionals alike.

Publishing in Applied Linguistic Journals: A Meeting With Journal Editors
Sunday, April 10
12:45 pm - 1:55 pm
Orlando V
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.

Increasing the Visibility of Applied Linguistics: Workshop on Communicating with the Media and the General Public
Sunday, April 10
12:45 pm - 1:55 pm
Orlando VI
Organizer: Aneta Pavlenko, AAAL and Daniel Perrin, AILA
Workshop Leaders: Jeff Connor-Linton, AAAL; Jeff Martin, AAA

How can applied linguists communicate the importance of their work to the media and the general public? In the first part of the workshop, AAAL Executive Committee members Jeff Connor-Linton and Aneta Pavlenko will discuss strategic initiatives in-progress, including the AAAL Expert Database. Our aims are to get feedback and identify AAAL members interested in 'translating' applied linguistics research for the media. In the second part, Daniel Perrin (Vice-President of AILA) and Jeff Martin (AAA Communications Director) will discuss specific strategies that can help us make our case in clear language and in compelling ways that capture the public's attention.

An Introduction to Academic Book Publishing
Tuesday, April 12
12:45 pm - 1:55 pm
Orlando IV
Organizer: Tommi Grover, Multilingual Matters and Anna Roderick, Multilingual Matters

This session will be a roundtable discussion format. We will be happy to outline the process of getting an academic book published, from early preparation and planning, through choosing the right publisher, submitting a book proposal and all the editorial stages to final production, publication, and ultimately sales, marketing and other forms of circulation. You are invited to come and ask any questions you like about the world of academic publishing, provide feedback from your perspective, and most importantly contribute your opinions on the directions of academic publishing and knowledge sharing in the coming years.

Applying for and Nominating Colleagues for AAAL Awards
Tuesday, April 12
12:45 pm - 1:55 pm
Orlando V
Organizer: Jeff Connor-Linton, Georgetown University
Panelists: Francis Hult, AAAL Book Award; Jamie Schissel, AAAL Dissertation Award; Joan Kelly Hall, AAAL Distinguished Service and Scholarship Award; Robert DeKeyser, AAAL Research Article Award; Shawn Loewen, AAAL Graduate Student Award

In recent years, AAAL has initiated new awards programs in addition to the longstanding AAAL Graduate Student Awards and the AAAL Distinguished Service and Scholarship Award (DSSA). At this session, panelists representing each AAAL Award Committee (i.e., AAAL Book Award, AAAL Dissertation Award, and AAAL Research Article Award alongside the two previously mentioned awards) will share information about the adjudication processes for each award. While substantial information about the various AAAL awards is available on the website, this interactive discussion will offer insights about what makes a proposal successful. The session will include a question-and-answer period.

An Introduction to Writing in Academic Journals: How to Get Published
Tuesday, April 12
12:45 pm - 1:55 pm
Orlando VI
Organizer: Christopher Tancock, Elsevier

In this presentation, the Publisher for Elsevier's language and linguistics portfolio will host a session covering: best practice on how to get write scholarly articles; how to identify the right journal for your paper and common pitfalls to avoid when submitting your work. This will be an open and informative session, aimed at those looking to publish their first paper and/or who are interested in the world of scholarly publishing and how it works.

Distinguished Scholarship and Service Award Lecture

DSSA: On the (In)Commensurability of Sociocultural Theory and Dynamic Systems Theory
Tuesday, April 12
11:25 am - 12:30 pm
Orlando II
Presenter: Dr. James Lantolf, Pennsylvania State University

The presentation contrasts two theories of L2 development: Sociocultural Theory (SCT) and Dynamic Systems Theory (DST). Each theory has its origins in very different circumstances—SCT in the psychological writings of L. S. Vygotsky, while DST originates in the attempts to provide a mathematical account of phenomena of the natural world. I do NOT argue that one theory is superior to the other. Instead I address several claims by the Groningen University group of DST-L2 researchers that the theories are commensurable and that SCT-L2 is a subtheory of DST-L2. While there may be some apparent overlap between the theories, my thesis is that the theories diverge with regard to their foundational assumptions. SCT is grounded in Marxist historical materialism and the logic of dialectics, which upholds the philosophy of internal relations. As such, it assumes that there are no separate individual "things" in the world, human or natural, but instead there are only contradictory relations and that without discovering these it is impossible to understand fully how the world operates. One of the central relations in Vygotsky's model is that humans are simultaneously human and not human (social and animal) and that the tension between these two poles of the dialectic is the driving force of development. As far as I can tell, DST assumes that there are entities in the world that make contact with other entities, which may result in change; that is, it seems to accept the notion of dependent and independent variables, something which a philosophy of internal relations clearly does not. Another point of divergence is the role of history as an explanatory principle within each theory. Vygotsky proposed that to explain human cognition it is necessary to study history backwards. Thus, research begins with analysis of fully formed adult cognition and moves backwards to its starting point either in ontogenesis, sociogenesis, or phylogenesis in order to uncover the contributions of our biological and sociocultural endowments to human thinking. DST attempts to account for future development by starting from the beginning, or initial state of the thinking process and moving forward. Another distinction is that in SCT individual development is the result of the dialectic between the present and the (imagined) future mediated by signs. Thus, SCT posits a necessary relation between thinking and communicating, whereby how we communicate, whether in an L1 or and L2, has a potential impact on how we think. While DST-L2 proposes that humans act with intentions, it isn't made clear how intentions figure into the theory; nor am I aware of any arguments advanced with respect to mediation and the relation between thinking and speaking. I conclude that the case can be forcefully made that the two theories are incommensurable and that therefore it is inappropriate to position SCT as a subtheory of DST.

AAAL - AILA

AAAL - AILA Panel Presentation: Research Cultures in Applied Linguistics [OPEN SESSION]
Monday, April 11
6:45 pm - 8:25 pm
Lake Mizell B
Organizer: Claire Kramsch, University of California at Berkeley
Presenters: Daniel Perrin, AILA; Azamat Akbarov, International Burch University; Azirah Hashiim, University of Malaya; Jeff Connor-Linton, Georgetown University; Aneta Pavlenko (Discussant), Temple University

How is the field of applied linguistics researched in various parts of the world? This joint AAAL-AILA panel explores various research cultures in applied linguistics, in particular the way research is conducted in Bosnia Herzegovina and Malaysia, and in the specialized domain of corpus linguistics and professional practice.

Open Business Meetings

AAAL Annual Business Meeting [OPEN MEETING]
Monday, April 11
12:30 pm - 1:55 pm
Lake Mizell B

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 2017 to be held in Portland, Oregon Reports of various task forces working on the AAAL five-year Strategic Plan will be presented. 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.

Other Open Meetings

North American Systemic Functional Linguistics Association (NASFLA) Meeting [OPEN MEETING]
Sunday, April 10
12:45 pm - 1:55 pm
Lake Highland B
Organizer: Mariana Achugar, Carnegie Mellon University

The meeting is open to the public and will include the election of the new association officers, as well as the presentation of the Emergent Scholar Award for 2015. There will also be a discussion of the proposal to host the 2018 International Systemic Functional Linguistics Conference in North America.

Resolutions Committee Meeting
Sunday, April 10
12:45 pm - 1:55 pm
Lake Down A
Organizer: Wayne Wright, Purdue University

All AAAL members are invited to the open meeting of the Resolutions Committee to learn about the work of the committee, to hear of current resolutions being considered by the committee, and to discuss or propose ideas for new resolutions.

Graduate Student Events

The (Job) Interview: Before, During, and After
Monday, April 11
2:00 pm - 3:40 pm
Orlando I
Organizer: Emily A. Hellmich, University of California, Berkley

Headed out on the job market soon? Searching for advice on getting--and then nailing--the interview? Or perhaps you're curious to know more about what follows the interview--the job talk?

Continuing our series of career workshops, the AAAL Graduate Student Committee is pleased to host a session for graduate students and early career professionals that focuses on an important series of steps after selecting a career path and navigating the job search—how to approach the job interview. In this workshop, a panel of experts will share their experiences and offer advice on each of the following aspects of the job interview process: before the interview (CV, portfolio enhancement), the interview itself, and after the interview (job talk). Each expert will represent a distinct career track (higher education research, higher education teaching, language/nonprofit, and publishing). This workshop is geared to all graduate students and recent graduates who are getting ready for the job market.

Thriving While Striving: A Graduate Student's Forum on Life in Academia
Sunday, April 10th
7:00 pm- 9:30 pm
Lake Eola
Organizer: Lena Shvidko, Purdue University

Wondering how to develop your networks with graduate students from other institutions? Wanting to hear about and learn from others' experiences? Curious how you can become more involved in graduate student leadership in AAAL? Come to this event to increase your professional and social connections while learning how to plug into the Graduate Student Council (GSC).

This event will begin with a short report from the outgoing GSC Steering Committee Co-Chairs on the council's activities this year, and information about the upcoming year's service and leadership opportunities for all. Refreshments will be served.

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New Journal

BRILL

Saturday, April 9, 2016

	9:00 am - 10:00 am		
Orlando III Lower Level (LL)	Publishers' Exhibit Grand Opening		
	10:10 am - 10:40 am	10:45 am - 11:15 am	11:20 am - 11:50 am
Clear Lake Lobby Level (L)	REM / 002 Kimura Hall Malabarba Beyond transcription and analysis: Heuristic methodological recommendations for using video data in studying multimodal classroom interaction	REM / 026 Amory Toward a Systematic Transcription of Gesture in Conversation Analysis Research	REM / 042 Wyman Combing Quantitative Corpus Analysis and Computer-Assisted Qualitative Data Analysis: A New Approach to Studying Large Corpora
Conway Lake Lobby Level (L)	DIS / 003 Anya Languaging Blackness in Study Abroad Classroom Interactions	LCS / 027 Thomson Evaluations of Foreign Accented Speech: The Role of Speech Signal Characteristics vis-à-vis Racial Stereotyping.	LCS / 043 Ennser-Kananen Cushing-Leubner "If only we were black": Trilingualism, whiteness, and raciolinguistic passing in a suburban U.S. school
Lake Concord A Lobby Level (L)	LCS / 004 Lee Immigrant Parents' Language Brokering Practices: An Analysis of Interlingual and Intralingual Brokering	LCS / 028 He "Imperfect" Language Socialization	LCS / 044 Roshan Perceptions of Iranian immigrants in New Zealand about the language practices of their children.
Lake Concord B Lobby Level (L)	ASE / 005 Chen "That's not quite the right word:" Dynamic Assessment and Mutual Growth from Asynchronous Online Negotiating Feedback	ASE / 029 Qin Conceptualizations of Dynamic Assessment in Second Language Acquisition: A Synthesis Study	ASE / 045 Kizilcik Salli-Copur Designing a Group Dynamic Assessment Frame for Group Discussions: An Exam Validation Study
Lake Down A Lobby Level (L)	LPP / 006 Chan A critical examination of the medium-of-instruction policy in Cambodian higher education	CANCELLED	LPP / 046 Chopin Top-Down versus Bottom-Up University Language Policy at a Danish University
Lake Down B Lobby Level (L)	LID / 007 Park Regional Dialects, Language Attitudes, and Identity Transformation: Southeast Asian Marriage-migrant Women in Korea	LID / 030 Lee Choi Language Learning, Social Belonging, and Transnational Identity in study abroad context: The case of 1.5 generation of Korean-American immigrants	LID / 047 Sibgatullina Karimzad Replacing 'THEM' with 'US': 'Linguistic Purification' in Iran and Russia
Lake George A Lobby Level (L)	LCS / 008 McGregor Diao Teaching Americans in The "American" Way: Academic Socialization of Study Abroad Instructors and Program Administrators	LCS / 031 Pope Spanish Dialectal Feature Use During Study Abroad: Cases of Two Sojourns	LCS / 048 Masaeed The Markedness Model and Arabic-English Code-switching: Insights from a Study Abroad Program
Lake George B Lobby Level (L)	COG / 009 Breaux King The Resolution of Ambiguity: What Can It Tell Us about Prepositional Metaphors and Metaphoric Structuring?	COG / 032 Wang "Creativity is a dog's nose": L2 English Proficiency, Gender Differences, and Cultural Specificity in the Processing of Creative English Metaphors	COG / 049 Sayle Figurative language processes and Mandarin syntax: the interaction between structure and context/world knowledge

	10:10 am - 10:40 am	10:45 am - 11:15 am	11:20 am - 11:50 am
Lake Hart A Lobby Level (L)	LID / 010 Ajsic Capturing Herder: A methodological comparison of corpus-based approaches to language ideologies	COR / 033 Cunningham Functional Profiles of Online Explanatory Art Museum Texts Using Cluster Analysis	COR / 050 Geluso Hirch North American PhD Programs in Applied Linguistics: Moving Beyond Keyword Analysis to Explore the 'Aboutness' of Programs
Lake Hart B Lobby Level (L)	DIS / 011 Herazo Davin Sagre Corrective feedback and dynamic assessment: Comparisons from an Activity Theory perspective	DIS / 034 Nyroos Sandlund Sundqvist Gating the Turn-in-Progress: Systematic Uses of a Particular Code-Switched Repair Preface in EFL Oral Testing Interaction	DIS / 051 Laughlin Park Cultural concepts in role-play assessments – Exploring L2 learners' use of communicative strategies in oral interaction
Lake Highland A Lobby Level (L)	SLA / 012 Gonzalez Interlanguage of nominal agreement of Dutch L2 learners of Spanish	SLA / 035 Zach The Role of Discourse Context and Verb Class in Native and Non-native Spanish Postverbal Subjects	SLA / 052 Gallego The role of morphological saliency in L2 Spanish mood recognition and production
Lake Highland B Lobby Level (L)	BIH / 013 Fortune Academic Achievement and Language Development in Early Total Mandarin Immersion Education	BIH / 036 Yao Oral Corrective Feedback in the Chinese Immersion Classroom	BIH / 053 Wang Promoting Students' Voluntary Use of Chinese in a Chinese Heritage Language Classroom that Allows Translanguaging
Lake Lucerne Lobby Level (L)	SLA / 014 Marijuan Sanz A Self-Paced Reading Account of Changes in Spanish O-cliticVS Sentence Processing in an Immersion Context	SLA / 037 Malovrh Grammatical Gender and Lexical Knowledge: Explaining Variability in the L2 Production of Spanish Clitic Pronouns	SLA / 054 Guillen Acquiring and Teaching Hierarchies: A Typological Approach to Gustar in Spanish
Lake Mizell A Lobby Level (L)	REM / 015 Wernicke Research Methods Colloquium: Living Constructionism in Methods and Methodology: Locating the Researcher in Research		
Lake Mizell B Lobby Level (L)	TEC / 016 Leow Colloquium: Teletandem vs. Face-to-Face in the L2 classroom: The issues of working memory, complexity, accuracy, and fluency		
Lake Nona A Lobby Level (L)	REM / 017 Norouzian (Mis)Applications of Eta- and Partial Eta-Squared in L2 Research: Caution Required	CANCELED	DIS / 055 Du Participation in the Bilingual Trial: African Migrants in Chinese Criminal Courts
Lake Nona B Lobby Level (L)	RWL / 018 Mazzotta Japanese as a foreign language learners' response to Vygotskyan dialogic CF in L2 writing	SLA / 038 Iizuka Nakatsukasa Impact of Implicit and Explicit CF and Learner Roles on the Acquisition of Japanese Particles	COG / 056 Smith Word-by-Word: L2 Japanese Speakers' Ability to Use Case Particles to Process Japanese
Lake Sheen A Lobby Level (L)	SLA / 019 Pellicer-Sanchez Siyanova-Chanturia An eye-tracking investigation of incidental collocation learning during reading	SLA / 039 Choi Ahn Johnston Lee Yoon Godfroid Extensive Reading and Eye-tracking: Towards Power and Precision in the Study of Incidental Vocabulary Acquisition	COG / 057 Mohamed What eyes can say about vocabulary learning : The role of repetition and context

	10:10 am - 10:40 am	10:45 am - 11:15 am	11:20 am - 11:50 am
Lake Sheen B Lobby Level (L)	DIS / 020 Song Takahashi Selective use of speech levels in performing facework: a comparative study of Korean and Japanese	SOC / 040 Yamaai Assessing L2 Japanese Pragmatics in an Academic Setting Using a Rasch Model	SOC / 058 Cook Superiors' directives in a Japanese workplace: Uses of procedural and non-procedural directives
Orlando II Lower Level (LL)	LPP / 021 Phyak Colloquium: What Counts as Multilingualism in Education? Language Ideologies in 'Mother Tongue Based-Multilingual Education' Policies and Practices		
Orlando IV Lower Level (LL)	LLP / 022 Motobayashi Colloquium: Costs and Benefits, Investments and Returns: Neoliberal Calculations behind Language Instruction in International Cooperation Contexts		
Orlando V Lower Level (LL)	SLA / 023 Marsden Colloquium: The effectiveness of explicit instruction in L2 grammar learning: The roles of instruction type and feature type		
Orlando VI Lower Level (LL)	LCS / 024 Kimura Colloquium: Second Language Teacher Motivation, Autonomy, and Development in the Far East		
Turkey Lake Lobby Level (L)	SLA / 025 Song Cross-Linguistic Syntactic Priming in Bilinguals: Priming of the Subject-to-Object Raising Construction between English and	SLA / 041 Nausa Syntactic Mechanisms in the Transition from Academic Written to Oral Discourses: Performance Differences in a Colombian PhD-level EAP course	CANCELLED
	12:15 pm - 1:25 pm		
Lake Down B Lobby Level (L)	Special / 059 Byrnes Applied Linguistic Journal Editors Meeting (CLOSED MEETING)		
Lake Mizell A Lobby Level (L)	Special / 060 Martin The Message and the Medium: Advancing Your Mission Through Communications		
Orlando IV Lower Level (LL)	Special / 061 Marquette Bailey Newcomers' Session: Navigating the AAAL Conference		
Orlando V Lower Level (LL)	Special / 062 Chapman How to Write and Publish a Scholarly Monograph: Converting the PhD Thesis into a Book		
Orlando VI Lower Level (LL)	Special / 063 Christian Research Funding Opportunities Beyond Your Home Institution		
	1:30 pm - 2:00 pm	**2:05 pm - 2:35 pm**	**2:40 pm - 3:10 pm**
Clear Lake Lobby Level (L)	REM / 064 Chiang Doing Qualitative Research on Sensitive Topics: A Methodological Discussion	REM / 088 Moon Silence Speaks Volumes: Recognizing Multimodal Participation in Interviews with Children	REM / 105 Presenters: Kohls Herath Lopez-Gopar Valencia When the unexpected happens: Coping with participant crisis and death during ethnographic fieldwork

	1:30 pm - 2:00 pm	2:05 pm - 2:35 pm	2:40 pm - 3:10 pm
Conway Lake Lobby Level (L)	LCS / 065 Fernandez Local Engagement in Study Abroad: A Reappraisal of the Language Contact Profile	LCS /089 Lee Developing Awareness and Use of Compliments in the Chinese Homestay: A Longitudinal Case Study	LCS / 106 Diao The Making of a "Shanghai Daughter": L2 Socialization of Place Among American Students in China
Foyer II Lower Level (LL) from 1:30 - 4:30 pm	1) (SLA / 066-1) Kato, Spring; "Skype as an Effective Tool for Increasing Oral and Aural Ability: An Investigation of Learners of Japanese and English" 2) (EDU / 066-2) Kunisawa; "The EFL Mind: Face-to-Face Dialogue to Talk about Vertical Space with Gesture Accompanied by Auditory Processes and Sociocultural Theory" 3) (SLA / 066-3) Johnston; "Gender Acquisition in L2 Spanish: The Effects of Word Order on the Processing of Clitic Object Pronouns" 4) (SLA / 066-4) Li; "Comparison of the Comprehension of Three Types of Chinese Colloquial Idioms in and out of Context by Advanced Chinese L2 Learners" 5) (LCS / 066-5) Choi; "Social-psychological Factors as Predictors of WTC: Analysis of English and Chinese learners of Korean data based on a SEM approach" 6) (SOC / 066-6) Guertin; "Attitudes of Immigrants Toward Quebec French in Montreal : The Target Variety" 7) (SOC / 066-7) Labeau, Blondeau and Tremblay; "Diatopic variation in the expression of future temporal reference in French: New insights from text messages (SMS) from Québec and Belgium" 8) (BIH / 066-8) Bondareva; "Heritage Language Learners' Experiences in Russian-as-a-foreign-language Classes" 9) (SLA / 066-9) Shleykina; "The Speech Act of Greeting Performed by Russian EFL Learners" 10) (LCS / 066-10) Mnouer; "Arabic in Context and Intercultural Development: A Short-Term Study Abroad in Morocco" 11) (REM / 066-11) Wells, Incera and Hamrick ; "Demonstrating the utility of mouse tracking for SLA: The case of implicit/explicit knowledge" 12) (REM / 066-12) Tran-Dang; "Researcher as an Insider – Negotiating Experiential Knowledge and Subjectivity for Trustworthiness in a Qualitative Case Study" 13) (REM / 066-13) Waters; "Rebel Time Speech in the 21st Century: Five Gullah-Geechee Dialects" 14) (COG / 066-14) Guenther-van der Meij; "Does degree of bilingualism influence trilingual word recognition?" 15) (COG / 066-15) Chepyshko; "Overgeneralization and prediction in L2 processing and development" 16) (LPP / 066-16) Shier; "Language Education Policy in the (post/neo)Colonial Pakistan and the Life Trajectories of Low SES Students" 17) (LPP / 066-17) Wilson; "The Perils of Individual Agency in Language Planning: How one Uyghur lost his freedom for establishing a language school" 18) (LPP / 066-18) Tsai; "Learning the Language, Claiming My Identity: Taiwanese College Students' Language Attitudes and Identities" 19) (LCS / 066-19) Sahr; "Language choices of multilingual learners in the German as a foreign language classroom" 20) (PED / 066-20) Nikolova; "The Effect of a Cognitive Linguistics Approach to Teaching the Semantic Meanings of German Modal Verbs" 21) (TEC / 066-21) Hadjistassou; "Developing online language teaching skills to teach oral Portuguese in a virtual environment" 22) (SOC / 066-22) Demir; "An Endangered Gypsy Language: Poshas"		
Lake Concord A Lobby Level (L)	LCS / 067 Kouritzin Language Decisions and Dilemmas of Dominant Language/Culture Mothers of Mixed Parentage Children	LCS / 090 Van Mensel Deconinck Projected Desire in Language. An Interview Study with Parents of Young Language Learners.	LCS /107 Juste Multilingualism in Social Contexts: A Family Case Study of Trilingualism (Spanish English, and Haitian Creole).
Lake Concord B Lobby Level (L)	TEC / 068 Zhao Individual differences in digital game-mediated L2 languaging	TEC / 091 Barcomb But that's not on the test! A gamified online course designed to motivate students to speak English in Japan	TEC / 108 Rueb Cardoso Prêt à négocier: a Competitive Digital Game to Develop Language Skills and Motivation in L2 French
Lake Down A Lobby Level (L)	LPP / 069 Kohler Metaphors we plan by: A critical metaphor approach to uncovering language orientations	LPP /092 Avalos Augustin Positioning Language Learners: A Focus on Haiti's Language in Education Policy	LPP / 109 Curdt-Christiansen Private Language Management: Home Literacy Environments for Bilingual Development
Lake Down B Lobby Level (L)	LID / 070 Duran Burmese Signage in a Thai Port Town: The Changing Linguistic Ideology and Identity	LID / 093 Bolonyai, 'Sorry for Our Prime Minister!': The Semiotic Landscape of Power and Resistance in a Poster-War on Immigration	LID / 110 Soulaimani Dhabi Language Ideologies and Issues of Identity: Investigating the Process of Amazigh/Berber Standardization in Morocco

	1:30 pm - 2:00 pm	2:05 pm - 2:35 pm	2:40 pm - 3:10 pm
Lake George A Lobby Level (L)	PRG / 071 Taguchi Xiao Li Intercultural competence, social contact, and pragmatic development in a Chinese study abroad context	TEC / 094 Aguilar Blattner Dalola Intermediate ESL learner strategies for making sense of native English tweets: abbreviations, hashtags and word choice	SLA / 111 Watson Language Learning Strategy Use by Learners of Arabic, Chinese, and Russian during Study Abroad
Lake George B Lobby Level (L)	COG / 072 Jegerski Cross-linguistic influence in bilingual sentence processing: Relative clause attachment among early Spanish-English bilinguals	COG / 095 Aveledo Does language affect non-linguistic categorization? Evidence from monolingual and bilingual speakers of Spanish and English	COG / 112 Mayans Heritage speakers' and L2 learners' processing of non-adjacent noun-adjective agreement in code switched sentences.
Lake Hart A Lobby Level (L)	TXT / 073 Strauss Yoon What is Black and White and Gray All Over? Academic Integrity Policies and Definitions of Plagiarism	TXT / 096 Whitehouse Critical Situations in Cross-Disciplinary Communication: Financial Analysts as Professional Writers and Translators	TXT / 113 Cotos The discourse of Broader Impacts in funded and non-funded grant proposals
Lake Hart B Lobby Level (L)	SLA / 074 Ding Gow Second Language Acquisition in Transnational Higher Education: Understanding the Relationship between L2 Motivation, Extracurricular Activities and Social Capital Accumulation	DIS / 097 Amin English as a Cultural Capital in a Pakistani ESL Classroom	DIS / 114 Moody Perceptions of "otherness" as a positive social capital in American-Japanese workplace interactions
Lake Highland A Lobby Level (L)	SLA / 075 Myles The Importance of Elicitation Tasks when Designing Learner Corpora	SLA / 098 Malicka From Needs Analysis to task parameters: applying the results of an NA to a task complexity model and task design	SLA / 115 Hidalgo Task repetition and L1 use: Evidence from young Spanish EFL learners.
Lake Highland B Lobby Level (L)	BIH / 076 Wu Leung Contemporary Chinese American Language Maintenance: Perspectives from Youth and Young Adults in Philadelphia and San Francisco	BIH / 099 Chi The Heritage Language Learner under the Microscope: Variation in Experiences and Identity within a Single Chinese Classroom	BIH / 116 Zhang-Wu Through the Cross-generational "Looking Glasses": A Cross-case Analysis on Language, Identity and Education among Chinese Immigrant Families in the US
Lake Lucerne Lobby Level (L) from 1:30 - 4:30 pm	SOC / 077 Ikeda Martin Colloquium: Multimodal Stance-taking in Japanese Hybrid Genres		
Lake Mizell A Lobby Level (L) from 1:30 - 4:30 pm	EDU / 078 Harman Colloquium: Critical Take(s) on Systemic Functional Linguistics: Academic Literacy Development, Multilingualism and Social Equity		
Lake Mizell B Lobby Level (L) from 1:30 - 4:30 pm	REM / 079 Kasper Prior Colloquium: Identity in Action: Moving forward with Membership Categorization Analysis		
Lake Nona A Lobby Level (L)	PRG / 080 Van Compernolle Laich Weber L2 concept-based pragmatics instruction of Spanish tú and usted	PRG / 100 Morris Learning by Doing: Task-Based Instruction and Pragmatic Development in L2 Spanish Learners Studying Abroad	PRG / 117 Yelin Czerwionka The Pragmatic Use of Epistemic Adverbs in Argentine Spanish

	1:30 pm - 2:00 pm	2:05 pm - 2:35 pm	2:40 pm - 3:10 pm
Lake Nona B Lobby Level (L)	LCS / 081 Shahri Building a multimodal foreign language voice: Desire and identification embodied in an online environment	TEC / 101 Sauro The L2 literacy practices of an adult lifelong learner of English in online media fandom	LCS / 118 Wirza Indonesians' Identity and Agency in EFL Contexts: A Multi-year Study
Lake Sheen A Lobby Level (L)	SOC / 082 Guo Surveying labels for variation in Oklahoman English	SOC / 102 China Liu An International Market Through the Lens of Sociolinguistics of Mobility: A Multimodal Analysis of Linguistic Repertoire and Superdiversity	EDU / 119 Torda Fernandes Variationist Sociolinguistics in the English Education Classroom: Pedagogy and Methodology Toward Linguistic Diversity
Lake Sheen B Lobby Level (L)	SLA / 083 Etienne Vanbaelen Teaching to Symbolic Competence: (De)-Constructing Social Meanings and Stretching Cultural Imagination in an Upper-Level French Course	PED / 103 Moranski A multilevel regression model for an application of inverted ("flipped") classroom pedagogy and variables of learner affect	PED / 120 Jebali Linguistic Performance of French L2 Learners in Two Contexts
Turkey Lake Lobby Level (L)	CANCELLED	SLA / 104 Zaykovskaya Accidentally in Love: A Tale of an American Learner's Investment into Learning Russian	SLA / 121 Kostakopoulos Schluter Ownership of English and Investment in Oral Presentation Tasks through Student-Designed and Developed Avatars
Orlando II Lower Level (LL) *from 1:30 - 4:45 pm*	Invited Colloquium / 084 De Costa Global Englishes and SLA: Establishing a Dialogue and Common Research Agenda Language Learning Round Table		
Orlando IV Lower Level (LL) *from 1:30 - 4:30 pm*	PED / 085 Byrnes Colloquium: Language Learning and Use in a Multilingual World: Considerations on the Occasion of the Centenary of the Modern Language Journal		
Orlando V Lower Level (LL) *from 1:30 - 4:30 pm*	Invited Colloquium / 086 Cusing Weigle Connecting Corpus Linguistics and Language Assessment International Language Testing Association (ILTA) Colloquium		
Orlando VI Lower Level (LL) *from 1:30 - 4:30 pm*	SLA / 087 Hellermann Colloquium: Changing Practices for L2 Use and Development "in the Wild": Evidence from CA Research		

	3:40 pm - 4:10 pm	4:15 pm - 4:45 pm
Clear Lake Lobby Level (L)	LID / 122 Divita Language ideologies across time: Household Spanish handbooks from 1959 to 2012	REM / 138 Schrauf Linguistic Interaction as an Integrative Paradigm in Mixed Methods Cross-Cultural Research
Conway Lake Lobby Level (L)	LCS / 123 Yu Chinese Adolescents' Writing Experiences in Secondary Math and Science Classes	LCS / 139 Braden Contesting the good science student identity in a 9th grade physics class.
Lake Concord A Lobby Level (L)	PED / 124 Olsen Advancing LS Spanish Direct Object Pronoun Development through Computer-Mediated Processing Tasks	PED / 140 Garcia-Frazier Spanish Modality in a Second-semester L2 Classroom

	3:40 pm - 4:10 pm	4:15 pm - 4:45 pm
Lake Concord B Lobby Level (L)	TEC / 125 Chen A Meta-Analysis on the Effectiveness of Digital Game-Based Vocabulary Learning: A Framework-Based View	TEC / 141 Grimshaw Activate space rats! Mobile gaming and L2 pronunciation
Lake Down A Lobby Level (L)	CANCELLED	LPP / 142 Ionescu The use of English as the medium instruction in a multilingual context: The case of Kenyan primary schooling
Lake Down B Lobby Level (L)	LID / 126 Christiansen Language Ideologies as Symbolic Weapons: Bilingualism and social order among transnational Mexicans in the US	LID / 143 Shin Commodification of language and education in the construction of "global" university in South Korea
Lake George A Lobby Level (L)	SLA / 127 Cecen Erçetin Investigating the Relationship Between WM Functions and L2 Linguistic Knowledge: Advanced L2 Learners in an Instructed Setting	COG / 144 Pae Syllable Primacy in L2 English Word Processing by Native Speakers of Korean
Lake George B Lobby Level (L)	COG / 128 Ecke Shishkin Language Dominance, Verbal Fluency, and Language Control Abilities in two Age-Groups of Russian-English Bilinguals	COG / 145 Pot The Influence of an L2 Environment on the Cognitive Aging Process and Wellbeing of Older Adult Migrants
Lake Hart A Lobby Level (L)	DIS /129 Defibaugh Rethinking Epistemic Access, Primacy and Responsibility: Enactment of Nurse Practitioners' Professional Competency	DIS / 146 Nash Interactional Commitment of Novice Iraqi Patients in Brokered Medical Interviews
Lake Hart B Lobby Level (L)	DIS / 130 Ha Discourse Analysis of the Korean Sentence Ender –Ney as Inferential Question and Assessment Marker	DIS / 147 Lee, University of California, Los Angeles The intersection of knowledge and social action: A case of the Korean ender kel
Lake Highland A Lobby Level (L)	SOC / 131 Lai Accommodation and Retroflex Variation in Taiwan Mandarin: A Case of Dialect Contact in the US	SOC / 148 Zhang The Semiotic Multifunctionality of Arabic Numerals in Chinese Online Discourse
Lake Highland B Lobby Level (L)	SOC / 132 Woydack Calling as a semi-multilingual speaker: exploring the importance of scripts in a multilingual call center	CANCELLED
Lake Nona A Lobby Level (L)	SLA / 133 Yang Implicit versus explicit audio-video training for Mandarin tone production	COG / 149 Li The Comparative Effectiveness of Perception and Production Practice and the Role of Musical Ability in L2 Mandarin Tone-word Learning
Lake Nona B Lobby Level (L)	EDU / 134 Yakut Bulut L1 Background and Speech Acts in English as a Foreign Language: Perception and Production of Compliments	PRG / 150 Eslami Computer-mediated responses to English and Chinese Compliments on Facebook and Renren

	3:40 pm - 4:10 pm	4:15 pm - 4:45 pm
Lake Sheen A Lobby Level (L)	RWL / 135 Chiu Chan Reading Bilingually: Asymmetrical Switching Costs in Sentence Comprehension	RWL / 151 Welie Reading Bilingually: Asymmetrical Switching Costs in Sentence Comprehension
Lake Sheen B Lobby Level (L)	BIH / 136 Ballinger Sociolinguistic Context and Language Choice: The Distinct Nature of French Immersion in Quebec	BIH / 152 Keating Marshall Bokhorst-Heng, Caught in the cultural abyss: French immersion teacher discourse in the context of unequal power relations
Turkey Lake Lobby Level (L)	DIS / 137 Chakrani Language as an Object of Stance: examining Arabic Interdialectal Ideologies	SOC / 153 Shweiry Karam Beiruti Linguistic Landscape: "Shabrou2a" or "Chanel"?

4:55 pm - 6:00 pm / Plenary Session

Orlando II Lower Level (LL)	PLENARY / 154 LoBianco Ethnic Separatism, Social Conflict and Violence: The Role of Deliberative Language Planning in Conflict Zones

6:00 pm - 7:15 pm

Orlando Ballroom Foyer Lower Level (LL)	AAAL 2016 Opening Reception Celebrating Modern Language Journal's 100th Anniversary Come and network with fellow attendees during the Opening Reception as we honor Modern Language Journal's 100th Anniversary. Light hors d'oeuvres and a cash bar will be available.

Notes…

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Applied Linguistics Applied

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Sunday, April 10, 2016

	8:00 am - 8:30 am	8:35 am - 9:05 am	9:10 am - 9:40 am
Clear Lake Lobby Level (L)	ASE / 156 Lee An Eye-Tracking Investigation into Young Language Learners' Test Taking of Computerized Speaking Test	ASE / 181 Setoguchi Classification Model Choice and the Consistency of Classification Decisions of an ELP Assessment with Teacher Proficiency Judgments of K-12 ELLs	ASE / 197 Musser Renn Constructed Dialogue in Task Construction: Interactional Sociolinguistic Applications for Computerized Speaking Task Design
Conway Lake Lobby Level (L)	ASE / 157 Schmitt Kremmel Issues in Vocabulary Test Development: Challenging Conventions	ASE / 182 Crossley Assessing lexical proficiency using the English Lexicon Project and a bit more	ASE / 198 Kremmel Interpreting the Scores from Vocabulary Size Tests: Handle with Caution!
Foyer II Lower Level (LL) *from 8:00 - 11:00 am*	1) (EDU / 158-1) Kang, Hahn; A Case Study of Chilean English Education Policy and Teacher Training: Affecting factors of Communicative Language Teaching in Chilean classroom 2) (SLA / 158-2) Quan; "I want to go abroad to become fluent": Formulaic language and L2 fluency in study abroad 3) (BIH / 158-3) Hiligsmann and Van Mensel; Assessing Dutch and English Immersion Education in French-Speaking Belgium: Linguistic, Cognitive and Educational Perspectives 4) (EDU / 158-4) Chen; Children Talking About Writing: Investigating Metalinguistic Understanding 5) (DIS / 158-5) Beltran; Topic Development in First Encounter Triadic Interactions 6) (DIS / 158-6) Lucey; "I like to be in constant communication with my sisters": Sister discourse in the digital age. 7) (BIH / 158-7) Venegas; Bi/plurilingual Immigrant Contexts and Lives: Language Learning and Teachers' Professional Identity Development Across Linguistic Communities of Practice 8) (BIH / 158-8) Perez-Cortes; The effects of activation, proficiency and age in subjunctive selection: The case of Spanish Heritage Speakers and L2 learners 9) (PED / 158-9) Henry and Sundqvist; Creativity and Mobile Devices in Intensive Group Projects 10) (PED / 158-10) Chloe-Ko; Function Word Phrasings in English Pronunciation for Korean and Japanese Learners 11) (PED / 158-11) Colovic-Markovic; The effects of explicit instruction of topic-induced word combinations on ESL writers 12) (PED / 158-12) Shi; Understanding Perspectives of English Learners in a U.S. University Setting 13) (EDU / 158-13) Scott and Lee; Educating Emergent Bilinguals in a Diverse, Rural Community; Embrace Diversity or Emphasize Challenges? 14) (EDU / 158-14) Wiechart; Mediating Discourses in Place: Doing #Studenting in Controlled, Directed and Guided Spaces 15) (EDU / 158-15) Huang and Zhi; Selective Benefits of Early Foreign Language Instruction on Long-Term Foreign Language Outcomes 16) (EDU / 158-16) Jakubiak; Global Citizenship through English-language Voluntourism: Connection and Disillusion 17) (ASE / 158-17) Walters; An inquiry into CA-informed L2 pragmatics test development 18) (ASE / 158-18) Joto; Proficiency Guidelines for English Sounds for Japanese Learners at Level B2 of the CEFR-J 19) (ASE / 158-19)Lin; Comparison of Evaluating English Writing with the e-Rater and Human Raters 20) (TEC / 158-20) Martin; Does Working Memory 'work' in SCMC? A study on Accuracy and Complexity. 21) (TEC / 158-21) Subero and Cardenas-Claros; Stages of Normalization of the use of ICTs in an English language teaching program. A case study in Venezuela 22) (EDU / 158-22) Gyllstad; Comparing L1 and L2 Phraseological Processing of Free Combinations, Collocations and Idioms - Testing the Predictions of the Phraseological Continuum Model 23) (SLA / 158-23) Bhalla and Novak; Learner Perspectives on EFL in Slovenian Higher Education		
Lake Concord A Lobby Level (L)	COR / 159 Yoon Amory Does a Higher Measure of Syntactic Complexity Imply a Better Quality of L2 Writing?	COR / 183 Chen Influences of different tasks on syntactic complexity in L1 and L2 academic writing	COR / 199 Larsen-Walker How Data Driven Learning Affects Use of Linking Adverbials in EAP Students' Academic Writing
Lake Concord B Lobby Level (L)	PED / 160 Peters Webb Learning words through watching television: the effect of frequency of occurrence, word relevance and learners' vocabulary size	PED / 184 Ramezanali Faez Multimedia Glossing, Vocabulary Acquisition and Long-term Word retention: A Mixed Methods Research	COR / 200 Wojtalewicz An Investigation of Fourth-Grade Learners' Productive Vocabularies: A Corpus-Based Analysis of Expository Writing
Lake Down A Lobby Level (L)	LID / 161 Tolosa-Casadont Mellom Problematizing English language teaching in the "global south"	CANCELLED	LID / 201 Schwartz Boovy Privilege on Display at "World Language Day": Confronting Language Ideologies

	8:00 am - 8:30 am	8:35 am - 9:05 am	9:10 am - 9:40 am
Lake Down B Lobby Level (L)	LPP / 162 Sterling Informed consent forms in ESL classrooms	LPP / 185 Carroll Sambolin Micro level language policy in a college ESL classroom: Promoting translingual practices to increase literacy	LPP / 202 Stemper Values and Agency among Policy Actors: Teacher Certification Policies and Education of Indigenous Languages
Lake George A Lobby Level (L)	DIS / 163 Nickels Cultural minority or disabled people? Determining the social representation of d/Deafness through discursive analysis	DIS / 186 Zhao Multimodal Discourse Analysis of Native Speaker (NS) Tutor-Nonnative Speaker (NNS) Student and NNS Tutor-NNS Student Tutorials	DIS / 203 Smith 'The Devil Made Me Do It': Self-Presentation Strategies and Racism Denials amid Media Frenzy
Lake George B Lobby Level (L)	ASE / 164 Golden Kulbrandstad Errors vs content in evaluation of second language proficiency	ASE / 187 McCormick Zach Formalizing the Scoring Protocols of Elicited Imitation Tasks: Rooting the SLA Proficiency Task in Theoretical Linguistics Using Formal Features	ASE / 204 Kim Hughes Mitnitsky Colflesh Campbell Looking beyond cognitive measures for language learning aptitude
Lake Hart A Lobby Level (L)	TXT / 165 Han Office ladies or Palace maids: a corpus-based cognitive approach to characterization in Chinese online time-travel romances	TXT / 188 Lin Standardization versus adaptation: A corpus-based genre analysis of corporate social responsibility reports from Chinese state-owned enterprises	COR / 205 Ai Creating a 10-million-word English-Chinese parallel corpus
Lake Hart B Lobby Level (L)	REM / 166 Qin Bi Assessing Methodological Quality of L2 Research Using Questionnaires	REM / 189 Hartshorn The Status of Peer Review in Applied Linguistics Research	REM / 206 Thirakunkovit Chamcharatsri An Investigation of the Effectiveness of Teacher and Peer Feedback: A Meta-Analysis
Lake Highland A Lobby Level (L)	REM / 167 Derrick Researching writer rater processes: Are concurrent think alouds the best?	REM / 190 Kim Ro When raters disagree in scoring writing performance assessments for EAP placement tests: Score negotiation as a social activity	REM / 207 Plonsky Derrick Interpreting Reliability Estimates in Applied Linguistics: An Empirical and Synthetic Approach
Lake Highland B Lobby Level (L)	PED / 168 Prinz The English Divide: Findings on the Impact English Use on Non-Native English-Speaking (NNS) Academics in Indonesia.	PED / 191 Clifton Surveying L2 Learners' Knowledge of Metalinguistic Terminology	PED / 208 Guerrettaz Classroom materials in (inter)action
Lake Lucerne Lobby Level (L)	DIS / 169 Cortes Colloquium: English and Spanish health discourse: Convergent and divergent methodologies used in studies of patient talk		
Lake Mizell A Lobby Level (L) from 8:00 - 11:00 am	EDU / 170 Ryshina-Pankova Crane Colloquium: Narrative Analysis for L2 Literacy Development: A Systemic Functional Approach		
Lake Mizell B Lobby Level (L) from 8:00 - 11:00 am	LPP / 171 Dimova Mortensen Colloquium: EMI in Nordic Higher Education: The Bigger Picture		

	8:00 am - 8:30 am	8:35 am - 9:05 am	9:10 am - 9:40 am
Lake Nona A Lobby Level (L)	PED / 172 Warren Park Becoming ELT Professionals: A Duoethnographic Exploration of Marginality and Acceptance in Developing Professional Identities	PED / 192 Goertel Lee Developing Critically Reflective Language Teachers: Voices of Graduate TESL Students	PED / 209 Smit Using State Space Grids to Analyze the Dynamics of Teacher-Student Interactions in Foreign Language Classrooms
Lake Nona B Lobby Level (L)	DIS / 173 Anderson «Que sepan que contan con nós»: The Promise of a Galician Future in the Series "Vivamos Como Galegos"	DIS / 193 Catedral The personal face of authority: Framing moral evaluations in Evangelical Christianity	RWL / 210 Shi Fazel Kowkabi Textual Analyses of Graduate Students' Paraphrasing
Lake Sheen A Lobby Level (L)	BIH / 174 Petrescu Helms-Park Pirvulescu Comparing Narrative Structure in the Home and School Languages of Bilingual Children	BIH / 194 Tedick Young Two-Way Immersion Students' Home Languages, Proficiency Levels, and Responses to Form-Focused Instruction	BIH / 211 Estrada Schecter English as a Killer Language? Trilingual Education in a Primary Classroom in an Indigenous School in Northwestern Mexico.
Lake Sheen B Lobby Level (L)	RWL / 175 Pinchbeck Developmental scales of L1 & L2 academic English vocabulary: vocabulary test item difficulty indicates lexical sophistication and derivational morphology	COG / 195 Karatas L1 and L2 Processing of Morphologically "Extra" Complex Words: Masked Priming in Turkish Compounds	COG / 212 de Jong Lexical and syntactic similarity in immediate task repetition: An analysis using insights from Information Retrieval and Natural Language Processing
Orlando II Lower Level (LL)	ASE / 176 Bigelow Invited Colloquium: Blind Spots and Theory Building: How Can the Study of Language Learners Marginalized in the Field Help Us Grow?		
Orlando IV Lower Level (LL)	RWL / 177 Gollin-Kies Colloquium: College Students Developing a Scholarly Stance: Insights from Corpus Analysis and Systemic Functional Grammar		
Orlando V Lower Level (LL)	EDU / 178 Varghese Vitanova Colloquium: Investigating Methodological and Conceptual Understandings of Agency in Language Teacher Identity		
Orlando VI Lower Level (LL)	LID / 179 Sharma Colloquium: Chinese in the Globalizing Era: Negotiating Identities and Ideologies		
Turkey Lake Lobby Level (L)	SLA / 180 Seror Second language writers' composition practices in digital spaces: Implications for research and pedagogy	PED / 196 Jiang Challenges of using digital, multimodal composing to facilitate L2 investment	RWL / 213 Cimasko Mina Experiences, Expectations, and Mismatches in an ESL Composition Program

	9:55 am - 10:25 am	10:30 am - 11:00 am
Clear Lake Lobby Level (L)	ASE / 214 Kennedy Perceptions of L2 Graduate Student Presentations by Subject-Matter Specialists and Non-Specialists	ASE / 234 Doran Assessing Professional Communication Skills in English among Medical & Biomedical Research Practitioners: Refining Test Design and Rating Criteria from Workplace Observation
Conway Lake Lobby Level (L)	ASE / 215 Shin Cho Kim Moon Park Developing and validating outcomes-based self-assessments for measuring reading proficiency of Korean as a foreign language	ASE / 235 Kristmanson LaFargue Self-Assessment: Taking Steps Toward Learner Autonomy in the English as an Additional Language (EAL) Classroom
Lake Concord A Lobby Level (L)	COR / 216 Tokdemir Demirel Lexical and Grammatical Variation in Scholarly Writing: a Multidimensional Comparison of Published Native and Non-native Research	COR / 236 Schanding Shell noun use in English learner and native English speaker essay writing
Lake Concord B Lobby Level (L)	SLA / 217 Nassif Output-generated Noticing and Intake of L2 Form: A Study of Beginning Learners of Arabic	SLA / 237 Foote Saadah The Processing of Verbal Agreement Morphology in Native, Heritage, and L2 Arabic
Lake Down A Lobby Level (L)	LID / 218 DuBord Becker Flunking the Spanish Test: Language Ideologies and Heritage Learners in Tween TV	LID / 238 Leone-Pizzighella Subtitles as linguistic & ideological metacommentary in Italian YouTube clips
Lake Down B Lobby Level (L)	LPP / 219 McGroarty Enlightened Localism in US Educational Language Policies	LPP / 239 Johnson Language policy in the New Latino Diaspora: Educating Spanish speakers in Iowa
Lake George A Lobby Level (L)	PRG /220 Liao Metaphors We Construct & Organize Our Text And Talk By: Towards A Model Of Metaphorical Discourse	PRG / 240 Hasler-Barker Frye Spanish-English Bilingual Service Encounters in Public Libraries: An Exploratory Study
Lake George B Lobby Level (L)	EDU / 221 Uzum Petron Going above and beyond Textbooks: Voices of Preservice Teachers in an ESL Field Experience	EDU / 241 Brown Ruiz Equity and Enrichment in the TESOL Practicum
Lake Hart A Lobby Level (L)	TXT / 222 Matwick Double Recipes: A Critical Discourse Analysis of Cookbooks and Gender Norms	TXT / 242 Kim Persuasive Strategies in a Chauvinistic Religious Discourse: The Case of Women's Ordination
Lake Hart B Lobby Level (L)	REM / 223 Worden "You're supposed to be non-biased, right?": Epistemological conflicts in a teacher development interview	REM / 243 DeCapua Practitioners and Researchers: Learning Together
Lake Highland A Lobby Level (L)	REM / 224 Nazari Hartse Duoethnography: Provoking Ideology and Curriculum through Dialogic Voices of English Language Educators	REM / 244 Muhonen Researching Multilingually in European Superdiversity: The Shifting Roles of the Ethnographer

	9:55 am - 10:25 am	10:30 am - 11:00 am
Lake Highland B Lobby Level (L)	CANCELLED	LCS / 245 Sayer Ban The Puppet Study: How Young Children in an Early Foreign Language Program Form Ideas of Cultural and Linguistic Differences
Lake Lucerne Lobby Level (L)	RWL / 225 Al-Surmi L2 Writing Performance, Paraphrasing and Source Integration: The Effects of Working Memory and Writing Setting Anxiety	RWL / 246 Zhao Hirvela Learning to Teach L2 Source-based Writing: From a Transfer of Learning Perspective
Lake Nona A Lobby Level (L)	PED / 226 Suh Catalano Shende Re-discovering the Language Learner in the Language Teacher	PED / 247 Fuchs Student teachers as beginning-level language learners and evaluators in massive open online courses (MOOCs): An exploratory study
Lake Nona B Lobby Level (L)	SLA / 227 Jia Smotrova Recasts: Making the Error and Uptake Visible	SLA / 248 Patanasorn Yatsom Patanasorn The Effects of Saliency and Frequency on Attention to Recasts
Lake Sheen A Lobby Level (L)	SLA / 228 Papi Implicit theories intelligence: How do they affect learners' motivation for written corrective feedback?	SLA / 249 Luque-Ferreras Exploring the Role of Inhibitory Control in the Development of Implicit L2 Syntactic Knowledge
Lake Sheen B Lobby Level (L)	SLA / 229 Tracy-Ventura Huensch Measuring L2 fluency: Is L1 fluency data necessary?	CANCELLED
Orlando IV Lower Level (LL)	PRG / 230 Cohen Siegal The Teaching of Pragmatics by Native and Nonnative Language Teachers	LID / 250 Clower Lindemann Intonation vs. Accent: Impact on Evaluations of Native and Nonnative Instructors
Orlando V Lower Level (LL)	PED / 231 Butler Liu Kim An Analysis of the Tasks Appearing in Primary School English-as-a-Foreign-Language Textbooks	PED / 251 Sippel Nimmrichter Learners' Perceptions of Native Language Use in Introductory Foreign Language Textbooks
Orlando VI Lower Level (LL)	SLA / 232 Lee Lyster Can Corrective Feedback on L2 Speech Perception Errors Affect Production Accuracy?	SLA / 252 Ekiert Di Gennaro Focused Written Corrective Feedback: What a Replication Study Reveals About Linguistic Target Mastery
Turkey Lake Lobby Level (L)	SLA / 233 Lee Input Enhancement in Multimodal Input-based Tasks: An Eye-Tracking Study	SLA / 253 Tragant Pellicer-Sanchez Multimodal input and young EFL learners: an eye-tracking study

11:25 am - 12:30 pm

Orlando II Lower Level (LL)	PLENARY / 254 Rickford Two Bills: Pursuing Basic and Applied Research, Scholarship and Service

12:35 pm – 1:55 pm

Pocket Lake Lobby Level (L)	SPECIAL / 255 Wiley Bhalla Center for Applied Linguistics, LPReN [CLOSED MEETING]
Lake Down A Lobby Level (L)	SPECIAL / 256 Wright Resolutions Committee Meeting (OPEN MEETING)
Lake Highland B Lobby Level (L)	SPECIAL / 257 Achugar North American Systemic Functional Linguistics Association (NASFLA) Meeting (OPEN MEETING)
Orlando IV Lower Level (LL)	SPECIAL / 258 Marquette Writing Effective Proposals for AAAL Conferences
Orlando V Lower Level (LL)	SPECIAL / 259 Byrnes Publishing in Applied Linguistic Journals: A Meeting With Journal Editors
Orlando VI Lower Level (LL)	SPECIAL / 260 Pavlenko Perrin Increasing the Visibility of Applied Linguistics: Workshop on Communicating with the Media and the General Public

	2:00 pm - 2:30 pm	2:35 pm - 3:05 pm	3:10 pm - 3:40 pm
Clear Lake Lobby Level (L)	DIS / 261 Koshik Gestures as Trouble Sources in L1/L2 Conversational Repair Initiations	DIS / 286 Zhao Ichikawa Collaborative Dialogue, Consciousness-Raising, and Explicitness of Feedback	DIS / 302 Gordon "^fixed": Intertextuality and the Multi-Functionality of Other-Initiated Repair in Online Discussion
Conway Lake Lobby Level (L)	ASE / 262 Beltran Han Construct validity of an ESL reading placement test: information or skills?	LCS/ 287 Levi Harpaz A school language: Links between an intervention program and pedagogical change	LCS / 303 Catalano Waugh Metonymies of migration: Perspectives of Migrants

2:00 pm - 2:30 pm   2:35 pm - 3:05 pm   3:10 pm - 3:40 pm

Foyer II Lower Level (LL) from 2:00 - 5:00 pm	1) (SLA / 263-1) Johnson; English Prosody and ESL Proficiency among native Chinese speakers 2) (SLA / 263-2) Mirsharifi; Attitudes and motivation of American learners of less commonly taught languages (LCTL): A comparative study 3) (SLA / 263-3) Indrarathne; Relationship between attentional processing of input and working memory: an eye-tracking study 4) (COR / 263-4) Park and Thirakunkovit; A Corpus-Based Analysis of Syntactic Complexity as a Measure of Oral English Proficiency of International Teaching Assistants 5) (RWL / 263-5) Yang; A Cross-context Study of L2 Writer Perspectives 6) (COR / 263-6) Liu; A corpus study of syntactic complexity in upper-intermediate/advanced EFL writing and English L1 writing 7) (COR / 263-7) Keegan; English Loanwords in a Spanish Twitter Corpus 8) (COR / 263-8) Park; Methodology for a Reliable Academic Vocabulary List 9) (COR / 263-9) Tomen; The Use of Four Spoken Discourse Markers by Turkish EFL and British University Students 10) (TEC / 263-10) Nizam-Aldine; L2 English Writers' Perceptions of Audio Versus Written Summative Feedback 11) (TEC / 263-11) Kim and Jernigan; The Impact of Technology and Social Media Use on Class Performance among Advanced ESL Learners 12) (RWL / 263-12) Prinz; AWARE, an Instructional Framework for Closing the Language Gap in English as a Medium of Instruction (EMI) Programs: Initial Results 13) (RWL / 263-13) Tsai; Conceptualizations of Vocabulary Knowledge in Second Language Reading 14) (REM / 263-14) Dyer; Real-Time Google Doc Drafts: A Novel Method for Quantifying the Writing and Editing Processes of L1 and L2 Writers 15) (TXT / 263-15) Berrio; Examining U.S. News Media Discourses on the Michael Brown Case: The Representation of Social Actors in Bilingual Online Newspapers 16) (TXT / 263-16) Le; How do first year college student writers incorporate other voices in their essays? A look in the dialogic engagement perspective 17) (PRG / 263-17) Yang; The Effects of Instruction on L2 Pragmatic Development: A Meta-analysis 18) (PRG / 263-18) Brown and Fernandez; The Influence of Pragmatic Marker Use on Perceived L2 Fluency 19) (PED / 263-19) Huang; A Needs Analysis of English Communication Skills for Engineers in Taiwan 20) (PED / 263-20) Kim; English-medium instruction (EMI) in Korean higher education: its current state and future prospects 21) (PED / 263-21) Zhai and Kong; The teacher identity formation of an expatriate Mandarin Chinese teacher 22) (LCS / 263-22) Huang; An Innovative Community of Practice: Situated Learning through Mobile MOOCs 23) (LCS / 263-23) Galindo; The Role of Gender in Study Abroad: Perspectives from American Students in Spain 24) (TEC / 263-24) Baran-Lucarz, Czajka and Cardosa; L2 learners' personality and their perceptions of the use of clickers in a phonetics course

	2:00 pm - 2:30 pm	2:35 pm - 3:05 pm	3:10 pm - 3:40 pm
Lake Concord A Lobby Level (L)	COR / 264 Tas A corpus-based study of epistemic stance in L2 academic writing	COR / 288 Poole Implementing Specialized Corpora in L2 Writing Classrooms	COR / 304 Hardy Undergraduate Writing: A Multidimensional Analysis of Paper Types
Lake Concord B Lobby Level (L)	SLA / 265 Tullock Oral Fluency Development in Study Abroad: A Meta-Analysis	SLA / 289 Tare Relationships Between Cognitive Aptitude and Proficiency Gains During Study Abroad	SLA / 305 Terry The Role of Social Networks in the Acquisition of Sociolinguistic and Grammatical Competence during Study Abroad
Lake Down A Lobby Level (L)	DIS / 266 Creider Beyond questions: Making space for student participation without teacher-fronted questions	DIS / 290 Marian Board Writing in Form-Focused EFL Instruction: A Conversation Analytic Perspective	DIS / 306 Greenfield From Audience Design to Designing the Audience: Interpellations of the Audience in a Vlog
Lake Down B Lobby Level (L)	DIS / 267 Geng An investigation on Mandarin mitigation strategies of criticism in CFL teacher's post-observation conference	DIS / 291 DiFelice-Box Navigating Competing Demands in Pre-Service ESL Teacher Training	PED / 307 Gitsaki-Taylor S. Midraj J. Midraj T-TRI (TESOL Teacher Readiness Inventory): A Culturally-Responsive Resource for Assessing ESL Teacher Readiness in the Middle East
Lake George A Lobby Level (L)	DIS / 268 Ciftci Vasquez Student Resistance in Office Hours: A Discourse Analysis	DIS / 292 Kahn Mccormack Honoring the Classroom as a Social Setting: An Investigation of a Dialogic Course Evaluation Protocol	TXT / 308 Zhong "She is wack! But…" - Discourse strategies of student online evaluation on ratemyprofessor.com

	2:00 pm - 2:30 pm	2:35 pm - 3:05 pm	3:10 pm - 3:40 pm
Lake George B Lobby Level (L)	TXT / 269 Yoon Automated Assessment of Authorial Voice in Written Discourse	TXT / 293 Zhang Crawford L1 and L2 Use in Collaborative L2 Writing: a Lexico-Grammatical Perspective	TXT / 309 Forest Fisher The Ontogenesis of Writing Syllabuses
Lake Hart A Lobby Level (L)	COG / 270 Vilkaite Does distance matter?: Are non-adjacent collocations (receive any form of treatment) processed the same as adjacent collocations (receive treatment)?	COG / 294 Yi Frequency, Probability and Online Processing of Multiword Sequences: An Eye Tracking Study	COG / 310 Jeong Representation and Processing of Lexical Bundles
Lake Hart B Lobby Level (L)	COG / 271 Plat Lowie Word Naming in the L1 and L2: a Dynamic Perspective on the Role of Semantics	COG / 295 Wu Jiao Cross-linguistic Phonological Interference in L2 Visual Word Reading: Evidence from the Semantic Relatedness Decision Task	COG / 311 Ma The dynamic nature of reactive and proactive control in bilingual word production
Lake Highland A Lobby Level (L)	REM / 272 Hiver Al-Hoorie Putting Complexity Theory into Practice: A "Dynamic Ensemble" for Second Language Research	REM / 296 Hamrick Sachs Appropriate Baselines and Control Groups in (Semi-)Artificial Language Learning Experiments	REM / 312 Sorokina Autobiographical Bilingual Memory: Methodological Issues of Cued Recall Technique
Lake Highland B Lobby Level (L)	PED / 273 Cerreta Engaging the senses: A sensory-based approach for L2 pronunciation teaching	PED / 297 Gordon Maximizing or Minimizing Learning Opportunities to Develop Comprehensibility: A Look at Classroom Discourse and Its Effects on L2 Pronunciation Instruction	SLA / 313 Teimouri L2 shame-proneness and L2 guilt-proneness as two distinct individual differences: Validation of a scenario-based questionnaire
Lake Lucerne Lobby Level (L)	SLA / 274 Dewaele Saito Witney Dewaele Foreign language enjoyment and anxiety in the FL classroom: the effect of teacher and learner variables	CANCELLED	PED / 314 Weber Overcoming whole group speaking anxiety: The role of drama pedagogy
Lake Mizell A Lobby Level (L) *from 2:00 - 5:00 pm*	PED / 275 Benitt Colloquium: Teachers & Tasks: Pre-Service and In-Service Research Perspectives on Task-Based English Language Teaching and Teacher Education in Germany		
Lake Mizell B Lobby Level (L) *from 2:00 - 5:00 pm*	PED / 276 Lau Colloquium: Plurilingualism-inspired Pedagogy: Creating Synergies across Languages through Creativity and Criticality		
Lake Nona A Lobby Level (L)	RWL / 277 Ha Writing self-efficacy in a self-volunteered writing group sponsored by a college writing center.	CANCELLED	PED / 315 Tian Nassaji Collaborative Writing Approaches in Practice: Effects of Peer Review and Co-writing on Chinese L2 Performance

	2:00 pm - 2:30 pm	2:35 pm - 3:05 pm	3:10 pm - 3:40 pm
Lake Nona B Lobby Level (L)	PED / 278 Li Professional Communities and Teachers' Efforts to Construct Meanings in Policy Implementation	PED / 298 Garcia Promoting in-Service Teachers' Conceptual Development in the L2 Classroom through Pedagogical Praxis	PED / 316 Abbott Rossiter Lee Hatami Strategies for Facilitating the Reading of Peer-Reviewed Applied Linguistics Research within Professional Reading Groups
Lake Sheen A Lobby Level (L)	SLA / 279 Kajiura Kinoshita The effect of using compressed speech and transcript reading on L2 listening: focusing on enhancing speech processing speed	SLA / 299 Huang L2 English Speaking Listeners' Strategies in Coping Reduced Intelligibility	COG / 317 Wu Listening for Imagery by Native Speakers and L2 Learners
Lake Sheen B Lobby Level (L)	TEC / 280 Cabello Suvorov Developing language learner autonomy in adaptive learning systems: Affordances and hindrances	TEC / 300 Rodgers Do the Images in Television Programs Support the Learning of Unknown Words?: The Relationship Between On-Screen Imagery and Vocabulary	TEC / 318 Hampel The disruptive effect of technology on meaning-making in the language classroom: a complex systems theory approach
Orlando II Lower Level (LL) *from 2:00 - 5:15 pm*	Invited Colloquium / 281 Avineri Rosa Applied Linguistics, Linguistic Anthropology, and Social Justice: Interdisciplinary Approaches to Linguistic and Social Change		
Orlando IV Lower Level (LL) *from 2:00 - 5:15 pm*	Invited Colloquium / 282 Santos Clinics, Classrooms, and Communities: Contexts for Researching Health Literacy as Social Practice in Applied Linguistics		
Orlando V Lower Level (LL) *from 2:00 - 5:00 pm*	DIS / 283 Hawkins Mori Colloquium: Exploring Translanguaging Across Varied Domains in Applied Linguistics		
Orlando VI Lower Level (LL) *from 2:00 - 5:00 pm*	RWL / 284 Curry Colloquium: The Changing Landscape of Global Academic Publishing: Policies, Practices, and Pedagogies		
Turkey Lake Lobby Level (L)	SLA / 285 Gazerani Vocabulary learning through reading and form-focused instruction: Results from three studies in the context of French as a second language	SLA / 301 González-Fernández How Are the Different Components of Vocabulary Knowledge Acquired in a Second Language? A Structural Equation Model	SLA / 319 He L2 Vocabulary Learning: Translation Equivalents May Not Conceptually Equate

	4:10 pm - 4:40 pm	4:45 pm - 5:15 pm
Clear Lake Lobby Level (L)	DIS / 320 Hardacre The Role of Psychological and Neurophysiological Individual Differences in the Dynamics of Group Conversations	SLA / 337 Li Zhang An fMRI study of L2 action word processing
Conway Lake Lobby Level (L)	ASE / 321 Fan The Construct and Predicative Validity of a Self-Assessment Scale	ASE / 338 Sinha The Struggles and Successes of Implementing Directed Self Placement (DSP) at a First Year Writing Program
Lake Concord A Lobby Level (L)	SLA / 322 Biedron Zychowicz Working Memory as a Predictor of Grammatical Proficiency in Adult Learners of English as a Second Language	SLA / 339 Jung The Interface between the Type of Instruction and the Type of L2 Grammatical Features: A Meta-Analysis

	4:10 pm - 4:40 pm	4:45 pm - 5:15 pm
Lake Concord B Lobby Level (L)	SLA / 323 Erdil The Effect of Motivation-Enhancing Strategy Training Focusing on Building Vision in EFL Classrooms	DIS / 340 Dobs Fostering L2 Learner Motivation through Play: A Conversation Analytic Approach to Motivation
Lake Down A Lobby Level (L)	SLA / 324 Bonilla Tare Language Aptitude Complexes Generate Fitting Pedagogical Recommendations	SLA / 341 Yalcin A partial replication of "The Interface of Language Aptitude and Multilingualism: Reconsidering the Bilingual/Multilingual Dichotomy " Thompson (2013)
Lake Down B Lobby Level (L)	SOC / 325 Deng Analysis of two discourse markers, Oui and Voilà, used by Chinese-L1 speakers of French in France	SOC / 342 Tasker The Like Noticing Gap: Investigating Attitudes and Awareness of Discourse Marker Like in Use
Lake George A Lobby Level (L)	PED / 326 Zhu An Ethnographic Study on Foreign Language Teacher Cognition and Classroom Practices within Curriculum Innovation in a Chinese Secondary School	SCA / 343 Chuang How Do Cross-linguistic Similarity and Difference Affect the Mapping of Spatial Relationships, Containment, and Support in L2?
Lake George B Lobby Level (L)	SLA / 327 Mikhaylova First language attrition, retention and effects of re-exposure in Russian adoptees	SLA / 344 Sylven Extramural exposure - a new player in the field of second language acquisition
Lake Hart A Lobby Level (L)	PED / 328 Vidwans Investigating Canadian Teachers' Self-Efficacy Perceptions to Teach Science in Diverse Classrooms	PED / 345 Cooke Examining the self-efficacy appraisals of English- and French-dominant novice elementary French as a second language teachers in Ontario
Lake Hart B Lobby Level (L)	PED / 329 Balyasnikova Optimising acquisition and minimizing interference: teaching vocabulary in a trilingual educational context	COG / 346 Forcelini Sunderman Trilingual Lexical Processing - How the Third Language Affects the Second Language.
Lake Highland A Lobby Level (L)	PED / 330 Wang Dynamic narrative inquiry into competing pedagogies: Chinese international students learning to teach	PED / 347 Fahim Learning through Teacher Narratives: Preparing Mainstream FYC Novice Instructors for Diverse and Inclusive Multilingual Classrooms
Lake Highland B Lobby Level (L)	CANCELLED	EDU / 348 Uryu Transcultural Competence and Role of Empathy in Foreign Language Education
Lake Lucerne Lobby Level (L)	ASE / 331 Ewert Shin Data-driven Reading Evaluation in a Reading-to-write Placement Task	ASE / 349 Carr Kunnan Feasibility of Adapting a Human-Scored Short-Answer Reading Test to Computer-Automated Scoring
Lake Nona A Lobby Level (L)	DIS / 332 Berg Huang Gleason Choice and evaluation: Patterns of teacher-student oral discourse in content area classrooms	DIS / 350 Liang Using multimodal storytelling to enhance L2 university students' speech performance

	4:10 pm - 4:40 pm	4:45 pm - 5:15 pm
Lake Nona B Lobby Level (L)	SLA / 333 Dyson Håkansson Understanding Second Language Processing: Exploring Questions about Processability Theory	SLA / 351 Nekrasova-Beker Processing of English Question Patterns by L1 and L2 Learners and Pattern Productivity Effects
Lake Sheen A Lobby Level (L)	SLA / 334 Chen Corpus Based Linguistic Feature Analyses of Chinese Learners and Perceptual Judgment by Listeners of Different Language Backgrounds	SLA / 352 Cardenas-Claros Input Text Characteristics that Interfere with the Comprehension of L2 Listening Materials
Lake Sheen B Lobby Level (L)	EDU / 335 Sinclair Reviewing Initial Assessment and Classification Procedures for EAL Learners in Six English-Dominant Countries	EDU / 353 Black-Hults Compton Language Education Policy and Assessment Driven Decisions: Determining Language Services for a Multilingual Deaf Student in a U.S. High School
Turkey Lake Lobby Level (L)	PED / 336 Martin The Formats of Instruction in a FL Classroom: Student vs. Teacher Take	SLA / 354 Baten The Effects of Explicit Information in Instructed SLA: Case Marking in L2 German Production Data
5:30 pm - 6:35 pm		
Orlando II Lower Level (LL)	PLENARY / 355 Sanz SLA in Study Abroad Contexts: A Researcher-practitioner's Perspective	
6:35 pm - 7:35 pm		
Pocket Lake Lobby Level (L)	SPECIAL / 356 Tancock ESPj Board Meeting [CLOSED MEETING]	
7:00 pm - 9:30 pm		
Lake Eola Lobby Level (L)	SPECIAL / 357 Shvidko Thriving While Striving: A Graduate Student's Forum on Life in Academia	

Notes...

Monday, April 11, 2016

	8:00 am - 8:30 am	8:35 am - 9:05 am	9:10 am - 9:40 am
Clear Lake Lobby Level (L)	PRG / 358 Zhang Taguchi Li Relationship between Pragmatic Competence and Social Contact in Heritage Learners of Chinese	PRG / 383 Youn Interactional features indicative of a varying level of pragmatic competence in interaction	PRG / 400 Yilmaz Intercultural Communicative Competence: A Study of Turkish International Graduate Students in the US Context
Conway Lake Lobby Level (L)	ASE / 359 Xu Ethical or Not? Multiple Case Studies of Three University EFL Teachers' Assessment Practices	ASE / 384 Jang Wagner Stille Use-Oriented Evaluation of a Descriptors-Based Language Assessment Framework Based on Teachers' Assessment Competence	CANCELLED
Foyer II Lower Level (LL) *from 8:00 - 11:00 am*	Poster Session 4 1) (SLA / 360-1) Ma, A Developmental Study on Chinese Learners' Recognition Mechanism of English Words: Evidence from Masked Priming Experiment 2) (ASE / 360-2) Chukharev-Khudilaynen, Saricaoglu and Feng: Automated Detection of Punctuation Errors in Student Writing 3) (ASE / 360-3) Wang; Academic Success of International Asian Students at Higher Education 4) (DIS / 360-4) Wicaksono; Interviews in applied linguistics: York's Hidden Stories 5) (COG / 360-5) Sweigart, Malabarba and Lantolf; Manner and Path Through Gesture: an Examination of Motion Events Produced by Brazilian L2 Speakers of English 6) (COG / 360-6) Fotovatnia; Auditory Word Recognition in Bilinguals with Different Script Languages 7) (COG / 360-7) Vanek; Fluid Event Boundaries Modulated by the L2 Grammatical Aspect System: Conceptual Restructuring in Chinese Advanced Learners of English 8) (LCS / 360-8) Takeuchi; Multiliteracies for Teaching Socio-Pragmatics 9) (LCS / 360-9) Hwang,Akinkugbe and Zhang; Multiple Case Studies: Academic Socialization of Three First-Year International Doctoral Students in Cross-Disciplinary Communities 10) (SLA / 360-10) Granena, Yilmaz, Ensuncho; Cognitive aptitudes for implicit and explicit learning: An individual differences and ATI study 11) (SLA / 360-11) Haghighi and Kendrick; Multimodal Ways of Meaning Making: a Case Study of a Female Newcomer to Canada 12) (SLA / 360-12) Hosoda; Text Cohesion, L2 Reading Proficiency, and Learning From the Text in Foreign Language Reading 13) (EDU / 360-13) Sheppard and Elliott; Comprehensibility and Intelligibility of International Student Speech: Perceptions of EAP Instructors and University Professors 14) (EDU / 360-14) Yeh; Student-Teachers' Perceptions of Second Language Teaching and Identity Development in Taiwan 15) (DIS / 360-15) Gao; Creating an Inclusive and Engaging Learning Experience in a University ESL Class 16) (DIS / 360-16) Chang and Strauss; Genre and the Visual, Tactile, and Cultural Realms of Taste in US and Korean Online Recipes 17) (DIS /360-17) Takahashi and Song; Patterns of Grabbing the Floor by East-Asian and Native-English-speaking Students: A Study of Participation Issues in a Graduate-level American Classroom 18) (DIS / 360-18) Kim; Gaze, Gesture, and Body Movement: ESL Students' Use of Nonverbal Conduct to Interject in Class Discussion 19) (SOC / 360-19) Liu; " These women" ---- A Corpus Study of the Role of Demonstratives in Construction of Masculinity Online 20) (TXT / 360-20) Doolan; An Exploratory Analysis of Post-secondary L1 and L2 Synthesis Writing 21) (RWL / 360-21) Allen and Cheng; Measuring silent and oral reading rates for adult EAP students and developing ESL reading fluency through audio-assisted repeated reading Reading, Writing, and Literacy 22) (RWL / 360-22) Ehlers-Zavala and Maciejewski; Mental imagery experienced by both pathway and non-pathway graduate students in an engineering course at a US Research I institution 23) (LPP / 360-23) Lu; When the heard becomes the seen: A case study of the dialect in the linguistic landscape of Chongqing, China		
Lake Concord A Lobby Level (L)	DIS / 361 Pinnow Chval "You're gonna go Maria's speed": Examining the pre-positioning of Second Language Learners in the content classroom.	TXT / 385 Mellom Gokee Garcia Portes Indexing English L2 Student Identities in the Online Logs of Teachers in the "New South"	DIS / 401 Shin Critical Discourse Analysis of Discourses about "Multicultural" Families in the South Korean Media

	8:00 am - 8:30 am	8:35 am - 9:05 am	9:10 am - 9:40 am
Lake Concord B Lobby Level (L)	TXT / 362 Garner Crossley Influence of Discipline Membership on Non-Domain Specific EFL Student Writing: The Case of Cohesion and Lexical Differences	CANCELLED	TXT / 402 Frye Writing in the disciplines as performance: Identifying epistemological growth and complexity in undergraduate writing
Lake Down A Lobby Level (L)	TRI / 363 Peraldi Applied Research Projects: a pedagogical approach to CAT tools and MT evaluation	TRI / 386 Killman Context as a challenge in legal translation	TRI / 403 Rosiers Do interpreters have better developed executive control skills compared to other language professionals?
Lake Down B Lobby Level (L)	PED / 364 Byean Critical Ethnography of Tracked English Classrooms: Class, Identity and Cultural Productions of the Student in a Korean Middle School	PED / 387 Yim Primary EFL students: their motivation, engagement and imagined community	CANCELLED
Lake George A Lobby Level (L)	RWL / 365 Cheng Discipline-specific guidebooks on academic writing: Relevance to teachers of L2 academic writing	RWL / 388 Shang Great Expectations: A Qualitative Study of How Chinese Graduate Students Navigate Academic Writing Expectations in U.S. Higher Education	RWL / 404 Chen Exploring Chinese EFL Students' Literacy Practices Surrounding Academic Writing: Evidence from an Ethnographic Study
Lake George B Lobby Level (L)	RWL / 366 Stranger-Johannessen Teacher Identity and the African Storybook Project	EDU / 389 Chaudhry Development of Novice Teacher Identity: An Activity Theory Perspective	SOC / 405 Pablo Lengeling Crawford "Who I was and who I am becoming": A Narrative Analysis of Return Migration Constructing Professional Identity
Lake Hart A Lobby Level (L)	TEC / 367 Chen Mei-Hui Learning to Teach L2 in an Online Discourse	TEC / 390 Horasanli Ortactepe EFL Teachers' Reflective Practice via Online Discussions	PED / 406 Kitchen Triggering second language teachers to reflect on and transform their pedagogical classroom roles: Beyond the disappointment of words
Lake Hart B Lobby Level (L)	BIH / 368 French Purposeful, Playful and Private: A Privileged Look into the Translanguaging Practices of Multilingual High School Students	BIH / 391 Turner Exploring how translanguaging pedagogy may be applied in Australian CLIL initiatives	BIH / 407 Goodman The Ecology of Language and Translanguaging: The Case of a Ukrainian University
Lake Highland A Lobby Level (L)	PED / 369 Hanaoka Going from theirs to ours: Increasing language affiliation in Japanese as a Foreign Language learners through community-based instruction	PED / 392 Kim Lee Kim Effects of Collaborative Tasks on Learning of Korean Pragmatics: Comparing Heritage and Foreign Language Students	PED / 408 Fernandez Gal'perin's SCOBA: A Pedagogical Tool for Learning L2 Concepts
Lake Highland B Lobby Level (L)	PED / 370 Abdel-Malek Sardegna Fernandez A Genre-Based Pedagogy to Teaching Writing: Voices from the ESL Classroom	CANCELLED	RWL / 409 Jwa Genre-mediated Literacy Practice for Rhetorical Development of Disciplinary Discourse

	8:00 am - 8:30 am	8:35 am - 9:05 am	9:10 am - 9:40 am
Lake Lucerne Lobby Level (L)	EDU / 371 Short Developing Science Teachers' Knowledge About Language		
Lake Mizell A Lobby Level (L)	Roundtable Session 1 1) (PED / 372-1) Fortier, Bell and Perron; Metalinguistic Reflections During Collaborative Error-Correction Tasks: Do Learners Reflect in the Same Way? 2) (PED / 372-2) Infante; Pedagogical Gesture: A Cognitive Tool for L2 Learner Self-Regulation 3) (PED / 372-3) Eyckmans; The Effect of Different Processing Strategies on L2 Learners' Study of Phrases 4) (TEC / 372-4) Blyth, Thoms, Zourou; An International OER/OEP Initiative: How Open is Foreign Language Education in the United States and Europe? 5) (EDU / 372-5) Drescher and Mead; A Critical Approach to the Examination of University Student Growth in the Area of Understanding Power and Language 6) (LCS / 372-6) Mendoza; Individual Intellectual Resources: A Missing Empirical Link Between Social Class and English Language Acquisition? 7) (TEC / 372-7) Vandergriff; Normativity in social media practice and its pedagogical implications 8) (EDU / 372-8) Foltz; Linguistic Trends in TESOL	Roundtable Session 2 1) (RWL / 393-1) Min; An ESL Teacher's Instruction and Assessment of Writing Fluency in a College-level ESL Advanced Writing Classroom 2) (RWL/ 393-2) Heeney; Cognitive Modeling: A Case Study of Strategy Instruction in a University English for Academic Purposes Reading-to-write Course 3) (RWL/ 393-3) Mishima; L2 writing instructor written feedback practices: A complexity theory perspective. 4) (SOC/ 393-4) Raspayeva; Commercials and Generic Intertextuality: Russian and Kazakh Speakers in Kazakhstan 5) (SOC/ 393-5) Medina and Kreis; Documenting Superdiversity in Tampa Bay 6) (SOC/ 393-6) Pucci and Sabbioni; Perceptual Dialectology in Italy 7) (EDU/ 393-7) Kearney, Evans, Choi, Zhai, Barbour, Mykula; Questions and Insights Emerging from Research on an Early Childhood Foreign Language Program Focused on Development of Multilingual Awareness 8) (PED/ 393-8) Avalos-Rivera; The good and the bad Mexican EFL teacher: Small and big stories put into conversation 9) (SOC/ 393-9) Freitas and Galante; "Non-native Speakers Testing Native Speakers' Language Abilities?": English Language Examiners' Identities in High-stakes English Oral Examinations 10) (EDU/ 393-10) Pomerantz; What Can Research on Classroom Humor Tell Us About Efforts to Reform Public Education?	Roundtable Session 3 1) (PED / 410-1) Schneider, Poncin, Lazio; Connecting Applied Linguistics to First-Year Writing: Rhetorical Pedagogies for L2 Students 2) (PED / 410-2) Fang and Li; Last But Not Least: Undergraduate Thesis Writing of English Majors in an EFL context 3) (TEC / 410-3) Schmitt; Gleason and Verplaetse; Screen to screen: Use of telecollaboration for instruction in a MS TESOL program 4) (EDU / 410-4) Mykula; Overcoming Challenges: Repairing Broken Communication 5) (DIS / 410-5) Tadic; "Be a Woman!" -Membership Categorization in Interaction 6) (DIS / 410-6) Balaman; Tracking the Development of L2 Interactional Competence: Managing the Progressivity of Talk to Resolve Epistemic Differences 7) (PED / 410-7) Nicolaides; Developing Sociocultural Autonomy in Language Learning in Brazil: Agency and Empowerment as Key Issues
Lake Mizell B Lobby Level (L)	EDU / 373 De Costa Jou Unpacking the Ideology of Cosmopolitanism in Language Education: Insights from Bakhtin and Systemic Functional Linguistics	DIS / 394 Buyukguzel Avoidance strategies in political interviews	SOC /411 Block Political economy for sociolinguistics
Lake Nona A Lobby Level (L)	SOC / 374 Kayi-Aydar Identity (Re)Negotiations of Bilingual Teachers in Elementary Schools	SOC / 395 Kieu The view of identity in its relation to intention: A new approach to identity in language studies	SOC /412 Kennedy Multilingualism in Kazakhstan: Attitudes, Ideologies and Identities
Lake Nona B Lobby Level (L)	SOC / 375 Gudmestad Geeslin Comparing Individual and Group Patterns of Verb Selection in Future-Time Contexts: A Closer Look at the Developmental Trajectory of Variation	PED / 396 Serrano Are support verb collocations more difficult to learn? Incidence of the type of collocation in collocation learning	COG / 413 Berger Crossley Skalicky Frequency vs. productivity: Processing and understanding novel verbs in verb argument constructions

	8:00 am - 8:30 am	8:35 am - 9:05 am	9:10 am - 9:40 am
Lake Sheen A Lobby Level (L)	BIH / 376 Bowles A research agenda for instructed heritage language acquisition	BIH / 397 Pereira Fostering social awareness through community service-learning for Spanish heritage speakers	BIH / 414 Zarate-Sandez Neither English nor Spanish: Pitch Peak Alignment in Spanish among Bilingual Speakers
Lake Sheen B Lobby Level (L)	PRG / 377 Hata Acquisition of Conversational Implicatures in English as an L2	PRG / 398 Koylu Acquisition of Conversational Implicatures in English as an L2	PRG / 415 Pham Effects of Oral Corrective Feedback Used with Explicit Instruction on Foreign Language Learners' Pragmatic Development
Orlando II Lower Level (LL) *from 8:00 - 11:00 am*	INVITED COLLOQUIUM / 378 Folse Issues in Creating Practical Corpus-Based Lexical Lists TESOL Colloquium		
Orlando IV Lower Level (LL)	PED / 379 Kling Inbar-Lourie International perspectives on English Medium Instruction (EMI) in Academic Settings		
Orlando V Lower Level (LL)	ASE / 380 Winke Assessing College Foreign Language Learners' Proficiency: The What, the Why, and the How		
Orlando VI Lower Level (LL) *from 8:00 - 11:00 am*	INVITED COLLOQUIUM / 381 Hult Linguistic Landscape Analysis and the Representation of Visual Data		
Turkey Lake Lobby Level (L)	SLA / 382 Comstock Individual Differences in the Acquisition of L2 Prosody: the Role of Motivation and Socialization	SLA / 399 Huensch Thompson Don't Tell Me What to Do! Language Learning Motivation and Attitudes about Pronunciation in the North American Context	SLA / 416 Pawlak Mystkowska-Wiertelak Investigating motivational dynamics in a conversation class over the period of one semester: The case of English majors

	9:55 am - 10:25 am	10:30 am - 11:00 am
Clear Lake Lobby Level (L)	PRG / 417 Cinaglia Edstrom Ewald Characteristics of Effective Auto-Reply Emails: Politeness and Perceptions	PRG / 438 Chin Impoliteness Online: Responding to Face-threats in YouTube Comments
Conway Lake Lobby Level (L)	ASE / 418 Kuiken Vedder The assessment of language proficiency as a predictor of academic achievement	ASE / 439 Riazantseva Jang The relationship between L2 English Proficiency and Academic Success in Higher Education
Lake Concord A Lobby Level (L)	BIH / 419 Toth Paulsrud Translanguaging Practices and Perspectives: Case Studies from English-Medium Instruction in Swedish Schools	PED / 440 Martinez Fogaça English as a Medium of Instruction (EMI): Different from Teaching in L1?
Lake Concord B Lobby Level (L)	RWL / 420 Li The effectiveness of two types of comprehensive written corrective feedback on EFL learners' writing development: Direct WCF versus Coded WCF	RWL / 441 Nicolas-Conesa Cerezo Manchon The Language Learning Potential of Written Languaging during Feedback Processing: A Study of Intermediate EFL Learners

	9:55 am - 10:25 am	10:30 am - 11:00 am
Lake Down A Lobby Level (L)	TRI / 421 Vanderbauwhede Towards a symbiosis between corpus design and corpus analysis in the field of Translation Studies	COR / 442 Thomas "I have the similar feels as you do!": A corpus-based discourse analysis on L2 blogging texts
Lake Down B Lobby Level (L)	RWL / 422 Martin L1 Orthography Impacts L2 Spelling Judgments and Knowledge of Vowels vs. Consonants	RWL / 443 Jiang The role of first language orthography in ESL reading
Lake George A Lobby Level (L)	RWL / 423 Ho Navigating through Scientific Writing and Publishing: Facilitating Experiences and Individual Agency of Taiwanese EAL Scholars	RWL / 444 Habibie Writing for Scholarly Publication in a Canadian Higher Education Context: A Case Study
Lake George B Lobby Level (L)	BIH / 424 Smith Stakeholder Expectations of Impact in A New Dual Language School	SOC / 445 Guo Community Engagement with ELL Policies
Lake Hart A Lobby Level (L)	RWL / 425 Moeken Reading Comprehension Intervention in Secondary School: Why Only Some Readers Benefit	RWL / 446 Biler Analysis of L2 Text Readability and the Effects on Learner Comprehension
Lake Hart B Lobby Level (L)	BIH / 426 Hamman "Uno, Dos, Tres, Cambiamos al Inglés": Translanguaging and Positioning in a Bilingual Classroom	BIH / 447 Garza A Translanguaging Mathematical Space: A Latino Teacher and His Latin@ Students Using Their Entire Linguistic Repertoire
Lake Highland A Lobby Level (L)	LCS / 427 Williams Heteroglossia as an Intercultural Competence Outcome in the Language Class	SOC / 448 Malone Advanced L2 Sociopragmatic Development Amid Intercultural Breakdown:
Lake Highland B Lobby Level (L)	SLA / 428 Beaulieu What is the target for L2 learners when prescriptive, descriptive and subjective norms widely differ?	SLA / 449 Zhang Mediated or Unmediated Alignment in Foreign Language Learning: One Size Fits All?
Lake Lucerne Lobby Level (L)	SLA / 429 Mitchell Tracy-Ventura Language learning by Anglophones during residence abroad: the contribution of quality in social relationships	TEC / 450 Paradowski What Social Network Analysis can tell us about second language acquisition

Continued on next page

Lake Mizell A Lobby Level (L)	Roundtables / Session 4 1) (LID / 430-1) Kim, Choi, Kim; Behind "The Promise of English" among South Korean Job-Seekers: The Impact of Neoliberalism on Job-Seekers' Preparation for TOEIC 2) (LID / 430-2) Park; Inside commodification: discursive construction of fansub work in the global economy 3) (LCS / 430-3) Heugh, Scarino, Crichton, O'Neill; Towards reconceptualising the place of languages in learning: translanguaging and interculturality within southern perspectives 4) (PED / 430-4) Nishio; A Self-assessment Grid for English Sounds for Japanese Learners at Level Pre-A1 of the CEFR-J 5) (PED / 430-5) Jones; Exploration of Bilingual Learners' Oral Engagement Within a Language-Based Intervention for Linguistic Awareness, Comprehension, and Vocabulary Development 6) (SLA / 430-6) Serrano, Targant, Pellicer-Sanchez; Reading-while-listening vs. reading only in the case of primary school learners 7) (TXT / 430-7) Zhu and Fang;; Evaluating Middle School Science Textbooks: A Linguistic Perspective	Roundtables / Session 5 1) (ASE / 451-1) Gevera; Confirming the impact of performance tasks on latent class membership and placement decisions 2) (ASE / 451-2) Stevenson; Multiple Linguistic Proficiencies Assessment in the Study Abroad Context 3) (ASE / 451-3) Choi; Rater Characteristics affecting test-takers' scores in an English Speaking Test: Hierarchical Linear Modeling Analysis 4) (LID / 451-4) Hellmich; Complexifying Language Ideologies in "Global Schools": Student Perspectives 5) (RWL / 451-5) Friedman; Poetry: Reality Pedagogy and a Genre of Access for English Language Learners 6) (RWL / 451-6) Pedersen and Kaveh; The impact of Collaborative Reasoning discussion on bilingual students' argumentative writing 7) (PED / 451-7) Zandian; Fostering Intercultural Understanding in English Language Classrooms: An Iranian Context 8) (PED / 451-8) de Figueiredo; Treating language and culture from a pluralistic perspective: The case of a teacher education course in a critical context
Lake Mizell B Lobby Level (L)	SLA / 431 Zavaleta Language learning skill: Does previous bilingual experience correlate with better learning?	SLA / 452 Sun Sequencing Motions in Time and Space: Differences of Encoding in Elicited Essays by Native Chinese and Korean Speakers
Lake Nona A Lobby Level (L)	SLA / 432 Qureshi Age and Knowledge of Morphosyntax in English as an Additional Language: Grammaticality Judgment and Error Correction	SLA / 453 Foote Trofimovich Is it because of my language background? A study of language background influence on comprehensibility judgments
Lake Nona B Lobby Level (L)	CANCELLED	SLA / 454 Redmond Louisette Emirkanian, Université du Québec à Montréal Constructional semantics and frequency as predictors of phrasal verb use in advanced ESL learners
Lake Sheen A Lobby Level (L)	SOC / 433 Kerfoot Language and Multilingualism Linguistic shifters: multilingual learners and the construction of postracial orders in two South African primary schools	BIH / 455 Riveros Hernández- Reyes 'Non- white English, Non-perfect Spanish': Intersections of Multilingual and Racial Ideologies in Latin@ Graduate Students' Narratives
Lake Sheen B Lobby Level (L)	PRG / 434 Jernigan A Genre Analytic Approach to Understanding Pragmatic Phenomena in Second Language Writing Tutoring	PRG / 456 Geyer Constructing Appropriateness in Japanese Institutional Discourse: A Case of Honorifics
Orlando IV Lower Level (LL)	SLA / 435 Jiang Zhang May Investigating Pragmatic Strategies and Focus on Form in a Tertiary EMI Classroom in China: Implications and Challenges	SLA / 457 Atkinson Churchill Nishino Okada Trajectories of Participation in a Sociocognitive Approach to SLA
Orlando V Lower Level (LL)	RWL / 436 Belcher Yang Global perspectives on academic publishing: Author perceptions of linguacultural issues	RWL / 458 Kim Writing Strategies and Goals of Novice and Published Researchers

Turkey Lake Lobby Level (L)	SLA / 437 Vercellotti Assessing the Development of Linguistic Complexity in ESL Speech: A Consideration of Length, Subordination, and Structural Measures	SLA / 459 Asady Whiteleather Hamrick Rule complexity and memory abilities in L2 grammar learning

11:25 am - 12:30 pm

Orlando II Lower Level (LL)	PLENARY SESSION / 460 Legutke Teachers Matter: Revisiting the Territory and Charting the Future of Foreign Language Teacher Education	

12:30 pm - 1:55 pm

Lake Mizell Lobby Level (L)	SPECIAL / 461 Matsuda AAAL Annual Business Meeting (OPEN MEETING)	

	2:00 pm - 2:30 pm	2:35 pm - 3:05 pm	3:10 pm - 3:40 pm
Clear Lake Lobby Level (L)	COR / 462 Becker Nekrasova-Beker From Academic English to Pathway to Mainstream Engineering: Lexico-syntactic and Discursive Features of Course Materials	COR / 488 Lapointe Exploring the grammatical complexity of L1 and L2 nurses' spoken discourse	COR / 506 Friginal Yoo Understanding English in international civil aviation using corpora
Conway Lake Lobby Level (L)	ASL / 463 Halleck Encountering problems associated with using the ACTFL Guidelines to rate the teaching readiness of prospective ITAs	ASE / 489 Brown Thompson Cox The Discourse of the ACTFL OPI and the OPIc: Apples and Oranges?	ASE /507 Su Shin Development and Validation of Rating Scales for Pragmatic Performance in Role-plays: The Case of L2 Mandarin Requests
Foyer II Lower Level (LL) from 2:00 - 5:00 pm	Poster Session 5 1) (ASE / 464-1) Zo, Mari, Sayer, Lindahl; An assessment of the relationship between early English instruction and L1 literacy development 2) (RWL / 464-2) Clark and Fleming; Cultural expertise and reading comprehension: How culturally relevant and urban children's literature can activate children's cognitive and motivational processes 3) (ASE / 464-3) Dimova and Kling; Examining Validity of an Oral Performance Test for Lecturers 4) (EDU / 464-4)Lindgren; Different pathways to learning foreign languages in the early years of schooling: a six-year case study of English in Sweden 5) (COR / 464-5) Ozturk; Lexical Bundles in L1 and L2 English, and L1 Turkish 6) (EDU / 464-6) Kang; Mainstream Teacher Candidates' Perspectives on ESL Writing: 7) (DIS / 464-7) Carpenter; Functions of Teacher Gaze Within a K-12 English as a Second Language Tutoring Session 8) (COR / 464-8) Kia; General Extenders in Spoken Academic Registers: A Corpus-Based Study 9) (ASE / 464-9) Smith, Guerrero and Luk; Exploring preschoolers' sensitivity to familiar and unfamiliar phonemes. 10) (EDU / 464-10) Russell and Stille; More than language teaching: Evaluating impact of an EAP program on international students' academic performance in the higher educational context 11) (SLA / 464-11) O'Connell; Exploring the Effect of the Noun Phrase Environment on English Article Usage by Japanese L1 Speakers 12) (TEC / 464-12) Istifci; Perceptions of Turkish EFL Students on Online Language Learning Platforms and Blended Language Learning 13) (SLA / 464-13) Hummel; L2 Vocabulary Learning: Presentation Modality and Phonological Memory 14) (SLA / 464-14) Noro; The Interaction Between WTC and Anxiety in L2 Oral Communication: Investigating Their Fluctuations as Attractors 15) (SLA / 464-15) Zhang and Lu; The Relationship between Vocabulary Learning Strategies and Breadth and Depth of Vocabulary Knowledge 16) (DIS / 464-16) Liu; The Use of 'But' and 'So': by Native English Speakers and Chinese Speakers of English 17) (DIS / 464-17) Hiller; Translanguaging in Higher Education: Discourses of (Il)Legitimacy of Languages Other Than English 18) (TEC / 464-18) Paul and Fresh; The Effects of Symmetric and Asymmetric Social Networks on Second Language Communication 19) (COR / 464-19) Altun; The Learning Effect of Corpora on the Reception of Collocations 20) (COR / 464-20) González-Díaz; Towards a Historical Corpus of Children's Writing in the UK: the APU Corpus (1979-1988) 21) (RWL / 464-21) Kim; Young CLD Children's Meaning-and-Sense Making: Literacy-Based Concept-Oriented Play Activity 22) (SOC / 464-22) Blondeau and Lemee; Variation in the use of generic subject clitic pronouns by L2 users of French: the case of Anglophones in Canada 23) (TRI / 465) Henn and Vanderbauwhede; Socio-constructivist and cognitive learning in translator education: the SkillsLab Project		

	2:00 pm - 2:30 pm	2:35 pm - 3:05 pm	3:10 pm - 3:40 pm
Lake Concord B Lobby Level (L)	TXT / 466 Jou The writing of discussions in qualitative and quantitative research paradigms: Implications for L2 writers in the social sciences	TXT / 490 Hu How Academic Socialization and Research Paradigm Influence Citation Practices	TXT / 508 Karabacak Qin The Influence of Reading Texts on Integrated Writing Tasks
Lake Down A Lobby Level (L)	TRI / 467 Sato Mimetic Words and Translation Prisms evidenced in Kenji Miyazawa's "Ginga Tetsudo no Yoru (Night of Milky Way Railway)	TRI / 491 Dolgoborodova Phraseological Calques of English and French Origin in Contemporary Russian Language	LCS / 509 Fogle Bilingual/bisexual: Linguistic and sexual fluidity in fictional accounts of bilingualism and language learning
Lake Down B Lobby Level (L)	COR / 468 Serrano Subtirelu Methodological Innovation in the Study of Elite Racism: A Study of Mock Spanish in the Corpus of Contemporary American English	COR / 492 Plappert Genetic determinism in professional and popular discourse: a corpus-driven approach.	COR / 510 Wright 75 Years of Stand-Alone Literature Reviews: An Interdisciplinary Register Analysis
Lake George A Lobby Level (L)	RWL / 469 Mochizuki Social Dimensions of Oral Interactions in PhD Students' Group Writing Conferences: Activity Systems Analysis	RWL / 493 Menke Anderson Starting at the Beginning: A Look at the Academic Writing of Students at the Beginning of a Spanish Major	RWL / 511 Gonzalez The Lexical Profile of Diverse and Sophisticated Academic Essays
Lake George B Lobby Level (L)	PED / 470 Kissling Learners' self-assessment of oral performance promotes language awareness	PED / 494 Davin Sagre Herazo Teacher's Implementation of Dynamic Assessment: Influence on Lesson Design	EDU / 512 Schissel Lopez-Gopar De Korne Theoretical and practical considerations of translanguaging in assessment explored in Oaxaca, Mexico
Lake Hart A Lobby Level (L)	BIH / 471 Cho Situational Contexts Affecting a Bilingual Child's Identity Construction and Representation	BIH / 495 Kim Kondo Castro Examining Preschool-Aged Dual Language Learners' Language Use: From a Functional Approach	BIH / 513 DuBravac Metalinguistic awareness among partial immersion and English-only elementary and high school students
Lake Hart B Lobby Level (L)	TEC / 472 Kang Effectiveness of Strategy Instruction Using Podcasts in Second Language Listening and Speaking	TEC / 496 Darvin Digital repertoires, language learning and the right to speak	TEC / 514 Yanguas Task-based L2 Oral Computer-Mediated Communication and Focus on Form
Lake Highland A Lobby Level (L)	COG / 473 Smith A multidimensional evaluation of text-to-speech synthesizers: Are they ready for the L2 classroom?	COG / 497 Wong Zhao MacWhinney A Cognitive Linguistics Application to Second Language Pedagogy: The English Preposition Tutor	COG / 515 Jeon In'nami Koizumi L2 Speaking Proficiency and its Correlates: A Meta-Analysis
Lake Highland B Lobby Level (L)	SLA / 474 Stam Task Effects on Speech and Gesture: Implications for Second Language Acquisition	SLA / 498 Qiu The development of EFL learners' oral performance with narrative tasks	SKA / 516 Wong McNeill Benati Batziou The Effects of Structured-Input and Structured-Output Tasks on the Acquisition of the English Causative.

	2:00 pm - 2:30 pm	2:35 pm - 3:05 pm	3:10 pm - 3:40 pm
Lake Lucerne Lobby Level (L) *from 2:00 - 5:00 pm*	PED / 475 Dubreil Maxim Look Around You! – Potential, Opportunities, and Challenges of Linguistic Landscapes in L2 Learning		
Lake Mizell A Lobby Level (L)	Roundtable Session 6 1) (RWL / 476-1) Kuzborska; Effects of Study-Abroad Experience on the Development of Vocabulary and Reading Fluency of Students with Contrasting Linguistic Backgrounds 2) (RWL / 476-2) Payant; Improving L2 Writing Conferencing Sessions: Building Student-Teacher Relationships 3) (RWL / 476-3) Vogel; The Role of Reading in ESL Composition Classes: A Case Study on Teacher Cognition 4) (LID / 476-4) Karam; "I am afraid to pronounce the words. I have this problem!": Language Ideologies and Refugee Education in Lebanon 5) (LPP / 476-5) Zhang; How much is too much? L1 use and academic performance of international students in an American boarding high school 6) (DIS / 476-6) Malabarba and Kelly Hall; Orienting to Teaching Requirements in the Unfolding Interaction of an EFL Classroom 7) (LPP / 476-7) Mortenson; The Standards Movement and ELLs: Teacher Agency and Autonomy in the Age of Accountability 8) (TEC / 476-8) Rubi; Creating Design Principles for Flipped Learning 9) (TEC / 476-9) Lessard and Hu; Modeling and generating prosodic aspects of "Teacher Talk" using phoneme-to-speech synthesis 10) (TEC / 476-10) Faez, Paribakhy and Inkpen; Examining the Capability of Computer Software Programs for Extracting Technical Vocabulary in Academic Texts	Roundtable Session 7 1) (RWL / 499-1) Lang; A Scholar Returning to School: the Literacy Experience of a Non-native Speaker of English in her Doctoral Program 2) (RWL / 499-2) Xu; Chinese International Doctoral Students' Response to Supervisors' Written Feedback Reading, Writing, and Literacy 3) (COG / 499-3) Causarano; Developing Thinking in L2 Speaking: Evidence from Spatial-Temporal System in Chinese and English Learners 4) (REM / 499-4) Aso; A Case Study on the Learning of Research Methods by SLA Graduate Students in Japan: Resisting "Quantitative" to Become "Qualitative" 5) (REM / 499-5) Surtees and Balyasnikova; Why choose only one? Interviewing multilingual speakers in their many languages 6) (REM / 499-6) Schreiber; "Well, you know what it's like here": Insider and Outsider Positioning in Qualitative Research Interviews 7) (SLA / 499-7) Alasasleh and Hallett; Effects of (Phono-)Kinetic Typography on L2 Lexical Acquisition 8) (DIS / 499-8) Lypka; Voices that Matter: Positioning Adult Immigrant Language Learner Identity and Agency through Photovoice 9) (BIH / 499-9) Licona and Infante; Developing Student Socioscientific Discourses Through Translanguaging Practices in a Bilingual Middle School Science Classroom 10) (RWL / 499-10) Case, Cobin and Williams; Age-related differences in the mathematical register	Roundtable 8 1) (TRI / 517-1) Ahrens; Consecutive Interpreting Skills: What Market Do We Train for? 2) (TRI / 517-2) Winston; Verbal Reporting Activities in Interpreting Education: Potential Benefits for Teaching and Learning 3) (RWL / 517-3) Fu, Colantonio-Yurko and Park; Studies on Cultural Responsive Pedagogy in a 10th grade English class 4) (SLA / 517-4) Matsuno; Parallel Processing Models of Multi-Word Units 5) (TEC / 517-5) Mori; The effects of self-directed online kanji learning exercises on Japanese language students' written vocabulary development 6) (SLA / 517-6) Helms-Park, Pirvuiescu and Petrescu; Vocabulary Development in Romanian-English Bilingual Children 7) (PED / 517-7) Bunning; Attention to Communication in Service Learning Course for International Students 8) (PED / 517-8) James; Does variation in learning tasks help to promote transfer of L2 speaking fluency? 9) (TEC / 517-9) Thompson and Martinsen; Tandem language learning: Connecting native speakers and beginning level university students
Lake Mizell B Lobby Level (L)	EDU / 477 Stevens Ebsworth Creating teacher and student awareness of written academic discourse: A synergistic approach to standards, rubrics, assessment and instruction	EDU / 500 Lockwood Ibrahim TESOL from the Other Side of the Fence: An Engaged Ethnographic Approach to L2 Writing Instruction in a Juvenile Hall	EDU / 518 Lazaraton Larson Pigozzi "It's that obsession with grammar": The discursive construction of international students in technical and professional writing courses
Lake Nona A Lobby Level (L)	SOC / 478 Whitlow Ould Wedded but Not Always a Wife: Identity and Context for Married Lesbians	SOC / 501 Lyons "Mi Casa? Tu Casa?": Gentrification and Identity of Place in Pilsen, Chicago	SOC / 519 Litzenberg Visual Semiotics in the Branding of a Glocal Institutional Identity

	2:00 pm - 2:30 pm	2:35 pm - 3:05 pm	3:10 pm - 3:40 pm
Lake Nona B Lobby Level (L)	EDU / 479 Evans The Effects of Socioeconomic Status on Literacy Development Among Elementary School Students	LCS / 502 Villalón Situated Spanish Literacy Practices in Contemporary Exvotos	SLA / 520 Pfenninger The Literacy Factor in the Optimal Age Discussion: A 5-Year Longitudinal Study
Lake Sheen A Lobby Level (L)	COR / 480 Matthews Expressing Obligation and Necessity: A Collostructional Analysis of English Deontic Modal Constructions [need to], [(have) (got) to], and [must]	COR / 503 Csomay Wu A Corpus-based Study of Discourse Structure and Language Use in Award-winning University Teachers' Classes in Southeast Asia	COR / 521 Riestenberg Design, creation, and annotation of a multilevel Zapotec classroom language corpus
Lake Sheen B Lobby Level (L)	SLA / 481 Cho Task complexity and modality in task experience and performance	SLA / 504 Jung The Effects of Task Complexity and Glossing on L2 Development	SLA / 522 Zalbidea The Roles of Cognitive Capacity and Task Complexity in Spoken and Written Task Performance
Orlando I Lower Level (L)	SPECIAL / 482 Hellmich The (Job) Interview: Before During and After		
Orlando II Lower Level (LL) *from 2:00 - 5:00 pm*	INVITED COLLOQUIUM / 483 Goldstein Developing Pragmatic Competence across Foreign Languages: Key Pedagogical Approaches Wilga Rivers Pedagogy Colloquium		
Orlando IV Lower Level (LL) *from 2:00 - 5:00 pm*	LCS / 484 Muth Exploring the limits of language commodification: Changing regimes of value in space and time		
Orlando V Lower Level (LL) *from 2:00 - 5:00 pm*	ASE / COLLOQUIUM / 485 Poehner Inbar-Lourie Toward a Reconceptualization of L2 Classroom Assessment: Praxis and Researcher-Teacher Partnership		
Orlando VI Lower Level (LL) *from 2:00 - 5:00 pm*	DIS / COLLOQUIUM / 486 Markee Emerging Issues in Classroom Discourse and Interaction: Conversation Analytic Perspectives		
Turkey Lake Lobby Level (L)	SLA /487 Bi Qin Incidental Vocabulary Acquisition through Reading Tasks with Varied Involvement Loads	SLA / 505 Papi Motivation and Learning: Regulatory Fit Impacts on Incidental Vocabulary Learning	SLA / 523 Hatami The Role of Perceptual Learning Style Matching in L2 Incidental Vocabulary Acquisition through Reading

	4:10 pm - 4:40 pm	4:45 pm - 5:15 pm
Clear Lake Lobby Level (L)	COR / 524 Zhang Chinese Heritage Language Speakers' Epistemic Stance Taking: Evidence from Learner Corpora	BIH / 542 Urzua Heritage Language Learners in Academic Discourse: A Corpus-Based Investigation
Conway Lake Lobby Level (L)	ASE / 525 Martel Investigating washback of the Integrated Performance Assessment in an intensive summer language program	ASE / 543 Davis Washback impacts of accountability-driven student learning outcomes assessment: Conceptualizations of language advancedness in college language major programs

	4:10 pm - 4:40 pm	4:45 pm - 5:15 pm
Lake Concord B Lobby Level (L)	EDU / 526 Masters Confronting the Dissonance between English Language Ideology and Pedagogy in Rural Nicaraguan Classrooms	EDU / 544 Eve R Bailey Huang Examining teacher talk during transition episodes in two preschool classrooms
Lake Down A Lobby Level (L)	TEC / 527 Poole Abell Kataw A Cross-language Analysis of Online Language Tutors' Corrective Feedback and Learners' Uptake and Repair When Learning via Videoconferencing Tool	TEC / 545 Weirick Davis "I sometimes use 'clarity' for self defense:" an analysis of Writing Center tutors' asynchronous online feedback
Lake Down B Lobby Level (L)	BIH / 528 Chao Church-based ESL in Multi-ethnic Spaces: Critical Pedagogy for Adult Immigrant Literacy	BIH / 546 Shank Multilingual Instruction, Polyphonic Identities: Trilingual Literacy Engagement in a Tanzanian Community Library
Lake George A Lobby Level (L)	LCS / 529 Avni The linguistic landscape of American religious camping: Indexicality and the Hebrew gaze	LCS / 547 Hartig "I Don't Know What They Want From Me": Disentangling Genre Competence and Professional Vision
Lake George B Lobby Level (L)	SLA / 530 Spinner Processability theory: Oral production versus self-paced reading	COG / 548 Guo Explore the Relationship between Metacognition, L1 Reading Ability, L2 Language Proficiency and L2 Reading Comprehension
Lake Hart A Lobby Level (L)	TEC / 531 Lin Understanding the Motivation, Anxiety, and Behavior of English Central Users	PED / 549 Gaffney Cote The Effect of Computer-mediated Communication on Beginner L2 Learners' Foreign Language Anxiety and Quantity and Quality of Output
Lake Hart B Lobby Level (L)	TEC / 532 Jimenez Lord Digital versus print materials for LSP courses: a comparison of linguistic outcomes	BIH / 550 Zapata The Role of Digital, Multiliteracies-Based Instructional Material on the Development of Spanish Heritage Speakers' Literacy Skills
Lake Highland A Lobby Level (L)	SLA / 533 Karimi-Aghdam Dufva Reading of Dynamic Systems Theory: Are They Commensurable?	SLA / 551 Sunderman Bustin When a Crab is a Kangaroo: Examining L2 Production Errors
Lake Highland B Lobby Level (L)	SOC / 534 Lockyer Animating the brand: A study of how wine industry professionals construct brands in a multinational corporation	SOC / 552 Holborow Language as Commodity: Neoliberal Invention or Social Reality?

	4:10 pm - 4:40 pm	4:45 pm - 5:15 pm
Lake Mizell A Lobby Level (L)	Roundtable Session 9 1) (TRI / 535-1) Lehmberg; A Balancing Act: Preserving the Flavor of the Source Text or Striving for the Beauty of the Target Language 2) (TRI / 535-2) Chen; An Investigation of EFL Learners' Translation of Metaphor from Cognitive and Cultural Perspectives 3) (TRI / 535-3) Gandu; Pedagogic Translation: Learning from the Learner. 4) (PED / 535-4) Lew; Science teachers' experiences of ESOL (English for Speakers of Other Languages) professional learning 5) (EDU / 535-5) Rosborough and Smith; The Role of Gesture in Supporting English Learners' Language Development During Science Time 6) (RWL / 535-6) Fennessy; "Hands-on" Doesn't Just Mean Experiments: A 6th Grade Teacher's Experience Building Science Literacy Through Writing 7) (BIH / 535-7) Kwon; Influence of parental motivations and perceptions of heritage language education on their children's engagement in learning 8) (BIH / 535-8) Khabibulina; Teacher Candidates' Language Proficiency and Preparedness to Teach Heritage Language Learners 9) (BIH / 535-9) Pang; The Relationship between Parents' Perceptions about English Proficiency and Home Literacy 10) (SLA / 535-10) Redesigning second language acquisition studies from a complexity perspective 11) (SLA / 535-11) Kourouma; Expanding the Toolkit: Second Language Acquisition and Specific Learning Differences	Roundtable Session 10 1) (LCS / 553-1) Bluemel; Learning a Culture within a Culture: ESL Education on an HBCU Campus 2) (LCS / 553-2) Guo and Gu; Understanding Minority Students' Identity Construction Through Multilingualism in China 3) (LCS / 553-3) Kondo; When Language Socialization Fails: Displacements and Language Learning among Racialized East-Asian Graduate Students in the U.S. 4) (TRI / 553-4) Gharehgozlou; Applying A Corpus-based Approach to Translation History: Discourse Analysis of a Paratextual Corpus of Persian-English Translations 5) (COR / 553-5) Shin and Cortes; The definite article in lexical bundles in L2 English academic writing 6) (TEC / 553-6) Sharmin; Second Language Writerly Identity: A Rhizomatic Approach through Gaming Forums 7) (EDU / 553-7) McClure; Surveying Suburban Signage: Linguistic Landscapes in the First-Year Composition Course 8) (TEC / 553-8) Parra and Riveros; Beyond Technology and Multiliteracies: Teacher Talk on Online Curricular Materials, Success, Struggle and Agency in an EFL Blended Program 9) (TEC / 553-9) Preigo and Law; Learner Characteristics in Telecollaborative Multilingual Digital Storytelling: A sociocultural Approach to Understanding Technology-Mediated Intercultural Meaning Co-construction 10) (TEC / 553-10) Lan; The effects of task types on Australian learners' CFL learning in Second Life
Lake Mizell B Lobby Level (L)	RWL / 536 Ahn The integration of linguistic vs. non-linguistic information in L2 sentence processing	CANCELLED
Lake Nona A Lobby Level (L)	REM / 537 Rose McKinley Realities of doing research in applied linguistics: negotiating methodological obstacles in the field	SLA /554 Shin Being an EFL Learner From an ESL Learner: a Case Study of a Young Korean Returnee
Lake Nona B Lobby Level (L)	SLA / 538 Nicholas Lenzing Roos Locating the Contribution of Lexically Bundled Language to Early Instructed SLA	SLA / 555 Keijzer How new L2 words become memories: lexicalization in advanced L1 Dutch learners of L2 English
Lake Sheen A Lobby Level (L)	SLA / 539 Cardoso Developmental sequences in second language phonology: Instruction and L1 effects	SLA / 556 Lancaster Processing Phonetic Cues and Abstraction of Phonological Representations in Adult Nonnative Speakers
Lake Sheen B Lobby Level (L)	SLA / 540 Simoens What Makes Learning Second-Language Inflectional Morphology So Difficult? Interactions between the Input Complexity, the Type of Learning and the Individual Learner.	SLA / 557 Xiao Desai Individual Differences and Task Complexity in Chinese Online Writing Tasks
Turkey Lake Lobby Level (L)	RWL / 541 Roberson 'I don't have to do what he says' versus 'I trust her': task perception and text ownership in peer feedback	SLA / 558 Sobhani Investigating the Effectiveness of Graduated Feedback on Second Language Writing: Self-Regulation in the Uptake of Correct Forms

	5:30 pm - 6:35 pm
Orlando II Lower Level (LL)	PLENARY SESSION / 559 Angelelli Minding the Gaps: Applied Linguistics and Translation & Interpreting Studies
Pocket Lake Lobby Level (L)	SPECIAL / 560 Smith Applied Linguistics Editorial Panel Meeting

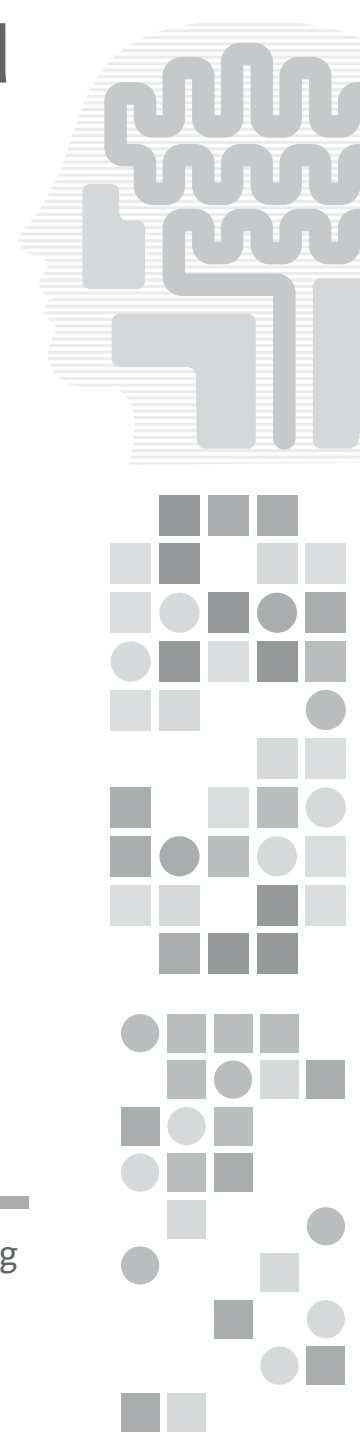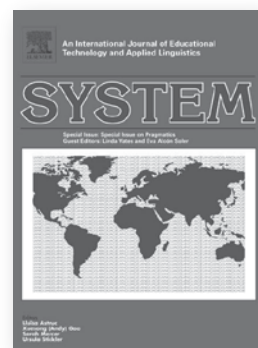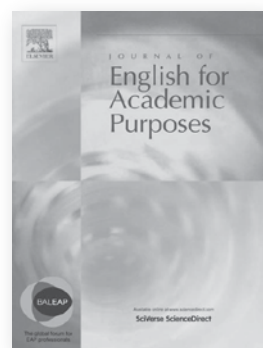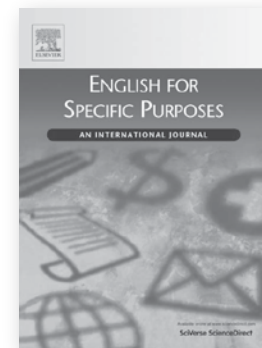|	6:45 pm - 8:25 pm
Lake Mizell B Lobby Level (L)	SPECIAL / 561 Kramsch AAAL – AILA Panel Presentation: Research Cultures in Applied Linguistics (OPEN SESSION)

	8:00 am - 8:30 am	8:35 am - 9:05 am	9:10 am - 9:40 am
Clear Lake Lobby Level (L)	ASE / 562 Tanzeela - Anbreen An Investigation of the Cognitive Processes of Candidates in a Computer-based Academic Writing Test	ASE / 585 Oh Investigating the Use of Linguistic Resources in Online Writing Assessment	ASE / 601 Saricaoglu Chukharev-Hudilainen Feng Process Research on Automated Writing Evaluation (AWE): What Do Learners Actually Do while Interacting with an AWE Tool?
Conway Lake Lobby Level (L)	DIS / 563 Kulavuz-Onal Co-constructing a Collective Teacher Identity through Discourse: Linguistic Practices in Webheads in Action Online Language Teacher Community	RWL / 586 Unal Spelling English Words: Contributions of Phonological, Morphological, and Orthographic Processing Skills of Turkish EFL Students	LCS / 602 Park Exploring Teacher Educator Identity through Creative Analytic Practices: An Autoethnography
Foyer II Lower Level (LL) *from 8:00 - 11:00 am*	Poster Session 6 1) (TXT / 564-1) Nguyen; How Do Textbooks Teach L2 Students It-Nonreferential Extraposition of Complements in Discourse? Analysis of English Textbooks in Vietnam 2) (SOC / 564-2) Zo and Carroll; Puerto Rican Language Use on Facebook 3) (EDU / 564-3) Liu; Research on Parental Investment in Students' English Learning in mainland China 4) (SOC / 564-4) Lee and Zhang; Superdiversity in an Asian Grocery Store 5) (TEC / 564-5) Domingo and Revesz; Student Engagement and MOOC Design: A Course on Task-based Language Teaching 6) (SLA / 564-6) Tsiola; The Effects of Visual Input Enhancement on Implicit and Explicit Knowledge: a Quasi-Experimental Study in a Junior High School 7) (TEC / 564-7) Tseng; The Effects of Learning English for Specific Interests in High School: A study among adolescents using the Internet 8) (LCS / 564-8) Meng GE; The Academic Enculturation of Chinese Archaeologists: Findings from a Genre Analysis of Archaeological Research Writing 9) (TEC / 564-9) Lee; Teaching English as an International Language (EIL): Linking Theory and Practice through Videoconferencing in the Classroom 10) (PED / 564-10) Albalawi; Investigating the role of language learners' mindsets in L2 demotivation experienced by Saudi Arabian university students 11) (PED / 564-11) Torres and Serafini; Micro-evaluating Learners' Task-Specific Motivation in a Task-based Business Course 12) (PED / 564-12) Pitkanen-Huhta and Mäntylä; Migrant learners in a foreign language classroom: teachers' experiences 13) (PED / 564-13) He and Suzuki; Timing of grammar practice and individual differences 14) (PED / 564-14) Fujimori; Willingness, Self-efficacy, and Performance in Essay Writing Class 15) (SLA / 564-15) Pickering and Huang; Identifying Problematic Features for Listeners in a Lingua Franca Context 16) (SLA / 564-16) Fichtner; The Translatability of Culture: The Students' Perspectives 17) (SLA / 564-17) Lee and Choi; Use of case particles by L2 learners of Korean 18) (DIS / 564-18) aus der Wiesechen; Divergent Language Choices and Maintenance of Intersubjectivity: The Case of Danish EFL Young Learners 19) (DIS / 564-19) Lin and Lin; Uses of Someone: Beyond Simple Person Reference 20) (RWL / 564-20) Palma and Martinz; Does Writing Improvement in the L2 also Help L1 writing? 21) (COR / 564-21) Masrai; How Different Is Arabic from Other Languages? The Relationship between Word Frequency and Lexical Coverage 22) (ASE / 564-22) Zhao; Investigating the Effect of Rater's Second Language Learning Background and Familiarity with Examinee's Native Language on Speaking Test Scores 23) (RWL / 564-23) Park; We Walk Together: Socio-cognitive Practices of ESL Writers in an Online Writing Group Utilizing Multiple Modalities 24) (RWL / 564-24) Chen; The Effects of Repeated Reading on Second-language Adolescent EFL Learners' Reading Comprehension and Incidental Vocabulary Acquisition		
Lake Concord A Lobby Level (L)	TCC / 565 Ziegler Plonsky Two decades of CALL research in SLA: Insights on theory, research, and practice from a second-order synthesis	CANCELLED	TEC / 603 Cho What Factors Influence Learners' Collaboration in Writing Summaries via Google Docs and Text/Voice Chat?

	8:00 am - 8:30 am	8:35 am - 9:05 am	9:10 am - 9:40 am
Lake Concord B Lobby Level (L)	DIS / 566 Cardellio Interactions in International Service-learning: Directive Strategies in Italian	PED / 587 Blattner Dalola Roulon Academic service learning in foreign language program: a powerful yet neglected interactive opportunity	LCS / 604 Curtis In the Neighborhood: Conceptualizing Civic Identity in a Multilingual Context
Lake Down A Lobby Level (L)	BIH / 567 Montes Fernandez Valenciano Training Bilingual Educators at a Predominantly Black Institution	BIH / 588 Wall Hurie Bilingual Pre-Service Teachers and Facilitators: Revoicing and Rehearsing Together	BIH / 605 Becker-Zayas "Pero es que nadie entiende eso aquí": Spanish Teacher Biography as Resource in Interviews about Their Heritage Learners' Difficult Knowledge
Lake Down B Lobby Level (L)	SLA / 568 Troyer A Complex Dynamic Systems Approach to Listening Comprehension Development	SLA / 589 Zheng Developments in Syntactic and Lexical Complexity in Second Language Writing from a Dynamic Systems Theory Perspective	DIS / 606 Vickers Deckert Rincon Goble Multilingual Resourcing and Third Space Identities: A Community of Practice Perspective
Lake George A Lobby Level (L)	CANCELLED	LCS / 590 Song Gender, identity, and language socialization among Saudi female students in the U.S.	LCS / 607 Dema Mccafferty How "lived emotional experience" (Perezhivanie) affected SLD and identity development for five Russian international graduate students in the U.S.
Lake George B Lobby Level (L)	RWL / 569 Liu Efficacy of Coded Feedback in L2 Writing: Impacts of Error Types and Learner Attitudes	RWL / 591 Alhazmi Promoting Noticing in L2 Composition: Reformulation Strategy as a Feedback Technique	RWL / 608 Lontoc Teachers' Written Corrective Feedback and the Students' (Re)construction of Identities in ESL Writing Classes
Lake Hart A Lobby Level (L)	DIS / 570 Stabler-Havener Oh Yeah Yeah Yeah: Emphatic Claim of Understanding and Possible Indicator of Learning in Small Group Classroom Discussions	DIS / 592 Bouchard EFL Learners' Language Choice During Small Group Activities	TEC / 609 Lee Visualizing Writing: ELLs' Writing Practices from Online Space to Tests
Lake Hart B Lobby Level (L)	RWL / 571 Vincett Jang Stille Park From Struggling to Resilient Readers: Supporting Language Learners to Engage with Persistent Literacy Challenges	RWL / 593 LeBouthillier Kristmanson A Sociocognitive and Sociocultural Model of Interventions for Literacy Instruction	RWL / 610 Tseng Identity mediates and is medicated by L2 literacy practices: A study of indigenous students in Taiwan
Lake Highland A Lobby Level (L)	PED / 572 Polat Takkac Factor Structure of the Sheltered Instruction Observation Protocol in Measuring Pedagogical Effectiveness	PED / 594 Dillard Lesson Study in Higher Education: Mediating Language Teacher Conceptual Development Through Shared Inquiry	PED / 611 Yazan Contexts of English Language Teaching as Glocal Spaces

	8:00 am - 8:30 am	8:35 am - 9:05 am	9:10 am - 9:40 am
Lake Highland B Lobby Level (L)	PED / 573 Sobhanmanesh Group Flow: A Valid Concept in the ESL Classroom?	PED / 595 Ghaffarian Schmenk German through Transcultural Lenses: Fostering Symbolic Competence in the University Language Classroom	PED / 612 Mitchell Encouraging Global Citizenship: Culturally Focused Pedagogies That Engage and Interest 21st Century Learners
Lake Lucerne Lobby Level (L) from 8:00 - 11:00 am	LCS / 574 Han Kristjansson Religious Institutions as Alternative Spaces in Applied Linguistic Research: Taking Stock, and Moving Forward		
Lake Mizell A Lobby Level (L) from 8:00 - 11:00 am	REM / 575 Bagga-Gupta Research methods as practice. Current fieldwork strategies and methodological accountings		
Lake Mizell B Lobby Level (L) from 8:00 - 11:00 am	SOC / 576 Perrino De Fina Storytelling in the Digital Age: New Challenges		
Lake Nona A Lobby Level (L)	PED / 577 Dolosic An Examination of Informal Immersion Contexts with Adolescents: Self-Esteem, Self-Consciousness, Self-Assessment, & Oral Production	PED 596 Finney Deep Learning through Role-Immersion Games: A Complexity Theory Perspective	BIH / 613 Culligan Dicks Linguistic and Mathematical Resources for Communication: The Integrated Nature of Language and Content Learning in the Secondary Immersion Classroom
Lake Nona B Lobby Level (L)	SLA / 578 Lee Typology of Topic and Subject Prominence and L1 Transfer: A Study of Written Narratives in L2 Korean	SLA / 597 Turker The influence of cross-linguistic transfer and context in L2 idiom acquisition	CANCELLED
Lake Sheen A Lobby Level (L)	CANCELLED	SLA / 598 Yeung Learner agency in out-of-class English learning practices in the Hong Kong higher education context	LCS / 614 Lai "I am a Researcher": Positioning as a Tool of Analysis to Examine Learner Agency in Second Language Socialization
Lake Sheen B Lobby Level (L)	SOC / 579 Kafle "It should be Pure": Student Perspectives on Language Mixing in Academic Writing	SOC / 599 Avila Litzenberg Student perspectives towards international English: Insights from an Ecuadorian EFL needs analysis	COG / 615 Al-Hoorie Dual-Process Models of the Mind: Implicit Attitudes in Language Learning
Orlando II Lower Level (LL) from 8:00 - 11:00 am	INVITED COLLOQIUM / 580 Zhang Researching Written Task Complexity in Diverse Contexts		
Orlando IV Lower Level (LL) from 8:00 - 11:00 am	INVITED COLLOQIUM / 581 Pavlenko Eades Applied Linguistics in the Courtroom		
Orlando V Lower Level (LL) from 8:00 - 11:00 am	EDU / 582 Cenoz Garcia The breaking away from multilingual solitudes		
Orlando VI Lower Level (LL) from 8:00 - 11:00 am	SLA / 583 DeKeyser Reconciling methodological demands and pedagogical applicability in SLA research		

	8:00 am - 8:30 am	8:35 am - 9:05 am	9:10 am - 9:40 am
Turkey Lake Lobby Level (L)	RWL / 584 Kinnear Meaning-making and Lexicogrammatical Accuracy Relationships on Multilingual Engineering Design Teams	TEC / 600 Lee Park Come On, Jump Around!: Constructing Interactive Classroom Discourse in an Upper Level Undergraduate Engineering Classroom Using Active Learning Instruction	EDU / 616 King A Linguistic Analysis of University-level Science Education in the Korean Context Through Classroom Observation and Interviews

	9:55 am - 10:25 am	10:30 am - 11:00 am
Clear Lake Lobby Level (L)	ASE / 617 Kyle Crossley Assessing written L2 lexical proficiency: The varying roles of word frequency, ngram frequency, and ngram association strength	ASE / 634 Choi Cho The Impact of Spellchecker Use during an English Writing Assessment: A Case Study
Conway Lake Lobby Level (L)	ASE / 618 Rajendram Sinclair Larson Masson Language Tests at the Gates of Academia: Student Narratives about English Language Proficiency Assessments	ASE / 635 Wagner Students' Responses to Feedback on Writing: Investigating the Role of Goal Orientations, Self-Efficacy, and Anxiety
Lake Concord A Lobby Level (L)	TEC /619 Hasko Affordances for oral proficiency development in telecollaborative dialoguing	LCS / 636 Salmi Smith Teachers using digital technologies to create culturally and linguistically responsive learning experiences for Arab immigrant children
Lake Concord B Lobby Level (L)	RWL / 620 Makalela Reading in More than One Language Simultaneously: Towards an Interdependent Multilingual Literacy Model	RWL / 637 Lu The importance of syntactic awareness in reading comprehension among English-Chinese biliteracy learners
Lake Down A Lobby Level (L)	COG / 621 DelPrete Managing Maternal Blaming in Mother-Adolescent Daughter Interaction: Discursive Strategies of Resistance and Acquiescence	DIS / 638 Waring Yu Crying as a Child Resource for Re-negotiating a "Done Deal"
Lake Down B Lobby Level (L)	COG / 622 Nader Simard Fortier Molokopeeva Examining the contribution of working memory components - Phonological Memory and Central Executive- to Metasyntactic Ability among non native speakers.	COG / 639 Wallace Exploring the Relationship among L2-Listening Comprehension and the Component Parts of Working Memory
Lake George A Lobby Level (L)	EDU / 623 Ginsberg "They're waiting for someone else to raise their hands": Content Knowledge, Language Proficiency, and Being-a-Good-Student in Sheltered English Immersion	EDU / 640 Siffrinn Harman Lee SFL-informed Assessment Practices in Middle School: Content-area Teachers Respond to Genre-based Rubrics
Lake George B Lobby Level (L)	SLA / 624 Olsen The L2 Motivational Self System, Giving up, and New Zealand Learners of Foreign Languages and Māori	SLA / 641 Thompson Sylven Motivation and multilingualism in Sweden: A re-examination of the ideal and ought-to L2 selves

	9:55 am - 10:25 am	10:30 am - 11:00 am
Lake Hart A Lobby Level (L)	ASE / 625 Goodwin Examinee Locus of Control in Second Language Listening Assessment Tasks	ASE / 642 Zhou Using classroom assessment to enhance first-year university students' self-regulation
Lake Hart B Lobby Level (L)	RWL / 626 Lee Ludwig Difference as "deficiency" to "asset": Collaborative research as a site of professional identity development in Second Language Writing research	RWL / 643 Ene Hryniuk Teacher Training, Beliefs, and Practices in EFL Writing: Compared Cases from China, Mexico, Romania and Poland
Lake Highland A Lobby Level (L)	SLA / 627 Karim Does comprehensive written corrective feedback (CWCF) really work?: Findings from a mixed method study	SLA / 644 Ren Li The Effects of the Timing of Corrective Feedback on the Acquisition of a New Linguistic Structure
Lake Highland B Lobby Level (L)	SLA / 628 Zheng The processing of contextualized formulaic chunks and the morphological processing by intermediate Chinese L2	SLA / 645 Antes Catron Binomial Expressions: A Psycholinguistic Reality for both Native and Non-native Speakers of English?
Lake Nona A Lobby Level (L)	BIH / 629 Bourgoin The Predictive Effects of L1 and L2 Early Literacy Indicators on Reading in Immersion	SLA / 646 Krenca The Acquisition of Grammatical Gender by French as a Second Language Learners Enrolled in French Immersion
Lake Nona B Lobby Level (L)	DIS / 630 Reddington "I'm Gonna Stop You Here": Managing Extended Student Tellings in Whole-Class Interaction	BIH / 647 Sun How Emergent Bilinguals Create Learning Opportunities during Classroom Interactions
Lake Sheen A Lobby Level (L)	DIS / 631 Rokni Built-In Learner Participation Potential of Locally- and Globally-Designed ELT Materials in Iran	COR / 648 Bouhlal Horst A contrastive corpus-based analysis of modality in Quebec's ESL textbooks
Lake Sheen B Lobby Level (L)	SOC / 632 Freitas Identity at Work: How a New Leader Constructed her Professional Identity during the First Eight Months of Leadership	SOC / 649 O'Neill The intercultural experience of multilingual professionals: A narrative study
Turkey Lake Lobby Level (L)	BIH / 633 Wood Sunderman Rodriguez Vocabulary Learning and Young English Language Learners (ELLs): Bridging to the First Language	COG / 650 Struys Can the bilingual advantage in executive functioning disappear? A longitudinal study into cognitive performance of bilingual children

	11:25 am - 11:55 am	12:00 pm - 12:30 pm
Clear Lake Lobby Level (L)	ASE / 651 Mancilla Polat Yagiz Predicting Academic Performance in Graduate Education: Investigating the Contributions of English Proficiency and Written Syntactic Complexity for Non-Native English Speakers	ASE / 674 Vu Predictive modeling of placement results in an English Writing Placement Test: A data mining approach
Conway Lake Lobby Level (L)	RWL / 652 Kraut The Development of L2 Reading Skills: A Case Study from an Eight-Week Intensive English Program Course	RWL / 675 Watson Deconstructing Text to Construct Meaning: Advanced Second Language Learners in a Reading Course

	11:25 am - 11:55 am	12:00 pm - 12:30 pm
Lake Concord A Lobby Level (L)	TEC / 653 Jung Kim Lee Cathey Whiddon Investigating Learners' Perceptions of oral CMC in the Foreign Language Classroom	TEC / 676 Reed Chen Internet-based Videoconferencing in a Cross-cultural Project
Lake Concord B Lobby Level (L)	RWL / 654 Candarli Metalinguistic Awareness of EFL Student Writers: a Case of Multi-Word Units	RWL / 677 Rott Writing Task Awareness and the Impact on Problem-Solving Behavior during Reading and Writing
Lake Down A Lobby Level (L)	DIS / 655 Ranker Young Students Uses Multimodal Statements in the Classroom and on the Playground: A Foucaultian Approach to Multimodal Discourse Analysis	LCS / 678 Bernstein Kearney Miss "XieXie" Goes to PreK and Joy "Speaks" Nepali: A repertoire approach to preschoolers' use and meta-use of multiple codes
Lake Down B Lobby Level (L)	COG / 656 Whiteleather Hamrick Declarative and procedural memory as individual differences in incidental second language learning	COG / 679 Miller Fox Playing with Fire: Effects of Hot Cognition on L2 Acquisition and Working Memory
Lake George A Lobby Level (L)	TEC / 657 Li Computer-Assisted vs. Classroom Instruction on Developing Reference Tracking Skills in L2 Chinese	TEC / 680 Jin Digital Socialization While Studying Abroad: Chinese Language Development on WeChat
Lake George B Lobby Level (L)	SLA / 658 Peker Effect of Bullying on English Language Learners' L2 Motivation and Possible Selves in the Process of Constructing Language Learner Identities	SLA / 681 Teimouri L2 Self-regulatory Functions: A new motivational perspective on how learners pursue their L2 goals
Lake Hart A Lobby Level (L)	BIH / 659 Wenk Marx Bilingual Benefits of Monolingual Writing Interventions? Supporting the Majority Language to Benefit the Heritage Language	BIH / 682 Hanson The motivation and learning outcomes of heritage learners as compared to second language learners in a university-level composition course
Lake Hart B Lobby Level (L)	RWL / 660 Jang Cheung Impacts of Translanguaging and Dyadic Interaction on Second Language Learning through Collaborative Writing among Young ESL Learners	RWL / 683 Lee Choe Task Complexity and the Use of Reformulation and Model Text in Writing
Lake Highland A Lobby Level (L)	SLA / 661 Endley Frear The Effectiveness of Different Quantities of Written Corrective Feedback Practice on the Accuracy of the Third Person Singular 'S' Structure	SLA / 684 Zhang The Effectiveness of Written Corrective Feedback on Explicit and Implicit Grammatical Knowledge of EFL University-level learners
Lake Highland B Lobby Level (L)	LCS / 662 Alruwaili 'A Good Muslim? So you cannot Ignore the Opportunity for Da'wah': Faith and EFL Learners' Practices of Choice and Autonomy	SOC / 685 Karimzad Code-switching, Optimality, and Rationality

	11:25 am - 11:55 am	12:00 pm - 12:30 pm
Lake Lucerne Lobby Level (L)	PED / 663 Le Rodgers Incorporating a frequency list of formulaic sequences into an EFL course: The effects of deliberate language-focused teaching	SLA / 686 Ding Investigating L1 Influence on L2 Collocation Processing among Chinese EFL Learners: A Mixed Methods Approach
Lake Mizell A Lobby Level (L)	DIS / 664 Kim A Microethnographic Study of Classroom Language and Literacy Practices in a Secondary ELL Classroom	TEC / 687 Knight Ofemile Crowdsourcing new communities of discourse: analysing human-computer interaction in different contexts
Lake Mizell B Lobby Level (L)	PED / 665 Sembiante Cavallaro Engaging Foreign Language Teacher Candidates in a Functional Linguistics Approach to Analyzing Language	TEC / 688 Wong From Evie to Silly Putty: Negotiating the Various Learning Spaces of a Grade Six Technology-Enhanced Classroom
Lake Nona A Lobby Level (L)	SOC / 666 Balam Semantic Categories and Gender Assignment in Monolingual versus Spanish/English Determiner Phrases	DIS / 689 Rintell Unnatural Conversations: Using Discussion-based Protocols for Reflecting and Acting on ELL Student Literacy Data
Lake Nona B Lobby Level (L)	DIS / 667 Matarese van Nijnatten Jacknick Client-initiated IREs in Social Work Interaction	PED / 690 Hall From Monolithic Accuracy to Plurilithic Usage: Reconceptualizing Grammar for English Teacher Education
Lake Sheen A Lobby Level (L)	TEC / 668 Alamir The L2 Performance of EFL Saudi Students during their Online Interactions with their Peers and Instructors	SLA / 691 Maloney The Interpretability Hypothesis: Learner sensitivity to gendered pronouns in English
Lake Sheen B Lobby Level (L)	CANCELLED	DIS / 692 Isaac Hamilton The Physical Environment as a Resource for Epistemic Transformation in Interactions between Art Museum Guides & Visitors Diagnosed with Dementia
Orlando II Lower Level (LL)	SPECIAL / 669 Lantolf DSSA: On the (In)Commensurability of Sociocultural Theory and Dynamic Systems Theory	
Orlando IV Lower Level (LL)	TEC / 670 Cabrero Gleason Vasseur Simulating study abroad with TalkAbroad™ videoconferencing technology	CANCELLED
Orlando V Lower Level (LL)	PED / 671 Newton Norany How Teachers Construct Task-Based Language Teaching (TBLT): The Reshaping of TBLT by Vietnamese and Malaysian EFL Teachers	PED / 693 Li Ellis Does Providing Explicit Instruction Enhance the Effects of Corrective Feedback on Learning in Task-Based Language Teaching?
Orlando VI Lower Level (LL)	PED / 672 Edwards Burns Identity, Emotion and Language Teacher Professional Development: A Case Study of the Impacts of Action Research	PED / 694 Wolff De Costa The Role of Emotions in Language Teacher Development

	11:25 am - 11:55 am	12:00 pm - 12:30 pm
Turkey Lake Lobby Level (L)	LCS / 673 Chatterjee "Being a bhadramahila: An ethnography of everyday lives of Bengali cultured women"	TXT / 695 Hallett Hospitable Vocabulary? A Critical Discourse Analysis of Phrasebooks
12:45 pm - 1:55 pm		
Orlando IV Lower Level (LL)	SPECIAL / 696 Grover Roderick An Introduction to Academic Book Publishing	
Orlando V Lower Level (LL)	SPECIAL / 697 Connor-Linton Applying for and Nominating Colleagues for AAAL Awards	
Orlando VI Lower Level (LL)	SPECIAL / 698 Tancock An Introduction to Writing in Academic Journals: How to Get Published	
2:00 pm - 2:30 pm	**2:35 pm - 3:05 pm**	**3:10 pm - 3:40 pm**
Clear Lake Lobby Level (L)	ASE / 699 Liu Huang Using Generalizability Theory to Examine the Scoring Reliability, Validity and Fairness of a Large-scale Standardized EFL Writing Assessment in China	ASE / 722 Yan Staples Investigating the scalability of lexico-grammatical complexity as construct validity evidence for the ECPE writing tasks: A multidimensional analysis	ASE / 737 Malone Llosa Donovan Is writing on the TOEFL really the same as writing in college: Evidence from quantitative and qualitative data
Conway Lake Lobby Level (L)	ASE / 700 Wagner Oral Proficiency as a Predictor of Teaching Competence: Can TOEFL iBT Speaking and Listening Scores Predict Student Evaluations?	ASE / 723 Kang Moran Thomson The Thresholds of Intelligibility in Different Varieties of World Englishes	ASE / 738 Kley 'Maintaining intersubjectivity' as one feature of interactional competence in the co-constructed paired oral test discourse of low-level learners
Lake Concord A Lobby Level (L)	SLA / 701 Pozzi Gallego The Development of Regional Features by L2 Learners of Spanish in Argentina: The Case of Vos	SLA / 724 Mirisis The Effect of Speech Style on L2 Acquisition of Italian Voiceless Stops	SLA / 739 Andria The Effect of Stays Abroad on L1 Patterns Restructuring: The Case of Spanish/Catalan L1 Learners of Greek
Lake Concord B Lobby Level (L)	RWL / 702 Elder "Dear OWL Mail": Exploring Writers' Online Inquiries about Writing	RWL / 725 Teng Zhang Exploring Self-regulated Learning (SRL) Strategy Instruction for Improving L2 Writing Proficiency	CANCELLED
Lake Down A Lobby Level (L)	EDU / 703 Shin Academic Language Development in the Mathematics Classroom	EDU / 726 Mellom Garcia Portes Impact of Collaborative Dialogue on English L2 students' Language and Content Learning	EDU / 740 Young Interactional Spaces that Promote Increased Language Complexity in Linguistically Diverse Classrooms: A Functional Approach to Integrating Language and Content
Lake Down B Lobby Level (L)	SOC / 704 Glodjo Transcultural Hashtags: A Sociolinguistic Analysis of Trending Topics in Digital Spaces	CANCELLED	TEC / 741 Alageel Multilingualism, Diaspora, and Globalization: Language Repertoires in Social Media

	2:00 pm - 2:30 pm	2:35 pm - 3:05 pm	3:10 pm - 3:40 pm
Lake George A Lobby Level (L)	ASE / 705 Suvorov Gruba An argument-based evaluation of blended learning in a university-level English language program	ASE / 727 Decker Cox Egbert Effects of Changing TOEFL Cut-off Scores: The Impact of Raising the Bar	ASE / 742 Lo Stabler-Havener An LOA Approach to Understanding the Nature of Peer Assessment and Learning in Group Discussion
Lake George B Lobby Level (L)	RWL / 706 Vecchia Haitian Immigrant Students' First Language Use When Writing in a U.S. College Composition Course	RWL / 728 Williams Translingualism in Composition Studies and Second Language Writing: A Possible Alliance?	RWL / 743 Harris Should I Use Spanish or English to Write My Essay?: Language Use and Text Quality in Foreign Language Writing
Lake Hart A Lobby Level (L)	SLA / 707 Rogers Working memory, Awareness, and the Development of Implicit and Explicit Knowledge	SLA / 729 Young A Sociocognitive Perspective on Metalinguistic Awareness: Case Studies of Four Low-literate Adult ESL Learners	SLA / 744 Tode Effects of Construal Awareness on the Learning of Typologically Different Second Language Grammar
Lake Hart B Lobby Level (L)	CANCELLED	RWL / 730 Encinas Thomas – Ruzic Trajectories towards Bi-literacy, Authorship and Mentoring: A Longitudinal Study of Five Mexican Graduate Students in English Language Teaching	RWL / 745 Kaiper "I can read and write in Zulu, but I am illiterate": Conceptions of Literacy in South African Adult Basic Education
Lake Highland A Lobby Level (L)	SLA/ 708 Shahnazari The Interplay between Working Memory Capacity and Type of Corrective Feedback in Production of Modified Output and L2 Development	SLA / 731 Suzuki Written corrective feedback: Does the type of feedback, linguistic target or timing make a difference?	SLA / 746 Sato The effectiveness of corrective feedback in video-based synchronous computer-mediated communication
Lake Highland B Lobby Level (L)	SLA / 709 Muñoz Age, FL Proficiency, and Familiarity with Reading L1 and FL Subtitles. An Eye-Tracking Study	SLA / 732 Godfroid Ahn The Development of Implicit and Explicit Knowledge of Language: A Comparison of Eye-movement Patterns and Retrospective Verbal Reports.	SLA / 747 Revesz Michel Lee An exploration of the relationships between writing behaviors, text quality, and working memory using keystroke logging, eye-tracking and text analysis
Lake Lucerne Lobby Level (L)	REM / 710 Cannon Participatory Research and Performativity in Applied Linguistics: Youth, Meaning Making, and Multimodality		
Lake Mizell A Lobby Level (L)	RWL / 711 Paugh Disciplinary Literacy in Engineering		
Lake Mizell B Lobby Level (L)	RWL / 712 Ruecker Exploring the Impact of the Common Core on Literacy Instruction for English Language Learners		
Lake Nona A Lobby Level (L)	EDU / 713 Subtirelu Re-thinking pragmatism in international teaching assistant preparation and policy: An analysis of ideology in student representations of ITAs	EDU / 733 Kasztalska The Impact of World Englishes on the Professional Identity and Pedagogical Practice of International Teaching Assistants in the Composition Classroom	TEC / 748 Lima The Supra Tutor: Development and Evaluation of Online Pronunciation Instruction for International Teaching Assistants' Comprehensibility

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Lake Nona B Lobby Level (L)	PED / 714 Xu Group Interaction Strategy Training and Improved Small-group Oral Interaction in EFL Classrooms	DIS / 734 Hasegawa A Preliminary Analysis of Overlapping Talk in Peer Interaction: Cases from the Japanese Language Classroom	SLA / 749 Wang Using learners' perceptions of classroom interactions in the target language to predict willingness to communicate and communication behavior
Lake Sheen A Lobby Level (L)	BIH / 715 Rincon Co-Constructing Authority, Agency, and Language Ideology: An Interactional Perspective on Multilingual Approaches to First-Year Composition	EDU / 735 Coffey Taylor Reconceptualising Structure and Agency in Investigating Student Choice to Study Foreign Languages	PED / 750 Michelson Signs of learning: applying Kress' design theory to foster agency in the FL classroom
Lake Sheen B Lobby Level (L)	DIS / 716 Park "So What's the Difference?": L2 Writers' Use of Questioning as Advice Resistance	CANCELLED	PED / 751 Lee Ahn Promoting Intercultural Communicative Competence in Higher Education
Orlando II Lower Lobby (LL)	EDU / 717 Smolcic Building a Theory of Teacher Interculturality: Investigating Immersion Field Experiences in Culturally and Linguistically Different Spaces		
Orlando IV Lower Lobby (LL)	EDU / 718 Miller Explicit focus on language in the teaching of disciplinary writing		
Orlando V Lower Lobby (LL)	EDU / 719 Mihai Integrating Service-learning into Applied Linguistics: Practices, Challenges and Results		
Orlando VI Lower Lobby (LL)	PED / 720 Teemant Exploring K-12 Teacher Identity, Power, and Agency for Educating English Learners		
Turkey Lake Lobby Level (L)	PED / 721 Hammill The Challenges of "Community" for EAP Students	SOC / 736 Crowther The Blurred Line Between Language Learner and Language User: Navigating the Journey from the Language to the Undergraduate Classrooms	SOC / 752 Mossman bisous XXX: From Mauritius with Love

3:40 pm - 5:00 pm

Orlando Ballroom Foyer	SPECIAL Reflections on AAAL 2016 / Closing Reception

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ORLANDO 2016
Applied Linguistics Applied

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Applied Linguistics Applied

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Distinguished Scholarship and Service Award

The Distinguished Scholarship and Service Award 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 winner of the 2016 Award is James Lantolf.

James Lantolf is the Greer Professor of Language Acquisition and Applied Linguistics in the Department of Applied Linguistics at The Pennsylvania State University. He directs the Center for Language Acquisition in the College of the Liberal Arts and has served as Director of CALPER since 2002. His research focuses on a wide number of theoretical issues in sociocultural theory and second language learning.

Professor Lantolf has published widely in the area of applied linguistics. His recent publications include the following: _Conceptual knowledge and instructed second language learning: A sociocultural perspective_. In S. Fotos, & H. Nassaji (Eds., 2007), _Form focused instruction and teachers education: Studies in honour of Rod Ellis_ (Oxford University Press); _Re(de)fining language proficiency in light of the concept "languaculture."_ In H. Byrnes (Ed., 2006), _Advanced language learning. The Contributions of Halliday and Vygotsky_ (Continuum); and _Sociocultural theory and second language learning: State of the art_, which appeared in Studies in Second Language Acquisition (2006). His recent co-authored publications include those with M. E. Poehner (2014), _Sociocultural theory and the pedagogical imperative in L2 education_ (Routledge); with B Centeno-Cortes (2006), _Internalization and language acquisition_. In B. Tomlinson (Ed.), _Language acquisition and development: Studies of learners of first and other languages_ (Continuum); with S. L. Thorne (2006), _Sociocultural theory and the genesis of L2 development_ (Oxford University Press); and with E. J. Negueruela, E. J. (2006), _A concept-based approach to teaching Spanish grammar_. In R. Salaberry, & B. Lafford (Eds.), _Spanish second language acquisition: State of the art_ (Georgetown University Press).

Professor Lantolf has served on the executive committee of AAAL. He was also co-editor of _Applied Linguistics_ (Oxford University Press) from 1993 to 1998, and is currently serving as founding editor of the journal _Language and Sociocultural Theory_ (Equinox). In addition, he has been on the editorial board of twenty-two academic journals. The nominators characterized Dr. Lantolf's impressive record by stating, "Through these offices, his editorship, and numerous less visible contributions, he has promoted the welfare and growth of the Association for more than two decades with energy and commitment."

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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 2016 Graduate Student Award winners are:
Alireza Sobhanmanesh, *University of Ottawa for the Wilga Rivers Award*
Beth Dillard Paltrineri, *University of Minnesota for the Multilingual Matters Award*
Geoffrey Pinchbeck, *University of Calgary for the ETS Award*
Laura Vilkaite, *University of Nottingham*
Andrea R Leone-Pizzighella, *University of Pennsylvania*
Virak Chan, *University of Texas at San Antonio*

The award will be presented by Matt Prior on Sunday, April 10 at 11:25 AM in Orlando II.

AAAL Book Award

In 2016, AAAL is bestowing its inaugural 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 2016 AAAL Book Award winner is **Suresh Canagarajah**, The Pennsylvania State University; *Translingual Practice: Global Englishes and Cosmopolitan Relations*; Publisher: Routledge

Finalists: The Language of Murder Cases: Intentionality, Predisposition, and Voluntariness Author: Roger W. Shuy, Georgetown University; Publisher: Oxford University Press, and *Second Language Learning in the Early School Years: Trends and Contexts* Author: Victoria A. Murphy, University of Oxford; Publisher: Oxford University Press

The award will be presented by Francis Hult, Committee Chairperson on Sunday, April 10 at 5:25 PM in Orlando II.

AAAL Dissertation Award

In 2016, AAAL is bestowing its inaugural Dissertation Award to acknowledge 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 2016 AAAL Dissertation Award winner **Katie Bernstein**, *Arizona State University*.

Finalists: Ji Min Kahng, Northeastern Illinois University, and Sara Kangas, University of Pennsylvania

The award will be presented by Jamie Schissel, Committee Chairperson, on Monday, April 11 at 5:25 PM in Orlando II.

Please check the program for the times, dates, and locations of our awardees' presentations.

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HART
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HART
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LUCERNE

LAKE
GEORGE
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GEORGE
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DOWN
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LAKE
HIGHLAND
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HIGHLAND
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LAKE
MONROE
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LAKE
MONROE
B

LAKE
SHEEN
B

LAKE
SHEEN
A

Floor Plan Lobby Level

LAKE
FLORENCE
A

LAKE
FLORENCE
B

LAKE
NONA
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LAKE
NONA
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LAKE
LOUISE
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LAKE
LOUISE
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VIRGINIA
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A/V
STORAGE

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LAKE
MIZELL
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FLOOR TO CEILING WINDOW

FLOOR TO CEILING WINDOWS

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13 Business Center/UPS Store
14 Lake Meeting Rooms
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B 24-hr Fitness Center
C Poolside Cabanas
D Basketball Court
E Waterslide
F Volleyball Court
G Lazy River
H Tropic's Pool Bar & Grill
I Main Pool
J Entrance to Pool & Recreation
K The Bistro
L Quiet Pool
M Poolside Cabanas
N Putting Green/Jogging Track
O Tennis Court
P Escalator to Group Arrival Area
Q Orlando Ballroom
R Orange Ballroom
S Florida Ballroom
T The Promenade
U Key West (March 2016)
V Key Largo (March 2016)
W Loading Dock

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AAAL will be using the Orlando Ballroom (Q) area on the Lower Lobby

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