

# AAAL

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS

*Abstract  
Summaries*



*2016 Annual Conference*

April 9 - 12, 2016

Hilton Orlando  
Orlando, Florida

**001. Publisher Exhibit Grand Opening**

AAAL Annual Conference  
Special Session  
9:00 to 10:00 am  
Hilton Orlando: 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.

Session Organizer:

Kathleen M. Bailey, Middlebury Institute of International Studies at Monterey

**002. Beyond transcription and analysis: Heuristic methodological recommendations for using video data in studying multimodal classroom interaction**

Research Methods  
Paper  
10:10 to 10:40 am

Hilton Orlando: Clear Lake

Drawing on recent studies of classroom interaction, we first examine how recording technologies shape analytic opportunities. As a model for future research, we then offer a newly-developed online resource that enables one to analyze simultaneously employed modalities and multiple perspectives and to use corpus-driven tools for searching across cases.

Presenters:

Daisuke Kimura, The Pennsylvania State University  
Joan Kelly Hall, The Pennsylvania State University  
Taiane Malabarba, UNISINOS

**003. Linguaging Blackness in Study Abroad Classroom Interactions**

Analysis of Discourse and Interaction  
Paper

10:10 to 10:40 am

Hilton Orlando: Conway Lake

Two episodes of classroom interaction illustrate the enactment of the race, gender, and social class identities of a female African American college student learning Portuguese in an Afro-Brazilian city. How she speaks her blackness in Portuguese, learning outcomes, and implications of exploring race in classrooms and study abroad are addressed.

Presenter:

Uju Anya, University of Southern California

**004. Immigrant Parents' Language Brokering Practices: An Analysis of Interlingual and Intralingual Brokering**

Language, Culture, and Socialization  
Paper

10:10 to 10:40 am

Hilton Orlando: Lake Concord A

This paper examines the language-brokering practices of 20 Korean and Mexican immigrant parents as they mediate linguistic and cultural norms and expectations for their children in familial, academic, and social domains. Patterns of intralingual and interlingual brokering illuminate how parents with limited English proficiency support their children's linguistic and cultural development.

Non-Presenter:

Meghan Nicole Corella Morales, University of California, Santa Barbara

Presenter:

Jin Sook Lee, University of California, Santa Barbara

**005. "That's not quite the right word:" Dynamic Assessment and Mutual Growth from Asynchronous Online Negotiating Feedback**

Assessment and Evaluation  
Paper

10:10 to 10:40 am

Hilton Orlando: Lake Concord B

Informed by Vygotskian sociocultural theory, this study shows negotiating feedback through dynamic assessment and mediation facilitates collaborative engagement and mutual growth between teachers and students. Using discourse analysis and case study methods, this study found strategic use of feedback acts enables feedback process to serve both evaluative and instructional purposes.

Non-Presenter:

Melinda Martin-Beltran, University of Maryland College Park

Presenter:

Pei-Jie Jenny Chen, University of Maryland College Park

**006. A critical examination of the medium-of-instruction policy in Cambodian higher education**

Language Planning and Policy  
Paper

10:10 to 10:40 am

Hilton Orlando: Lake Down A

This research examines medium-of-instruction policies in Cambodian higher education and their contexts for implementation. Data include policy documents, classroom observations, and interviews with university administrators, instructors, and students. A nexus analysis of data highlights issues regarding the policies in post-colonial and developing countries including nationalism, modernism, hegemony and social inequality.

Presenter:

Virak Chan, University of Texas at San Antonio, Bicultural Bilingual Studies Department

**007. Regional Dialects, Language Attitudes, and Identity Transformation: Southeast Asian Marriage-migrant Women in Korea**

Language and Ideology  
Paper

10:10 to 10:40 am

Hilton Orlando: Lake Down B

Through ethnographic observations and interviews with marriage-migrant women, this study focuses on how the attitudes of native speakers of Korean toward L2 Korean speakers' dialectal varieties affect the marriage-migrants' own language attitudes and identity construction. This study also highlights how their identities have structured their participation in L2 communities.

Presenter:

Mi Yung Park, University of Auckland

**008. Teaching Americans in The "American" Way: Academic Socialization of Study Abroad Instructors and Program Administrators**

Language, Culture, and Socialization  
Paper

10:10 to 10:40 am

Hilton Orlando: Lake George A

study abroad programs in two different countries (China and Germany respectively). We focus on academic socialization among local instructors and administrators who received American students. Our findings show how some of them became socialized into particular ways of teaching “Americans”.

Presenters:

Janice McGregor, Kansas State University

Wenhao Diao, University of Arizona

**009. The Resolution of Ambiguity: What Can It Tell Us about Prepositional Metaphors and Metaphoric Structuring?**

Language and Cognition

Paper

10:10 to 10:40 am

Hilton Orlando: Lake George B

We asked whether priming participants with either containment or support relations would cause them to resolve an ambiguous target statement using the lexical item in or on, respectively, and found that prepositional metaphors (in love) might not be conceptually connected to their spatial counterparts (a flower in a vase).

Presenters:

Brooke O. Breaux, University of Louisiana - Lafayette

Iesha King, University of Louisiana - Lafayette

**010. Capturing Herder: A methodological comparison of corpus-based approaches to language ideologies**

Language and Ideology

Paper

10:10 to 10:40 am

Hilton Orlando: Lake Hart A

This study examines the relative effectiveness of different quantitative techniques (keyword, collocation, exploratory factor, and cluster analyses) in use in corpus-based language ideology research and proposes a three-step approach whereby corpus linguistics and critical discourse analysis are combined to identify 1) small ‘d’, 2) big ‘D’ discourses, and 3) language ideologies.

Presenter:

Adnan Ajsic, N/A

**011. Corrective feedback and dynamic assessment: Comparisons from an Activity Theory perspective**

Analysis of Discourse and Interaction

Paper

10:10 to 10:40 am

Hilton Orlando: Lake Hart B

This paper investigated how corrective feedback (CF) and dynamic assessment (DA) were realized as goal-oriented actions by an English-as-a-Foreign-Language teacher. Analysis of lesson recordings, stimulated recall sessions, and lesson plans revealed that DA involved various operations not present in CF, such as tracking students’ progress to diagnose L2 development.

Presenters:

JOSE HERAZO, Universidad de Cordoba

Kristin J Davin, Loyola University Chicago

Ana María Sagre, Universidad de Córdoba

**012. Interlanguage of nominal agreement of Dutch L2 learners of Spanish**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:10 to 10:40 am

Hilton Orlando: Lake Highland A

It is the purpose of this study to understand and describe the non-target-like structures in the interlanguage of nominal agreement in written production by Dutch L2 learners of Spanish.

Presenter:

Paz Gonzalez, University of Leiden

**013. Academic Achievement and Language Development in Early Total Mandarin Immersion Education**

Bilingual, Immersion, Heritage, and Minority Education

Paper

10:10 to 10:40 am

Hilton Orlando: Lake Highland B

How effective is language immersion education when the writing systems of the instructional languages differ greatly? This study investigated the academic achievement and Mandarin proficiency of 492 English-proficient students in three U.S. immersion programs in which K-2 students were taught initial literacy and all core subject matter in Mandarin.

Presenter:

Tara Williams Fortune, University of Minnesota

**014. A Self-Paced Reading Account of Changes in Spanish O-clitic VS Sentence Processing in an Immersion Context**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:10 to 10:40 am

Hilton Orlando: Lake Lucerne

This self-paced reading experiment examined whether a 5-week Study Abroad program promoted O-clitic VS sentence development amongst English-speaking advanced learners of Spanish. We discuss, in terms of accuracy and latency, whether sensitivity to specific agreement mismatches between the clitic and the verb (i.e., singular-clitic; plural verb) helps overcome word order bias.

Presenters:

Silvia Marijuan, California Polytechnic State University at San Luis Obispo

Cristina Sanz, --georgetown university

**015. Living Constructionism in Methods and Methodology: Locating the Researcher in Research**

Research Methods

Colloquium

10:10 to 11:50 am

Hilton Orlando: Lake Mizell A

This colloquium examines researcher identity by focusing

on the methodological concerns of four researchers within a constructionist frame. The presenters raise questions about how constructionist orientations to methods and data intersect with the lived production of research narratives, particularly for case study, transcription/translation, researcher participation in analysis, and participant observer/listener.

Discussant:

Meike Wernicke, --University of British Columbia

Participants:

The 'Case' in Space: Representing Multiple Case Study in Applied Linguistics Ryan Deschambault, --University of British Columbia

Working from the premise that "case study is more than just the description of a person or linguistic site" (Duff, 2014), I use the example of my own research to argue that a 'category as case' approach offers the potential for moving beyond conventional multiple-case study in applied linguistics.

Cross-Linguistic Data: Transcribing/Translating and Representation Bong-gi Sohn, University of British Columbia

While acknowledging that transcribing and translating cross-linguistic data requires multiple levels of entextualization, this study demonstrates how the research purposes, theoretical orientation, and the researcher-audience relationship facilitate certain kinds of orthographic representation choices and thus call for more reflexive stances in generating, entextualizing, and reporting of data.

Making Relevant the Researcher's Role in Analyzing Language Teachers' Narrative Identity: An MCA Perspective Rae-Ping Lin, University of British Columbia

Applying membership categorization analysis, this presentation examines how a researcher's cultural knowledge plays a role in interpreting EFL teachers' identity orientations. Analysis centers on how the researcher's insider knowledge about English education and language ideology in the studied context jointly constructs the meanings of identity categories oriented to by participants.

Listening Closely to Ethnographic Experience: An Auditory Account of Multimodal, Drama-Based ESL Classroom Practice Won Kim, University of British Columbia

This presentation chronicles a shift in a differently-abled researcher's positioning from participant observer to participant listener. It provides a reflexive/reflective account of how listening mediated the generation/interpretation/representation of multimodal ethnographic data and how the account of what was heard/felt could be construed as a legitimate way of developing ethnographic

understanding.

Session Organizer:

Meike Wernicke, --University of British Columbia

### **016. Teletandem vs. Face-to-Face in the L2 classroom: The issues of working memory, complexity, accuracy, and fluency**

Language and Technology

Colloquium

10:10 to 11:50 am

Hilton Orlando: Lake Mizell B

This colloquium seeks to address both the paucity of empirically supported evidence for the benefits of Teletandem on L2 development and the absence of empirical comparisons between this medium and the traditional FTF exposure in relation to complexity, accuracy, and fluency, as observed on two oral production tasks. [48 words]

Participants:

1. Teletandem studies in in the L2 classroom: A critical overview Jongbong Lee, Michigan State University

This paper provides a critical overview of studies on the use of Teletandem in the L2 classroom. Overall findings reveal that future research on Teletandem is needed to address L2 development, especially in comparison to traditional FTF dyads in the L2 classroom and type of oral production tasks. [48 words]

2. Does working memory 'work' in Teletandem? A study on accuracy and complexity alexandra martin, Georgetown University

This study investigates the effects of working memory capacity and type of medium (Teletandem vs. FTF) on accuracy and complexity of 24 advanced L2 learners' oral production on two different types of oral production tasks. Data were also analyzed to examine a potential trade-off effect between accuracy and complexity. [49 words]

3. Does type of medium (Teletandem vs Face-to-Face) make a difference in advanced L2 learners' oral fluency? Angela Donate, Georgetown University

The present study examined the effects of type of medium (Teletandem vs. FTF) on the oral performance of 66 advanced L2 learners of Spanish over time. Temporal phenomena and repairs were compared in two different tasks performed by participants in the two modalities in a pretest-posttest design. [47 words]

4. Does, um, the medium, uh, matter? Measuring fluency through filled pauses (FP) in Face-to-Face and Teletandem communicative groups Celia Zamora, Georgetown University

This study investigates the production of FPs by Spanish L2 learners in two types of oral tasks and compares their frequency based on the type of task performed and whether they participated in

FTF or Teletandem dyads. Pedagogical implications on medium of exposure effects on fluency will be discussed. [50 words]

5. Let's pause for processing: Measuring accuracy, or not, after filled pauses (FP) Allison Caras, Georgetown University

This study investigates whether longer FPs are correlated with accuracy in L2 learners' production in two types of oral tasks and whether the medium, FTF or Teletandem, has a differential effect. The study also examines type of oral productions (lexical versus grammatical) following FP and depth of processing during FP.

Session Organizer:

Ronald Leow, Georgetown University

**017. (Mis)Applications of Eta- and Partial Eta-Squared in L2 Research: Caution Required**

Research Methods

Paper

10:10 to 10:40 am

Hilton Orlando: Lake Nona A

The article targets the confusion between two effect size measures, eta- and partial eta-squared in L2 research. Conceptualization, evidence, and consequences as regards this confusion are systematically reviewed. Finally, the bird's eye perspective offered helps preventing misinterpretations that compromise L2 theory development with respect to these two effect size measures.

Presenter:

Reza Norouzian

**018. Japanese as a foreign language learners' response to Vygotskian dialogic CF in L2 writing**

Reading, Writing, and Literacy

Paper

10:10 to 10:40 am

Hilton Orlando: Lake Nona B

The present study explores the effectiveness of corrective feedback (CF) in L2 writing through a case study of Japanese learners who received Vygotskian dialogic CF in their compositions. The results suggest that dialogic CF encourages L2 learners to exercise agency, which in turn appears to motivate learning from feedback.

Presenter:

Mizuki Mazzotta, Georgia State University

**019. An eye-tracking investigation of incidental collocation learning during reading**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:10 to 10:40 am

Hilton Orlando: Lake Sheen A

This study used eye-tracking to examine the incidental acquisition of collocations while reading, and to explore their on-line processing across multiple exposures. Results showed that collocations can be learnt

incidentally and that there is a significant effect of repetition which is reflected in the speed with which collocations are read.

Presenters:

Ana Pellicer-Sanchez, University of Nottingham  
Anna Siyanova-Chanturia, Victoria University of Wellington

**020. Selective use of speech levels in performing facework: a comparative study of Korean and Japanese**

Analysis of Discourse and Interaction

Paper

10:10 to 10:40 am

Hilton Orlando: Lake Sheen B

This study illustrates the use of informal register in a formal situation in Korean conversation. An analysis of talk in a radio talk show reveals that informal register is strategically used to perform various types of facework. A comparison is made with the case of Japanese conversation.

Presenters:

Gahye Song, Columbia University  
Junko Takahashi, Teachers College, Columbia University

**021. What Counts as Multilingualism in Education? Language Ideologies in 'Mother Tongue Based-Multilingual Education' Policies and Practices**

Language Planning and Policy

Colloquium

10:10 to 11:50 am

Hilton Orlando: Orlando II

This panel examines the question of what counts as multilingualism in the mother-tongue-based multilingual education policy and practices in four Asian countries—Timor-Leste, the Philippines, Nepal, and Indonesia. The panel members analyze how ideologies shape the MTB-MLE policy and practices and examine whether or not the policy challenges hegemonic ideologies.

Participants:

Language Ideologies and Flexible Multilingualism in Philippine Classrooms Jayson Parba, University of Hawai'i at Manoa

This paper examines language ideologies that shape both the Mother Tongue-Based Multilingual Education (MTB-MLE) policy and the language practices in Philippine classrooms. Conducted in an elementary school, this ethnographic study shows that Filipino teachers' understanding of multilingualism reproduces the ideology separate monolingualism or fixed multilingualism.

MTB-MLE in Timor-Leste and its Bidirectional Relationship with Language Ideologies Melody Ann Ross, University of Hawai'i at Manoa

This paper highlights the importance of well-planned MTB-MLE program socialization by

examining the challenges of misinformation and language-negative ideologies faced by the MTB-MLE program in Timor-Leste. MTB-MLE programs that benefit from national language policies and successful implementation are positioned to encourage fact-based, language-positive ideologies and promote social change.

From Linguistic Nationalism to Linguistic Neoliberalism: Impacts of Language Ideologies in Multilingual Education Policies and Practices in Nepal Prem Phyak, University of Hawaii at Manoa  
This presentation analyzes language ideologies that shape multilingual policies and practices in a rural school of Nepal. I argue that it is necessary to have an ideological clarification at macro, meso and micro levels to ensure an equitable language policy that gives equal space for indigenous languages and language practices

The Place of Javanese Language Education: A View from Two Schools in Yogyakarta, Indonesia Lusiana Marlina Nurani, Arizona State University  
This presentation discusses findings from an ethnographic study that was conducted to examine the national and local language policy and planning (LPP) accommodation and pedagogical practices in two middle schools in the Province of Yogyakarta, Indonesia. The presentation focuses on the place of the Javanese language in formal education setting.

Session Organizer:

Prem Phyak, University of Hawaii at Manoa

**022. Costs and Benefits, Investments and Returns: Neoliberal Calculations behind Language Instruction in International Cooperation Contexts**

Language Planning and Policy

Colloquium

10:10 to 11:50 am

Hilton Orlando: Orlando IV

This panel explores the rich sociolinguistic milieu of language instruction within international cooperation projects, focusing on neo-liberal discourses of costs-and-benefits. Various actors – organizational personnel, fieldworkers, and the host community – create, circulate, and challenge neoliberal discourses of language instruction in the international development context.

Participants:

Spiritual Solidarity and Practical Benefits: Role of Japanese Language Education in Japan's Nikkei Diaspora Strategies Kyoko Motobayashi, Ochanomizu University

This paper analyzes how Japanese language education is situated in this emigration-development nexus, focusing on the discourse of utilizing Nikkei population as human resources. Discourse analysis of official documents and interviews with administrative staff at Japan's international cooperation agencies reveals this

resource-oriented discourse and language ideologies behind it.

Obstacles to Non-English Use in an International Organization: Rebalancing the Equation Thor Sawin, Middlebury Institute of International Studies at Monterey

Despite strongly-held beliefs and organizational policies, informal yet powerful cost-benefit analyses worked against the use of local languages in one international organization and led to overreliance on English as a “natural” and “efficient” medium for communication, ignoring the complex role and indexical meanings of English in local linguistic ecologies.

Whose Discourses?: Nationalism, Neoliberalism, and Community Voices in Tanzanian Language Education Monica Shank, OISE, University of Toronto

This paper engages the tensions between nationalism and neoliberalism in Tanzanian language education policy and discourses, examining the role of international actors in shaping language education. Through interviews and observations at Swahili-medium and English-medium schools, this paper explores how community discourses both reflect and reject dominant nationalist and neoliberal discourses.

Aid and Development Work in Bilingual Migrant Communities in the Dominican Republic: A Language Policy Challenge Ian Matthew Michalski, Indiana University

This paper investigates three international development organizations working in the Dominican Republic and the discursive means by which administrators construct a neoliberal costs and benefits argument with respect to the diverse linguistic needs of the communities they serve, juxtaposed with the challenge of maintaining a multilingual staff of development professionals.

Session Organizer:

Kyoko Motobayashi, Ochanomizu University

**023. The effectiveness of explicit instruction in L2 grammar learning: The roles of instruction type and feature type**

Second and Foreign Language Pedagogy

Colloquium

10:10 to 11:50 am

Hilton Orlando: Orlando V

This colloquium contributes to key debates on the effectiveness of explicit instruction in L2 learning, bringing together original insights into a) how differences in the type and timing of explicit instruction influence learning, b) different roles for explicit information and practice, c) systematic comparisons of effectiveness for different target features.

Participants:

Effects of timing of explicit instruction on accuracy in writing by L2 learners with different linguistic knowledge Natsuko Shintani, University of Auckland

The study examined the effects of the timing and online accessibility of explicit instruction on L2 writing. It suggested that lower proficiency learners benefited from pre-writing explicit instruction, while higher proficiency learners benefited more from opportunities to revise their text based on the information.

An investigation of explicitness of instruction, individual differences, and outcome measures in SLA Harriet Bowden, University of Tennessee

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

Examining the effectiveness of explicit instruction about the L1 in L2 grammar learning: Evidence from offline and online measures Kevin McManus, University of York

This paper examines how differences in the type of explicit instruction (with and without L1 explicit information and practice) impact offline performance and online processing. All measures showed significant and long-lasting (at 12 weeks) advantages only when explicit instruction was about the L2 and the L1.

Explicit instruction in L2 grammar learning:

Interaction of form complexity, treatments and outcome measurements. Goretti Prieto Botana, University of Southern California; Robert DeKeyser, University of Maryland

An experiment consisting of comprehension and production tasks investigated the differential effects of inductive and deductive treatments on the acquisition of structures of differing difficulty. Findings suggest that with less complex structures inductive treatments are effective, whereas a deductive approach becomes necessary with complex linguistic targets.

Session Organizer:

Emma Marsden, University of York

#### **024. Second Language Teacher Motivation, Autonomy, and Development in the Far East**

Language, Culture, and Socialization  
Colloquium

10:10 to 11:50 am

Hilton Orlando: Orlando VI

In this colloquium, second language teacher motivation, autonomy and development will be explored across

similar cultural classroom environments in Japan, China, and South Korea using diverse methodological and theoretical approaches. Each context reveals particular findings reflecting its specific sociocultural background, while offering meaningful messages for second language teaching worldwide.

Discussant:

Maggie Kubanyiova, University of Birmingham

Participants:

L2 Teacher Motivation, Autonomy, and Development in the Far East Focusing on similarities and differences: A dynamic systems theory perspective Yoshiyuki Nakata, Doshisha University, Kyoto; Yuzo Kimura, University of Toyama

This presentation will address teacher motivation and teacher autonomy from a dynamic systems theory perspective. Followed by a theoretical review, longitudinal qualitative interview data from Japan, China, and South Korea will be presented to describe the particularities and similarities of teacher motivation and teacher autonomy among EFL high school teachers.

New EFL Teachers' Initial Working Motivation and Demotivation in South Korea Tae-Young Kim, Chung-Ang University, Korea; Youngmi Kim, Chung-Ang University

This presentation explores Korean EFL teachers' initial career motivation and demotivation using quantitative analysis of a questionnaire survey. The results suggest that L2 teachers experience demotivation in their teaching from the gap between their initial career motives and their actual teaching situations. Implications for L2 teacher education are also considered.

Exploring the Impact of Group Lesson Discussions on Beliefs and Practices of Six High School EFL Teachers in China Luxin Yang, National Research Center for Foreign Language Education, Beijing Foreign Studies University; Lian Zhang, Beijing Foreign Studies University, China

This study examined how a group of EFL high school teachers gradually adapted to Chinese curriculum reform and made progress in the quality of their teaching through their participation in group lesson discussions, which allowed the teachers to share various resources and exchange ideas regarding the teaching of EFL.

Session Organizer:

Yuzo Kimura, University of Toyama

#### **025. Cross-Linguistic Syntactic Priming in Bilinguals: Priming of the Subject-to-Object Raising Construction between English and Korean**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:10 to 10:40 am

Hilton Orlando: Turkey Lake

This study provides evidence that syntactic representations can be shared between languages in bilinguals independently of surface word order difference, reporting a robust cross-linguistic priming of the subject-to-object-raising construction in balanced Korean-English bilinguals.

Presenter:

Yoonsang Song, Georgetown University

**026. Toward a Systematic Transcription of Gesture in Conversation Analysis Research**

Research Methods

Paper

10:45 to 11:15 am

Hilton Orlando: Clear Lake

Drawing upon the Corpus of English for Academic and Professional Purposes (CEAPP) and utilizing interactional classroom data, this presentation seeks to offer a systematic representation of the transcription of gesture designed for Conversation Analysis (CA) research.

Previous gesture research as well as classifications from American Sign Language will be incorporated.

Presenter:

Michael Amory, The Pennsylvania State University

**027. Evaluations of Foreign Accented Speech: The Role of Speech Signal Characteristics vis-à-vis Racial Stereotyping.**

Language, Culture, and Socialization

Paper

10:45 to 11:15 am

Hilton Orlando: Conway Lake

This study examines how specific properties of the speech signal (i.e., pitch and temporal fluency) affect listeners' evaluative judgments of L2 speech. Individual differences in listener experience with foreign accented speech are also considered to reveal the relative influence of linguistic stereotyping on judgments of L2 accented speech.

Presenter:

Ron Thomson

**028. "Imperfect" Language Socialization**

Language, Culture, and Socialization

Paper

10:45 to 11:15 am

Hilton Orlando: Lake Concord A

This paper examines socialization in "imperfect" conditions where the expert does not have full command of the target language and the novice must constantly evaluate expert knowledge, tolerate uncertainty, and build and test hypotheses. It claims that "imperfect" language socialization constitutes the norm, rather than the exception, in immigrant households.

Presenter:

Agnes Weiyun He, Stony Brook University

**029. Conceptualizations of Dynamic Assessment in Second Language Acquisition: A Synthesis Study**

Assessment and Evaluation

Paper

10:45 to 11:15 am

Hilton Orlando: Lake Concord B

The present study identified L2 comprehension studies and synthesized the related DA research in SLA. The findings show the effectiveness of DA in revealing and promoting learner development in L2 comprehension. A broader conceptualization of DA in interpreting cognitive changes is proposed.

Presenter:

Tianyu Qin, Carnegie Mellon University

**030. Language Learning, Social Belonging, and Transnational Identity in study abroad context: The case of 1.5 generation of Korean-American immigrants**

Language and Ideology

Paper

10:45 to 11:15 am

Hilton Orlando: Lake Down B

This is a one-year longitudinal multi-case study that documents language learning and use of three 1.5 generation of Korean-American students. By analyzing their narratives and language use profiles during their study abroad to Korea, we investigate the role of Korean and how (re)learning Korean influence the construction of self.

Non-Presenter:

YouJin Kim, Georgia State University

Presenters:

Hakyoony Lee, Georgia State University

Bumyong Choi, Emory University

**031. Spanish Dialectal Feature Use During Study Abroad: Cases of Two Sojourns**

Language, Culture, and Socialization

Paper

10:45 to 11:15 am

Hilton Orlando: Lake George A

This study analyzes the use and non-use of Castilian Spanish dialectal features of two American students who spent one semester in Madrid. The two case studies reveal sporadic dialectal feature use. While several factors help explain the linguistic results, previous immersion experiences are crucial in understanding the participants' feature use.

Presenter:

Joshua Pope, Doane College

**032. "Creativity is a dog's nose": L2 English Proficiency, Gender Differences, and Cultural Specificity in the Processing of Creative English Metaphors**

Language and Cognition

Paper

10:45 to 11:15 am

Hilton Orlando: Lake George B

This study used a self-paced reading task to investigate how English proficiency, gender differences and cultural



specificity influenced English L2 learners' processing of creative metaphors. Focusing on both culture-specific and culture-neutral metaphors, the study examined learners' processing difficulties to provide pedagogical recommendations for enhancing learners' ability to interpret creative metaphors.

Presenter:

Hung-chun Wang, National Sun Yat-sen University

**033. Functional Profiles of Online Explanatory Art Museum Texts Using Cluster Analysis**

Corpus Linguistics

Paper

10:45 to 11:15 am

Hilton Orlando: Lake Hart A

Expanding our knowledge of public texts, this study explores the functional profiles of 180 explanatory art museum texts gathered from the online collections of nine US art museums. Cluster analysis was used to group the texts into 5 functional profiles based on 21 linguistics features.

Presenter:

Kelly J Cunningham, Iowa State University

**034. Gating the Turn-in-Progress: Systematic Uses of a Particular Code-Switched Repair Preface in EFL Oral Testing Interaction**

Analysis of Discourse and Interaction

Paper

10:45 to 11:15 am

Hilton Orlando: Lake Hart B

In the context of EFL testing interaction, this paper centers on the systematic deployment of one Swedish word (the conjunction "eller"; English "or") in a stretch of talk otherwise produced in English. The sequential context, production formats, and interactional functions of "eller" as a repair preface are examined and discussed.

Presenters:

Lina Nyroos, Uppsala University

Erica Sandlund, Karlstad University

Pia Sundqvist, Karlstad University

**035. The Role of Discourse Context and Verb Class in Native and Non-native Spanish Postverbal Subjects**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:45 to 11:15 am

Hilton Orlando: Lake Highland A

The present study adds new empirical evidence on the use of Spanish postverbal subjects, by both native speakers and L2 learners, by analyzing subject positions in contrastive focus contexts, in addition to new information and neutral information contexts. Furthermore, it examines subject positions across five verb types.

Presenter:

Ariel Zach, Georgetown University

**036. Oral Corrective Feedback in the Chinese Immersion Classroom**

Bilingual, Immersion, Heritage, and Minority Education Paper

10:45 to 11:15 am

Hilton Orlando: Lake Highland B

The study was conducted through classroom observations and video-tapings, with the purpose of investigating oral corrective feedback in a Chinese immersion classroom. Specifically, it explores the distribution of different types of oral corrective feedback provided by the teacher and the distinctive learning opportunities that each feedback type brings.

Presenter:

Qin Yao, University of Maryland College Park

**037. Grammatical Gender and Lexical Knowledge: Explaining Variability in the L2 Production of Spanish Clitic Pronouns**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:45 to 11:15 am

Hilton Orlando: Lake Lucerne

The present study investigates the relationship between lexical knowledge and variable gender inflection in the production of Spanish direct object clitic pronouns. Results indicate that L2 learners with access to lexical antecedents performed better than those without, thus supporting a lexical and computational account for variable gender inflection.

Presenter:

Paul Malovrh, University of South Carolina

**038. Impact of Implicit and Explicit CF and Learner Roles on the Acquisition of Japanese Particles**

Second and Foreign Language Pedagogy

Paper

10:45 to 11:15 am

Hilton Orlando: Lake Nona B

The study investigated the overall effectiveness of recasts and metalinguistic feedback in Japanese language classrooms and their effectiveness for the direct and indirect recipients of feedback. Overall, recasts were more effective in the long term for the direct recipients, and the indirect recipients benefited equally from both feedback types.

Presenters:

Takehiro Iizuka, Texas Tech University

Kimi Nakatsukasa, Texas Tech University

**039. Extensive Reading and Eye-tracking: Towards Power and Precision in the Study of Incidental Vocabulary Acquisition**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:45 to 11:15 am

Hilton Orlando: Lake Sheen A

This eye-tracking study examines how readers acquire vocabulary incidentally in the context of extensive

reading. Using an authentic novel, we explored the processing of unfamiliar words with differing occurrences and the relation with acquisition. Findings show evidence of incidental vocabulary learning and multidimensional features of vocabulary knowledge and eye movements.

Presenters:

Ina Choi, Michigan State University  
Jieun Ahn, MSU  
Suzanne Arlene Johnston, Michigan State University  
Shinhye Lee, Michigan State University  
Hyung-Jo Yoon, Michigan State University  
Aline Godfroid, Michigan State University

**040. Assessment of L2 Japanese Pragmatics in an Academic Setting Using a Rasch Model**

Sociolinguistics

Paper

10:45 to 11:15 am

Hilton Orlando: Lake Sheen B

The study uses a Rasch model to investigate the assessment criteria and rubrics for L2 Japanese pragmatics. Ten male native speakers of English participated, and performed 4 role-play situations involving speech acts in academic settings. The findings show that all the criteria were reliably differentiating and measuring a distinct construct.

Presenter:

Junko Yamaai, Tokai University

**041. Syntactic Mechanisms in the Transition from Academic Written to Oral Discourses: Performance Differences in a Colombian PhD-level EAP course**

Analysis of Discourse and Interaction

Paper

10:45 to 11:15 am

Hilton Orlando: Turkey Lake

This paper describes syntactic mechanisms that a group of EAP PhD-level students used to express originally written content in oral presentations and how those mechanisms can describe performance differences. Syntactic mechanisms and performance differences are explained from a functional linguistics perspective. Pedagogical implications and perspectives for future research are discussed.

Presenter:

Ricardo Nausa, Universidad de los Andes

**042. Combing Quantitative Corpus Analysis and Computer-Assisted Qualitative Data Analysis: A New Approach to Studying Large Corpora**

Research Methods

Paper

11:20 to 11:50 am

Hilton Orlando: Clear Lake

This paper presents a new research approach designed for studying large amounts of political texts by combining corpus linguistic analysis and computer-assisted qualitative data analysis using NVivo. I outline the five major steps in this approach.

Presenter:

Rachel Wyman, King's College London

**043. "If only we were black": Trilingualism, whiteness, and raciolinguistic passing in a suburban U.S. school**

Language, Culture, and Socialization

Paper

11:20 to 11:50 am

Hilton Orlando: Conway Lake

This qualitative case study examines European-American trilingual youth negotiating their multilingualism while learning to identify as white in the United States. Participants theorized passing as white linguistically through self-censorship and feelings of envy and isolation regarding Latina/o youths' ability to openly enact legitimized racial and linguistic identities in school.

Presenters:

Johanna Ennsner-Kananen, Boston University  
Jenna Cushing-Leubner, University of Minnesota

**044. Perceptions of Iranian immigrants in New Zealand about the language practices of their children**

Language, Culture, and Socialization

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Concord A

This paper reports on a narrative inquiry into the family-level language-related experiences of Persian-speaking Iranian immigrants living in Auckland, New Zealand. The findings reveal parents' awareness of and concern about their children's shift to English during interactions inside family. Implications for home language acquisition, maintenance, and loss are discussed.

Presenter:

Saeed Roshan, --

**045. Designing a Group Dynamic Assessment Frame for Group Discussions: An Exam Validation Study**

Assessment and Evaluation

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Concord B

This study presents the validation process of group discussion tasks designed following an interactionist Dynamic Assessment (DA) frame. The discussions were recorded, transcribed and examined through grounded interaction analysis. The reliability and validity concerns that emerged in the implementation were addressed, and a multi-layered group discussion DA frame was designed.

Presenters:

HALE KIZILCIK, Middle East Technical University  
DENIZ SALLI-COPUR, Department of Foreign  
Language Education, Middle East Technical University

**046. Top-Down versus Bottom-Up University Language Policy at a Danish University**

Language Planning and Policy

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Down A

The internationalization of universities leads to more English, which raises issues of potential domain loss in local languages. Policy decisions regarding language of instruction at one Danish university faculty aim to increase English and protect Danish; however, the top-down decisions are at odds with existing bottom-up practices in one affected department.

Presenter:

Kimberly Chopin, University of Copenhagen

**047. Replacing ‘THEM’ with ‘US’: ‘Linguistic Purification’ in Iran and Russia**

Language and Ideology

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Down B

Analyzing the ideological and motivational factors underlying linguistic ‘purification’ in Iran and Russia; in this paper, we argue for a socio-political understanding of ‘purification’ processes, in which the ‘foreignness’ of the elements being disposed of should be understood as a social construction rather than a result of linguistic differences.

Presenters:

Gulnaz Sibgatullina, Leiden University

Farzad Karimzad, University of Illinois at Urbana-Champaign

**048. The Markedness Model and Arabic-English Code-switching: Insights from a Study Abroad Program**

Language, Culture, and Socialization

Paper

11:20 to 11:50 am

Hilton Orlando: Lake George A

This study uses the Markedness Model to Code-switching to examine the functions of Arabic-English code-switching in conversations between students and speaking partners in 17 one-on-one speaking sessions in an Arabic as a second language study abroad program in 2011. This study shows that code-switching serves communicational purposes to enhance SLA.

Presenter:

Khaled Ali Masaeed, Carnegie Mellon University

**049. Figurative language processes and Mandarin syntax: the interaction between structure and context/world knowledge**

Language and Cognition

Paper

11:20 to 11:50 am

Hilton Orlando: Lake George B

L1 and L2 speakers of Mandarin must initially process the verb’s selection of non-canonical arguments through metonymy. This presentation will describe the theoretical underpinnings and explain the survey data that tests the role figurative language plays in processing language use for both L1 and L2 speakers.

Presenter:

Michael Sayle, University of Arizona, SLAT Program

**050. North American PhD Programs in Applied Linguistics: Moving Beyond Keyword Analysis to Explore the ‘Aboutness’ of Programs**

Corpus Linguistics

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Hart A

Keyword analyses are used to make generalizations about texts, but methods for identifying keyness may be problematic. This study developed keyword lists to describe North American applied linguistics programs, but false positives were observed. We therefore explored alternative methods, including multidimensional and cluster analyses, to develop more accurate program profiles.

Presenters:

Joe Geluso, Iowa State University

Roz Hirsch, Iowa State University

**051. Cultural concepts in role-play assessments – Exploring L2 learners’ use of communicative strategies in oral interaction**

Analysis of Discourse and Interaction

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Hart B

Employing Conversation Analysis, this study examines how English learners deal with cultural concepts in role-play assessments conducted via Skype. The analyses of participants’ use of various communicative strategies reveal further aspects of the construct of Interactional Competence, and provide implications for how role-plays can be used for instruction and assessment.

Presenters:

Veronika Timpe Laughlin, Educational Testing Service  
Innhwa Park, West Chester University

**052. The role of morphological saliency in L2 Spanish mood recognition and production**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Highland A

Variation of mood and mood alternation in L2 learners’ interlanguage points to the existence of word- and sentence-level subjunctive predictors. This study evaluates the effects of morphological saliency on the perception and recognition of the Spanish subjunctive by learners in early stages of interlanguage development.

Non-Presenter:

Becky Pozzi, UC Davis

Presenter:

Muriel Gallego, Ohio University

**053. Promoting Students’ Voluntary Use of Chinese in a Chinese Heritage Language Classroom that Allows Translanguaging**

Bilingual, Immersion, Heritage, and Minority Education

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Highland B

This study examines factors that promote Chinese heritage language learners' voluntary use of Chinese in a classroom that endorses translanguaging instead of separate bilingualism. Classroom data of naturally occurring interactions were collected from a beginning-level Chinese class, and episodes of students' voluntary use of Chinese were identified and analyzed.

Presenter:

Tiange Wang, UC Santa Barbara

**054. Acquiring and Teaching Hierarchies: A Typological Approach to Gustar in Spanish**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Lucerne

This paper analyzes the Spanish verb *gustar* from a typological perspective, taking into account frequencies, word order, principles of acquisition (Hawkins & Filipović, 2012), and a L2 questionnaire with 36 Spanish novice high learners. Data from this task elicited a hierarchy of acquisition and inspired a proposal for teaching *gustar*

Presenter:

Gabriel Guillen, Middlebury Institute of International Studies at Monterey

**055. Participation in the Bilingual Trial: African Migrants in Chinese Criminal Courts**

Analysis of Discourse and Interaction

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Nona A

This paper, drawn on a four-month fieldwork in Chinese courts, is an empirical study of how African defendants' participation rights in the bilingual trial are discursively constructed and produced. With analysis of authentic trial recordings, it explores how the participation statuses of these defendants can be altered, undermined and excluded.

Presenter:

Biyu (Jade) DU, The University of Hong Kong

**056. Word-by-Word: L2 Japanese Speakers' Ability to Use Case Particles to Process Japanese**

Language and Cognition

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Nona B

The Shallow Structure Hypothesis (SSH) proposes that L1 and L2 processing are qualitatively different. No research has investigated whether these differences extend to basic processing heuristics. This study tests L1 and L2 (L1 = English) Japanese speakers' ability to use case marking online. Implications for L2 processing will be

discussed.

Presenter:

Megan Smith, Michigan State University

**057. What eyes can say about vocabulary learning : The role of repetition and context**

Language and Cognition

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Sheen A

I investigate extensive reading and vocabulary learning from an eye tracking perspective. Repeated exposure and context predictability affected lexical processing patterns, thereby yielding different outcomes on multiple aspects of vocabulary knowledge. The amount and quality of attention given to target words positively predicted the learning process.

Presenter:

Ayman Mohamed, Michigan State University

**058. Superiors' directives in a Japanese workplace: Uses of procedural and non-procedural directives**

Sociolinguistics

Paper

11:20 to 11:50 am

Hilton Orlando: Lake Sheen B

This paper analyzes two types of superiors' directives (procedural and non-procedural) in a new employees' orientation in a Japanese company and finds that superiors tend to use different linguistic forms depending on types of directives. The paper claims the importance of analyzing subtypes of directives in studies on directives and politeness.

Presenter:

Haruko M Cook, University of Hawaii at Manoa

**059. Applied Linguistic Journal Editors Meeting [CLOSED MEETING]**

AAAL Annual Conference

Special Session

12:15 to 1:25 pm

Hilton Orlando: Lake Down B

Session Organizer:

Heidi Byrnes, Georgetown University

**060. The Message and the Medium: Advancing Your Mission Through Communications**

AAAL Annual Conference

Special Session

12:15 to 1:25 pm

Hilton Orlando: Lake Mizell A

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.

Session Organizer:

Jeff Martin, American Anthropological Association

**061. Newcomers' Session: Navigating the AAAL Conference**

AAAL Annual Conference

Special Session

12:15 to 1:25 pm

Hilton Orlando: Orlando IV

Session Organizers:

Timothy P Marquette, --Middlebury Institute of International Studies at Monterey

Kathleen M. Bailey, Middlebury Institute of International Studies at Monterey

**062. How to Write and Publish a Scholarly Monograph: Converting the PhD Thesis into a Book**

AAAL Annual Conference

Special Session

12:15 to 1:25 pm

Hilton Orlando: Orlando V

Session Organizer:

Esme Chapman, Palgrave MacMillian

**063. Research Funding Opportunities Beyond Your Home Institution**

AAAL Annual Conference

Special Session

12:15 to 1:25 pm

Hilton Orlando: Orlando VI

Session Organizer:

Donna Christian, Center for Applied Linguistics

**064. Doing Qualitative Research on Sensitive Topics: A Methodological Discussion**

Research Methods

Paper

1:30 to 2:00 pm

Hilton Orlando: Clear Lake

A discussion of critical issues surrounding doing qualitative research on sensitive topics in applied linguistics, including the advantages of using interviews, approaching the topic, creating reciprocity, the appropriate number of interviews, and the operations of power in interviews.

Presenter:

Liz Tin-Lei Chiang, University of British Columbia

**065. Local Engagement in Study Abroad: A Reappraisal of the Language Contact Profile**

Language, Culture, and Socialization

Paper

1:30 to 2:00 pm

Hilton Orlando: Conway Lake

This presentation critically examines the Language Contact Profile as a measure for providing information about study abroad students' involvement in the local community language practices. It highlights potential

concerns regarding its reliability based on case study analyses of student responses on their sojourn in Argentina.

Presenter:

Julieta Fernandez, Northern Arizona University

**066. Poster Session 1**

1:30 to 4:30 pm

Hilton Orlando: Foyer II

**066-1. Skype as an Effective Tool for Increasing Oral and Aural Ability: An Investigation of Learners of Japanese and English**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

American learners of Japanese and Japanese learners of English participated collaboratively in Skype activities. Their oral and aural abilities were tested quantitatively before and after participation, indicating the Skype participants have significantly improved compared to a control group. Qualitative analyses also revealed that students rated the activity favorably.

Presenters:

Fumie Kato, The University of North Carolina at Charlotte

Ryan Edward Spring, Tohoku University

Chikako Mori, University of North Carolina at Charlotte

**066-2. The EFL Mind: Face-to-Face Dialogue to Talk about Vertical Space with Gesture Accompanied by Auditory Processes and Sociocultural Theory**

Educational Linguistics

Poster

Distinct spatial conceptualization occurs between Japanese and English when expressing vertical space. Statistical analyses suggest that teaching iconic co-speech gesture (ICSG) accompanied by auditory processes plays a role in reconceptualizing the lexicon-grammar when learning vertical space in a Japanese EFL high school class.

Presenter:

Tae Kunisawa, The University of New Mexico

**066-3. Gender Acquisition in L2 Spanish: The Effects of Word Order on the Processing of Clitic Object Pronouns**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

This study uses a timed aural comprehension task to examine how word order affects the processing of gender on third person accusative clitic object pronouns. Results indicate that word order significantly affects the processing of feminine forms during comprehension. Error analyses are also conducted to examine learner behavior.

Presenter:

Suzanne Arlene Johnston, Michigan State University

**066-4. Comparison of the Comprehension of Three Types of Chinese Colloquial Idioms in and out of Context by Advanced Chinese L2 Learners**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

The study aims to investigate how Chinese L2 learners at the advanced level comprehend three types of Chinese colloquial idioms in and out of context.

Presenter:

Yu Li, The University of Iowa

**066-5. Social-psychological Factors as Predictors of WTC: Analysis of English and Chinese learners of Korean data based on a SEM approach**

Language, Culture, and Socialization

Poster

This study investigated how social-psychological factors such as social supports (from teachers and peers) and language anxiety (in-classroom and outside-classroom) may influence the WTC and the L2 proficiency of English and Chinese learners of Korean using a structural equation modeling approach to examine the validity of WTC model.

Presenter:

Jaesu Choi, Indiana University

**066-6. Attitudes of Immigrants Toward Quebec French in Montreal : The Target Variety**

Sociolinguistics

Poster

This study is about attitudes of learners of French as a second language toward sociophonetic variation among Quebec and France varieties, and their own stylistic variations. With the matched guise technique, the results show that the style has a strong effect on evaluations and choices of a target language variety.

Presenter:

Monelle Guertin, UQAM

**066-7. Diatopic variation in the expression of future temporal reference in French: New insights from text messages (SMS) from Québec and Belgium**

Sociolinguistics

Poster

Sociolinguistic analysis of the diatopic variation in the expression of future temporal reference in French based on two corpora of text messages (SMS) from Belgium (SMS pour la science belge) and Quebec (Texto4 Science).

Presenters:

Emmanuelle Labeau, Aston University

Helene Blondeau, University of Florida

Mireille Tremblay, Université de Montréal

**066-8. Heritage Language Learners' Experiences in Russian-as-a-foreign-language Classes**

Bilingual, Immersion, Heritage, and Minority Education

Poster

The presentation discusses research findings of the

multiple case study of heritage language learners' experiences and perceptions of being enrolled in Russian-as-a-foreign-language courses in terms of their motivations, attitudes, goals and expectations. It also explores how these variables evolve over the course of the semester study.

Presenter:

Margarita Bondareva

**066-9. The Speech Act of Greeting Performed by Russian EFL Learners**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

This study compares the production of the speech act of greeting by Russian EFL learners and American English NSs in terms of semantic formulas and content, and investigates NSs' perception of the EFL greetings with respect to their pragmatic appropriateness.

Presenter:

Galina Shleykina, Oklahoma State University

**066-10. Arabic in Context and Intercultural Development: A Short-Term Study Abroad in Morocco**

Language, Culture, and Socialization

Poster

This presentation will discuss when, where and how novice learners of Arabic who traveled to Morocco for a four-week study abroad program used the language in different contexts of their daily lives and how their intercultural awareness developed within these contexts over the period of four weeks lived in Morocco.

Presenter:

Mounia Mnouer, Northern Arizona University

**066-11. Demonstrating the utility of mouse tracking for SLA: The case of implicit/explicit knowledge**

Research Methods

Poster

As a proof-of-concept, we demonstrate how MouseTracker may be used to investigate issues in SLA theory. Using implicit/explicit SLA as a test case, we demonstrate that when learners attribute their behaviors to explicit knowledge, their processing is more "automatic" than when they attribute their behavior to implicit knowledge.

Presenters:

Mialy Wells, Kent State University

Sara Incera, Cleveland State University

Phillip Hamrick, Kent State University

**066-12. Researcher as an Insider – Negotiating Experiential Knowledge and Subjectivity for Trustworthiness in a Qualitative Case Study**

Research Methods

Poster

This paper demonstrates how a researcher tailored her positioning in a qualitative case study design to reduce subjectivity from her insider perspective. All levels of the

research design are discussed: From her constructivist worldview, to theory-guided research questions, triangulated research methods, instruments design, and finally the data analysis strategy.

Presenter:

Khanh-Linh Tran-Dang, Monash University, Australia

**066-13. Rebel Time Speech in the 21st Century: Five Gullah-Geechee Dialects**

Research Methods

Poster

This paper follows Heeringa et al. (2009) to present an initial acoustic study of Gullah-Geechee (GG). It adopts fully acoustic measures, as opposed to semi-acoustic transcription-dependent methods, to analyze differences among five dialects. Data collected from the dialect regions are mapped to determine dialect isoglosses.

Presenter:

Kim Waters, University of Georgia

**066-14. Does degree of bilingualism influence trilingual word recognition?**

Language and Cognition

Poster

This study looks at the influence of the degree of bilingualism in two related languages on the speed of lexical access on word recognition in a related L3. Contrary to Dijkstra and Van Heuven's (2002) predictions of the BIA+ model no differences were found between balanced and non-balanced bilinguals.

Presenter:

Mirjam Guenther-van der Meij, Fryske Akademy / University of Groningen

**066-15. Overgeneralization and prediction in L2 processing and development**

Language and Cognition

Poster

The purpose of the current study is to examine how L2 learners of English deal with the subtleties locative verbs' argument realization using both off-line and online experimental measures. The presentation will discuss development of L2 learners' predictions in sentence processing, and the relationship between online comprehension and the off-line judgments.

Presenter:

Roman Chepyshko, Michigan State University

**066-16. Language Education Policy in the (post/neo)Colonial Pakistan and the Life Trajectories of Low SES Students**

Language Planning and Policy

Poster

This language policy vertical case study applies multimodal critical discourse analysis to explore how global educational Discourses (re/de)shape and are (re/de)shaped by educational discourse at national, provincial, local and individual levels in Pakistan, and how it impacts life trajectories of post-colonial, low-SES, Pakistani HE students addressing this neocolonial

oppression.

Presenter:

Sadaf Rauf Shier, College of Education and Human Development, Department of Second Languages and Cultures Education

**066-17. The Perils of Individual Agency in Language Planning: How one Uyghur lost his freedom for establishing a language school**

Language Planning and Policy

Poster

This presentation focuses on Abduweli Ayup, a Uyghur linguist, who was imprisoned in connection with operating Uyghur language schools in Kashgar, Xinjiang, in northwest China. This presentation will be of interest to scholars concerned with government responses to language planning activities that counter state objectives, and advocacy for imprisoned scholars.

Presenter:

Robert Wilson, The Juilliard School

**066-18. Learning the Language, Claiming My Identity: Taiwanese College Students' Language Attitudes and Identities**

Language Planning and Policy

Poster

The research examines the effects of language education policy on Taiwanese college students' attitudes toward different languages taught and spoken in Taiwan. Employing critical discourse analysis, the study uncovers important issues concerning language planning, language politics and ideology, language death, ownership of English, and multiculturalism in Taiwan.

Presenter:

Chung-Pei Tsai, Fu Jen Catholic University

**066-19. Translingual Landscapes of Language Invention in California: Everyday Consequences of Coloniality in Making Spanish Language 'Foreign' in Public Space.**

Language and Ideology

Poster

Using the frame of language invention, local/translingual practice, and coloniality, this paper offers historically-situated analysis of a recent linguistic-semiotic landscape in California (a city-wide 'fiesta') involving the banalization in public space of 'Spanish-as-foreign-language' ideology. Everyday consequences of coloniality in the lives of Spanish speakers in California will be discussed.

Presenter:

Robert Train, Sonoma State University

**066-20. Language choices of multilingual learners in the German as a foreign language classroom**

Language, Culture, and Socialization

Poster

This ethnographic case study will explore the language attitudes and language preference and use among multilingual adult learners in a German as a foreign

language classes with a native German speaker as teacher. What will be investigated is the language use and code-switching of students and the teacher in class.

Presenter:

Annabell Sahr, University of Texas at El Paso

**066-21. The Effect of a Cognitive Linguistics Approach to Teaching the Semantic Meanings of German Modal Verbs**

Second and Foreign Language Pedagogy

Poster

This study examined the acquisition patterns of the prototypical and epistemic semantic meanings of German modal verbs. It investigated whether different instructional approaches (cognitive instruction, traditional instruction) have the potential to foster the acquisition of German modals, and which of the two approaches was more effective.

Presenter:

Miglana Nikolova, DeVry University

**066-22. Developing online language teaching skills to teach oral Portuguese in a virtual environment**

Language and Technology

Poster

Two research questions are addressed in this study: (1) Which set of skills do the two college-level instructors develop in the process of teaching in virtual environments? (2) How is this collaborative quest to develop a set of online teaching skills facilitated by more experienced faculty members in the field?

Presenter:

Stella Hadjistassou, KIOS Research Center for Intelligent Systems and Networks

**066-23. An Endangered Gypsy Language: Poshas**

Sociolinguistics

Poster

Posha language, which is spoken by the Armenian gypsies in the Northwest Anatolia region of Turkey, has not been researched extensively by linguists and is currently facing extinction. The research findings are presented along with the examples from the field research.

Non-Presenter:

Melike Uzum, Baskent University

Presenter:

Nurettin Demir, Hacettepe University

**066-24. Health Discourse, the Body and the Historical Body**

Sociolinguistics

Poster

This paper presents a case study of a first-time mother who engages in a range of discursive encounters in her pursuit to get her troublesome breastfeeding to work smoothly again. It stresses the significance of the 'historical body' in an individual's encounters with health discourse.

Presenter:

Linnea Hanell, Stockholm university, Department of Swedish Language and Multilingualism

**067. Language Decisions and Dilemmas of Dominant Language/Culture Mothers of Mixed Parentage Children.**

Language, Culture, and Socialization

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Concord A

Following emerging interests in hybrid identity development, this paper reports on qualitative case study research investigating how dominant language/culture mothers of mixed race children understand and describe their roles in helping their children to develop positive affiliations with their differing linguistic and cultural identities.

Presenter:

Sandra Gail Kouritzin, University of Manitoba

**068. Individual variations in digital game-mediated L2 languaging**

Language and Technology

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Concord B

This study examines and compares the L2 languaging patterns of two ESL learner-players in a massively multiplayer online game. Thematic analysis reveals that L2 languaging in the game is affected by the learner-player's previous gaming experience, in-game level, L2 learner status, and the social norms of the player community.

Presenter:

Jinjing Zhao, University of Arizona

**069. Metaphors we plan by: A critical metaphor approach to uncovering language orientations**

Language Planning and Policy

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Down A

The Ideologies and beliefs systems of law-makers and their constituents determine language policy and planning. Language orientations (Ruiz, 1984) can categorize these foundational beliefs, and this study matches the explanatory power of conceptual metaphor and metonymy with a critical discourse approach to provide a justifiable tool to assess these orientations.

Presenter:

Alan Thomas Kohler, The University of Arizona

**070. Burmese Signage in a Thai Port Town: The Changing Linguistic Ideology and Identity**

Language and Ideology

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Down B

This study employs ethnographic linguistic landscapes to



explore the socio-historical, cultural, and economical constructs that influence Burmese signage in the public space of a Thai port town.

Presenter:

Chatwara Suwannamai Duran, University of Houston

**071. Intercultural competence, social contact, and pragmatic development in a Chinese study abroad context**

Pragmatics

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake George A

This study examined the effects of intercultural competence (cross-cultural adaptability) and amount of social contact in pragmatic development among 109 students of Chinese during semester abroad in Beijing. Cross-cultural adaptability and social contact explained 26 % of pragmatic gains. Social contact mediated the effect of cross-cultural adaptability on pragmatic gains.

Presenters:

Naoko Taguchi, Carnegie Mellon University

Feng Xiao, Pomona College

Shuai Li, Georgia State University

**072. Cross-linguistic influence in bilingual sentence processing: Relative clause attachment among early Spanish-English bilinguals**

Language and Cognition

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake George B

Relative clause attachment among early Spanish-English bilinguals (i.e., heritage speakers) was examined via self-paced reading. Previous research has shown profound cross-linguistic influence among bilinguals with this aspect of sentence processing. Results from the present study suggest that heritage bilingual Spanish may not be subject to such cross-linguistic influence.

Presenter:

Jill Jegerski, University of Illinois

**073. What is Black and White and Gray All Over? Academic Integrity Policies and Definitions of Plagiarism**

Text Analysis (Written Discourse)

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Hart A

The talk is intended to initiate constructive dialogue about writing plagiarism policies, reading them, enforcing them, and applying them in L1 and L2 contexts, where issues of language proficiency and cultural expectations concerning originality and imitation both complexify and complicate the black and white that policy documents aim to address.

Presenters:

Susan Strauss, Pennsylvania State University

Jungwan Yoon, Pennsylvania State University

**074. Second Language Acquisition in Transnational**

**Higher Education: Understanding the Relationship between L2 Motivation, Extracurricular Activities and Social Capital Accumulation**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Hart B

This paper reports findings from a research project into relationships between L2 motivation and extracurricular activities. Exploratory research revealed an articulation between L2 motivation and attempts to build social capital through extracurricular activities. This paper assesses the implications for L2 planning in the Chinese L2 policy context and beyond.

Presenters:

Penny Ding, Xi'an Jiaotong Liverpool University

Mike Gow, NYU Shanghai

**075. The Importance of Elicitation Tasks when Designing Learner Corpora**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Highland A

This study demonstrates the importance of elicitation techniques for providing relevant data when investigating theoretically important contrasts in tense-aspect research. A range of four tasks varying in degree of control administered to sixty English learners of Spanish produced markedly different results, and some tasks would have led to wrong conclusions.

Presenter:

Florence Myles, University of Essex

**076. Contemporary Chinese American Language Maintenance: Perspectives from Youth and Young Adults in Philadelphia and San Francisco**

Bilingual, Immersion, Heritage, and Minority Education

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Highland B

This paper addresses Chinese American youth and young adults' perspectives of language maintenance as non-Mandarin heritage speakers in school and community contexts, offering counternarratives and alternatives for Chinese speakers along the periphery. Findings have implications for how to re-envision "Chinese" language maintenance and teaching in the U.S.

Presenters:

Ming-Hsuan Wu, Touro College

Genevieve Leung, University of San Francisco

**077. Multimodal Stance-taking in Japanese Hybrid Genres**

Sociolinguistics

Colloquium

1:30 to 4:30 pm

Hilton Orlando: Lake Lucerne

This colloquium explores how stance is socioculturally and interactionally constructed in Japanese hybrid genres such as comics, blogs, discussion forums, and television subtitles. The papers demonstrate how both historically-rooted text conventions and novel social innovations are used to express stance through the resources made possible by each medium.

Participants:

Stance and Stance-taking Resources in Computer-Mediated Communication Maiko Ikeda, University of Hawaii

With indexicality as a theoretical framework, this study explores what kinds of stances are expressed through the resources of Computer-Mediated Communication, and how they are expressed. The analysis demonstrates that participants skillfully manipulate not only linguistic resources but also other resources available to the medium to express desired stances.

Women's Appropriation of "Male" Language Through the Use of Sentence-final Particles *zo* and *ze* in Japanese Blogs Natalia Konstantinovskaia, UCLA/ALC

This research investigates linguistic stances that Japanese female bloggers convey by utilizing traditionally "male" sentence-final particles. The predominant usage of these features in female blogs demonstrates a wide gap between women's stances selected for self-representation and the stances that are created for them in media.

Multimodal Stance in Telop on Japanese Television Kristyn Martin, University of Hawaii at Manoa

This study uses a social semiotic multimodal approach to analyze how stance is presented in telop (intralingual subtitles) on Japanese variety and news television. The relationship between the stance in telop and the original footage is examined to determine the potential effect telop may have on overall presentation of stance.

Indexing Through Script: Orthographic Variation and Identity in Written Japanese Wes Robertson, Monash University

This study is an investigation into the indexical use of script in Japanese writing. Focusing on variation in the representation of lexical items between particular contexts or characters, the study investigates if and how the author of a comic relies on script to mark characters' stance or identity.

Session Organizers:

Maiko Ikeda, University of Hawaii

Kristyn Martin, University of Hawaii at Manoa

**078. Critical Take(s) on Systemic Functional Linguistics: Academic Literacy Development, Multilingualism and**

**Social Equity**

Educational Linguistics

Colloquium

1:30 to 4:30 pm

Hilton Orlando: Lake Mizell A

Our international panel provides a range of conceptual, reflective and empirical understandings of what a critical SFL praxis looks like in multilingual classrooms; and how the praxis may serve to support emergent bilingual learners in accessing grade-level academic literacy while using their own social languages and interests

Discussant:

Meg Gebhard, University of Massachusetts, Amherst

Participants:

Mainstream Classroom as Bilingual Environments:

How SFL Training Develops Language Responsive Teachers Maria Brisk, Boston College; Marcela Ossa Parra, Boston College

This paper explores how SFL-trained elementary teachers encouraged bilingual learners to translanguage in Spanish and English in six mainstream classrooms. Findings show that classroom communities can create an acceptance of bilingualism when teachers have developed a strong understanding of the role of language in mediating literacy

Linguistic Tools for Supporting Emergent Critical Language Awareness in the Elementary School

Mary J. Schleppegrell, University of Michigan

This paper will describe language-focused activities that elementary grade teachers engaged in, supported by the metalanguage and tools of SFL, to foster children in developing awareness of themselves as readers in dialogue with authors and as readers who are positioned in particular ways by what they read.

Social Media, Language Learning, and ELA curriculum: Bilingual Learner's Design of Multimodal Argumentative Texts Dong-shin Shin, Northern Illinois University

This study explores how a sixth grade multilingual learner used Edmodo and Glogster to compose and publish multimodal argumentative texts in a U.S. elementary classroom.

Specifically, it examines the kinds of affordances available in social media-based writing and the discourses that shaped the student's appropriation.

Reflective Literacy as Critical Practice: Learning Through Multimodal Awareness Diane Potts, Lancaster University

This paper focuses on classroom practices that support reflection literacy and expand students' awareness of the interplay of semiotic resources in contemporary multimodal and multilingual texts.

Critical SFL Praxis Principles for Disciplinary Literacy

Development: Engaging Teachers and Learners in Reflective Practice Mariana Achugar, Carnegie Mellon University; Brian Carpenter, Indiana University of Pennsylvania

This paper share new ways to think about learning disciplinary literacy (DL) and opportunities to design environments that foster productive disciplinary engagement in multilingual classrooms.

Applying a meta-semiotic toolkit for critical and transformative literacies Sally Humphrey, Australian Catholic University

This paper reports on the work of teachers and students in an urban multicultural high school as they apply their growing knowledge of semiotic functions and forms to access, deconstruct and transform discourses of power in the academic and civic domain.

SFL Pedagogy as Academic Entry Point for First Generation Advanced Bilingual College Students J. Andres Ramirez, Florida Atlantic University

This paper focuses on a corpus of reader response texts written in English by first- generation advanced bilingual freshmen students that mediated their university academic apprenticeship beyond the English as a second language classroom where they received specialized SFL-informed instruction.

SFL-informed Culturally Sustaining Praxis: Bilingual High School Translanguaging and Argumentative Meaning Making Practices Nihal Khote, Kennesaw State University; Ruth Harman, University of Georgia

Informed by a critical systemic functional linguistics perspective (SFL), the paper defines the theoretical underpinnings of a culturally-sustaining framework and illustrate how students engage in these practices while developing advanced academic literacy

Session Organizer:

Ruth Harman, University of Georgia

### **079. Identity in Action: Moving forward with Membership Categorization Analysis**

Research Methods

Colloquium

1:30 to 4:30 pm

Hilton Orlando: Lake Mizell B

To address key challenges within identity research in applied linguistics, this colloquium advances Membership Categorization Analysis (MCA) as an approach to examine identity in interaction. Applying MCA to a range of settings and activities, MCA is shown to offer a robust analytical method that generates profound knowledge on identity practices.

Discussant:

Tim McNamara, The University of Melbourne

Participants:

Becoming a “Good Boy/Girl”: Membership Categorization Analysis of Child Language Socialization Hanh thi Nguyen, Hawaii Pacific University; Minh Nguyen, National Institute of Education

This study uses membership categorization analysis (MCA) together with conversation analysis (CA) to investigate young children’s identity construction and development in parent-child interactions. Focusing on explicit invocation of categorial identities in talk, it explores the potentials of MCA-CA methodological approaches in research on child language socialization.

“Native/Non-native Teachers” as Members’ Categories: Teacher Identities in Collaborative Language Teaching Josephine Lee, University of Hawaii at Manoa

The identity categories “Native speaker/nonnative speaker” (NS/NNS), though increasingly problematized, remain prevalent in language research and teaching. Using Membership Categorization Analysis to examine how NS/NNS identities are occasioned and managed in an EFL setting, this study offers new theoretical and methodological insights for understanding these categories within teachers’ ideologies and practices.

Analyzing Program Evaluation in Focus Groups: How Participants Challenge a Contested Category Hanbyul Jung, University of Hawaii at Manoa; Gabriele Kasper, University of Hawaii at Manoa

The paper demonstrates how Membership Categorization Analysis in conjunction with multimodal conversation analysis offers a rigorous method for the analysis of interaction in focus groups. The focus groups analyzed in this study were conducted for the evaluation of a professional development program for EFL teachers.

From Positioning to Categorial Analysis: Grounding Theoretical Abstractions in a Systematic Methodological Framework Matthew T. Prior, Arizona State University; Steven Talmy, University of British Columbia

In this paper, we contrast “positioning analysis” with membership categorization analysis, demonstrating that the latter offers a far more rigorous, systematic, and accountable analytic alternative to the former for the analysis of identity and culture-in-action in applied linguistics research.

Session Organizers:

Gabriele Kasper, University of Hawaii at Manoa  
Matthew T. Prior, Arizona State University  
Steven Talmy, University of British Columbia

**080. L2 concept-based pragmatics instruction of Spanish tú and usted**

Pragmatics

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Nona A

Results of a concept-based pragmatics intervention in two beginning-level Spanish classrooms (n = 19), focusing on tú and usted, are presented. A case study then illustrates the process of pragmatic concept appropriation through analysis of submitted student work and videorecordings of classroom interaction.

Presenters:

Remi Adam Van Compernelle, Carnegie Mellon University

Maria Pia Gomez Laich, Carnegie Mellon University

Ashley Weber, Carnegie Mellon University

**081. Building a multimodal foreign language voice: Desire and identification embodied in an online environment**

Language, Culture, and Socialization

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Nona B

The study is an investigation of how an Iranian learner of English as a foreign language constructs a multimodal voice on Facebook. It is an investigation of the indexicalities she uses online. The study reveals how she enacts her sense of self through multimodal and linguistic means.

Presenter:

Mohammad Naseh Nasrollahi Shahri, Pennsylvania State University

**082. Surveying labels for variation in Oklahoman English**

Sociolinguistics

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Sheen A

This study explored English variation within Oklahoma by surveying local people's perception via language attitude interviews. Content analysis was utilized based on the interviews. Key words were extracted to triangulate the findings from content analysis to enhance variation interpretations. Furthermore, ethnographic grounding was carried out to validate the cultural interpretations.

Presenter:

Meihua Guo, --

**083. Teaching to Symbolic Competence: (De)-Constructing Social Meanings and Stretching Cultural Imagination in an Upper-Level French Course**

Second and Foreign Language Pedagogy

Paper

1:30 to 2:00 pm

Hilton Orlando: Lake Sheen B

This study shows how learners in an upper-level French class can develop symbolic competence by engaging in the construction of social meanings. Using a Hymesian framework, we create intentional "culture information gaps" for students to stretch their cultural imagination and work on linking sociopragmatics and pragmalinguistics in select film scenes.

Presenters:

Corinne Etienne, University of Massachusetts - Boston  
Sylvie Vanbaelen, Butler University

**084. Global Englishes and SLA: Establishing a Dialogue and Common Research Agenda Language Learning Round Table**

AAAL Annual Conference

Invited Colloquium

1:30 to 4:45 pm

Hilton Orlando: Orlando II

Discussants:

Kingsley Bolton, Nanyang Technological University

Susan Gass, Michigan State University

Participants:

The Linguistic System Conundrum Lionel Wee  
NA

ELF - Dynamic and Complex Anna Mauranen,  
University of Helsinki

NA

Spatial Repertoires and English: The Competence of International STEM Scholars Suresh Canagarajah,  
Penn State University

NA

Bridging a Gap: Global Englishes and SLA in Teaching EFL Ryuko Kubota, University of British Columbia

NA

Global Languages and Local Identities Richard Frederick Young, University of Wisconsin-Madison

NA

Ontologies of Language, SLA, and Global Englishes Lourdes Ortega, Georgetown University

NA

Session Organizer:

Peter De Costa, Michigan State University

**085. Language Learning and Use in a Multilingual World: Considerations on the Occasion of the Centenary of the Modern Language Journal**

Second and Foreign Language Pedagogy

Colloquium

1:30 to 4:30 pm

Hilton Orlando: Orlando IV

Assuming a multilingual reality for language learning, the colloquium's five papers consider core areas affecting education-oriented research and practice: an overarching transdisciplinary framework; the relation between education policy and societal multilingualism; shifting goals and outcomes of learning; repositioning teacher

education as a moral enterprise, and research into new instructional spaces.

Chair:

Heidi Byrnes, Georgetown University

Participants:

Rethinking Research into Language Learning and Teaching in a Multilingual World Joan Kelly Hall, The Pennsylvania State University

The paper offers a transdisciplinary framework of SLA that integrates the many layers of knowledge about the processes and outcomes of L2 learning. After providing a representation of the multilayered complexity of L2 learning forming the framework's cornerstone, I summarize ten fundamental themes and offer possible directions forward for the field.

Language Policy and Planning in Language Education: Legacies, Consequences, and Possibilities Terrence Wiley, Center for Applied Linguistics; Ofelia Garcia, Graduate Center, City University of New York

The paper weighs the role of policy in general and the role of past policies and practices in particular in relation to the fundamental reality of multilingualism in U.S. society, communities, families, and the learners in our classrooms.

Reconceptualising the Nature of Goals and Outcomes in Language Education Angela Scarino, University of South Australia; Constant Leung

In this presentation we address the reconceptualisation of the goals and outcomes of learning additional languages. We discuss an expansion of goals that reaffirms the multilingual character of communication, (re-)inserts the importance of personal development and aesthetics, and recognises the centrality of reflectivity and reflexivity in communication and learning to communicate.

Re-envisioning the Roles, Tasks, and Contributions of Language Teachers in the Multilingual Era of Language Education Research and Practice Maggie Kubanyiova, University of Birmingham; Graham Crookes, Department of Second Language Studies, University of Hawai'i

This paper reflects on the moral basis of the roles, tasks, and contributions of language teachers in the multilingual era and examines implications for the knowledge base of language teachers and for the purposes and practices of language teacher education and professional development.

Perspectives on the Foreign Language Classroom Laura Collins, Concordia University; Carmen Muñoz, University of Barcelona

A survey of 97 MLJ studies in foreign language (FL) classrooms published between 2001 and 2014 revealed a primary focus on older learners in

limited exposure contexts, typically studying English, French, German or Spanish. Implications for our understanding of the FL classroom and priority areas for future research are discussed.

Session Organizer:

Heidi Byrnes, Georgetown University

#### **086. Connecting Corpus Linguistics and Language Assessment International Language Testing Association (ILTA) Colloquium**

AAAL Annual Conference

Invited Colloquium

1:30 to 4:45 pm

Hilton Orlando: Orlando V

Discussants:

Jesse Egbert, Brigham Young University

Xiaoming Xi, Educational Testing Service

Participants:

Applications of Corpus Linguistics for Investigating Target Domain Language in High Stakes Assessments Geoffrey LaFlair, University of Kentucky

NA

Language Assessment and the Inseparability of Lexis and Grammar Ute Römer, Georgia State University

NA

Corpus-based Discoveries in the Modeling and Measurement of Lexical Diversity Scott Jarvis, Ohio University

NA

Collecting Written and Spoken Corpus Data to Inform Automated Tutoring and Assessment Systems Fiona Barker, Cambridge English Language Assessment; Nick Saville, Cambridge English Language Assessment

NA

Factors affecting L2 writing syntactic complexity and implications for assessment Xiaofei Lu, Pennsylvania State University

NA

Session Organizer:

Sara Cushing Weigle, Georgia State University

#### **087. Changing Practices for L2 Use and Development "in the Wild": Evidence from CA Research**

Second Language Acquisition, Language Acquisition, and Attrition

Colloquium

1:30 to 4:30 pm

Hilton Orlando: Orlando VI

This panel presents empirical findings from longitudinal studies of language learning in out-of-classroom contexts using CA methods. Five languages are represented. The panel papers address 1) the value and challenges of using longitudinal data in the CA-SLA framework and 2) what is meant by learning 'in the wild'.

Participants:

L2 Learning in the Wild: How does it Fit with the Classroom and Why Should it? Johannes Wagner, University of Southern Denmark

This paper investigates the connection between classrooms and L2 learning in the wild arguing that the world is too chaotic and unpredictable to be modeled through expectations and that L2 learning is more centrally about becoming a member in a new community than about mastery of linguistic forms.

The use of membership categorization to analyze task co-construction in a place-based mobile game John Hellermann, Portland State University; Steven Thorne, Portland State University & University of Groningen

Drawing on video data from small group interaction outside of the classroom, and using conversation analysis and membership categorization methodologies, our study explores L2 development in the context of place-based augmented reality game play.

(Re)configuring Questions “in the Wild” Niina Lilja, University of Tampere; Arja Piirainen-Marsh, University of Jyväskylä

This paper uses multimodal CA to analyze the interactional management of question-answer sequences in service encounters involving users of L2. The focus is on 1) the material ecologies that shape the Q-A sequences and 2) changes that can be observed when tracking the same participants in Q-A sequences across settings.

Doing Being an L2 Learner: A Longitudinal and Cross-Sectional Perspective Gudrun Theodorsdottir, University of Iceland; Soren Wind Eskildsen, University of Southern Denmark

Using out-of-classroom data, we investigate how L2-users' practices for accomplishing learning change over time and how these practices include an orientation to their learning being in progress. Analysis reveals that people do orientations to learning and being a learner, and that learning behaviours characterise phases in the L2 learning process.

Developing an L2 Grammar-for-Interaction in a Study Abroad Context Evelyne Pochon-Berger, University of Neuchâtel; Simona Pekarek Doehler, University of Neuchâtel

We draw on interactional linguistics and CA-SLA to investigate how L2 speakers develop a grammar-for-interaction. We show on behalf of two constructions (parce que ‘because’; je sais pas ‘I don’t know’) that L2 speakers move from a limited range of ‘literal’ uses to diversified uses for organizing turns and actions.

Session Organizer:

John Hellermann, Portland State University

### **088. Silence Speaks Volumes: Recognizing Multimodal Participation in Interviews with Children**

Research Methods

Paper

2:05 to 2:35 pm

Hilton Orlando: Clear Lake

Using sequential and footing analyses, this presentation promotes the recognition of multimodal participation in child-centered interviews and analysis. Supported by video-recorded case study interviews with a “struggling” student, this presentation explores one child’s preferred modes of participation and knowledge representation, mainly drawing, and demonstrates that silence, in fact, speaks volumes.

Presenter:

Angela Moon, University of British Columbia

### **089. Developing Awareness and Use of Compliments in the Chinese Homestay: A Longitudinal Case Study**

Language, Culture, and Socialization

Paper

2:05 to 2:35 pm

Hilton Orlando: Conway Lake

This longitudinal study follows a college-aged U.S. student over a year in Chinese homestays, and shows how he gradually developed awareness of the role of compliments and ability to use them for various purposes: expressing appreciation for food, building solidarity, developing familial intimacy, and defusing potential conflict.

Presenter:

Sheng Hsun Lee, Penn State

### **090. Projected Desire in Language. An Interview Study with Parents of Young Language Learners.**

Language, Culture, and Socialization

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Concord A

This paper takes Kramsch's (2006, 2009) theoretical framework of ‘desire in language’ to explore how parents of young language learners imagine future linguistic identities for their children.

Presenters:

Luk Van Mensel, University of Namur

Julie Deconinck, Vrije Universiteit Brussel

### **091. But that’s not on the test! A gamified online course designed to motivate students to speak English in Japan**

Language and Technology

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Concord B

This study investigates the use of a video-gamified online course designed to reward Japanese students of L2 English with points (similar to a videogame) for participating in online speaking activities. The results indicate that gamification has a positive effect on

motivating students to speak in a foreign language.

Presenter:

Michael Barcomb, Concordia University

**092. Positioning Language Learners: A Focus on Haiti's Language in Education Policy**

Language Planning and Policy

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Down A

Using two discourse analysis frameworks, two Haitian language education policies (Bernard Reform, 1982 and a current 2015 reform) were examined for linguistic changes over time. Systemic Functional Linguistics (Halliday, 1978) was used to identify power in language, and de Jong's (2013) framework to determine assimilationist vs. pluralist (García, 2009) discourses.

Presenters:

Mary Avalos, University of Miami

Jennifer Augustin, University of Miami

**093. 'Sorry for Our Prime Minister!': The Semiotic Landscape of Power and Resistance in a Poster-War on Immigration**

Language and Ideology

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Down B

This paper investigates LL as an interface with public political discourse in the context of an anti-immigrant billboard poster campaign launched by the Hungarian government against the influx of migrants to Hungary and a citizen-driven campaign of counter posters and internet memes to challenge the 'xeno-otherist' state-rhetoric.

Presenter:

Agnes Bolonyai, North Carolina State University

**094. Intermediate ESL learner strategies for making sense of native English tweets: abbreviations, hashtags and word choice**

Language and Technology

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake George A

This presentation seeks to extend the research on online language learning by examining how intermediate ESL students understand and process sociopragmatic information in English using Twitter. The goal is to identify which linguistic parameters are understood and to compare the progress made by these students reading tweets during a semester.

Presenters:

Marcela Aguilar, Florida Atlantic University

Geraldine Blattner, Florida Atlantic University

Amanda Dalola, University of South Carolina

**095. Does language affect non-linguistic categorization? Evidence from monolingual and bilingual speakers of Spanish and English**

Language and Cognition

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake George B

We provide support to the hypothesis that language affects cognition by studying cross-linguistic differences in the lexicalization and categorization of motion events in monolingual and bilingual speakers of Spanish and English. Our results are obtained by two experiments: a categorization task and a verbal task in 124 participants.

Presenter:

Fraibet Aveledo, University of Reading

**096. Critical Situations in Cross-Disciplinary Communication: Financial Analysts as Professional Writers and Translators**

Text Analysis (Written Discourse)

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Hart A

Despite their importance, both financial analysts as writers and their texts are widely under-researched. Based on a context-annotated corpus of roughly 1500 financial analysts' company reviews (in German, English, and Japanese), I investigate the cultural, organizational, and individual variety of the texts' communicative potential for investors.

Presenter:

Marlies Whitehouse, Zurich University of Applied Sciences

**097. English as a Cultural Capital in a Pakistani ESL Classroom**

Analysis of Discourse and Interaction

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Hart B

Informed by social reproduction and CoP, this study explores ELLs' negotiation of identity and power relationships. The data analysis reveals that students from private schools expect promising academic achievement and social success while students from public schools perceive themselves linguistically less proficient and disadvantaged compared to their private schools peers.

Presenter:

Rooh Ul Amin, University of Memphis

**098. From Needs Analysis to task parameters: applying the results of an NA to a task complexity model and task design**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Highland A

This study sought to apply the findings from a Needs Analysis performed in the tourism context to an existing model of task complexity, the Triadic Componential Framework, and to design tasks in accordance with the insights obtained in the Needs Analysis.

Presenter:

Aleksandra Malicka, Open University of Catalonia

**099. The Heritage Language Learner under the Microscope: Variation in Experiences and Identity within a Single Chinese Classroom**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Highland B

The idea of a constructed composite profile for heritage language learners can be troublesome in that it masks the unique individual differences of the learners. This case study examines three heritage language learners' experiences, motivations, ideologies, and identities through a mixed-methods approach in order to further explore their individual differences.

Presenter:

John K Chi, Georgetown University

**100. Learning by Doing: Task-Based Instruction and Pragmatic Development in L2 Spanish Learners Studying Abroad**

Pragmatics

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Nona A

This study explores the affordances of a task-based approach to pragmatic instruction with twelve beginning L2 students studying Spanish abroad. An analysis of both elicited and naturalistic data confirmed growth in the pragmatic competence of all students, thus offering new insights on Interlanguage Pragmatics and the classroom experience abroad.

Presenter:

Kimberly Morris, UC Davis

**101. The L2 literacy practices of an adult lifelong learner of English in online media fandom**

Language and Technology

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Nona B

This case study explores the online practices of an adult media fan and L2 user of English who uses online fan spaces to engage in autonomous extramural English learning. Findings highlight her use of online fan spaces to develop her creative writing ability in English.

Presenter:

Shannon Sauro, Malmö University

**102. An International Market Through the Lens of Sociolinguistics of Mobility: A Multimodal Analysis of Linguistic Repertoire and Superdiversity**

Sociolinguistics

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Sheen A

This project examines the linguistic repertoire of an international market through a sociolinguistics of mobility

theoretical approach. Combining multimodal discourse analysis and ethnographic observation, we first illustrate the market's superdiversity. We then analyze the meaning, function, interpretation of such diversity with respect to scales, polycentricity, and a history of place.

Presenters:

Addie Leigh Sayers China, University of South Florida

Yao Liu, University of South Florida

**103. A multilevel regression model for an application of inverted ("flipped") classroom pedagogy and variables of learner affect**

Second and Foreign Language Pedagogy

Paper

2:05 to 2:35 pm

Hilton Orlando: Lake Sheen B

In this second analysis phase of a randomized study of inverted classroom models in postsecondary language courses, a regression on scores from an attitudinal inventory found several significant demographic and nested predictor variables, including school affiliation and perceived similarity to previous instruction. A subsequent ANOVA revealed significant interactions between variables.

Presenter:

Kara Moranski, The University of Pennsylvania

**104. Accidentally in Love: A Tale of an American Learner's Investment into Learning Russian**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:05 to 2:35 pm

Hilton Orlando: Turkey Lake

This case study focuses on how a student, who accidentally found himself in a Russian classroom, used his immediate love for the language as a motivator, developed an identity of a highly invested language learner and conceptualized his study abroad experience as a symbol of his investment.

Presenter:

Irina Zaykovskaya, Michigan State University

**105. When the unexpected happens: Coping with participant crisis and death during ethnographic fieldwork**

Research Methods

Paper

2:40 to 3:10 pm

Hilton Orlando: Clear Lake

Graduate courses in educational research methods pay little attention to cases involving participant death. The presenters share how they dealt with the death of a research participant during their graduate studies and how it informed their beliefs about the researcher participant relationship and about qualitative research.

Presenters:

Robert Kohls, OISE/University of Toronto

Sreemali Herath, University of Toronto



Mario Lopez-Gopar, UABJO  
Marlon Valencia, University of Toronto

**106. The Making of a “Shanghai Daughter”: L2 Socialization of Place Among American Students in China**

Language, Culture, and Socialization  
Paper

2:40 to 3:10 pm

Hilton Orlando: Conway Lake

This study explores L2 socialization of place identity among Mandarin learners in Shanghai. It focuses on one sociolinguistic feature found in Shanghai Mandarin, the dental/retroflex merge. Analysis of linguistic and ethnographic data show that, L2 socialization of place is jointly constructed between the learner and the local encounter.

Presenter:

Wenhao Diao, University of Arizona

**107. Multilingualism in Social Contexts: A Family Case Study of Trilingualism (Spanish English, and Haitian Creole).**

Language, Culture, and Socialization  
Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Concord A

This working paper is about simultaneous ‘Trilingual First Language Acquisition’ (TFLA) of two brothers living in a Spanish monolingual context with exposure at home to English and Haitian Creole. In this study the family’s language procedural choices to maintain the three languages will be described through narratives.

Presenter:

Evelyn Jean Juste, Universidad de Guanajuato

**108. Prêt à négocier: a Competitive Digital Game to Develop Language Skills and Motivation in L2 French**

Language and Technology

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Concord B

This study explores the use of Prêt à négocier, a competitive Information Gap Activity for mobile devices, to develop pronunciation, vocabulary and motivation in French L2 learners. The discussion of the findings highlights how interactive games can be used to complement and enhance L2 learning inside and outside the classroom.

Presenters:

Avery Rueb, Vanier College

Walcir Cardoso, Concordia University

**109. Private Language Management: Home Literacy Environments for Bilingual Development**

Language Planning and Policy

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Down A

Using language audit and a questionnaire as tools of

inquiry, this study identifies and describes how family language policy is managed through literacy resources and literacy related activities in 50 bilingual families from Chinese, Italian and Urdu speaking backgrounds in the UK.

Presenter:

Xiao Lan Curdt-Christiansen, University of Reading

**110. Language Ideologies and Issues of Identity: Investigating the Process of Amazigh/Berber Standardization in Morocco**

Language and Ideology

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Down B

This study investigates aspects of language ideologies in the process of Amazigh/Berber standardization in Morocco. The study discusses the social implications of this process, showing how standardization causes linguistic erasure, which negatively impacts native Amazigh varieties.

Presenter:

Dris Soulimani, New York University Abu Dhabi

**111. : Language Learning Strategy Use by Learners of Arabic, Chinese, and Russian during Study Abroad**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake George A

This study investigates the use of language learning strategies (LLS) by learners of Arabic, Chinese, and Russian during a semester-long study abroad experience. Profiles of how high- and low-performing students use LLS abroad and the typical language tasks they engage in (in and outside the classroom) will be presented.

Presenter:

Jeffrey Richard Watson, Center for Languages, Cultures, & Regional Studies

**112. Heritage speakers’ and L2 learners’ processing of non-adjacent noun-adjective agreement in code switched sentences.**

Language and Cognition

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake George B

The present study investigates differences in processing times and error rates with gender morphology between a group of bilinguals and adult L2 learners. Since code-switching is a widespread phenomenon in Latino communities in the United States, I will investigate effects on speaker’s performance in code-switched and non-code switched utterances.

Presenter:

Damaris Mayans, University of Florida

**113. The discourse of Broader Impacts in funded and non-funded grant proposals**

Text Analysis (Written Discourse)

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Hart A

This study investigated the Broader Impacts sections of grant proposals submitted to the National Science Foundation. Corpus-based analysis of 80 proposals yielded a comprehensive move/step framework and revealed that funded and unfunded proposals employ similar rhetorical conventions. However, the latter exhibit distinct patterns that hamper clarity and persuasiveness.

Presenter:

Elena Cotos, Iowa State University

**114. Perceptions of “otherness” as a positive social capital in American-Japanese workplace interactions**

Analysis of Discourse and Interaction

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Hart B

Workplace interactions between American interns and Japanese workers in Japan are analyzed with respect to how the interns assert their own “outsiderness” as a local discursive resource. Using perceptions regarding expertise in English and Western business, the interns claim power for interactional purposes such as disagreeing in a positive way.

Presenter:

Stephen J Moody, Brigham Young University

**115. Task repetition and L1 use: Evidence from young Spanish EFL learners.**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Highland A

The present study analyses the influence of task repetition on the use of the first language (L1) among young (11 years old) English as a foreign language (EFL) Spanish learners. Different L1 functions were identified but their use significantly decreased upon task repetition.

Non-Presenter:

Maria Del Pilar Garcia-Mayo, University of the Basque Country

Presenter:

Maria Angeles Hidalgo, University of the Basque Country

**116. Through the Cross-generational “Looking Glasses”: A Cross-case Analysis on Language, Identity and Education among Chinese Immigrant Families in the US**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Highland B

Through cross-generational lenses, this multiple-case study examines the multifaceted dynamics of cultural

identities and language ideologies among three Chinese American families consisting of 1st, 1.5 and/or 2nd generation immigrants. The research goal is to deepen the understanding of the intricate relationship between language, identity and education among Chinese Americans.

Presenter:

Qianqian Zhang-Wu, Boston College

**117. The Pragmatic Use of Epistemic Adverbs in Argentine Spanish**

Pragmatics

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Nona A

Exploring the pragmatic use of two epistemic adverbs in Argentine Spanish (quizás and capaz ‘maybe’), participants completed a sentence completion task, responding with a subjunctive or indicative verb. Certainty and temporal reference were independent factors. Temporal reference had a significant effect on mood. Capaz and quizás exhibited comparable pragmatic use.

Presenters:

Boris Yelin, Purdue University

Lori Czerwionka, Purdue University

**118. Indonesians’ Identity and Agency in EFL Contexts: A Multi-year Study**

Language, Culture, and Socialization

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Nona B

This study examines the participants’ sense of identity and agency as English language learners in EFL contexts in Indonesia. The study uses sociocultural perspectives and emphasizes on the importance of the individuals’ whole experiences as English language learners and users in their immediate contexts and beyond.

Presenter:

Yanty Wirza

**119. Variationist Sociolinguistics in the English Education Classroom: Pedagogy and Methodology Toward Linguistic Diversity**

Educational Linguistics

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Sheen A

We present results of a sociolinguistic dialectology survey conducted in three teacher education courses. We present the instrument and discuss responses and reflections. We argue that collaboration between sociolinguistics and English Education develops robust language diversity curricula and linguistically-informed teachers who employ and teach tools for analyzing language variation.

Presenters:

Lee Torda, Bridgewater State University

Marino Ivo Lopes Fernandes, University of New

Hampshire

**120. Linguistic Performance of French L2 Learners in Two Contexts**

Second and Foreign Language Pedagogy

Paper

2:40 to 3:10 pm

Hilton Orlando: Lake Sheen B

This is a preliminary study that seeks to measure the linguistic performance of French as a second language learners in two contexts: face-to-face and using Skype. It shows that computer-mediated communication is not less stressful than face-to-face, especially for beginners.

Presenter:

Adel Jebali, Concordia University, Montreal

**121. Ownership of English and Investment in Oral Presentation Tasks through Student-Designed and Developed Avatars**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:40 to 3:10 pm

Hilton Orlando: Turkey Lake

Associations between L2 identity and target language investment have inspired L2 simulation in both virtual and classroom settings. The current study incorporated student-designed avatars into a fifth grade EFL oral proficiency classroom and found increased investment in course content and English-language ownership through a series of avatar-centered role plays.

Presenters:

Mary Daphne Kostakopoulos, Columbia University

Anne Ambler Schluter, Marmara University

**122. Language ideologies across time: Household Spanish handbooks from 1959 to 2012**

Language and Ideology

Paper

3:40 to 4:10 pm

Hilton Orlando: Clear Lake

In this paper, I analyze a sequence of artifacts designed to facilitate interaction between foreign-born, female domestic workers and their employers. I aim to shed light on popular conceptions of language learning by focusing on a register of Spanish that ultimately maintains the social distinctions it is meant to efface.

Presenter:

David Divita, Pomona College

**123. Chinese Adolescents' Writing Experiences in Secondary Math and Science Classes**

Language, Culture, and Socialization

Paper

3:40 to 4:10 pm

Hilton Orlando: Conway Lake

This study investigated Chinese adolescents' socialization into math and science written discourse in American secondary schools. Students' interviews, classroom observations, and writing samples were analyzed to reveal

their perceptions of how past writing experiences relate to their writing competencies as well as developing authorial identities.

Presenter:

Fang Yu, University at Albany

**124. Advancing L2 Spanish Direct Object Pronoun Development through Computer-Mediated Processing Tasks**

Second and Foreign Language Pedagogy

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake Concord A

L2 Spanish learners base Spanish pronominal object clitics on Animacy instead of Case. Completing computer-mediated processing tasks that require learners to process Spanish object pronouns in the input is shown to effectively preempt an Animacy-based object pronoun system.

Presenter:

Michael Kevin Olsen, University of Wisconsin-Stevens Point

**125. A Meta-Analysis on the Effectiveness of Digital Game-Based Vocabulary Learning: A Framework-Based View**

Language and Technology

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake Concord B

This study found that: 1) the effect size of the subgroup 'adventure' was significantly larger than that of 'nonadventure', 2) the moderators 'age' and 'cognate' did not differ significantly in effect sizes between subgroups, and 3) game design elements were implied to be the overarching variables framed in Flow Theory.

Presenter:

Meng Hua Chen, National Taiwan Normal University

**126. Language Ideologies as Symbolic Weapons: Bilingualism and social order among transnational Mexicans in the US**

Language and Ideology

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake Down B

This empirical study examines online conversations between members of a social network of US- and Mexico-born bilingual Mexican. Drawing on Bourdieu's (1991) theory of language and symbolic power, this article explores how members establish power relations differently depending on whether they communicate in Spanish or English.

Presenter:

M. Sidury Christiansen, The University of Texas at San Antonio

**127. Investigating the Relationship Between WM Functions and L2 Linguistic Knowledge: Advanced L2 Learners in an Instructed Setting**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake George A

This study explores the relationships between WM's processing and storage functions when WM is measured both in L1&L2 and in different task modalities. It further examines the relationships between explicit/implicit knowledge in L2 and how these knowledge types are related to WM operations.

Presenters:

Sevdeger Cecen, Istanbul Bilgi University

Gülcan Erçetin, Boğaziçi University

**128. Language Dominance, Verbal Fluency, and Language Control Abilities in two Age-Groups of Russian-English Bilinguals**

Language and Cognition

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake George B

We used verbal fluency and Stroop tasks to assess Russian-English bilinguals' lexical retrieval and their ability to control interference. Applying usage-based and dynamic systems accounts, we discuss why the younger group outperformed the older group in L2 fluency and why both groups maintained high L1 fluency and language control abilities.

Presenters:

Peter Ecke, University of Arizona

Elena Shishkin, California State University San Marcos

**129. Rethinking Epistemic Access, Primacy and Responsibility: Enactment of Nurse Practitioners' Professional Competency**

Analysis of Discourse and Interaction

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake Hart A

This presentation presents a reanalysis of Stivers, Steensig and Mondada's (2011) theory of the dimensions of knowledge in conversation by considering how these dimensions function within medical visits. In so doing, I illustrate how Nurse Practitioners enact their professional competency by prioritizing access and primacy rather than responsibility.

Presenter:

Staci Defibaugh, Old Dominion University

**130. Discourse Analysis of the Korean Sentence Ender – Ney as Inferential Question and Assessment Marker**

Analysis of Discourse and Interaction

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake Hart B

This study demonstrates the sequential and prosodic patterns of the Korean sentence ender –ney using the corpus method and conversation analytic framework. The

results show that 1) –ney with rising intonation is used as inferential question marker, and 2) –ney with falling intonation is used as assessment marker.

Presenter:

Kyoungmi Ha, UCLA

**131. Accommodation and Retroflex Variation in Taiwan Mandarin: A Case of Dialect Contact in the US**

Sociolinguistics

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake Highland A

This study applies variationist analysis to uncover accommodative pattern among 28 Taiwan Mandarin speakers when interacting with Putonghua speakers in the US. The results suggest the direction of dialect accommodation in an immigration setting may be determined by the positive social value of the acceptable form inside the local community.

Presenter:

Yu-Ning Lai, University of Florida

**132. Calling as a semi-multilingual speaker: exploring the importance of scripts in a multilingual call center**

Sociolinguistics

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake Highland B

This paper explores the importance of scripts in a multilingual call center. This is both for the agents and the linguistics management of a multilingual workforce. Not only are scripts shown to help agents with language learning but fluency is conceptualized as the ability to improvise around a script.

Presenter:

Johanna Woydack, Vienna University of Economics and Business

**133. Implicit versus explicit audio-video training for Mandarin tone production**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake Nona A

This study designed an online audio-video tone training project to explore whether and to what degree implicit focus on form versus explicit focus on forms can benefit tone training. The results indicated that implicit training is similar to explicit training, yet the implicit method provides better retention.

Non-Presenter:

Nuoyi Yang, --

Presenter:

Bei Yang, University of Wisconsin-Madison

**134. L1 Background and Speech Acts in English as a Foreign Language: Perception and Production of Compliments**

Educational Linguistics

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake Nona B

This study explores the effects of L1 background on the production and perception of compliments in an EFL context. The data were collected from Turkish, French and Arabic learners of English. The results indicated that L1 background does not make a significant difference in learners' production or perception of compliments.

Presenters:

Ilyas Yakut, Bulent Ecevit University Faculty of Education Department of English Language Teaching  
Dogan Bulut, Meliksah University

**135. Reading Bilingually: Asymmetrical Switching Costs in Sentence Comprehension**

Reading, Writing, and Literacy

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake Sheen A

This study examined language-switching costs during bilingual sentence processing. Behavioral data from proficient Cantonese-English bilinguals showed longer reading times when comprehending sentences switched from L2 English to L1 Cantonese. Findings are discussed in terms of mechanisms of inhibitory control (Meuter & Allport, 1999) and lexical access (Costa & Santesteban, 2004).

Presenters:

Chui-De Chiu, The Chinese University of Hong Kong  
Ho Leung Chan

**136. Sociolinguistic Context and Language Choice: The Distinct Nature of French Immersion in Quebec**

Bilingual, Immersion, Heritage, and Minority Education

Paper

3:40 to 4:10 pm

Hilton Orlando: Lake Sheen B

This study examines language use in two Quebec elementary French immersion classrooms. Thirteen hours of audiotaped interactions between English- and French-dominant students were coded to determine the quantity of turns in English and French and whether other factors such as students' dominant language, task type, or on-taskness impacted language choice.

Presenter:

Susan Ballinger, McGill University

**137. Language as an Object of Stance: examining Arabic Interdialectal Ideologies**

Analysis of Discourse and Interaction

Paper

3:40 to 4:10 pm

Hilton Orlando: Turkey Lake

This paper investigates the role of language accommodation in intersubjective, dialogic construction of stance in Arabic interdialectal interactions. It bridges the theoretical gap between stance and accommodation by showing how language ideologies emerge as a result of

the accommodation strategies used in the calibration of (dis)alignment toward the stance object.

Presenter:

Brahim Chakrani, Michigan State University

**138. Linguistic Interaction as an Integrative Paradigm in Mixed Methods Cross-Cultural Research**

Research Methods

Paper

4:15 to 4:45 pm

Hilton Orlando: Clear Lake

Several mixed methods researchers have argued that integration of qualitative and quantitative methods requires a theoretically grounded paradigm (beyond simple convergence of results). Here, I develop a discursivist paradigm for integrating analyses. Demonstration data come from a cross-cultural study on Alzheimer's disease among English, Spanish, and Russian populations.

Presenter:

Robert Schrauf, The Pennsylvania State University

**139. Contesting the good science student identity in a 9th grade physics class.**

Language, Culture, and Socialization

Paper

4:15 to 4:45 pm

Hilton Orlando: Conway Lake

This microethnographic case study uses classroom discourse analysis to explore how one bilingual Latina student in a 9th grade physics class alternatively contested and conformed to the local notion of the good scientific inquiry student. Andrea's trajectory demonstrates the complexity of the language socialization process for individual learners.

Presenter:

Sarah Braden, University of Utah

**140. Spanish Modality in a Second-semester L2 Classroom**

Second and Foreign Language Pedagogy

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Concord A

This study examines the developmental cognitive orientation of two students enrolled in a second semester L2 classroom while learning Spanish modality through CBI [Concept-based instruction] (Negueruela, 2003). Data includes: 1- Written communicative events, 2- Verbalizations, and 3- an interview that took place at the end of the teaching unit.

Presenter:

Elena Garcia Frazier, Mount Holyoke College

**141. Activate space rats! Mobile gaming and L2 pronunciation**

Language and Technology

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Concord B

This study examines the effects of a mobile game (Spaceteam ESL) on the development of English L2 pronunciation, focusing on learners' intelligibility, comprehensibility, accentedness, and vowel reduction. We also discuss pedagogical implications for the learning of L2 pronunciation in a mobile-assisted learning environment.

Non-Presenter:

Walcir Cardoso, Concordia University

Presenter:

Jennica Grimshaw, Concordia University

**142. The use of English as the medium instruction in a multilingual context: The case of Kenyan primary schooling**

Language Planning and Policy

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Down A

This study examines the challenges and contextual factors that hinder the implementation of English as the medium of instruction (EMI) within the context of Kenyan, multilingual primary schools. Results of this study have implications for language policies in similar EMI, multilingual contexts.

Non-Presenter:

Ching-Ni Hsieh, Educational Testing Service

Presenter:

Marcel Ionescu, Educational Testing Service

**143. Commodification of language and education in the construction of "global" university in South Korea**

Language and Ideology

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Down B

Drawing from an on-going 1 year ethnographic study on internationalization of South Korean universities, this paper examines processes of commodification of English in the construction of "global" university by these Korean universities.

Presenter:

Hyunjung Shin, University of Saskatchewan

**144. Syllable Primacy in L2 English Word Processing by Native Speakers of Korean**

Language and Cognition

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake George A

This study investigated the syllabic structure of the Korean writing system and its effect on L2 English word processing. Two experiments were conducted with 103 college students using computerized naming tests in Korean and English. The findings were interpreted in terms of the syllabic boundary and linguistic relativity hypotheses.

Presenter:

Hye Pae, University of Cincinnati

**145. The Influence of an L2 Environment on the Cognitive Aging Process and Wellbeing of Older Adult Migrants**

Language and Cognition

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake George B

Turkish older adults in the Netherlands age in an L2 context, which may be detrimental for their (mental) wellbeing. Within a cognitive aging framework of bilingualism, this research investigates how L2 stimulation may enhance individual's wellbeing.

Presenter:

Anna Pot, University of Groningen

**146. Interactional Commitment of Novice Iraqi Patients in Brokered Medical Interviews**

Analysis of Discourse and Interaction

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Hart A

This study presents the linguistic and non-linguistic practices of novice immigrants in brokered medical interviews. Analyses show the organization of action of non-English speaking Iraqi patients. Findings demonstrate that patients exploit various resources and sequential spaces to construct agency and implement themselves as focal participants in the brokered conversation.

Presenter:

Afaf Nash, USC Dornsife College of Letters, Arts and Sciences

**147. The intersection of knowledge and social action: A case of the Korean ender kel**

Analysis of Discourse and Interaction

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Hart B

This study looks at the Korean grammatical ender kel and its role as a linguistic resource for (re)aligning epistemic imbalances that emerge in conversation. It argues that the motivation for using kel results from speakers' treatments of knowledge and the corresponding social actions.

Presenter:

Don Lee, University of California, Los Angeles

**148. The Semiotic Multifunctionality of Arabic Numerals in Chinese Online Discourse**

Sociolinguistics

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Highland A

This study demonstrates that Arabic numerals are conventionalized and frequently used through Chinese online discourse for purposes other than cardinal/ordinal functions. They carry semiotic features for many types of communicative strategies such as emoticons. I will discuss the multifunctionality of Arabic numerals in Chinese online discourse through a heteroglossic

perspective.

Presenter:

Yi Zhang, Second Language Acquisition/Instructional Technology Program, University of South Florida

**149. Localizing the global call center industry: Learning to serve customers in Hawai'i**

Sociolinguistics

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Highland B

We analyze data from a training project that provided call center workers in the Caribbean with resources for interacting with customers located in Hawai'i. Beyond awareness of Hawai'i English and Hawai'i Creole, the training addressed ways to localize the call center scripts in regard to local pragmatics, including expressing empathy.

Presenter:

Christina Higgins, University of Hawaii at Manoa

**150. The Comparative Effectiveness of Perception and Production Practice and the Role of Musical Ability in L2 Mandarin Tone-word Learning**

Language and Cognition

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Nona A

The present study examined the comparative effectiveness of perception and production practice in L2 Mandarin tone-word learning and found strong support for the hypothesis that the effect of practice is highly skill-specific. In addition, musical ability was found to play a role in learning to perceive and produce L2 tone-words.

Presenter:

Man Li, University of Maryland

**151. Computer-mediated responses to English and Chinese Compliments on Facebook and Renren**

Pragmatics

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Nona B

By comparing Chinese speakers compliment responses (CRs) in RenRen to American English speakers CRs in Facebook, this study examines the differences in compliment response behavior between Chinese and English and explores whether online communication changes the previously established cross-cultural differences in complimenting behavior among Chinese and American speakers of English.

Presenter:

Zohreh Eslami, Texas A&M University

**152. The Relationship between Fluency of Sentence Integration and Text Comprehension in Secondary School Students' Reading**

Reading, Writing, and Literacy

Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Sheen A

Multilevel analyses revealed that fluency of text level integrative processes was not uniquely related to eighth graders' text comprehension above and beyond sentence level fluency and linguistic and metacognitive knowledge. We argue that the success of text level processes, but not their fluency, is important for readers' text comprehension.

Non-Presenters:

Rob Schoonen, ACLC/University of Amsterdam

Folkert Kuiken, University of Amsterdam

Presenter:

Camille Welie, University of Amsterdam

**153. Caught in the cultural abyss: French immersion teacher discourse in the context of unequal power relations**

Bilingual, Immersion, Heritage, and Minority Education Paper

4:15 to 4:45 pm

Hilton Orlando: Lake Sheen B

In New Brunswick, Canada's only officially bilingual province, unequal power relations remain between Anglophones and Francophones. Our discussion focuses on minority Francophone immersion teachers' discourses on the integration of language and culture in their classrooms. We describe how these teachers conceive of their roles as language instructors and cultural mediators.

Presenters:

Kelle L. Keating Marshall, Pepperdine University

Wendy Bokhorst-Heng, Crandall University

**154. Beirut Linguistic Landscape: "Shabrou2a" or "Chanel"?**

Sociolinguistics

Paper

4:15 to 4:45 pm

Hilton Orlando: Turkey Lake

Framed within the study of linguistic landscapes (LL), this paper aims at investigating the LL of four Beirut streets in Lebanon. More specifically, we intend to highlight the purposes of different languages, discrepancies between physical and virtual LLs, and ways in which these patterns reflect language policies and sectarian divides.

Non-Presenter:

Amanda Kibler, University of Virginia

Presenters:

Zinnia Shweiry, American University of Beirut

Fares Jirji Karam, University of Virginia

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

AAAL Annual Conference

Plenary Session

4:55 to 6:00 pm

Hilton Orlando: Orlando II

Presenter:

Joe LoBianco, University of Melbourne

**156. AAAL 2016 Opening Reception**

AAAL Annual Conference

Special Session

6:00 to 7:15 pm

Hilton Orlando: Orlando Ballroom Foyer

Light refreshments will be served with a cash bar.

Session Organizer:

Kathleen M. Bailey, Middlebury Institute of International Studies at Monterey

**SUNDAY, APRIL, 10**

**157. An Eye-Tracking Investigation into Young Language Learners' Test Taking of Computerized Speaking Test**

Assessment and Evaluation

Paper

8:00 to 8:30 am

Hilton Orlando: Clear Lake

I report on an eye-tracking study of how young English Language Learners (ELLs) process and react to a computer-mediated speaking test. By analyzing the ELLs' eye-movements as supplemented by their affective responses, I demonstrate potential evidence of the timing limits and time indications imposing cognitive demands on young test takers.

Presenter:

Shinhye Lee, Michigan State University

**158. Issues in Vocabulary Test Development: Challenging Conventions**

Assessment and Evaluation

Paper

8:00 to 8:30 am

Hilton Orlando: Conway Lake

Vocabulary testing is based on a number of assumptions. This presentation discusses and challenges two: whether the word family is the most advantageous counting unit, and whether frequency levels are really best divided into groups of 1,000. The talk will suggest new conventions for the development of vocabulary tests.

Presenters:

Norbert Schmitt, University of Nottingham  
Benjamin Kremmel, University of Nottingham

**159. Poster Session 2**

8:00 to 11:00 am

Hilton Orlando: Foyer II

**159-1. A Case Study of Chilean English Education Policy and Teacher Training: Affecting factors of Communicative Language Teaching in Chilean classroom**

Educational Linguistics

Poster

This paper reports the gaps among the Chilean's government policy of Communicative Language

Teaching (CLT) in English, educators of pre-service teachers, and English teachers. It revealed that instead of the limited support from school system, the teachers' perception of CLT is the major factor that hinders its application in classroom.

Presenters:

Hana Kang, University of Notre Dame  
Madeline Hahn, University of Notre Dame

**159-2. "I want to go abroad to become fluent": Formulaic language and L2 fluency in study abroad**  
Second Language Acquisition, Language Acquisition, and Attrition

Poster

This study examines the impact of study abroad (SA) on the fluency development of L1 English/L2 Spanish learners, as measured via temporal variables (e.g., speech rate, articulation rate, phonation time ratio, mean length of run) and formulaic language (e.g., mutual information (MI), t-scores, and n-gram frequencies).

Presenter:

Tracy Quan, University of California, Davis

**159-3. Assessing Dutch and English Immersion Education in French-Speaking Belgium: Linguistic, Cognitive and Educational Perspectives**

Bilingual, Immersion, Heritage, and Minority Education  
Poster

This paper discusses the preliminary results from a 5-year multidisciplinary research project on immersion in French-speaking Belgium. Based on a range of research methods and perspectives, the project tackles the interplay between linguistic, cognitive and educational aspects of immersion.

Presenters:

Philippe Hiligsmann, Université catholique de Louvain  
Luk Van Mensel, University of Namur

**159-4. Children Talking About Writing: Investigating Metalinguistic Understanding**

Educational Linguistics

Poster

While previous studies have demonstrated the significant role of metalinguistic awareness in language development, research into how improvements in writing are achieved through metalinguistic understanding remains limited. This paper sets out to better understand how students develop metalinguistic understanding about writing by synthesising two parallel studies in Australia and England.

Non-Presenter:

Debra Myhill, Graduate School of Education,  
University of Exeter, England

Presenter:

Honglin Chen, School of Education, University of Wollongong, Australia

**159-5. Topic Development in First Encounter Triadic Interactions**

Analysis of Discourse and Interaction



Poster

The topic development moves employed by an English Language Learner in triadic interaction are the focus of this project. The language barrier and the new context influenced her role as a responsive speaker, nonetheless constantly showing engagement in conversation. The techniques that she employed were categorized and will be discussed.

Presenter:

Jorge Beltran

**159-6. “I like to be in constant communication with my sisters”: Sister discourse in the digital age.**

Analysis of Discourse and Interaction

Poster

Interactional sociolinguistics investigates the way that speakers build relationships and construct identity through talk. This study applies the tenets of interactional sociolinguistics to the realm of text messaging, examining how three sisters utilize a group text thread to create a conversational space that affirms their understanding of sister relationships.

Presenter:

Katherine Lucey, Georgetown University

**159-7. Bi/plurilingual Immigrant Contexts and Lives: Language Learning and Teachers’ Professional Identity Development Across Linguistic Communities of Practice**

Bilingual, Immersion, Heritage, and Minority Education  
Poster

Unveiling bi/plurilingual teachers’ participation in different linguistic communities uniquely touches upon their personal, linguistic and cultural heritages and/or in their bilingual/bicultural praxis. This poster shares the life trajectories of three Non- US born Spanish/ English bilingual teachers, across contexts of learning and professional identity formation.

Presenter:

Patricia Venegas, UW- Madison

**159-8. The effects of activation, proficiency and age in subjunctive selection: The case of Spanish Heritage Speakers and L2 learners**

Bilingual, Immersion, Heritage, and Minority Education  
Poster

This study examines Spanish heritage speakers and L2 learners’ mood preferences in two types of mood selection (obligatory and non-obligatory) in both comprehension and production. Results showed that accuracy was strongly modulated by participants’ proficiency, age of onset of bilingualism and increased rates of Spanish activation.

Presenter:

Silvia Perez-Cortes, Rutgers University

**159-9. Creativity and Mobile Devices in Intensive Group Projects**

Second and Foreign Language Pedagogy

Poster

Eight teachers of English in Sweden working with intensive group projects were identified from a randomly-drawn sample (n=250) and interviewed about the motivational properties of these projects. Results indicate that the combination of a creative activity and use of mobile devices generates sustained and intense motivation in student groups.

Presenters:

Alastair Henry, University West

Pia Sundqvist, Karlstad University

**159-10. Function Word Phrasings in English Pronunciation for Korean and Japanese Learners**

Second and Foreign Language Pedagogy

Poster

This paper argues that, for Korean and Japanese (K&J) ESL learners, teaching phonological segmentation in FW phrasings should be prioritized to raise competence in both listening and pronunciation. The presenter will discuss the phonological phenomena in postposed & preposed FW phrasings in K&J speakers and its implication for pronunciation teaching.

Presenter:

Minsoo Chloe Ko, Georgia State University

**159-11. The effects of explicit instruction of topic-induced word combinations on ESL writers**

Second and Foreign Language Pedagogy

Poster

This study investigated the effects of explicit instruction of topic-induced word combinations on ESL writers. Implications for ESL writing pedagogy are discussed.

Presenter:

Jelena Colovic-Markovic, West Chester University

**159-12. Understanding Perspectives of English Learners in a U.S. University Setting**

Second and Foreign Language Pedagogy

Poster

The session aims to examine English learners’ (ELs) self-efficacy, learning strategies and goal orientations in a university setting. A survey is used to collect data and instructional suggestions are provided for language educators to assess learners’ needs. It will also provide useful information for related discussions from an EL perspective.

Presenter:

Hong Shi, Auburn University

**159-13. Educating Emergent Bilinguals in a Diverse, Rural Community; Embrace Diversity or Emphasize Challenges?**

Educational Linguistics

Poster

This mixed methods study examines how educators determine the effectiveness of their programs for Emergent Bilinguals and their satisfaction from teaching students from diverse linguistic and cultural backgrounds. Engaging both educators and Emergent Bilinguals in meaningful learning projects necessitates differentiating

instruction to fit students' learning styles, ethnicity, and culture.

Presenters:

Lyn Scott, Humboldt State University  
Mai Lee, Humboldt State University

**159-14. Mediating Discourses in Place: Doing #Studenting in Controlled, Directed and Guided Spaces**

Educational Linguistics

Poster

This poster shares findings of a nexus analysis of discourses in place (Scollon, 2003) at three institutional sites of engagement for a travel-abroad media literacy course. Analysis of complex interdiscursive dialogicality of the mediated action of "studenting" in still photos corresponds to Dewey's (1916) notions of three forms of education.

Presenter:

Kelly Wiechart, Indiana University

**159-15. Selective Benefits of Early Foreign Language Instruction on Long-Term Foreign Language Outcomes**

Educational Linguistics

Poster

The present study examined the effects of different early English as a foreign language (EFL) programs on long-term EFL outcomes in various language domains. The results suggested selective benefits of early EFL instruction on long-term EFL outcomes in phonology-related domains, and that substantial EFL exposure is required for such benefits.

Non-Presenter:

Shawn Chang, National Taipei University of Technology, Taiwan

Presenters:

Becky H Huang, University of Texas San Antonio  
Mingxia Zhi, University of Texas San Antonio

**159-16. Global Citizenship through English-language Voluntourism: Connection and Disillusion**

Educational Linguistics

Poster

This poster presents the findings of a study of English-language voluntourism, or short-term, volunteer English language teaching in the Global South. Data collected through participant-observation in a Romanian orphanage suggest that visiting volunteers and the recipients of their service often have different expectations of the purposes of international volunteering.

Presenter:

Cora Ann Jakubiak, Grinnell College

**159-17. An inquiry into CA-informed L2 pragmatics test development**

Assessment and Evaluation

Poster

This study investigates the validity of using findings from conversation analysis to develop L2 oral pragmatics test-

tasks administered to low-intermediate L2 learners, to infer L2 pragmatic competence within an expanded target domain. Impact of differential levels of CA training on rater performance is also a focus.

Presenter:

F. Scott Walters, University of Illinois at Urbana-Champaign

**159-18. Proficiency Guidelines for English Sounds for Japanese Learners at Level B2 of the CEFR-J**

Assessment and Evaluation

Poster

This study aims to provide the Can Do descriptors for the proficiency guidelines for the production and perception of English segmental sounds for the B2 (advanced) level of Japanese learners, based on a questionnaire survey and the phonemic analysis of the words at level B2 in the CEFR-J word list.

Presenter:

Akiyo Joto, Prefectural University of Hiroshima

**159-19. Comparison of Evaluating English Writing with the e-Rater and Human Raters**

Assessment and Evaluation

Poster

This study compared the holistic and seven analytic scores of 358 EFL learners' independent TOEFL writing rated by the e-rater and two human raters. According to correlation analyses among various scores, the strengths, weaknesses, and considerations of using the e-rater and/or human raters to rate English writing were further discussed.

Presenter:

Yu-Chen Tina Lin

**159-20. Does Working Memory 'work' in SCMC? A study on Accuracy and Complexity.**

Language and Technology

Poster

The present study investigates the role of a) Working Memory Capacity (WMC) as a learners' individual difference and b) type of medium (SCMC vs. FTF) in L2 Spanish development of 24 advanced L2 Spanish learners. L2 Spanish development was operationalized as complexity and accuracy of learners' oral production in two tasks.

Presenter:

alexandra martin, Georgetown University

**159-21. Stages of Normalization of the use of ICTs in an English language teaching program. A case study in Venezuela**

Language and Technology

Poster

This qualitative case study sought to explore normalization in the Venezuelan context. Informed by Bax (2003) seven-stages framework for analysis, this multi-staged study used three sources of data: official document analysis, semi-structured interviews and an open-ended question survey given to key stakeholders

from a research leading university in Venezuela.

Presenters:

koritza jose subero, Pontificia Universidad Catolica de Valparaiso  
Monica Stella Cardenas-Claros, Pontificia Universidad Catolica de Valparaiso

**159-22. Comparing L1 and L2 Phraseological Processing of Free Combinations, Collocations and Idioms - Testing the Predictions of the Phraseological Continuum Model**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

Testing a descriptive model of word combination, L1 and L2 phraseological processing of free combinations, collocations and idioms was investigated using a semantic judgement task. For L1 participants, no difference was observed whereas for L2 learners collocations and idioms came with a processing cost compared to free combinations.

Presenter:

Henrik Gyllstad, Lund University

**159-23. Learner Perspectives on EFL in Slovenian Higher Education**

Educational Linguistics

Poster

This study investigates learner dispositions toward Slovene, English, and minority languages in Slovenia and probes political factors that underlie the management of these languages. Initial findings have found that Slovenians generally perceiving plurilingualism as a "natural" skill in which other languages in their repertoire include "foreign" languages, mainly English.

Presenters:

Shereen Bhalla, Center for Applied Linguistics  
Sonja Novak Lukanovič, University of Ljubljana

**159-24. A Reaction Time Study of L2 Learners' Grammaticality Judgments**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

This study investigates whether second language learners' reaction time, when completing grammaticality judgment tests (GJTs), varies in relation to four task design features - task stimulus (grammatical/ungrammatical), time constraints (timed/untimed), task modality (aural/written), and target features (less/more difficult). Results are discussed in relation to other GJT studies in SLA research.

Non-Presenter:

Julie Li-Ju Shiu, National Chi Nan University

Presenters:

Sebnem Yalcin, Boğaziçi University  
Yasuyo Tomita, --University of Toronto  
Nina Spada, OISE University of Toronto

**160. Does a Higher Measure of Syntactic Complexity**

**Imply a Better Quality of L2 Writing?**

Corpus Linguistics

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Concord A

Utilizing a corpus of ESL Academic compositions, this study quantitatively and qualitatively analyzes the relationship of 14 measures of syntactic complexity with the quality of writing and task effects. The findings show that syntactic complexity can vary depending on the genre of writing, indicating form is not independent of meaning.

Presenters:

Jungwan Yoon, Pennsylvania State University  
Michael Amory, The Pennsylvania State University

**161. Learning words through watching television: the effect of frequency of occurrence, word relevance and learners' vocabulary size**

Second and Foreign Language Pedagogy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Concord B

This study explores English-as-a-Foreign-Language learners' acquisition of three aspects of vocabulary knowledge through viewing a television program. Specifically, this study focuses on (a) the effect of a word's frequency of occurrence, (b) the effect of a word's relevance, (3) the mediating role of learners' vocabulary size on incidental vocabulary acquisition.

Presenters:

Elke Peters, KU Leuven  
Stuart Webb, Western University

**162. Problematizing English language teaching in the "global south"**

Language and Ideology

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Down A

This ethnographic study analyzes the discourse of participants in a short-term international service-learning EFL teaching program to examine how they construct English as a means to lift marginalized groups from poverty and how this contrasts with the community's construction of English as a tool or means to an end.

Presenters:

Lou Tolosa-Casadont, University of Georgia  
Paula Jean Mellom, CLASE - University of Georgia

**163. Informed consent forms in ESL classrooms**

Language Planning and Policy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Down B

Informed consent forms written specifically for ESL learners were found to be overly difficult for them to read. This presentation offers possible changes that would decrease the difficulty level of consent forms and possible policy changes intended to help researchers who collect

data within ESL programs.

Presenter:

Scott Sterling, Indiana State University

**164. Cultural minority or disabled people? Determining the social representation of d/Deafness through discursive analysis**

Analysis of Discourse and Interaction

Paper

8:00 to 8:30 am

Hilton Orlando: Lake George A

Existing ideologies of d/Deaf people are investigated in a linguistic study that seeks to understand the discursive representations of d/Deaf people and how said representations are evaluated and negotiated. The presenter details a research design containing the discourse analytical approaches necessary to reveal how these ideologies are operationalized in language.

Presenter:

Lindsay Comello Nickels, Lancaster University

**165. Errors vs content in evaluation of second language proficiency**

Assessment and Evaluation

Paper

8:00 to 8:30 am

Hilton Orlando: Lake George B

We present a study where 40 texts written in an official test for adult learners of Norwegian have been evaluated by experienced raters in two different versions, the original and another without formal errors. The goal is to investigate the interplay between content and other factors in text evaluations.

Presenters:

Anne Golden, University of Oslo

Lars Anders Kulbrandstad, Hedmark University College

**166. Office ladies or Palace maids: a corpus-based cognitive approach to characterization in Chinese online time-travel romances**

Text Analysis (Written Discourse)

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Hart A

This paper aims to contribute to the emerging literature on computer-aided approaches to characterization in literary works. Adopting corpus-based cognitive methods, it provides the first large-scale systematic analysis of characterization in Chinese online time-travel romances.

Presenter:

Chong Han, University of Western Sydney

**167. Assessing Methodological Quality of L2 Research Using Questionnaires**

Research Methods

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Hart B

This study aimed at assessing methodological quality of

questionnaire survey by examining L2 research published in China and in Western countries. 514 primary reports were surveyed on their design features, statistical analyses, and data reporting practices. The findings revealed methodological weaknesses unique to questionnaire survey and to both research contexts.

Non-Presenter:

Huifang Huang, Central China Normal University

Presenters:

Xiaoqing Qin, Central China Normal University

Jin Bi, University of Utah

**168. Researching writer rater processes: Are concurrent think alouds the best?**

Research Methods

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Highland A

This presentation compares two methods of researching writer rater processes: concurrent think alouds and stimulated recalls. Data were collected from experienced ECPE raters and compared in terms of quality and quantity. The results have implications for study design and selecting a research methodology.

Presenter:

Deirdre Justine Derrick, NAU

**169. The English Divide: Findings on the Impact English Use on Non-Native English-Speaking (NNS) Academics in Indonesia.**

Second and Foreign Language Pedagogy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Highland B

This study examines gaps between institutional expectations for teaching/scholarship in English and NNS instructors' self-assessment of English ability. Perceptions of 80 Indonesian faculty were assessed by replicating a survey administered to 246 instructors at the University of Iceland. Findings suggest English use may contribute disparity and exclusion for NNS academics.

Presenter:

Patricia Prinz, Mercy College

**170. English and Spanish health discourse: Convergent and divergent methodologies used in studies of patient talk**

Analysis of Discourse and Interaction

Colloquium

8:00 to 9:40 am

Hilton Orlando: Lake Lucerne

The studies included in this colloquium use multiple methodologies to analyze the language used by diabetes patients. The presentations highlight the importance of diverse approaches such as metaphor analysis, assessment, corpus-based methodologies, and activity theory, put at the service of the analysis of patient narratives in both English and Spanish

Discussant:

Ulla Connor, Indiana University-Purdue University Indianapolis

Participants:

Activity Theory views on agency in health narratives by Spanish-speaking patients Marta Anton, Indiana University Purdue University Indianapolis

This study investigates the interaction of individual and social factors in agentic behavior through an Activity Theory analysis of linguistic and content cues in life-story narratives about diabetes self-management by Spanish-speaking patients. This approach foregrounds culturally localized mediation by health care providers, as well as patients' reciprocity in health-oriented action.

Gaining Insight into Chronic Disease Management through Metaphor Analysis Elizabeth Goering, Indiana University-Purdue University Indianapolis

This study utilizes metaphor analysis to further understand chronic disease management. The research analyzes the language used by people living with diabetes as they talk about their disease, comparing the metaphors used by patients who successfully manage their disease with the metaphors used by those who are not so successful.

Combining corpus and assessment methods to understand the relationship between patient narratives, provider discourse and patient satisfaction Shelley Staples, Purdue University

This corpus-based study examines the relationship between the language of patient narratives and that of nurse interlocutors. Correlations between the linguistic features and patient satisfaction are then explored. The use of particular features by nurses is associated with greater use of narrative features by patients and higher patient satisfaction.

Identifying adherence behaviors in English and Spanish patient talk using corpus-based methods Viviana S Cortes, Georgia State University

This presentation focuses on the use of corpus-based methods to analyze English and Spanish discourse produced by diabetes patients in different treatment adherence levels. The results of the study show tendencies that reveal group identification and extend across the two language groups, highlighting the importance of these methodologies.

Session Organizer:

Viviana S Cortes, Georgia State University

### **171. Narrative Analysis for L2 Literacy Development: A Systemic Functional Approach**

Educational Linguistics

Colloquium

8:00 to 11:00 am

Hilton Orlando: Lake Mizell A

This colloquium explores how narrative analysis situated within Systemic Functional Linguistics (SFL) can inform L2 curriculum construction, pedagogy, and assessment.

The four presentations focus on narrative categorization and sequencing, L2 literacy development through communal storytelling, evaluation of student narrative work, and narrative components in digital gaming.

Discussant:

Mariana Achugar, Carnegie Mellon University

Participants:

Sequencing Narratives for a Content- and Language-integrated FL Curriculum Marianna Ryshina-Pankova, Georgetown University

Assuming a prominent place of narratives within FL instruction, this presentation offers a framework for narrative categorization and sequencing for literacy- and curricular-oriented learning. Drawing on Systemic Functional Linguistics, I discuss key theoretical principles for progression in narrative complexity and illustrate them through an analysis of three increasingly complex texts.

Narrative Literacy Development of Bilingual Latino Youth through Community-based SFL Pedagogy Ruth Harman, University of Georgia

Informed by Systemic Functional Linguistics, this paper explores narrative texts of bilingual students engaged in a community-based approach to literacy development. Findings point to an expanded use of evaluation and intertextual resources in student texts over time.

An SFL-based Model for Assessing L2 Narrative Writing Cori Crane, University of Texas at Austin

This presentation explores text-structural and lexico-grammatical choices L2 writers make in narrative writing. Close analysis of two student texts from an intermediate, college-level German course illustrates how a SFL-based writing assessment rubric sensitive to narrative genres can be used to evaluate more and less successful realizations of a narrative task.

Playing with narrative: Analyzing cohesion and coherence in a narrative-driven digital game Kristina Maren Saunders, University of Texas at Austin

This presentation investigates how cohesion and coherence are created and maintained in a narrative-driven digital game, *The Vanishing of Ethan Carter*. Using an SFL framework, the game's genre, transitivity patterns, and participant references are analyzed in order to track meaning-making resources available to players engaged with narrative digital games.

Session Organizers:

Marianna Ryshina-Pankova, Georgetown University  
Cori Crane, University of Texas at Austin

**172. EMI in Nordic Higher Education: The Bigger Picture**

Language Planning and Policy

Colloquium

8:00 to 11:00 am

Hilton Orlando: Lake Mizell B

The papers in this colloquium present critical perspectives on language policy and planning issues related to the introduction of English Medium Instruction at Nordic universities, particularly in Denmark, Finland, Iceland and Sweden.

Discussant:

Jasone CENOZ, University of the Basque Country

Participants:

EMI at the University of Iceland: Identifying the Needs of Students in a New Linguistic Context Birna Arnbjörnsdóttir, University of Iceland

Nordic universities presuppose that students are prepared for learning in English although multiple studies report English use to be problematic. This presentation describes the specific linguistic challenges faced by Icelandic university students that differ from ESL/EFL contexts. The AWARE program that addresses needs of students in EMI programs is introduced.

English Medium Instruction in Finnish Higher Education: There and Back Again? Taina Maria Saarinen, University of Jyväskylä

This presentation takes a holistic view on the use of English in Finnish higher education institutions. It asks how the position, significance and usage of English is construed on macro, meso and micro levels of higher education. The presentation is a synthesis of a larger study with multiple data sources.

The Parallel Language Use of English and Swedish at Swedish Universities: Policies and Practices Across Disciplines Maria Kuteeva, Stockholm University

University language policies tend to disregard disciplinary differences and their impact on language use. This paper shows that the use of English varies across disciplines, which can be connected to different knowledge-making practices and educational goals. It problematizes "one-size-fits-all" language policies which only deal with general features of language use.

The Lure of Internationalization: Ideals and Reality in the Internationalization of Danish Higher Education Janus Mortensen, University of Copenhagen; Hartmut Haberland, Roskilde University; Anne Fabricius, Roskilde University

This paper unpacks and challenges three prevalent assumptions concerning university internationalisation in Denmark: 1) that transnational student mobility increases linguistic pluralism, 2) that internationalization works as a catalyst for intercultural understanding, and 3)

that internationalization, through an increased use of EMI, improves the quality of Danish universities and attracts students.

Session Organizers:

Slobodanka Dimova, University of Copenhagen

Janus Mortensen, University of Copenhagen

**173. Becoming ELT Professionals: A Duoethnographic Exploration of Marginality and Acceptance in Developing Professional Identities**

Second and Foreign Language Pedagogy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Nona A

This paper reports findings from a duoethnography of two developing ELT professionals from different linguistic and cultural backgrounds, exploring themes of marginality and acceptance in the experience of developing professional identities. By comparing and contrasting challenges and tensions, we seek to construct what it means to be "legitimate" ELT professionals.

Presenters:

Amber Warren, Indiana University

Jaehan Park, Pennsylvania State University

**174. «Que sepan que contan con nós»: The Promise of a Galician Future in the Series "Vivamos Como Galegos"**

Analysis of Discourse and Interaction

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Nona B

This presentation discusses discourse negating feared loss of Galician language and culture in "Vivamos como galegos", a series of television ads from the supermarket chain GADIS. Through analysis of rhetorical strategies and language choice employed in three ads, the success of the series, both social and commercial, is explored.

Presenter:

Ana Maria Anderson, University of Minnesota

**175. Comparing Narrative Structure in the Home and School Languages of Bilingual Children**

Bilingual, Immersion, Heritage, and Minority Education

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Sheen A

Macrostructure comparisons of Romanian-L1 children's Frog stories during two years of English kindergarten revealed poorer narrative skills in Romanian than newly acquired English. However, Romanian skills improved substantially as the children's English schooling progressed, suggesting positive transfer and the benefits of telling stories at school (versus only listening at home).

Presenters:

RENA HELMS-PARK, UNIVERSITY OF TORONTO SCARBOROUGH

Maria Claudia Petrescu, University of Toronto

Mississauga

Mihaela Pirvulescu, University of Toronto Mississauga

**176. Developmental scales of L1 & L2 academic English vocabulary: vocabulary test item difficulty indicates lexical sophistication and derivational morphology development**

Reading, Writing, and Literacy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Sheen B

This presentation will provide insights into how detailed scales of English lexis for K-12 learners (i.e. majority-language-monolinguals, bilinguals and minority-language ELLs) might be developed and employed for research and pedagogical purposes. Corpus genre and modality, and definition of 'word' (lemmas v. families) are key issues when using frequency-based word lists.

Presenter:

Geoffrey G. Pinchbeck, Werklund School of Education, University of Calgary

**177. Blind Spots and Theory Building: How Can the Study of Language Learners Marginalized in the Field Help Us Grow?**

AAAL Annual Conference

Invited Colloquium

8:00 to 11:00 am

Hilton Orlando: Orlando II

Discussants:

Elaine Tarone, University of Minnesota  
Stephen May, University of Auckland

Participants:

Working Class Minority Ethnic Students in Catalan Higher Education: The Narratives of an Under-researched Group David Block, ICREA, Universitat de Lleida; Lidia Gallego-Balsà, Universitat de Lleida (ES Q-7550001-G)  
NA

Why Indigenous Language Learning Matters for the Future of Applied Linguistics Kendall King, Univ. of Minnesota  
NA

In the Process of Becoming: What Participatory Approaches to Learning and Inquiry Can Contribute to Theory Building and Research Practice Doris Warriner, Arizona State University  
NA

Session Organizer:

Martha Bigelow, University of Minnesota

**178. College Students Developing a Scholarly Stance: Insights from Corpus Analysis and Systemic Functional Grammar**

Reading, Writing, and Literacy

Colloquium

8:00 to 9:40 am

Hilton Orlando: Orlando IV

Insights from corpus-based analysis and systemic

functional grammar together reveal how emergent student writers develop their strategies for establishing a scholarly stance over time. Corpora from first year composition are compared with writing by advanced students in MICUSP and academic writing in COCA.

Chair:

Daniel Kies, College of DuPage

Participants:

Exploring thematic prominence and information focus in FYC writers' development of a scholarly stance  
Daniel Kies, College of DuPage

Using the analytical tools of corpus linguistics coupled with systemic functional grammar, analyses of thematic prominence and information focus provide insights into the acquisition of subordinate clauses, the origins of coherence/cohesion problems, and the role of circumstantial adverbials among first year composition writers.

Overgeneralization vs. Appropriate Argumentative Scope in Student Writing Laura Aull, Wake Forest University

Features that overgeneralize or limit the scope of claims are underexamined in student and advanced academic writing. This study shows findings and implications for (1) how students versus advanced writers extend and limit scope through universal quantifiers and other markers, and (2) differences in scope between academic essays and articles.

Development of Specificity in Student Writer Texts through Elaboration of the Nominal Group. Sandra Gollin-Kies, Benedictine University

Compared with more experienced student writers, first year students tend to under-utilize the range of grammatical resources available for elaboration of the nominal group. They do not fully utilize pre and post modification resources typical of more sophisticated academic writing.

"You're Not Supposed to Do That in a Research Paper": Personal Pronoun Use and Authorial Identity in First-Year Student Writing Olga Demin Lambert, Benedictine University

This paper uses a modified version of Harwood's (2006) heuristic, which combines corpus-based and interview-based approaches, to investigate the motivations guiding first-year students' personal pronoun use in academic writing. It argues that these students' authorial identity is actively constructed and reflects a transitional stage between spoken discourse and academic prose.

Session Organizer:

Sandra Gollin-Kies, Benedictine University

**179. Investigating Methodological and Conceptual Understandings of Agency in Language Teacher Identity**

Educational Linguistics  
Colloquium

8:00 to 9:40 am

Hilton Orlando: Orlando V

Employing a sociocultural perspective and qualitative methodologies, such as interviews, observations, and multimodal narratives, this panel proposes to examine the complex construct of agency in second-language teacher development in various contexts. These papers all delineate and advance theoretical considerations of agency as well as methodological ones.

Participants:

A Socio-Cultural Developmental Perspective on English Teachers' Agency in China Jian Tao, University of Hong Kong; Xuesong Gao, The University of Hong Kong

This paper draws on life history interviews with eight English language teachers in China to explore their exercise of agency within ongoing curriculum reforms and shifting structural conditions. It demonstrates how teacher agency can be appreciated in these teachers' efforts to assert their professional identities and pursue educational innovation.

The Dialogism of Teacher Identity and Agency and Language Learner Anxiety and Agency in Greek EFL Classrooms Christina Gkonou, University of Essex; Elizabeth R Miller, University of North Carolina at Charlotte

This study draws on interviews with eight EFL teachers in Greece. Adopting a dialogic perspective, it explores the dilemmas or tensions that constitute teacher identity and the complexity and mutability of teacher agency in relation to their efforts to reduce language learner anxiety and enable their students' agency.

"Someone Who Skydives Is Not Afraid to Take Risks": Race, Gender and Agency in Teachers' Multimodal Narratives Gergana Vitanova, University of Central Florida

This paper focuses on the verbal and digital narratives of ESL teachers and illustrates how they claim agentive spaces. The findings reveal that gender and race were significant factors that mediated their personal and professional identities. Agencies are multidimensional, and digital stories can help us further understand them.

High School English Language Learner (ELL) Teacher Agency and the Implementation of District ELL Program Policy Aliza Fones, University of Washington

This qualitative study examined the agency of high school English Language Learner (ELL) teachers and their experiences implementing district ELL program policy. Within- and between-district comparison of ELL teachers'

revealed complex relationships between ELL teachers' agency and the district policy context.

Session Organizers:

Manka Varghese, University of Washington

Gergana Vitanova, University of Central Florida

### **180. Chinese in the Globalizing Era: Negotiating Identities and Ideologies**

Language and Ideology

Colloquium

8:00 to 9:40 am

Hilton Orlando: Orlando VI

The Chinese language is gradually establishing itself as another global language in diverse world contexts. The presentations in this panel show that the Chinese language and its varieties are globally used as a resource to maintain geopolitical boundaries and as a tool for constructing transnational identities and commodified ideologies.

Discussant:

Jackie Jia Lou, City University of Hong Kong

Participants:

Constructing Identities and Ideologies with Chinese Popular Culture in Adult Mandarin Learning and Socialization Sumin Fang, Patricia Duff, University of British Columbia

This interdisciplinary qualitative study, combining language socialization and entertainment psychology, proposes a three dimensional model to investigate Chinese as an Additional Language learners' usage of Chinese popular culture to negotiate their identities in Canada and resist ideologies in North American popular culture and propaganda in Chinese popular culture.

Ideologies of the Chinese Language in Nepali Tourism Industry Bal Krishna Sharma, University of Hawaii at Manoa

This presentation investigates ideologies of the Chinese language in the context of Nepal's tourism industry. Findings show that Chinese is gaining more symbolic power as a language of international communication, a language of commodity, and a tool for intercultural understanding between the people of Nepal and China.

Visualizing Language Ideologies: the Interplay between Perceptual Linguistic Geography of Mandarin and Identity Construction Spencer Chao-long Chen, University of California at Los Angeles

This paper investigates Taiwanese' conceptualizations of linguistic boundaries of Mandarin varieties and identities through research participants' self-drawn maps. The results highlighted that the multiplicity and mutability of language ideologies about Taiwan Mandarin serves as linguistic reflections of the intricate



nature of Taiwanese' identity construction and maintenance.

Session Organizer:

Bal Krishna Sharma, University of Hawaii at Manoa

**181. Second language writers' composition practices in digital spaces: Implications for research and pedagogy**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

8:00 to 8:30 am

Hilton Orlando: Turkey Lake

Drawing on interview data and screen capture videos of university students' composition processes, this talk will focus on the impact of digital tools and spaces on second language writing development.

Presenter:

Jeremie Seror, University of Ottawa

**182. Classification Model Choice and the Consistency of Classification Decisions of an ELP Assessment with Teacher Proficiency Judgments of K-12 ELLs**

Assessment and Evaluation

Paper

8:35 to 9:05 am

Hilton Orlando: Clear Lake

This study investigates how different classification models for scoring an established statewide K-12 English language proficiency assessment compare at capturing expert teacher proficiency judgments of English Language Learner (ELL) students. Also investigated are differences in model consistency based on grade level, first language, and school district profile.

Presenter:

Eric Setoguchi, National Center for Research on Evaluation, Standards, and Student Testing (at UCLA)

**183. Assessing lexical proficiency using the English Lexicon Project and a bit more**

Assessment and Evaluation

Paper

8:35 to 9:05 am

Hilton Orlando: Conway Lake

This study investigates the potential for new lexical indices related to word context (variability, distinctiveness, and associations), orthographic and phonological neighbors, and human response latencies (i.e., word naming and recognition decision times and accuracies) to explain human ratings of lexical proficiency in second language speech.

Non-Presenters:

Kristopher Kyle, Georgia State University

Cynthia M. May Berger, Georgia State University

Presenter:

Scott Crossley, Georgia State University

**184. Influences of different tasks on syntactic complexity in L1 and L2 academic writing**

Corpus Linguistics

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Concord A

This paper examines the influences of tasks on L1 and L2 academic writing's syntactic complexity by investigating the uses of prepositional phrases that function as post-nominal modifiers (PP-NMOD) in students' essays. The secondary purpose is to explore if the use of PP-NMOD is different between L1 and L2 essays.

Presenter:

Meishan Chen, Northern Arizona University

**185. Multimedia Glossing, Vocabulary Acquisition and Long-term Word retention: A Mixed Methods Research**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Concord B

This mixed method research examines the effects of multimedia glossing on L2 learners' vocabulary development and long-term word recollection. Data was collected from 120 intermediate learners' pre/post achievement tests as well as questionnaire and semi-structured interviews. The findings will be presented and directions for future research will be discussed.

Presenters:

nasrin ramezanali, University of Western Ontario

Farahnaz Faez, Western University

**186. Micro level language policy in a college ESL classroom: Promoting translanguing practices to increase literacy**

Language Planning and Policy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Down B

This paper describes an instructor's classroom language policy that worked to promote translanguaging practices in a college-level ESL course in Puerto Rico. Through a case study approach, the authors provide detailed accounts of how such policy promoted translanguaging exchanges and led to a more meaningful literacy experience.

Presenters:

Kevin S Carroll, Emirates College for Advanced Education / UPR

Astrid Sambolin, The Ohio State University

**187. Multimodal Discourse Analysis of Native Speaker (NS) Tutor-Nonnative Speaker (NNS) Student and NNS Tutor-NNS Student Tutorials**

Analysis of Discourse and Interaction

Paper

8:35 to 9:05 am

Hilton Orlando: Lake George A

This presentation features findings of detailed analyses of linguistic, paralinguistic, and nonlinguistic features that appear in one native speaker (NS) tutor-nonnative speaker (NNS) student tutorial and one NNS tutor-NNS student

tutorial. The presenter will show how multimodal analysis can be adopted to analyzing writing center tutorials to better serve students.

Presenter:

Yelin Zhao, Oklahoma State University

**188. Formalizing the Scoring Protocols of Elicited Imitation Tasks: Rooting the SLA Proficiency Task in Theoretical Linguistics Using Formal Features**

Assessment and Evaluation

Paper

8:35 to 9:05 am

Hilton Orlando: Lake George B

Elicited imitation tasks are used to evaluate participants' proficiency in SLA studies, but researchers often struggle coding the data because of subjective evaluation procedures. The current study attempts to formalize elicited imitation tasks' scoring protocols using feature geometries from distributive morphology in order to move towards (more) objective coding.

Presenters:

Timothy McCormick, Georgetown University

Ariel Zach, Georgetown University

**189. Standardization versus adaptation: A corpus-based genre analysis of corporate social responsibility reports from Chinese state-owned enterprises**

Text Analysis (Written Discourse)

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Hart A

This study examines the rhetorical organization of CSR reports from Chinese state-owned enterprises based on a corpus of 100 reports published over the period 2008-2014. It argues that the choice between standardization and adaptation in CSR reporting is influenced by the purposes and functions of CSR disclosures in the enterprises.

Presenter:

Tina Yuting LIN, City University of Hong Kong

**190. The Status of Peer Review in Applied Linguistics Research**

Research Methods

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Hart B

Longstanding concerns with peer review are resurfacing amid changing social expectations and advances in technologies that affect how scholarship is evaluated and disseminated. This study captures the voices of journal editors, board members, and reviewers in Applied Linguistics to identify strengths, limitations, and suggestions to improve the peer review process.

Presenter:

K. James Hartshorn, Brigham Young University

**191. When raters disagree in scoring writing performance assessments for EAP placement tests: Score negotiation as a social activity**

Research Methods

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Highland A

We investigate how raters negotiate score discrepancies in writing assessments for EAP placement tests based on video-recorded rater negotiations. Using conversation analysis, we demonstrate that the score resolution is an interactional achievement. We conclude by discussing inter-rater reliability and the potential of interventional CA for rater training in writing assessment.

Presenters:

Sangki Kim, University of Hawaii at Manoa

Eunseok Ro, University of Hawaii at Manoa

**192. Surveying L2 Learners' Knowledge of Metalinguistic Terminology**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Highland B

Many L2 textbooks assume students understand metalinguistic terminology, but little empirical evidence demonstrates this to be true. The current study addresses this gap by employing a survey instrument, which reveals that students do not understand these terms. The study concludes by suggesting new ways to approach L2 grammar instruction.

Presenter:

Alison Clifton

**193. Developing Critically Reflective Language Teachers: Voices of Graduate TESL Students**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Nona A

Framed by concepts of reflective language teaching and postmethod pedagogy this presentation details one TESL program's approach to developing critically reflective teachers. In addition to discussing appropriate reflection areas and tools for pre- and in-service teachers, current graduate students' related applications in a university ESL teaching context are shared.

Presenters:

Rachel Adams Goertel, Penn State

Sarah Henderson Lee, Minnesota State University, Mankato

**194. The personal face of authority: Framing moral evaluations in Evangelical Christianity**

Analysis of Discourse and Interaction

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Nona B

In an attempt to flesh out the personal vs. impersonal dimensions of speaking authoritatively, this study focuses on the use of "Christian authority" to make moral evaluations among American Evangelicals. The data

shows that impersonal authoritative discourses are being recontextualized (Bauman & Briggs 1990) in personal stories and reflections.

Presenter:

Lydia Catedral, University of Illinois at Urbana  
Champaign

**195. Two-Way Immersion Students' Home Languages, Proficiency Levels, and Responses to Form-Focused Instruction**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

8:35 to 9:05 am

Hilton Orlando: Lake Sheen A

This qualitative study investigated how Spanish and English home language students with a range of Spanish proficiency levels responded to form-focused instruction (FFI) activities. Student responses differed considerably based on home language and oral proficiency. Findings contribute to our understanding of effective instructional FFI options in TWI contexts.

Presenters:

Diane J Tedick, University of Minnesota  
Amy Isabel Young, New York University

**196. L1 and L2 Processing of Morphologically "Extra" Complex Words: Masked Priming in Turkish Compounds**

Language and Cognition

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Sheen B

The study seeks to gain a more complete picture of how compounds and ultimately multimorphemic words are represented and processed in L1 and L2 lexicon. A further comparison between the processing of derivation and inflection within compound parsing will contribute to the processing literature of structurally different languages.

Presenter:

Nur Basak Karatas, University of Maryland, College  
Park

**197. Challenges of using digital, multimodal composing to facilitate L2 investment**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Turkey Lake

This paper reports on the pedagogic tensions experienced by teachers and students who participated in a digital, multimodal composing program that engaged students with video production in an undergraduate English curriculum in China. The findings should be of value for teachers who are to use multimodal composition in L2/EFL teaching.

Presenter:

Lianjiang George Jiang, Jimei university; HKU

**198. Constructed Dialogue in Task Construction: Interactional Sociolinguistic Applications for**

**Computerized Speaking Task Design**

Assessment and Evaluation

Paper

9:10 to 9:40 am

Hilton Orlando: Clear Lake

Assessing speaking via computer introduces numerous challenges but also provides unprecedented opportunities to elicit natural discourse. Using discourse analysis, this study explores how leveraging constructed dialogue in a narrative speaking task on a computerized ELP test may help elicit authentic narrative discourse, increase engagement, and distinguish high-level ELs' sociolinguistic competence.

Presenters:

Samantha Musser, Center for Applied Linguistics  
Jennifer Renn, Center for Applied Linguistics

**199. Interpreting the Scores from Vocabulary Size Tests: Handle with Caution!**

Assessment and Evaluation

Paper

9:10 to 9:40 am

Hilton Orlando: Conway Lake

The paper presents a study on the behavior and score interpretation of four commonly-used vocabulary test item formats. Results show that the various test formats behave differently. The recognition formats consistently gave credit to learners for words they did not know, while recall formats underestimated learner knowledge.

Presenter:

Benjamin Kremmel, University of Nottingham

**200. How Data Driven Learning Affects Use of Linking Adverbials in EAP Students' Academic Writing**

Corpus Linguistics

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Concord A

Study on Data Driven Learning (DDL) in an advanced EAP classroom aimed to ascertain the effectiveness of DDL in eliciting correct use of linking adverbials (LAs) in students' academic writing. Treatment included guided induction after consultation of the Michigan Corpus of Upper Level Student Papers (MICUSP). Results will be discussed.

Presenter:

Melissa Ann Larsen-Walker, USF Doctoral Student +  
Hillsborough Community College

**201. An Investigation of Fourth-Grade Learners' Productive Vocabularies: A Corpus-Based Analysis of Expository Writing**

Corpus Linguistics

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Concord B

This paper reports the results of a corpus-based study investigating the productive vocabularies of fourth-grade learners. A mixed-methods research design incorporating

qualitative and quantitative analysis was utilized to explore relationships between various vocabulary indices, including measures of lexical diversity and sophistication, and holistic ratings given to 259 learners' expository compositions.

Presenter:

Brock Wojtalewicz, University of Calgary

**202. Privilege on Display at "World Language Day":  
Confronting Language Ideologies**

Language and Ideology

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Down A

An interactive exhibit at a university's "World Language Day" challenges systems of privilege that organize the study of 'foreign' and 'world' languages. Participants' written responses reveal an alignment with discourses of race and nation that elevate English monolingualism as a proxy for a White, virtuous cultural order.

Presenters:

Adam Schwartz, Oregon State University

Bradley Boovy, Oregon State University

**203. Values and Agency among Policy Actors: Teacher  
Certification Policies and Education of Indigenous  
Languages**

Language Planning and Policy

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Down B

This study explores policy actors' discourse about an alternative route for credentialing teachers of Indigenous languages and cultures in schools. The analysis and discussion complicates the perceived value and agency policy actors do and do not have in forming, implementing, and changing policy in regard to indigenous language education.

Presenter:

Kathryn Stemper, University of Minnesota

**204. 'The Devil Made Me Do It': Self-Presentation  
Strategies and Racism Denials amid Media Frenzy**

Analysis of Discourse and Interaction

Paper

9:10 to 9:40 am

Hilton Orlando: Lake George A

I examine self-presentation strategies and racism denials of three individuals accused of racism within a six-month period in the media. I argue that their face-saving strategies and the content of their denials are shaped by larger public discourses that draw on 'evidence' caught on camera and circulated in viral videos.

Presenter:

Meg Smith, Spring Hill College

**205. Looking beyond cognitive measures for language  
learning aptitude**

Assessment and Evaluation

Paper

9:10 to 9:40 am

Hilton Orlando: Lake George B

This study investigated the predictive validity of a first language listening comprehension test and phonemic discrimination task on student learning outcomes at an intensive language program. Results suggest that performance on these two measures can identify those who fulfill graduation coursework and proficiency requirements, and predict GPA across semesters.

Presenters:

Sunhee Kim, University of Maryland

Meredith Mislevy Hughes, University of Maryland

Center for Advanced Study of Language

Amanda Mitnitsky, University of Maryland: Center for  
Advanced Study of Language

Gregory Colflesh, University of Maryland: Center for  
Advanced Study of Language

Susan Campbell, University of Maryland: Center for  
Advanced Study of Language

**206. Creating a 10-million-word English-Chinese  
parallel corpus**

Corpus Linguistics

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Hart A

This study creates a 10-million-word English-Chinese parallel corpus by developing computer programs to automatically retrieve, clean, annotate, and align a large number of online bilingual articles. This corpus will be made publically available via a web interface to provide such functions as concordances, collocations, keyword analysis, frequency and distribution charts.

Non-Presenter:

Fengyang Ma, University of Cincinnati

Presenter:

Haiyang Ai

**207. An Investigation of the Effectiveness of Teacher  
and Peer Feedback: A Meta-Analysis**

Research Methods

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Hart B

This meta-analysis includes 27 studies on the effectiveness of teacher and peer feedback. Although teacher feedback produces a larger effect size ( $d = .89$ ) when compared with peer feedback ( $d = .68$ ), the results from subgroup analyses indicate that providing peer-review trainings could improve the effectiveness of peer feedback.

Presenters:

Suthathip Thirakunkovit, Purdue University

Pisarn Bee Chamcharatsri, University of New Mexico

**208. Interpreting Reliability Estimates in Applied  
Linguistics: An Empirical and Synthetic Approach**

Research Methods

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Highland A

Seeking to improve interpretations of reliability, this paper meta-analyzes 2,244 reliability estimates from 532 primary studies. The lowest estimates were found for internal consistency (median = .82; interrater = .92; intrarater = .95). Overall estimates also varied according to study and instrument features (e.g., learner proficiency; target skill).

Presenters:

Luke Plonsky, Northern Arizona University  
Deirdre Justine Derrick, NAU

### **209. Classroom materials in (inter)action**

Second and Foreign Language Pedagogy  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Highland B

Instructional materials are ubiquitous in language teaching, yet remarkably few studies have examined textbooks or other materials in actual language classrooms. This qualitative research investigates materials use in communicative and content-based ESL and Spanish classes. Results focus on classroom interaction and participants' language in relation to diverse pedagogical materials.

Presenter:

Anne Marie Guerrettaz, Washington State University

### **210. Using State Space Grids to Analyze the Dynamics of Teacher-Student Interactions in Foreign Language Classrooms**

Second and Foreign Language Pedagogy  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Nona A

This paper presents the application of the State-Space Grid technique, a dynamic systems method, to the study of naturalistic teacher-student classroom interaction in a secondary foreign language education context. The aim is to reveal developments in teacher-group interactions over time and (un)successful interactional scaffolding in the FL classroom.

Non-Presenters:

Kees de Bot, University of Groningen  
Wim Van de Grift, University of Groningen

Presenter:

Nienke Smit, University of Groningen

### **211. Textual Analyses of Graduate Students' Paraphrasing**

Reading, Writing, and Literacy  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Nona B

This paper is based on textual analyses of 194 paraphrasing examples identified by 18 graduate students in their research papers. It illustrates that apart from textual modifications, the students also paraphrased to add

their own voices by either selecting/deleting the original ideas or adding their own views.

Presenters:

Ling Shi, University of British Columbia  
Ismaeil Fazel, University of British Columbia  
Nasrin Kowkabi, University of British Columbia

### **212. English as a Killer Language? Trilingual Education in a Primary Classroom in an Indigenous School in Northwestern Mexico.**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Sheen A

We discuss findings of research that focused on the role of ELT within a trilingual program in a Mexican town where an indigenous language was also taught. Findings indicate that influenced by the perspectives of key educators, residents attached a positive association to simultaneous learning of Mayo and English.

Presenters:

María Rebeca Gutiérrez Estrada, University of Sonora  
Sandra Schecter, York University

### **213. Lexical and syntactic similarity in immediate task repetition: An analysis using insights from Information Retrieval and Natural Language Processing**

Language and Cognition

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Sheen B

Using insights from Information Retrieval and Natural Language Processing, this study shows that immediate task repetition can support proceduralization of lexical and syntactic knowledge in second language speakers. Adding a third retelling supports this further.

Presenter:

Nel de Jong

### **214. Experiences, Expectations, and Mismatches in an ESL Composition Program**

Reading, Writing, and Literacy  
Paper

9:10 to 9:40 am

Hilton Orlando: Turkey Lake

This presentation reports on a study of (mis)matches between international students' past experiences and expectations of a US-based ESL composition program, and the program's actual goals and pedagogies. Findings suggested that while students are generally receptive to the classroom practices, there are misconceptions about the role of composition courses.

Presenters:

Tony Cimasko, Cimasko  
Lilian Mina, Miami University

### **215. Perceptions of L2 Graduate Student Presentations by Subject-Matter Specialists and Non-Specialists**

Assessment and Evaluation

Paper  
9:55 to 10:25 am  
Hilton Orlando: Clear Lake

This study analyzed evaluative comments provided by subject-matter specialists and non-specialists on L2 graduate student presentations in engineering and computer science. The listeners were asked to address different aspects of the presentations. Findings revealed important differences in how the two groups valued and assessed organization and content in the presentations.

Non-Presenter:  
Larissa Buss

Presenter:  
Sara Kennedy, Concordia University

**216. Developing and validating outcomes-based self-assessments for measuring reading proficiency of Korean as a foreign language**

Assessment and Evaluation

Paper  
9:55 to 10:25 am  
Hilton Orlando: Conway Lake

This study examines the reliability of a self-assessment of reading proficiency of tertiary Korean learners using the Rasch rating scale model. Evidence of validity of the self-assessment is also examined by comparing the results of the self-assessment scores with the learners' reading proficiency test scores and their teachers' assessments.

Presenters:  
Sunyoung Shin, Indiana University  
Sungdai Cho, SUNY at Binghamton  
Hi-Sun Kim, Harvard University  
So-Jin Moon, SUNY-Binghamton  
Mee-Jeong Park, University of Hawaii at Manoa

**217. Lexical and Grammatical Variation in Scholarly Writing: a Multidimensional Comparison of Published Native and Non-native Research**

Corpus Linguistics

Paper  
9:55 to 10:25 am  
Hilton Orlando: Lake Concord A

This corpus study uses Multi-dimensional analysis to compare NNS and NS academic publications. As a result of the factor analysis, a 3 factor solution emerged and it was observed that there exists variation both between native and non-native texts and various subjects within the broad area of social sciences.

Presenter:  
Elif Tokdemir Demirel, Karadeniz Technical University

**218. Output-generated Noticing and Intake of L2 Form: A Study of Beginning Learners of Arabic**

Second Language Acquisition, Language Acquisition, and Attrition

Paper  
9:55 to 10:25 am  
Hilton Orlando: Lake Concord B

Does output promote the noticing and intake of L2 form? This study investigated the hypothesized facilitative effect of output on the noticing and learning of L2 form in the context of L2 Arabic. The study also explored whether the nature of L2 form mediated the output-noticing association.

Presenter:  
Lama Nassif, Middlebury College

**219. Flunking the Spanish Test: Language Ideologies and Heritage Learners in Tween TV**

Language and Ideology

Paper  
9:55 to 10:25 am  
Hilton Orlando: Lake Down A

This presentation examines language ideologies in three television sit-coms for pre-teens that reinforce individual and family responsibility for language loss and their deficient academic achievement in Spanish as a heritage language while ignoring the social and institutional forces that condition youth's language experiences.

Presenters:  
Elise DuBord, University of Northern Iowa  
Elizabeth Becker, University of Northern Iowa

**220. Enlightened Localism in US Educational Language Policies**

Language Planning and Policy

Paper  
9:55 to 10:25 am  
Hilton Orlando: Lake Down B

This presentation considers two programs (one in Arizona, one originating in California) that provide explicit development of bilingualism and biliteracy in locally relevant languages. These two cases represent promising models of innovative, pluralist language policies, particularly crucial in the US given the dominant role of local educational authorities.

Presenter:  
Mary McGroarty, Northern Arizona University

**221. Metaphors We Construct & Organize Our Text And Talk By: Towards A Model Of Metaphorical Discourse**

Pragmatics

Paper  
9:55 to 10:25 am  
Hilton Orlando: Lake George A

A new model of metaphor is presented to show how metaphor is employed to organize texts and talk. Based on a distinction between textual and textural metaphors, the model is illustrated with examples from a corpus of Chinese and English metaphorical discourse.

Presenter:  
Meizhen Liao, Central China Normal University

**222. Going above and beyond Textbooks: Voices of Preservice Teachers in an ESL Field Experience**

Educational Linguistics  
Paper

9:55 to 10:25 am

Hilton Orlando: Lake George B

This presentation highlights the reflections of 48 preservice teachers as they engaged with ELLs at a local middle school with a history of poor academic outcomes for ELLs. Reflective practice was critical in increasing preservice teachers' self-confidence and awareness of the ELLs' needs, and sense of readiness to teach ELLs.

Presenters:

Baburhan Uzum, Sam Houston State University

Mary Petron, Sam Houston State University

**223. Double Recipes: A Critical Discourse Analysis of Cookbooks and Gender Norms**

Text Analysis (Written Discourse)

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Hart A

This paper is a CDA study which will address Discourses about food and gender found in celebrity chef cookbooks, notably those by Giada de Laurentiis. Main topics identified are to eat light, please others, and opt for easy cooking, which are compared to and help construct stereotypes about ideal women.

Presenter:

Kelsi Matwick, University of Florida

**224. "You're supposed to be non-biased, right?": Epistemological conflicts in a teacher development interview**

Research Methods

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Hart B

Following calls to critically examine problematic research interviews this presentation will examine a series of problematic interactions between the researcher and teacher that emerged in the context of a stimulated recall. The analysis will demonstrate how the participants' different epistemological orientations toward research contributed to the problems in this interview.

Presenter:

Dorothy Worden, University of Idaho

**225. Duoethnography: Provoking Ideology and Curriculum through Dialogic Voices of English Language Educators**

Research Methods

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Highland A

Drawing upon the tenets of duoethnography (Norris, 2008) as a rigorous method, the presenter(s) will explicitly critique the "ideologies" (Apple, 1990; 2012) in their educational experiences as both students and English language educators in Iran and the United States, and now in Canada.

Presenters:

Saeed Nazari, University of British Columbia

Joel Heng Hartse, Simon Fraser University

**226. L2 Writing Performance, Paraphrasing and Source Integration: The Effects of Working Memory and Writing Setting Anxiety**

Reading, Writing, and Literacy

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Lucerne

The present study examined the relationship between working memory capacity and writing settings (those with high and low associated anxiety), on one hand, and L2 writing performance, including paraphrasing, and source integration on the other. Join the presentation to find out the answers and to participate in the discussion.

Presenter:

Mansoor Al-Surmi, Qatar University

**227. Re-discovering the Language Learner in the Language Teacher**

Second and Foreign Language Pedagogy

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Nona A

This presentation examines the use of teacher/student journals to illustrate the benefit of studying a language (and reflecting on this study) while teaching or learning to teach. Findings provide evidence of newfound empathy created for students as well as important discoveries in language acquisition research from the study and journaling.

Presenters:

Emily Suh, University of Nebraska-Lincoln

Theresa Catalano, University of Nebraska-Lincoln

Madhur Shende, University of Nebraska-Lincoln

**228. Recasts: Making the Error and Uptake Visible**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Nona B

This study examines the role of teacher and student body movement in recasts and uptake in an ESL classroom. Results suggest that teacher body movement helped to disambiguate recasts by making the error visible. Student uptake was often present in gesture but not in the verbal channel.

Presenters:

Dingding Jia, The Pennsylvania State University

Tetyana Smotrova, National University of Singapore

**229. Implicit theories intelligence: How do they affect learners' motivation for written corrective feedback?**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Sheen A

The study investigated how students' implicit theories of

writing intelligence predicted their written feedback orientations and writing motivation. Multiple regressions showed students with an incremental theory of writing intelligence seek feedback and have higher writing motivation whereas those with an entity theory of intelligence avoid feedback and have lower motivation.

Non-Presenter:

Laurel Waller, Mississippi State University

Presenter:

Mostafa Papi, --

### **230. Measuring L2 fluency: Is L1 fluency data necessary?**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Sheen B

A partial replication of De Jong et al. (2015), this study compares the relationship between L1 and L2 fluency and examines whether L2 fluency measures which are corrected for L1 fluency behavior better predict L2 proficiency than uncorrected measures. Participants include English L1 learners of Spanish (n=24) and French (n=24).

Presenters:

Nicole Tracy-Ventura, University of South Florida

Amanda Huensch, University of South Florida

### **231. The Teaching of Pragmatics by Native and Nonnative Language Teachers**

Pragmatics

Paper

9:55 to 10:25 am

Hilton Orlando: Orlando IV

This talk reports on a study of native-speaking and nonnative-speaking language teachers' handling of pragmatics in their language of instruction. A 20-question survey was administered online to 100 teachers internationally. The talk reports on how they deal with pragmatics, including what they focus on and how they go about it.

Presenters:

Andrew D. Cohen, University of Minnesota, Emeritus

Meryl Siegal, Laney College

### **232. An Analysis of the Tasks Appearing in Primary School English-as-a-Foreign-Language Textbooks**

Second and Foreign Language Pedagogy

Paper

9:55 to 10:25 am

Hilton Orlando: Orlando V

This study analyzed tasks appearing in government-approved textbooks and teacher materials in three Asian countries. The study focused on five elements of tasks and found frequent mismatches between children's cognitive and socio-cognitive developmental levels and the non-linguistic demands required for tasks. The study concludes with the implications for task design.

Presenters:

Yuko Goto Butler, University of Pennsylvania

Yeting Liu, University of Pennsylvania

Heejin Kim, University of Pennsylvania

### **233. Can Corrective Feedback on L2 Speech Perception Errors Affect Production Accuracy?**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Orlando VI

Conducted with Korean learners of English, the present study investigated whether different types of corrective feedback provided during perception training have differential effects on L2 speech production. The results suggest that corrective feedback can contribute to the success of perception training and ultimately to speech production.

Presenters:

Andrew Lee, McGill University

Roy Lyster, McGill University

### **234. Input Enhancement in Multimodal Input-based Tasks: An Eye-Tracking Study**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Turkey Lake

This study assessed the potential of typographically enhanced captions to draw learners' attention to L2 anaphora reference during an input-based task. Results from eye-tracking data and GJT tests suggest that enhancing captions benefits L2 development in the use of anaphora reference.

Presenter:

MinJin Lee, University College London

### **235. Assessing Professional Communication Skills in English among Medical & Biomedical Research Practitioners: Refining Test Design and Rating Criteria from Workplace Observation**

Assessment and Evaluation

Paper

10:30 to 11:00 am

Hilton Orlando: Clear Lake

This paper will report on the development of two language assessments designed to evaluate the clinical and research communication skills of L2 English medical professionals and researchers, based on a multimodal study of workplace interaction in a university medical center.

Presenter:

Meredith Doran, Pennsylvania State University

### **236. Self-Assessment: Taking Steps Toward Learner Autonomy in the English as an Additional Language (EAL) Classroom**

Assessment and Evaluation



Paper

10:30 to 11:00 am

Hilton Orlando: Conway Lake

This presentation focuses on a qualitative study set in EAL classes at the high school level in which we explored the concept self-assessment. We describe experiences of teachers and learners, with a particular emphasis on self-assessment, as they participated in 6-week intensive block focused on the oral production and communication.

Non-Presenter:

Josee LeBouthillier, UNB-Second Language

Presenters:

Paula Lee Kristmanson, UNB-Second Language  
Research Institute

Chantal Lafargue, Second Language Research Institute  
of Canada (L2RIC)

**237. Shell noun use in English learner and native English speaker essay writing**

Corpus Linguistics

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Concord A

Shell nouns (SNs) have received more attention over the last decade. This study explored the use of SNs and their patterns among Turkish and Japanese EFL writers using corpus methods. Some SNs were conspicuously over/under-associated with particular patterns compared to native speaker corpora, and patterns of noun/pattern misuse were identified.

Presenter:

Brian Schanding, University of Cincinnati

**238. The Processing of Verbal Agreement Morphology in Native, Heritage, and L2 Arabic**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Concord B

Results of a masked-priming experiment examining morphological decomposition in native, heritage, and L2 Arabic suggest that natives, heritage speakers, and late L2 learners all parse verbs into stems and agreement affixes. This contradicts research that suggests that learners are unable to store and process morphologically-complex words in a nativelike manner.

Presenters:

Rebecca Foote, University of Illinois  
Eman Saadah

**239. Subtitles as linguistic & ideological metacommentary in Italian YouTube clips**

Language and Ideology

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Down A

This presentation analyzes ironic citizen subtitling practices in Italian YouTube videos and theorizes how

such subtitling practices might represent a pervasive ideology about English language proficiency (or a perceived lack thereof) in contemporary Italy.

Presenter:

Andrea R Leone-Pizzighella, University of  
Pennsylvania, Graduate School of Education

**240. Language policy in the New Latino Diaspora: Educating Spanish speakers in Iowa**

Language Planning and Policy

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Down B

This paper offers an intertextual analysis of language policy texts and discourses impacting the education of Spanish-speakers in Iowa. Like other contexts impacted by the New Latino Diaspora, findings reveal how dwindling educational funding and a paucity of thoughtful language planning fail to engage and accommodate a changing linguistic ecology.

Presenter:

David Cassels Johnson, University of Iowa

**241. Spanish-English Bilingual Service Encounters in Public Libraries: An Exploratory Study**

Pragmatics

Paper

10:30 to 11:00 am

Hilton Orlando: Lake George A

As the bilingual population in the U.S. increases, libraries have seen an increase in bilingual reference transactions. Investigation of these service encounters offers insight into bilingual interaction and speech acts through the lens of sequential analysis.

Presenters:

Maria Hasler-Barker, Sam Houston State University  
Dept. of Foreign Languages  
Julie Marie Frye, Indiana University

**242. Equity and Enrichment in the TESOL Practicum**

Educational Linguistics

Paper

10:30 to 11:00 am

Hilton Orlando: Lake George B

Discrimination against non-native-speaking teachers of English may exist in TESOL practicums. This session presents a model for a multilingual, multicultural, team-teaching approach to the practicum, which leverages complementary strengths in knowledge of language and learning, and offers a richer, more engaging, and more equitable assignment for all.

Presenters:

Amanda Brown, Syracuse University  
Heather Ruiz, West Side Learning Center, Syracuse,  
NY

**243. Persuasive Strategies in a Chauvinistic Religious Discourse: The Case of Women's Ordination**

Text Analysis (Written Discourse)

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Hart A

The study analyzes a religious text which justifies excluding women from pastoral positions by using van Dijk's sociocognitive framework. By analyzing the process of doctrinal formation through principles of Critical Discourse Studies, it demonstrates how some religious beliefs hinge on subjective interpretations of biblical texts based on assumed mental models.

Presenter:

Eun-Young Julia Kim, Andrews University

#### **244. Practitioners and Researchers: Learning Together**

Research Methods

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Hart B

I describe a successful ongoing partnership between ESL researchers and practitioners. This partnership has allowed the researchers to follow closely the implementation of a culturally responsive instructional model and refine it based on practitioner feedback. The partnership has also promoted the growth and development of the practitioners' expertise and professionalism.

Presenter:

Andrea DeCapua, New York University

#### **245. Researching Multilingually in European Superdiversity: The Shifting Roles of the Ethnographer**

Research Methods

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Highland A

The paper contributes to methodological and theoretical development of ethnography of multilingualism by investigating implications of sociolinguistic and ethnographic research practice among superdiverse youth in Sweden. Based on data from project 'Investigating discourses of inheritance and identity in four multilingual European settings', the shifting roles of an ethnographer are explored.

Presenter:

Anu Muhonen, University of Toronto

#### **246. The Puppet Study: How Young Children in an Early Foreign Language Program Form Ideas of Cultural and Linguistic Differences**

Language, Culture, and Socialization

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Highland B

A study of 5-7 year old children learning English in public elementary schools in Mexico examines how they form ideas of cultural and linguistic differences between languages and speakers. Children were shown puppets representing different races and nationalities and asked to identify who English speakers were, and follow-up

questions.

Presenters:

Peter Sayer, University of Texas at San Antonio

Ruth Ban, Barry University

#### **247. Learning to Teach L2 Source-based Writing: From a Transfer of Learning Perspective**

Reading, Writing, and Literacy

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Lucerne

This study investigated an early-career L2 teacher's task representations of discourse synthesis in an academic writing course. It revealed the teacher's difficulties in generating a helpful "transfer climate" by drawing connections between synthesis writing tasks. It offers suggestions for L2 writing teacher education, particularly regarding learning to teach source-based writing.

Presenters:

Ruilan Zhao, The Ohio State University

Alan Hirvela, Ohio State University

#### **248. Student teachers as beginning-level language learners and evaluators in massive open online courses (MOOCs): An exploratory study**

Second and Foreign Language Pedagogy

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Nona A

This study investigates how beginning-level language MOOCs fare based on participants' experiences. 15 student teachers of ESL/EFL enrolled in a spring 2015 technology elective tracked their learning process/progress in LMOOCs. Findings stress the continuing challenge for LMOOCs to motivate participation through engaging materials, foster learner interaction, and ensure course completion.

Presenter:

Carolyn Fuchs, City University of Hong Kong,

Department of English

#### **249. The Effects of Saliency and Frequency on Attention to Recasts**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Nona B

Recasts would only be effective so long as they can draw attention. The purpose of this study was to examine whether different levels of saliency and frequency of target structures would affect levels of attention to recasts. Analysis of proportion of uptakes along with pre and posttest reveal interesting results.

Presenters:

chomraj patanasorn, Khon Kaen University

Nutchaya Yatsom, Khonkaen University

angkana patanasorn

#### **250. Exploring the Role of Inhibitory Control in the**

### **Development of Implicit L2 Syntactic Knowledge**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Sheen A

The current study examines the relationship between inhibitory control and the development of implicit, syntactic L2 knowledge using a complex artificial language. Results are informative for theoretical questions about the development of implicit L2 knowledge in adults and what role cognitive abilities may play in L2 development.

Non-Presenters:

Adrien Phipps, University of Illinois at Chicago  
Patrick Rebuschat, Department of Linguistics and English Language

Kara Morgan-Short, University of Illinois at Chicago

Presenter:

Alicia Luque-Ferreras, University of Illinois at Chicago

### **251. Examining L2 Learners' Pausology as an Indicator of Oral Fluency Development**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Sheen B

This study examined how adult L2 learners' pausology profile (frequency, duration and clausal placement of pauses) changed over time as a function of increases in utterance fluency. Overall, results suggest that the length – and not the frequency of pauses – may be an important indicator of L2 oral fluency development.

Non-Presenters:

Nancy Gagne, Universite du Québec à Chicoutimi  
Jean-Daniel Guay, UQAC

Presenter:

Leif French, SHSU Department of Foreign Languages

### **252. Intonation vs. Accent: Impact on Evaluations of Native and Nonnative Instructors**

Language and Ideology

Paper

10:30 to 11:00 am

Hilton Orlando: Orlando IV

To ascertain how undergraduates' ratings of instructors are impacted by intonation compared to nativeness, undergraduates rate recordings of Korean-accented and native instructors speaking with varied or monotone intonation, matched for other suprasegmentals and comprehensibility. Findings address whether being identifiable as nonnative may override any positive effect of using varied intonation.

Presenters:

Amy Clower, Georgia State University  
Stephanie Lindemann, Georgia State University

### **253. Learners' Perceptions of Native Language Use in**

### **Introductory Foreign Language Textbooks**

Second and Foreign Language Pedagogy

Paper

10:30 to 11:00 am

Hilton Orlando: Orlando V

This study investigated learners' perceptions of two types of introductory foreign language textbooks: those written exclusively in the L2 and traditional textbooks that include some English. Results indicated that only those learners working with L2-based textbooks reported active involvement in the learning process, specifically because of the absence of English.

Presenters:

Liese Sippel, Penn State University  
Susanne Nimmrichter, Millersville University of Pennsylvania

### **254. Focused Written Corrective Feedback: What a Replication Study Reveals About Linguistic Target Mastery**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Orlando VI

This paper responds to a call for more replication (Bitchener & Knoch, 2015) and investigates the impact of written corrective feedback targeting limited English article functions on the accuracy in the use of the article system. The findings reveal overgeneralization of the rule in contexts overlooked by "article" study designers.

Presenters:

Monika Ekiert, City University of New York  
Kristen Di Gennaro, Pace University

### **255. Multimodal input and young EFL learners: an eye-tracking study**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Turkey Lake

This study explores differences in eye movements and comprehension between reading while listening to an illustrated storybook and watching a subtitled video by young EFL learners. Results indicate reading behavior varies in the two multimodal materials and that there is more individual variability in reading the subtitles than the storybook.

Presenters:

Elsa Tragant, University of Barcelona  
Ana Pellicer-Sanchez, University of Nottingham

### **256. Two Bills: Pursuing Basic and Applied Research, Scholarship and Service**

AAAL Annual Conference

Plenary Session

11:25 to 12:30 pm

Hilton Orlando: Orlando II

Presenter:

John R. Rickford, Stanford University

**257. Center for Applied Linguistics, LPRen [CLOSED MEETING]**

AAAL Annual Conference

Meeting

12:35 to 1:55 pm

Hilton Orlando: Pocket Lane

No Printed Summary/Description

Session Organizers:

Terrence G Wiley, Center for Applied Linguistics

Shereen Bhalla, Center for Applied Linguistics

**258. Resolutions Committee Meeting [OPEN MEETING]**

AAAL Annual Conference

Special Session

12:45 to 1:55 pm

Hilton Orlando: Lake Down A

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.

Session Organizer:

Wayne E. Wright, Purdue University

**259. North American Systemic Functional Linguistics Association (NASFLA) Meeting [OPEN MEETING]**

AAAL Annual Conference

Special Session

12:45 to 1:55 pm

Hilton Orlando: Lake Highland B

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.

Session Organizer:

Mariana Achugar, Carnegie Mellon University

**260. Writing Effective Proposals for AAAL Conferences**

AAAL Annual Conference

Special Session

12:45 to 1:55 pm

Hilton Orlando: Orlando IV

Session Organizer:

Timothy P Marquette, --Middlebury Institute of International Studies at Monterey

**261. Publishing in Applied Linguistics Journals: A Meeting With Journal Editors**

AAAL Annual Conference

Special Session

12:45 to 1:55 pm

Hilton Orlando: Orlando V

Session Organizer:

Heidi Byrnes, Georgetown University

**262. Increasing the Visibility of Applied Linguistics: Workshop on Communicating with the Media and the General Public**

AAAL Annual Conference

Special Session

12:45 to 1:55 pm

Hilton Orlando: Orlando VI

Session Organizers:

Aneta Pavlenko, --

Daniel Perrin, AILA

**263. Gestures as Trouble Sources in L1/L2 Conversational Repair Initiations**

Analysis of Discourse and Interaction

Paper

2:00 to 2:30 pm

Hilton Orlando: Clear Lake

This presentation discusses the use of iconic gestures targeted as trouble sources by repair initiations in L1/L2 conversation. The methodological orientation is conversation analysis. The study has implications for the organization of repair, showing the close relationship between talk and gesture in establishing and maintaining intersubjectivity.

Presenter:

Irene Koshik, University of Illinois at Urbana-Champaign

**264. Construct validity of an ESL reading placement test: information or skills?**

Assessment and Evaluation

Paper

2:00 to 2:30 pm

Hilton Orlando: Conway Lake

The construct validity of the reading and listening subsections a placement test were studied through CFA, showing differing results for each of the language skills, suggesting an item-based determination of the construct.

Presenters:

Jorge Beltran

Qie Han

**265. Poster Session 3**

2:00 to 5:00 pm

Hilton Orlando: Foyer II

**265-1. English Prosody and ESL Proficiency among native Chinese speakers**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

This research hypothesizes that ESL proficiency is correlated with control of English prosody. Measurements of prosodic acoustic cues collected from prosodic tokens that consist of a function word and a lexical word are compared with Oral English Proficiency Test scores from thirty L1 Chinese speakers. Preliminary findings confirm the hypothesis.

Presenter:

Tyler Johnson

**265-2. Attitudes and motivation of American learners of less commonly taught languages (LCTL): A comparative study**

Second Language Acquisition, Language Acquisition, and Attrition  
Poster

This study investigates learners' attitudes and motivations of 3 LCTL groups: Persian/Farsi, Arabic, and Scandinavian languages. Results suggest learners' attitude and motivation differs across LCTLs: heritage is cited the most common reason by learners of Scandinavian languages; humanistic reasons by learners of Persian; and utilitarian reasons by learners of Arabic.

Presenter:

Fatemeh-sadat mirsharifi, Languages & Cultures of Asia

**265-3. Relationship between attentional processing of input and working memory: an eye-tracking study**

Second Language Acquisition, Language Acquisition, and Attrition  
Poster

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

Non-Presenter:

Judit Kormos, Lancaster University

Presenter:

Bimali Indrarathne

**265-4. A Corpus-Based Analysis of Syntactic Complexity as a Measure of Oral English Proficiency of International Teaching Assistants**

Corpus Linguistics  
Poster

This is a corpus-based study that investigates the use of different syntactic features of international graduate students who took an oral English proficiency test. Focusing on ten major features, the results showed that the responses of examinees in the higher levels contain both syntactic features of conversation and academic writing.

Presenters:

Kyongson Park, Purdue University  
Suthathip Thirakunkovit, Purdue University  
Rodrigo Rodriguez Fuentes, Purdue University

**265-5. A Cross-context Study of L2 Writer Perspectives**

Reading, Writing, and Literacy  
Poster

This qualitative study examines how L2 writers in two linguistically and culturally different contexts respond to L2 writing instruction. Findings indicate that each L2 writer in American and Korean university courses has unique needs intertwined with their immediate and long-

term goals, literacy history, and conceptualizations of L2 writing.

Presenter:

Hae Sung Yang, Georgia State University

**265-6. A corpus study of syntactic complexity in upper-intermediate/advanced EFL writing and English L1 writing**

Corpus Linguistics  
Poster

This presentation reports on a corpus study comparing syntactic complexity in upper-intermediate and advanced EFL writings (in the form of MA theses and Ph.D. dissertations in applied linguistics). Research procedures, data analysis, and study results are presented along with a discussion of pedagogical and research implications.

Presenters:

Dilin Liu, The University of Alabama  
Lei Lei, Huazhong University of Science and Technology

**265-7. English Loanwords in a Spanish Twitter Corpus**

Corpus Linguistics  
Poster

This study investigated English loanwords in user-generated Spanish written text through a Spanish Twitter Corpus. Results demonstrated that borrowed English words were frequently nouns related to foreign culture and Twitter related language. Findings contribute to our understanding of foreign language loanwords in Spanish and social media corpus research.

Presenter:

Katherine Keegan

**265-8. Methodology for a Reliable Academic Vocabulary List**

Corpus Linguistics  
Poster

A thirty-million-word corpus was created to measure reliability of a vocabulary list. The results showed that the combination of the lenient register frequency and discipline measurement, and the strict dispersion was the most desirable condition to create a reliable academic vocabulary list.

Presenter:

Seonmin Park, Korea Advanced Institute of Science and Technology (KAIST)

**265-9. The Use of Four Spoken Discourse Markers by Turkish EFL and British University Students**

Corpus Linguistics  
Poster

Based on a corpus of informal interviews, this study examines the use of four spoken discourse markers, 'well', 'I mean', 'you know' and 'like', by Turkish EFL university students and British university students.

Presenters:

Musa Tomen, Anadolu University  
Yusuf Ozturk, Anadolu University

**265-10. L2 English Writers' Perceptions of Audio Versus Written Summative Feedback**

Language and Technology

Poster

This poster reports on a study conducted with ELL undergraduates at a U.S. public institution which examines differences in student perceptions of audio and written instructor feedback. It discusses how student preference of audio or written feedback in the L2 English writing classroom may inform the instructor's choice of modality.

Presenter:

Hannah Nizam-Aldine, Colorado State University

**265-11. The Impact of Technology and Social Media Use on Class Performance among Advanced ESL Learners**

Language and Technology

Poster

This presentation examines the impact of technology and social media use on class performance among advanced ESL learners. Survey data were collected for several years from students taking English for Academic Purposes (EAP) courses. Analyses of data show potential benefits of social media use for ESL learners.

Presenters:

Doe-Hyung Kim, Georgia Gwinnett College

Rong Liu, Georgia Gwinnett College

Justin Jernigan, Georgia Gwinnett College

**265-12. AWARE, an Instructional Framework for Closing the Language Gap in English as a Medium of Instruction (EMI) Programs: Initial Results**

Reading, Writing, and Literacy

Poster

Many students are underprepared for the demands of academic writing in English-as-a-medium-of-instruction programs. This session presents a graphic model of AWARE, a new framework for teaching academic writing, and findings from a study with 24 ELF/ESL/EMI undergraduates from Icelandic and mixed-language backgrounds studying English academic-writing at the University of Iceland.

Presenter:

Patricia Prinz, Mercy College

**265-13. Conceptualizations of Vocabulary Knowledge in Second Language Reading**

Reading, Writing, and Literacy

Poster

This synthesis integrated empirical findings on the relationship between vocabulary and reading comprehension based on a systematically identified sample of studies. This presentation discusses the conceptualizations of vocabulary that have dominated L2 research and dimensions of word knowledge that deserve more attention in addressing interactive views of reading comprehension.

Presenter:

Aurora Tsai, Carnegie Mellon University

**265-14. Real-Time Google Doc Drafts: A Novel Method for Quantifying the Writing and Editing Processes of L1 and L2 Writers**

Research Methods

Poster

A Google Doc's character-insertion and -deletion commands can be parsed to generate discrete, real-time drafts representing the composition of the document from blank page to finished version. These drafts can be quantified by linguistic or information-theoretic measures that illuminate the writing and editing processes of L1 and L2 writers.

Presenter:

William Dyer, University of California, Davis

**265-15. Examining U.S. News Media Discourses on the Michael Brown Case: The Representation of Social Actors in Bilingual Online Newspapers**

Text Analysis (Written Discourse)

Poster

By employing the Discourse Historical Approach of Critical Discourse Analysis, this study examines how diverse social groups, particularly police and African Americans, are represented by online newspapers geared toward bilingual Hispanics. Preliminary findings reveal that, in ethnic news media, the white majority sources were not a privileged voice.

Presenter:

Yohana Gil Berrio, Temple University

**265-16. How do first year college student writers incorporate other voices in their essays? A look in the dialogic engagement perspective**

Text Analysis (Written Discourse)

Poster

By using Coffin's (2009) proposed integrative analysis framework based on the Appraisal theory in the Systemic Functional Linguistics perspective, this study attempted to investigate how first year student writers made use of ten citation-based features in dialogic engagement to incorporate other voices in their documented essays.

Presenter:

Huong Le, Iowa State University

**265-17. The Effects of Instruction on L2 Pragmatic Development: A Meta-analysis**

Pragmatics

Poster

Previous research on the effect of L2 pragmatics instruction has yielded inconclusive findings. The current meta-analysis serves as an extension of Jeon and Kaya (2006) to synthesize studies from the most recent 11 years and provides more insights on what types of pragmatics instruction benefit English Language Learners most.

Non-Presenters:

Zohreh Eslami, Texas A&M University

Donghee Son, Texas A&M University

Victor Willson, Texas A&M University

Presenter:

Xinyuan Yang, Texas A&M University

**265-18. The Influence of Pragmatic Marker Use on Perceived L2 Fluency**

Pragmatics

Poster

This study examines the perceived value of pragmatic markers in L2 interaction. Results reveal that ratings of L2 speech that contained high levels of cognitive and interactive pragmatic markers (those previously found to be used less frequently by L2 speakers) were perceived as more fluent.

Presenters:

Dan Brown, Northern Arizona University

Julieta Fernandez, Northern Arizona University

**265-19. A Needs Analysis of English Communication Skills for Engineers in Taiwan**

Second and Foreign Language Pedagogy

Poster

Connecting the workplace with the academia, the researcher hopes to shed light on on-job training and tertiary English curriculum, sort out English communication skill(s) vital to engineers, provide an insight into English curricula design at workplace, and help engineers develop or strengthen a useful job skill.

Presenter:

Yu-hsuan Huang, Tamkang University

**265-20. English-medium instruction (EMI) in Korean higher education: its current state and future prospects**

Second and Foreign Language Pedagogy

Poster

This paper examines the past, present, and future of EMI in Korean higher education. That is, the paper discusses how EMI was introduced to Korean universities, what their problems are in relation to EMI, and what the future might hold for EMI in Korean universities.

Presenter:

Eun Gyong Kim, Korea Advanced Institute of Science and Technology

**265-21. The teacher identity formation of an expatriate Mandarin Chinese teacher**

Second and Foreign Language Pedagogy

Poster

This study looks at a novice Mandarin Chinese teacher in the US from the perspective of teacher identity. Using a narrative inquiry method, we showcased how the focal teacher formed her teacher identity from experience. We believe that appropriate teacher training and intercultural consultation could be beneficial for these teachers.

Presenters:

Ling Zhai, University at Buffalo, SUNY

Yiren Kong, University at Buffalo, SUNY

**265-22. An Innovative Community of Practice: Situated Learning through Mobile MOOCs**

Language, Culture, and Socialization

Poster

Employing the New Literacy Studies, this mixed study examines mobile literacy through investigating 376 college students' community of practice on LINE. Results showed connections between literacy practices and the learning of literacy skills through LINE, offering a new way to see "Multimodality".

Presenter:

Hsiang ling Huang, National Taiwan University of Science and Technology, Taiwan

**265-23. The Role of Gender in Study Abroad: Perspectives from American Students in Spain**

Language, Culture, and Socialization

Poster

Our poster presents a research project that explores how gender makes a difference in study abroad. Over 300 students from 3 CIEE host institutions in Spain provide data on how study abroad is different for them in terms of the academic and social experience depending on gender.

Presenter:

Mar Galindo, University of Alicante

**265-24. L2 learners' personality and their perceptions of the use of clickers in a phonetics course**

Language and Technology

Poster

In this study, we examine the relationship between learners' Big Five personality traits and their attitudes towards the use of clickers in an L2 English phonetics class. The discussion of the findings will show preferences of students with different personality traits in the use of clickers for FL teaching.

Presenters:

Małgorzata Baran-Łucarz, Wrocław University

Ewa Czajka, University of Wrocław

Walcir Cardoso, Concordia University

**266. A corpus-based study of epistemic stance in L2 academic writing**

Corpus Linguistics

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Concord A

Making assertions with appropriate degree of certainty is an important aspect of pragmatic competence that should be mastered by L2 writers. This corpus-based study of L2 and NSE academic writing revealed L2 learners' difficulties in using epistemic devices and manipulating their strength in conveying appropriate degree of certainty in writing.

Presenter:

Elvan Eda Isik Tas, Middle East Technical University - Northern Cyprus Campus

**267. Oral Fluency Development in Study Abroad: A Meta-Analysis**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Concord B

This meta-analysis synthesized the benefits of study abroad for oral fluency across 24 studies. Positive gains for speed, breakdown, and repair fluency were found. The main benefits were moderated by participant, program, and methodological differences across studies. Specific suggestions for improved future research practices are offered.

Presenter:

Brandon Durant Tullock, Georgetown University

**268. Beyond questions: Making space for student participation without teacher-fronted questions**

Analysis of Discourse and Interaction

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Down A

Using video data from a bilingual French-English kindergarten in North America, this conversation analytic study asks what resources teachers may use to encourage student participation without asking questions. Following recent work on embodied communication, I look not only at teacher talk, but also at gaze, gesture, and the physical environment.

Presenter:

Sarah Creider, Teachers College, Columbia University

**269. An investigation on Mandarin mitigation strategies of criticism in CFL teacher's post-observation conference**

Analysis of Discourse and Interaction

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Down B

The study aims at analyzing Mandarin mitigation strategies on criticism in CFL (Chinese as Foreign Language) teacher's post observation conferences with teacher educators in North American context. Findings and discussion include tentative categories of the devices, their effectiveness, negotiation of the criticism and implication on CFL teacher education.

Presenter:

Ziyi Geng, Georgia State University

**270. Student Resistance in Office Hours: A Discourse Analysis**

Analysis of Discourse and Interaction

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake George A

Only a few studies have investigated learner resistance in classroom settings. To extend research on resistance to include a broader range of educational contexts, this study explores how student resistance is constructed in discourse through a close analysis of naturally occurring talk during a university office hour interaction.

Presenters:

Hatime Ciftci, Bahcesehir University

Camilla Vasquez, University of South Florida

**271. Automated Assessment of Authorial Voice in Written Discourse**

Text Analysis (Written Discourse)

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake George B

Authorial voice has received increasing attention. Despite studies proposing voice rubrics, there has been no automated tool assessing voice scores. To address this, this study introduces and validates a processing tool for voice measurement by analyzing large corpus data. Results showed varying uses of voice markers across L1 and proficiency.

Presenter:

Hyung-Jo Yoon, Michigan State University

**272. Does distance matter?: Are non-adjacent collocations (receive any form of treatment) processed the same as adjacent collocations (receive treatment)?**

Language and Cognition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Hart A

The paper presents two eye-tracking studies which analysed how native and non-native speakers process adjacent and non-adjacent collocations. The results confirmed the processing advantage for adjacent verb-noun collocations, and also extended this finding to non-adjacent collocations. However, the processing advantage seems to be larger for adjacent than for non-adjacent phrases.

Presenter:

Laura Vilkaite, University of Nottingham

**273. Word Naming in the L1 and L2: a Dynamic Perspective on the Role of Semantics**

Language and Cognition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Hart B

The results of word naming data in L1 and L2 were analysed looking at variability patterns. Of interest was the difference between L1 and L2 language processing, and the difference between simple word naming and word naming with a heavier semantic component.

Presenters:

Henderika Plat, University of Groningen

Wander Lowie, University of Groningen

**274. Putting Complexity Theory into Practice: A "Dynamic Ensemble" for Second Language Research**

Research Methods

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Highland A

This paper outlines a practical blueprint of nine methodological considerations, termed "the dynamic



ensemble,” for scholars doing empirical second language research within the complexity theory framework. This dynamic ensemble is intended to inform the choice of research problems, development of hypotheses, sampling of participants, data collection, and analysis of datasets.

Presenters:

Phil V. Hiver, International Graduate School of English  
Ali H. Al-Hoorie, Nottingham University

**275. Engaging the senses: A sensory-based approach for L2 pronunciation teaching**

Second and Foreign Language Pedagogy

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Highland B

This case study examined the benefits of a sensory-based learning approach to teaching L2 pronunciation for actors. Four French-speaking actors’ practiced and unpracticed materials before and after 10-week instruction were rated for linguistic, communicative, and occupation-specific features. Actors showed improvement across several measures, highlighting benefits of sensory-based pronunciation instruction.

Non-Presenter:

Pavel Trofimovich, Concordia University

Presenter:

Suzanne Cerreta, student

**276. Foreign language enjoyment and anxiety in the FL classroom: the effect of teacher and learner variables**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Lucerne

This paper investigates how learner-internal variables and variables linked to the teacher and teaching practices shape Foreign Language Anxiety and Foreign Language Enjoyment of 189 students in two British high schools.

Presenters:

Jean-Marc Dewaele, Birkbeck, University of London

Kazuya Saito, Waseda University

John Witney, Westminster School

Livia Dewaele, University of Oxford

**277. Teachers & Tasks: Pre-Service and In-Service Research Perspectives on Task-Based English Language Teaching and Teacher Education in Germany**

Second and Foreign Language Pedagogy

Colloquium

2:00 to 5:00 pm

Hilton Orlando: Lake Mizell A

This colloquium presents findings on four research projects within the TBLT framework including teachers’ and researchers’ perspectives from pre- and in-service teacher education, a teacher’s action research project and a German-American blended-learning TBLT school project. The findings offer insights into the diverse

research context on EFL teaching in Germany.

Chair:

Barbara Schmenk, University of Waterloo

Participants:

Task Demand & Task Support in Cooperative Classroom Action Research – A Critical Look at Tasks in Pre-Service EFL Teacher Education Nora Benitt, Leuphana University

Cooperative classroom action research projects, comprising complex task sequences, constitute a core component of the teacher education program ‘E-LINGO – Teaching English to Young Learners’. In this presentation, I will discuss the impact of task demand and support on teacher learning referring to selected data examples from a qualitative-interpretative study.

Early EFL Teachers’ Classroom Practice: Vocabulary Teaching Practices and Their Influence on the Emergence of Tasks Constanze Reinhold Dressler, Justus-Liebig-University Giessen; Lambrini Loumbourdi, Justus-Liebig-University, Germany Results based on a long-term collaborative research project with teachers are presented offering insight into the enactment of early EFLT tasks. The focus lies on the initiation of change of the vocabulary-teaching practices of the teachers, as this practice seems to crucially influence the overall task emergence and enactment.

An EFL Teacher’s and His Students’ Perspectives on TBLT Practice – An Action Research Project in a Secondary School Fatih Uzuner, Gymnasium Riedberg, Frankfurt, Germany & Goethe-University Frankfurt, Germany

Using an action research setup, EFL students’ (grades 8 to 10) attitudes on TBLT were identified and discussed. Based on the analysis of the given data further TBLT-based assessment tools were developed, used and evaluated in the EFL classroom while also bringing EFL research and practitioners’ practice together.

Linking EFL Tasks to the World Outside: Promoting Community-Based Learning and Learner Agency through Blended-Learning Projects Joannis Kaliaspos, Leuphana University, Lüneburg, Germany; Torben Schmidt, Leuphana University, Lüneburg, Germany

The blended-learning project “Going Green – Education for Sustainability” promotes EFL learners in investigating approaches to sustainable development through interactive, web-based task-cycles. Based on an analysis of learner texts and teacher data, we discuss the potential of such tasks for developing learner agency and community-based learning in the EFL classroom.

Session Organizer:

Nora Benitt, Leuphana University

**278. Plurilingualism-inspired Pedagogy: Creating Synergies across Languages through Creativity and Criticality**

Second and Foreign Language Pedagogy

Colloquium

2:00 to 5:00 pm

Hilton Orlando: Lake Mizell B

Featuring five studies on plurilingual pedagogy in linguistically diverse contexts, this colloquium addresses these topics: impact of the awakening to languages pedagogy, inclusion of students' plurilingual and pluricultural resources for English language learning, teacher collaborations (French and English) for critical bi-literacy development, and challenges faced in plurilingual classrooms.

Discussant:

Daniele MOORE, Simon Fraser University

Participants:

Pluralistic Approaches in Language Education:

Respecting Learners' Linguistic and Cultural Repertoires Daniela Coelho, Higher Colleges of Technology

Beginning with a very brief historical overview of the use of pluralistic approaches in education, attendees will be invited to learn about some plurilingual projects being developed around the world and to discuss their potential benefits for the learners as far as their language learning abilities are concerned.

Language Sprinkles: Fostering Plurilingualism and Pluriculturalism in Early Childhood Education Yecid Ortega, OISE

Teachers in preschools can awaken students' curiosity to other languages and cultures through language sprinkles. Involving children for 15 minutes or less with nursery rhymes, games and books may be enough to spark the seeds of plurilingual competence within young children.

Drawing On Students' Home Languages in Educational Contexts to Meet Language, Literacy and Curriculum Learning Goals Saskia Stille, -- Simon Fraser University

This paper highlights how educators engage with rich linguistic resources in multicultural, multilingual classrooms, based on case studies at the elementary level. These data suggest that teachers drew on students' home languages to: scaffold English vocabulary and literacy development; support students' bilingual development; and assist students to develop plurilingual identities.

Reading for Deep Understanding: Translanguaging for Critical English and French Literature-Based Inquiry Sunny Man Chu Lau, Bishop's University

This presentation reports findings of a multi-year university-school research project on the collaboration of a French L2 and English

Language Arts teacher in the promotion of students' critical literacy and identities of competence as emergent bilinguals through literature-based inquiry built on the critical and creative use of translanguaging pedagogy.

Plurilingualism In Language Learning: Addressing the Disconnect Between Theory and Practice Angelica Galante, University of Toronto

This presentation highlights findings from previous research that explores the extent to which plurilingual education affects language learning and addresses key issues that need further investigation: challenges to implement plurilingual proposed by the Council of Europe (2001), a lack of teacher preparation and little integration of culture in plurilingual education.

Session Organizer:

Sunny Man Chu Lau, Bishop's University

**279. Writing Self-efficacy in a self-volunteered writing group sponsored by a college writing center**

Reading, Writing, and Literacy

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Nona A

This study intends to increase knowledge about the different dimensions of peer-feedback in a self-volunteered writing group in terms of writing self-efficacy by observing the writing group interaction, semi-structured interviews and writing texts. Findings indicate consistent self-efficacy within an individual writer and positive influences among participants.

Presenter:

KyongYoung Ha, Ohio State University

**280. Professional Communities and Teachers' Efforts to Construct Meanings in Policy Implementation**

Second and Foreign Language Pedagogy

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Nona B

Drawing on Vygotsky's concept of mediation, this paper explores the interplay among teacher sensemaking, positioning, and context in the process of the policy implementation in China. Data collected through interviews and classroom observations indicates teacher engagement in the implementation depends on the connections among the three mediation systems.

Presenter:

yuhua li, University of New South Wales

**281. The effect of using compressed speech and transcript reading on L2 listening: focusing on enhancing speech processing speed**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Sheen A

This study compared pre-test and post-test scores to investigate the effectiveness of four listening methods—with and without pre-listening transcript reading and listening using compressed speech. The results suggested that a method combining a pre-listening transcript with listening using compressed speech was the most effective in improving speech processing speed.

Presenters:

Mayumi Kajiura, Nagoya University  
Toru Kinoshita, Nagoya University

### **282. Developing language learner autonomy in adaptive learning systems: Affordances and hindrances**

Language and Technology

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Sheen B

Web 2.0 environments such as adaptive learning systems (ALS) have created multiple affordances for L2 learning. Using activity theory, this study examined the interactions between 35 L2 Spanish learners and two ALSs. Results revealed that rules embedded in the ALS design offered affordances and hindrances for developing learner autonomy.

Presenters:

Adolfo Carrillo Cabello, Iowa State University  
Ruslan Suvorov, University of Hawaii at Manoa

### **283. Applied Linguistics, Linguistic Anthropology, and Social Justice: Interdisciplinary Approaches to Linguistic and Social Change**

AAAL Annual Conference

Invited Colloquium

2:00 to 5:15 pm

Hilton Orlando: Orlando II

Participants:

Challenging the "chiquita-fication" of Latin@'s  
Linguistic Skills ana celia zentella, UCSD  
NA

The Drop the I-Word Campaign: Language Change  
and Social Change Jonathan Daniel Rosa, Stanford  
University  
NA

The Production and Deconstruction of the "Language  
Gap": An Application of Anthropological Linguistics  
Eric Johnson, Washington State University Tri-  
Cities; Kathleen Riley, Rutgers University  
NA

Mascots, Name Calling, and Racial Slurs: Applied  
Linguistics and the Prospects for Social Justice  
Netta Avineri, Middlebury Institute of International  
Studies at Monterey; Bernard C. Perley, University  
of Wisconsin-Milwaukee  
NA

The New Language Education in California Public  
Schools: At the Threshold of Economic, Linguistic,  
and Social Change Patricia Baquedano-Lopez, UC  
Berkeley

NA

Emergent Approaches to Linguistic Justice: Looking  
Towards the Future Susan D. Blum, University of  
Notre Dame

NA

Session Organizers:

Netta Avineri, Middlebury Institute of International  
Studies at Monterey  
Jonathan Daniel Rosa, Stanford University

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

AAAL Annual Conference

Invited Colloquium

2:00 to 5:15 pm

Hilton Orlando: Orlando IV

Participants:

A Call for Rigorous Research in Applied Linguistics to  
Reduce Health Disparities Holly E Jacobson,  
University of New Mexico

NA

Health Literacy and the Question of Whose Knowledge  
Counts in Health Care Uta Papen, Lancaster  
University

NA

New Challenges for Training Providers: How Can  
Applied Linguists Help? Julie McKinney, Institute  
for Healthcare Advancement

NA

Understanding Patients' Voices: Applied Linguistics,  
Health Literacy, and Adherence Ulla Connor,  
Indiana University-Purdue University Indianapolis

NA

I'm Here to Get Obamacare: Health Literacy Practices  
for Community-Based Insurance Navigators Donald  
Rubin

NA

Literacy, Language and Culture: Developing Health  
Literacy Curriculum for English Learners Sabrina  
Kurtz-Rossi, Tufts University School of Medicine

NA

Health Literacy 3.0 Christina Zarcadoolas, Hunter  
College, CUNY

NA

Session Organizer:

Maricel Santos, San Francisco State University

### **285. Exploring Translanguaging Across Varied Domains in Applied Linguistics**

Analysis of Discourse and Interaction

Colloquium

2:00 to 5:00 pm

Hilton Orlando: Orlando V

Translanguaging is a concept gaining momentum in  
applied linguistics, yet its meaning and application varies  
among researchers and practitioners. We consider

translanguaging from five theoretical frameworks across domains in the field, illustrating with data from various language groups, countries, and communication mediums, to enhance understandings of the complexity of language-in-use.

Participants:

Translanguaging as a Theory of Language: Some Conceptual and Methodological Considerations Wei Li, University College London

This paper focuses on Translanguaging as a theory of language, and aims to highlight its added value over other established concepts, e.g. codeswitching. It draws data from everyday social interactions amongst the Chinese and the Polish diasporic communities in Britain. It responds to some of the criticisms levelled against Translanguaging.

Negotiating the Competent Multilingual: Local Interactional Constraints on Translanguaging Spencer Hazel, University of Southern Denmark; Johannes Wagner, University of Southern Denmark

This presentation offers a conversation analytic study of settings where multiple languages are in evidence, and where this is either treated as seen-but-unnoticed or oriented to as problematic. We will argue that in any discussion of translanguaging, analysts need to treat the phenomenon as members' concern.

Translanguaging and the Power of English: Implications for Non-Western Language Programs in U.S. Higher Education Junko Mori, University of Wisconsin- Madison; Kazeem Kehinde Sanuth, University of Wisconsin-Madison

This presentation explores what translanguaging could mean to teachers, learners, and users of two non-Western languages, Japanese and Yoruba. In particular, it considers how to acknowledge the reality of language use outside of the classroom, while also advocating for the significance of these languages against the power of English.

Translanguaging: Linguistic or Multimodal Repertoires? Margaret Hawkins, University of Wisconsin at Madison

Translanguaging offers a conceptualization of language repertoires: resources comprising one system that individuals leverage in communication. This paper posits that multimodalities – resources beyond speech and writing systems – must be understood as an integral part of communicative repertoires, as illustrated through data drawn from a transnational multimodal project among youth.

How Spatial Analysis Complicates Translanguaging Suresh Canagarajah, Penn State University

A study of Chinese STEM professionals in an American university illustrates how they engage with social networks, objects, ecological

resources, and multiple languages/semiotic systems to communicate successfully. Challenging the focus on verbal resources and individual cognitive competence in translanguaging scholarship, it shows the importance of accommodating spatiality.

Session Organizers:

Margaret Hawkins, University of Wisconsin at Madison

Junko Mori, University of Wisconsin- Madison

## 286. The Changing Landscape of Global Academic Publishing: Policies, Practices, and Pedagogies

Reading, Writing, and Literacy

Colloquium

2:00 to 5:00 pm

Hilton Orlando: Orlando VI

This colloquium presents findings from seven recent research studies conducted in multiple global contexts (Chile, Colombia, Iceland, Iran, Germany, Mexico, Taiwan) on various facets of global academic publishing: These include journal peer review practices, publishing pressures resulting from institutional accreditation, multilingual scholars' writing practices, and pedagogies to support publishing.

Participants:

University Accreditation as Implicit Language Policy in Chile: Institutional 'Scale Jumping' Efforts and Scholars' Responses Mary Jane Curry, University of Rochester; Theresa Lillis, The Open University

This presentation explores the role of university accreditation systems in the academic publishing experiences of Chilean social scientists at three types of institutions. It identifies the involvement of U.S. accreditation agencies as an example of "scale jumping" and shows how different material conditions influence scholars' responses to discourses of accreditation.

Experiences of Blind Peer Review at an English-medium National Journal in Taiwan Cheryl Lynn Sheridan, Indiana University of Pennsylvania/National Chengchi University, Taipei

Summary Drawing on interviews with eight participants involved in the production of a national English-medium journal, this study explores editors', reviewers', and authors' perspectives on implementation of blind peer review. Findings show editors' and reviewers' perceptions of peer review as indicating quality while contributors found the process sometimes protracted and stressful.

The "Authoritative Voice" in Writing in English for Research Publication Purposes Birna Arnbjörnsdóttir, University of Iceland; Hafdis Ingvarsdóttir, University of Iceland

The findings of a study of 238 Icelandic academics' experiences reported here suggest a dissonance between writing in L1 and L2 that

affect scholars' ability to present an authoritative stance in their writing. This dissonance may undermine their ability to convince journal editors of the relevance of their research.

Marginalized and Pressured to Publish: Iranian Researchers Publishing under Resource Constraints  
Ismaeil Fazel, University of British Columbia; Ling Shi, University of British Columbia

This presentation reports on quantitative and qualitative findings from a study of the academic publication policies and practices in Iran. Data were collected from 304 survey respondents and 50 interviews with Iranian researchers across academic disciplines. Findings show perceptions of bias as well as strategies for gaining access to resources.

A Pedagogy of Translingual Academic Writing for Publishing in the Natural Sciences  
Melanie Brinkschulte, Goettingen University; Ella Grieshammer, Georg-August-Universität Göttingen; Monica Stoian, Georg-August-Universität Göttingen

This presentation offers findings from a study of a pedagogy of translingual academic writing at a German university which offers students possibilities to develop their academic writing competencies for publishing by taking as a resource their available languages—not only English—and their background knowledge of scientific cultures.

Scientific Knowledge Production in the Semi-periphery: The Potential and Limitations of an English for Research Publication Purposes Course  
James Corcoran, OISE/University of Toronto

This presentation outlines findings from a recent case study investigation of an intensive English academic writing course aimed at improving emerging Mexican scientists' multilingual publishing outcomes. Following a discussion of findings of perceived effective and ineffective course components and pedagogical approaches, it outlines implications for researchers, policymakers, and pedagogues.

Meeting the Challenges of Global Publishing in an EFL Environment: One Colombian University's Pedagogical Response  
Gerriet Janssen, University of Hawai'i Manoa; Universidad de los Andes; Valerie Meier, University of California at Santa Barbara; Restrepo Silvia, Universidad de los Andes—Colombia

This presentation documents the effects of one Colombian university's 10-week tutoring program to support PhD students' publication in English language journals. It presents three case studies built from journal entries, text analyses, and interviews and documents the ways institutionally supported tutoring sessions affected individual writers and their writing.

Session Organizer:

Mary Jane Curry, University of Rochester

**287. Vocabulary learning through reading and form-focused instruction: Results from three studies in the context of French as a second language**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:00 to 2:30 pm

Hilton Orlando: Turkey Lake

Research in second language acquisition shows that vocabulary learning through reading is limited and temporary. The literature about form-focused instruction (FFI) indicates that it is necessary to combine reading with FFI targeting vocabulary. The objective of this study is to examine the effects of different approaches of vocabulary teaching.

Non-Presenters:

Ahlem Ammar, Université de Montréal

Isabelle Montésinos-Gelet, Université de Montréal

Presenter:

Farzin Gazerani, Université de Montréal

**288. Collaborative Dialogue, Consciousness-Raising, and Explicitness of Feedback**

Analysis of Discourse and Interaction

Paper

2:35 to 3:05 pm

Hilton Orlando: Clear Lake

The current study investigated collaborative dialogue when learners communicated through a computer-based consciousness-raising task that teach English articles. Four pairs of Japanese EFL learners received different feedback of explicitness. Results showed that learners' collaborative dialogues were more productive during consciousness-raising and may not be enhanced by more explicit feedback.

Presenters:

Helen Zhao, Chinese University of Hong Kong

Shingo Ichikawa, Nagoya Gakuin University

**289. A school language: Links between an intervention program and pedagogical change**

Language, Culture, and Socialization

Paper

2:35 to 3:05 pm

Hilton Orlando: Conway Lake

This paper presents a pedagogical and pedagogical-organizational school language seen as a 'language of pedagogy' and literacy acquired during an intervention. The research sought to examine the influence of such a 'school language' on pedagogical and organizational changes and its effect on the school culture.

Presenters:

Tziona Levi, Ort high-school Network, Beit-Berl

College

Dvora Harpaz, Ort Israel

**290. Implementing Specialized Corpora in L2 Writing**

## **Classrooms**

Corpus Linguistics

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Concord A

This presentation details the implementation of specialized corpora within an EAP classroom for a variety of language-focused activities aimed at increasing students' linguistic and rhetorical awareness. The approach, student attitudes, and implications as well as guidelines for implementation will be discussed.

Presenter:

Robert Poole, Texas A&M University-Corpus Christi

### **291. Relationships Between Cognitive Aptitude and Proficiency Gains During Study Abroad**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Concord B

This study examined relationships between language proficiency gains for learners of Arabic during study abroad and their cognitive aptitudes, measured by the High-level Language Aptitude Battery. The results show a positive relationship between working memory and oral proficiency gains as well as a relationship between implicit learning and semantic fluency.

Non-Presenters:

Alia Lancaster

Carrie Bonilla, UMD CASL

Ewa M Golonka, University of Maryland

Scott Jackson, UMD CASL

Kirk Linnea Belnap, Brigham Young University

Presenter:

Medha Tare

### **292. Board Writing in Form-Focused EFL Instruction: A Conversation Analytic Perspective**

Analysis of Discourse and Interaction

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Down A

This conversation analytic study documents sequentially how an EFL teacher in Sweden uses board writing as an interactional and pedagogical resource in form-focused instruction. The analysis focuses on the teacher's lamination of verbal and embodied actions in doing grammar, spelling and vocabulary instruction with the help of the classroom board.

Presenter:

Klara Skogmyr Marian, Stockholm University

### **293. Navigating Competing Demands in Pre-Service ESL Teacher Training**

Analysis of Discourse and Interaction

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Down B

ESL teacher trainers and trainees face longstanding and newfound challenges in the field's changing landscape. Using conversation analysis, this study explores video-recorded one-on-one post-observation conferences. It discusses how participants handle the demands of creating a space for open-ended reflection, while adhering to the constraints imposed by program and state requirements.

Presenter:

Catherine DiFelice-Box, Teachers College, Columbia University in the City of New York

### **294. Honoring the Classroom as a Social Setting: An Investigation of a Dialogic Course Evaluation Protocol**

Analysis of Discourse and Interaction

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake George A

Using CA, this study attempts to align communicative classroom practices with course evaluation procedures. Findings from the analysis of a hybrid written-dialogic evaluation suggest a conversational protocol promotes students' self awareness of their developmental processes. Recommendations are made for implementing interactive evaluation protocols grounded in principles of teaching and learning.

Presenters:

Gabrielle Kahn, Kingsborough Community College, CUNY

Bede McCormack, LaGuardia Community College, CUNY

### **295. L1 and L2 Use in Collaborative L2 Writing: a Lexico-Grammatical Perspective**

Text Analysis (Written Discourse)

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake George B

This study uses a corpus-driven approach to investigate whether text features vary when the L1 or L2 is used during collaborative writing tasks. Findings showed that L1 use resulted in n-grams that were more complex and more representative of academic writing. Methodological and pedagogical implications of these findings are discussed.

Presenters:

Meixiu Zhang, Northern Arizona University

Bill Crawford, Northern Arizona University/Dept. of English

### **296. Frequency, Probability and Online Processing of Multiword Sequences: An Eye Tracking Study**

Language and Cognition

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Hart A

This study examined the role of phrase frequency and probabilistic information during on-line processing of multi-word sequences in both native and nonnative speakers, using eye tracking reading technique. Both

phrase frequency and probability influenced the online processing of multi-word sequences, though native and nonnative speakers were sensitive to different metrics.

Presenter:

Wei Yi, University of Maryland, College Park

**297. Cross-linguistic Phonological Interference in L2 Visual Word Reading: Evidence from the Semantic Relatedness Decision Task**

Language and Cognition

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Hart B

Results of the present data indicated that L2 speakers exhibit indeterminacy between L2 words that differ by a nonnative contrast. It can be concluded that cross-linguistic phonological interference occurs in L2 visual word recognition and that the transfer of L1 phonology occurs in the phonological coding of L2 lexical entries.

Presenter:

Shiyu Wu, Shanghai Jiao Tong University

**298. Appropriate Baselines and Control Groups in (Semi-)Artificial Language Learning Experiments**

Research Methods

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Highland A

We review the tacit assumptions and limitations of commonly used baselines in (semi-)artificial language learning research: comparisons of an experimental group's test performance against chance, against an untrained (testing) control group, and against a trained (comparison) control group. We illustrate potential pitfalls and conclude with recommendations for best research practices.

Presenters:

Phillip Hamrick, Kent State University

Rebecca Sachs, Virginia International University

**299. Maximizing or Minimizing Learning Opportunities to Develop Comprehensibility: A Look at Classroom Discourse and Its Effects on L2 Pronunciation Instruction**

Second and Foreign Language Pedagogy

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Highland B

This mixed-method investigation analyzed the classroom discourse of two L2-pronunciation classes and evaluated learners' speech production before and after both courses in terms of comprehensibility and fluency. The results demonstrate how classroom discourse in pronunciation instruction could maximize or minimize authentic learner opportunities to develop comprehensible and fluent speech.

Presenter:

Joshua E Gordon, Universidad Nacional, Brunca Extension, Costa Rica

**300. What Counts as Collaboration? Investigating Undergraduate ESL Students' and Teachers' Perspectives of Collaborative Writing Tasks**

Reading, Writing, and Literacy

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Nona A

This presentation reports the findings of a longitudinal classroom-based qualitative study that investigates the inconsistent perspectives of students and teachers regarding the use and usefulness of web-based collaborative writing activities. Based on the findings, we propose a new framework for conceptualizing and implementing such tasks in L2 writing classrooms.

Presenters:

Qian Du, Ohio University

Gabriela Castaneda-Jimenez, Ohio University

**301. Promoting in-Service Teachers' Conceptual Development in the L2 Classroom through Pedagogical Praxis**

Second and Foreign Language Pedagogy

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Nona B

This presentation explores the implementation of a sociocultural model of teaching and learning in the pedagogical development of in-service L2 Spanish teachers. Preliminary findings show evidence of the participants' ability to conceptualize grammatical concepts, suggesting that this model can be an effective tool to promote in-service teachers' L2 conceptual development.

Presenter:

Prospero N. Garcia, Rutgers University

**302. L2 English Speaking Listeners' Strategies in Coping Reduced Intelligibility**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Sheen A

In this study, I investigate the impact of different characteristics of the L2 speech signal on the intelligibility of L2 speakers of English to L2 speakers from different L1 backgrounds.

Presenter:

Meichan Huang, Texas A&M University-Commerce

**303. Do the Images in Television Programs Support the Learning of Unknown Words?: The Relationship Between On-Screen Imagery and Vocabulary**

Language and Technology

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Sheen B

Language learners' ability to acquire vocabulary through viewing videos has been documented in previous

research. Learning is commonly attributed to the support imagery provides for unknown words. While prior research has typically utilized short educational videos, this study investigates the relationship between on-screen imagery and spoken vocabulary in authentic television.

Presenter:

Michael Rodgers, University of Nottingham

**304. How Are the Different Components of Vocabulary Knowledge Acquired in a Second Language? A Structural Equation Model**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:35 to 3:05 pm

Hilton Orlando: Turkey Lake

This study investigates receptive and productive knowledge of four components of vocabulary: the form-meaning link, derivatives, polysemy, and collocations. Structural Equation Modelling was used to determine the strength and direction of the interrelationships among these word knowledge components, and to build a model of overall vocabulary knowledge.

Presenter:

Beatriz González-Fernández, University of Nottingham, UK

**305. “^fixed”: Intertextuality and the Multi-Functionality of Other-Initiated Repair in Online Discussion**

Analysis of Discourse and Interaction

Paper

3:10 to 3:40 pm

Hilton Orlando: Clear Lake

My analysis shows how participants in threads on a popular weight-loss app’s discussion board repair the language (and meanings) of other participants’ posts through a pattern of “repeat-replace-refer-remark” that exploits the affordances of language and medium--via quotations, font manipulations, symbols, deictic pronouns, and metadiscourse--to create intertextuality.

Presenter:

Cynthia Gordon, Georgetown University

**306. Metonymies of migration: Perspectives of Migrants**

Language, Culture, and Socialization

Paper

3:10 to 3:40 pm

Hilton Orlando: Conway Lake

This presentation explores the ideological differences in the metonymies used by migrants to talk about themselves as opposed to metonymies used in public discourse and exposes an ideologically distinct understanding of migration. The authors emphasize the need to attend to migrant perspectives in discourse about migration.

Presenters:

Theresa Catalano, University of Nebraska-Lincoln  
Linda R. Waugh, University of Arizona, SLAT Program

**307. Undergraduate Writing: A Multidimensional Analysis of Paper Types**

Corpus Linguistics

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Concord A

This presentation describes the linguistic variation of lower-level undergraduate student writing across 12 paper types. Multi-dimensional analysis is used to analyze the 1.1 million word, multi-disciplinary corpus, exploring variation across and within each type of assignment.

Presenter:

Jack A. Hardy, Emory University

**308. The Role of Social Networks in the Acquisition of Sociolinguistic and Grammatical Competence during Study Abroad**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Concord B

This study examines the acquisition of target-like patterns of phonological variation by 17 American learners of French during study abroad (SA) in France. Acquisition is correlated with the creation of dense, multiplex, exchange-based social networks with native speakers during SA. Concurrent development of grammatical proficiency is also explored.

Presenter:

Kristen Kennedy Terry, University of California, Merced

**309. From Audience Design to Designing the Audience: Interpellations of the Audience in a Vlog**

Analysis of Discourse and Interaction

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Down A

Taking a discourse analytic approach to, this paper uses a theory of audience interpellation (Althusser, 1971) to examine the role of the audience in vlogs (video blogs). Analysis of a vlog episode demonstrates how the audience, rather than being silent spectators, is interpellated into different voice(s) participating in the vlog.

Presenter:

Anita Greenfield, University of Illinois

**310. T-TRI (TESOL Teacher Readiness Inventory): A Culturally-Responsive Resource for Assessing ESL Teacher Readiness in the Middle East**

Second and Foreign Language Pedagogy

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Down B

This session presents a self-assessment resource created specifically for in-service and pre-service ESL teachers in the Middle East. This contextually and culturally relevant



resource helps measure teacher professional readiness in applying ESL teaching/learning strategies, methods, and theories across five domains: language foundations, culture, instruction, assessment and professionalism.

Presenters:

Christina Gitsaki-Taylor, Zayed University

Sadiq Midraj, Zayed University

Jessica Midraj, Zayed University

**311. “She is wack! But...” - Discourse strategies of student online evaluation on ratemyprofessor.com**

Text Analysis (Written Discourse)

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake George A

In an attempt to explore students’ discourse strategies in online evaluation on ratemyprofessor.com, this study analyzes over 1000 students’ ratings through automatic searching and manual coding of selected features. Results find discourse strategies such as juxtaposition of positive appraisals with negative comments and raters’ strategies to establish their creditability.

Presenter:

Dan Zhong, University of South Florida

**312. The Ontogenesis of Writing Syllabuses**

Text Analysis (Written Discourse)

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake George B

As a method of examining curriculum development for an upper-level L2 writing track, this research turns to discourse analysis to examine how the curriculum is realized by syllabuses. Concepts of writing pedagogy, intertextual connections, and resemiotization will be examined as they contribute to the ontogeny of syllabuses.

Presenters:

Richard W Forest, Central Michigan University

Alisha Fisher, Central Michigan University

**313. Representation and Processing of Lexical Bundles**

Language and Cognition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Hart A

The present study examined the holistic representation and processing of lexical bundles in L2 learners of English and native English speakers. The results indicate that unlike formulaic sequences, lexical bundles cannot be considered to be stored and processed as wholes, thus failing to support the holistic hypothesis for lexical bundles.

Non-Presenter:

Nan Jiang, University of Maryland

Presenter:

Hyojin Jeong, Universtiy of Maryland

**314. The dynamic nature of reactive and proactive control in bilingual word production**

Language and Cognition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Hart B

The present study examined how reactive control and proactive control during bilingual language production was modulated by three factors reflected by different time-courses of stimulus presentation. Findings suggest the dynamic nature of reactive and proactive control in unbalanced bilinguals.

Non-Presenter:

Taomei Guo, State Key Laboratory of Cognitive

Neuroscience and Learning & IDG/McGovern Institute for Brain Resea

Presenter:

Fengyang Ma, University of Cincinnati

**315. Autobiographical Bilingual Memory:**

**Methodological Issues of Cued Recall Technique**

Research Methods

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Highland A

The presentation provides an overview of cued recall technique, commonly used in the study of autobiographical bilingual memory. Drawing on examples from literature and three original experiments I will demonstrate shortcomings of the current approach and make suggestions for methodological improvements.

Presenter:

Anastasia N Sorokina, Temple University

**316. L2 shame-proneness and L2 guilt-proneness as two distinct individual differences: Validation of a scenario-based questionnaire**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Highland B

This study introduces and conceptualizes shame and guilt from social psychology into SLA. A scenario-based questionnaire was developed in three independent studies to measure L2 learners’ individual differences in proneness to shame and guilt. The psychometric work attested to the reliability and validity of the new questionnaire.

Non-Presenter:

Somayeh Tahmouresi, Azad university of Takestan

Presenter:

Yasser Teimouri, Georgetown University

**317. Overcoming whole group speaking anxiety: The role of drama pedagogy**

Second and Foreign Language Pedagogy

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Lucerne

Experimental studies on the use of drama techniques in

foreign language teaching remain rare despite numerous positive practitioner reports. This mixed-method study in two undergraduate intermediate German classrooms indicates that drama techniques may help reduce anxiety in whole group speaking activities. Implications and desiderata for further research are discussed.

Presenter:

Silja Weber, Indiana University, Bloomington

**318. Collaborative Writing Approaches in Practice: Effects of Peer Review and Co-writing on Chinese L2 Performance**

Second and Foreign Language Pedagogy

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Nona A

This study investigates the effects of peer review and co-writing on L2 writing using a mixed methods within-subject research design involving 18 adult high-beginner Chinese learners. Learners' writing products were analysed with respect to fluency, complexity, and accuracy. The findings suggest peer review, co-writing, and individual writing play different roles.

Presenters:

Jun Tian, University of Victoria

Hossein Nassaji, University of Victoria

**319. Strategies for Facilitating the Reading of Peer-Reviewed Applied Linguistics Research within Professional Reading Groups**

Second and Foreign Language Pedagogy

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Nona B

Professional reading groups provide cost-effective PD. We discuss the results of focus group interviews and questionnaires administered to adult ESL instructors who participated in monthly professional reading groups. We report the processes involved in engaging with peer-reviewed research; leadership strategies implemented; and effective means of increasing and supporting teacher engagement.

Presenters:

Marilyn Abbott, University of Alberta

Marian Rossiter, University of Alberta

Kent Lee, --

Sarvenaz Hatami

**320. Listening for Imagery by Native Speakers and L2 Learners**

Language and Cognition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Sheen A

Focusing on L1 and L2 thinking for speaking (TFS), this study explored whether L2 learners engage in mental simulation of deictic paths while processing motion language online. The results added to our understanding of L2 learners' development of TFS in the new modality

of listening for imagery.

Presenter:

Shu-Ling Wu, Southern Illinois University Carbondale

**321. The disruptive effect of technology on meaning-making in the language classroom: a complex systems theory approach**

Language and Technology

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Sheen B

This presentation examines how communication and meaning-making have developed in the digital age and what the implications are for language learners and teachers. To help understand the impact of the introduction of digital media on language learning and teaching, complex systems theory, sociocultural theory and multimodality approaches will be employed.

Presenter:

Regine Hampel, The Open University

**322. L2 Vocabulary Learning: Translation Equivalents May Not Conceptually Equate**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Turkey Lake

L1 and L2 translation equivalents may not conceptually equate, and such inequivalence may lead to conceptual transfer in L2 vocabulary learning. This study investigates with 142 young adult Chinese learners of English. Results on receptive and productive knowledge are discussed on bilingual mental lexicon and L2 vocabulary teaching and learning.

Presenter:

Xuehong He, Michigan State University

**323. The Role of Psychological and Neurophysiological Individual Differences in the Dynamics of Group Conversations**

Analysis of Discourse and Interaction

Paper

4:10 to 4:40 pm

Hilton Orlando: Clear Lake

Behaviors during social interactions are shaped by psychological characteristics of individual personality traits, and are also correlated with heart rate variability. The investigation of individual psychophysiological characteristics of people participating in a video-recorded and transcribed conversation may help conversation analysts describe such interactions beyond the immediate context of the talk.

Presenter:

Bahiyiyih Hardacre, California State University, Los Angeles

**324. The Construct and Predicative Validity of a Self-Assessment Scale**

Assessment and Evaluation

Paper

4:10 to 4:40 pm

Hilton Orlando: Conway Lake

This study investigated the construct and predicative validity of a self-assessment (SA) scale, using the Rating Scale Model (RSM) in Rasch modeling and Confirmatory Factor Analysis in Structural Equation Modeling. This study has implications for the construction and validation of SA scales in local settings.

Presenter:

Jinsong Fan, Fudan University

**325. Working Memory as a Predictor of Grammatical Proficiency in Adult Learners of English as a Second Language**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Concord A

The paper reports the findings of a study which explored the relationship between the components of working memory, namely central executive and phonological loop and grammatical proficiency in grammar recognition as well as controlled and free production of the L2, as measured by a written test and an oral test.

Presenters:

Adriana Biedron, Pomeranian University in Slupsk  
Katarzyna Zychowicz, Pomeranian University in Slupsk, Poland

**326. The Effect of Motivation-Enhancing Strategy Training Focusing on Building Vision in EFL Classrooms**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Concord B

This study found that EFL students who received motivational strategy training including vision-building, self-enhancement activities to strengthen their Ideal L2 Self and mental imagery of themselves as competent L2 speakers displayed increased motivation and higher awareness of L2 proficiency both for their academic studies and future professions.

Presenter:

Zeynep Erdil, University of South Florida, SLAIT  
Ph.D Prog.

**327. Language Aptitude Complexes Generate Fitting Pedagogical Recommendations**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Down A

We report on aptitude-profile-based pedagogical recommendations compared to experienced learners' self-

perceptions of their learning under different conditions. Results of a survey that captured learning experiences – and that was conducted before learners received their aptitude profiles – show that their self-perceptions largely, but do not entirely, match the empirical aptitude information.

Non-Presenters:

Scott Jackson, UMD CASL  
Taylor Lewis, UMD CASL  
Martyn Clark, University of Maryland  
Catherine Doughty, University of Maryland

Presenters:

Carrie Bonilla, UMD CASL  
Medha Tare, University of Maryland

**328. Analysis of two discourse markers, Oui and Voilà, used by Chinese-L1 speakers of French in France**  
Sociolinguistics

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Down B

Despite many researches on discourse markers, few studies have documented the usage of French discourse markers by non-English-L1 speakers. Here, we examined two functionally interchangeable discourse markers, oui and voilà, through our French oral data corpus, allowing us to see how extralinguistic factors influence the French discourse of Chinese-L1 speakers.

Presenter:

Delin DENG, EHESS

**329. An Ethnographic Study on Foreign Language Teacher Cognition and Classroom Practices within Curriculum Innovation in a Chinese Secondary School**  
Second and Foreign Language Pedagogy

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake George A

This is a four-year-long ethnographic study exploring the changes in foreign language teacher cognition and classroom practices, as well as the factors influencing the changes during a curriculum innovation project in a Chinese secondary school. Implications are given to inform the implementation of EFL curriculum innovations in the Chinese context.

Presenter:

Yan Zhu, --

**330. First language attrition, retention and effects of re-exposure in Russian adoptees**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake George B

We discuss evidence of L1 attrition of Russian in elicited production of teenage adoptees as well as effects of re-exposure to the heritage language through a short-term cultural and language immersion program. Analysis of

oral narratives suggests age effects in L1 attrition and shows increase in both fluency and accuracy.

Presenter:

Anna Mikhaylova, University of Oregon

**331. Investigating Canadian Teachers' Self-Efficacy Perceptions to Teach Science in Diverse Classrooms**

Second and Foreign Language Pedagogy

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Hart A

This study investigates Canadian teachers' self-efficacy perceptions to teach in diverse classrooms. Findings reveal that factors including experience, the number of English Language Learners (ELLs) taught and teachers' linguistic profiles affect their self-efficacy perceptions. This study has implications for teacher education programs since teacher efficacy correlates with student success.

Presenter:

Mithila Vidwans, The University of Western Ontario, Canada

**332. Optimising acquisition and minimizing interference: teaching vocabulary in a trilingual educational context**

Second and Foreign Language Pedagogy

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Hart B

This presentation reports on a 9 month study, which examined vocabulary interaction (specifically linguistic interference and transfer) in trilingual language students.

Presenter:

Natalia Balyasnikova, University of British Columbia

**333. Dynamic narrative inquiry into competing pedagogies: Chinese international students learning to teach**

Second and Foreign Language Pedagogy

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Highland A

This presentation documented tensions and struggles around competing pedagogy that four international students had while learning to teach Chinese in a graduate-level licensure program. Through their narratives, the study revealed the cultural dimension behind the tensions and examined connections between their navigation and language teacher identity development.

Presenter:

Fang Wang, University of Minnesota

**334. Data-driven Reading Evaluation in a Reading-to-write Placement Task**

Assessment and Evaluation

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Lucerne

Data-driven rating scales are known to be reliable for assessing specific writing tasks. However, little is known about the use of such scales for integrated tasks including reading. This paper presents the how reading is conceptualized by of a group of ESL teachers developing a data-driven reading-to-write task rating scale.

Presenters:

Doreen Ewert, --University of San Francisco

Sunyoung Shin, Indiana University

**335. Choice and evaluation: Patterns of teacher-student oral discourse in content area classrooms**

Analysis of Discourse and Interaction

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Nona A

How do expert teachers across content areas develop knowledge through language during classroom instructional conversations? How do these conversations differ with respect to different types of language and content across content areas? Our study uses the knowledge framework, a linguistics-based teaching and research tool, to shed light on these questions.

Presenters:

Margaret Berg, University of Northern Colorado

Jingzi Huang, University of Northern Colorado

Jesse Gleason, Southern Connecticut State University

**336. Understanding Second Language Processing: Exploring Questions about Processability Theory**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Nona B

To clarify some key issues regarding second language processing, this presentation explores a range of important questions about Processability Theory (Pienemann (1998, 2005, 2015). Processability Theory, an influential theory of Second Language Acquisition, lacks clarity in certain respects. We discuss these issues, whilst highlighting this theory's theoretical and practical value.

Presenters:

Bronwen Patricia Dyson, University of Sydney

Gisela Håkansson, Østfold University College

**337. Corpus Based Linguistic Feature Analyses of Chinese Learners and Perceptual Judgment by Listeners of Different Language Backgrounds**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Sheen A

This study (a) conducted corpus-based feature analyses of Chinese students' spoken data in phonology, syntax, and discourse, (b) investigated the contributions of the features to the perceptual ratings on foreign accent, comprehensibility, delivery, and general language use,

and (c) examined the effects of the listeners' language backgrounds on their judgements.

Presenter:

Hsueh Chu Chen, The Hong Kong Institute of Education

**338. Reviewing Initial Assessment and Classification Procedures for EAL Learners in Six English-Dominant Countries**

Educational Linguistics

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Sheen B

This paper critically examines policies and research on the initial assessment and classification of elementary-aged learners of English as an additional language (EAL) in six English-dominant nations: Canada, the US, Australia, New Zealand, Ireland, and the UK.

Presenter:

Jeanne Sinclair, OISE/University of Toronto

**339. The Formats of Instruction in a FL Classroom: Student vs. Teacher Take**

Second and Foreign Language Pedagogy

Paper

4:10 to 4:40 pm

Hilton Orlando: Turkey Lake

Based on a one-semester-long classroom study of German students in their second year, this paper explores and compares student and teacher beliefs about both the 'desired' and 'experienced' formats of FL instruction, which in this study include pair work, small group work, all-class mixers, teacher-led instruction, and individual work.

Presenter:

Jana Martin, University of Wisconsin-Madison

**340. An fMRI study of L2 action word processing**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Clear Lake

The current study used fMRI technique to observe neural activity during comprehension of L2 English verbs and nouns.

Presenters:

Yang Li, GDUFS

Xian Zhang, Guangdong University of Foreign Studies

**341. The Struggles and Successes of Implementing Directed Self Placement (DSP) at a First Year Writing Program**

Assessment and Evaluation

Paper

4:45 to 5:15 pm

Hilton Orlando: Conway Lake

The Presenter will discuss the perceptions of FYW students, teachers, and the WPA around using Directed Self Placement and will present action strategies to take

away for other Universities that plan to implement DSP at their Writing Program.

Presenter:

Aparna Sinha, California Northstate University

**342. The Interface between the Type of Instruction and the Type of L2 Grammatical Features: A Meta-Analysis**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Concord A

This meta-analysis partially replicated Spada and Tomita (2010) by focusing on adult L2 learners and adopting more recent theoretical frameworks (e.g., acquisitional complexity, Robust Variance Estimation, etc.). The results show that complex features are acquired significantly better through explicit instruction, while no such differential effect was found for simple features.

Non-Presenter:

Xiaoliang Zhou, Teachers College, Columbia University

Presenter:

Ji-Yung Jung, Teachers College, Columbia University in the City of New York

**343. Fostering L2 Learner Motivation through Play: A Conversation Analytic Approach to Motivation**

Analysis of Discourse and Interaction

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Concord B

This study uses conversation analysis to treat L2 motivation as an observable phenomenon co-constructed by teachers and learners in interaction. It reveals the interactional practices one university-level ESL teacher employs to incorporate play into classroom interaction and how these practices motivate student engagement, indicated by abundant displays of student-initiation.

Presenter:

Abby Marie Mueller Dobs, Pennsylvania State University

**344. A partial replication of "The Interface of Language Aptitude and Multilingualism: Reconsidering the Bilingual/Multilingual Dichotomy" Thompson (2013)**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Down A

The current study is a partial replication of Thompson's (2013) study titled: "The interface of language aptitude and multilingualism: Reconsidering the bilingual/multilingual dichotomy". It examines the relation between previous language experience and language aptitude. Sixty learners of L3 Italian learners completed LLAMA aptitude test and 20 participated in

semi-structured interviews.

Presenter:

Sebnem Yalcin, Boğaziçi University

**345. The Like Noticing Gap: Investigating Attitudes and Awareness of Discourse Marker Like in Use**

Sociolinguistics

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Down B

This paper presentation covers attitudes toward and awareness of non-standard like in use. The presentation investigates the contradiction in beliefs and ready linguistic information surrounding like, the results suggesting less-than-accurate noticing of like and inconsistencies between reported and demonstrated attitudes. The discussion covers implications for linguistic awareness, and language pedagogy.

Presenter:

David Gasbarro Tasker, Northern Arizona University

**346. How Do Cross-linguistic Similarity and Difference Affect the Mapping of Spatial Relationships, Containment, and Support in L2?**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake George A

Our study shows a significant cross-linguistic influence on the accuracy of usages of the spatial terms *lǐ* and *shàng*, which correspond to English *in* and *on*, when the usages overlapped substantially or diverged from their L1 equivalents, for L1 English speakers with different proficiency levels of L2 Chinese.

Presenter:

Hui-Ju Chuang, University of Hawaii at Manoa

**347. Extramural exposure - a new player in the field of second language acquisition**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake George B

Extramural exposure (EE) to a second/foreign language (L2) and content and language integrated learning (CLIL) are ways of increasing L2 learners to a target language. This paper reports effects of both EE and CLIL on receptive and productive vocabulary proficiency in L2 English among high school students in Sweden.

Presenter:

Liss Kerstin Sylven, University of Gothenburg

**348. Examining the self-efficacy appraisals of English- and French-dominant novice elementary French as a second language teachers in Ontario**

Second and Foreign Language Pedagogy

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Hart A

This study compares the perceived self-efficacy appraisals of English- and French-dominant teachers in four categories: general teaching methodology, second language pedagogy, language proficiency and cultural knowledge. Possible factors contributing to participants' appraisals are also discussed.

Presenter:

Shelley Cooke, Western University

**349. TRILINGUAL LEXICAL PROCESSING - How the Third language affects the Second Language.**

Language and Cognition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Hart B

The present study explores how trilinguals process words in comparison to bilinguals and how the presence of a third language affects processing in a second language, when the L3 (Portuguese) and L2 (Spanish) are typologically similar. Results show L3 was activated while participants retrieved words in L2.

Presenters:

Jamile Forcelini

gretchen sunderman, Florida State University

**350. Learning through Teacher Narratives: Preparing Mainstream FYC Novice Instructors for Diverse and Inclusive Multilingual Classrooms**

Second and Foreign Language Pedagogy

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Highland A

This study, using teacher narratives, illustrates that novice FYC instructors teaching an increasingly multilingual student population developed beliefs and practices prominently influenced by normalizing discourses utilized by mentors during pedagogical training. Such positive discourses and enabling SLW strategies helped participants view themselves as professionally competent when working with diverse populations.

Presenter:

Norah Fahim, Stanford University

**351. Transcultural Competence and Role of Empathy in Foreign Language Education**

Educational Linguistics

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Highland B

This presentation will explore a new way of assessing the foreign language learners' transcultural competence, especially the role of empathy for cultural "Others." The study indicates that an exercise in creating and imagining the "other" may be used in the assessment of transcultural competency.

Presenter:

Michiko Uryu

**352. Feasibility of Adapting a Human-Scored Short-**

**Answer Reading Test to Computer-Automated Scoring**

Assessment and Evaluation

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Lucerne

This study addresses issues involved in converting from human scoring to computer-automated scoring (CAS) of a reading comprehension test that includes limited production tasks. The results have implications for the feasibility of converting existing limited production tests to CAS without revising tasks, and thus potentially altering the constructs being assessed.

Presenters:

Nathan T. Carr, California State University, Fullerton

Antony John Kunnan, csula

**353. Using multimodal storytelling to enhance L2 university students' speech performance**

Analysis of Discourse and Interaction

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Nona A

A multimodal narrative pedagogy incorporates the virtual world of Second Life within the classroom practice of L2 storytelling. Twelve participants' face-to-face and digital storytelling were then compared on measures of fluency, complexity, and accuracy. Detailed multimodal discourse analyses demonstrated how speech performance interacts with visual and auditory features.

Presenter:

Mei-Ya Liang

**354. Processing of English Question Patterns by L1 and L2 Learners and Pattern Productivity Effects**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Nona B

This exploratory study evaluated the formulaic status of frequent L2 question patterns which occurred in L2 learners' (n=41) and native speakers' (n=25) production data in terms of their processing characteristics. The results are discussed in terms of the various roles that different types of formulaic chunks play in interlanguage development.

Presenter:

Tatiana Nekrasova-Beker, Colorado State University

**355. Input Text Characteristics that Interfere with the Comprehension of L2 Listening Materials**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Sheen A

This mixed-methods study sought to identify characteristics of the input text that interfere with the

comprehension of L2 aural materials. Analyses stem from questionnaires and reflections of 26 listeners from Chile who interacted with six authentic listening texts. Input texts underwent measures of linguistic (lexical, phonological, syntactic and discourse) complexity

Presenter:

Monica Stella Cardenas-Claros, Pontificia Universidad Catolica de Valparaiso

**356. Language Education Policy and Assessment Driven Decisions: Determining Language Services for a Multilingual Deaf Student in a U.S. High School**

Educational Linguistics

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Sheen B

This paper examines how tensions among policies related to providing disability and ESL services are managed and encoded in a multilingual Deaf student's IEP by members of the education team. Findings suggest that program funding and standardized assessments are contributing factors in the development of the student's IEP.

Presenters:

Alaska Black-Hults, Brigham Young University

Sarah Compton, --

**357. The Effects of Explicit Information in Instructed SLA: Case Marking in L2 German Production Data**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Turkey Lake

This study investigates whether the facilitative effect of providing explicit information on German case markers that has been observed in L2 language comprehension also occurs in L2 German production. Accuracy rates of a pretest-posttest experiment revealed that the group of learners receiving explicit information outperformed the group that did not.

Presenter:

Kristof Baten, Ghent University

**358. SLA in Study Abroad Contexts: A Researcher-practitioner's Perspective**

AAAL Annual Conference

Plenary Session

5:30 to 6:35 pm

Hilton Orlando: Orlando II

Presenter:

Cristina Sanz, --georgetown university

**359. Thriving While Striving: A Graduate Students' Forum on Life in Academia**

AAAL Annual Conference

Special Session

7:00 to 9:30 pm

Hilton Orlando: Lake Eola

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. Our main activity will feature focused discussion on important topics that grad student members have consistently requested, such as funding and financial support, mentoring, and networking. Attendees will participate in facilitated small-group discussions, sharing questions and experiences related to the topics they are most interested in. This collaborative event will benefit new and experienced graduate students alike.

Session Organizer:

Elena Shvidko, Purdue University

## MONDAY, APRIL, 11

### 360. Relationship between Pragmatic Competence and Social Contact in Heritage Learners of Chinese

Pragmatics

Paper

8:00 to 8:30 am

Hilton Orlando: Clear Lake

This study investigated pragmatic competence among Chinese heritage learners. Participants completed two computer-delivered pragmatic tasks (comprehension and production-based) in Chinese and a language contact survey. Results showed that heritage background gave students a distinct advantage with pragmatic functions and that the amount of language contact correlated with heritage-language pragmatic competence.

Presenters:

Haomin Zhang, Carnegie Mellon University

Naoko Taguchi, Carnegie Mellon University

Qiong Li, Carnegie Mellon University

### 361. Ethical or Not? Multiple Case Studies of Three University EFL Teachers' Assessment Practices

Assessment and Evaluation

Paper

8:00 to 8:30 am

Hilton Orlando: Conway Lake

This study explores the process and causes of ethical incidents in assessment literacy (AL) through case studies with three university English teachers in China. Findings are discussed mainly in terms of the complex ethical dimensions in teacher AL and possible ways of preparing teachers for ethical assessment practices.

Presenter:

Yueting Xu, --

### 362. Poster Session 4

8:00 to 11:00 am

Hilton Orlando: Foyer II

### 362-1. A Developmental Study on Chinese Learners' Recognition Mechanism of English Words: Evidence from Masked Priming Experiment

Second Language Acquisition, Language Acquisition, and Attrition

Poster

A fast and flexible word recognition mechanism includes automatic processing in word recognition and a fully developed orthographic representation. The former is a skill that can be fully acquired and is an attainable goal in foreign language teaching, whereas the latter develops slowly over time.

Presenter:

Zheng Ma, Shanghai Maritime University

### 362-2. Automated Detection of Punctuation Errors in Student Writing

Assessment and Evaluation

Poster

In this study, we investigated the potential of an automated writing evaluation tool to detect three types of punctuation errors: comma, apostrophe, and question mark by evaluating the tool's performance on a corpus of student essays.

Presenters:

Evgeny Chukharev-Khudilaynen, Iowa State University

Aysel Saricaoglu, TED University

Hui-Hsien Feng, Iowa State University

### 362-3. Academic Success of International Asian Students at Higher Education

Assessment and Evaluation

Poster

This study established a novel research method in predicting international students academic success. English language ability, as measured by C-test, together with intercultural competence, as measured by Multicultural Personality Questionnaire, predicted up to 52% of international students' academic success.

Presenter:

yixin wang, Swansea University

### 362-4. Interviews in applied linguistics: York's Hidden Stories

Analysis of Discourse and Interaction

Poster

We were commissioned by a community project to explore the content of interviews with local residents born overseas. In addition, we looked at ways in which the interviewees' contributions shaped their interaction with the interviewees. We make recommendations for how interview(er/ee)s can influence the telling of life stories.

Non-Presenter:

Dasha Zhuravskaya, York St John University

Presenter:

Rachel Wicaksono, York St John University



**362-5. Manner and Path Through Gesture: an Examination of Motion Events Produced by Brazilian L2 Speakers of English**

Language and Cognition

Poster

This study focuses on path and manner production in motion events by advanced Brazilian L2 speakers of English. The results indicate a clear tendency towards hybrid L2 thinking for speaking patterns through co-speech gesture production. The participants' speech and gesture production will be illustrated with video data.

Presenters:

Keenan Michael Sweigart, The Pennsylvania State University

Taiane Malabarba, UNISINOS

James Lantolf, --

**362-6. Auditory Word Recognition in Bilinguals with Different Script Languages**

Language and Cognition

Poster

To investigate whether bilinguals' knowledge of one language influences their word recognition in their other language, Persian-English learners performed an auditory lexical decision task on homophones and their English matched controls. Homophone recognition was slower for English words relative to Persian words, supporting the language influence on this process.

Presenter:

Zahra Fotovatnia, Wilfrid Laurier University

**362-7. Fluid Event Boundaries Modulated by the L2 Grammatical Aspect System: Conceptual Restructuring in Chinese Advanced Learners of English**

Language and Cognition

Poster

Three novel results revealed that both source and target aspect systems affect event cognition of advanced L2 users. Real-time event descriptions, non-linguistic categorisations and verbally-primed event boundary markings varied between L1 groups reflecting crosslinguistic aspectual contrasts. L2 users exhibited convergence of the two systems, illuminating important implications for language pedagogy.

Presenter:

Norbert Vanek, University of York

**362-8. Multiliteracies for Teaching Socio-Pragmatics**

Language, Culture, and Socialization

Poster

This study designed and examined a keigo (Japanese honorifics) lesson using a multiliteracies approach for college level Japanese. The goals of the study were to investigate the feasibility and outcomes of applying multiliteracies to keigo teaching, to explore the way multiliteracies keigo teaching might help Japanese learners find their identities.

Presenter:

Mai Takeuchi, Purdue University

**362-9. Multiple Case Studies: Academic Socialization of Three First-Year International Doctoral Students in Cross-Disciplinary Communities**

Language, Culture, and Socialization

Poster

This multiple case studies investigate what kinds of challenges three first-year international doctoral students faced during their academic socialization processes within cross-disciplinary academic communities, and how similarly and differently they negotiated them. Reflecting on different ways and degrees of each participant's negotiation, suggestions for both students and educators are discussed.

Presenters:

JU A Hwang, The Ohio State University

Morayo Omosalewa Akinkugbe, The Ohio State University

Wenli Zhang, The Ohio State University

**362-10. Cognitive aptitudes for implicit and explicit learning: An individual differences and ATI study**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

The present study belongs to a broader project on the relative effectiveness of two instructional interventions (implicit/explicit) as a function of different aptitude profiles that combine aptitudes for implicit/explicit learning. We report the findings of a factor analysis of the Hi-LAB and LLAMA tests used to create the profiles.

Non-Presenter:

gisela granena, Universitat Oberta de Catalunya

Presenters:

Yucel Yilmaz, Indiana University

Diana Cristina Arroyo Ensuncho, Indiana University

**362-11. Multimodal Ways of Meaning Making: a Case Study of a Female Newcomer to Canada**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

In this presentation, I will use the findings of a case study to illustrate how a female newcomer in Canada fruitfully made use of multimodal meaning making to try to integrate and socialize into the Canadian context. I will discuss implications for further research and practice.

Presenters:

Fatemeh Mohammadian Haghighi, The University of British Columbia

Maureen Kendrick, University of British Columbia

**362-12. Text Cohesion, L2 Reading Proficiency, and Learning From the Text in Foreign Language Reading**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

The present study examined how text cohesion and L2 reading proficiency affect text comprehension among

Japanese readers learning English as a foreign language. The results showed that (a) high cohesion enhanced participants' explicit text memory, and (b) the interaction between cohesion and reading proficiency emerged for deeper levels of comprehension.

Presenter:

Masaya Hosoda, Graduate School, University of Tsukuba

**362-13. Comprehensibility and Intelligibility of International Student Speech: Perceptions of EAP Instructors and University Professors**

Educational Linguistics

Poster

EAP instructors and university professors rated international student speech and transcribed excerpts from the same samples. Analysis shows many similarities and some differences between the two groups, and indicates which aspects of students' speech may affect their comprehensibility and intelligibility to professors. Implications for EAP speaking instruction are discussed.

Presenters:

Beth Sheppard  
Nancy Elliott, University of Oregon

**362-14. Student-Teachers' Perceptions of Second Language Teaching and Identity Development in Taiwan**

Educational Linguistics

Poster

This study investigates student-teachers' (ST) perception of teaching practices and identity development in the Applied English Department at Southern Taiwan University and seek to create more meaningful grounds for the ongoing discussion about developing ST's identity and growth-producing experiences for ST through interacting with community and their teaching practices.

Presenter:

shufen yeh, Shih Chien University, Kaohsiung Campus, Taiwan

**362-15. Creating an Inclusive and Engaging Learning Experience in a University ESL Class**

Analysis of Discourse and Interaction

Poster

This poster presents a conversation analysis of an American university ESL class. With Transana software, transcripts characterizing the classroom interaction were generated, classified and scrutinized. Three strategies employed to build an inclusive learning experience in a classroom of a diversified population are identified to provide pedagogical implications for ESL teachers.

Presenter:

Yingxin Gao, UW-Madison

**362-16. Genre and the Visual, Tactile, and Cultural Realms of Taste in US and Korean Online Recipes**

Analysis of Discourse and Interaction

Poster

We provide a cross-cultural, cross-pragmatic analysis of

the genre of the online recipe in U.S. American English and Korean. We examine discursive features of the online recipe and commentary on a macro-micro level. We conclude by demonstrating various ways in which our findings can be applied in L2 pedagogical contexts

Presenters:

Hee Sun Chang, University of Georgia  
Susan Strauss, Pennsylvania State University

**362-17. Patterns of Grabbing the Floor by East-Asian and Native-English-speaking Students: A Study of Participation Issues in a Graduate-level American Classroom**

Analysis of Discourse and Interaction

Poster

This study uncovers East-Asian students' (EASs) and native-English-speaking students' (NSSs) participation patterns in the same graduate-level American classroom. It further investigates how both groups' participation behavior possibly affected each group. Employing a hybrid method of conversation analysis and ethnography, this research will be beneficial to all educators and teacher trainers.

Presenters:

Junko Takahashi, Teachers College, Columbia University  
Gahye Song, Columbia University

**362-18. Gaze, Gesture, and Body Movement: ESL Students' Use of Nonverbal Conduct to Interject in Class Discussion**

Analysis of Discourse and Interaction

Poster

Based on a conversation analytic method, this paper examines adult ESL students' use of gaze, gesture, and body movement to interject in a class discussion. It argues that such nonverbal conduct serves as an effective strategy for ESL students to successfully accomplish their interjection in an ongoing class discussion.

Presenter:

Jamie Kim, Penn State University

**362-19. "These women" --- A Corpus Study of the Role of Demonstratives in Construction of Masculinity Online**

Sociolinguistics

Poster

In this study I apply computational and statistical methods to investigate the role of affective demonstratives in construction of masculinity online. Results would provide quantitative evidence that the semantics of demonstratives facilitate masculine identity construction through fostering a sense of shared perspective and common ground among public.

Presenter:

Ying (Zoey) Liu, University of California, Davis

**362-20. An Exploratory Analysis of Post-secondary L1 and L2 Synthesis Writing**

Text Analysis (Written Discourse)

Poster

A study is presented identifying the ways in which L1 and L2 FYC students use source text in their writing. Student synthesis writing (N = 200) is analyzed to determine how and what source text was used by students. Holistic quality scores are also reported. Pedagogical implications are discussed.

Presenter:

Stephen Doolan

**362-21. Measuring silent and oral reading rates for adult EAP students and developing ESL reading fluency through audio-assisted repeated reading**

Reading, Writing, and Literacy

Poster

This poster presents results from a single-case experimental (ABAB) study with a small number of participants. Graphs display measures of ESL silent and oral reading rates during baseline and intervention phases. This study advances our understanding of L2 reading fluency, with implications for assessment, curriculum and instruction, and student motivation.

Presenters:

Matthew Clark Allen, Purdue University

Lixia Cheng, Purdue University

**362-22. Mental imagery experienced by both pathway and non-pathway graduate students in an engineering course at a US Research I institution**

Reading, Writing, and Literacy

Poster

Presenters report on the findings of an investigation conducted with L1 and L2 learners who were integrated in a graduate-level engineering course. It details how these learners engaged their mental imagery processes when reading a representative engineering passage. Suggestions for professional development sessions of engineering and EAP faculty are offered.

Presenters:

Fabiola P. Ehlers-Zavala, INTO Colorado State University

Anthony A Maciejewski, Colorado State University

**362-23. When the heard becomes the seen: A case study of the dialect in the linguistic landscape of Chongqing, China**

Language Planning and Policy

Poster

This study expands linguistic landscape scholarship by examining the presence of dialect in the linguistic landscape of the city of Chongqing, China. The researcher concludes that the rare presence of dialect in the linguistic landscape not only contradicts the language practice but also perpetuates the lower status of the dialect.

Presenter:

Jia Lu, University of Nebraska-Lincoln

**363. “You’re gonna go Maria’s speed“: Examining the pre-positioning of Second Language Learners in the content classroom.**

Analysis of Discourse and Interaction

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Concord A

This longitudinal study, informed by positioning theory, uses multimodal analysis to examine the semiotic role of pre-positioning of Second Language Learners (SLLs) in two K-12 mathematics classrooms. Implications for the role of pre-positioning in influencing SLL access to positioning status orders and storylines of competence, power, and agency are addressed.

Presenters:

Rachel J Pinnow, The University of Missouri

Kathryn B. Chval, University of Missouri

**364. Influence of Discipline Membership on Non-Domain Specific EFL Student Writing: The Case of Cohesion and Lexical Differences**

Text Analysis (Written Discourse)

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Concord B

This study used two natural language processing tools to examine the differences in cohesion and lexical sophistication in diagnostic essays written by Korean EFL university students from different academic disciplines. The results indicate that disciplinary discourse expectations may seep into non-disciplinary writing.

Presenters:

James Robert Garner, Georgia State University

Scott Crossley, Georgia State University

**365. Applied Research Projects: a pedagogical approach to CAT tools and MT evaluation**

Translation and Interpretation

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Down A

This paper aims at describing the implementation and the results of an Applied Research Project in the field of machine translation (MT) and post-editing as an innovative pedagogical approach to gear research skills and professionalization among Master students in Translation studies.

Presenter:

Sandrine Peraldi, ISIT

**366. Critical Ethnography of Tracked English Classrooms: Class, Identity and Cultural Productions of the Student in a Korean Middle School**

Second and Foreign Language Pedagogy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Down B

This critical ethnographic study examined three tracked Grade 9 English classrooms in a Korean middle school for a semester, with a focus on how tracking, an institutional practice in which students are grouped according to their academic performance, influences

teachers' instructional practices and students' trajectories of second language socialization.

Presenter:

hyera byean, UBC

**367. Discipline-specific guidebooks on academic writing: Relevance to teachers of L2 academic writing**

Reading, Writing, and Literacy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake George A

Discipline-specific guidebooks on academic writing course could help teachers of academic writing develop their knowledge of discipline-specific writing. This study examined the topics in various discipline-specific guidebooks on academic writing and how these topics are covered in order to explore how teachers of academic writing can learn from these books.

Presenter:

An Cheng, Oklahoma State University

**368. Teacher Identity and the African Storybook Project**

Reading, Writing, and Literacy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake George B

This paper draws on Darwin and Norton's (2015) model of identity and investment to address Ugandan teachers' engagement with the African Storybook Project (ASP). While teachers have embraced new technology in their teaching, they are also constrained by the curriculum; government-supported, NGO-implemented literacy programs; lack of computer skills; and workload.

Presenter:

Espen Stranger-Johannessen, University of British Columbia

**369. Learning to Teach L2 in an Online Discourse**

Language and Technology

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Hart A

This study examines preservice teachers' online teaching practices and identity formation in an online platform. The analyses of the recordings of the online class sessions indicate that they appropriated different resources and strategies in their re-envisioning of what it means to be a L2 teacher in online discourse.

Presenters:

Hsin-I Chen, National Kaohsiung University of Applied Sciences

Liu Mei-hui, Tunghai University

**370. Purposeful, Playful and Private: A Privileged Look into the Translanguaging Practices of Multilingual High School Students**

Bilingual, Immersion, Heritage, and Minority Education

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Hart B

An ethnographic case study of a linguistically diverse high school reveals how students use complex hybrid language practices to learn and socialise, through face-to-face and electronic modes. Teacher responses to translanguaging can either inhibit multilingual identities and practices, or support learning of, and through, an additional language.

Presenter:

Mei Lian French, University of South Australia

**371. Going from theirs to ours: Increasing language affiliation in Japanese as a Foreign Language learners through community-based instruction**

Second and Foreign Language Pedagogy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Highland A

This study examined the effect of a community-based project on L2 Japanese learner's language affiliation. Results show the instructional group was able to develop a deeper, more personalized understanding of Japanese culture and language than the control group, as evidenced through detailed learner descriptions in post-test, journal, and interview data.

Presenter:

Vera Hanaoka

**372. A Genre-Based Pedagogy to Teaching Writing: Voices from the ESL Classroom**

Second and Foreign Language Pedagogy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Highland B

This session discusses how and to what extent a genre-based approach to teaching writing enhanced the academic writing development of 9th and 10th graders in an urban school. Findings suggest teaching strategies that promoted student writing involvement, and tasks that ELLs perceived as beneficial for improving their writing skills.

Presenters:

Myriam Abdel-Malek, University of Pittsburgh

Veronica G. Sardegna, The University of Pittsburgh

Loretta Fernandez, University of Pittsburgh

**373. Developing Science Teachers' Knowledge About Language**

Educational Linguistics

Colloquium

8:00 to 9:40 am

Hilton Orlando: Lake Lucerne

This colloquium presents approaches from three countries (Australia, the Netherlands, and the US) to identify and categorize the academic language of science using traditional and systemic functional linguistic analyses and to train teachers to enrich their understanding of scientific language and help them develop strategies to teach it effectively.

Discussant:

Jodi Crandall, University of Maryland, Baltimore County

Participants:

What Linguistic Knowledge Offers Best Traction for Science Teachers in Maximising Access to Discipline Knowledge Through Language? Kristina Love, Australian Catholic University

Taking a social semiotic perspective, this paper identifies what knowledge about genre (Martin & Rose, 2008), language (Halliday & Martin, 1993), and multimodal relationships (Unsworth, 1997, 2004) provide the best traction for science teachers, in an Australian context where improving the quality of science teaching in schools is particularly urgent.

Preparing Preservice Science Teachers to Meet the Needs of English Language Learners in Australia: A Case Study in Identity Development Chris Davison, University of New South Wales; Sue Ollerhead, School of Education, University of New South Wales

This paper reports on a qualitative, ethnographically-oriented research project that investigates the preparation, identity construction, and teaching practices of pre-service science teachers involved in an Australian secondary school mentoring program aimed at providing language and literacy support to learners for whom English is an additional language or dialect (EAL/D).

Specifying Knowledge About Genres for Science Teachers: An Inventory for Practical Report Writing Developed in Science Teacher Training Maaïke Hajer, Malmö University; Gerald van Dijk, Utrecht University of Applied Sciences

Scientists and linguists designed a manageable instrument for science teachers planning lessons on lab reports and providing feedback on students texts. The specified Knowledge About Language is relevant for the subject, reflects a functional view of language, and is straightforward in wording and practical use when planning and delivering lessons.

Training Inservice Teachers to Identify and Explicitly Teach the Academic Language of Science Deborah Short, Academic Language Research & Training

This paper describes qualitative research on professional development that engaged practicing science teachers in discourse analyses of student textbooks using a taxonomy of linguistic features to identify the academic language of science. Teachers then learned instructional techniques to integrate science language learning in their content lessons.

Session Organizer:

Deborah Short, Academic Language Research & Training

### 374. Roundtable Session 1

8:00 to 8:30 am

Hilton Orlando: Lake Mizell A

#### 374-1. Metalinguistic Reflections During Collaborative Error-Correction Tasks: Do Learners Reflect in the Same Way?

Second and Foreign Language Pedagogy Roundtable

66 francophone primary and secondary ESL learners completed collaborative error correction tasks whilst reflecting metalinguistically. The results showed reflections were mainly intuitions rather than accurate/inaccurate grammar rules, but there was variability within and between age groups. We discuss the importance of understanding the relationship between reflections and accuracy in writing.

Non-Presenter:

Isabelle Gauvin, Université du Québec à Montréal

Presenters:

Veronique Fortier, Université du Québec à Montréal

Philippa Bell, L'Université du Québec à Montréal

Valérie Perron, Université du Québec à Montréal

#### 374-2. Pedagogical Gesture: A Cognitive Tool for L2 Learner Self-Regulation

Second and Foreign Language Pedagogy Roundtable

This study investigates the use of gesture to mediate learner use of conceptual tools in an ESL writing course. Analysis identifies instructor-planned gestures introduced to learners and then gradually employed by learners as cognitive tools to think through language-related problems. Findings are discussed in relation to L2 form-focused instruction.

Presenter:

Paolo Infante, The Pennsylvania State University

#### 374-3. The Effect of Different Processing Strategies on L2 Learners' Study of Phrases

Second and Foreign Language Pedagogy Roundtable

This paper focuses on the effectiveness of two proposals for helping learners' accurately recall the lexical composition of L2 phrases. In a pre- to post-test design learning gains were compared between studying a list of collocations while engaging in a contrastive L1-L2 analysis versus identifying collocations that alliterate.

Non-Presenters:

Frank Boers, Victoria University of Wellington, New Zealand

Seth Lindstromberg, Hilderstone College Kent

Presenter:

June Eyckmans, Ghent University

#### 374-4. An International OER/OEP Initiative: How Open is Foreign Language Education in the United States and Europe?

Language and Technology Roundtable

The purpose of our talk is to discuss an international initiative co-sponsored by the Center for Open Educational Resources and Language Learning (US) and LangOER (Europe) on the scope and impact of OER and OEP on both continents. In particular, we will discuss survey data about OER/OEP adoption.

Presenters:

Carl Blyth, University of Texas at Austin  
Joshua Thoms, Utah State University  
Katerina Zourou

**374-5. A Critical Approach to the Examination of University Student Growth in the Area of Understanding Power and Language**

Educational Linguistics  
Roundtable

This presentation reports the results of student growth as determined by a critical discourse analysis before and after a unit on privilege within the context of a course on Language and Power. The researchers will provide specific recommendations about activities that seemed to result in student development and prejudice reduction.

Presenters:

Nancy L Drescher, Minnesota State University, Mankato  
Chelsea Mead, Minnesota State University, Mankato

**374-6. Individual Intellectual Resources: A Missing Empirical Link Between Social Class and English Language Acquisition?**

Language, Culture, and Socialization  
Roundtable

This qualitative study aims to further critical TESOL research that has been focused on ethnolinguistic categories, with less attention paid to social class. Its semi-structured interviews with international graduate students in Canada indicate how learners' intellectual resources (funds of knowledge influenced by class) impact their identity negotiation and language socialization.

Presenter:

Anna Mendoza

**374-7. Normativity in social media practice and its pedagogical implications**

Language and Technology  
Roundtable

This talk considers normativity in social media practice and its pedagogical implications. Normativity involves evaluating and policing how people use linguistic and other semiotic resources. Certain ways of speaking are associated with social meaning, with the effect that in many online spaces social factors constrain access and marginalize L2 users.

Presenter:

Ilona Vandergriff, San Francisco State University

**374-8. Linguistic Trends in TESOL**

Educational Linguistics  
Roundtable

This study aims to understand if the linguistics training required of most MATESOL programs is put to use by looking at what linguistic themes and trends were prevalent in the onsite conference program for the 2014 TESOL International Convention and English Expo.

Presenter:

Karen Foltz, Arizona State University

**375. Unpacking the Ideology of Cosmopolitanism in Language Education: Insights from Bakhtin and Systemic Functional Linguistics**

Educational Linguistics

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Mizell B

We examine the ideology of cosmopolitanism as it is constructed in political and educational discourses. To guide our investigation, we draw on the constructs of heteroglossia and dialogue (Bakhtin, 1981) and the Systemic Functional Linguistics (SFL) Engagement framework (Martin & White, 2005). Pedagogical implications of the study are also discussed.

Presenters:

Peter De Costa, Michigan State University  
Yu-Shiang Jou, University of Michigan

**376. Identity (Re)Negotiations of Bilingual Teachers in Elementary Schools**

Sociolinguistics

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Nona A

This qualitative study investigates how 10 bilingual teachers negotiated positional identities in cultural narratives and how their previous school experience shaped the way they positioned the English learners in their current classrooms in the U.S.. Implications for classroom practice and future research are discussed.

Presenter:

Hayriye Kayi-Aydar, University of Arizona

**377. Comparing Individual and Group Patterns of Verb Selection in Future-Time Contexts: A Closer Look at the Developmental Trajectory of Variation**

Sociolinguistics

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Nona B

We investigate the acquisition of variable future-time expression in Spanish by analyzing data from five L2 proficiency levels and a group of native speakers. We compare the developmental trajectory of future-time expression observed from aggregate data to individual patterns of verb selection and we account for differences observed across individuals.

Presenters:

Aarnes Gudmestad, VA Tech  
Kimberly Geeslin, Indiana University

**378. A research agenda for instructed heritage language**

### **acquisition**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

8:00 to 8:30 am

Hilton Orlando: Lake Sheen A

In this presentation I review the few studies on the learning outcomes of instructed heritage language acquisition and then lay out a research agenda for the future of instructed heritage language acquisition (IHLA), which I argue should be a field in its own right.

Presenter:

Melissa Bowles, University of Illinois at Urbana-Champaign

### **379. A multimodal approach to turn-initial discourse markers: Pragmatic correlations between spoken discourse markers and co-expressed hand gestures** Pragmatics

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Sheen B

Human communication is multimodal in nature. The present study explores multimodal discourse-marking, wherein spoken discourse markers are co-expressed with hand gestures to organise ongoing discourse. This micro-level investigation has potential to not only reveal gestural function as discourse-marking device but also to re-examine roles of linguistic markers in speech.

Presenter:

Kazuki Hata, Newcastle University

### **380. Issues in Creating Practical Corpus-Based Lexical Lists TESOL Colloquium**

AAAL Annual Conference

Invited Colloquium

8:00 to 11:00 am

Hilton Orlando: Orlando II

Participants:

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

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

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

Lists of Formulaic Language  
Norbert Schmitt, University of Nottingham  
NA

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

Defining Usefulness: What Makes a Word List Useful?

Diane Schmitt, Nottingham Trent University

NA

Session Organizer:

Keith S. Folse, University of Central Florida

### **381. International perspectives on English Medium Instruction (EMI) in Academic Settings**

Second and Foreign Language Pedagogy

Colloquium

8:00 to 9:40 am

Hilton Orlando: Orlando IV

Research has recently begun critically examining the English medium instruction (EMI) phenomenon in diverse tertiary settings against the backdrop of internationalization. This colloquium addresses both the general and particular features of EMI as they unfold in five different educational contexts (Israel, Korea, United Arab Emirates (UAE), Denmark and Taiwan).

Participants:

Reflections on pedagogical Knowledge Base for Teaching in an EMI Context  
Joyce Kling, University of Copenhagen

This paper describes how 10 experienced, NNS applied natural science lecturers consider their English proficiency in relation to teaching English medium instruction (EMI) courses. Building on the study's findings, the presenter will advocate for a model outlining two additional knowledge bases necessary for successful comprehensive teaching in an EMI setting.

Pedagogical Knowledge and Professional Development Support Needs for English Medium Instruction in Korean Contexts  
Jaehan Park, Pennsylvania State University

This study took a grounded approach in studying English medium instruction practices in a variety of Korean university classrooms as a means to gain insight into the pedagogical knowledge and professional development (PD) support needed for it to be undertaken effectively.

The Case of English Medium Instruction (EMI) in Taiwan: Lecturers' Insights Regarding Needs and Best Practices  
Christopher Stillwell, University of California, Irvine; Ben Fenton-Smith, Griffith University

Qualitative data collected from Taiwanese lecturers attending an EMI professional development program provide insights regarding practices best suited to the context of higher education in Taiwan. Insights into the lecturers' perceived needs for conducting EMI also emerge, and the present status of EMI in Taiwanese higher education is explained.

EMI Models - One and the Same? Local Alternatives Based on Voices from the Field  
Iair G. Or, Tel Aviv University; Ofra Inbar-Lourie, Tel Aviv University; Elana Spector-Cohen, Tel Aviv University; Lisa

Amdur, University of Tel-Aviv  
Lecturers and students in academic institutions in Israel were asked to express their needs, language ideologies and suggestions with regard to EMI implementation, so as to design a locally suitable EMI framework. Findings point at unique features highlighting the need to examine implementation of context-relevant EMI models.

Locating the Use of English as a Medium of Instruction among Emirati Preservice Teachers  
Melanie MATHILDE van den Hoven, --Emirates College for Advanced Education

This paper reports on a qualitative study of patterns of English use among 16 Emirati pre-service teachers in an English-medium Bachelor degree in Abu Dhabi. Building on the reported patterns of conversational activity in English and Arabic, the presenter suggests conceptualizing EMI as a language mode nested within multilingual repertoires.

Session Organizers:

Joyce Kling, University of Copenhagen

Ofra Inbar-Lourie, Tel Aviv University

### **382. Assessing College Foreign Language Learners' Proficiency: The What, the Why, and the How**

Assessment and Evaluation

Colloquium

8:00 to 9:40 am

Hilton Orlando: Orlando V

In this colloquium, we describe the Language Flagship Proficiency Initiative, housed at three universities, that addresses and updates Carroll's 1967 question of "How proficient in foreign languages are U.S. college students?" Using proficiency-based test data, presenters demonstrate how proficient students are, and suggest how such data can assist foreign-language programs.

Discussant:

Meg Malone, Center for Applied Linguistics

Participants:

How do students and instructors view proficiency, and is that related to proficiency outcomes? Susan Gass, Michigan State University; Paula Winke, Michigan State University; Shinhye Lee, Michigan State University; Jessica Fox, Michigan State University

We conducted 9 focus-group sessions (five with students, four with instructors; from Chinese, French, Russian, or Spanish programs, 135 individuals total), asking them about proficiency. We used Nvivo to code data. We relate the findings against the backdrop of 1,977 ACTFL OPIc proficiency test scores from students in those programs.

What is the reality of proficiency-based articulation at the post-secondary level? Fernando Rubio, University of Utah; Jane Hacking, University of Utah

Over the past three semesters we tested our (Arabic, Chinese, Korean, Portuguese and Russian) and Salt Lake Community College (Chinese, Portuguese and Russian) students to assess their speaking, reading, and writing proficiency. We discuss the degree to which existing programs and language sequences provide the necessary intra- and inter-institutional articulation.

How can a systematic program of proficiency assessment and professional development impact pedagogy in higher education? Elaine Tarone, University of Minnesota

We report on 680 students' (in years 1-4 in Spanish, French, Arabic, Korean, German, Portuguese, and Russian) reading, listening and speaking proficiency-assessment results; describe an in-house, proficiency-based self-assessment; and workshops conducted by and for instructors of all languages. These enable instructors to adjust their pedagogy to produce higher proficiency outcomes.

Session Organizer:

Paula Winke, Michigan State University

### **383. Linguistic Landscape Analysis and the Representation of Visual Data**

AAAL Annual Conference

Invited Colloquium

8:00 to 11:00 am

Hilton Orlando: Orlando VI

Participants:

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

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

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

Translate the City: A Pedagogical Intervention into the Representational Logic of the Linguistic Landscape  
Image  
David Malinowski, Yale University Center for Language Study  
NA

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

Session Organizer:

Francis M. Hult, Lund University



**384. Individual Differences in the Acquisition of L2 Prosody: the Role of Motivation and Socialization**  
Second Language Acquisition, Language Acquisition, and Attrition

Paper

8:00 to 8:30 am

Hilton Orlando: Turkey Lake

Acquisition of suprasegmental prosody is claimed to provide unique difficulties for all L2 learners; however, these studies fail to address individual differences in acquisition. This paper compares English intonational features produced by Russian L2 learners of English in terms of the degree and type of learner socialization and motivation.

Presenter:

Lindy Comstock, UCLA

**385. Interactional features indicative of a varying level of pragmatic competence in interaction**

Pragmatics

Paper

8:35 to 9:05 am

Hilton Orlando: Clear Lake

This study investigates systematic conversational trajectories and interactional features that predict differing levels of interaction-involved pragmatic performances drawing on a CA framework. Upon the extensive qualitative analysis of role-play conversations, coded interactional features were quantitatively analyzed. Implications for valid practices in the measurement of spoken interaction will be also discussed.

Presenter:

Soo Jung Youn, Northern Arizona University

**386. Use-Oriented Evaluation of a Descriptors-Based Language Assessment Framework Based on Teachers' Assessment Competence**

Assessment and Evaluation

Paper

8:35 to 9:05 am

Hilton Orlando: Conway Lake

This study documented teachers' use of a K-12 descriptors-based language assessment framework called Steps to English Proficiency (STEP) with a focus on teachers' assessment competence. STEP specifies linguistic behaviours teachers can use to track and assess learners' proficiency. Finding revealed multiple ways in which STEP supported planning, instruction and assessment.

Presenters:

Eunice Eunhee Jang, University of Toronto

Maryam Wagner, Carleton University

Saskia Stille, --Simon Fraser University

**387. Indexing English L2 Student Identities in the Online Logs of Teachers in the "New South"**

Text Analysis (Written Discourse)

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Concord A

Utilizing discourse analysis of online teacher logs, this study examines elementary-school teachers' indexing of English L2 students in the "New South." Analysis finds teachers exposed to the culturally responsive pedagogy tend to resist the dominant discourse about English L2 students while control teachers tend to reproduce deficit-based discourse.

Presenters:

Paula Jean Mellom, CLASE - University of Georgia

Rebecca Gokee, The University of Georgia

Stephanie Garcia, University of Georgia

Pedro Portes, University of Georgia

**388. Context as a challenge in legal translation**

Translation and Interpretation

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Down A

Legal translation is often considered a highly demanding area of translation practice. I argue that difficulty often arises from a particularly heavy burden of context which legal translators have to shoulder. Context often determines how they should understand source text and influences their choice of wording in the target text.

Presenter:

Jeffrey Killman, University of North Carolina at

Charlotte

**389. Primary EFL students: their motivation, engagement and imagined community**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Down B

This study explores Korean primary school students' perspectives on English to examine their motivation, engagement in learning English. The survey data from 353 students showed that students' motivation drastically dropped from fifth grade onward. Interviews with 20 students showed that the drastic decrease is related to students' perception on English.

Presenter:

Su Yon Yim

**390. Great Expectations: A Qualitative Study of How Chinese Graduate Students Navigate Academic Writing Expectations in U.S. Higher Education**

Reading, Writing, and Literacy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake George A

This paper reports on findings from a qualitative study that investigated Chinese graduate students' academic writing experiences at a research university. Findings demonstrated that Chinese graduate students had to navigate academic culture shock, social relations in writing, and to mobilize their unique social and cultural capital to meet writing expectations.

Presenter:

Hairong Shang, University of Rochester

**391. Development of Novice Teacher Identity: An Activity Theory Perspective**

Educational Linguistics

Paper

8:35 to 9:05 am

Hilton Orlando: Lake George B

After a brief history of the traditional teacher-student relationship in India, the study draws on the conceptual framework of activity theory and its notion of contradiction to investigate the evolution of a novice teacher's identity in a teacher education program in present day India.

Presenter:

DIVYA CHAUDHRY, UNIVERSITY OF FLORIDA

**392. EFL Teachers' Reflective Practice via Online Discussions**

Language and Technology

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Hart A

This paper presented a qualitative study on EFL teachers' reflective practice oriented (RP-oriented) online discussion forums, more specifically; it explored the reflection types (reflection-in, on and for-action) participants engaged in. The study investigated the content analysis of online discussions while also exploring teachers' reflective processes with interviews.

Presenters:

Elif Burhan Horasanli, The University of Arizona  
Deniz Ortactepe, Bilkent University

**393. Exploring how translanguaging pedagogy may be applied in Australian CLIL initiatives**

Bilingual, Immersion, Heritage, and Minority Education

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Hart B

Some Australia schools with no official bilingual programs are experimenting with CLIL. I will suggest that these CLIL initiatives in Australia may benefit from translanguaging pedagogies because the students include both heritage language speakers and students becoming bilingual at school. Qualitative data are taken from initiatives in two secondary schools.

Presenter:

Marianne Turner, Monash University

**394. Effects of Collaborative Tasks on Learning of Korean Pragmatics: Comparing Heritage and Foreign Language Students**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Highland A

The study examines the effectiveness of task-based instruction on the development of Korean honorifics

among heritage language (HL) and non-HL speakers. The study analyzes task-based learner-learner interaction data by tracking occurrences of pragmatic related episodes. Pedagogical implications are discussed from TBLT and instructed pragmatics perspectives.

Presenters:

Minkyung Kim, Georgia State University  
Hakyoony Lee, Georgia State University  
YouJin Kim, Georgia State University

**395. Reading to Write, Writing to Learn: Exploring the Effects of Reading and Writing on Intermediate German Learners' L2 Development**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Highland B

This empirical study explores the effects of L2 writing on L2 learning. Analyses of learners' texts, reading-comprehension and vocabulary indicate that writing improves reading and vocabulary, reading improves writing, and task-sequencing impacts L2-learning outcomes, offering pedagogical implications for task-sequencing, the reciprocal role of reading and writing, and L2 lexical development.

Presenter:

Zsuzsanna Abrams, University of California Santa Cruz

**396. Roundtable Session 2**

8:35 to 9:05 am

Hilton Orlando: Lake Mizell A

**396-1. An ESL Teacher's Instruction and Assessment of Writing Fluency in a College-level ESL Advanced Writing Classroom**

Reading, Writing, and Literacy

Roundtable

This case study explores an ESL teacher's instruction and assessment of writing fluency in her college-level ESL advanced writing classroom. Findings reveal that the teacher (1) encouraged focused freewriting for writing fluency; (2) assessed writing fluency in terms of overall writing quality rather than the relation between time and production.

Presenter:

Jeeyoung Min, SUNY Buffalo

**396-2. Cognitive Modeling: A Case Study of Strategy Instruction in a University English for Academic Purposes Reading-to-write Course**

Reading, Writing, and Literacy

Roundtable

This case study in a university EAP reading-to-write class investigates teaching of cognitive strategies and how they relate to students' engagement in writing tasks. Results provide insights into the importance of the relationship between actively teaching cognitive strategies by modeling as the expert and learner task awareness and strategy implementation.

Presenter:

Margaret Christine Heeney, Renison University  
College at the University of Waterloo

**396-3. L2 writing instructor written feedback practices: A complexity theory perspective.**

Reading, Writing, and Literacy  
Roundtable

This presentation discusses the results of an intensive case study which examined L2 instructor written feedback practices from a complexity theory perspective. The findings indicate that the nature of written feedback practices may well be an ecologically situated activity. Based on the findings, implications for future research are discussed.

Presenter:

Masakazu Mishima, Rikkyo University

**396-4. Commercials and Generic Intertextuality: Russian and Kazakh Speakers in Kazakhstan**

Sociolinguistics  
Roundtable

I examine how fairytale schema is intertextually used in Kazakhstani commercials (Bauman 2004) and interpreted differently by Kazakh and Russian speakers. Discursive analysis of a questionnaire administered among 64 (34 Kazakh-speaking, 30 Russian-speaking) college students shows that Kazakh participants interpret commercials as story-telling while Russian ones interpret as product/service advertising.

Presenter:

Aisulu Raspayeva, Georgetown University

**396-5. Documenting Superdiversity in Tampa Bay**

Sociolinguistics  
Roundtable

Although research has investigated the notion of superdiversity in European contexts, few studies have explored the linguistic landscaping in US multi-ethnic urban settings such as Tampa Bay. Expanding the aforementioned research, this presentation explores the linguistic practices observed in an ethnic market located at a Latino neighborhood in Tampa Bay.

Presenters:

Jhon Alvaro Cuesta Medina, University of South  
Florida

Ramona Sabine Kreis, University of South Florida

**396-6. Perceptual Dialectology in Italy**

Sociolinguistics  
Roundtable

This study investigates the language attitudes of residents in the regions of Tuscany, Emilia-Romagna, and Campania toward different varieties of regional Italian. Through methods used in perceptual dialectology, participants rated their own and other varieties according to degree of difference, "correctness," and pleasantness.

Presenters:

Sandra Liliana Pucci, University of Wisconsin  
Milwaukee

Maria Teresa Bonfatti Sabbioni, University of  
Wisconsin, Milwaukee

**396-7. Questions and Insights Emerging from Research on an Early Childhood Foreign Language Program Focused on Development of Multilingual Awareness**

Educational Linguistics  
Roundtable

This roundtable presents research conducted in a pre-school foreign language program aimed at raising multilingual awareness in young children. Findings about program design, features of the classroom environment and interactions among participants that supported awareness-raising provide the basis for broader discussion with attendees about multilingual awareness and early childhood classrooms.

Presenters:

Erin Kearney, University at Buffalo

Reid Evans, University at Buffalo

YoungAe Choi, University at Buffalo, SUNY

Ling Zhai, University at Buffalo, SUNY

Amanda Barbour, University at Buffalo

Valentyna Mykula, --University at Buffalo

**396-8. The good and the bad Mexican EFL teacher: Small and big stories put into conversation**

Second and Foreign Language Pedagogy  
Roundtable

This session presents a narrative study of EFL teachers' identity that puts big and small stories into conversation. Combining content and discourse-based analytical tools, the presentation offers a holistic picture of the identity negotiation of two teachers as they discursively resist unwanted assigned identities.

Presenter:

Alys D. Avalos-Rivera, Oklahoma State University

**396-9. "Non-native Speakers Testing Native Speakers' Language Abilities?": English Language Examiners' Identities in High-stakes English Oral Examinations**

Language, Culture, and Socialization  
Roundtable

This paper reports on a study investigating perceptions of authenticity and legitimacy of non-native English language examiners when assessing the English language abilities of native speakers of English during high-stakes oral English exams. An explanatory sequential mixed methods design is adopted and implications for high-stakes language testing are discussed.

Presenters:

Danielle Freitas, OISE University of Toronto

Angelica Galante, University of Toronto

**396-10. What Can Research on Classroom Humor Tell Us About Efforts to Reform Public Education?**

Educational Linguistics  
Roundtable

How does the absence or downplaying of humor in scholarly accounts of classroom discourse shape our view

of desirable interactional practice in school-settings? This session considers how research on humor might speak back to educational trends favoring scripted approaches to teaching, “zero-tolerance” classroom management policies, and strict teacher evaluation protocols.

Presenter:

Anne Pomerantz, University of Pennsylvania

**397. Avoidance strategies in political interviews**

Analysis of Discourse and Interaction

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Mizell B

The present study attempts to give insights into the function of avoidance strategies in political interviews. Avoidance, as a strategic resource and collaboratively co-constructed practice, appears in different forms with diverse patterns. Among others, repairs, non-answer responses, extreme case formulations show up as an avoidance strategy in political interview context.

Presenter:

Safinaz Buyukguzel, University of Lausanne

**398. The view of identity in its relation to intention: A new approach to identity in language studies**

Sociolinguistics

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Nona A

This conceptual paper proposes a new approach to identity, namely the IRI (identity in its relation to intention) view. The present paper argues that this view of identity can argue for the constructed nature of identity by providing a useful explanation for the construction of identity in specific circumstances.

Presenter:

Kim Anh Hang Kieu

**399. Are support verb collocations more difficult to learn? Incidence of the type of collocation in collocation learning**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Nona B

In this study we compare the acquisition of support verb constructions as opposed to other types of collocations in Spanish L2 learners to conclude that there is no difference in the learning gains in noticing and explicit instruction contexts.

Presenter:

Mercedes Perez Serrano, Columbia University

**400. Fostering social awareness through community service-learning for Spanish heritage speakers**

Bilingual, Immersion, Heritage, and Minority Education

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Sheen A

Analysis of questionnaires and journals demonstrates how

service-learning contributes to the construction of positive heritage learner identities, awareness of social issues and the development of student advocates for social change.

Presenter:

Kelly Lowther Pereira, University of North Carolina Greensboro

**401. Acquisition of Conversational Implicatures in English as an L2**

Pragmatics

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Sheen B

This study investigated the development of conversational implicatures in L2 English using an audio-visual oral production task. Forty-five learners from three L2 proficiency levels took part in the study. Preliminary results indicated comprehension of conversational implicatures improved with language proficiency and a lack of understanding of implicatures hindered L2 comprehension.

Presenter:

Yilmaz Koylu, Indiana University

**402. Don't Tell Me What to Do! Language Learning Motivation and Attitudes about Pronunciation in the North American Context**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

8:35 to 9:05 am

Hilton Orlando: Turkey Lake

This study investigated the relationship between language learning motivation and pronunciation attitudes of foreign language learners in English-speaking North America. As improving pronunciation can be challenging, but is often a student-desired focus, understanding the relationship between motivational profiles and pronunciation attitudes sheds light on this crucial aspect of language learning.

Presenters:

Amanda Huensch, University of South Florida  
Amy S. Thompson, --

**403. Intercultural Communicative Competence: A Study of Turkish International Graduate Students in the US Context**

Pragmatics

Paper

9:10 to 9:40 am

Hilton Orlando: Clear Lake

This study investigated the intercultural communicative competence (ICC) of Turkish graduate students studying in the United States. Triangulating data through an intercultural sensitivity scale, an oral discourse completion test, and semi-structured interviews, participants' overall ICC and the challenges/difficulties they confront when engaging in intercultural communication were examined.

Presenter:

Adnan Yilmaz, University of Arizona

**404. Critical Discourse Analysis of Discourses about “Multicultural” Families in the South Korean Media**  
Analysis of Discourse and Interaction

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Concord A

Using Critical Discourse Analysis, this study seeks to address the question of how transnational marriage families in South Korea are characterized by the media under globalization. My findings reveal conflicting but simplified discourses that reflect a particular mode of discrimination for “multicultural” families who are not “Korean” enough.

Presenter:

Jaran Shin, UC Berkeley

**405. Writing in the disciplines as performance: Identifying epistemological growth and complexity in undergraduate writing**

Text Analysis (Written Discourse)

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Concord B

This study examined two years of undergraduate writing from one-hundred students to identify evidence of growth in domain-general and domain-specific personal epistemologies. Writing included both impromptu essays and coursework. Findings suggest that students learn to perform epistemologies appropriate to different domains, but calcify old stances when performing for general audiences.

Presenter:

Matt Jay Frye, Washington State University

**406. Do interpreters have better developed executive control skills compared to other language professionals?**

Translation and Interpretation

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Down A

This contribution explores the executive memory functions of interpreters and translators. To this end, three functions (updating, inhibiting and shifting) were tested in two groups of experienced translators and interpreters by means of computer-based response tasks. We aim to establish whether an interpreter advantage exists in terms of executive control.

Non-Presenter:

Hildegard Vermeiren, Ghent University

Presenter:

Alexandra Rosiers

**407. Exploring Chinese EFL Students’ Literacy Practices Surrounding Academic Writing: Evidence from an Ethnographic Study**

Reading, Writing, and Literacy

Paper

9:10 to 9:40 am

Hilton Orlando: Lake George A

EFL students’ literacy practices surrounding academic writing have been under-researched. Framed by the Academic Literacies model, this paper characterizes a group of Chinese EFL students’ literacy practices in fulfilling written assignments and demonstrates how the literacy practices are shaped by social, institutional and disciplinary contexts.

Non-Presenter:

Yongyan Li, University of Hong Kong

Presenter:

Qianshan Chen, University of Hong Kong

**408. “Who I was and who I am becoming”: A Narrative Analysis of Return Migration Constructing Professional Identity**

Sociolinguistics

Paper

9:10 to 9:40 am

Hilton Orlando: Lake George B

This presentation will focus on the issue of how transnationals return with a language skill that is in demand in the Mexican educational system and allows them to become English teachers. We will examine their experiences that help them form a new identity that enables them to become professionals.

Presenters:

Irasema Mora Pablo, Universidad de Guanajuato

Mary Martha Lengeling, -Univeridad de Guanajuato-

Troy Crawford, University of Guanajuato

**409. Triggering second language teachers to reflect on and transform their pedagogical classroom roles: Beyond the disappointment of words**

Second and Foreign Language Pedagogy

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Hart A

Utilising Morgan’s (2004) notion of “teacher identity as pedagogy” and Dörnyei and Kubanyiova’s (2014) concept of teachers coaching themselves to visualise and reach pedagogical goals, four New Zealand language teacher educators employed identity maps to explore the ways second language teachers in multilingual classrooms can interpret and transform their practices.

Non-Presenters:

Susan Gray, The University of Auckland

Rae Si’ilata, The University of Auckland

Maree Jeurissen, The University of Auckland

Presenter:

Margaret Kitchen, The University of Auckland

**410. The Ecology of Language and Translanguaging: The Case of a Ukrainian University**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Hart B

Is English a threat to titular and regional languages in Ukraine when used as a medium of instruction? An ethnographic case study of a university in a predominantly Russian speaking city in eastern Ukraine identifies multilingual translanguaging practices that indicate English is not a threat to the language ecology.

Presenter:

Bridget Goodman, Nazarbayev University Graduate School of Education

#### **411. Gal'perin's SCOBA: A Pedagogical Tool for Learning L2 Concepts**

Second and Foreign Language Pedagogy

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Highland A

This study investigates how adult beginners of Italian as a foreign language employed Galperin's Schema of Complete Bases of Action (SCOBA) to convey register in a typified situation. The findings provide support for the usefulness of the model in raising awareness of cultural concepts in second and foreign language classrooms.

Presenter:

Loretta Fernandez, University of Pittsburgh

#### **412. Genre-Mediated Literacy Practice for Rhetorical Development of Disciplinary Discourse**

Reading, Writing, and Literacy

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Highland B

The present study investigates two undergraduate L2 students' growing awareness of disciplinary discourse in conjunction with their genre practice and describes how their engagement in genre mediates discipline-specific academic literacy. The implications of this study suggest the need to reexamine the role of genre-based pedagogy for college writing instruction.

Presenter:

Soomin Jwa, Boston University

#### **413. Roundtable Session 3**

9:10 to 9:40 am

Hilton Orlando: Lake Mizell A

##### **413-1. Connecting Applied Linguistics to First-Year Writing: Rhetorical Pedagogies for L2 Students**

Second and Foreign Language Pedagogy

Roundtable

Increasing numbers of multilingual students are enrolling in college composition classes today, yet the divide between applied linguistics and first-year writing remains strong. We will share our own efforts to draw on rhetorical theory in teaching L2 writers and then lead a discussion about connecting applied linguistics to college composition.

Presenters:

Jason Schneider, DePaul University  
Margaret Poncin, DePaul University  
Mark A. Lazio, DePaul University

##### **413-2. Last But Not Least: Undergraduate Thesis Writing of English Majors in an EFL context**

Second and Foreign Language Pedagogy

Roundtable

Through interviews and textual analysis, we examine the process of how five undergraduate English major students negotiated, interpreted and executed the thesis writing task in a Chinese university. We discuss students' writing performance and task perception as situated in "a complex web of rhetoric, culture, power and discourse".

Presenters:

Ming Fang, Florida International University  
Li Li, Jining Medical College

##### **413-3. Screen to screen: Use of telecollaboration for instruction in a MS TESOL program**

Language and Technology

Roundtable

This roundtable explores challenges and outcomes of synchronous online teaching using state-of-the-art telecommunication technology. Presenters and participants will share experiences of online teaching focusing on course redesign to stay true to constructivist approaches to learning regardless of the instructional mode.

Presenters:

Elena Schmitt, Southern Connecticut State University  
Jesse Gleason, Southern Connecticut State University  
Lorrie Verplaetse, Southern Connecticut State University

##### **413-4. Overcoming Challenges: Repairing Broken Communication**

Educational Linguistics

Roundtable

This case study examined two early childhood educators' experiences and perspectives on English Language Learners' adjustments to a new preschool environment. These teachers' perceptions, which were linked to their ELL students' prior experiences with English language, changed over time. The linguistic barrier was seen as one of the main challenges.

Presenter:

Valentyna Mykula, --University at Buffalo

##### **413-5. "Be a Woman!" - Membership Categorization in Interaction**

Analysis of Discourse and Interaction

Roundtable

This paper combines Membership Categorization Analysis and Conversation Analysis in examining how the category of "girls/women" is built and gradually made explicitly relevant in an interaction between female friends. The category is invoked to influence the actions of the participants, binding them to behave in ways appropriate for legitimate members.

Presenter:

Nadja Tadic, Teachers College, Columbia University

##### **413-6. Tracking the Development of L2 Interactional**

**Competence: Managing the Progressivity of Talk to Resolve Epistemic Differences**

Analysis of Discourse and Interaction  
Roundtable

This study sets out to present a longitudinal research on the development of L2 learners' interactional competence in an online task-based environment. The development is documented through the change in the participants' epistemic positioning behavior and an increasing use of various interactional resources across 20 weeks (70 hours).

Non-Presenter:

Olcaý Sert, Hacettepe University

Presenter:

Ufuk Balaman, Hacettepe University

**413-7. Developing Sociocultural Autonomy in Language Learning in Brazil: Agency and Empowerment as Key Issues**

Second and Foreign Language Pedagogy  
Roundtable

This talk brings some insights about what should be the aim of language learning while students pursue their sociocultural autonomy in the target language. It is assumed that agency and empowerment are key issues, so that students become autonomous and aware on how they can benefit their community of practice.

Presenter:

Christine Nicolaidis, Federal University of Rio de Janeiro

**414. Political economy for sociolinguistics**

Sociolinguistics  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Mizell B

This paper aims to clarify what 'political economy for sociolinguistics' might mean. It begins by critically examining key terms that have become common currency (e.g. 'neoliberalism', 'commodification') and then focuses on pathways for situating political economy in sociolinguistics, which at present are in need of definition and clearer elaboration.

Presenter:

David Block, ICREA, Universitat de Lleida

**415. Multilingualism in Kazakhstan: Attitudes, Ideologies and Identities**

Sociolinguistics  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Nona A

This paper reports on a vocal guise study on the attitudes of Kazakhstani of different ethnicities towards Kazakh, Russian and English. These attitudes reveal key differences in how language, identity and history are ideologized more than twenty years after the end of the Soviet Union.

Presenter:

Megan Kennedy, University of Illinois at Urbana-Champaign

**416. Frequency vs. productivity: Processing and understanding novel verbs in verb argument constructions**

Language and Cognition  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Nona B

This study investigates 1) how verb argument constructions (VACs) are processed based on differences in their frequency and productivity in language input and 2) the degree to which their frequency and productivity impact participants' understanding of novel verbs encountered within a VAC frame.

Presenters:

Cynthia M. May Berger, Georgia State University

Scott Crossley, Georgia State University

Stephen Skalicky, Georgia State University

**417. Neither English nor Spanish: Pitch Peak Alignment in Spanish among Bilingual Speakers**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Sheen A

This study analyzed pitch peak alignment among Spanish-English bilinguals (heritage speakers, n=16), and compared it to monolingual speakers of English and Spanish. The data showed that production of bilinguals generally fell between values of monolingual speakers. Results shed light on the relatively unexplored field of prosodic production in bilingual phonology.

Presenter:

German Zarate-Sandez, Western Michigan University

**418. Effects of Oral Corrective Feedback Used with Explicit Instruction on Foreign Language Learners' Pragmatic Development**

Pragmatics  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Sheen B

This study investigates the effects of four CF types, i.e. recasts, explicit correction, metalinguistic feedback and clarification requests on the acquisition of English requests in the foreign language classroom in the context of explicit instruction. A quasi experimental pre-test, immediate post-test and delayed post-test design is employed.

Presenter:

Hanh Pham, University of Canberra, Australia

**419. Investigating motivational dynamics in a conversation class over the period of one semester: The case of English majors**

Second Language Acquisition, Language Acquisition, and Attrition  
Paper

9:10 to 9:40 am

Hilton Orlando: Turkey Lake

The paper reports the findings of a study which examined fluctuations in the motivation of 18 Polish students majoring in English who attended a conversation class over the period of four months. It also sought to identify factors responsible for such changes, both those internal and external to the students.

Presenters:

Mirosław Pawlak, Adam Mickiewicz University  
Anna Mystkowska-Wiertelak, Adam Mickiewicz University, Poznań, Poland

#### **420. Characteristics of Effective Auto-Reply Emails:**

##### **Politeness and Perceptions**

Pragmatics

Paper

9:55 to 10:25 am

Hilton Orlando: Clear Lake

This study examines readers' perceptions of auto-reply messages and the politeness strategies they employ. Data were collected through an online survey, and analyzed within the framework of Brown and Levinson's Politeness Theory (1987). The findings indicate that politeness is just one criterion readers consider when evaluating an auto-reply message.

Presenters:

Carlo Cinaglia, University of Pennsylvania  
Anne Edstrom, Montclair State University  
Jennifer D. Ewald, Saint Joseph's University

#### **421. The assessment of language proficiency as a predictor of academic achievement**

Assessment and Evaluation

Paper

9:55 to 10:25 am

Hilton Orlando: Conway Lake

Language proficiency, particularly academic writing, appears to be significantly related to academic achievement. In a study with 825 first-year students of Modern Languages, significant correlations were found between both writing proficiency and grammar knowledge on the one hand, and overall academic success and L2 learning on the other hand.

Presenters:

Folkert Kuiken, University of Amsterdam  
Ineke Vedder, University of Amsterdam

#### **422. Translanguaging Practices and Perspectives: Case Studies from English-Medium Instruction in Swedish Schools**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

9:55 to 10:25 am

Hilton Orlando: Lake Concord A

This presentation addresses language alternation in English-medium instruction (EMI) lessons as related to the concept of translanguaging, with a focus on the practices and perspectives of teachers and students in two

Swedish schools offering EMI. Results suggest that translanguaging can facilitate content comprehension and participant agency in the classroom.

Presenters:

Jeanette Toth, Stockholm University, Department of Language Education  
BethAnne Paulsrud, Stockholm university, Centre for Research on Bilingualism

#### **423. The effectiveness of two types of comprehensive written corrective feedback on EFL learners' writing development: Direct WCF versus Coded WCF**

Reading, Writing, and Literacy

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Concord B

The quasi-experimental study investigated the differential effects of comprehensive direct written corrective feedback (WCF) and coded WCF on 88 Chinese low-intermediate EFL learners over 13 weeks. Coded WCF was found to be more effective in reducing error rates and narrowing the range of errors in student writing than direct WCF.

Non-Presenter:

Ye Han

Presenter:

Yingying Li, The University of Hong Kong

#### **424. Towards a symbiosis between corpus design and corpus analysis in the field of Translation Studies**

Translation and Interpretation

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Down A

By discussing a concrete case study, our paper underlines the importance of creating a symbiosis between corpus design and corpus analysis in the field of TS, with respect to the selection, alignment and annotation of data, the development of interface tools and the application of several methods for linguistic analysis.

Presenter:

Gudrun Vanderbauwhede

#### **425. L1 Orthography Impacts L2 Spelling Judgments and Knowledge of Vowels vs. Consonants**

Reading, Writing, and Literacy

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Down B

English orthographic knowledge was tested in speakers from three writing system types: French (alphabet), Hebrew (abjad), and Chinese (morphosyllabary). Accuracy varied by L1 and segment type (consonant vs. vowel), such that alphabetic speakers were less accurate, but speakers of a language without written vowels were less accurate detecting vowel misspellings.

Presenter:

Katherine I. Martin, Southern Illinois University  
Department of Linguistics



**426. Navigating through Scientific Writing and Publishing: Facilitating Experiences and Individual Agency of Taiwanese EAL Scholars**

Reading, Writing, and Literacy

Paper

9:55 to 10:25 am

Hilton Orlando: Lake George A

This study explores EAL novice scholars' writing for publication practices with a specific focus on their facilitating experiences and agency. The findings revealed multifaceted supervisors' guidance at different stages of students' scholarly publishing processes. Additionally, the participants exercised a high level of individual agency via strategic choices of submission strategies.

Presenter:

Mei-ching Ho, University of Taipei

**427. Stakeholder Expectations of Impact in A New Dual Language School**

Bilingual, Immersion, Heritage, and Minority Education

Paper

9:55 to 10:25 am

Hilton Orlando: Lake George B

This qualitative case study used human capital theory to explore stakeholder expectations of impact in a newly established Spanish/English dual language program in a small urban community in the U.S. Midwest.

Non-Presenter:

Luz A Murillo, University of Illinois at Urbana-Champaign

Presenter:

Patrick Henry Smith, University of Illinois at Urbana-Champaign

**428. Reading Comprehension Intervention in Secondary School: Why Only Some Readers Benefit**

Reading, Writing, and Literacy

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Hart A

In the present study six eighth grade classes participated in a reading comprehension intervention which combined reading of expository texts in small groups with instruction about text structure. We will discuss why only girls and skilled readers benefited from our intervention.

Non-Presenters:

Folkert Kuiken, University of Amsterdam  
Camille Welie, University of Amsterdam

Presenter:

Niki Moeken

**429. "Uno, Dos, Tres, Cambiamos al Inglés": Translanguaging and Positioning in a Bilingual Classroom**

Bilingual, Immersion, Heritage, and Minority Education

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Hart B

This presentation explores how language learning and

identity are mediated by discursive practices within a dual language immersion classroom. Conducted over a semester, the study employs classroom observations, teacher interviews, and artifact analysis to examine how translanguaging pedagogies and practices can both bolster and hinder the aims of bilingual programs.

Presenter:

Laura Elizabeth Hamman, University of Wisconsin-Madison

**430. Heteroglossia as an Intercultural Competence Outcome in the Language Class**

Language, Culture, and Socialization

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Highland A

This study examines how students frame statements about culture (n=521) in their language learning journals, revealing the attitudes such statements index, using a Bakhtinian approach. I argue that such discourse analysis that identifies multiple perspectives and heteroglossia should be taught in the language classroom as part of the intercultural dimension.

Presenter:

Serena Williams, UC Davis

**431. What is the target for L2 learners when prescriptive, descriptive and subjective norms widely differ?**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Highland B

In order to assess whether French L2 nursing students in Western Canada should align their speech with prescriptive usage (i.e., use of vous) or the local norm (i.e., use of tu) we conducted a verbal guise experiment with French-speaking nurses' (n=9) and senior patients' (n=53).

Presenter:

Suzie Beaulieu, Université Laval

**432. Language learning by Anglophones during residence abroad: the contribution of quality in social relationships**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Lucerne

This paper examines the learning of French and Spanish by British languages majors, during an academic year abroad. While all groups make significant L2 progress, there is considerable individual variation. Through examination of longitudinal case studies, language learning is related to participants' social integration and the quality of local relationships.

Presenters:

Rosamond Frances Mitchell, University of  
Southampton  
Nicole Tracy-Ventura, University of South Florida

#### **433. Roundtable Session 4**

9:55 to 10:25 am  
Hilton Orlando: Lake Mizell A

##### **433-1. Behind “The Promise of English” among South Korean Job-Seekers: The Impact of Neoliberalism on Job-Seekers’ Preparation for TOEIC**

Language and Ideology  
Roundtable

Since neoliberalism has destabilized South Korean labor markets, Korean job-seekers invest in an English test to remain competitive. The study, by using mixed-methods, found that the test is a scale of competitiveness and diligence under the neoliberal ethic of self-development, rather than a neutral indicator of English proficiency.

Presenters:

Miso Kim, The Pennsylvania State University  
Duk-In Choi, Chung-Ang University  
Tae-Young Kim, Chung-Ang University, Korea

##### **433-2. Inside commodification: discursive construction of fansub work in the global economy**

Language and Ideology  
Roundtable

Based on an analysis of how the work of Korean fans who produce Korean subtitles for pirated US television dramas is discursively constructed, I identify commodification of language as a process by which language gets extirpated from the lived experiences of language work and inserted into abstract market relations.

Presenter:

Joseph Sung-Yul Park, National University of  
Singapore

##### **433-3. Towards reconceptualising the place of languages in learning: translanguaging and interculturality within southern perspectives**

Language, Culture, and Socialization  
Roundtable

This paper reports on a two-way study which explores how undergraduate students and teaching staff participate in and experience translanguaging and intercultural approaches to learning that are informed by ‘southern theory’. The interventions focus on students’ repertoires of linguistic, cultural and epistemological knowledge; reciprocal exchanges; and reflection and reflexivity.

Presenters:

Kathleen Anne Heugh, University of South Australia  
Angela Scarino, University of South Australia  
Jonathan Crichton, University of South Australia  
Fiona O’Neill, University of South Australia

##### **433-4. A Self-assessment Grid for English Sounds for Japanese Learners at Level Pre-A1 of the CEFR-J**

Second and Foreign Language Pedagogy  
Roundtable

This paper aims to present the self-assessment grid for the Pre-A1 leveled learners, adapting the CEFR. Based on the analysis of elementary school textbooks in Japan and the picture dictionaries commonly used in the world, the segments and supra-segmentals occurring with high frequency should be learned in the Pre-A1 level.

Non-Presenter:

Akiyo Joto, Prefectural University of Hiroshima

Presenter:

Yuri Nishio, Gifu-Pharmaceutical University

##### **433-5. Exploration of Bilingual Learners’ Oral Engagement Within a Language-Based Intervention for Linguistic Awareness, Comprehension, and Vocabulary Development**

Second and Foreign Language Pedagogy  
Roundtable

Language-based literacy interventions positively impact bilingual students reading comprehension skills.

Comparative case study methods and sociocultural discourse analysis were used to explore students’ oral engagement during components of this intervention.

Examination of students’ on-task utterances offers insight into the opportunities and challenges of instruction on linguistic awareness and literacy skills.

Presenters:

Renata Love Jones, Boston college  
Anna Meyer Hartranft, University of Maryland,  
College Park  
Patrick Proctor, Boston College  
Rebecca Silverman, University of Maryland, College  
Park

##### **433-6. Reading-while-listening vs. reading only in the case of primary school learners**

Second Language Acquisition, Language Acquisition, and  
Attrition  
Roundtable

The objective of this study is to analyze reading in two modes: reading only vs. reading-while listening in the case of Grade 5 Spanish-Catalan learners of English. The learners’ eye movements will be tracked as they read in the two input modes. Additionally, modality will be related to reading comprehension.

Presenters:

Raquel Serrano, University of Barcelona  
Elsa Tragant, University of Barcelona  
Ana Pellicer-Sanchez, University of Nottingham

##### **433-7. Evaluating Middle School Science Textbooks: A Linguistic Perspective**

Text Analysis (Written Discourse)  
Roundtable

Textbooks are an important pedagogical resource for teachers. Analysis of thematic progression, construal of causation, and semantic leaps in three editions of an environmental science textbook suggests that the prose quality of the textbook has improved. It is suggested that linguistic analysis can illuminate comprehension

challenges and inform literacy instruction.

Presenters:

Shan Zhu, College of Education, University of Florida  
Zhihui Fang, University of Florida

**434. Language learning skill: Does previous bilingual experience correlate with better learning?**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Mizell B

Are bilinguals better language learners? We taught English monolinguals, and early and late English-Spanish bilinguals 20 Turkish nouns (and plural forms). They were tested after training and one week later in comprehension and production tasks. Group differences emerged only for the production task, with early bilinguals showing the best performance.

Presenters:

Kaitlyn Leigh Zavaleta, University of Arizona  
Janet Nicol, University of Arizona

**435. Age and Knowledge of Morphosyntax in English as an Additional Language: Grammaticality Judgment and Error Correction**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Nona A

This study investigates age effects on knowledge of English morphosyntax in a Foreign Language context. The study contributes in three ways: (a) it explores English as a medium of instruction, (b) it examines L3 acquisition, and (c) it includes an editing task along with a paper-based Grammaticality Judgment Task.

Presenter:

Muhammad Asif Qureshi, Zayed University Abu Dhabi

**436. Linguistic shifters: multilingual learners and the construction of postracial orders in two South African primary schools**

Sociolinguistics

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Sheen A

A Linguistic Ethnography of two Cape Town schools where emergent ideologies of postracial solidarity revalue forms of linguistic and social capital and resignify 'race' and 'ethnicity', albeit not always unproblematically. It illustrates the potential of fluid, heteroglossic contexts to inform models of cultural production, contributing to a sociology of emergences.

Presenter:

Caroline Kerfoot, Stockholm university, Department of Swedish Language and Multilingualism

**437. A Genre Analytic Approach to Understanding**

**Pragmatic Phenomena in Second Language Writing Tutoring**

Pragmatics

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Sheen B

To understand how English as a second language students participate in writing tutoring in higher education contexts, an analysis of pragmatic phenomena common to tutoring sessions was carried out by observing tutoring sessions through a genre analytic lens. Students and tutors were also surveyed, with selected participants interviewed in depth.

Presenter:

Justin Jernigan, Georgia Gwinnett College

**438. Investigating Pragmatic Strategies and Focus on Form in a Tertiary EMI Classroom in China: Implications and Challenges**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Orlando IV

We report findings from a study of the pragmatic strategies and Focus on Form episodes in a tertiary EMI classroom aiming to explore how instruction and communication effectiveness is reached and how much space is opened up for academic English gains, from which pedagogic implications and challenges are discussed.

Presenters:

li jiang, University of Auckland  
Lawrence Jun Zhang, University of Auckland, New Zealand  
Stephen May, University of Auckland

**439. Global perspectives on academic publishing: Author perceptions of linguacultural issues**

Reading, Writing, and Literacy

Paper

9:55 to 10:25 am

Hilton Orlando: Orlando V

This presentation describes the interview phase of a study seeking the perspectives of applied linguists around the world on what has facilitated their publication success. The focus will be on intercultural rhetoric issues that "off-network" authors in ten countries see as salient in their scholarly lives in multiple ethnolinguistic contexts.

Presenters:

Diane Belcher, Georgia State University  
Hae Sung Yang, Georgia State University

**440. Assessing the Development of Linguistic Complexity in ESL Speech: A Consideration of Length, Subordination, and Structural Measures**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Turkey Lake

This paper examines speeches collected over ten months from instructed L2 learners of English-as-a-second-language, using three recommended measures of compositional complexity and three innovative measures of structural complexity (syntactic variety, syntactic complexity, and frequency of nonfinite clauses) to investigate linguistic complexity across proficiency. HLM results and methodological implications are discussed.

Presenter:

Mary Lou Vercellotti, Ball State University

**441. Impoliteness Online: Responding to Face-threats in YouTube Comments**

Pragmatics

Paper

10:30 to 11:00 am

Hilton Orlando: Clear Lake

Commenters on YouTube are able to engage in impolite discourse more freely since they can bypass physical/social distance and ignore power relations. This study aims to identify characteristics of impoliteness in YouTube comments, and to determine how multi-party interactions between commenters vary from traditionally dyadic, face-to-face forms of communication.

Presenter:

Jessica Chin, University of Western Sydney

**442. The relationship between L2 English Proficiency and Academic Success in Higher Education**

Assessment and Evaluation

Paper

10:30 to 11:00 am

Hilton Orlando: Conway Lake

This study investigates the role of TOEFL test in predicting academic performance of international students pursuing a Master's degree in Education at a U.S. university. By employing hierarchical multiple and hierarchical logistic regressions, we examine TOEFL's unique contribution to these students' academic success and discuss important implications of our findings.

Presenters:

Anastasia Riazantseva, University at Buffalo

Eunjee Jang, University at Buffalo, SUNY

**443. English as a Medium of Instruction (EMI): Different from Teaching in L1?**

Second and Foreign Language Pedagogy

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Concord A

University courses (e.g. mathematics, science) are increasingly being taught in English in non-English-speaking contexts, often by non-native speakers. However, very little is known about how (or if) lecturers' language of instruction can affect their teaching behavior. This paper presents new evidence shedding some empirical light on the matter.

Presenters:

Ron Martinez, Federal University of Parana

Francisco Fogaça, Federal University of Parana

**444. The Language Learning Potential of Written Language during Feedback Processing: A Study of Intermediate EFL Learners**

Reading, Writing, and Literacy

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Concord B

This study explores the language learning potential of written language after receiving different feedback types (direct, indirect, no feedback), and the relationship between language and the quality of revised texts. Significant differences were found in the depth of processing across groups which, in turn, was correlated with writing quality.

Presenters:

Florentina Nicolas-Conesa, Centro Universitario de la Defensa

Lourdes Cerezo, Universidad de Murcia

Rosa Manchon, University of Murcia, Spain

**445. "I have the similar feels as you do!": A corpus-based discourse analysis on L2 blogging texts**

Corpus Linguistics

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Down A

By adopting a corpus-based discourse analysis, this study examines a corpus of 96 blog entries and its corresponding 192 responses on L2 students' experience on writing. Findings suggest that L2 writers vary their discourse move types based on the genre they describe, and engage in a virtual support group.

Presenter:

Suneeta Thomas, Purdue University

**446. The role of first language orthography in ESL reading**

Reading, Writing, and Literacy

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Down B

This study investigates the possible influence of L1 orthography on ESL reading component skills of learners with four different first language backgrounds. The findings of the study will be discussed in terms of the Orthographic Depth Hypothesis. Pedagogical implications for second language reading and literacy development will also be discussed.

Presenter:

Xiangying Jiang

**447. Writing for Scholarly Publication in a Canadian Higher Education Context: A Case Study**

Reading, Writing, and Literacy

Paper

10:30 to 11:00 am

Hilton Orlando: Lake George A

Given global competitiveness for quality research articulated through scholarly publication, this study examines (1) the challenges faced by a Canadian Anglophone doctoral student in writing for scholarly publication in academic journals, and (2) the ways in which she learned writing for scholarly publication and was supported in her academic community.

Presenter:

Pejman Habibie, Western University

**448. Community Engagement with ELL Policies**

Sociolinguistics

Paper

10:30 to 11:00 am

Hilton Orlando: Lake George B

Based on interviews of parents from 15 countries and focus groups with parents and policy-makers, this study examined how immigrant parents advocated for improved ELL policies in Alberta. Parents reported inequitable policies resulted in the creation of a permanent underclass and utilized a range of strategies to influence such policies.

Presenter:

Yan Guo, University of Calgary

**449. Analysis of L2 Text Readability and the Effects on Learner Comprehension**

Reading, Writing, and Literacy

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Hart A

This study explores differing predictions of L1 readability tools (Flesch-Kincaid; Lexile) and an L2 readability tool (Coh-Metrix, Graesser et al, 2004). The results of 175 university L2 learners indicate the Coh-Metrix is better-suited for assessing text readability based on the analysis of features such as noun overlap and deep cohesion

Presenter:

Alisha Biler, University of South Carolina-Columbia

**450. A Translanguaging Mathematical Space: A Latino Teacher and His Latin@ Students Using Their Entire Linguistic Repertoire**

Bilingual, Immersion, Heritage, and Minority Education

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Hart B

This study examines Discourse as it naturally occurs in a Latino classroom. In doing so, this paper captures the translanguaging (García, 2009) practices of a bilingual teacher, and explores how such practices allow the creation of a flexible mathematical space where students are able to use their entire linguistic repertoire.

Presenter:

Armando Garza, Texas A&M University-Kingsville

**451. Advanced L2 Sociopragmatic Development Amid Intercultural Breakdown:**

Sociolinguistics

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Highland A

This paper explores the impact of intercultural breakdown on highly advanced L2 sociopragmatic development, comparing the L2 French repertoire of a focal participant who abandoned a sojourn abroad to two of her peers who were also advanced L2 French speakers but approached intercultural challenges with strategies of resolution.

Presenter:

Mary Kathryn Malone, Kenyon College

**452. Mediated or Unmediated Alignment in Foreign Language Learning: One Size Fits All?**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Highland B

This study investigates factors affecting alignment in dialogues of L2 learners of English. Three picture-naming tasks and a subsequent questionnaire were administered to 264 L2 English majors. Results showed that L2 learners' willingness to align was subject to both cognitive activation and psychological perceptions.

Presenter:

Di Zhang, Guangdong University of Foreign Studies

**453. We Made a Community: Two Language Learning Groups' Journey through an Online Language Exchange Program**

Language and Technology

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Lucerne

This paper introduces adult language learners' online language learning experience which affects their identities and language learning. Drawing on the Communities of Practice, the study would assist educators in their understanding of online contexts as fruitful venues for adult language learners.

Presenter:

Se Jeong Yang, The Ohio State University

**454. Roundtable Session 5**

10:30 to 11:00 am

Hilton Orlando: Lake Mizell A

**454-1. Confirming the impact of performance tasks on latent class membership and placement decisions**

Assessment and Evaluation

Roundtable

The purpose of this study is to answer whether an interaction between performance tasks and rubric items has an impact on placement decisions. I will answer two research questions using Latent Class Analysis. I will discuss the implications of this study along with proposing a new reporting method.

Presenter:

Jeremy Gevara, Pennsylvania State University

#### **454-2. Multiple Linguistic Proficiencies Assessment in the Study Abroad Context**

Assessment and Evaluation  
Roundtable

This study presents the results of pre- and post-proficiency testing using the OPI, WPT, RPT and LPT in a semester-long study abroad program and initial results of pilot testing with C-test, elicited imitation task (EIT) and the Computerized Oral Proficiency Instrument (COPI) measures to complement those reported on.

Presenter:

Jeff Stevenson, Middlebury College

#### **454-3. Rater Characteristics affecting test-takers' scores in an English Speaking Test: Hierarchical Linear Modeling Analysis**

Assessment and Evaluation  
Roundtable

The purpose of this paper is to explore the effects of rater characteristics on test-takers' scores and to what extent the rater characteristics influence each criterion of the English speaking test. A hierarchical linear modeling is used. The results show that some raters' characteristics significantly influence some criteria.

Non-Presenter:

Jina Choi

Presenter:

Yoonhee Choe, Chongshin University

#### **454-4. Complexifying Language Ideologies in "Global Schools": Student Perspectives**

Language and Ideology  
Roundtable

This project examines the role of foreign languages within "global schools" in the U.S. Using a qualitative case study methodology, it explores how students in one school perceive foreign languages; how these perceptions map onto currently circulating language ideologies; and what this means for L2 learning within these institutions.

Presenter:

Emily A. Hellmich, University of California, Berkeley

#### **454-5. Poetry: Reality Pedagogy and a Genre of Access for English Language Learners**

Reading, Writing, and Literacy  
Roundtable

In our study of the writing of 9th grade ELL students, poetry emerged as reality pedagogy and a genre of access, enabling students to teach the teacher about themselves while also taking ownership over conventions of a genre often considered abstract and elite.

Presenters:

Audrey A Friedman, Boston College

Joelle Pedersen, Boston College

Christopher K Bacon, Boston College

#### **454-6. The impact of Collaborative Reasoning discussion on bilingual students' argumentative writing**

Reading, Writing, and Literacy

Roundtable

The findings of our study indicate that, while practice with oral argumentation has some efficacy in helping students to become familiar with the structure of argumentative writing, explicit instruction with attention to the language elements of the genre may be necessary to maximize the benefit for student writing.

Non-Presenters:

Patrick Proctor, Boston College

Rebecca Silverman, University of Maryland, College Park

Presenters:

Joelle Pedersen, Boston College

Yalda M. Kaveh, Boston College

#### **454-7. Fostering Intercultural Understanding in English Language Classrooms: An Iranian Context**

Second and Foreign Language Pedagogy  
Roundtable

This talk explores how children educated at primary level in Iran make sense of/understand concepts such as intercultural interaction and adjustment. This presentation focuses on the three main emerging themes: language, schooling, and friendship. These findings have some practical guidelines for the EFL teachers in developing pupils' intercultural competence.

Presenter:

Samaneh Zandian, University of Warwick, UK

#### **454-8. Treating language and culture from a pluralistic perspective: The case of a teacher education course in a critical context**

Second and Foreign Language Pedagogy  
Roundtable

This presentation reports on an experience in integrating notions of English as an international language, intercultural awareness, cultural studies, and postcolonialism into a language and culture course given to EFL student-teachers in Brazil, in a program designed for in-service teachers who lack certification and yet work in public schools.

Presenters:

Eduardo Henrique Diniz de Figueiredo, Universidade Federal do Paraná

Aline Sanfelici, Universidade Tecnológica Federal do Paraná

#### **455. Sequencing Motions in Time and Space: Differences of Encoding in Elicited Essays by Native Chinese and Korean Speakers**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Mizell B

The purpose of this study is to examine the extent to which L1 typology affects the way motions are encoded in L2 writing. A pilot study showed that linguistic differences between Chinese (satellite-framed language)

and Korean (verb-framed language) produced different patterns in describing motions in Chinese and Korean speakers.

Non-Presenter:

Hye Pae, University of Cincinnati

Presenter:

Jing Sun, University of Cincinnati

**456. Is it because of my language background? A study of language background influence on comprehensibility judgments**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Nona A

English speakers from Mandarin, French, Hindi, and English language backgrounds rated the speech of 30 L2 speakers from the same language backgrounds for comprehensibility and four other speech measures (segmental and word stress errors, intonation, and speech rate). They also provided verbal reports giving their reasons for each comprehensibility rating.

Presenters:

Jennifer A Foote, University of Alberta

Pavel Trofimovich, Concordia University

**457. Constructional semantics and frequency as predictors of phrasal verb use in advanced ESL learners**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Nona B

This study investigates the role of constructional semantics and frequency in the use of phrasal verbs in an advanced group of Francophone ESL learners. Results shed light on the respective contribution of the different linguistic variables, not only for advanced ESL learners, but also for native speakers of English.

Presenters:

Leslie Redmond, Université du Québec à Montréal

Louissette Emirkanian, Université du Québec à Montréal

**458. 'Non- white English, Non-perfect Spanish': Intersections of Multilingual and Racial Ideologies in Latin@ Graduate Students' Narratives**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

10:30 to 11:00 am

Hilton Orlando: Lake Sheen A

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

against dominant ideologies.

Presenters:

Rosa Alejandra Medina Riveros, University of Massachusetts- Amherst

Castriela Esther Hernández- Reyes, University of Massachusetts- Amherst

**459. Constructing Appropriateness in Japanese Institutional Discourse: A Case of Honorifics**

Pragmatics

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Sheen B

This study illustrates how norms about the use and non-use of honorifics are discursively negotiated by examining entries in online discussion boards concerning problematic usages (or non-usage) of honorifics during institutional interactions. It illustrates dynamic negotiations of appropriateness and shows the existence of competing and changing ideologies of honorifics.

Presenter:

Naomi Geyer, University of Wisconsin-Madison

**460. Trajectories of Participation in a Sociocognitive Approach to SLA**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Orlando IV

Quantitative CAF and qualitative multimodal discourse data are combined to examine the growing ability of a Japanese L1 speaker to participate in English-language interactions across a 10-month study-abroad experience in Finland. Findings are interpreted within a sociocognitive framework--as resulting from natural processes of alignment between learner and ecosocial world.

Presenters:

Dwight Atkinson, University of Arizona

Eton Churchill, Kanagawa University

Takako Nishino, Kanda University of International Studies

Hanako Okada, Sophia University

**461. Writing Strategies and Goals of Novice and Published Researchers**

Reading, Writing, and Literacy

Paper

10:30 to 11:00 am

Hilton Orlando: Orlando V

This presentation reports findings from a qualitative study that examined the strategies and goals (short-term and long-term) of novice and published researchers as they wrote articles in a second language. The findings provide insight into how writers' strategies are influenced by their level of writing and field expertise.

Presenter:

Youmie J. Kim, Arizona State University

**462. Rule complexity and memory abilities in L2**

### **grammar learning**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Turkey Lake

Previous research on rule complexity has yielded mixed results with respect to the mechanisms of L2 rule learning. To shed light on the matter, we used an individual differences design to investigate whether the acquisition of simple versus complex L2 rules was differentially predicted by declarative and procedural memory abilities.

Presenters:

Ahmad Al Asady, Kent State University  
Hagan Whiteleather, Kent State University  
Phillip Hamrick, Kent State University

### **463. Teachers Matter: Revisiting the Territory and Charting the Future of Foreign Language Teacher Education**

AAAL Annual Conference

Plenary Session

11:25 to 12:30 pm

Hilton Orlando: Orlando II

Presenter:

Michael Legutke, Justus-Liebig-University Giessen

### **464. AAAL Annual Business Meeting [OPEN MEETING]**

AAAL Annual Conference

Special Session

12:30 to 1:55 pm

Hilton Orlando: Lake Mizell B

Session Organizer:

Paul Kei Matsuda, Arizona State University

### **465. From Academic English to Pathway to Mainstream Engineering: Lexico-syntactic and Discursive Features of Course Materials**

Corpus Linguistics

Paper

2:00 to 2:30 pm

Hilton Orlando: Clear Lake

The present study examined the linguistic overlap between materials used in intensive English courses and an Engineering Pathway course. Lexical bundles found in a general Engineering corpus were compared with those from a Pathway Engineering course and a corpus of pedagogical materials used to teach advanced ESL students.

Presenters:

Anthony P Becker, Colorado State University  
Tatiana Nekrasova-Beker, Colorado State University

### **466. Encountering problems associated with using the ACTFL Guidelines to rate the teaching readiness of prospective ITAs**

Assessment and Evaluation

Paper

2:00 to 2:30 pm

Hilton Orlando: Conway Lake

We examine problems associated with the ACTFL Guidelines and how they may underrepresent the communicative competence of ITAs, especially those with disparate oral skills. Such ratings were compared to the ratings of untrained, undergraduate raters who were less concerned with tense/aspect issues than the ACTFL-trained rater.

Presenter:

Gene B. Halleck, Oklahoma State University

### **467. Poster Session 5**

2:00 to 5:00 pm

Hilton Orlando: Foyer II

#### **467-1. An assessment of the relationship between early English instruction and L1 literacy development**

Assessment and Evaluation

Poster

The researchers present a study of the effect of early English instruction on the development of children's Spanish literacy skills in Mexico. They compared the L1 literacy skills of first-graders who were and were not in the English program to measure the effect of L2 instruction on L1 literacy development.

Presenters:

Vanessa Zo, □\_Mari, University of Texas San Antonio  
Peter Sayer, University of Texas at San Antonio  
Kristen M Lindahl, The University of Texas at San Antonio

#### **467-2. Cultural expertise and reading comprehension: How culturally relevant and urban children's literature can activate children's cognitive and motivational processes**

Reading, Writing, and Literacy

Poster

This study examines interview data from urban teachers about their experiences using culturally relevant texts with students from non-dominant social groups (e.g. African-American, simultaneous bilinguals) in pre-K through third grade. Rueda's facilitative encoding and engagement hypotheses (2011) are employed to describe how children's cultural knowledge can enhance reading comprehension.

Presenters:

Amy Clark, Erikson Institute/Loyola University Chicago  
Jane Fleming, Erikson Institute

#### **467-3. Examining Validity of an Oral Performance Test for Lecturers**

Assessment and Evaluation

Poster

The presenters describe validation studies for a performance-based EAP certification test, the Test of Oral English Proficiency for Academic Staff (TOEPAS), designed to assess lecturers' oral proficiency for coping with the demands of English-medium instruction (EMI).



Updated TOEPAS assessment criteria and a new global assessment scale will also be presented.

Presenters:

Slobodanka Dimova, University of Copenhagen  
Joyce Kling, University of Copenhagen

**467-4. Different pathways to learning foreign languages in the early years of schooling: a six-year case study of English in Sweden**

Educational Linguistics

Poster

This paper reports on new findings from foreign language learning in the first few years of schooling. Employing a mixed methods approach, we present thick descriptions for the achievements of three learners' over a six-year period. Distinctively individual pathways to progress are revealed, indicating the importance of differentiated classroom tasks.

Non-Presenter:

Janet Hilary Enever, Department of Language Studies,  
Umea University

Presenter:

Eva Lindgren, Umeå University

**467-5. Lexical Bundles in L1 and L2 English, and L1 Turkish**

Corpus Linguistics

Poster

This study examines the use of lexical bundles in English by Turkish and American students, and in Turkish by Turkish students. The results show that a considerable proportion of the Turkish students' lexical bundles in English which were never used by American students could be due to their L1.

Presenter:

Yusuf Ozturk, Anadolu University

**467-6. Mainstream Teacher Candidates' Perspectives on ESL Writing:**

Educational Linguistics

Poster

This study explored the extent to which a writer's identity and a rater's background (gender and area of teaching) can influence mainstream teacher candidates' evaluation of ESL writing, leading them to believe that an essay was produced by an ESL learner whose first language was either Chinese or Spanish.

Presenter:

Hyun-Sook Kang, Illinois State University

**467-7. Functions of Teacher Gaze Within a K-12 English as a Second Language Tutoring Session**

Analysis of Discourse and Interaction

Poster

Using conversation analysis, this paper explores the role of teacher gaze in a K-12 English as a Second Language tutoring session. The findings show how teacher gaze functions with talk and other nonverbal resources to gain the student's attention as well as do encouragement. This can be useful for teachers-in-training.

Presenter:

Lauren B Carpenter, Teachers College, Columbia University

**467-8. General Extenders in Spoken Academic Registers: A Corpus-Based Study**

Corpus Linguistics

Poster

This study examines the use of General Extenders (GEs, e.g. or something like that) in American spoken academic English. Drawing on three spoken subcorpora from the TOEFL 2000 Spoken and Written Academic Language (T2K-SWAL), this paper illustrates the use of GEs in terms of frequency and function.

Presenter:

Elnaz Kia, Northern Arizona University

**467-9. Exploring preschoolers' sensitivity to familiar and unfamiliar phonemes.**

Assessment and Evaluation

Poster

The current study explores sensitivity to familiar and unfamiliar phonemes contrasts. Linguistically diverse preschool children were asked to distinguish between matched and mismatched single-syllable pseudo-words with onset phoneme contrasts: 1) salient in both Spanish and English; 2) salient in English but not Spanish; 3) salient in an unfamiliar language (Russian).

Presenters:

Sara Ashley Smith, California State University, East Bay

Sibylla Leon Guerrero, Harvard Graduate School of Education

Gigi Luk, Harvard Graduate School of Education

**467-10. More than language teaching: Evaluating impact of an EAP program on international students' academic performance in the higher educational context**

Educational Linguistics

Poster

This paper highlights findings from evaluation of an EAP program at a large Canadian university to explore whether and how the program affects students' preparation for undergraduate programs and what academic English language skills are most significant for supporting students' transition to degree programs.

Presenters:

Bruce Russell, University of Toronto

Saskia Stille, --Simon Fraser University

**467-11. Exploring the Effect of the Noun Phrase Environment on English Article Usage by Japanese L1 Speakers**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

Variable rule analyses on accuracy of English articles produced in speech by Japanese L1 speakers assessed past findings about stages of English article acquisition.

Results (null > definite > indefinite), method of analysis, and the implications of low levels of control with the indefinite article, regardless of proficiency, will be discussed.

Presenter:

Stephen O'Connell, University of Maryland, College Park

**467-12. Perceptions of Turkish EFL Students on Online Language Learning Platforms and Blended Language Learning**

Language and Technology

Poster

The purpose of this study is to examine the perceptions of EFL students on blended language learning and online learning platforms by collecting data via questionnaires and interviews. Certain implications were drawn from the study in order to organize future teaching and implement a teaching environment utilizing blended language learning.

Presenter:

Ilknur Istifei, Anadolu University

**467-13. L2 Vocabulary Learning: Presentation Modality and Phonological Memory**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

This study examines the role of phonological memory (PM) in L2 learning. The study tests the hypotheses that 1) PM is significantly related to L2 proficiency, and 2) that individuals with lower PM capacity will benefit in particular from a dual visual-auditory presentation of new vocabulary, compared to an auditory-alone mode.

Presenter:

Kirsten Hummel, Laval University

**467-14. The Interaction Between WTC and Anxiety in L2 Oral Communication: Investigating Their Fluctuations as Attractors**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

This presentation examines the interaction between WTC and anxiety in L2 oral communication in the dynamic systems framework. The WTC-anxiety fluctuations experienced by Japanese ESL learners that were abstracted through content analyses of their interview data will be discussed to exemplify its mechanisms as attractors of a dynamic system.

Presenter:

Tokuji Noro

**467-15. The Relationship between Vocabulary Learning Strategies and Breadth and Depth of Vocabulary Knowledge**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

This study used structural equation modeling technique to

investigate the relationship between vocabulary learning strategies and vocabulary breadth and depth knowledge.

Presenters:

Xian Zhang, Guangdong University of Foreign Studies  
Xiaofei Lu, Pennsylvania State University

**467-16. The Use of 'But' and 'So': by Native English Speakers and Chinese Speakers of English**

Analysis of Discourse and Interaction

Poster

The study compared ideational and pragmatic functions of but and so by native and L2 speakers of English. The results suggest that even though the Chinese speakers of English acquired the ideational functions of but and so as well as the native speakers, they underused the pragmatic functions of them.

Presenter:

Binmei Liu, Nankai University

**467-17. Translanguaging in Higher Education: Discourses of (Il)Legitimacy of Languages Other Than English**

Analysis of Discourse and Interaction

Poster

This presentation reports on research into discourses of internationalization, international students, and language at a U.S. university. Interviews with international undergraduates and faculty identified discourses of il/legitimacy of languages other than English (LOTEs), which were found to constrain or facilitate, respectively, translanguaging in various campus contexts.

Presenter:

Kristin Hiller, NYU Shanghai

**467-18. The Effects of Symmetric and Asymmetric Social Networks on Second Language Communication**

Language and Technology

Poster

This study reports results of a study that investigates the effects of two social networking sites, Facebook and Twitter, on English-speaking Chinese learners' reading comprehension and character recognition in Chinese. Pedagogical implications of the results will be discussed and sample activities will be provided for discussion.

Presenters:

Jing Paul  
Yu-Ning Lai, University of Florida  
Elinore Fresh, University of Florida

**467-19. The Learning Effect of Corpora on the Reception of Collocations**

Corpus Linguistics

Poster

This explorative study reports on research investigating how concordances can be exploited as a reference tool in comparison to conventional vocabulary teaching methods in an ELT classroom in Turkey. Two groups of 60 upper intermediate students' tests results on collocations have been compared after 6-week hands-on corpora exercise period.

Presenter:

Hatice Altun, SUNY-Buffalo

**467-20. Towards a Historical Corpus of Children's Writing in the UK: the APU Corpus (1979-1988)**

Corpus Linguistics

Poster

This paper is methodological and the approach is twofold. It describes the contents and structure of the APU Writing and Reading Corpus 1979-1988 (the first historical corpus of British schoolchildren's materials) and outlines a selection of APU-based case-studies aiming at engaging with current debates on the socio-cultural aspects of literacy.

Presenters:

Victorina González-Díaz, University of Liverpool

Nuria Yáñez-Bouza, University of Vigo

**467-21. Young CLD Children's Meaning-and-Sense Making: Literacy-Based Concept-Oriented Play Activity**

Reading, Writing, and Literacy

Poster

Developing learning environments involving learners in contextualized experiences is regarded as Vygotsky's contribution to literacy research. However, his efforts on the unification of thought and language and its relationship to conceptual thinking have been less effectively explored in literacy research for CLD children. This case study will revisit Vygotsky's work.

Presenter:

Mi Song Kim, University of Western Ontario

**467-22. Variation in the use of generic subject clitic pronouns by L2 users of French: the case of Anglophones in Canada**

Sociolinguistics

Poster

This paper aims to analyse the way users of French as an L2 from two different corpora from Canada deal with the problematic meaning underlying the variable use of the generic subject pronouns on, tu and vous.

Presenters:

Helene Blondeau, University of Florida

Isabelle Lemee, Lakehead University

**468. Socio-constructivist and cognitive learning in translator education: the SkillsLab Project**

Translation and Interpretation

Poster

2:00 to 5:00 pm

Hilton Orlando: Lake Concord A

The SkillsLab project is carried out each year in the translator education at the University of Mons (Belgium). It includes an all-in-one simulation of translation offices. Its framework is based on process-oriented learning and is a useful supplement to class translation, focusing on more linguistic and functional translation skills.

Presenters:

Carola Henn, Université de Mons

Gudrun Vanderbauwhede

**469. The writing of discussions in qualitative and quantitative research paradigms: Implications for L2 writers in the social sciences**

Text Analysis (Written Discourse)

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Concord B

To inform L2 writing instruction, this study employs a combined Move (Swales, 1990) and Engagement (Martin & White, 2005) analysis of published research articles to examine the construction of authorial stance in the writing of research discussions. This study finds differential Move and Engagement patterns between quantitative and qualitative paradigms.

Presenter:

Yu-Shiang Jou, University of Michigan

**470. Mimetic Words and Translation Prisms evidenced in Kenji Miyazawa's "Ginga Tetsudo no Yoru (Night of Milky Way Railway)"**

Translation and Interpretation

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Down A

This paper examines seven published English translations of "Ginga Tetsudo no Yoru (Night of Milky Way Railway)" written by Kenji Miyazawa (1896-1933) as a corpus and presents a qualitative analysis of the transformation of mimetic words from phonological, morphological, semantic, and pragmatic points of view in light of Relevance Theory.

Presenter:

Eriko Sato, Stony Brook University

**471. Methodological Innovation in the Study of Elite Racism: A Study of Mock Spanish in the Corpus of Contemporary American English**

Corpus Linguistics

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Down B

We discuss research on Mock Spanish and the need for methods that attend to its frequency. Our approach combines computational and manual techniques to examine Mock Spanish in the Corpus of Contemporary American English. We discuss its frequency within specific genres and over time as well as our approach's limitations.

Presenters:

Francisco Javier Barron Serrano

Nicholas Subtirelu, Georgia State University

**472. Social Dimensions of Oral Interactions in PhD Students' Group Writing Conferences: Activity Systems Analysis**

Reading, Writing, and Literacy

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake George A

The study investigates how community factors influence the effects of oral interactions in group writing conferences. The participants were seven PhD students in two groups at a Learning Centre in an Australian university. The presentation discusses the factors observed and their influence on activity systems in this context.

Presenter:

Naoko Mochizuki, Naoko Mochizuki

**473. Learners' self-assessment of oral performance promotes language awareness**

Second and Foreign Language Pedagogy

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake George B

Language awareness supports developing proficiency. In this study, learners enrolled in a Spanish conversation course analyzed their recorded performances on modified oral proficiency interviews, comparing their own performance to descriptors of proficiency levels. Qualitative analysis of their assessment narratives suggests that the exercise increased learners' language awareness.

Presenter:

Elizabeth M. Kissling, University of Richmond

**474. Situational Contexts Affecting a Bilingual Child's Identity Construction and Representation**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Hart A

This study explores how a bilingual child constructs and represents her bicultural identity in multiple contexts. The research question is: What situational contexts in daily situations affect a bilingual child's bicultural identity construction and representation? Educational implications with respect to heritage language education and bicultural identity are discussed.

Presenter:

Hyonsuk Cho, State University of New York at Buffalo

**475. Effectiveness of Strategy Instruction Using Podcasts in Second Language Listening and Speaking**

Language and Technology

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Hart B

This study evaluates the effectiveness of incorporating metacognitive strategies with podcast activities in an integrated listening and speaking ESL class.

Presenter:

tingting kang, Northern Arizona university

**476. A multidimensional evaluation of text-to-speech synthesizers: Are they ready for the L2 classroom?**

Language and Cognition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Highland A

The study evaluates text-to-speech synthesis (TTS) as a tool for language learning on three levels: speech quality, opportunity to focus on form, and cognitive processing ability. Results showed that TTS equaled human-produced speech at the form and cognitive processing levels, but not in terms of speech quality and comprehension ability.

Non-Presenters:

Walcir Cardoso, Concordia University

Cesar Garcia, --

Presenter:

George Smith, University of Hawai'i at Manoa

**477. Task Effects on Speech and Gesture: Implications for Second Language Acquisition**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Highland B

This talk will discuss how task affects both learners' gesture rate and the types of speech and gestures used. The presenter will argue that it is necessary to look at learners' speech and gesture in different tasks to have a more complete picture of their use of the L2.

Presenter:

Gale Stam, National Louis University

**478. Look Around You! – Potential, Opportunities, and Challenges of Linguistic Landscapes in L2 Learning**

Second and Foreign Language Pedagogy

Colloquium

2:00 to 5:00 pm

Hilton Orlando: Lake Lucerne

Through theoretical considerations and pedagogical applications, this colloquium examines how the notion of linguistic landscapes – the use of language in the public space – can be leveraged for (second) language development and culture learning purposes. Examples will be taken from various research projects in domestic and study abroad contexts.

Discussant:

David Malinowski, Yale University Center for Language Study

Participants:

Investigating Urban Linguistic Landscapes with Language Learners for Intercultural Learning: Affordances and Challenges Lee B. Abraham, Columbia University

This presentation reports on findings from a study of a linguistic landscape (LL) research project in New York City conducted by 29 learners in two second-semester Spanish courses. The results indicated that student-driven research afforded opportunities to understand identity construction and some of the consequences of globalization in

cities.

A Geolocative Linguistic Landscape Project in Korean Language Education Hakyoon Lee, Georgia State University; Bumyong Choi, Emory University

This study explores how the concept of Linguistic Landscape (LL) is employed as a pedagogical tool both in Korean L2 classes and a Korean study abroad program and supplement it with geolocative learning applications. We compare how LL promotes learners' understanding of multilingualism in different leaning contexts.

Exploring the Linguistic Landscape at home and abroad: Cultivating cultural literacy and critical awareness Diane Fern Richardson, University of Arizona

Drawing on frameworks for the use of linguistic landscapes in educational settings, this presentation explores the concrete affordances in the context of foreign language learning. Pedagogical practices from a university-level German program highlight the cultivation of a community of critical learners across a multiliteracies-based curriculum and across cultures.

Twitter and the City: Cultural Analysis and the Linguistic Landscape of NYC Reyes Llopis-Garcia, Columbia University

This study examines a pedagogical project on cultural awareness that bridges classroom language learning with the exploration of a city (NYC). Through the collaborative analysis on Twitter of the Spanish linguistic landscapes of New York City (named "NYC") students explore perspectives on relevant contemporary cultural issues in a multilingual city.

Unpacking the (un)familiar, experiencing space: Leveraging Linguistic Landscapes for (second) language and culture learning Sebastien Dubreil, University of Tennessee, Knoxville

Within the context of a teacher-training program, this study examines how students explore the linguistic landscape of three specific neighborhoods of Angers, France. Their work and meta-reflection serve as a basis to explore opportunities and challenges offered by the concept of Linguistic Landscape for second language and culture learning.

Using the linguistic landscape to foster methodological awareness and language development in the L2 classroom Hiram Maxim, Emory University

This presentation reports on a linguistic landscape research project conducted by intermediate learners of German as part of their study abroad in Vienna, Austria that aimed to expose them to fundamental methodological principles of applied linguistic research and aid their own language development.

Session Organizers:

Sebastien Dubreil, University of Tennessee, Knoxville  
Hiram Maxim, Emory University

#### 479. Roundtable Session 6

2:00 to 2:30 pm

Hilton Orlando: Lake Mizell A

##### 479-1. Effects of Study-Abroad Experience on the Development of Vocabulary and Reading Fluency of Students with Contrasting Linguistic Backgrounds

Reading, Writing, and Literacy

Roundtable

This study compares the development of vocabulary and fluency of undergraduate English students with undergraduate Chinese and Lithuanian students studying in the UK university. The results revealed significant differences in vocabulary and fluency among three language groups and that these differences did not disappear after reading extensively for six months.

Presenter:

Irena Kuzborska, University of York

##### 479-2. Improving L2 Writing Conferencing Sessions: Building Student-Teacher Relationships

Reading, Writing, and Literacy

Roundtable

This qualitative multiple-case study examined L2 writing teachers and students' practices and beliefs toward student-teacher conferencing. Through analyses of interview data, stimulated recall data, and student-teacher interaction patterns, discrepancies between the participants' beliefs were identified. Relevant implications for L2 writing teacher preparation will be shared.

Presenter:

Caroline Payant, University of Idaho

##### 479-3. The Role of Reading in ESL Composition Classes: A Case Study on Teacher Cognition

Reading, Writing, and Literacy

Roundtable

The ability to read and write determines students' success in academic settings. By drawing on various theoretical frameworks and the results of a case study, this talk will look into the role of teacher cognition as a variable in the successful integration of the two skills in ESL composition classes.

Presenter:

Stefan Vogel, University of Arizona, SLAT Program

##### 479-4. "I am afraid to pronounce the words. I have this problem!": Language Ideologies and Refugee Education in Lebanon

Language and Ideology

Roundtable

Framed within Darvin and Norton's (2015) model of investment, this study aims at investigating refugee teachers' language ideologies and their influence on Syrian refugee students' learning of English in three non-

formal education centers in Lebanon. Findings revealed lack of investment in English language that had implications on the teaching/learning process.

Non-Presenter:

Amanda Kibler, University of Virginia

Presenter:

Fares Jirji Karam, University of Virginia

**479-5. How much is too much? L1 use and academic performance of international students in an American boarding high school**

Language Planning and Policy

Roundtable

Through a qualitative study of an American private boarding high school, taking multiple factors into consideration, the research examines the relation between L1 use and academic performance of international students, to find out what resources and arrangements schools can utilize to better facilitate academic achievement.

Presenter:

Wenqing Zhang, Tilton School

**479-6. Orienting to Teaching Requirements in the Unfolding Interaction of an EFL Classroom**

Analysis of Discourse and Interaction

Roundtable

This study examines how teaching takes place in a Brazilian language school where the norm is that the participants speak English at all times. Using CA methods, we show the orientation to this norm in the unfolding interaction through the use of multiple resources such as prosody and eye gaze.

Presenters:

Taiane Malabarba, UNISINOS

Joan Kelly Hall, The Pennsylvania State University

**479-7. The Standards Movement and ELLs: Teacher Agency and Autonomy in the Age of Accountability**

Language Planning and Policy

Roundtable

This study illuminates consequences of standardized policies in the educational domain on ELLs and continues a discussion regarding whose needs are met in the American educational system. Through the use of qualitative interviews, this study aimed to engage individual teacher agency to participate in a conversation about ELLs' classroom needs.

Presenter:

Leah Mortenson, University of Kansas

**479-8. Creating Design Principles for Flipped Learning**

Language and Technology

Roundtable

This pilot study presents online learning behaviors of college-level learners enrolled in a flipped Spanish class as identified from the examination of screen captures, homework wrappers, offline logs, and interviews. Pedagogical implications concerning the development of

design principles and ideas for their integration in the course design will be discussed.

Presenter:

Jen Vojtko Rubi, The University of Iowa

**479-9. Modeling and generating prosodic aspects of "Teacher Talk" using phoneme-to-speech synthesis**

Language and Technology

Roundtable

This roundtable discussion explores the generation of "teacher-talk" audio samples using MBROLA, a phoneme-to-speech synthesizer. Of interest are the prosodic variables of pitch and duration, which can be manipulated at a segmental level by MBROLA. Pedagogical implications and limitations on generativity will be discussed.

Presenters:

Greg Lessard, Queen's University

Daniel Hu

**479-10. Examining the Capability of Computer Software Programs for Extracting Technical Vocabulary in Academic Texts**

Language and Technology

Roundtable

This study examined the capabilities, advantages, and limitations of computer software programs for automatic extraction of technical vocabulary in academic texts. A corpus of over one million words was used. The comparative results will be presented, and issues arising from automatic extraction of technical vocabulary will be discussed.

Presenters:

Farahnaz Faez, Western University

T. Sima Paribakht, University of Ottawa

Diana Inkpen, Ottawa University

**480. Creating teacher and student awareness of written academic discourse: A synergistic approach to standards, rubrics, assessment and instruction**

Educational Linguistics

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Mizell B

This case study, conducted within an urban bilingual elementary school, reflects the importance of how teachers' participation in a formative bilingual writing assessment initiative, in which teachers' engagement with a standards-based analytic rubric, assisted in their development of an awareness of academic discourse, which signaled greater insights in pedagogic practice.

Presenters:

Lillian Stevens, New York University

Miriam Eisenstein Ebsworth, New York University

**481. Wedded but Not Always a Wife: Identity and Context for Married Lesbians**

Sociolinguistics

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Nona A

This in-depth study demonstrates how the use of the term wife by married lesbians is determined by a numerous factors tied to both social context and identity. Interview and survey data reveal that the use of the language associated with marriage is still fraught with complexity and continuing to evolve.

Presenters:

Julie Whitlow, Salem State University

Patricia Ould, Salem State University

**482. The Effects of Socioeconomic Status on Literacy Development Among Elementary School Students**

Educational Linguistics

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Nona B

This study assess how elementary school students are affected by 'Place'. Two fourth grade classrooms in an urban and suburban setting are compared in order to demonstrate how both socioeconomic status and inherently, 'Place', affects not only their classroom success, but also their expectations and aspirations for their future.

Presenter:

Megan Evans, Youngstown State University

**483. Expressing Obligation and Necessity: A Collostructional Analysis of English Deontic Modal Constructions [need to], [(have) (got) to], and [must]**

Corpus Linguistics

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Sheen A

To inform the understanding and instruction of modal verbs, this paper examines five near-synonymous modal verb constructions ([need to], [have to], [have got to], [got to], and [must]) using collostructional analysis. Distinctive collocating verbs are found for each construction, indicating that the five constructions have distinct meanings and usages.

Presenter:

Marc Matthews

**484. Task complexity and modality in task experience and performance**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Sheen B

This study examines the effects of task complexity and modality on learner experience and performance of a task. The results showed no influence of task complexity and a significant influence of modality with overall favorable responses to writing tasks. The relationships between modality and task complexity are discussed.

Presenter:

Minyoung Cho, Korea University

**485. The (Job) Interview: Before, During, and After**

AAAL Annual Conference

Special Session

2:00 to 3:40 pm

Hilton Orlando: Orlando Ballroom Foyer

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.

Session Organizer:

Emily A. Hellmich, University of California, Berkeley

**486. Developing Pragmatic Competence across Foreign Languages: Key Pedagogical Approaches Wilga Rivers Pedagogy Colloquium**

AAAL Annual Conference

Invited Colloquium

2:00 to 5:00 pm

Hilton Orlando: Orlando II

Discussant:

Kathleen Bardovi-Harlig, Indiana University

Participants:

Developing Materials for Teaching Pragmatics: From Research to Practice Yumiko Tateyama, University of Hawaii at Manoa

NA

Applications of Corpus Approaches to the Development of Pragmatic Competence in Foreign Languages Edie Anne Furniss, University of Houston

NA

Language Awareness and Concept-based Instruction in Study Abroad Contexts Celeste Kinginger, Penn State University

NA

Did I Say That? Developing Pragmatic Competence through Telecollaboration and Focused Instruction D. Joseph Cunningham, Georgetown University

NA

Session Organizer:

Lynn Goldstein, Middlebury Institute of International Studies at Monterey (MIIS)

**487. Exploring the limits of language commodification:**

## **Changing regimes of value in space and time**

Language, Culture, and Socialization

Colloquium

2:00 to 5:00 pm

Hilton Orlando: Orlando IV

In bringing together research in sociolinguistics and linguistic anthropology, this colloquium critically revisits language commodification in differing linguistic, cultural and political-economic contexts. It is our aim to stipulate discussions on the limits of the marketability of languages and speakers within current political-economic conditions.

Discussant:

Aneta Pavlenko, --

Participants:

“The ideal Russian speaker is no Russian”: Testing the limits of commodification in medical tourism  
Sebastian Muth, University of Fribourg, Institute of Multilingualism

Focusing on ethnographic fieldwork in the Swiss healthcare industry, this presentation highlights under which conditions and with which consequences languages gain and lose their marketable value in medical tourism, and it aims to identify the actual processes that determine alterations in regimes of value in space and time.

The (de)valuation of English for the transnational Ismaili Muslim community in Hunza, Northern Pakistan and Khorog, Eastern Tajikistan  
Brook Bolander, The University of Hong Kong

The paper explores the valuation of English for Ismaili Muslims in Hunza, Northern Pakistan, and Khorog, Eastern Tajikistan. While underscoring that English is discursively constructed as a valuable commodity in local and transnational discourses, it points to the complexity of processes of valuation, and to ties between identity and valuation.

Selling “Italianità”? On the volatile possibility to commodify Italian language and culture in the Swiss Higher Education system  
Martina Zimmermann, University of Fribourg

This paper investigates the volatile possibility of commodifying “Italianità” in the Swiss Higher Education system. It will demonstrate that the marketability of “Italianità” depends on its interpretation and only provides additional value if it is similarly defined by both those marketing “Italianità” and those addressed through this marketing process.

On the commodification of the “exotic” and its limits: a theoretical approach  
Mi-Cha Flubacher, Institute of Linguistics, University of Vienna

It is the aim of this paper to present a theoretical discussion of the commodification of the “exotic” and its limits, i.e. how and under which conditions ascriptions and imaginations of the

“exotic” are negotiated in the West, how they are appropriated, but also resisted through language.

Session Organizer:

Sebastian Muth, University of Fribourg, Institute of Multilingualism

## **488. Toward a Reconceptualization of L2 Classroom Assessment: Praxis and Researcher-Teacher Partnership**

Assessment and Evaluation

Colloquium

2:00 to 5:00 pm

Hilton Orlando: Orlando V

Studies of researcher-teacher partnerships in five countries are examined as a means of informing and guiding L2 classroom assessment practices while simultaneously generating insights into assessment that is meaningful and relevant to teaching and learning with the aim of elaborating principles and concepts applicable both locally and across contexts.

Discussant:

Tim McNamara, The University of Melbourne

Participants:

Assessment Literacy as Praxis: Mediating Teacher Knowledge of Assessment-for-Learning Practices  
Ofra Inbar-Lourie, Tel Aviv University; Tziona Levi, Ort high-school Network, Beit-Berl College

This study outlines a praxis-research framework stemming from socio-cultural theories to develop teachers' assessment literacy. Multiple data sources show evolving relations between self-reported teachers' learning of assessment and evidence of a localized emerging grass-roots assessment “script”, which developed while implementing theoretical principles and their adaptation into practice.

Learning From Each Other: School-University Collaborative Action Research as Praxis  
Cheri Chan, University of Hong Kong; Chris Davison, University of New South Wales

This paper reports on the processes and outcomes of a school-university project in the context of language assessment reform in Hong Kong through the lens of collaboration as praxis, showing how participation in the project helped both teachers and researchers make sense of new assessment theories, discourses and practices.

Designing Learning-Oriented Assessment: Vantage Points from Practice and Research  
Constant Leung

This paper is focussed on the ways in which two experienced university programme directors attempt to develop and implement learning-oriented assessment. Analysis explores the complexities inherent in employing theoretical assessment principles in an academic context as well as possible influences of participation in research on practice.



Equal but Different – Advancing Written Assessment Feedback Praxis through a Teacher-Researcher Collaboration in a University Spanish program  
Kathryn Hill, La Trobe University

The paper describes a collaborative dialogue (Scarino, 2016) between a teacher and language assessment researcher regarding written assessment feedback practices in a university Spanish program. The study uses Hill's (2016) framework to explore the teacher's 'tacit' expertise with the aim of uncovering how theory and practice might inform each other.

From L2 Dynamic Assessment to Learner Receptivity: Considering Time as a Dimension in Classroom Assessment Validation  
Matthew Poehner, Pennsylvania State University; Remi Adam Van Compernelle, Carnegie Mellon University  
Following implementation of principles of Dynamic Assessment to help teachers understand learner mastery of features of L2 French as they progress across levels in a university language program, analysis of learner receptivity to instruction and change over time prompted consideration of the relevance of time for classroom assessment validation.

Session Organizers:

Matthew Poehner, Pennsylvania State University  
Ofra Inbar-Lourie, Tel Aviv University

#### **489. Emerging Issues in Classroom Discourse and Interaction: Conversation Analytic Perspectives**

Analysis of Discourse and Interaction

Colloquium

2:00 to 5:00 pm

Hilton Orlando: Orlando VI

This colloquium aims to generate an emerging research agenda for CA-motivated analyses of classroom discourse and interaction. Presenters will discuss: whether such an enterprise is feasible; how it can be implemented; the results that can be expected; and how such results might promote collaboration between conversation analysts and educators.

Discussant:

Simona Pekarek Doehler, University of Neuchâtel

Participants:

Description as Pedagogy: Teaching Target Knowledge through Interaction in EFL Content Courses  
Yo-An Lee, Sogang University, S. Korea

This paper examines how tracing contingent choices teachers make in sequential details can be pedagogical useful and generalizable. Based on two content courses in Korea, philosophy and business administration, the presentation offers telling descriptions of how content knowledge is presented and negotiated through conversational interactions as routine work-practices of teaching.

Let me Help You: Learning to Do and Correct Public

Writing in the L2 Classroom  
Soren Wind Eskildsen, University of Southern Denmark

I investigate how a beginning L2-speaker, Carlos, learns to volunteer to do public writing, and to correct his own and others' public writing, in an English L2 classroom. Through engaging in the classroom practices, Carlos learns the multimodal resources needed to volunteer, write, ask, correct, and help in the L2.

“What Do You Think about this?”: Initial Question Formats in Post Observation Conversation between Classroom Teachers and Mentor  
Younhee Kim, Nanyang Technological University, Singapore  
The current paper demonstrates the use of conversation analysis (CA) as a methodological tool for enhancing teachers' professional development by examining post observation conversation between school teachers and their mentors. The study reveals how the mentor's initial question format can encourage or impede subsequent teacher responses.

Teachers' Instruction Sequences in Italian as a Foreign Language Classes: An Ethnomethodological Conversation Analytic Perspective.  
Numa Markee, UIUC; Silvia Kunitz, Rice University

This paper investigates how teachers' instruction sequences in Italian as a foreign language classes are organized as a nexus of embodied social practices and pragmatic/grammatical resources, and how they are achieved in and through embodied talk-in-interaction. It also addresses how these findings might be used for teacher training purposes.

Transforming CA Findings into Future L2 Teaching Practices: Challenges and Prospects  
Olca Sert, Hacettepe University

Using data from various European EFL classrooms that show teachers and learners using specific epistemic, multimodal and multilingual resources, this presentation focuses on the potential challenges and benefits of transforming conversation analytic findings about the social organization of L2 classroom talk into resources for changing teachers' pedagogical practices.

Specifying the Expertise of Teaching: Teacher Talk as Heteroglossia  
Hansun Zhang Waring, Teachers College, Columbia University

Based on video-recordings from adult ESL classrooms, this conversation analytic (CA) study describes the heteroglossic nature of teacher talk, how this heteroglossia can become either an impediment or a resource, and finally, how CA findings such as this can produce evidence-based training and the specific shape that training may take.

Session Organizer:

Numa Markee, UIUC

**490. Incidental Vocabulary Acquisition through Reading Tasks with Varied Involvement Loads**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:00 to 2:30 pm

Hilton Orlando: Turkey Lake

This study compared the effects of four reading tasks with varied involvement loads on vocabulary acquisition in an FL context. Results indicated that high involvement load facilitates vocabulary acquisition, but its effect is moderated by the component weights. The findings provide guidelines for designing effective reading tasks.

Non-Presenter:

Lin Ma, Huazhong University of Science and Technology

Presenters:

Jin Bi, University of Utah

Xiaoqing Qin, Central China Normal University

**491. Exploring the grammatical complexity of L1 and L2 nurses' spoken discourse**

Corpus Linguistics

Paper

2:35 to 3:05 pm

Hilton Orlando: Clear Lake

Using the Multilingual Health Corpora for Training Purposes, the grammatical complexity of L1 and L2 English-speaking nurses' discourse while supporting a patient who received bad news was examined. Despite complexity being higher for L1 nurses, recurring evidence shows that L1 and L2 nurses framed subordinate clauses in a comparable manner.

Non-Presenters:

Suzie Beaulieu, Universite Laval

Leif French, SHSU Department of Foreign Languages

Presenter:

Stephanie Lapointe, Universite Laval

**492. The Discourse of the ACTFL OPI and the OPIc: Apples and Oranges?**

Assessment and Evaluation

Paper

2:35 to 3:05 pm

Hilton Orlando: Conway Lake

This presentation describes a discourse analysis of candidates' speech from their respective OPI and OPIc exams. This particular analysis focuses on the portion of the scale that exhibited the most discrepancies, namely, students who were rated Advanced Mid on the OPIc and Advanced Low on the OPI.

Presenters:

Alan Victor Brown, University of Kentucky

Gregory Thompson, Brigham Young University

Troy Cox, Center for Language Studies/Brigham Young University

**493. How Academic Socialization and Research Paradigm Influence Citation Practices**

Text Analysis (Written Discourse)

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Concord B

This presentation reports an empirical study designed to investigate how an array of citation features in applied linguistics research articles vary systematically in relation to academic training and research paradigm. The study drew on an analytic framework that integrated multiple aspects of citation under the unifying perspective of Bakhtinian dialogism.

Non-Presenter:

Chaoqun Xie, Nanyang Technological University

Presenter:

Guangwei Hu, Nanyang Technology University

**494. Phraseological Calques of English and French Origin in Contemporary Russian Language**

Translation and Interpretation

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Down A

The paper provides examples of phraseological calques of English and French origin that are commonly used in the contemporary Russian language, ways of their transformation in the adoptive language system, as well as brief analysis of their stylistic use.

Presenter:

Natalia Dolgoborodova, Michigan State University

**495. Genetic determinism in professional and popular discourse: a corpus-driven approach.**

Corpus Linguistics

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Down B

Based on a 60m token corpus of articles related to genes and genetics (pubgene) and a 10m token corpus of professional discourse in the field of genetics (profgene) I demonstrate how a corpus-driven analysis can reveal the nature and extent of the distortions inherent in the popularization of scientific discourse.

Presenter:

garry plappert, Aston University

**496. Starting at the Beginning: A Look at the Academic Writing of Students at the Beginning of a Spanish Major**

Reading, Writing, and Literacy

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake George A

This study explores the specific linguistic forms undergraduate students employ to make claims, provide evidence, and signal rhetorical relationships in their writing. Findings are based on a form-function analysis carried out on the academic writing of ten students enrolled in their first course in a Spanish studies major.

Presenters:

Mandy Menke, University of Minnesota  
Ana Maria Anderson, University of Minnesota

**497. Teacher's Implementation of Dynamic Assessment:  
Influence on Lesson Design**

Second and Foreign Language Pedagogy  
Paper

2:35 to 3:05 pm

Hilton Orlando: Lake George B

This paper investigates six L2 teachers' implementation of classroom dynamic assessment (DA) following a DA professional development series. A data set of 17 lesson recordings and accompanying reflections was analyzed to determine how DA influenced the lesson objective and participation structure of the teachers' lessons.

Presenters:

Kristin J Davin, Loyola University Chicago  
Ana Maria Sagre, Universidad de Córdoba  
JOSE HERAZO, Universidad de Cordoba

**498. Examining Preschool-Aged Dual Language  
Learners' Language Use: From a Functional  
Approach**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Hart A

This study examined Dual Language Learners' (DLLs) language use in preschool settings by adapting Halliday's Systemic Functional Linguistics. Analysis of DLLs' oral data revealed that younger DLLs (ages 2.5-3.5) made only simple requests, whereas older DLLs (ages 4.5-5.5) used various language uses such as request, explain, and argue.

Presenters:

Ahyoung Alicia Kim, WIDA, University of  
Wisconsin-Madison  
Akira Kondo, University of Wisconsin-Madison  
Mariana Castro, WCER at UW-Madison

**499. Digital repertoires, language learning and the right  
to speak**

Language and Technology  
Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Hart B

Drawing on data from an ethnographic case study of the digital practices of high school students in Vancouver, this paper asserts that digital repertoires have become critical to how learners in the 21st century not only use and learn language, but also claim the right to speak.

Presenter:

Ron Darvin, --University of British Columbia

**500. A Cognitive Linguistics Application to Second  
Language Pedagogy: The English Preposition Tutor**

Language and Cognition  
Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Highland A

This study investigates the effects of teaching English

prepositions with image schema in a computer-based tutor. Participants were assigned to a schema feedback group, a metalinguistic rule feedback group, and a corrective feedback group. Results suggest the SF group outperformed the other two groups on the learning of metaphorical senses.

Presenters:

Man Ho Wong, Chinese University of Hong Kong  
Helen Zhao, Chinese University of Hong Kong  
Brian MacWhinney, Carnegie Mellon University

**501. The development of EFL learners' oral  
performance with narrative tasks**

Second Language Acquisition, Language Acquisition, and  
Attrition

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Highland B

This study investigates the influence of prior knowledge and task repetition on 60 EFL learners' oral performance of narrative tasks. The findings indicated positive effects of prior knowledge and task repetition on fluency, accuracy and complexity. The research sheds lights on the use of tasks to develop the speaking skill.

Presenter:

Xuyan Qiu, The University of Hong Kong

**502. Roundtable Session 7**

2:35 to 3:05 pm

Hilton Orlando: Lake Mizell A

**502-1. A Scholar Returning to School: the Literacy  
Experience of a Non-native Speaker of English in her  
Doctoral Program**

Reading, Writing, and Literacy  
Roundtable

This presentation reports a Chinese university scholar's transition to a doctoral student in a US university. Results indicated the past identity and knowledge presented problems in her academic writing. The utilization of tools and community resources allowed her to establish a social network and helped her produce conventionally acceptable papers.

Presenters:

Rui Cheng  
Xiaojuan Lang, University of Rochester

**502-2. Chinese International Doctoral Students'  
Response to Supervisors' Written Feedback**

Reading, Writing, and Literacy  
Roundtable

This study investigates Chinese international doctoral students' response to supervisors' written feedback upon its focus and linguistic formulations. Different patterns and similar trends in their response will be discussed in relation to how these findings contribute to the second-language academic writing-scholarship in an intercultural context.

Presenter:

Linlin Xu

**502-3. Developing Thinking in L2 Speaking: Evidence from Spatial-Temporal System in Chinese and English Learners**

Language and Cognition

Roundtable

This study uses cross-linguistic and cross-proficiency-leveled experimental design to examine how spatial and temporal concepts differ between language groups and develop among L2 proficiency levels. The results reveal that Chinese is a highly metaphorical language compared to English. Differences in spatial and temporal expression are carried to their L2 speech.

Presenter:

Pei-ni Lin Causarano, University of Mary Washington

**502-4. A Case Study on the Learning of Research Methods by SLA Graduate Students in Japan: Resisting “Quantitative” to Become “Qualitative”**

Research Methods

Roundtable

This is a case study on how research methods are learned by SLA graduate students in Japan, focusing on a “qualitative” student in a quantitative-dominant community. It critically explains how the student’s participation was marginalized, which resulted in her having a “qualitative” identity and resistance to the quantitative methods.

Presenter:

Takuji Aso, University of Wisconsin-Madison

**502-5. Why choose only one? Interviewing multilingual speakers in their many languages**

Research Methods

Roundtable

By drawing on in-depth interviews conducted in two languages, this presentation reveals how a choice of the language for interviewing shapes the identities indexed by the interviewer and participants, resulting in different interview data. Presenters argue that in qualitative interviewing engagement with multiple languages illuminates complexities multilingual speakers’ perspectives.

Presenters:

Victoria Surtees, University of British Columbia

Natalia Balyasnikova, University of British Columbia

**502-6. “Well, you know what it’s like here”: Insider and Outsider Positioning in Qualitative Research Interviews**

Research Methods

Roundtable

Qualitative research interviews often involve strategic shifts between insider and outsider positioning for both researcher and participants. This presentation examines the multiple and shifting positioning of the researcher and local writing instructors in a study of EFL writing instruction and reflects on the ethical and methodological implications of that positioning.

Presenter:

Brooke Ricker Schreiber, --Pennsylvania State University

**502-7. Effects of (Phono-)Kinetic Typography on L2 Lexical Acquisition**

Second Language Acquisition, Language Acquisition, and Attrition

Roundtable

This paper examines the acquisition of low frequency words in English by a native speaker of (Jordanian) Arabic through the medium of kinetic typography. This presentation builds on Oxford and Crookall’s (1990) critical analysis of vocabulary learning techniques to include an understudied visual technique.

Presenters:

Majed Alasasleh, --

Richard Hallett, Northeastern Illinois University

**502-8. Voices that Matter: Positioning Adult Immigrant Language Learner Identity and Agency through Photovoice**

Analysis of Discourse and Interaction

Roundtable

Given the lack of research on low-literacy adult immigrant English as second language (ESL) acquisition, this ethnography investigates identity and agency in a community-based ESL course through photovoice methods. Positioning analysis of interviews, photographs, and field notes reveals that engagement with visuals enables participants to (re)constitute identities and agency.

Presenter:

Andrea E Lypka, University of South Florida

**502-9. Developing Student Socioscientific Discourses Through Translanguaging Practices in a Bilingual Middle School Science Classroom**

Bilingual, Immersion, Heritage, and Minority Education

Roundtable

This study investigates the implementation of a Socioscientific Issues pedagogy in a dual-language middle school science classroom and how translanguaging facilitated student access to science curriculum. Analysis identifies teacher use of translanguaging promoted student engagement and improvement in socioscientific argumentation. Findings are discussed in relation to science and bilingual education.

Presenters:

Peter Licona, The Pennsylvania State University

Paolo Infante, The Pennsylvania State University

**502-10. Age-related differences in the mathematical register**

Reading, Writing, and Literacy

Roundtable

This study draws on cognitive linguistic tradition and examines the extent to which multiple grammatical patterns account for age-related differences in the production of explanations within the mathematical

register. Results show significantly more intermediate than primary students exhibited differences in using six different grammatical patterns within the mathematical register.

Presenters:

Rod Ellis Case, University of Nevada, Reno  
PETER COBIN, WASHOE CO SCHOOL DISTRICT  
Gwendolyn Williams, Auburn University

**503. TESOL from the Other Side of the Fence: An Engaged Ethnographic Approach to L2 Writing Instruction in a Juvenile Hall**

Educational Linguistics

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Mizell B

This presentation discusses the benefits of hip-hop-based language instruction for engaging incarcerated youth in L2 writing classes. Ethnographic data collected in a juvenile detention center in the state of Hawai'i will be presented alongside student work and narratives to support the transformational properties of this form of instruction.

Presenters:

Travis Lockwood, University of Hawai'i at Manoa  
Awad Ibrahim, University of Ottawa, Faculty of Education

**504. "Mi Casa? Tu Casa?": Gentrification and Identity of Place in Pilsen, Chicago**

Sociolinguistics

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Nona A

This study explores the topic of gentrification from a sociolinguistic perspective. Selections from radio interviews discussing Pilsen, a Chicago neighborhood undergoing gentrification, are analyzed using interpellation (Althusser, 1971) and nomic calibration (Silverstein, 1993) to discuss how identity of place is constructed discursively and how gentrification itself is conceptualized through talk.

Presenter:

Kate Lyons, University of Illinois at Urbana-Champaign

**505. Situated Spanish Literacy Practices in Contemporary Exvotos**

Language, Culture, and Socialization

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Nona B

This study focuses in a sample of contemporary exvotos and explores the interrelation of the use of images and Spanish language to explore situated literacy practices (Barton et al, 2000).

Presenter:

Maria Eugenia de Luna Villalón, Wilfrid Laurier University

**506. A Corpus-based Study of Discourse Structure and Language Use in Award-winning University Teachers' Classes in Southeast Asia**

Corpus Linguistics

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Sheen A

This study takes a corpus-based approach to explore the language of classrooms at a Southeast Asian university conducted by award-winning 'expert' instructors. Preliminary results support patterns in previous findings, namely that disciplinary differences exist in language use, and that interactional patterns associated with pedagogical functions vary.

Presenters:

Eniko Csomay, San Diego State University  
Siew Mei Wu, National University of Singapore

**507. The Effects of Task Complexity and Glossing on L2 Development**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Sheen B

Korean college students read either glossed or unglossed English texts under either – or + complex condition over two treatment sessions. The results indicated that task complexity significantly promoted learning of target L2 grammatical features and glossing facilitated learning of the target pseudo-words, while having no influence on reading comprehension scores.

Presenter:

Jookyoung Jung, The UCL Institute of Education, London

**508. Motivation and Learning: Regulatory Fit Impacts on Incidental Vocabulary Learning**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:35 to 3:05 pm

Hilton Orlando: Turkey Lake

Regulatory fit theory (Higgins, 2000) was tested in relation to incidental vocabulary learning. Prevention focus individuals learned better when task was framed in loss terms than in gain terms. Promotion focus individuals' learning was not influenced by framing. The task might have been biased in favor of a promotion orientation.

Presenter:

Mostafa Papi, --

**509. Understanding English in international civil aviation using corpora**

Corpus Linguistics

Paper

3:10 to 3:40 pm

Hilton Orlando: Clear Lake

This paper examines linguistic distributions and patterns of cross-cultural communication from a specialized corpus of international English civil aviation training and flight log transcripts. We will discuss implications for macro/micro language policies and how corpus-based data could be used for materials design and in developing training programs in this domain.

Presenters:

Eric Friginal, Georgia State University  
Eric Friginal, Georgia State University  
Gloria yoo, Georgia State University

**510. Development and Validation of Rating Scales for Pragmatic Performance in Roleplays: The Case of L2 Mandarin Requests**

Assessment and Evaluation

Paper

3:10 to 3:40 pm

Hilton Orlando: Conway Lake

The study validates a performance data-driven rating scale for L2 Mandarin request performance in roleplays by comparing it with a measurement-driven scale. Eight raters rated 60 L2 Mandarin learners' roleplay performance. Results of the multivariate G theory analysis and discourse analysis suggest a high validity of the performance data-driven scale.

Presenters:

Yunwen Su, Indiana University Bloomington  
Sunyoung Shin, Indiana University

**511. The Influence of Reading Texts on Integrated Writing Tasks**

Text Analysis (Written Discourse)

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Concord B

This study examines the influence of reading texts on the product of integrated writing. The data includes 117 English argumentative papers written by American, Chinese, and Turkish university students, half of whom randomly assigned to two texts with similar views, and the other half to two texts with opposing views.

Presenters:

Erkan Karabacak, Yeditepe University  
Jingjing Qin, Zayed University

**512. Bilingual/bisexual: Linguistic and sexual fluidity in fictional accounts of bilingualism and language learning**

Language, Culture, and Socialization

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Down A

This study analyzes explicit metalinguistic comments in three novels featuring bilingual, bisexual characters in order to better examine intersections of linguistic and sexual fluidity in individual experience. Bilingualism affords access to queer communities and identities in these texts. Further, fictional accounts foreground the

historical and long-term nature of fluidity.

Presenter:

Lyn Wright Fogle, University of Memphis

**513. 75 Years of Stand-Alone Literature Reviews: An Interdisciplinary Register Analysis**

Corpus Linguistics

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Down B

This paper discusses the results of a historical register analysis of stand-alone literature reviews in medicine, psychology and education. Findings tied to stance, narrativity, colloquialization, and elaborated/compressed language suggest that grammatical features are influenced by discipline and time period, but invited or peer-reviewed status plays a lesser role.

Presenter:

Heidi Wright, Northern Arizona University

**514. The Lexical Profile of Diverse and Sophisticated Academic Essays**

Reading, Writing, and Literacy

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake George A

This presentation reports on a study that examined the contribution of word frequency to lexical diversity and sophistication in academic writing proficiency. Findings suggest that mid-frequency vocabulary may have a greater role than is typically given in the L2 composition classroom. Implications for practice and further analysis are discussed

Presenter:

Melanie Gonzalez, Salem State University

**515. Theoretical and practical considerations of translanguaging in assessment explored in Oaxaca, Mexico**

Educational Linguistics

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake George B

Translanguaging has been taken up in the field of bilingual education, yet integrating these theories into assessment design has been challenging. This ethnographic case study investigates how teachers in Oaxaca, Mexico created assessments that were explicitly pro-translanguaging and the issues they faced during this endeavor.

Presenters:

Jamie Schissel, University of North Carolina Greensboro  
Mario Lopez-Gopar, UABJO  
Haley De Korne, University of Pennsylvania

**516. Metalinguistic awareness among partial immersion and English-only elementary and high school students**

Bilingual, Immersion, Heritage, and Minority Education

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Hart A

Research consistently shows that bilingualism correlates positively with metalinguistic awareness; however, few studies have examined emergent bilinguals in partial immersion programs. The current study advances previous work concerning metalinguistic awareness of Spanish 3rd, 5th, and 10th grade immersion students in 50/50 programs with their English-only counterparts at the same school.

Non-Presenter:

Alan Victor Brown, University of Kentucky

Presenter:

Stacy DuBravac, University of Kentucky

### **517. Task-based L2 Oral Computer-Mediated Communication and Focus on Form**

Language and Technology

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Hart B

This classroom-based study investigates task effects (jigsaw vs. dictogloss) on the number and nature of language-related episodes in L2 oral computer-mediated communication. Three intact classes of college-level intermediate Spanish were the participants in this investigation. Results will be discussed both from pedagogical and theoretical perspectives.

Presenter:

Inigo Yanguas, USD

### **518. L2 Speaking Proficiency and its Correlates: A Meta-Analysis**

Language and Cognition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Highland A

This study investigates the relationship between L2 speaking and its subcomponents by synthesizing weighted and disattenuated correlations between L2 speaking and five of its subcomponents reported in L2 speaking studies. Mean correlations between each target variable and L2 speaking, as well as the results of moderator analysis will be reported

Presenters:

Eun-Hee Jeon, University of North Carolina at Pembroke

Yo In'nami, Chuo University

Rie Koizumi, Juntendo University

### **519. The Effects of Structured-Input and Structured-Output Tasks on the Acquisition of the English Causative.**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Highland B

This paper reports the results of an experimental study

that investigated the effects of structured-input and structured-output tasks when delivered both in isolation and in combination. The results suggest that learners benefit from structured-input practice and maintain their ability to interpret and produce the target feature following such practice.

Presenters:

Claudia Wong, Hong Kong University of Science and Technology

Arthur McNeill, The Hong Kong University of Science and Technology

Alessandro Benati, University of Greenwich

Maria Batziou, University of Greenwich

### **520. Roundtable Session 8**

3:10 to 3:40 pm

Hilton Orlando: Lake Mizell A

#### **520-1. Consecutive Interpreting Skills: What Market Do We Train for?**

Translation and Interpretation

Roundtable

The paper will discuss the revival of consecutive interpreting, up-dated market needs and how present-day consecutive interpreting training has to adapt to these on the basis of an empirical study that is made among practising consecutive interpreters, interpreter trainers and institutional employers in different European countries.

Presenter:

Barbara Ahrens, TH Köln

#### **520-2. Verbal Reporting Activities in Interpreting Education: Potential Benefits for Teaching and Learning**

Translation and Interpretation

Roundtable

Verbal reporting activities like Think-Aloud Protocols and Stimulated Recalls can serve as valuable tools for learning interpreting and translation. This Roundtable discussion aims to stimulate discussion about incorporating verbal reporting for various activities, e.g. screening for readiness, identifying appropriate source text materials, honing student self and peer assessment skills.

Presenter:

Betsy Winston, TIEM Center

#### **520-3. Studies on Cultural Responsive Pedagogy in a 10th grade English class**

Reading, Writing, and Literacy

Roundtable

Three presenters will present their yearlong studies-in-progress in a 10th grade English class that employs Culturally-responsive Pedagogy and Reader-response Theory to engage students in reading and writing. This session will discuss how to raise students' consciousness about social issues and collaborative research among classroom teachers, doctoral students and university professors.

Presenters:

Danling Fu, University of Florida  
Kathleen Colantonio-Yurko, PK Yonge School,  
University of Florida  
jungyoung Park, University of Florida

**520-4. Parallel Processing Models of Multi-Word Units**

Second Language Acquisition, Language Acquisition, and Attrition  
Roundtable

The purpose of this study is to examine whether L2 learners process multi-word units (MWUs) in parallel, that is, using holistic and analytic processing. As a first step, this study conducted two experiments in order to examine whether L2 learners access the grammatical information while prefabricated patterns are retrieved.

Presenter:

Kazuko Matsuno, Shizuoka University

**520-5. The effects of self-directed online kanji learning exercises on Japanese language students' written vocabulary development**

Language and Technology  
Roundtable

This study investigated the impact of self-directed online kanji (i.e., Chinese characters adopted into Japanese) learning exercises on Japanese language students' written vocabulary development. Results suggest that learning mode may have a significant impact at an initial stage of kanji learning, but that its impact gradually diminishes as learning advances.

Presenter:

Yoshiko Mori, Georgetown University

**520-6. Vocabulary Development in Romanian-English Bilingual Children**

Second Language Acquisition, Language Acquisition, and Attrition  
Roundtable

Analyses of lexical development in sequential Romanian-English bilingual children between 4;0 and 6;0 reveal average to above-average growth in both languages. Such findings support the need to consider exact language pairings and factors such as socio-economic status before concluding that bilinguals' language-specific lexicons are smaller than their monolingual counterparts'.

Presenters:

Maria Claudia Petrescu, University of Toronto  
Mississauga

Mihaela Pirvulescu, University of Toronto  
MISSISSAUGA  
RENA HELMS-PARK, UNIVERSITY OF  
TORONTO SCARBOROUGH

**520-7. Attention to Communication in Service Learning Course for International Students**

Second and Foreign Language Pedagogy  
Roundtable

How can students' focus on communication optimize their language acquisition through service learning in a university pathway program? Research on students'

attention to and reflection on their communication is presented. Discussion addresses strategies to promote attention to communication outside the classroom and methodology for investigating communication at students' service sites.

Presenter:

Lucy Bunning, Northeastern University

**520-8. Does variation in learning tasks help to promote transfer of L2 speaking fluency?**

Second and Foreign Language Pedagogy  
Roundtable

A goal for L2 teaching is helping students to improve speaking fluency. Research has examined this topic, but little is known about whether improvements transfer to new situations. This presentation describes a study of the influence of variation in type of learning task on ESL students' transfer of speaking fluency.

Presenter:

Mark Andrew James, Arizona State University

**520-9. Tandem language learning: Connecting native speakers and beginning level university students**

Language and Technology  
Roundtable

Millions of native speakers of thousands of languages are online each day. This presentation will describe research carried out in multiple 1st and 2nd year university Spanish classes where native speakers were connected with beginning level students in order to improve language skills and cultural understanding through online tandem learning.

Presenters:

Gregory Thompson, Brigham Young University  
Rob Martinsen, Brigham Young University

**521. "It's that obsession with grammar": The discursive construction of international students in technical and professional writing courses**

Educational Linguistics  
Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Mizell B

We analyze interviews with instructors of upper-division technical and professional writing courses to understand their discursive constructions of international students. Findings indicate that while expressing a desire to better serve all students, some positioned these students as 'problems' to be 'dealt with' rather than as sources of valuable intercultural knowledge.

Presenters:

Anne Lazaraton, University of Minnesota  
Brian N. Larson, Georgia Institute of Technology  
Laura M. Pigozzi, University of Minnesota

**522. Visual Semiotics in the Branding of a Glocal Institutional Identity**

Sociolinguistics  
Paper

3:10 to 3:40 pm



Hilton Orlando: Lake Nona A

This presentation analyzes the linguistic landscape of a new international sciences and technology university in Ecuador. It considers the semiotic resources utilized in the formation of an institutional identity and how these resources may appeal in unique ways to intra- and international audiences.

Presenter:

Jason Jon Litzenberg, Yascha Tech Universidad

**523. The Literacy Factor in the Optimal Age Discussion: A 5-Year Longitudinal Study**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Nona B

This longitudinal study examines the impact of L1/L2 literacy on the development of writing proficiency in L3 English, as related to the age of onset of instruction, as well as the effects of age on ultimate L3 attainment over the course of secondary schooling in Switzerland.

Presenter:

Simone E. Pfenninger, English Dept, University of Zurich

**524. Design, creation, and annotation of a multilevel Zapotec classroom language corpus**

Corpus Linguistics

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Sheen A

This paper discusses the utility of a number of recently published guidelines for learner corpus creation as applied to the development of a multilevel corpus of teacher talk and student production in an after-school Zapotec language revitalization program in Oaxaca, Mexico.

Presenter:

Katherine J. Riestenberg, Georgetown University

**525. The Roles of Cognitive Capacity and Task Complexity in Spoken and Written Task Performance**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Sheen B

The study investigates how task complexity and modality interact with individual differences in working memory capacity to impact learners' L2 output. Results suggest that task complexity effects are modulated by modality, and that higher and lower span learners may benefit differently from task complexity enhancements in spoken versus written tasks.

Presenter:

Janire Zalbidea, Georgetown University

**526. The Role of Perceptual Learning Style Matching in L2 Incidental Vocabulary Acquisition through Reading**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Turkey Lake

Learning style matching is one neglected factor that may affect the complex process of L2 incidental vocabulary acquisition through reading. This study, therefore, examines the role the match/mismatch between learners' perceptual learning style and input mode plays in the incidental acquisition and retention of vocabulary through reading.

Presenter:

Sarvenaz Hatami

**527. Chinese Heritage Language Speakers' Epistemic Stance Taking: Evidence from Learner Corpora**

Corpus Linguistics

Paper

4:10 to 4:40 pm

Hilton Orlando: Clear Lake

This study investigates Chinese heritage language (CHL) speakers' epistemic stance taking (EST) using a corpus of 629 essays written by college CHL learners. Combining statistical measures and discourse analysis, it identifies CHL learners' EST devices and explores the complexity of their uses in range of meanings, linguistic accuracy and appropriateness.

Presenter:

Jie Zhang

**528. Investigating washback of the Integrated Performance Assessment in an intensive summer language program**

Assessment and Evaluation

Paper

4:10 to 4:40 pm

Hilton Orlando: Conway Lake

This presentation features a study that investigated washback related to the implementation of ACTFL's Integrated Performance Assessment (IPA) in an intensive summer language program. Findings and recommendations for foreign language teacher education/professional development will be discussed in light of theoretical constructs related to the management of innovations.

Presenter:

Jason Martel, Middlebury Institute of International Studies at Monterey

**529. Confronting the Dissonance between English Language Ideology and Pedagogy in Rural Nicaraguan Classrooms**

Educational Linguistics

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Concord B

After six years of volunteering with Nicaraguan teachers working under an English language policy, this

investigator critiques the implementation of the framework guiding this volunteer effort and confronts the dissonance between the context's language ideologies and classroom realities in an effort towards improving engaged, dialogic collaboration with the teachers.

Presenter:

Katherine Masters, Pennsylvania State University

**530. A Cross-language Analysis of Online Language Tutors' Corrective Feedback and Learners' Uptake and Repair When Learning via Videoconferencing Tool**

Language and Technology

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Down A

Corrective feedback strategies employed by native-speaking tutors when teaching via videoconferencing tool were analyzed to determine best teaching practices. Also, a survey regarding affordances of the tool were administered. Finally, the results were compared across three languages to observe how teaching practices and affordance of videoconferencing tools differ across languages.

Non-Presenter:

Koyin Sung

Presenters:

Frederick Poole, Utah State University

Elizabeth Abell, Utah State University

Yasmine Kataw, Utah State University

**531. Church-based ESL in Multi-ethnic Spaces: Critical Pedagogy for Adult Immigrant Literacy**

Bilingual, Immersion, Heritage, and Minority Education

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Down B

This four-year ethnography examines pedagogical dimensions within a church-based adult ESL program in a Southeastern U.S. city. It highlights that community ESL literacy opens up a pedagogy to new possibilities and opportunities for learners' language and sociocultural learning. This study also indicates that home language is a profoundly ideological phenomenon.

Presenter:

Xia Chao, Duquesne University

**532. The linguistic landscape of American religious camping: Indexicality and the Hebrew gaze**

Language, Culture, and Socialization

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake George A

This presentation examines the ways in which Hebrew objects are employed in the service of communal, spiritual, religious and transnational identifications in the context of American Jewish sleep away camps. I explore the indexical, ideological and performative functions through the construct of the Hebrew gaze.

Presenter:

Sharon Avni, BMCC-CUNY

**533. Processability theory: Oral production versus self-paced reading**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake George B

Sixty-one learners of English participate in an oral interview and self-paced reading task. The goal is to determine whether processability theory accounts for self-paced reading data, and whether learners at a particular stage in production are at that stage in comprehension. Results demonstrate that PT does not account for reception.

Non-Presenter:

Schoon Jung, Michigan State University

Presenter:

Patti Spinner, Michigan State University

**534. Understanding the Motivation, Anxiety, and Behavior of English Central Users**

Language and Technology

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Hart A

This study cluster analyzed 67 Taiwanese college users of English Central, a computer-assisted English training program, and examined the relationship among motivation, anxiety, and usage. Results showed users clustered into Point-focused, Optimal, and Engaged groupings. Usage was not related to motivation and anxiety; however, the participants reported positive perceptions.

Presenter:

Chengyi Lin, National Taiwan Ocean University

**535. Digital versus print materials for LSP courses: a comparison of linguistic outcomes**

Language and Technology

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Hart B

This study compares the outcomes of a Spanish for Health Professions course taught with traditional print materials as compared to a new Rosetta Stone program. Results are discussed in light of the potential of digital materials to enhance language for specific purposes courses in particular, and language learning in general.

Presenters:

Cari Jimenez, University of Florida

Gillian Lord, University of Florida

**536. Vygotskian Cultural-Historical Theory and a Dialectical Reading of Dynamic Systems Theory: Are They Commensurable?**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Highland A

This paper engages with substantiating commensurability between two 'alternative' approaches to L2 development, viz. Vygotskian cultural-historical theory and a dialectical construal of dynamic systems theory by unearthing their tenets. It is argued that both theories describe and explain the processual development of L2 as a time-locked, emergent and complex system.

Presenters:

Saeed Karimi-Aghdam, Department of Languages,  
University of Jyvaskyla  
Hannele Dufva, University of Jyvaskyla

**537. Animating the brand: A study of how wine industry professionals construct brands in a multinational corporation**

Sociolinguistics

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Highland B

The paper presents the findings of a linguistic ethnographic study which explores the role of employees in sustaining the identity of brands across a multinational corporation. The analysis reveals how participants use linguistic resources to frame brands in their talk to transform the brand from a product to an 'animated entity.'

Presenter:

Kerrilee Patricia Lockyer, University of South  
Australia

**538. Roundtable Session 9**

4:10 to 4:40 pm

Hilton Orlando: Lake Mizell A

**538-1. A Balancing Act: Preserving the Flavor of the Source Text or Striving for the Beauty of the Target Language**

Translation and Interpretation

Roundtable

This presentation narrates a lived experience of a translator who struggled to achieve a sense of balance between her responsibilities to her source text and target text. The narrative would help generate a discussion on some of the fundamental questions translators have to wrestle with each time they translate.

Presenter:

Z. Z. Lehmberg, NorthernMichiganUniversity

**538-2. An Investigation of EFL Learners' Translation of Metaphor from Cognitive and Cultural Perspectives**

Translation and Interpretation

Roundtable

The study aims to investigate how EFL learner translators deal with metaphors and how cognitive factors and cultural background influence their choices of translation. An English-to-Chinese translation task was given to 70 Taiwanese university students. Both quantitative and qualitative analyses were conducted.

Presenter:

Yi-chen Chen, Yuan Ze University, Taiwan

**538-3. Pedagogic Translation: Learning from the Learner.**

Translation and Interpretation

Roundtable

The study investigates features of rule formation and rule application by a group of university language learners in a translation class and argues that such knowledge is needful and could be useful for gaining an insight into the problems and prospects of translation studies.

Presenter:

Rautha Charity Gandu, Nigerian Defence Academy

**538-4. Science teachers' experiences of ESOL (English for Speakers of Other Languages) professional learning**

Second and Foreign Language Pedagogy

Roundtable

This multiple case study explores the experiences of secondary science teachers in one ESOL endorsement program. The study examines how science teachers engage in the program, how they transform into science and language teachers, and how cultural and linguistic accommodations for ELs reflect their notions of ideal science teaching.

Presenter:

Shim Lew, The University of Georgia

**538-5. The Role of Gesture in Supporting English Learners' Language Development During Science Time**

Educational Linguistics

Roundtable

This study investigates gesture functions of a teacher and English Learners during science time. Findings suggest that the teacher's and students' gestures were critical in moving the focus away from demonstrating only "correct" science answers to a dialogue filled with personal acts of discovery and construction with the new discourse.

Presenters:

Alex Rosborough, Brigham Young University

Leigh Smith, Brigham Young University

**538-6. "Hands-on" Doesn't Just Mean Experiments: A 6th Grade Teacher's Experience Building Science Literacy Through Writing**

Reading, Writing, and Literacy

Roundtable

Discussion of a teacher's experience implementing a science curriculum that emphasized writing and hands-on activities. Presenter will review recent research in content area literacy, and discuss the teacher's classroom inquiries, decisions made and the continued use of writing as a tool to sharpen thinking and develop students' content knowledge.

Presenter:

Maureen Fennessy, University of Florida

**538-7. Influence of parental motivations and perceptions of heritage language education on their children's engagement in learning**

Bilingual, Immersion, Heritage, and Minority Education Roundtable

Heritage language education is challenging as the opportunity and resource accessible in a certain community level language school are limited. Against all odds, however, parental motivations and perceptions are found critical and instrumental in maintaining and developing heritage language and cultural sensitivity for young heritage language learners.

Presenter:

Martha Kwon, Texas State Intensive English

**538-8. Teacher Candidates' Language Proficiency and Preparedness to Teach Heritage Language Learners**

Bilingual, Immersion, Heritage, and Minority Education Roundtable

In this session, the presenter will discuss non-native teacher candidates' linguistic preparedness to teach heritage language learners in a foreign language classroom. The presenter will draw upon her experiences as an instructor and supervisor of a cohort of 30 teacher candidates during their preparation to teach modern languages in P-12.

Presenter:

Albina Khabibulina, The University of Georgia

**538-9. The Relationship between Parents' Perceptions about English Proficiency and Home Literacy**

Bilingual, Immersion, Heritage, and Minority Education Roundtable

This study examined whether the perceptions about English proficiency of parents who speak English as an additional language influence their engagement in home literacy with children in English. The results will be discussed the ELL parents' role in promoting home literacy practice in relating to their perceptions about English proficiency.

Presenter:

Myoung Eun Pang, Georgia State University

**538-10. Redesigning second language acquisition studies from a complexity perspective**

Second Language Acquisition, Language Acquisition, and Attrition Roundtable

This discussion addresses the potential of complexity theory for framing L2 development and what that means for designing empirical studies in SLA. Results from an empirical study on metacognition in L2 listening acquisition will be presented and the group will discuss ways to re-envision the study from a complexity perspective.

Presenter:

Shannon Becker, Northern Illinois University

**538-11. Expanding the Toolkit: Second Language**

**Acquisition and Specific Learning Differences**

Second Language Acquisition, Language Acquisition, and Attrition Roundtable

Want to be a better a teacher to your adult students? This presentation will examine struggling students through Bronfenbrenner's Ecological Model, a psychological approach that examines the individual within a variety of contexts, in order to better understand and meet the needs of our students with specific language differences. (49)

Presenter:

Michelle Sue Kourouma, Central Michigan University

**539. Teacher Training, Beliefs, and Practices in EFL Writing: Compared Cases from China, Mexico, Romania and Poland**

Reading, Writing, and Literacy Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Mizell B

The current study investigates comparatively the training, beliefs, and practices of EFL (writing) teachers in China, Mexico, Poland and Romania. The argument that English is plurilithic (Hall, 2012; Pennycook, 2007), as is its teaching (Ene & Mitrea, 2013), holds true, suggesting that EFL writing teacher training needs to adapt accordingly.

Presenters:

Estela E Ene, IUPUI

Katarzyna Hryniuk, ICIC, Indiana University-Purdue University Indianapolis

**540. Realities of doing research in applied linguistics: negotiating methodological obstacles in the field**

Research Methods

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Nona A

Despite the numerous obstacles applied linguistics researchers face, many publications present research methodology as idealized and faultless in design. This presentation introduces a project in which applied linguists showcase the methodological complications they faced in previous research projects and discuss their journeys in eventually achieving a successful outcome.

Presenters:

Heath Rose, The University of Oxford

Jim McKinley, University of Bath

**541. Locating the Contribution of Lexically Bundled Language to Early Instructed SLA**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Nona B

SLA research offers no consensus on the nature and role of formulaic sequences in early L2 acquisition. We propose a way of incorporating formulaic sequences identified in a classroom-based study of L2 learning into

an integrated model of “lexically bundled language” including specific types of declarative knowledge and (classroom) routines.

Non-Presenters:

Anke Lenzen, Paderborn University  
Jana Roos, university of paderborn

Presenter:

Howard Nicholas, La Trobe University

**542. Developmental sequences in second language phonology: Instruction and L1 effects**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Sheen A

We explored L1 influence on three competing hypotheses for instruction of developmental sequence (DS) features: target the most difficult, teach a progression from easy to difficult, or focus on all forms simultaneously. Portuguese and Japanese speakers learned /s/+consonant onsets (DS: sl > sn > st) in Taki, an artificial language.

Presenter:

Walcir Cardoso, Concordia University

**543. What Makes Learning Second-Language Inflectional Morphology So Difficult? Interactions between the Input Complexity, the Type of Learning and the Individual Learner.**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:10 to 4:40 pm

Hilton Orlando: Lake Sheen B

We examine what makes learning L2 inflectional morphology so difficult by focusing on the interactions between the input, the learning and the learner conditions in a series of eye-tracked reading experiments, whereby both gaze duration and pupil dilation measures are considered.

Non-Presenter:

Alex Housen, University of Brussels (VUB)

Presenter:

Hannelore Simoens, Vrije Universiteit Brussel

**544. ‘I don’t have to do what he says’ versus ‘I trust her’: task perception and text ownership in peer feedback**

Reading, Writing, and Literacy

Paper

4:10 to 4:40 pm

Hilton Orlando: Turkey Lake

This study examines the relationship between social dynamics during peer response and writer revision choices in an L2 first-year composition class. Results, which draw upon student interviews, suggest that writers who work collaboratively produce stronger second drafts than do their non-collaborative counterparts. Implications for training and pairing students are discussed.

Presenter:

Audrey Roberson, Georgia State University

**545. Heritage Language Learners in Academic Discourse: A Corpus-Based Investigation**

Bilingual, Immersion, Heritage, and Minority Education Paper

4:45 to 5:15 pm

Hilton Orlando: Clear Lake

The presenter reports on a corpus-based investigation of published academic writing in education and applied linguistics to explore ways in which heritage language learners are discursively constructed. Patterns are determined on the basis of referential and lexico-grammatical features found in collocation frames in a corpus of 165 journal articles.

Presenter:

Alfredo Urzua, San Diego State University

**546. Washback impacts of accountability-driven student learning outcomes assessment: Conceptualizations of language advancedness in college language major programs**

Assessment and Evaluation

Paper

4:45 to 5:15 pm

Hilton Orlando: Conway Lake

This paper investigated washback impacts of accountability-driven assessment on conceptualizations of language ability, as expressed within collegiate-level statements of student learning achievement. Despite calls for “language, culture, and literature taught as a continuous whole” within collegiate education, findings suggest that mandated assessment frameworks are instantiating retrograde conceptions of language ability.

Presenter:

John McEwan Davis

**547. Examining teacher talk during transition episodes in two preschool classrooms**

Educational Linguistics

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Concord B

This study examines two preschool teachers’ linguistic practices during transitions across an entire day. Analyses focus on whether teacher talk varies significantly between transitions and other activity settings; whether teacher talk varies within transition type; and the extent to which teachers engage in rich extended conversations with students during transitions.

Presenters:

Eve R

Alison L Bailey, UCLA

Yiching Huang, Santa Monica College

**548. “I sometimes use ‘clarity’ for self defense:” an analysis of Writing Center tutors’ asynchronous online feedback**

Language and Technology

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Down A

While online writing centers are becoming more popular, there is little research on the asynchronous feedback provided by tutors. We present a mixed-methods study of this feedback, focusing on the types of feedback and how they were delivered and the differences depending on the native speaker status of the writers.

Presenters:

Joshua David Weirick, Central Michigan University  
Tracy Davis, Central Michigan University

**549. Multilingual Instruction, Polyphonic Identities: Trilingual Literacy Engagement in a Tanzanian Community Library**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Down B

This paper examines possibilities and implications of trilingual instruction in a community library context in Maasai Land, Tanzania. Drawing on data such as trilingual identity texts from a qualitative action research study, this paper reveals ways in which trilingual instruction enhances literacy engagement and consciousness of diverse, complimentary identities.

Presenter:

Monica Shank, OISE, University of Toronto

**550. “I Don’t Know What They Want From Me”: Disentangling Genre Competence and Professional Vision**

Language, Culture, and Socialization  
Paper

4:45 to 5:15 pm

Hilton Orlando: Lake George A

This study follows Alima, a Saudi law student in the U.S., throughout a semester-long legal writing class. Although Alima is able to produce texts that meet genre expectations, analysis reveals that she frequently recruits the professional vision of others in order to distinguish between relevant and irrelevant information.

Presenter:

Alissa J. Hartig, Portland State University

**551. Explore the Relationship between Metacognition, L1 Reading Ability, L2 Language Proficiency and L2 Reading Comprehension**

Language and Cognition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake George B

This study explored the interaction among metacognition, L1 reading ability, L2 language proficiency and L2 reading. The findings suggest that metacognition is the common underlying proficiency across L1 reading ability and L2 language proficiency and provides a platform for cognitive and linguistic factors to work in tandem for L2

reading.

Presenter:

Lin Guo

**552. The Effect of Computer-mediated Communication on Beginner L2 Learners’ Foreign Language Anxiety and Quantity and Quality of Output**

Second and Foreign Language Pedagogy

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Hart A

This study questions whether computer-mediated communication (CMC) may reduce L2 students’ foreign language anxiety and if this reduced anxiety may lead to a higher quantity or quality of learner output. We investigate the specific effects of CMC during two stages of L2 learning: processing input and producing output.

Presenters:

Caitlin Gaffney, University of Toronto  
Stephanie Cote, University of Toronto

**553. The Role of Digital, Multiliteracies-Based Instructional Material on the Development of Spanish Heritage Speakers’ Literacy Skills**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Hart B

This study investigates the role that digital, multiliteracies-based instructional material played on the development of 60 Spanish heritage speakers’ literacy skills in an American public university. The presentation is based on the comprehensive linguistic analysis of participants’ production of written and multimodal hybrid texts throughout the course of a semester.

Presenter:

Gabriela C Zapata, California State University,  
Monterey Bay

**554. When a Crab is a Kangaroo: Examining L2 Production Errors**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Highland A

The goal of this study was to investigate the nature of learner errors as they named pictures in the second language. The results suggest that control of spoken production may be affected by proficiency as well as individual differences in the ability to allocate cognitive resources.

Presenters:

gretchen sunderman, Florida State University  
Amy Bustin, Florida State University

**555. Language as Commodity: Neoliberal Invention or Social Reality?**

Sociolinguistics

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Highland B

Has the digital economy transformed language into a material object? Is language as commodity an extension of the neoliberal commodification of everything? This paper examines these issues through a political economy perspective, using the Marxist analytical tool of the labour theory of value to critique the commodification of language.

Presenter:

Marnie Holborow, Dublin City University

### **556. Roundtable Session 10**

4:45 to 5:15 pm

Hilton Orlando: Lake Mizell A

#### **556-1. Learning a Culture within a Culture: ESL Education on an HBCU Campus**

Language, Culture, and Socialization

Roundtable

This study follows a cohort of international students as they navigate the complex cultural and language environment as English language learners at an HBCU (Historically Black College or University), and addresses the how studying in this culturally unique environment influences learners' perception of American culture and English language development.

Presenter:

Brody Bluemel, Delaware State University

#### **556-2. Understanding Minority Students' Identity Construction Through Multilingualism in China**

Language, Culture, and Socialization

Roundtable

The study examines how intranational-migrant Uyghur students construct their identities through multilingual practices in China. Findings show that negative images are associated with and constructed as part of Uyghur's ethnic identity in the neoliberal political economy. Participants negotiate favorable elite identities appropriating repertoire of available linguistic and other semiotic resources.

Presenters:

Xiaoyan GUO, The Chinese University of Hong Kong

Michelle Gu, The Chinese University of Hong Kong

#### **556-3. When Language Socialization Fails: Displacements and Language Learning among Racialized East-Asian Graduate Students in the U.S.**

Language, Culture, and Socialization

Roundtable

This year-long ethnographic case study reports on the traces of displacements and language socialization of two Chinese graduate students in the U.S. I present the disjunction between the "imagined world" (Appadurai, 1990) of the United States and the harsh realities they experienced after arriv in a racialized society.

Presenter:

Akira Kondo, University of Wisconsin-Madison

#### **556-4. Applying A Corpus-based Approach to Translation History: Discourse Analysis of a Paratextual Corpus of Persian-English Translations**

Translation and Interpretation

Roundtable

This exploratory study outlines the status of research methods in translation history and that of Corpus Translation Studies (CTS) to discover the potentials, advantages, and challenges of applying methods of CTS to translation history research. It is argued that translation history can benefit from the adoption of a corpus-based approach.

Presenter:

Bahareh Gharehgozlou, Kent State University

#### **556-5. The definite article in lexical bundles in L2 English academic writing**

Corpus Linguistics

Roundtable

This study analyzed the use of definite articles embedded in lexical bundles in the production of Korean university students writing in English. The study focused on article errors and their pedagogical implications. The results highlight the potential of using lexical bundles as a tool to examine embedded definite articles.

Presenters:

Yu Kyoung Shin, Georgia State University

Viviana S Cortes, Georgia State University

#### **556-6. Second Language Writerly Identity: A Rhizomatic Approach through Gaming Forums**

Language and Technology

Roundtable

Drawing on challenges and usefulness of game-based speech forums, this paper investigates learners' experiences with an online game-based forum and second language writing. Through a document analysis of data from the forums since 2008 to 2015, this paper suggests how internet-based writing possibly enhances L2 writing ability.

Presenter:

Sonia Sharmin, University of Georgia

#### **556-7. Surveying Suburban Signage: Linguistic Landscapes in the First-Year Composition Course**

Educational Linguistics

Roundtable

This roundtable session will present preliminary findings from a first-year college composition project focused on the study of linguistic landscapes in the growing suburban environment of Gwinnett County, Georgia. Project photos, teaching suggestions, and student reflections on the project will be primary highlights, and sample materials will be provided.

Presenter:

Kristene McClure, Georgia Gwinnett College

#### **556-8. Beyond Technology and Multiliteracies: Teacher Talk on Online Curricular Materials, Success, Struggle and Agency in an EFL Blended**

## **Program**

Language and Technology  
Roundtable

Informed by multiliteracies and discourse analysis from a systemic functional perspective, the paper reports the analysis of teacher interviews and multimodal data about the use of online curricular materials in a blended program. Findings reveal teachers' diverse ideologies of learners' success and struggle, teacher agency, technology, language and learning.

Presenters:

Diana Angélica Parra, Universidad de La Sabana  
Rosa Alejandra Medina Riveros, University of  
Massachusetts- Amherst

### **556-9. Learner Characteristics in Telecollaborative Multilingual Digital Storytelling: A sociocultural Approach to Understanding Technology-Mediated Intercultural Meaning Co-construction**

Language and Technology  
Roundtable

Leaning on Bakhtin's (1981) concept of dialogism and Fairclough's (2003) concepts of assumption/intertextuality, the presenters will describe a telecollaborative multilingual digital storytelling project that aimed to explore what participants brought to the process of co-construction and how that could have affected what they have gained from the experience.

Presenters:

Sabrina Priego, Université Laval  
Meei-Ling Liaw, National Taichung University of  
Education

### **556-10. The effects of task types on Australian learners' CFL learning in Second Life**

Language and Technology  
Roundtable

This study aimed at comparing the effects of the well- and the ill-structured information-gap tasks on Austrian CFL learners' communicative process of carrying out the assigned tasks in a 3D virtual world. The findings may serve as a good reference for the research on virtual language learning.

Non-Presenter:

Scott Grant, Monash University, Australia

Presenter:

Yu-Ju Lan, national taiwan normal university

### **557. Teaching English Tense and Aspect Using Gesture-Based Pedagogy**

Second and Foreign Language Pedagogy  
Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Mizell B

The present study investigates the effect of gesture-based pedagogy on learning English tense and aspect in an intact ESL classroom. The pedagogy is based on McNeill's (2005) gesture theory and Radden & Dirven's (2007) cognitive grammar. Results indicate that the

gesture-based instruction had a positive effect on student learning.

Presenter:

Tetyana Smotrova, National University of Singapore

### **558. Being an EFL Learner From an ESL Learner: a Case Study of a Young Korean Returnee**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Nona A

This study investigates a young Korean returnee who studied in the ESL context for more than two years, and examines how he perceives the change of learning status from ESL learners to EFL learners and what types of support are provided to maintain (or improve) his English proficiency.

Presenter:

Ji Hye Shin, Georgia State University

### **559. How new L2 words become memories:**

**lexicalization in advanced L1 Dutch learners of L2 English**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Nona B

This paper presents an L2 word learning and consolidation study conducted among 30 advanced L1 Dutch learners of L2 English. Novel words are introduced and their consolidation monitored over time, by examining the response latencies to existing lexical neighbors similar in form.

Presenter:

Merel Keijzer, University of Groningen

### **560. Processing Phonetic Cues and Abstraction of Phonological Representations in Adult Nonnative Speakers**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Sheen A

The predictions of two models of L2 phonological acquisition were contrasted. The results generally support the ASP, which focuses on the phonetic level of representation as the origin of L1 transfer over the PAM-L2, which focuses on the abstract categorization level. Thus L2 category formation relies on stronger phonetic cues.

Non-Presenter:

Kira Gor, University of Maryland

Presenter:

Alia Lancaster

### **561. Individual Differences and Task Complexity in Chinese Online Writing Tasks**



Second Language Acquisition, Language Acquisition, and Attrition  
Paper

4:45 to 5:15 pm

Hilton Orlando: Lake Sheen B

In the context of Chinese as L2 teaching and learning, this study examines how individual differences (writing anxiety, willingness to communicate, and the use of language learning strategies) connect with writing performance in online tasks with different levels of cognitive complexity.

Presenter:

Yang Xiao-Desai, San Francisco State University

**562. Investigating the Effectiveness of Graduated Feedback on Second Language Writing: Self-Regulation in the Uptake of Correct Forms**

Second Language Acquisition, Language Acquisition, and Attrition  
Paper

4:45 to 5:15 pm

Hilton Orlando: Turkey Lake

Previous studies have shown that one size of corrective feedback does not fit all. This study on corrective feedback on writing is situated in sociocultural theory. It compares graduated focused feedback and random unfocused feedback with academic and immersion ESL learners using quantitative and qualitative analyses.

Non-Presenters:

Anne Feryok, University of Otago

John Winston Bitchener, AUT University

Presenter:

Arezou Sobhani, University of Otago

**563. Minding the Gaps: Applied Linguistics and Translation & Interpreting Studies**

AAAL Annual Conference

Plenary Session

5:30 to 6:35 pm

Hilton Orlando: Orlando II

Presenter:

Claudia Angelelli, Heriot-Watt University

**564. AAAL-AILA Panel Presentation: Research Cultures in Applied Linguistics [OPEN SESSION]**

AAAL Annual Conference

Special Session

6:45 to 8:25 pm

Hilton Orlando: Lake Mizell B

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.

Session Organizer:

Claire Kramsch, University of California at Berkeley

**TUESDAY, APRIL, 12**

**565. An Investigation of the Cognitive Processes of Candidates in a Computer-based Academic Writing Test**

Assessment and Evaluation

Paper

8:00 to 8:30 am

Hilton Orlando: Clear Lake

This research investigated the cognitive processes of two groups of candidates with higher IELTS band score (i.e. 7.0 or above) and lower band score (5.5 or below) in a computer-based academic writing test. The results suggested that computer-based mode is cognitively valid as well as cost and time effective.

Presenter:

Tanzeela - Anbreen, University of Bedfordshire

**566. Co-constructing a Collective Teacher Identity through Discourse: Linguistic Practices in Webheads in Action Online Language Teacher Community**

Analysis of Discourse and Interaction

Paper

8:00 to 8:30 am

Hilton Orlando: Conway Lake

Through a discourse-analytic approach into email communication data taken from a larger online ethnography of Webheads in Action online community of practice, this study explores how members discursively construct "webhead-ness" in this community and how community values and identity are realized at the linguistic level as members interact through emails.

Presenter:

Derya Kulavuz-Onal, Salisbury University

**567. Poster Session 6**

8:00 to 11:00 am

Hilton Orlando: Foyer II

**567-1. How Do Textbooks Teach L2 Students It-Nonreferential Extraposition of Complements in Discourse? Analysis of English Textbooks in Vietnam**  
Text Analysis (Written Discourse)

Poster

This study examines the sentential structure of it-nonreferential extraposition of complements featured in the standardized EFL textbooks for high school students in Vietnam. Our study reveals that while the textbooks over-represent the it-sentential structure, the textbooks neglect its Theme-Rheme relationship with other sentences in the same textual sequence.

Non-Presenter:

Chi Nguyen, Pennsylvania State University

Presenter:

Anh T Nguyen, Minnesota State University, Mankato

**567-2. Puerto Rican Language Use on Facebook**  
Sociolinguistics

Poster

This study examines Puerto Rican language use on

Facebook through a multilayered examination of 300 screenshots. The authors explore Spanish and English use, netspeak and formality of writing. Ultimately, standard Spanish was the dominant language used and netspeak was used sparingly.

Presenters:

Vanessa Zo, □\_ Mari, University of Texas San Antonio  
Kevin S Carroll, Emirates College for Advanced  
Education / UPR

### **567-3. Research on Parental Investment in Students' English Learning in mainland China**

Educational Linguistics

Poster

This mixed-methods research aims to explore the parental investment on children's English learning in mainland China. It was found that parents held "positive" and "zero" beliefs on investment and four types of investment behaviors, namely, emotional capital investment, cultural capital investment, economic capital investment, relation capital investment.

Presenter:

honggang Liu, Northeast Normal University

### **567-4. Superdiversity in an Asian Grocery Store**

Sociolinguistics

Poster

This study reveals the superdiversity of linguistic and semiotic resources in an Asian grocery store in Tampa. The store customers/employees present a rich pool of language backgrounds. The languages and symbols on the products function beyond informative purposes and contribute to an extreme level of hybrid semiotic resources.

Presenters:

Yunhyun Lee, University of South Florida  
Yi Zhang, Second Language Acquisition/Instructional  
Technology Program, University of South Florida

### **567-5. Student Engagement and MOOC Design: A Course on Task-based Language Teaching**

Language and Technology

Poster

This poster presentation will present empirical data focused on student engagement in a MOOC about task-based language teaching and learning. It will focus specifically on student participation in various activities and whether and to what extent the modes and platforms chosen contributed to student engagement.

Presenters:

Myrrh Domingo, UCL IoE, University College London  
Andrea Revesz, UCL IoE, University College London

### **567-6. The Effects of Visual Input Enhancement on Implicit and Explicit Knowledge: a Quasi-Experimental Study in a Junior High School**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

This study does not treat linguistic knowledge as uni-

dimensional but rather distinguishes between different knowledge types, ranging from implicit to more explicit, which are viewed as the pole ends of a continuum. In fact, the findings highlight the importance of this approach, as they vary depending on the measurement instruments.

Non-Presenter:

Kenneth Fordyce, University of Edinburgh

Presenter:

Anna Tsiola, University of Illinois at Urbana-Champaign

### **567-7. The Effects of Learning English for Specific Interests in High School: A study among adolescents using the Internet**

Language and Technology

Poster

The purpose of the study is to explore whether or not the interest-oriented and web-based English learning project will influence adolescent English language learners' (ELLs') motivation to learn the language and help improve their English proficiency. A mixed method approach will be used to examine the effects of the project.

Presenter:

Wan-Chun Tseng, Texas Tech University

### **567-8. The Academic Enculturation of Chinese Archaeologists: Findings from a Genre Analysis of Archaeological Research Writing**

Language, Culture, and Socialization

Poster

This study investigated the academic enculturation of Chinese archaeologists with a focus on their research writing and through the lens of New Rhetoric genre theory. Findings from the genre analysis revealed much heterogeneity and dynamics of the genre, which are related to the different scholarly traditions within the discipline.

Presenter:

Meng GE, The University of Hong Kong

### **567-9. Teaching English as an International Language (EIL): Linking Theory and Practice through Videoconferencing in the Classroom**

Language and Technology

Poster

This poster session aims to use "EIL curriculum" (Matsuda & Friedrich, 2011) as a theoretical framework and "videoconferencing" (Jung, 2013) as a methodological approach to link/advance theory and practice related to "teaching EIL" (McKay, 2002) in various cultural, political and geographical contexts.

Presenter:

Ju Seong (John) Lee, University of Illinois at Urbana-Champaign

### **567-10. Investigating the role of language learners' mindsets in L2 demotivation experienced by Saudi Arabian university students**

Second and Foreign Language Pedagogy

Poster

This paper investigates the role of the psychological concept of 'mindsets' in the field of language learning, particularly L2 demotivation. It reports on an exploratory study using mixed method. It argues for the importance and the application of the concept in L2 demotivation and considers some of the pedagogical implications.

Presenter:

fatemah hammad albalawi, University of Nottingham

**567-11. Micro-evaluating Learners' Task-Specific Motivation in a Task-based Business Course**

Second and Foreign Language Pedagogy

Poster

This classroom-based study examined learners' task-specific motivation on five major exit tasks derived from a needs analysis procedure. Based on ratings from our learners, designing exit tasks following TBLT principles was a useful tool for designing engaging and relevant tasks. Theoretical implications for task-specific motivation and practical contributions are discussed.

Presenters:

Julio Torres

Ellen Johnson Serafini, --

**567-12. Migrant learners in a foreign language classroom: teachers' experiences**

Second and Foreign Language Pedagogy

Poster

This paper discusses how language teachers perceive migrant learners in a foreign language classroom in a traditionally homogeneous environment, Finland. The interview data (N=10) reveals a tension between the classroom reality and teaching materials/training but at the same time, the creativity of in-service teachers.

Presenters:

Anne Kristiina Pitkanen-Huhta, University of Jyväskylä

Katja Mäntylä, University of Jyväskylä

**567-13. Timing of grammar practice and individual differences**

Second and Foreign Language Pedagogy

Poster

The study compared the effectiveness of grammar practice under two spacing conditions: distributed and massed. Results from L2 English learners suggested that massed and distributed practice led to equally accurate use of hypothetical conditional, but massed practice appears to outperform distributed practice among high-proficient learners.

Presenters:

Jiani He, Yunnan University of Finance and Economics

Yuichi Suzuki, Kanagawa University

**567-14. Willingness, Self-efficacy, and Performance in Essay Writing Class**

Second and Foreign Language Pedagogy

Poster

The presenter demonstrates how first-year university students in Japan improved their willingness, self-efficacy and performance in essay writing class, and how each factor correlates one another. The results of the analysis of questionnaire, test scores, and drafts will be reported along with the teaching procedure through the year.

Presenter:

Chihiro Fujimori, Saitama Medical University

**567-15. Identifying Problematic Features for Listeners in a Lingua Franca Context**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

This study focuses on features of intelligibility for L2 listeners in a lingua franca context. Implications for L2 pedagogy in a lingua franca context are discussed.

Presenters:

Lucy Pickering, Texas A&M-Commerce

Meichan Huang, Texas A&M University-Commerce

**567-16. The Translatability of Culture: The Students' Perspectives**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

This study explored how beginning learners of German view the translatability of expressions of affection upon receiving instruction on this topic. Results revealed that many students believed German and American English expressions of affection were directly translatable.

Presenter:

Friederike Fichtner, Washington University in St. Louis

**567-17. Use of case particles by L2 learners of Korean**

Second Language Acquisition, Language Acquisition, and Attrition

Poster

This study examines the use of grammatical particles by second language (L2) Korean learners whose native language is English or Chinese. Using the data drawn from translation task in class, all sentences were analyzed in terms of grammaticality, types of particles, and use of grammatical particles.

Presenters:

Ahrong Lee, York University

Yujeong Choi, University of Toronto

**567-18. Divergent Language Choices and Maintenance of Intersubjectivity: The Case of Danish EFL Young Learners**

Analysis of Discourse and Interaction

Poster

Using CA of 2 hours of video-recordings, this study illustrates the interactional resources employed by Danish young EFL learners and their teacher in maintaining intersubjectivity and pedagogical foci. The results reveal two sequential formats that help to ensure student understanding, as well as embodied resources employed

by the teacher.

Non-Presenter:

Olcay Sert, Hacettepe University

Presenter:

Maria Vanessa aus der Wieschen, University of Southern Denmark

**567-19. Uses of Someone: Beyond Simple Person Reference**

Analysis of Discourse and Interaction

Poster

This study examines how the non-recognitional reference form someone is used to refer to a known referent when a recognitional, such as a first name or a descriptive recognitional, is available. Utilizing conversation analysis, the current research shows how someone is employed to accomplish various disaffiliative actions in media-generated conversations.

Presenter:

Yu-Han Lin, Yu-Han Lin

**567-20. Does Writing Improvement in the L2 also Help L1 writing?**

Reading, Writing, and Literacy

Poster

What happens to students' writing in the L1 when they improve in L2 writing? Samplings from Brazilian middle school students' compositions in both English and Portuguese show that when these learners' writing improved in English, much of that improvement was also brought into their compositions in Portuguese.

Presenters:

Candy Palma, Author

Ron Martinez, Federal University of Parana

**567-21. How Different Is Arabic from Other Languages? The Relationship between Word Frequency and Lexical Coverage**

Corpus Linguistics

Poster

The study examines the relationship between word-frequency and lexical-coverage in Arabic. The results suggest that Arabic is comparable, to a certain degree, to other languages, such as English and Greek. However, the definition of the lemma used in this study is probably more relevant to European languages than to Arabic.

Presenter:

Ahmed Masrai, Swansea University

**567-22. Investigating the Effect of Rater's Second Language Learning Background and Familiarity with Examinee's Native Language on Speaking Test Scores**

Assessment and Evaluation

Poster

Ratings of speaking samples of two groups of English learners (one group where learners' L1 and rater's L2 overlap, another where they don't) performed by 10 raters with different proficiency levels in learners' L1 were analyzed using multifaceted Rasch measurement to determine how rater's L2 background effects speaking

test scores.

Non-Presenter:

Troy Cox, Center for Language Studies/Brigham Young University

Presenter:

Ksenia Zhao, Brigham Young University

**567-23. We Walk Together: Socio-cognitive Practices of ESL Writers in an Online Writing Group Utilizing Multiple Modalities**

Reading, Writing, and Literacy

Poster

This study investigates the advantages of a remote writing group for two ESL writers through socio-cognitive practices utilizing multiple online modalities. With adopting Belcher (2009), they experienced diverse socio-cognitive exchanges of research ideas, feedback, emotional support to continue on, and developed stronger identities as academic writers.

Non-Presenter:

Rayoung Song, University of Massachusetts Amherst

Presenter:

Hyojung Keira Park, Purdue University

**567-24. The Effects of Repeated Reading on Second-language Adolescent EFL Learners' Reading Comprehension and Incidental Vocabulary Acquisition**

Reading, Writing, and Literacy

Poster

This study examines the efficacy of repeated reading (RR) on both reading comprehension and incidental vocabulary acquisition for adolescent EFL learners. Results indicated significant incidental vocabulary gains for both the assisted and unassisted RR groups. No significant difference was found between the two groups' reading comprehension or vocabulary acquisition scores.

Presenter:

Cheng-ling Alice Chen, Teachers College, Columbia University in the City of New York

**568. Two decades of CALL research in SLA: Insights on theory, research, and practice from a second-order synthesis**

Language and Technology

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Concord A

This paper presents a 'second order' review and synthesis of CALL meta-analyses relevant to SLA theory, research, and pedagogy, including a thorough account of substantive findings and a critical description and evaluation of methodological practices of CALL-SLA meta-analyses. Empirically identified recommendations for future primary and meta-analytic research are suggested.

Presenters:

Nicole Ziegler, University of Hawai'i at Manoa

Luke Plonsky, Northern Arizona University

**569. Interactions in International Service-learning: Directive Strategies in Italian**

Analysis of Discourse and Interaction

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Concord B

Service-learning during study abroad provides an opportunity for meaningful interaction with local speakers. This presentation explores directive strategies in audio recordings of naturally-occurring interactions between L2 users and local Italian speakers during service-learning in Italy. Special focus is on (mis)understandings and relational work in the discourse.

Presenter:

Kristin Cardellio, University of South Florida - World Languages

**570. Training Bilingual Educators at a Predominantly Black Institution**

Bilingual, Immersion, Heritage, and Minority Education

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Down A

This presentation focuses on the experiences of primarily African-American and Latino K-12 teachers in a Bilingual Education program at a Predominantly Black Institution. Using questionnaires we sought to gain a deeper understanding of these teachers' attitudes pertaining to their knowledge, interest, and perceived importance of bilingual education and bilingual students.

Presenters:

Amanda Lira Gordenstein Montes, Chicago State University

Miguel Fernandez, Chicago State University

Cynthia Valenciano, Chicago State University

**571. A Complex Dynamic Systems Approach to Listening Comprehension Development**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Down B

Starting from the premise that language learning is a complex dynamic system (CDS), this research extends the largely cognitive/psycholinguistic work on listening comprehension by accounting for context, motivation, and affect intertwined with cognitive development. This presentation will explain the CDS approach and provide preliminary results of a mixed-methods study.

Presenter:

Robert A Troyer, Western Oregon University

**572. Re-imagining cultural identities in an online intercultural exchange between Hindi and English language learners**

Language, Culture, and Socialization

Paper

8:00 to 8:30 am

Hilton Orlando: Lake George A

Drawing on discursive identity construction as social acts, this study examines how participants in a telecollaboration between Hindi language learners in U.S. and English language learners in India negotiate the process of cultural exchange. Results highlight the process of re-imagining cultural identities to develop intercultural competence in online discussions.

Presenters:

Shilpa Parnami, The University of Texas at Austin

Jeongbin Hannah Park, University of Texas at Austin

**573. Efficacy of Coded Feedback in L2 Writing: Impacts of Error Types and Learner Attitudes**

Reading, Writing, and Literacy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake George B

This dissertation investigated efficacy of coded feedback in L2 writing in relation to error types and learners' attitudes. Data analyses revealed five distinct patterns of development for thirteen error types. Moreover, learners' perceptions of coded feedback and the writing course were found significantly associated with revision outcomes and accuracy development.

Presenter:

Qiandi Liu, Northern Arizona University

**574. Oh Yeah Yeah Yeah: Emphatic Claim of Understanding and Possible Indicator of Learning in Small Group Classroom Discussions**

Analysis of Discourse and Interaction

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Hart A

This study demonstrates that during small group, classroom discussions, a change-of-state token (Heritage, 1984) plus multiple-yeah forms a change-of-state phrase. This emphatic claim of understanding by the producer is treated as adequate by both interlocutors, indicating the misunderstanding has been resolved and possibly that learning has taken place.

Presenter:

Michelle Stabler-Havener

**575. From Struggling to Resilient Readers: Supporting Language Learners to Engage with Persistent Literacy Challenges**

Reading, Writing, and Literacy

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Hart B

The purpose of this paper is to report findings from a project focused on understanding literacy learning needs of adolescents with persistent literacy challenges, and identifying strategies that educators can use to respond to these needs and support students in developing resilience in the face of literacy challenges.

Presenters:

Megan Vincett, University of Toronto  
Eunice Eunhee Jang, University of Toronto  
Saskia Stille, --Simon Fraser University  
Gina Park, University of Toronto

**576. Factor Structure of the Sheltered Instruction Observation Protocol in Measuring Pedagogical Effectiveness**

Second and Foreign Language Pedagogy  
Paper

8:00 to 8:30 am

Hilton Orlando: Lake Highland A

This paper examines the factorial validity of the widely-used Sheltered Instruction Observation Protocol (SIOP). Using exploratory factor analysis, it examines if/how the 30 features listed under eight SIOP components correlate to possibly reflect different factor structures. Results revealed only four stable factor structures that are consistent with the protocol.

Presenters:

Nihat Polat, Duquesne University  
Mehmet Takkac, Ataturk University

**577. Group Flow: A Valid Concept in the ESL Classroom?**

Second and Foreign Language Pedagogy  
Paper

8:00 to 8:30 am

Hilton Orlando: Lake Highland B

This study examines the possibility of triggering “group flow” in the ESL classroom. One teacher-researcher and participating students (N=75) filled out 40 flow questionnaires immediately upon the completion of tasks in the classroom. Results showed a consistent relationship between teacher and student flow. Implications for improving teaching practices are discussed.

Presenter:

Alireza Sobhanmanesh, University of Ottawa

**578. Religious Institutions as Alternative Spaces in Applied Linguistic Research: Taking Stock, and Moving Forward**

Language, Culture, and Socialization  
Colloquium

8:00 to 11:00 am

Hilton Orlando: Lake Lucerne

This colloquium presents empirical research on language and learning, both broadly defined, at minority churches and church-based programs and schools in various national contexts, to explore implications for (pedagogical) practices, language policies, and ideological reflections. It brings together Christian and non-Christian scholars and strives to strike a balance of perspectives.

Discussants:

Manka Varghese, University of Washington  
Suresh Canagarajah, Penn State University

Participants:

Introduction: Minority Religious Institutions as

Alternative Spaces in Applied Linguistics Huamei Han, Simon Fraser University

To contextualize and set stage for the empirical papers, this introduction sketches an interdisciplinary overview of relevant research and a globalized and globalizing landscape of Christian churches from the perspective of a non-Christian, non-White applied linguist, identifies key issues and suggests angles and conceptualizations for data-driven critical applied linguistic research.

**Black Church Bulletins as Complex Texts: Mediating Social, Cultural, and Linguistic Pathways for African American Learners** Tryphenia B. Peele-Eady, University of New Mexico

This paper presents an ethnographic analysis of church bulletins in the Black church context as rich and complex texts. Findings reveal the important potential of church-based texts for influencing how African American youth negotiate texts in other instructional and institutional settings. Implications for language and literacy instruction are also discussed.

**Creating Third Space: Volunteer Instructors' Spiritual and Critical Perspectives and Practices at Church-based ESL Programs in the American Bible-belt** Xia Chao, Duquesne University

This 4-year ethnographic study explores the interconnection between 15 volunteer Christian instructors' spiritual and critical beliefs and their pedagogical practices in two church-based ESL programs in a Southeastern US city. Influenced by Christian values, instructors created space for socialization, collaboration, inclusion and contestation.

**(Dis)location, (In)Validation & (Im)Possibilities: Examining the Spaces of Church-Sponsored ESL Programs in Canada from Student Perspectives** Carolyn Kristjansson, Trinity Western University

This study investigates church-sponsored ESL from the perspective of students in three Canadian programs drawing on discourse analysis of focus group data. Results show that participants understood language learning in relation to (dis)location and (in)validation along with changing (im)possibilities emerging from the network of relations in which learning was embedded.

**Religious Faith, Motivation, and Pedagogical Practices: A Case Study of Three Karen English Teachers in a Christian Seminary in Myanmar** Mary Wong, Azusa Pacific University

This presentation reports the findings from a four-month ethnographic study at a seminary in Yangon, Myanmar among three English teachers who are from the Karen ethnolinguistic minority group. It explores how faith, motivation, and

pedagogy interact, and how local teachers “feed back” the benefit of English to marginalized others.

Christian Mission or Trade? A Critical Ethnography of Missionary English Teaching in an EFL Neoliberal State Eun-Yong Kim, OISE/ Univ. of Toronto

This study explores why North Korean migrants, South Korean evangelicals, and English teaching are closely linked in neoliberal South Korea. It addresses the dialogue between Christian and critical researchers with an ethnography of power relations between the evangelicals and students, examining what interests are served in free English classrooms.

Session Organizers:

Huamei Han, Simon Fraser University

Carolyn Kristjansson, Trinity Western University

### **579. Research methods as practice. Current fieldwork strategies and methodological accountings**

Research Methods

Colloquium

8:00 to 11:00 am

Hilton Orlando: Lake Mizell A

Papers in this colloquium focus research methods as practice, exploring language learning and/or identity positions across virtual-IRL settings in research projects in the 21st century. Using different theoretical approaches the papers build upon original fieldwork and discuss methods, data-sets challenges, creative solutions, ethics and researcher networks. Contributors offer pedagogical implications.

Discussants:

Elana Shohamy, Tel Aviv University

Francis M. Hult, Lund University

Chair:

Sangeeta Bagga-Gupta, Orebro University

Participants:

You say “data”, I say “material”: Researchers as creators Elizabeth R Miller, University of North Carolina at Charlotte

This presentation explores the ethical, theoretical and methodological significance of Brinkman’s (2014) call for qualitative researchers to conceptualize research data as material.

Demonstrating the implications of this conceptual distinction, it explores the trajectory of the researcher’s co-production, selection, and “translation” (Briggs 2007) of extracts from interviews with adult immigrants.

Ethnography as fieldwork practice in and across physical-virtual spaces. Focusing current methodological practices Sangeeta Bagga-Gupta, Orebro University; Giulia Messina Dahlberg, University of Skövde, Sweden; Annaliina Gynne, Malardalen University, Sweden

This paper builds upon three multisite

ethnographic projects in/across geopolitical and virtual spaces. We discuss incongruences of research in terms of methodological challenges and possibilities when digital technologies shape both the objects of inquiry, fieldwork practices and the very doing of ethnography in educational research.

Tweeting like one talks. Approaching ‘talker identity’ on Twitter emically Peter Wikström, Karlstad University

This paper highlights methodological challenges involved in approaching the issue of online ‘orality’ from a novel emic perspective, based on material and analyses from an ongoing study of how users of Twitter construe the notion of ‘talk-like’ tweeting.

¡Hola señorita! Is that Spanish? Rethinking the representation of language(s) in multilingual data Jenny Rosen, Dalarna University

A central aim of the paper is to explore methodological and theoretical concerns when representing (trans)linguaging practices in a Swedish language learning classroom designed for adult immigrants, Swedish for immigrants (SFI). Using ethnographic classroom data, the analysis raises questions of legitimacy, authenticity and belonging in the language learning classroom.

Operationalising a range of theoretical and methodological approaches to researching language learners’ experience in online environments Regine Hampel, The Open University; Carlos Montoro, University of Guanajuato; Nick Austin; Helen Lee

This paper focuses on four approaches that are potentially well-suited for researching language learners’ experiences online: complex systems theory, activity theory, theory of multimodal communication, and geosemiotics. Each approach is introduced in the context of a research study, showcasing how it was operationalized and presenting challenges, findings, and pedagogical implications.

Session Organizer:

Sangeeta Bagga-Gupta, Orebro University

### **580. Storytelling in the Digital Age: New Challenges**

Sociolinguistics

Colloquium

8:00 to 11:00 am

Hilton Orlando: Lake Mizell B

Our panel explores the theoretical and methodological challenges that the growing presence of digital technologies/media poses to narrative analysis. Presenters investigate how participation is organized around storytelling mediated activities, what the roles of virtual audiences and storytellers are and how social media incorporate new storytelling genres.

Chairs:

Sabina Perrino, Binghamton University  
Anna De Fina, Georgetown University

Participants:

Performing Barzellette on YouTube: Digital Racialized Joke-Telling in Veneto, Northern Italy  
Sabina Perrino, Binghamton University  
This paper explores the interactional dynamics between YouTube joke-tellers and their commentators and how these digital short, humorous stories, or barzellette, in Northern Italy, can be reshaped and manipulated for different pragmatic ends. This study uncovers how some exclusionary dynamics are performed in digital joke-telling vis-à-vis immigrants in Northern Italy.

Narrative Identities in Parodies of Online Consumer Reviews  
Camilla Vasquez, University of South Florida  
This analysis of 100 parodies of Amazon reviews reveals a strong narrative orientation. Authors of parodies construct imagined identities that rely on “types” of people who rarely appear in legitimate reviews. Such fictional self-presentations—along with exaggeration and transgressive humor—function to set the stage for highly improbable narrative events.

From Dialectology to Internet-Based Accent Narratives  
Betsy Ruth Rymes, The University of Pennsylvania/GSE  
This paper illustrates how ordinary people use dialectologists’ surveys to create “accent challenge” YouTube narratives, in which one individual reads through a word list that reveals their regionally distinct accent. These performances illuminate the power of narrative as a medium to circulate language attitudes in Internet-based participatory culture.

Reflexivity and audience participation in social media storytelling  
Anna De Fina, Georgetown University  
In this paper, I analyze audience reactions to a story in the blog Gawker showing the significant role of reflexivity in social media. Analysis focuses on 366 comments posted in reaction to a story. I show that most comments do not focus on story content but on participants and activities.

Calibrating Narrating and Narrated events on Facebook: The case of a Franco-Portuguese online group  
Michele Koven, University of Illinois, Urbana-Champaign; Isabelle Simões Marques, Universidade Aberta & CLUNL, Portugal  
We treat narrative not only as discourse genre, but as an analytic perspective, from which to examine participants’ calibrations of narrating and narrated events across a range of contexts. We apply this perspective to two types of Facebook activities: 1. Prosocial advice-seeking and offering, 2. Conflict-seeking, co-narrations of inflammatory

situations.

Narrative genres in online interaction: The telling of accounts on Twitter  
Paige Arthur, Georgetown University

Narratives told online are shaped by the social media platform that determines conventions for storytelling, making certain genres more common than others. This study explores how users navigate the limitations imposed by the social media platform Twitter in order to produce narrative explanations, a genre atypical to this environment.

Session Organizers:

Sabina Perrino, Binghamton University  
Anna De Fina, Georgetown University

**581. An Examination of Informal Immersion Contexts with Adolescents: Self-Esteem, Self-Consciousness, Self-Assessment, & Oral Production**

Second and Foreign Language Pedagogy  
Paper

8:00 to 8:30 am

Hilton Orlando: Lake Nona A

In a study examining the relationships between self-esteem, self-consciousness, self-assessment, and oral production with 24 adolescents at a French immersion summer camp, findings yield a significant association with oral production and self-assessment. Self-esteem and self-consciousness demonstrated no significant results. Corresponding implications for curricular design and classroom will be discussed.

Non-Presenters:

Cindy Brantmeier, Washington University  
Mark Hogrebe, Washington University in St. Louis  
Michael Strube, Washington University in St. Louis

Presenter:

Haley Dolosic, Washington University in St. Louis

**582. Typology of Topic and Subject Prominence and L1 Transfer: A Study of Written Narratives in L2 Korean.**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

8:00 to 8:30 am

Hilton Orlando: Lake Nona B

This study investigates whether Topic-Prominence (TP) stage is a universal developmental stage or systematic typological transfer by analyzing TP features, such as zero anaphora and post-nominal topic marking, in L2 Korean (TP language) written narratives by L1 Chinese (TP) and L1 English (SP) learners, respectively.

Presenter:

EunHee Lee, University at Buffalo

**583. “It should be Pure”: Student Perspectives on Language Mixing in Academic Writing**

Sociolinguistics

Paper



8:00 to 8:30 am

Hilton Orlando: Lake Sheen B

In this presentation, I discuss 37 multilingual students' perceptions about language mixing in academic writing in a US context. Despite their pervasive use of language mixing informally, students think that mixing in high-stakes practices such as academic writing is unwanted and risky. Implications for academic writing pedagogies will be discussed.

Presenter:

Madhav Kafle, Penn State University

#### **584. Researching Written Task Complexity in Diverse Contexts**

AAAL Annual Conference

Invited Colloquium

8:00 to 11:00 am

Hilton Orlando: Orlando II

Discussants:

Andrea Révész, University College London, UK

Roger Gilabert, University of Barcelona

Participants:

The Psycholinguistic, Meaning-making Nature of Writing: Implications for TBLT Theorizing Rosa Manchon, University of Murcia, Spain

NA

Recovering the Educative Agenda of 'Tasks': Toward a Holistic Approach to Researching L2 Development Heidi Byrnes, Georgetown University

NA

Task and Genre Differences in L2 Writing Research Charlene Polio, Michigan State University; Hyung-Jo Yoon, Michigan State University

NA

Understanding the Interplay between Language and Task Complexity in Foreign Language Writing Marcela Ruiz-Funes, Georgia Southern University

NA

Intentional Reasoning and Modulating Effects of Individual Learner Factors on the Complexity of EFL Writers' Argumentative Text Lawrence Jun Zhang, University of Auckland, New Zealand; Muhammad Rahimi, University of Auckland, New Zealand

NA

Session Organizer:

Lawrence Jun Zhang, University of Auckland, New Zealand

#### **585. Applied Linguistics in the Courtroom**

AAAL Annual Conference

Invited Colloquium

8:00 to 11:00 am

Hilton Orlando: Orlando IV

Participants:

You Have the Right to Remain Silent, Do You Understand? Aneta Pavlenko, --

NA

Is the Defendant Faking a Lower English Proficiency? Margaret van Naerssen, Immaculata University

NA

Pragmatic Evidence in Cases Involving Second Dialect Speakers Diana Eades, University of New England, Australia

NA

Applying Linguistics in Court Cases Involving Speak-English-Only Rules in U.S. Workplaces Keith Walters, Portland State University

NA

Forensic Linguist versus Sociolinguist: A Battle Within William Eggington, Brigham Young University

NA

Session Organizers:

Aneta Pavlenko, --

Diana Eades, University of New England, Australia

#### **586. The breaking away from multilingual solitudes**

Educational Linguistics

Colloquium

8:00 to 11:00 am

Hilton Orlando: Orlando V

This colloquium will bring together scholars from different language education traditions, and from different societal contexts, to discuss ways in which the disruption of both monolingual and traditional bilingual approaches of language separation impacts language learning. Attention will be paid to translanguaging approaches for language majority and language minority learners.

Discussants:

Ofelia Garcia, Graduate Center, City University of New York

Durk Gorter, University of the Basque Country - IKERBASQUE

Participants:

Translanguaging in bilingual schools in Wales Bryn Jones, Bangor University

The presentation will include specific reference to the original definition of 'translanguaging' (trawsieithu) in Wales in the 1980s, where the input and output are deliberately in different languages. It will focus on translanguaging as bilingual pedagogy in one specific bilingual community-that of the Welsh-English community in Wales.

Translanguaging vs. multilingual solitudes in a trilingual school Jasone CENOZ, University of the Basque Country; Oihana LEONET, University of the Basque Country

This contribution reports a pedagogical intervention in a multilingual school where a minority language, a majority language and a foreign language are part of the curriculum. The intervention is based on translanguaging and aims at developing metalinguistic awareness across the

three languages.

Translanguaging in CLIL Angel Mei-yi Lin, The University of Hong Kong; Yuen Yi Lo, The University of Hong Kong

The role of translanguaging in facilitating content and language learning in CLIL will be discussed in conjunction with the notion of thematic patterns (Lemke, 1990) in content learning. The notions of spontaneous translanguaging and designed translanguaging will be introduced and illustrated with examples from CLIL lessons in Hong Kong

The Role of Translanguaging Pedagogies in Emergent Bilinguals' Co-construction of Positive Identities in a Dual Language Program Suzanne Garcia-Mateus, University of Texas- Austin; Deborah Palmer, University of Texas

This paper shares findings from a longitudinal study focusing on the use of Spanish and English between teachers and students in a two-way, dual language program in Texas. Findings point towards the importance of translanguaging pedagogies for the co-construction of positive academic and bilingual identities for emergent bilingual students.

Translanguaging for learning. How do children and teachers do it? Daniele MOORE, Simon Fraser University; Cécile Sabatier, Simon Fraser University

This contribution examines teachers and learners' representations of plurilingualism, and their use of different languages, images, sound, movement, and multiple scripts for literacy development and content learning. It analyses translanguaging practices around the use of multilingual books in elementary classrooms in French-language schools in multilingual and multicultural Vancouver, BC, Canada.

Deficit Perspectives: Developing Structures and Strategies for Simultaneous Emerging Bilinguals Kathy Escamilla, University of Colorado Boulder; Sandra A. Butvilofsky, University of Colorado, Boulder; Susan Hopewell, University of Colorado

Using the theoretical frameworks of translanguaging and holistic bilingual development, this presentation will describe the development of an instructional program over the course of the past decade. We will discuss program structures and instructional strategies designed to utilize translanguaging concepts and practices and our empirical findings in this project.

Session Organizers:

Jasone CENOZ, University of the Basque Country  
Ofelia Garcia, Graduate Center, City University of New York

### **587. Reconciling methodological demands and pedagogical applicability in SLA research**

Second Language Acquisition, Language Acquisition, and Attrition

Colloquium

8:00 to 11:00 am

Hilton Orlando: Orlando VI

This colloquium brings together researchers who are committed to research with implications for the classroom. They present research spanning four different methodologies (classroom observation, quasi-experimental research, laboratory experiments, and CALL research), leading to a discussion of their advantages and challenges in trying to do rigorous research with clear practical implications.

Discussants:

Diane Larsen-Freeman, University of Michigan  
Nina Spada, OISE University of Toronto

Participants:

Observing Language Related-Episodes in Intact Classrooms: Context Matters! Laura Collins, Concordia University; Joanna L. White, Concordia University

We examined the type, frequency, and resolution of incidental, learner-generated LREs in a 310,000-word corpus of school-aged EFL students during regularly scheduled oral interaction in pairs/small groups. The observation methodology permitted the identification of under-researched task types and pedagogical practices influencing the characteristics of the LREs.

A Quasi-experimental Study of Corrective Feedback and Metacognitive Instruction in Intact English L2 Classes Shawn Loewen, Michigan State University; Masatoshi Sato, Universidad Andres Bello

The current study, conducted in intact EFL classes, examines the effects of two types of corrective feedback, recasts and prompts, together with metacognitive instruction regarding the benefits of receiving corrective feedback. Results indicate effectiveness for both techniques, while the classroom context resulted in specific research challenges.

Examining the Advantage of Teaching About the L1 for L2 Grammar Learning with on- and Offline Measures Emma Marsden, University of York; Kevin McManus, University of York

We present an experimental investigation into the impact of L1 and L2 explicit instruction on the L2 learning of the French Imparfait by English speakers (n=69). Findings suggested that explicitly drawing attention to the L1 significantly benefitted on- and offline L2 knowledge, maintained after several weeks.

The Effects of Recasts Versus Prompts on Immediate Uptake and Learning of a Complex Target Structure Hossein Nassaji, University of Victoria

This study compares the effects of recasts versus

prompts on learning English relative clauses. The findings indicated an advantage for recasts over prompts. They also showed that these feedback types varied in their effects on uptake versus learning and also interacted differently with learners' levels of proficiency.

The Effects of Multiple Exposures to EI: Evidence from Two Types of Learning Problems and Practice Conditions Goretta Prieto Botana, University of Southern California

A study was conducted to assess the effects of (a) multiple vs. no exposure to explicit information (EI) when targeting (b) formal vs. semantic learning problems and (c) under task-essential (TE) and non-TE conditions. Results suggest EI is necessary under non-TE conditions and yields long-term gains with formal learnability problems.

CALL in ISLA: Promoting depth of processing of complex L2 Spanish prepositions Ronald Leow, Georgetown University; Luis Cerezo, American University; Allison Caras, Georgetown University  
Previous CALL studies have reported the promotion of depth of processing of complex grammatical forms and subsequent L2 grammatical development when compared to teacher-centered instruction. This study shifts the focus to a lexical one (Spanish 'por' and 'para' prepositions) in an effort to address the generalizability of these results.

Session Organizer:

Robert DeKeyser, University of Maryland

**588. Meaning-making and Lexicogrammatical Accuracy Relationships on Multilingual Engineering Design Teams**

Reading, Writing, and Literacy

Paper

8:00 to 8:30 am

Hilton Orlando: Turkey Lake

This paper uses two concepts, agility and efficacy to examine the relationship between meaning-making and lexicogrammatical accuracy in the language of multilingual first-year engineering design teams at a major Canadian university. Results indicate that accuracy rarely impedes comprehension and that meaning-making was critical for productive teamwork and learning.

Presenter:

Penny Kinnear, University of Toronto

**589. Investigating the Use of Linguistic Resources in Online Writing Assessment**

Assessment and Evaluation

Paper

8:35 to 9:05 am

Hilton Orlando: Clear Lake

This study investigated the use of linguistic resources (e.g., dictionary, spell check, etc.) in an online writing test

with two tasks—with and without linguistic resources. The quantitative and qualitative analyses of the test and participant survey provide implications of how linguistic resources could be included in second language assessments.

Presenter:

Saerhim Oh, Teachers College, Columbia University

**590. Spelling English Words: Contributions of Phonological, Morphological, and Orthographic Processing Skills of Turkish EFL Students**

Reading, Writing, and Literacy

Paper

8:35 to 9:05 am

Hilton Orlando: Conway Lake

The present study, based on a second-order structural equation model, investigated the concurrent influence of English phonological, morphological, and orthographic knowledge on Turkish 6th-8th graders' (N= 367) EFL spelling and it confirmed the multi-level metalinguistic skills work simultaneously by tapping into the linguistic repertoire construct that predicted EFL word spelling.

Presenter:

Melike Unal, Cornell University

**591. Academic service learning in foreign language program: a powerful yet neglected interactive opportunity**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Concord B

ASL programs remain an underutilized educational opportunity in L2 classrooms. We present the results of a national survey on ASL programs carried out at various US collegiate institutions. Programs implemented in French-language instruction are compared with those in other language programs. The integration of technology is discussed for remote programs.

Presenters:

Geraldine Blattner, Florida Atlantic University

Amanda Dalola, University of South Carolina

Stephanie Roulon, Portland State University

**592. Bilingual Pre-Service Teachers and Facilitators: Revoicing and Rehearsing Together**

Bilingual, Immersion, Heritage, and Minority Education

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Down A

Seven bilingual pre-service teachers and two facilitators conducted this Participatory Action Research semester-long study in the US Southwest. Using a Bakhtinian framework, we interpret the post-observation conference as a space where pre-service teachers and facilitators revoice and rehearse classroom interactions, thickening pre-service teachers' identities as successful teachers.

Presenters:

Dorothy Wall, University of Texas at Austin

Andrew Hurie, University of Texas at Austin

**593. Developments in Syntactic and Lexical Complexity in Second Language Writing from a Dynamic Systems Theory Perspective**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Down B

The study longitudinally tracked 15 Chinese EFL learners' syntactic and lexical complexity developments from a Dynamic Systems Theory perspective. Findings suggest that syntactic and lexical complexity measures sometimes achieve a dynamic equilibrium but sometimes compete for limited resources, and the dynamic interactions may depend on individual learners' developmental states.

Presenter:

Yongyan Zheng, Fudan University

**594. Gender, identity, and language socialization among Saudi female students in the U.S.**

Language, Culture, and Socialization

Paper

8:35 to 9:05 am

Hilton Orlando: Lake George A

This study explores two Saudi female students' language socialization process in the U.S. through six-month ethnographic case studies. The data illuminate how they were socialized to position themselves specifically toward other Saudi males, contesting gender-related biases. The results highlight how racialization and othering also come from within the community.

Presenter:

Juyoung Song, Murray State University

**595. Promoting Noticing in L2 Composition: Reformulation Strategy as a Feedback Technique**

Reading, Writing, and Literacy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake George B

This study examines the role of noticing in L2 writing and the efficacy of reformulation as a feedback technique to promote noticing. The findings suggest that reformulation promotes students' noticing of the gaps in their writing. Finally, the study suggests a framework for promoting noticing in L2 composition classroom.

Presenter:

Nawwaf A Alhazmi, Purdue University

**596. EFL Learners' Language Choice During Small Group Activities**

Analysis of Discourse and Interaction

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Hart A

This paper will show how intensive EFL students use code-switching in order to move from off-task to on-task

talk in small group activities. It will also show that the students are not merely getting back on-task but also solving interactional problems while doing so.

Presenter:

Julie Bouchard, Texas A&M University-Commerce

**597. A Sociocognitive and Sociocultural Model of Interventions for Literacy Instruction**

Reading, Writing, and Literacy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Hart B

Stemming from an ethnographic case study exploring the writing development of at-risk and typically developing grade 7 immersion students, a sociocognitive and sociocultural model of interventions for literacy instruction is proposed. This model consists of three domains, sociocultural, affective and cognitive, and represents a synthesis of the study's results.

Presenters:

Josee LeBouthillier, UNB-Second Language

Paula Lee Kristmanson, UNB-Second Language Research Institute

**598. Lesson Study in Higher Education: Mediating Language Teacher Conceptual Development Through Shared Inquiry**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Highland A

Situated within activity theory, this study reports on an inquiry group of LCTL instructors, their work modeled after both exploratory practice and lesson study. Findings focus on how elements of the cycle - such as interaction patterns and transcripts of group conversations - serve to mediate language teacher conceptual development.

Presenter:

Beth Dillard, University of Minnesota

**599. German through Transcultural Lenses: Fostering Symbolic Competence in the University Language Classroom**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Highland B

With communicative language teaching still the dominant model of language departments and textbooks, practical research such as fostering symbolic competence by developing tasks and empirically investigating classroom activities is urgently needed to demonstrate and investigate the processes and outcomes of teaching the multilingual subject.

Presenters:

Sara Ghaffarian, University of Waterloo

Barbara Schmenk, University of Waterloo

**600. Deep Learning through Role-Immersion Games: A Complexity Theory Perspective**

Second and Foreign Language Pedagogy

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Nona A

This study draws on complexity theory to analyze learner interactions during a role-immersion game in the foreign language classroom. Data reveal that as participants adapt to each other and their environment, this game-based ecology provides affordances for the exploration of diverse perspectives, critical analysis of culture, and co-construction of knowledge.

Presenter:

Sara R Finney, University of Alabama

**601. The influence of cross-linguistic transfer and context in L2 idiom acquisition**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Nona B

This study examines the effect of cross-linguistic transfer and context in L2 idiom acquisition with an experiment consisted of a pre-test, a computer-assisted instructional treatment, and a post-test. It claims that similarity between L1 and L2 idioms may be less advantageous when learners are taught idioms in a rich context.

Presenter:

Ebru Turker, Arizona State University

**602. Learner agency in out-of-class English learning practices in the Hong Kong higher education context**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Sheen A

The study seeks to profile 320 Hong Kong university learners of English in order to understand how their out-of-class agential acts of English learning and social structures interrelate. Regression analysis is used to infer the relationships among variables. This sociologically-oriented study sheds new light on agency in language learning practices.

Presenter:

Steven Yeung, The Chinese University of Hong Kong

**603. Student perspectives towards international English: Insights from an Ecuadorian EFL needs analysis**

Sociolinguistics

Paper

8:35 to 9:05 am

Hilton Orlando: Lake Sheen B

This presentation considers the results of an EFL program needs analysis, focusing on the attitudes of Ecuadorian university students towards international English and the role of English in their lives. Participants seem to view communication as primary over adherence to a specific native variety.

Presenters:

Stalyn Alejandro Avila, Universidad Yachay Tech

Jason Jon Litzenberg, Yascha Tech Universidad

**604. Come On, Jump Around!: Constructing Interactive Classroom Discourse in an Upper Level Undergraduate Engineering Classroom Using Active Learning Instruction**

Language and Technology

Paper

8:35 to 9:05 am

Hilton Orlando: Turkey Lake

This study found engineering students who received active learning instruction supplemented by multimodal instructional resources constructed interactive classroom discourse that engaged them in engineering lessons and improved their fluency of argumentation. Findings will be discussed regarding technology enhanced instruction, interactive classroom discourse, and the need to teach students argumentation.

Presenters:

Yonghee Lee, SUNY Buffalo

Kwangjong Park, University of New Mexico

**605. Process Research on Automated Writing Evaluation (AWE): What Do Learners Actually Do while Interacting with an AWE Tool?**

Assessment and Evaluation

Paper

9:10 to 9:40 am

Hilton Orlando: Clear Lake

We conducted a process-oriented study to explore the potential of an automated writing evaluation tool to create opportunities for learners to modify their interactions with the tool as a necessary condition for second language development by analyzing screen-capturing recordings (n = 47) of ESL learners' use of the AWE tool.

Presenters:

Aysel Saricaoglu, TED University

Evgeny Chukharev-Hudilainen, Iowa State University

Hui-Hsien Feng, Iowa State University

**606. Exploring Teacher Educator Identity through Creative Analytic Practices: An Autoethnography**

Language, Culture, and Socialization

Paper

9:10 to 9:40 am

Hilton Orlando: Conway Lake

This study explores my experiences as a novice teacher educator of a TESOL program in South Korea. As such, I seek to fill a gap in SLTE research which has focused on second/foreign language teachers rather than teacher educators, who also play an important role in shaping the TESOL field

Presenter:

Laura Eunae Park, Ewha Womans University

**607. What Factors Influence Learners' Collaboration in Writing Summaries via Google Docs and Text/Voice Chat?**

Language and Technology  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Concord A

This study investigated 12 adult ESL learners' synchronous collaborative summary writing via Google Docs and text/voice chat for a debate club to examine factors that facilitated and constrained participants' goal achievements in the collaborative writing tasks and the influence of individual's goals on group interaction patterns.

Presenter:

Hyeyoon Cho, OISE, University of Toronto

**608. In the Neighborhood: Conceptualizing Civic Identity in a Multilingual Context**

Language, Culture, and Socialization

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Concord B

This study describes the impact of an innovative service-learning program that employs intercultural conversation for developing civic dispositions and skills of university students. Using critical discourse analysis and conversation analytic methods, case studies illustrate the value and challenges of a service-learning experience integrated within a multilingual community of practice.

Presenter:

Jessie Curtis, Rutgers University Graduate School of Education

**609. "Pero es que nadie entiende eso aquí": Spanish Teacher Biography as Resource in Interviews about Their Heritage Learners' Difficult Knowledge**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Down A

This paper considers teacher orientations to students' "difficult knowledge" in heritage language education. An analysis of interviews with Spanish teachers in Canada demonstrates how teachers' identities, as constructed by drawing on personal and professional histories, become resources when accounting for the pedagogical inappropriateness or irrelevance of heritage learner family histories.

Presenter:

Ava Becker-Zayas, University of British Columbia

**610. Multilingual Resourcing and Third Space Identities: A Community of Practice Perspective**

Analysis of Discourse and Interaction

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Down B

This paper examines how Spanish-English multilinguals make use of multiple language resources associated with Communities of Practice (Lave & Wenger, 1991) to create third space styles. A Community of Practice

perspective allows a deeper understanding of the multiple processes that multilingual individuals use to index multiplicitous aspects of their identities.

Presenters:

Caroline Vickers, California State University, San Bernardino

Sharon K. Deckert, Indiana University of Pennsylvania  
Guadalupe Rincon, California State University, San Bernardino

Ryan Goble, University of Wisconsin-Madison

**611. How "lived emotional experience" (Perezhivanie) affected SLD and identity development for five Russian international graduate students in the U.S.**

Language, Culture, and Socialization  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake George A

Vygotsky considered Perezhivanie (lived emotional experience) a unit of analysis for understanding psychological development. This study examined on-going reflective processes concerning L2 and identity development for five Russian international students in the U.S. Findings reveal that perezhivanie transformed consciousness with regard to SLD and identity development both individually and collectively.

Presenters:

Alexandra Dema, University of Nevada, Las Vegas

Steven G. Mccafferty, University of Nevada, Las Vegas

**612. Teachers' Written Corrective Feedback and the Students' (Re)construction of Identities in ESL Writing Classes**

Reading, Writing, and Literacy

Paper

9:10 to 9:40 am

Hilton Orlando: Lake George B

Written corrective feedback practices and (re)construction of identities are socially situated. The interplay between ideology and resistance are brought by discourse practices of students, teachers, institutions, and the global community. Language learning and teaching challenge unequal power relations and are at the heart of social, cultural and political struggles.

Presenter:

Gina Lontoc, University of East Anglia

**613. Visualizing writing: ELLs' writing practices from online space to tests**

Language and Technology

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Hart A

This action research demonstrates a possible ELL instruction to link writing practices in online space to academic writing on paper. Practicing different forms of writing, breaking down writing process using an online tool, providing cooperative writing environment enhance

ELLs' learning and develop their confidence in overall English literacy.

Presenter:

Yoonhee Lee, Arizona State University

**614. Identity mediates and is mediated by L2 literacy practices: A study of indigenous students in Taiwan**

Reading, Writing, and Literacy

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Hart B

This study examines how L2 literacy practices mediate and are mediated by identity for EFL young beginners. The findings show that participants compromised their L1 selves by fully identifying with the content of mainstream values in the textbook, while other learners adopted more radical resistance toward the teacher's instructional method.

Presenter:

Yueh-Hung Tseng, National Dong Hwa University

**615. Contexts of English Language Teaching as Glocal Spaces**

Second and Foreign Language Pedagogy

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Highland A

This presentation suggests using the concept of glocalization to reconceptualize contexts of English language teaching (ELT) as processual social, cultural, historical, and political constructions rather than essentialized and static entities. It focuses on the interpenetration of global and local forces to capture the complexities involved in ELT policies and practices.

Presenter:

Bedrettin Yazan, University of Alabama, Tuscaloosa

**616. Encouraging Global Citizenship: Culturally Focused Pedagogies That Engage and Interest 21st Century Learners**

Second and Foreign Language Pedagogy

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Highland B

This presentation discusses how emotions generated by cultural projects relate to students' desires to continue studying Spanish. Data produced via Web 2.0 technology and reflective activities indicate that these collaborative projects encourage the exploration of diverse cultural perspectives and visualizations of the ideal L2 self (Dörnyei, 2010).

Presenter:

Claire Mitchell, University of Alabama

**617. Linguistic and Mathematical Resources for Communication: The Integrated Nature of Language and Content Learning in the Secondary Immersion Classroom**

Bilingual, Immersion, Heritage, and Minority Education  
Paper

9:10 to 9:40 am

Hilton Orlando: Lake Nona A

This presentation examines how high school French immersion students use and attend to language while engaging in collaborative mathematical problem solving in their second language. Discourse analysis of students' interactions revealed the interconnectedness of language-related episodes and mathematical communication. Implications and future directions of the study are discussed.

Presenters:

Karla Culligan, University of New Brunswick - Second Language Research Institute of Canada

Joseph Dicks, University of New Brunswick

**618. "I am a Researcher": Positioning as a Tool of Analysis to Examine Learner Agency in Second Language Socialization**

Language, Culture, and Socialization

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Sheen A

Using positioning as a method of analysis, this ethnographic study explores learner agency in second language socialization in a graduate-level research presentation class. Findings suggest agency emerged and was negotiated through positioning. Agency was exhibited through the legitimation of expertise in students' individual research fields and language and culture competence.

Presenter:

Yi-Ju Lai, University of Minnesota

**619. Dual-Process Models of the Mind: Implicit Attitudes in Language Learning**

Language and Cognition

Paper

9:10 to 9:40 am

Hilton Orlando: Lake Sheen B

This presentation introduces the concept of implicit attitudes and its relation to explicit attitudes within a dual-process approach to the mind. Results from 311 L2 learners reveal that L2 achievement was predicted positively by implicit attitudes toward L2 speakers and explicit attitudes toward the L2 course, and negatively by ethnocentrism.

Presenter:

Ali H. Al-Hoorie, Nottingham University

**620. A Linguistic Analysis of University-level Science Education in the Korean Context Through Classroom Observation and Interviews**

Educational Linguistics

Paper

9:10 to 9:40 am

Hilton Orlando: Turkey Lake

This study investigates classroom interaction in a STEM classroom at a Korean University using the Triangular Model of Analyzing Discourse Register and Language

Code developed by Maeng and Kim (2011), which draws from systemic functional linguistics as well as contextualized interviews with the professor of the course and enrolled students.

Presenter:

Seth Lawrence King, Penn State University

**621. Assessing written L2 lexical proficiency: The varying roles of word frequency, ngram frequency, and ngram association strength**

Assessment and Evaluation

Paper

9:55 to 10:25 am

Hilton Orlando: Clear Lake

This study investigates the efficacy of word frequency and range measures along with n-gram frequency, n-gram range, and n-gram association strength measures derived for the Corpus of Contemporary American English (COCA) in explaining human ratings of L2 lexical proficiency. The findings have important implications for SLA, assessment, and L2 pedagogy.

Presenters:

Kristopher Kyle, Georgia State University

Scott Crossley, Georgia State University

**622. Language Tests at the Gates of Academia: Student Narratives about English Language Proficiency Assessments**

Assessment and Evaluation

Paper

9:55 to 10:25 am

Hilton Orlando: Conway Lake

This narrative study describes the agency and resistance of international graduate students as they negotiated commercial, high-stakes English language proficiency tests to gain admission to one Canadian university. This interdisciplinary paper, which is grounded in Foucault and critical language testing scholarship, addresses questions of power, social justice, and consequential validity.

Presenters:

Shakina Rajendram, OISE/University of Toronto

Jeanne Sinclair, OISE/University of Toronto

Elizabeth Jean Larson, OISE/University of Toronto

Marie-Emilie Masson, OISE/UT

**623. Affordances for oral proficiency development in telecollaborative dialoguing**

Language and Technology

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Concord A

The paper investigates the nature of and potential for oral proficiency development in the context of a semester-long bilingual telecollaborative project. By using the Dynamic Systems Theory approach, it examines how, why, and to what extent L2 learners may capitalize on the available affordances for languaging during (tele)collaborative dialoguing.

Presenter:

Victoria Hasko, University of Georgia

**624. Reading in more than one language simultaneously: Towards an Interdependent Multilingual Literacy Model**

Reading, Writing, and Literacy

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Concord B

Research on simultaneous reading development in more than one language is in its infancy. I assess the efficacy of using integrated multilingual approach to enhance reading development in both English and Sepedi in South African elementary schools. The results provide a solid case for an interdependent multilingual literacy model.

Presenter:

Leketi Makalela, University of the Witwatersrand

**625. Managing Maternal Blaming in Mother-Adolescent Daughter Interaction: Discursive Strategies of Resistance and Acquiescence**

Analysis of Discourse and Interaction

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Down A

This study demonstrates how the cultural tendency of maternal blaming is accomplished in interaction between one mother and her adolescent daughter. While the mother resists the leveled blame at times, she acquiesces to it at others. The discursive management of maternal blame has different interactional outcomes for the mother-daughter pair.

Presenter:

Domenica (Donna) Luvera DelPrete, Teachers College, Columbia University

**626. Examining the contribution of working memory components - Phonological Memory and Central Executive- to Metasyntactic Ability among non native speakers.**

Language and Cognition

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Down B

This study investigated the respective contribution of working memory processes -phonological memory and central executive - to metasyntactic ability among 30 Lebanese and Syrian NNS, aged 8 to 9, enrolled in a French school. Results from multiple regressions show specific contribution of CE to MSA, and no contribution of PM.

Presenters:

Marie Nader, UQAM

Daphnee Simard, Universite du Quebec a Montreal

Veronique Fortier, Universite du Quebec a Montreal

Tatiana Molokopeeva, Université du Québec à Montréal

Montréal

**627. “They’re waiting for someone else to raise their hands”: Content Knowledge, Language Proficiency,**



**and Being-a-Good-Student in Sheltered English Immersion**

Educational Linguistics

Paper

9:55 to 10:25 am

Hilton Orlando: Lake George A

In a middle school ESOL mathematics class, ethnography and discourse analysis show that students' academic status depended on neither language proficiency nor content knowledge, but on their ability to discursively perform a "good student" social role. This observation leads to strategies through which sheltered-immersion pedagogy can support broader student participation.

Presenter:

Daniel Ginsberg, American Anthropological Association

**628. The L2 Motivational Self System, Giving up, and New Zealand Learners of Foreign Languages and Māori**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Lake George B

In New Zealand university contexts, an L2 motivational self system lens is employed in investigating the phenomena of giving up and motivation loss among learners of foreign languages and Māori. The paper also looks at the contextual applicability of the system and at motivational differences between different learner groups.

Presenter:

Maxwell Olsen

**629. Examinee Locus of Control in Second Language Listening Assessment Tasks**

Assessment and Evaluation

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Hart A

This study tests whether administrator-paced or self-paced listening comprehension tasks are a more valid measure of university ESL listening ability. Results indicated that the test items displayed significantly better Rasch model fit in self-paced conditions, and examinees' scores were significantly lower when they listened only once compared to other conditions.

Presenter:

Sarah Goodwin, Georgia State University

**630. Difference as "deficiency" to "asset": Collaborative research as a site of professional identity development in Second Language Writing research**

Reading, Writing, and Literacy

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Hart B

Presenters discuss how a research project prompted a process of socialization into new communities of practice

as a novice researcher and teacher educator of second language writing and explore how perceived areas of "deficiency" in their professional identities operated as "assets" in their socialization process.

Presenters:

Eunjeong Lee, Penn State University

Christina Ludwig, Penn State University

**631. Does comprehensive written corrective feedback (CWCF) really work?: Findings from a mixed method study**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Highland A

Using a mixed-method research design, this study investigated the effects of direct and indirect comprehensive WCF on students' grammatical and non-grammatical accuracy in the revision of the same piece of writing and also its transfer effects on new pieces of writing over time. It also explored students' perceptions of WCF.

Presenter:

Khaled Karim, United Arab Emirates University

**632. The processing of contextualized formulaic chunks and the morphological processing by intermediate Chinese L2**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Highland B

The formulaic chunks maintained their holistic processing advantage when embedded in sentences as when presented in isolation. In addition, the formulaic chunks demonstrated facilitatory effects on the sentence processing. Exceptionally cases showed that the key inner morphemes may affect the processing speed of the whole chunks.

Presenter:

Hang Zheng, University of Illinois at Urbana-Champaign

**633. The Predictive Effects of L1 and L2 Early Literacy Indicators on Reading in Immersion**

Bilingual, Immersion, Heritage, and Minority Education

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Nona A

This paper presents the findings of a study designed to identify within- and cross-language early literacy predictors of L2 reading achievement and report on their long-lasting predictive effects. Results provide additional information on the the extent to which they can be used to identify at risk L2 readers.

Presenter:

Renée Bourgoin, Universty of New Brunswick

**634. “I’m Gonna Stop You Here”: Managing Extended Student Tellings in Whole-Class Interaction**

Analysis of Discourse and Interaction

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Nona B

Using Conversation Analysis, this case study illuminates the coordinated use of verbal and non-verbal resources by an experienced teacher to accomplish the delicate work of ‘closing down’ extended student tellings during whole-class interaction in an adult English as a Second Language class. Findings may benefit novice instructors and teacher trainers.

Presenter:

Elizabeth Reddington, Teachers College, Columbia University

**635. Built-In Learner Participation Potential of Locally- and Globally-Designed ELT Materials in Iran**

Analysis of Discourse and Interaction

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Sheen A

We empirically measured a universal criterion for materials evaluation, i.e., learning opportunities, in a locally- and a globally-designed materials. Adopting the conceptual framework of sociocultural theory and utilizing the methodological power of conversation analysis, we identified the interactional contexts evolving from the materials and examined their distribution between the two.

Non-Presenter:

Seyed Mohammad Alavi, University of Tehran

Presenter:

Mostafa Pourhaji Rokni, University of Tehran

**636. Identity at Work: How a New Leader Constructed her Professional Identity during the First Eight Months of Leadership**

Sociolinguistics

Paper

9:55 to 10:25 am

Hilton Orlando: Lake Sheen B

This paper reports on an action research study investigating how a new leader constructed her professional identity by “doing” leadership through professional email communication during the first eight months of leadership. Findings reveal how her leadership discourse was also intended to construct and maintain positive workplace relationships and avoid conflicts.

Presenter:

Danielle Freitas, OISE University of Toronto

**637. Vocabulary Learning and Young English Language Learners (ELLs): Bridging to the First Language**

Bilingual, Immersion, Heritage, and Minority Education

Paper

9:55 to 10:25 am

Hilton Orlando: Turkey Lake

We utilized Bridging in vocabulary (Cobo-Lewis, Eilers, Pearson, & Umbel, 2002; Cummins, 1978) via e-books with young Spanish-speaking ELLs. Participants included kindergarteners and first graders from North Florida schools. Initial results suggest English vocabulary learning was enhanced, affirming interconnectedness between languages and the influential role of L1 during L2 learning.

Presenters:

Carla Wood, Florida State University  
gretchen sunderman, Florida State University  
Estrella Rodriguez, The Florida State University

**638. The Impact of Spellchecker Use during an English Writing Assessment: A Case Study**

Assessment and Evaluation

Paper

10:30 to 11:00 am

Hilton Orlando: Clear Lake

We administered two English writing tasks to 61 adult English learners in an experimental session, and examined the impact of their spellchecker use by reconstructing their writing processes through keystroke logs. The results show distinctive patterns of spellchecker use and writing progression including spelling correction behaviors.

Presenters:

Ikkyu Choi, Educational Testing Service  
Yeonsuk Cho, Educational Testing Service

**639. Students’ Responses to Feedback on Writing: Investigating the Role of Goal Orientations, Self-Efficacy, and Anxiety**

Assessment and Evaluation

Paper

10:30 to 11:00 am

Hilton Orlando: Conway Lake

This study examined how students perceived and used writing feedback, and how individual variables including goal orientation, self-efficacy, and learning anxiety mediated their responses. Regression analyses revealed that performance-goal orientation variables were negative predictors of feedback use. Cases studies are used to illustrate the complexities of students’ writing feedback use.

Presenter:

Maryam Wagner, Carleton University

**640. Teachers using digital technologies to create culturally and linguistically responsive learning experiences for Arab immigrant children**

Language, Culture, and Socialization

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Concord A

This case study examined two teachers’ use of digital technologies to support the biliteracy development of Arab immigrant children in the U.S. Findings suggest that digital technologies can play a key role in fostering additional language acquisition by providing virtual

spaces or “homes” (McLean, 2010) for biliteracy development.

Presenters:

Laila Al Salmi, CAS

Patrick Henry Smith, University of Illinois at Urbana-Champaign

**641. The importance of syntactic awareness in reading comprehension among English-Chinese biliteracy learners**

Reading, Writing, and Literacy

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Concord B

This study examined the roles of syntactic awareness and word knowledge in comprehending Chinese sentences among 2nd grade Chinese learners in an immersion setting. Results show that syntactic awareness, measured by an oral cloze task and a word order task, contributed to sentence comprehension above and beyond word knowledge.

Presenter:

Chan Lu, Loyola Marymount University

**642. Crying as a Child Resource for Re-negotiating a “Done Deal”**

Analysis of Discourse and Interaction

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Down A

This conversation analytic study demonstrates how crying is deftly deployed by a child to re-negotiate what has initially been pronounced a “done deal,” and in particular, how the quality of her crying as well as its starting and stopping is carefully calibrated to fit the ongoing negotiability of the event.

Presenters:

Hansun Zhang Waring, Teachers College, Columbia University

Di Yu, Teachers College, Columbia University

**643. Exploring the Relationship among L2-Listening Comprehension and the Component Parts of Working Memory**

Language and Cognition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Down B

L2 listening and the working memory system (WM) reportedly share only a moderate relationship. However, closer examination reveals the component parts of WM may predict listening comprehension differentially. This study uses latent-variable analysis to investigate relationships among L2-listening comprehension and WM storage and processing subsystems for 200 Japanese EFL learners.

Presenter:

Matthew Wallace

**644. SFL-informed Assessment Practices in Middle**

**School: Content-area Teachers Respond to Genre-based Rubrics**

Educational Linguistics

Paper

10:30 to 11:00 am

Hilton Orlando: Lake George A

The presenters report on how middle school science and history teachers responded to the introduction of an assessment component during a genre-based professional development initiative. They discuss how this addition aided teachers in developing their awareness of language as a dynamic resource in building disciplinary knowledge.

Presenters:

Nicole Siffrinn, University of Georgia

Ruth Harman, University of Georgia

Jiyoon Lee, University of Maryland, Baltimore County

**645. Motivation and multilingualism in Sweden: A re-examination of the ideal and ought-to L2 selves**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake George B

This study is an inquiry into the psychological aspects of self (ideal and ought) and their relationship to multilingualism in the Swedish university EFL context. Examining bilingual and multilingual students, differences in the motivational profiles were discovered. Distinct operationalizations of multilingualism (including PPLI) and the implications therein are discussed.

Presenters:

Amy S. Thompson, --

Liss Kerstin Sylven, University of Gothenburg

**646. Using classroom assessment to enhance first-year university students’ self-regulation**

Assessment and Evaluation

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Hart A

This study examines the interplay between classroom assessment and first-year undergraduates’ self-regulation in a curriculum innovation towards English for academic purpose in a Chinese university. It provides an evidence that classroom assessment is able to enhance student self-regulation through affecting their learning goals, strategies and self-efficacy.

Presenter:

Jiming Zhou, The University of Hong Kong

**647. Learning to read and write in early partial-immersion: Which language should we use?**

Reading, Writing, and Literacy

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Hart B

In this study we investigated which language should be used to teach pupils in immersion to read and write: the

mainstream language of education or the target language. Results showed that in this case the target language was best used, as it was a more transparent language on phoneme-grapheme level.

Presenters:

Jill Surmont, Vrije Universiteit Brussel

Kristiaan Veron, VUB

Esli Struys, Vrije Universiteit Brussel

**648. The Effects of the Timing of Corrective Feedback on the Acquisition of a New Linguistic Structure**  
Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Highland A

This study investigates the comparative effects of immediate and delayed corrective feedback in the learning of the English past passive. Immediate feedback showed larger effects than delayed feedback, but the feedback only aided the development of explicit L2 knowledge.

Presenters:

Wei Ren, Guangdong University of Foreign Studies

Shaofeng Li, University of Auckland

**649. Binomial Expressions: A Psycholinguistic Reality for both Native and Non-native Speakers of English?**  
Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Highland B

This study explores whether binomial expressions represent a psycholinguistic reality for native speakers (NSs) versus English language learners (ELLs), examining differences between preferred and non-preferred orders for twenty binomials on a preference task. Degree of entrenchment in memory will be examined using not only quantitative scores but also qualitative methods.

Presenters:

Theresa A Antes, University of Florida

Amanda Catron, University of Florida

**650. The Acquisition of Grammatical Gender by French as a Second Language Learners Enrolled in French Immersion**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Nona A

Taken together, gender assignment in French is acquired incompletely in school-age children. Consistent with cross-language transfer theories, gender-marking ability acquired in the L1 supports the acquisition of gender in an additional language. Some children may develop strategies, such as the masculine default, in order to

determine the gender of nouns.

Non-Presenter:

Xi Chen, Ontario Institute for Studies in Education

Presenter:

Klaudia Krenca, Ontario Institute for Studies in Education

**651. How Emergent Bilinguals Create Learning Opportunities during Classroom Interactions**  
Bilingual, Immersion, Heritage, and Minority Education

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Nona B

This study examines interactions between teachers and learners in dual immersion classrooms with Emergent Bilinguals. This particular study seeks to understand how Emergent Bilinguals use their linguistic and semiotic resources to create learning opportunities, and how these opportunities are hindered, particularly when teachers' pedagogical goals and learners' communicative goals clash.

Non-Presenter:

Jin Sook Lee, University of California, Santa Barbara

Presenter:

Hala Sun, UC Santa Barbara

**652. A contrastive corpus-based analysis of modality in Quebec's ESL textbooks**  
Corpus Linguistics

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Sheen A

Framed by a corpus-based approach, this paper offers a comparative investigation of the frequency and distribution of nine central modal verbs in two corpora: one of authentic native speaker language and a pedagogical one consisting of three series of ESL textbooks.

Presenters:

Fatma Bouhlal, University of Montreal

Marlise Horst, Concordia University

**653. The intercultural experience of multilingual professionals: A narrative study**  
Sociolinguistics

Paper

10:30 to 11:00 am

Hilton Orlando: Lake Sheen B

This paper reports on a narrative study which explores how multilingual professionals experience moving between their languages and cultures. The findings reveal how their understandings of themselves and others in intercultural encounters go beyond notions of competence and resources and involve a high degree of reflection and reflexivity.

Presenter:

Fiona O'Neill, University of South Australia

**654. Can the bilingual advantage in executive functioning disappear? A longitudinal study into**

**cognitive performance of bilingual children**

Language and Cognition

Paper

10:30 to 11:00 am

Hilton Orlando: Turkey Lake

We used a longitudinal design to track the development of executive functioning in bilingual and monolingual children. The monolingual group showed a higher decline in response rates over a 2-year period on a Simon-task than the bilinguals, but no group differences were found on either of the separate time points.

Non-Presenters:

Marie-Eve Joret, Vrije Universiteit Brussel

Lilith Van Biesen, Vrije Universiteit Brussel

Presenter:

Esli Struys, Vrije Universiteit Brussel

**655. Predicting Academic Performance in Graduate Education: Investigating the Contributions of English Proficiency and Written Syntactic Complexity for Non-Native English Speakers**

Assessment and Evaluation

Paper

11:25 to 11:55 am

Hilton Orlando: Clear Lake

This study utilizes statistical models for predicting NNSs' graduate school achievement, examining the contributions of overall language, writing proficiency, and syntactic complexity. Results reveal that while all variables independently predict GPA to varying degrees, syntactic complexity significantly increases the variance accounted for by the predictors to more than fifty percent.

Presenters:

Rae Mancilla, University of Pittsburgh

Nihat Polat, Duquesne University

Oktay Yagiz, Ataturk University

**656. The Development of L2 Reading Skills: A Case Study from an Eight-Week Intensive English Program Course**

Reading, Writing, and Literacy

Paper

11:25 to 11:55 am

Hilton Orlando: Conway Lake

This study explores the development of L2 reading skills during an eight-week session in an IEP. Data was collected from an intermediate-level class throughout the course to measure growth in a number of reading skills. Despite the short time frame, statistical analyses reveal significant changes. Implications for teaching are discussed.

Presenter:

Rachel Kraut, Rice University

**657. Investigating Learners' Perceptions of oral CMC in the Foreign Language Classroom**

Language and Technology

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Concord A

This study reports on a joint course whereby EFL learners residing in three different countries video-chat electronically for pedagogical purposes. Learners' affective constructs were assessed with a range of qualitative and quantitative instruments. Implications for the perceived efficacy and impact of OCMC in developing linguistic and sociocultural competence are discussed.

Presenters:

YeonJoo Jung, Georgia State University

YouJin Kim, Georgia State University

Hikyoungh Lee, Korea University

Robin Valerie Cathey, Georgia State University

Julie Shea Whiddon, Georgia State University

**658. Metalinguistic Awareness of EFL Student Writers: a Case of Multi-Word Units**

Reading, Writing, and Literacy

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Concord B

This study examines metalinguistic awareness of EFL student writers, with a specific focus on multi-word units, frequently co-occurring words. The study involved concurrent retrospective and introspective protocols in which ten freshmen at an English-medium university were asked to comment on their use of multi-word units in their academic writing.

Presenter:

Duygu Candarli, The University of Manchester

**659. Young Students Uses of Multimodal Statements in the Classroom and on the Playground: A Foucaultian Approach to Multimodal Discourse Analysis**

Analysis of Discourse and Interaction

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Down A

I present my case study of the discursive interactions of a group of children (age 4), exploring how they used multimodal statements, which I posit as a useful discursive unit for multimodal discourse analysis.

Presenter:

Jason Ranker, Portland State University

**660. Declarative and procedural memory as individual differences in incidental second language learning**

Language and Cognition

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Down B

We investigated relationships between declarative/procedural memory abilities and L2 syntax learning under incidental conditions. Only declarative memory correlated with learning in short-term, while procedural memory correlated with learning in long-term. The results suggest that relationships between declarative/procedural memory and L2 learning are not

limited to the intentional conditions used previously.

Presenters:

Hagan Whiteleather, Kent State University

Phillip Hamrick, Kent State University

**661. Computer-Assisted vs. Classroom Instruction on Developing Reference Tracking Skills in L2 Chinese**

Language and Technology

Paper

11:25 to 11:55 am

Hilton Orlando: Lake George A

A Computer-Assisted Language Learning (CALL) program was designed for teaching Chinese reference tracking skills. Learners were randomly assigned to a CALL group, a teacher-directed classroom instruction group, and a control group. The results show that the CALL group made significantly more gain than the classroom instruction group.

Presenter:

Liu Li, Ball State University

**662. Effect of Bullying on English Language Learners' L2 Motivation and Possible Selves in the Process of Constructing Language Learner Identities**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

11:25 to 11:55 am

Hilton Orlando: Lake George B

This study found that bullying is a factor affecting L2 motivation in SLA, and it contributes to the theory of selves through feared-self conceptualization as a new dimension to the theory. The results will be discussed regarding long-term effects, and implications will be provided for bullied ELs.

Presenter:

Hilal Peker, University of Central Florida

**663. Bilingual Benefits of Monolingual Writing Interventions? Supporting the Majority Language to Benefit the Heritage Language**

Bilingual, Immersion, Heritage, and Minority Education

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Hart A

Writing competencies have been shown to correlate in different languages. The present study examined a possible causal relationship by carrying out a majority-language writing intervention and examining the effects on text quality in both this language and the heritage language of bilingual students.

Presenters:

Anne Kathrin Wenk, University of Bremen

Nicole Marx, University of Bremen

**664. Impacts of Translanguaging and Dyadic Interaction on Second Language Learning through Collaborative Writing among Young ESL Learners**

Reading, Writing, and Literacy

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Hart B

The present study investigates the impacts of dyadic interaction and translanguaging on the process of collaborative writing and L2 language learning among young ESL learners by analyzing Language Related Episodes (LREs) and students' post-writing. The findings will be useful pedagogically for educators in and outside Asia.

Presenters:

Hari Jang, National Institute of Education, Nanyang Technological University

Yin Ling Cheung, Nanyang Technological University

**665. The Effectiveness of Different Quantities of Written Corrective Feedback Practice on the Accuracy of the Third Person Singular 'S' Structure**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Highland A

No research has investigated the effectiveness of differing amounts of written corrective (WCF) practice on the accuracy of the third person singular 's' structure in new pieces of writing. This quasi-experimental study found that the more the WCF practice the greater the effects in post-tests.

Presenters:

Martin J. Endley, United Arab Emirates University

David Jon Frear, Zayed University

**666. 'A Good Muslim? So you cannot Ignore the Opportunity for Da'wah': Faith and EFL Learners' Practices of Choice and Autonomy**

Language, Culture, and Socialization

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Highland B

This is an ethnographic case study aimed at understanding the struggle of two Saudi female EFL learners attempting to restructure their definition of permissible space for learning a foreign language in Islamic culture.

Presenter:

Hissah Alruwaili, Lancaster University

**667. Incorporating a frequency list of formulaic sequences into an EFL course: The effects of deliberate language-focused teaching**

Second and Foreign Language Pedagogy

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Lucerne

Language learners' ability to acquire formulaic language has been documented in previous research but infrequently in classroom conditions. This paper reports on the findings of a study carried out across a six-week EFL course, investigating the effectiveness of deliberate language-focused teaching of formulaic sequences in

sentence and non-sentence context conditions.

Presenters:

Duyen T. Le, University of Nottingham, UK

Michael Rodgers, University of Nottingham

**668. A Microethnographic Study of Classroom Language and Literacy Practices in a Secondary ELL Classroom**

Analysis of Discourse and Interaction

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Mizell A

Using the microethnographic analysis of classroom interactions and the application of social literacy theory to schooling, this study examines reading and writing in an ELL classroom as a discursive social practice. The purpose is to draw attention to the issues of access to literacy education in L2 classes.

Presenter:

Hyun Kyung Kim, Ohio State University

**669. Engaging Foreign Language Teacher Candidates in a Functional Linguistics Approach to Analyzing Language**

Second and Foreign Language Pedagogy

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Mizell B

We investigate how foreign language teacher candidates developed their ability to apply systemic functional linguistics as a discourse analysis tool and how they perceive its usefulness to inform their teaching and learning. Results revealed that students highlighted more linguistic features, connections to genre, and a deeper textual analysis over time.

Non-Presenter:

Francis John Troyan, The Ohio State University

Presenters:

Sabrina Sembiente, FAU

Christina Cavallaro, Florida Atlantic University

**670. Semantic Categories and Gender Assignment in Monolingual versus Spanish/English Determiner Phrases**

Sociolinguistics

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Nona A

Previous work has revealed that the assignment of English-origin nouns in bilingual speech are determined by factors such as biological gender. The examination of naturalistic speech data from Northern Belize reveals the deterministic effect of both linguistic and social factors. Importantly, the data supports the view that code-switching induces convergence.

Presenter:

Osmer Balam

**671. Client-initiated IREs in Social Work Interaction**

Analysis of Discourse and Interaction

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Nona B

The IRE has been identified as a basic interactional structure in the classroom, and student-initiated sequences highlight opportunities for student-centeredness. We examine client-initiated IREs in social work talk, showing how clients direct the trajectory of interaction and comment on caseworker response, flipping the traditional "script" of social work.

Presenters:

Maureen Matarese, BMCC, CUNY

Carol van Nijnatten, University of Utrecht

Christine Jacknick, Borough of Manhattan Community College, CUNY

**672. The L2 Performance of EFL Saudi Students during their Online Interactions with their Peers and Instructors**

Language and Technology

Paper

11:25 to 11:55 am

Hilton Orlando: Lake Sheen A

This paper looks at how well Saudi students perform their English when they exchange posts online with their peers and instructors. Although Saudi students had higher level of lexical density in their student-student online exchanges they produced lower level of linguistic accuracy as compared with their instructor-student online exchanges.

Presenter:

Ali Hussein Alamir, King Khalid University

**673. DSSA: On the (In)Commensurability of Sociocultural Theory and Dynamic Systems Theory**

AAAL Annual Conference

Special Session

11:25 to 12:30 pm

Hilton Orlando: Orlando II

The presentation will contrast and compare sociocultural theory with dynamic systems theory and will argue that these theories might share some superficial similarities but in fact they are largely incommensurable with regard to their research methods, how each uses history, dialectics, and what the driving force of development is.

Session Organizer:

James Lantolf, --

**674. Simulating study abroad with TalkAbroad™ videoconferencing technology**

Language and Technology

Paper

11:25 to 11:55 am

Hilton Orlando: Orlando IV

Can classroom foreign language learning which incorporates recurrent conversation with native speakers simulate study abroad? This study examines the language development of L2 learners engaging with native speakers via videoconferencing platform TalkAbroad™. Data were

examined using conversation analysis and systemic functional linguistic methods. Practical and methodological implications will be drawn

Presenters:

Marta Tecedor Cabrero, Texas Tech University  
Jesse Gleason, Southern Connecticut State University  
Raychel Marie Vasseur, The University of Iowa

**675. How Teachers Construct Task-Based Language Teaching (TBLT): The Reshaping of TBLT by Vietnamese and Malaysian EFL Teachers**

Second and Foreign Language Pedagogy

Paper

11:25 to 11:55 am

Hilton Orlando: Orlando V

This paper investigates the evolving perceptions and practices of TBLT by 35 experienced ESL/EFL teachers in Malaysia and Vietnam as they responded to tasks in officially mandated syllabuses and textbooks, and as they encountered applied linguistics perspectives on task-based teaching in professional development (PD) courses.

Non-Presenter:

Trang Bui, Victoria University of Wellington

Presenters:

Jonathan Mark Newton, Victoria University of Wellington  
Norhayu Binti Norany, Universiti Sains Malaysia

**676. Identity, Emotion and Language Teacher Professional Development: A Case Study of the Impacts of Action Research**

Second and Foreign Language Pedagogy

Paper

11:25 to 11:55 am

Hilton Orlando: Orlando VI

This presentation outlines a case study exploring the complex process of professional development and identity transformation following language teachers' participation in action research. Drawing on Vygotskian sociocultural theory to analyse in-depth interviews, the study showed that emotions and emotional-contextual tensions played an important role in the process of teacher development.

Presenters:

Emily Edwards, UNSW  
Anne Burns, University of NSW, Sydney

**677. "Being a bhadramahila: An ethnography of everyday lives of Bengali cultured women"**

Language, Culture, and Socialization

Paper

11:25 to 11:55 am

Hilton Orlando: Turkey Lake

The paper addresses the different ways a Bengali woman is socialized into being a bhadramahila. It investigates the different culturally legitimized roles assigned to men and women in domestic spheres, and how the ideologies in our daily social life add meaning in the way we "do", "enact," and "convey" ourselves.

Presenter:

Anindita Chatterjee, Jawaharlal Nehru University

**678. Predictive modeling of placement results in an English Writing Placement Test: A data mining approach**

Assessment and Evaluation

Paper

12:00 to 12:30 pm

Hilton Orlando: Clear Lake

The purpose of the study was to develop a predictive model of placement results in an English Writing Placement Test. This study revealed 14 significant predictors of the placement levels. Furthermore, a tree-based classifier built on principal component scores had great accuracy in predicting the lowest level.

Presenter:

Ngan Hoa Vu, Iowa State University

**679. Deconstructing Text to Construct Meaning: Advanced Second Language Learners in a Reading Course**

Reading, Writing, and Literacy

Paper

12:00 to 12:30 pm

Hilton Orlando: Conway Lake

This study explores the role of extensive engagement in meaningful interactions in English language learners' efforts to deconstruct challenging texts for the purpose of constructing meaning. Informed by a sociocognitive approach to language learning, this study involved Russian and Chinese students who drew on cognitive, metacognitive, and socio-affective strategies.

Presenter:

Natalya Watson, Northeastern University of Boston  
MA

**680. Internet-based Videoconferencing in a Cross-cultural Project**

Language and Technology

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Concord A

This study explores the Internet-based videoconferencing communication in a cross-cultural telecollaboration project. The analyses show that both groups of students exhibited meaningful changes in their cross-cultural awareness and intercultural understanding over time. Promises and challenges of integrating videoconferencing tools into L2 classrooms are discussed.

Presenters:

Kara Reed, University of Arizona  
Hsin-I Chen, National Kaohsiung University of Applied Sciences

**681. Writing Task Awareness and the Impact on Problem-Solving Behavior during Reading and Writing**

Reading, Writing, and Literacy

Paper

12:00 to 12:30 pm



Hilton Orlando: Lake Concord B

This line of investigation challenges outcome oriented research and the simplistic view that tasks can be externally manipulated. The current study sought to reconceptualize task complexity by providing a learner-internal perspective on task interpretation, goal setting and problem-solving behavior.

Presenter:

Susanne Rott, University of Illinois at Chicago

**682. Miss "XieXie" Goes to PreK and Joy "Speaks"**

**Nepali: A repertoire approach to preschoolers' use and meta-use of multiple codes**

Language, Culture, and Socialization

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Down A

This presentation illuminates children's sense-making around linguistic diversity and encounters with new languages. Analysis of video data foregrounds children's multilingual—and multimodal—repertoires-in-the-making and their use of metacommentary, or talk-about-talk. We find children using developing repertoires to introduce flexibility into stable classroom systems, eliciting varied metacommentary from peers and adults.

Presenters:

Katie Bernstein, Arizona State University

Erin Kearney, University at Buffalo

**683. Playing with Fire: Effects of Hot Cognition on L2 Acquisition and Working Memory**

Language and Cognition

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Down B

Using neutral and negative film clips as stimuli, the researchers examine the link between emotion, vocabulary learning, and working memory. Participants' skin conductance, heart rates, and subjective emotional states are measured to assess affective impacts. Results will contribute to understanding the effects of emotion on cognition and L2 acquisition.

Presenters:

Zachary Miller, Michigan State University

Jessica Fox, Michigan State University

**684. Digital Socialization While Studying Abroad: Chinese Language Development on WeChat**

Language and Technology

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake George A

This paper reports on a qualitative research study investigating seven college students' Chinese language learning when engaging in WeChat-based communication during a study abroad program. The researcher will share insights into how digital communication impacts Chinese language learners' language development and offer pedagogical suggestions for foreign and second language

instruction.

Presenter:

Li Jin, DePaul University

**685. L2 Self-regulatory Functions: A new motivational perspective on how learners pursue their L2 goals**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake George B

In this study, a new theory of L2 motivation—L2 Self-regulatory Functions—was proposed and tested in two independent studies. The results showed that L2 assessment and L2 locomotion, as the two major components of the theory, were related to distinct motivational emphases and emotional experiences.

Non-Presenter:

Somayeh Tahmouresi, Azad university of Takestan

Presenter:

Yasser Teimouri, Georgetown University

**686. The motivation and learning outcomes of heritage learners as compared to second language learners in a university-level composition course**

Bilingual, Immersion, Heritage, and Minority Education

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Hart A

In the present study, the L2 writing (journal responses, essays) and motivation (intrinsic/extrinsic) of Spanish heritage learners (HLs) and second language learners (SLLs) are compared in a U.S. university-level Spanish composition course. Based on the results, suggestions are made for L2 writing pedagogy for HLs and SLLs in one classroom.

Presenter:

Aroline Seibert Hanson, Arcadia University

**687. Task Complexity and the Use of Reformulation and Model Text in Writing**

Reading, Writing, and Literacy

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Hart B

This study explores the effect of task complexity on the relative advantage of two types of feedback, reformulation and a model text, in a writing process. It was found that the contribution of reformulation and a model text to revision process varied based on the complexity level of the task.

Presenters:

Seongyong Lee, State University of New York at Buffalo

Hohsung Choe, Hankuk University of Foreign Studies

**688. The Effectiveness of Written Corrective Feedback on Explicit and Implicit Grammatical Knowledge of EFL University-level learners**

Second Language Acquisition, Language Acquisition, and

Attrition

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Highland A

This study examined what role there is for written corrective feedback in learners' development of explicit and implicit grammatical knowledge in an EFL context. It employed a mixed-methods approach incorporating quasi-experimental design and comparison group analysis. This paper presents the key findings and possible implications of the study.

Presenter:

Tiefu Zhang, The University of Sydney, Australia

**689. Code-switching, Optimality, and Rationality**

Sociolinguistics

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Highland B

This paper presents data from Azeri-Farsi-English multilingual language use that is theoretically recalcitrant to formal (Optimality-analytic) accounts of code-switching (cf. Bhatt & Bolonyai, 2011) and argues that incorporation of Rationalization (cf. Elster, 1994) into the theoretical architecture of OT-models would help them have a more straightforward account of CS data.

Presenter:

Farzad Karimzad, University of Illinois at Urbana-Champaign

**690. Investigating L1 Influence on L2 Collocation Processing among Chinese EFL Learners: A Mixed Methods Approach**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Lucerne

Relying on a mixed methods approach, this study investigates L1 influence on L2 collocation processing among Chinese EFL learners with different levels of English proficiency. The data from the study is believed to facilitate current understanding of the seemingly complex mechanism of L2 lexicon acquisition.

Non-Presenter:

Zhengdong Gan, Faculty of Education, University of Macau

Presenter:

CHEN Ding, University of Macau

**691. Unnatural Conversations: Using Discussion-based Protocols for Reflecting and Acting on ELL Student Literacy Data**

Analysis of Discourse and Interaction

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Mizell A

We report research on a two-year literacy coaching program for teachers of ELLs in an urban district.

Protocols were employed to structure discussions.

Videotapes of meetings of participants and coaches were analyzed for the effects of the protocols on communication and indications of participants' emotion and engagement with peers' comments.

Presenter:

Ellen Rintell, Salem State University

**692. From Monolithic Accuracy to Plurilithic Usage: Reconceptualizing Grammar for English Teacher Education**

Second and Foreign Language Pedagogy

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Mizell B

In 'accuracy'-based approaches to grammar, the teaching/testing of monolithic norms perpetuates deficit models. Teachers could make more informed decisions about grammar if they had access to 'plurilithic' ontologies informed by ELF and usage-based SLA. Data from teacher interviews and a usage corpus from a successful user, post-instruction, support the argument.

Presenter:

Christopher J Hall, York St John University

**693. The Interpretability Hypothesis: Learner sensitivity to gendered pronouns in English**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Nona A

This study is focused on the interpretable gender feature on English pronouns. A self-paced reading task was used to investigate whether learners whose L1 does not mark gender on third person pronouns (Turkish) show sensitivity to ungrammaticalities similarly to native speakers and learners whose L1 (Spanish) marks for gender do.

Presenter:

Jeffrey Scott Maloney, Michigan State University

**694. The Physical Environment as a Resource for Epistemic Transformation in Interactions between Art Museum Guides & Visitors Diagnosed with Dementia**

Analysis of Discourse and Interaction

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Nona B

This research investigates epistemic transformations in museum visitors' references to artwork in interactions between museum guides and visitors diagnosed with dementia. Our findings suggest that the concreteness of objects in the physical environment facilitates language production and art interpretation, and contributes to an understanding of epistemics, discursive practice, and dementia.

Presenters:

Adrienne Isaac, Georgetown University

Heidi Hamilton, Georgetown University

**695. Crowdsourcing new communities of discourse: analysing human-computer interaction in different contexts**

Language and Technology

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Sheen A

Our lives our becoming increasingly digital and our interactions with computers more frequent. This paper discusses a new approach of analysing these interactions in their natural settings. Specifically, it discusses a corpus approach using a mobile app as the means of gathering data and the various challenges surrounding it.

Non-Presenters:

Leigh Clark, University of Nottingham

Svenja Adolphs, University of Nottingham

Presenters:

Dawn Knight, Newcastle University

Abdulmalik Ofemile, University of Nottingham

**696. From Evie to Silly Putty: Negotiating the Various Learning Spaces of a Grade Six Technology-Enhanced Classroom**

Language and Technology

Paper

12:00 to 12:30 pm

Hilton Orlando: Lake Sheen B

This paper presents the findings of an ethnographic case study of elementary ELL students' literacy practices in a technology-enhanced classroom. This classroom provides innovative opportunities for ELLs to engage in multiple literacies across various learning spaces. Implications are drawn for research and teaching.

Presenter:

Melanie M Wong, University of British Columbia

**697. Does Providing Explicit Instruction Enhance the Effects of Corrective Feedback on Learning in Task-Based Language Teaching?**

Second and Foreign Language Pedagogy

Paper

12:00 to 12:30 pm

Hilton Orlando: Orlando V

This study investigates the role of explicit instruction (EI) in enhancing the effects of corrective feedback (CF) in the learning of a new grammatical feature. It was found that EI combined with CF was more effective than EI or CF alone, especially for learners who were developmentally more ready.

Presenters:

Shaofeng Li, University of Auckland

Rod Ellis, University of Auckland

**698. The Role of Emotions in Language Teacher Development**

Second and Foreign Language Pedagogy

Paper

12:00 to 12:30 pm

Hilton Orlando: Orlando VI

To trace how emotions impact teacher development, we analyzed one teacher's narrative (Barkhuizen, 2013) in detail for content and context in relation to class observations and video recordings. Our analysis of the participant's journey was guided by Deleuze and Guattari's (1987) theory of affect, which emphasizes the notion of becoming.

Presenters:

Dominik Wolff, West Chester University

Peter De Costa, Michigan State University

**699. Hospitable Vocabulary? A Critical Discourse Analysis of Phrasebooks**

Text Analysis (Written Discourse)

Paper

12:00 to 12:30 pm

Hilton Orlando: Turkey Lake

This paper provides a Critical Discourse Analysis (CDA) of a very specific aspect of host-guest pedagogic materials: the vocabulary presented in three phrasebooks on Indian languages published by Lonely Planet. Questioning the true intent of such phrasebooks, this presentation argues that 'hospitality' serves as a means to exoticization.

Presenter:

Richard Hallett, Northeastern Illinois University

**700. An Introduction to Academic Book Publishing**

AAAL Annual Conference

Special Session

12:45 to 1:55 pm

Hilton Orlando: Orlando IV

Session Organizers:

Tommi Grover, Multilingual Matters

Anna Roderick, Multilingual Matters

**701. Applying for and Nominating Colleagues for AAAL Awards**

AAAL Annual Conference

Special Session

12:45 to 1:55 pm

Hilton Orlando: Orlando V

Session Organizer:

Jeff Connor-Linton, Georgetown University

**702. An Introduction to Writing in Academic Journals: How to Get Published**

AAAL Annual Conference

Special Session

12:45 to 1:55 pm

Hilton Orlando: Orlando VI

Session Organizer:

Christopher Tancock, Elsevier

**703. Using Generalizability Theory to Examine the Scoring Reliability, Validity and Fairness of a Large-scale Standardized EFL Writing Assessment in China**

Assessment and Evaluation

Paper

2:00 to 2:30 pm

Hilton Orlando: Clear Lake

Reliability, validity, and fairness are the three major indicators of quality of an assessment. Assessments have to be reliable and valid in order to be fair. Using generalizability theory as a theoretical framework, this study addresses reliability, validity, and fairness issues in a large-scale standardized EFL writing assessment in China.

Presenters:

Yingliang Liu, Wuhan University of Technology  
Jinyan Huang, Hunan University

**704. Oral Proficiency as a Predictor of Teaching Competence: Can TOEFL iBT Speaking and Listening Scores Predict Student Evaluations?**

Assessment and Evaluation

Paper

2:00 to 2:30 pm

Hilton Orlando: Conway Lake

This study examined the use of TOEFL iBT Speaking and Listening for ITA placement purposes. Using regression analyses, the results indicated that iBT Speaking scores were not a good predictor of teaching competence, while iBT Listening scores were a significant predictor of ITA teaching competence.

Presenter:

Elvis Wagner, Temple University

**705. The Development of Regional Features by L2 Learners of Spanish in Argentina: The Case of Vos**  
Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Concord A

Previous research regarding Spanish L2 development of dialectal features in immersion contexts does not address vos production. This study investigates L2 use of vos during a sojourn in Argentina and examines the relationship among vos production, length of stay, native speaker contact, and attitudes towards the target language and culture.

Presenters:

Becky Pozzi, UC Davis  
Muriel Gallego, Ohio University

**706. "Dear OWL Mail": Exploring Writers' Online Inquiries about Writing**

Reading, Writing, and Literacy

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Concord B

Purdue's OWL Mail email system serves thousands of writers every year. This presentation reports the empirical findings on the types of inquiries submitted by writers over four years, identifying 60 question types and their frequency. The implications of these results for writing center tutor training will also be discussed.

Presenter:

Cristyn Elder, University of New Mexico

**707. Academic Language Development in the Mathematics Classroom**

Educational Linguistics

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Down A

This research aims to examine how mathematics realized through a multi-semiotic system is instantiated in the elementary school. The study involves an SFL-based analysis of classroom talk and written artifacts to see the interplay between spoken discourse and written discourse oriented towards academic language development for ELLs.

Presenter:

Hyunsook Shin, University of Massachusetts Amherst

**708. Transcultural Hashtags: A Sociolinguistic Analysis of Trending Topics in Digital Spaces**

Sociolinguistics

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Down B

With the emergence of digital communication technologies, language that is at one time constrained to a particular location transcends its original space and is recontextualized across the globe. The presenter explores the transcultural flow of Twitter hashtags, looking at mediated depictions of #Ferguson to illustrate this dynamic and complex movement.

Presenter:

Tyler Glodjo

**709. An argument-based evaluation of blended learning in a university-level English language program**

Assessment and Evaluation

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake George A

Despite the widespread adoption of blended learning approaches in language classrooms, evaluation of blended learning in the context of modern language programs remains largely neglected. This case study adopted an argument-based framework to conduct a program-wide evaluation of factors affecting sustainability of blended learning in a university-level English language program.

Presenters:

Ruslan Suvorov, University of Hawaii at Manoa  
Paul Gruba, University of Melbourne

**710. Haitian Immigrant Students' First Language Use When Writing in a U.S. College Composition Course**

Reading, Writing, and Literacy

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake George B

To what extent do multilingual students view their first language as a resource when composing in a college

writing course? What forces shape their views of their first language? This talk presents qualitative interview data concerning the writing experiences of multilingual Haitian students enrolled in a U.S. college composition course.

Presenter:

Lindsay Vecchio, Valencia College

#### **711. Working memory, Awareness, and the Development of Implicit and Explicit Knowledge**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Hart A

This experiment examined the role of working memory capacity on the development of implicit and explicit knowledge of an artificial L2 case-marking system. Participants were exposed to the target structures via a self-paced reading task. The results indicate a significant relationship between awareness, working memory capacity and explicit knowledge.

Presenter:

John Rogers, Qatar University

#### **712. The Interplay between Working Memory Capacity and Type of Corrective Feedback in Production of Modified Output and L2 Development**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Highland A

This study examined if there is a relationship between working memory capacity (WMC) and production of modified output (MO) following unmarked elicitation as a type of corrective feedback. Results of regression analysis indicated that WMC explains significantly individual differences in benefiting from unmarked elicitation and producing MO.

Presenter:

Mohammadtaghi Shahnazari, the University of Isfahan

#### **713. Age, FL Proficiency, and Familiarity with Reading L1 and FL Subtitles. An Eye-Tracking Study**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Highland B

The present study uses eye-tracking to explore the extent to which learners' behaviour when reading subtitles may be influenced by age (primary school vs. older learners), FL proficiency, and familiarity with subtitles, as well as by the on-screen language: L1 (Spanish) or FL (English).

Presenter:

Carmen Muñoz, University of Barcelona

#### **714. Participatory Research and Performativity in Applied Linguistics: Youth, Meaning Making, and**

### **Multimodality**

Research Methods

Colloquium

2:00 to 3:40 pm

Hilton Orlando: Lake Lucerne

This colloquium aims to advance understanding of how children and youth develop dynamic linguistic repertoires and to contribute to the expansion of methodological approaches for researching with children and youth. Three different collaborative, participatory studies in the US, Canada, France and Mexico illustrate the connectivity between language, community, and identity.

Discussant:

Margaret Hawkins, University of Wisconsin at Madison

Chair:

Anne Pfister, University of North Florida

Participants:

Escalando al Futuro/Climbing to the Future – Using Photovoice with Deaf Youth to Explore Language and Identity Anne Pfister, University of North Florida

This paper highlights photovoice as a collaborative method for involving youth in ethnographic analysis and representation. Data reveal the importance of communities of practice and signed language in deaf youth language socialization. This paper explores the utility of photovoice for involving participants in multiple stages of the research process.

Children's Representations of Plurilingualism:

Reflecting on Creative Multimodal Approaches for Engaging Children as Co-ethnographers of their Plurilingual Lives Gail Lori Prasad, UW-Madison  
This paper discusses how students from Canada and France engaged as co-ethnographers of their plurilingual lives using creative multimodal methods. I analyze students' photography, drawings, self-portraits, and collages as representational artifacts that showcase their plurilingualism. I conclude by considering the affordances of creative methods in applied linguistics research.

Acting up and Acting out: Drama-based Learning, Participatory Methods and Adolescent English Learners Anneliese Cannon, University of Wisconsin-Madison

In this presentation, I discuss how the combined study of drama and use of participatory research methods enhance our understanding of adolescent EL's experiences and perceptions of their schooling. I argue that these perspectives are critical for designing a more inclusive research agenda and improving teaching and learning for ELs.

Session Organizer:

Anneliese Cannon, University of Wisconsin-Madison

### **715. Disciplinary Literacy in Engineering**

Reading, Writing, and Literacy  
Colloquium

2:00 to 3:40 pm

Hilton Orlando: Lake Mizell A

This colloquium offers three studies focused on the cognitive, social, and semiotic practices pertinent to the discipline of engineering. Three papers will invite discussion to advance understanding of disciplinary literacy instructional connections across the elementary, secondary, and tertiary levels.

Discussant:

Zhihui Fang, University of Florida

Chair:

Patricia C Paugh, University of Massachusetts Boston

Participants:

An Exploratory Study of the Social, Semiotic, and Cognitive Practices of an Expert Engineer Suzanne Chapman, University of Florida; Caitie Galligane, University of Florida; Zhihui Fang, University of Florida

This research examines the valued social, semiotic, and cognitive practices utilized by an expert engineer. Analysis revealed that the expert utilized a number of cognitive heuristics, valued a variety of textual genres that included graphical and mathematical information, and assumed a number of social roles.

L2 Engineers' Perception of Writing Needs and Demands in the Workplace Juan Du, University of Florida; Danling Fu, University of Florida

This study investigates L2 engineers' writing needs and demands in the workplace for fifteen Chinese engineers who attended schools in the U.S. before working in high-tech companies. Analysis identified three areas of writing needs that these engineers found particularly challenging: writing with clarity, writing for problem-solving, and making collaborative argumentations.

Elementary Engineers and the Language of Design

Patricia C Paugh, University of Massachusetts Boston; Kristen Wendell, University of Massachusetts Boston; Christopher Wright, University of Tennessee Knoxville

Elementary students' linguistic choices were examined as they worked in teams on the reflective decision making (RDM) necessary for meeting engineering design challenges. The analysis evidenced a "design genre" i.e. a staged, goal-oriented, social process that involves presenting a proposal, offering critique, and achieving resolution on a design solution.

Session Organizer:

Patricia C Paugh, University of Massachusetts Boston

### **716. Exploring the Impact of the Common Core on**

### **Literacy Instruction for English Language Learners**

Reading, Writing, and Literacy  
Colloquium

2:00 to 3:40 pm

Hilton Orlando: Lake Mizell B

The Common Core State Standards (CCSS) have been critiqued for failing to fully consider ELLs as well as for promoting a reductive approach to literacy instruction. The presenters on this colloquium explore how the CCSS is impacting literacy instruction for ELLs in K-12 schools around the United States.

Participants:

Common Practice and the Common Core State Standards: Implications for Teaching Writing in Multilingual Classrooms Jill V Jeffery, Brooklyn College--CUNY

The presenter will share a review of research on U.S. secondary school writing instruction. The review compared CCSS expectations for writing instruction; empirical research regarding best practices; and research regarding typical instruction. This review provides a framework for understanding instructional shifts needed to teach writing in multilingual classrooms.

The Common Core Assessments and Literacy Instruction for English Language Learners Pisarn Bee Chamcharatsri, University of New Mexico; Todd Ruecker, University of New Mexico

Drawing from a multi-year study of teacher perceptions of the CCSS implementation at a linguistically diverse school in the Southwestern U.S., this paper will focus on the way the Common Core-aligned assessments are impacting writing instruction for ELLs.

Writing to the Common Core: Preparing Teachers to Differentiate Writing Instruction for U.S.

Elementary School English Language Learners Kristen Campbell Wilcox, University at Albany

This presentation will share results from a multiple case study of "odds-beating" and "typically performing" elementary schools that investigated how Common Core writing standards are influencing instruction in the U.S. The study offers considerations regarding teacher supports for differentiating instruction for English learners in multilingual CCSS classrooms.

Session Organizer:

Todd Ruecker, University of New Mexico

### **717. Re-thinking pragmatism in international teaching assistant preparation and policy: An analysis of ideology in student representations of ITAs**

Educational Linguistics

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Nona A

Complaints about international teaching assistants (ITAs)

have long been an impetus for policies regulating ITAs' Englishes. Drawing on data from focus groups, I explore how students' complaints are indicative of ideologies about students' and instructors' classroom communication roles. I conclude with implications for policy approaches aimed at improving ITA-student communication.

Presenter:

Nicholas Subtirelu, Georgia State University

**718. Group Interaction Strategy Training and Improved Small-group Oral Interaction in EFL Classrooms**

Second and Foreign Language Pedagogy

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Nona B

This study focus on the effect of group interaction strategy training on the quality of group interaction as EFL students took part in topic-based discussion tasks. Pretest-posttest-delayed posttest research design was applied to explore the changes in overall participation, strategic participation, and the use of individual strategies.

Non-Presenter:

Jin Nan Kou, Dalian University of Technology

Presenter:

Fen Jin Xu, Huazhong University of Science and Technology

**719. Co-Constructing Authority, Agency, and Language Ideology: An Interactional Perspective on Multilingual Approaches to First-Year Composition**

Bilingual, Immersion, Heritage, and Minority Education

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Sheen A

This paper examines interactions between multilingual students and first-year composition instructors to understand the co-construction of authority and agency in discussions of academic writing. Via discourse analytic frameworks, interactional sociolinguistics illustrates how multilingual students and instructors position themselves in terms of identity, institutional authority, and language ideologies.

Presenter:

Guadalupe Rincon, California State University, San Bernardino

**720. "So What's the Difference?": L2 Writers' Use of Questioning as Advice Resistance**

Analysis of Discourse and Interaction

Paper

2:00 to 2:30 pm

Hilton Orlando: Lake Sheen B

This CA study examines how L2 writers resist their tutors' advice during university-level writing tutoring sessions. The study focuses on the tutee's use of questioning as advice resistance and shows how such resistance affords the participants an opportunity to discuss the rationale, revise the advice, or adopt the alternative solution.

Presenter:

Innhwa Park, West Chester University

**721. Building a Theory of Teacher Interculturality: Investigating Immersion Field Experiences in Culturally and Linguistically Different Spaces**

Educational Linguistics

Colloquium

2:00 to 3:40 pm

Hilton Orlando: Orlando II

The colloquium will offer insights into an emerging model of teacher preparation within immersion contexts that attends to personal cultural experiences, global awareness, and engagement in sociopolitical issues such as immigration, bilingual language practices and language ideologies with the goal of preparing globally and interculturally competent teachers.

Participants:

Emerging Theoretical Understandings of Immersion Experiences in Teacher Education Elizabeth Smolcic, Penn State University; John Katunich, Penn State University

The presenters introduce the colloquium with a synthesis of empirical work over the past decade that investigates immersion-based field experiences to develop teacher intercultural competencies. The paper describes a range of theoretical frameworks that ground the literature as well as predominant methodologies.

Glocal Experiences in Your Own Backyard: Teacher Candidates Developing Intercultural Competence Baburhan Uzum, Sam Houston State University

This presentation explores developing professional dispositions of 48 pre-service teachers as they engaged in glocal experiences through a service-learning project with a local middle school in Southern Texas. The findings indicated that preservice teachers' perceptions of themselves and ELLs transformed as they worked with ELLs for the first time.

"Nested Interculturality" in Service-Learning Experiences Netta Avineri, Middlebury Institute of International Studies at Monterey

This presentation argues that language education students who interact with students in other programs through work on diverse community-based projects and also reflect upon their engagement through a sociolinguistic lens can be socialized into the ideology and practice of "nested interculturality," which can be applied to their future professional practice.

Immersion Abroad for Teachers: On the Road to Intercultural Competence Elizabeth Smolcic, Penn State University; John Katunich, Penn State University

The presenters will report on a mixed-method study that explores teacher-learners' emerging

intercultural competencies as they engage in a cultural/language immersion program. The mediating factors that emerge as critical to the learning process from the perspective of instructors, students, and local host country staff will be explained.

Session Organizer:

Elizabeth Smolic, Penn State University

## **722. Explicit focus on language in the teaching of disciplinary writing**

Educational Linguistics

Colloquium

2:00 to 3:40 pm

Hilton Orlando: Orlando IV

This colloquium presents studies in which applied linguists worked collaboratively with faculty in four disciplines in order to determine valued linguistic and rhetorical features of discipline-specific genres, make these features explicit in discipline-specific writing instruction, and measure the effect of such instruction on student and teacher development.

Participants:

Making stance expectations explicit in disciplinary writing: A study of one professor's use of functional language analysis in her teaching Zak Lancaster, Wake Forest University

This paper presents a case study of one philosophy professor's attempts to make field- and genre-specific rhetorical expectations explicit to her undergraduate students in an introductory course in her field. It examines both affordances and complexities for her students' writing development.

Scaffolding argument writing in a first-year world history course: Taking research findings back into the classroom Thomas Mitchell, Carnegie Mellon University in Qatar

This presentation reports on a one-semester study of research-based scaffolding of argumentative writing in a university history classroom.

Workshops were conducted to help students meet the rhetorical demands of the genre. Outcomes indicated significant gains in students' rhetorical awareness and modest gains in their ability to implement the targeted features.

Working with a designer: Understanding writing expectations, explicit instruction, and improved writing Silvia Pessoa, Carnegie Mellon University

This presentation reports on a collaboration between applied linguists and a design professor at an English-medium university in the Middle East. Based on genre-based pedagogy and Systemic Functional Linguistics, we describe a model for interdisciplinary collaboration that can lead to a better understanding of writing expectations and to improved outcomes.

Scaffolding disciplinary writing instruction in information systems Ryan T. Miller, Kent State University

This study investigated linguistic and rhetorical features of key genres in the field of information systems (IS). Collaboration with IS faculty to redesign classroom instruction of these genres in order to include an explicit focus on language is described.

Session Organizer:

Ryan T. Miller, Kent State University

## **723. Integrating Service-learning into Applied Linguistics: Practices, Challenges and Results**

Educational Linguistics

Colloquium

2:00 to 3:40 pm

Hilton Orlando: Orlando V

Teachers are entering a profession that requires them to work with a community population that is increasingly diverse. This panel presents different perspectives on how service-learning enriches knowledge and application of applied linguistics as well as the challenges in designing an effective SL framework to develop linguistic and cultural understanding.

Participants:

Bridging the Gap - Digital Mentorship for Middle School English Learners Kerry Lynn Purmensity, University of Central Florida

I will share data from a Digital Mentoring Service-Learning project for teen English Learners. Mentoring is a successful support system for students who are at-risk for school dropout and disengagement. This study looked at Best Practices for creating distance service-learning projects for at-risk teens.

Preservice Teachers and ELs: Observations Before and After Service Learning Experiences Florin Mihai, University of Central Florida

This paper investigates the language related advantages and disadvantages of having ELs in general classrooms reported by teacher candidates before and after a 15-hour service learning experience and proposes ways of incorporating the findings into teacher preparation curricula.

Strengthen Service-Learning by Noticing Nuances in Language and Culture James Perren, Alliant International University, San Diego

I will outline recent themes of service-learning in applied linguistics. The topics include building sustainable programming by acknowledging the benefits of ELs as service providers, developing strong connections between practice and theory, and determining understandings of 'best practices' in service-learning.

The Critical Potentials of Community Service-Learning Kimberly Vinall, University of California, Berkeley



I will focus on the critical potentials of community service-learning for students in a university-level Spanish classroom working with local Latino immigrants. This case study examines the potential and limitations of the relationship to constructions of Otherness, understandings of self, and relationships of power and privilege.

Session Organizer:

Florin Mihai, University of Central Florida

**724. Exploring K-12 Teacher Identity, Power, and Agency for Educating English Learners**

Second and Foreign Language Pedagogy

Colloquium

2:00 to 3:40 pm

Hilton Orlando: Orlando VI

This colloquium investigates teacher change from multiple perspectives, using quantitative and qualitative data from longitudinal professional development projects targeting general education teachers of English learners. Findings highlight how teacher identity, power, and agency evolve as a result of sustained professional development. Implications for teacher development and policy are discussed.

Discussant:

Karen E. Johnson, Penn State University

Chair:

Mari Haneda, Dept of Curriculum & Instruction Penn State University Chambers 155 University Park, PA 16802

Participants:

The Impact of Instructional Coaching on K-12 Teacher Identity, Power, and Agency Annela Teemant, Indiana University Purdue University Indianapolis; Serena Tyra

K-12 instructional coaching has been framed as leading to change in instruction, assessment, content, and classroom management. Using evidence of teacher change and student achievement, this paper demonstrates how instructional coaching in critical sociocultural teaching practices shapes much more than instructional practices, leading to personal, classroom, and institutional change.

Promoting Teacher Agency through Instructional Coaching: A Cross-Case Analysis Mari Haneda, Dept of Curriculum & Instruction Penn State University Chambers 155 University Park, PA 16802; Brandon Sherman, The Pennsylvania State University

This paper explores three urban elementary teachers' agency as they appropriate innovative ESL teaching practices. Longitudinal coaching conversations incorporated combinations of discursive moves that modulated teacher interactions with the coach and then with students during instruction. Findings highlight how

teachers re-framed and challenged the one-size-fits-all prescriptive curriculum.

Teacher Identity Positioning Processes, Professional Development, and Language Policy in K-12 Mainstream Inclusion Classrooms Linda Harklau, University of Georgia; Anna Yang, University of Georgia

Language teacher classroom efficacy is linked with identity. Yet little research has explored identity formation of mainstream teachers who become ESOL educators in inclusion classrooms. Using positioning theory, this paper longitudinally documents in-service mainstream educators' evolving identity positionings as they undergo professional development to become both content and language educators.

Session Organizer:

Annela Teemant, Indiana University Purdue University Indianapolis

**725. The Challenges of "Community" for EAP Students**

Second and Foreign Language Pedagogy

Paper

2:00 to 2:30 pm

Hilton Orlando: Turkey Lake

The presenter will share the results of a study investigating university-level EAP students' perceptions of the challenges they face in entering in and participating in "communities", and will also highlight the affordances and constraints of concepts such as discourse community, communities of practice, and imagined communities for EAP pedagogy.

Presenter:

Matthew Joseph Hammill, Syracuse University

**726. Investigating the scalability of lexico-grammatical complexity as construct validity evidence for the ECPE writing tasks: A multidimensional analysis**

Assessment and Evaluation

Paper

2:35 to 3:05 pm

Hilton Orlando: Clear Lake

This study presents a multidimensional analysis that examined co-occurrence patterns of lexico-grammatical features of writing performances on a large-scale, advanced-level English proficiency examination. Findings of this study reveal important characteristics of writing across proficiency levels and suggest the scalability of lexico-grammatical complexity in the development and validation of writing scales.

Presenters:

Xun Yan, University of Illinois at Urbana-Champaign  
Shelley Staples, Purdue University

**727. The Thresholds of Intelligibility in Different Varieties of World Englishes**

Assessment and Evaluation

Paper

2:35 to 3:05 pm

Hilton Orlando: Conway Lake

The study determined the threshold of intelligibility for various English accents. It examined relations among phonological features of unintelligible speech, listeners' comprehension, and intelligibility scores. Findings suggest that speaker's intelligibility be 81% or higher in the high-stakes listening test. They help understand the nature of intelligible speech in global communication.

Presenters:

Okim Daehan Kang

Meghan Kerry Moran, Northern Arizona University

Ron Thomson

**728. The Effect of Speech Style on L2 Acquisition of Italian Voiceless Stops**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Concord A

This study examined L2 Italian learners' (L1 English) production of voiceless singleton and geminate stops on a formal and informal task. Acoustic analysis was performed in Praat to obtain duration measurements. Learners' accuracy was greater on the formal task, evidenced by longer geminates and shorter preceding vowels.

Presenter:

Christina Mirisis, University of Minnesota

**729. Exploring Self-regulated Learning (SRL) Strategy Instruction for Improving L2 Writing Proficiency**

Reading, Writing, and Literacy

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Concord B

Conceptualized in self-regulated learning theory, this paper reports quasi-experimental research on a strategy-based writing instruction. Findings reveal that explicit self-regulated learning (SRL) instruction had positive effects on fostering independent, strategic L2 writers with high writing proficiency and positive motivational beliefs. Theoretical and pedagogical implications are discussed.

Presenters:

Lin Teng, The University of Auckland

Lawrence Jun Zhang, University of Auckland, New Zealand

**730. Impact of Collaborative Dialogue on English L2 students' Language and Content Learning**

Educational Linguistics

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Down A

Through discourse analysis of small-group interactions of elementary-school teachers and English L2 students in the Southeast, we examine questions, dialogic collaboration and student output. We hypothesize a qualitative difference in teacher questions, student output and

interaction in the group exposed to the Instructional-Conversation model relative to a "business-as-usual" control group.

Non-Presenter:

Rebecca Gokee, The University of Georgia

Presenters:

Paula Jean Mellom, CLASE - University of Georgia

Stephanie Garcia, University of Georgia

Pedro Portes, University of Georgia

**731. Effects of Changing TOEFL Cut-off Scores: The Impact of Raising the Bar**

Assessment and Evaluation

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake George A

This study evaluates the effect of a 2010 raise in the TOEFL admittance cut score has had on a large university. Anonymized data of 9,837 students (including TOEFL Scores, acceptance decisions, and first year GPAs) from 2005-2015 are analyzed to measure the effect of the change.

Presenters:

Laura Decker, Brigham Young University

Troy Cox, Center for Language Studies/Brigham Young University

Jesse Egbert, Brigham Young University

**732. Translingualism in Composition Studies and Second Language Writing: A Possible Alliance?**

Reading, Writing, and Literacy

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake George B

Scholars of translingualism, which is deeply embedded in inclusive rhetorics, call for an alliance between composition studies and second language writing theorists. Despite these calls, such an alliance will not occur until translingual theorists desist from representing second language writing classrooms as sites of linguistic homogenization that enforce monolingual norms.

Presenter:

Julia Williams, University of Waterloo

**733. A Sociocognitive Perspective on Metalinguistic Awareness: Case Studies of Four Low-literate Adult ESL Learners**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Hart A

In this study, I frame metalinguistic awareness as both a cognitive and social phenomenon by exploring connections among the linguistic features low-literate learners attend to, their beliefs about language and literacy, and their L1-L2 language and literacy practices. Findings broaden our understanding of the role metalinguistic awareness plays in SLA.

Presenter:

Sarah Young, American University TESOL Program

**734. Trajectories towards Bi-literacy, Authorship and Mentoring: A Longitudinal Study of Five Mexican Graduate Students in English Language Teaching**

Reading, Writing, and Literacy

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Hart B

Drawing from a sociocultural framework and the growing body of work on adult learning (Baxter Magolda & King, 2012; Drago-Severson, 2009) and teacher learning/professional development (Darling-Hammond et al., 2009, Wegner, 2009), the authors explore the mentoring experiences of Mexican graduate students/English teachers at three different junctures in their authorship development.

Presenters:

Fatime Encinas, Benemexicana Universidad Autonoma de Puebla

Maria Thomas-Ruzic, University of Colorado

**735. Written corrective feedback: Does the type of feedback, linguistic target or timing make a difference?**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Highland A

In order to examine the short-term and long-term effects of written feedback on second language writing and what factors mediate that effect, we conducted an experiment for Japanese learners of English under two feedback conditions (direct feedback vs. grammar explanation) and with two linguistic structures (conditional vs. article).

Non-Presenters:

Adrian Leis, Miyagi University of Education

Bao Yingying, Miyagi University of Education

Presenter:

Wataru Suzuki, Miyagi University of Education

**736. The Development of Implicit and Explicit Knowledge of Language: A Comparison of Eye-movement Patterns and Retrospective Verbal Reports.**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Highland B

This eye-tracking study investigates how learners' processing patterns change over time during incidental learning of L2 syntax. We predict that the proportion of participants' right-to-left eye movements during reading will decrease as participants acquire the targeted syntax. Of special interest is whether awareness of the target rules mediates eye movements.

Non-Presenters:

Patrick Rebuschat, Department of Linguistics and English Language

Zoltan Dienes, University of Sussex

Presenters:

Aline Godfroid, Michigan State University

Jieun Ahn, MSU

**737. The Impact of World Englishes on the Professional Identity and Pedagogical Practice of International Teaching Assistants in the Composition Classroom**

Educational Linguistics

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Nona A

Through semi-structured focus groups and interviews, this study examines the professional identity and practice of international teaching assistants (ITAs) who teach composition. The author identifies some challenges faced by ITAs, including their struggles with applying World Englishes (WE) in teaching writing, and explores the implications of WE for teaching composition.

Presenter:

Aleksandra Kasztalska, Southern Arkansas University

**738. A Preliminary Analysis of Overlapping Talk in Peer Interaction: Cases from the Japanese Language Classroom**

Analysis of Discourse and Interaction

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Nona B

I present a preliminary analysis of overlapping talk during peer interaction. There are four sequential positions that are apparently the frequent spots for overlapping talk. With CA analysis of transcripts, I discuss how learner agency and task design intricately shape the resulting talk, which in turn defines learning experiences.

Presenter:

Atsushi Hasegawa, University of Kentucky

**739. Reconceptualising Structure and Agency in Investigating Student Choice to Study Foreign Languages**

Educational Linguistics

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Sheen A

Language study has declined in English L1 countries and advocacy emphasises societal instrumentalism, but a more contextualised look at agency and structure is needed. We report on questionnaire, interview and focus group data from the UK (N = 629), which we interpret using thematic analysis and critical discourse analysis.

Presenters:

Simon Coffey, King's College London

Florentina Taylor, University of Greenwich

**740. Becoming an Academic Writer as Socialization Practice**

Language, Culture, and Socialization

Paper

2:35 to 3:05 pm

Hilton Orlando: Lake Sheen B

Informed by a language socialization approach, this study explores how NNES graduate students become academic writers by being socialized into the practices of producing academic writing. Newly acquired strategies, better understanding of the requirements, and the expanding knowledge of the field contributed to their advancement in writing.

Presenter:

Mi-Young Kim, British Columbia Institute of Technology

**741. The Blurred Line Between Language Learner and Language User: Navigating the Journey from the Language to the Undergraduate Classrooms**

Sociolinguistics

Paper

2:35 to 3:05 pm

Hilton Orlando: Turkey Lake

Narrative inquiry is used to investigate how international freshmen at an American university navigate between their roles as English learner and user. All were simultaneously enrolled in undergraduate and English for Academic Purposes coursework. Findings provide a detailed understanding of their academic journey, while identifying targets for expanding pedagogical preparation.

Presenter:

Dustin Crowther, Michigan State University

**742. Is writing on the TOEFL really the same as writing in college: Evidence from quantitative and qualitative data**

Assessment and Evaluation

Paper

3:10 to 3:40 pm

Hilton Orlando: Clear Lake

This study compares student writing performed in required first-year university writing classes and the Internet-based TOEFL. Data sources include student performances on TOEFL tasks and in-class assignments and results of surveys of student and instructors and in-depth interviews with instructors.

Presenters:

Meg Malone, Center for Applied Linguistics  
Lorena Llosa, NYU  
Anne Donovan, Center for Applied Linguistics

**743. 'Maintaining intersubjectivity' as one feature of interactional competence in the co-constructed paired oral test discourse of low-level learners**

Assessment and Evaluation

Paper

3:10 to 3:40 pm

Hilton Orlando: Conway Lake

This presentation centers on the construct of interactional competence in a paired speaking test. Conversation analytic conventions were employed to identify the

interactional resources used in the discourse to realize the interactional work of 'maintaining intersubjectivity'. Forms of self- and other-repair were found to be prominent procedures to maintain intersubjectivity.

Presenter:

Katharina Kley, Rice University

**744. The Effect of Stays Abroad on L1 Patterns Restructuring: The Case of Spanish/Catalan L1 Learners of Greek**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Concord A

The aim of the present study is to explore whether stays in the target language country can help second language (L2) learners to restructure their L1 patterns. Results showed that such stays may be beneficial for the L1 readjustment as a result of learners' increasing experience with the L2.

Presenter:

Maria Andria

**745. Interactional Spaces that Promote Increased Language Complexity in Linguistically Diverse Classrooms: A Functional Approach to Integrating Language and Content**

Educational Linguistics

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Down A

This interactional sociolinguistic study explored the use of functional language supports to promote increased linguistic complexity in a two-way immersion classroom. Findings suggest that students increased their use of increasingly complex language in relation to intertextual opportunities to engage with peers in safe spaces that reinforced their "authentic" bilingual identities.

Presenter:

Amy Isabel Young, New York University

**746. Multilingualism, Diaspora, and Globalization: Language Repertoires in Social Media**

Language and Technology

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Down B

This study examines the networked multilingual practices of a group of transnational students. Adopting an online ethnography, the study shows how the interplay between various systems: home language ideologies, the transnational context, the global networks of the web, has shaped the language and identity practices of those transnational students.

Presenter:

Amani alageel

**747. An LOA Approach to Understanding the Nature of Peer Assessment and Learning in Group Discussion**

Assessment and Evaluation  
Paper

3:10 to 3:40 pm

Hilton Orlando: Lake George A

This single case analysis articulates the nature of peer learning and peer assessment in a language classroom. Drawing on a video of a group discussion involving three adult ESL students, the paper adopts a learning-oriented approach as a heuristic framework and conversation analysis as an analytic tool.

Presenters:

Carol Lo

Michelle Stabler-Havener

**748. Should I Use Spanish or English to Write My Essay?: Language Use and Text Quality in Foreign Language Writing**

Reading, Writing, and Literacy

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake George B

This study examines the relationship between language use and text quality in the foreign language writing of intermediate-level university students of Spanish. Quantitative and qualitative analysis of participants' written texts and think-aloud protocols indicate that there is an interaction between language use and overall text quality.

Presenter:

Shenika Harris, Lindenwood University

**749. Effects of Construal Awareness on the Learning of Typologically Different Second Language Grammar**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Hart A

The experiment investigated effects of raising construal awareness on the learning of typologically different second language grammar, focusing on the learning of the English subject-predicate construction by speakers of topic-prominent Japanese. Discourse analyses showed the construal awareness promoted reduction of errors arising from their first language construal of events.

Presenter:

Tomoko Tode, Hiroshima Shudo University

**750. "I can read and write in Zulu, but I am illiterate": Conceptions of Literacy in South African Adult Basic Education**

Reading, Writing, and Literacy

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Hart B

This paper utilizes the colonial history of the English language in South Africa, while concurrently using critical discourse analysis, to uncover ways in which notions of adult literacy are inextricably bound to larger

hegemonic conceptions of the power of the English language in South African adult education.

Presenter:

Anna Kaiper, University of Minnesota

**751. The effectiveness of corrective feedback in video-based synchronous computer-mediated communication**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Highland A

This study examined the impact of video-based SCMC (Adobe Connect) and corrective feedback in that mode on L2 development. The two experiments revealed that while SCMC is generally comparable to face-to-face interaction (Experiment 1), the effectiveness of corrective feedback was enhanced in the virtual classroom (Experiment 2).

Presenter:

Masatoshi Sato, Universidad Andres Bello

**752. An exploration of the relationships between writing behaviors, text quality, and working memory using keystroke logging, eye-tracking and text analysis**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Highland B

By triangulating data from key-stroke logging, eye-tracking, and automatic text analyses, this study investigated the pausing and revisions behaviours of L2 writers and the relationships of these writing behaviors to text quality. In addition, we assessed whether writing behaviors, text quality, and their associations were influenced by working memory capacity.

Presenters:

Andrea Revesz, UCL IoE, University College London

Marije Michel, Lancaster University

MinJin Lee, UCL IoE, University College London

**753. The Supra Tutor: Development and Evaluation of Online Pronunciation Instruction for International Teaching Assistants' Comprehensibility**

Language and Technology

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Nona A

This paper presents a novel study on the development and evaluation of online pronunciation instruction for the comprehensibility of ITAs. The Supra Tutor was developed as an attempt to address gaps in pronunciation teaching. The presenter introduces the tutor, discusses the main findings, and concludes with pedagogical implications for CALL

Presenter:

Edna F. Lima, Ohio University

**754. Using learners' perceptions of classroom**

**interactions in the target language to predict willingness to communicate and communication behavior**

Second Language Acquisition, Language Acquisition, and Attrition

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Nona B

The effectiveness of classroom interaction is supported theoretically and empirically. This study validates the scale of perceptions of classroom interaction in English (PCIE) and considers relationships between perceptions, willingness to communicate (WTC) in English, and interaction behavior. Results show that PCIE can predict learners' WTC and communication in the classroom.

Non-Presenter:

Chu-Tai Ho, Ming Chuan University

Presenter:

Chaochang Wang, Ming Chuan University, Taiwan

**755. Signs of learning: applying Kress' design theory to foster agency in the FL classroom**

Second and Foreign Language Pedagogy

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Sheen A

This paper presents an application of Gunther Kress' design theory to instruction and assessment in an intermediate French course in which students adopted character roles within a fictitious, simulated cultural context. Two learner cases are presented to demonstrate students' creative, agentive meaning-making practices in

response to socially situated communication tasks.

Presenter:

Kristen Michelson, University of Oklahoma

**756. Promoting Intercultural Communicative Competence in Higher Education**

Second and Foreign Language Pedagogy

Paper

3:10 to 3:40 pm

Hilton Orlando: Lake Sheen B

This paper examines how intercultural communicative competence (ICC) is promoted in an English-medium, digital communication course hosted by a Korean and Japanese university. Despite increased interaction and cooperation, findings suggest better efforts are needed to interrogate cultural assumptions and raise awareness of the complexity and diversity found in various cultures.

Presenters:

Kathy Lee, Korea University

So-Yeon Ahn, Hankuk University of Foreign Studies

**757. bisous XXX: From Mauritius with Love**

Sociolinguistics

Paper

3:10 to 3:40 pm

Hilton Orlando: Turkey Lake

In this paper, I focus on one Canadian "Generation 1.5" university student from Mauritius, who drew on ideologies of language and nation in an interview as resources to construct a virtuous Mauritian identity.

Presenter:

Timothy Mossman, Simon Fraser University