Deliverable 38ac: presentation at American Association of Applied Linguistics conference
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History: V1 July 19, 2016
1. **Summary of the event**

LangOER has undertaken activities to foster sustainability of the project results after the lifetime of the project. One of these activities is the launch of a cooperation scheme between LangOER members and US experts, on the topic of OER for language learning and teaching.

LangOER has established a new page on the project website to showcase this cooperation ([http://langoer.eun.org/eu-us-cooperation](http://langoer.eun.org/eu-us-cooperation)) and several activities have been carried out so far (a webinar, a series of interviews, etc.). The presentation at the 2016 conference of the American Association of Applied Linguistics (AAAL) is part of these initiatives that enhance EU-US cooperation on OER for languages.

Regarding the venue, the annual conference of AAAL is a global event bringing together international experts working in the field of language education (applied linguistics), often enhanced by digital communication technologies.

At this highly recognised conference the LangOER team (represented by Katerina Zourou) gave a presentation together with two US peers, Carl Blyth, Director of the Centre for OER and Language Learning (COERLL), and Joshua Thoms, Assistant Professor, Utah State University, expert on OER.

As this event is fully aligned to the sustainability strategy of the LangOER network, a request regarding the coverage of travel, subsistence and registration expenses for participation to this conference has been acknowledged by Mrs. Barbara Hermans, Languages Programme Manager & Project Advisor for Initiatives for Policy Innovation at EACEA, in her email of December 7, 2015.
2. Target audience and impact

The audience is composed by international experts, in the majority scholars dealing with learning/teaching, media and e-learning, and digital content providers. The abstract of the presentation follows.

**An International OER/OEP Initiative:**

**How Open is Foreign Language Education in the United States and Europe?**

Abstract (238 words):

As the open education movement continues to grow, there is a critical need for research that explores (a) how FL educators perceive and make use of open educational resources (OER) in their classrooms, and (b) the nature of and reasons for the rise in open educational language practices (OEP). OER are defined as "any educational resource (including textbooks, videos, multimedia applications, podcasts, and any materials designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or license fees" (Butcher, 2011, p. 5). 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) that studies the scope and impact of OER and OEP on both continents. The first part of the talk is devoted to an analysis of the results of a recent US survey disseminated to 1,888 FL educators working at all levels of the American educational system—K–12, community colleges, and 4–year colleges. The second part of the talk focuses on European data from country-specific and cross-country European surveys on the same topic. In general, the initiative aims to enhance scientific dialogue surrounding the following questions:

(1) why do FL educators adopt OER/OEP?

(2) how are OER conceptualized in the US and in Europe?

(3) what is the effect of teacher training on OER/OEP adoption?

Summary (48 words):

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.

3. Outcomes

The presentation/roundtable was a successful joint activity that broadens the scope of OER in Europe by engaging scholars into a cross-border discussion. Outcomes of this initiative are short- and long-term ones. Regarding short term gains, one can mention the dialogue that was engaged throughout the conference with peers interested in the topic. One of them is Steven Thorne, an internationally renowned scholar, who will act as author of an Epilogue to
the selection of research papers, which is the next item of the EU-US cooperation that we established.

More precisely, this event was also a trigger to better organize the forthcoming special issue, also part of the LangOER project, entitled “social dynamics in open educational practices” that will be issued by Alsic journal in Fall 2016 (component of LangOER’s WP6). Carl Blyth, co-presenter at this event is author of one of the research papers and Katerina Zourou guest editor of the issue and also author of another paper. The AAAL presentation was an opportunity to fine tune the research agendas common to US and to European partners of LangOER.

Slides that are now online on the Slideshare space of LangOER are expected to connect interested participants with more content available (links and resources on the LangOER website).

4. Outline of the presentation/roundtable

The roundtable was structured in the following way.

1. Carl Blyth
   - Brief history of Open Education movement
   - What is an OER? (handout)
   - What the research is saying (OER adopted and used "as is" without 5R practices)
   - Need for needs analysis/survey to understand the FL context in US

2. Joshua Thoms
   - Brief summary of COERLL's survey project (conceptualization and methodology)
   - Preliminary results of the survey (with handouts)

3. Katerina
   - Brief introduction to LangOER
   - Description of the European context (LangOER/UNESCO efforts to promote OER/OEP)
   - Plans for future participation with COERLL (Discussion of grant proposal)

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

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

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

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

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

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

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

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

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

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

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

Registration Information
Registration will be located on the Lobby Level to the left of the escalators. The Registration desk will be open during the following times:
- Monday – 7:30 am – 4:30 pm
- Saturday – 8:00 am – 4:00 pm
- Sunday – Monday – 9:00 am – 5:00 pm
- Saturday – 9:00 am – 5:00 pm
- Friday – 4:00 pm – 8:00 pm
- Sunday – 7:30 am – 11:30 am
- Tuesday – 7:30 am – 11:30 am

Exhibit Hall Hours
Publishers’ exhibits are located in the Exhibit Hall in Orlando III and are open the following times:
- Saturday – 9:00 am – 5:00 pm
- Sunday – 9:00 am – 5:00 pm
- Monday – 9:00 am – 5:00 pm
- Tuesday – 9:00 am – 11:30 am

Coffee Breaks
Coffee breaks will take place in the Exhibit Hall in Orlando III during the following times:
- Saturday - 3:10 pm – 3:40 pm
- Sunday - 9:40 am - 9:55 am and 3:40 pm – 4:10 pm
- Monday - 9:40 am - 9:55 am and 3:40 pm – 4:10 pm
- Tuesday - 9:40 am - 9:55 am

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

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

- View available networks
- Click on the “AAAL2016” network to connect.
- When prompted, enter the password.

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

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

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

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

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• Atsushi Hasagawa, University of Kentucky  
• John Hellermann, Portland State University  
• Elaine Huyser, University of Texas at Austin  
• Guangwei Hu, Nanyang Technological University  
• Amanda Huensch, University of South Florida  
• Jan Hulstijn, University of Amsterdam  
• Andrew James, Arizona State University  
• Nobuhiro Kamiya, Gumpa Prefectoral Women’s University  
• Richard Kern, University of California, Berkeley  
• Amanda Kibler, University of Virginia  
• Youjlin Kim, Georgia State University  
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• Keiko Koda, Carnegie Mellon University  
• Maggie Kubanyova, University of Birmingham  
• Martin Lamb, University of Leeds, School of Education  
• Diane Larsen-Freeman, University of Michigan  
• ShaoFeng Li, University of Auckland  
• Shawn Loewen, Michigan State University  
• Wander Lowe, University of Groningen  
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• Peter Macintyre, Cape Breton University  
• Meg Tack, University of Sydney  
• Anna Maaranen, University of Helsinki  
• Paul Chamness Miller, Akita International University  
• Silvina Montrul, University of Illinois  
• Kumi Nakayama, The University of Tokyo  
• Minh Nguyen, National Institute of Education  
• Tomasina Obi, National University of Singapore  
• Lourdes Orieta, Georgetown University  
• Luke Plonsky, Northern Arizona University  
• Matthew Poehner, Pennsylvania State University  
• Charlene Folio, Michigan State University  
• Andrea Revess, UCL, IOE, University College London  
• Peter Robinson, Aoyama Gakuin University  
• Christina Sanz, Georgetown University  
• Shannon Sauro, Malmo University  
• Angela Scartino, University of South Australia  
• Natsuko Shintani, University of Tokyo  
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• Neomy Storch, The University of Melbourne  
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• Amy S. Thompson  
• Steven Thorne, Portland State University and University of Groningen  
• Pavel Trofimovich, Concordia University  
• Ema Ushioda, University of Warwick  
• Stephanie Vanderkick, University of San Francisco  
• Wayne E. Wright, Purdue University  
• Richard Frederick Young, University-Madison  

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• David Block, ICREA, Universitat de Lleida  
• Juan Carlos Gallego, California State University, Fullerton  
• Huamei Han, Simon Fraser University  
• Christina Higgins, University of Hawaii at Manoa  
• Julia Menard-Warwick, University of California, Davis  
• Maria Sabate Dalmau, University of Lleida  
• Priti Sandhu, University of Washington  
• Wendy B. Smith, California State University, San Bernardino  

Lionel Wee, National University of Singapore  

Howard Williams, Teachers College, Columbia University

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

Peter Sayer, University of Texas at San Antonio  

Sue Starfield, University of New South Wales

Translation and Interpretation (TRI)  
• Dennis Cokely, Northeastern University  
• Ernesto Hernandez, Oregon State University  
• Renee Jourdenais, Middlebury Institute of International Studies at Monterey (MIS)  
• Brian Koskoff, University of Toulouse II  
• Stmo K. Maatta, University of Helsinki
Session Guidelines

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

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

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

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

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

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<td>4:55 pm – 6:00 pm</td>
<td>Orlando II</td>
<td>Joe LoBianco, University of Melbourne</td>
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<tr>
<td>April 9</td>
<td></td>
<td>Ethnic Separatism, Social Conflict and Violence: The Role of Deliberative Language Planning in Conflict Zones</td>
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<tr>
<td>Sunday</td>
<td>11:25 am – 12:30 pm</td>
<td>Orlando II</td>
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<tr>
<td>April 10</td>
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<td>Two Bills: Pursuing Basic and Applied Research, Scholarship and Service</td>
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<tr>
<td>Sunday</td>
<td>5:30 pm – 6:35 pm</td>
<td>Orlando II</td>
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<tr>
<td>April 10</td>
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<td>SLA in Study Abroad Contexts: A Researcher-Practioner’s Perspective</td>
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<tr>
<td>Monday</td>
<td>11:25 am – 12:30 pm</td>
<td>Orlando II</td>
<td>Michael Legutke, Justus Liebig University Gießen</td>
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<tr>
<td>April 11</td>
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<td>Teachers Matter: Revisiting the Territory and Charting the Future of Foreign Language Teacher Education</td>
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<tr>
<td>Monday</td>
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<td>Orlando II</td>
<td>Claudia Angelelli, Heriot-Watt University</td>
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<tr>
<td>April 11</td>
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<td>Minding the Gaps: Applied Linguistics and Translation and Interpreting Studies</td>
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### 2016 AAAL Conference Schedule of Events

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<tr>
<td>Friday, April 8, 2016</td>
<td>4:00 p.m. - 8:00 p.m.</td>
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<td>6:00 p.m. - 9:00 p.m.</td>
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<tr>
<td>Saturday, April 9, 2016</td>
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<td>9:00 a.m. - 5:00 p.m.</td>
<td>Exhibit Hall Open</td>
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<td>9:00 a.m. - 10:00 a.m.</td>
<td>Grand Opening of the Publishers’ Exhibit Hall</td>
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<td>10:10 a.m. – 11:50 a.m.</td>
<td>Concurrent Sessions</td>
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<td>12:15 p.m. - 1:25 p.m.</td>
<td>Professional Opportunity Sessions</td>
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<td>1:30 p.m. - 4:45 p.m.</td>
<td>Invited Colloquia</td>
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<td>3:10 p.m. - 3:40 p.m.</td>
<td>Colloquia</td>
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<td>3:40 p.m. - 4:45 p.m.</td>
<td>Concurrent Sessions</td>
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<td>4:55 p.m. - 6:00 p.m.</td>
<td>Welcome and Afternoon Plenary</td>
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<td>6:00 p.m. - 7:15 p.m.</td>
<td>Opening Reception “Celebrating the 100th Anniversary of the Modern Language Journal”</td>
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<td>Sunday, April 10, 2016</td>
<td>7:30 a.m. - 4:30 p.m.</td>
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<td>11:25 a.m. - 12:30 p.m.</td>
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<td>12:30 p.m. - 2:00 p.m.</td>
<td>Lunch Break</td>
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<td>12:45 p.m. - 1:55 p.m.</td>
<td>AAAL Resolutions Committee</td>
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<td>2:00 p.m. - 5:00 p.m.</td>
<td>Professional Opportunities Sessions</td>
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<td>6:45 p.m. - 8:25 p.m.</td>
<td>AAAL - AILA Panel Presentation</td>
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<td>TUESDAY, APRIL 12, 2016</td>
<td>7:30 a.m. - 11:30 a.m.</td>
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Plenary Speakers

Joe Lo Bianco
Professor of Language and Literacy Education
University of Melbourne, Australia
Saturday, April 9
4:55 pm – 6:00 pm
Orlando II


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

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

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

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

John R. Rickford
J.E. Wallace Sterling Professor of Linguistics and the Humanities
Stanford University
Sunday, April 10
11:25 am – 12:30 pm
Orlando II

“Two Bills: Pursuing Basic and Applied Research, and Service”

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

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

The first Bill is Bill Gates, whose pioneering work on the development of the computer language BASIC, and of software (WINDOWS) and hardware for personal computers since 1975 is well known, but whose dedication to Applied Research and service world-wide through the Gates Foundation since 2000 is less familiar. I discovered and was inspired by this “other Bill” through his bold statements (on Sixty Minutes, May 2013) that his foundation was working to eliminate polio by 2018, tuberculosis by 2020, and malaria by 2026.

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

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

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

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

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

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

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

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

Bio:

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

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

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

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

Claudia V. Angelelli
Chair, Multilingualism and Communication
Department of Languages and Intercultural Studies
Heriot-Watt University, UK

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


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

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

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

Bios:
Michael Legutke is Professor Emeritus of Teaching English as a Foreign Language and Distinguished Senior Professor at the International Graduate Center for the Study of Culture at the Justus Liebig University of Giessen in Germany. He has worked in the Department of Research at the Goethe-Institut in Munich, and currently works on a state-funded research project investigating the teaching of English in primary schools in the multi-lingual and multi-cultural urban context of Frankfurt/Main, Germany.

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

Online first

New for 2017

New in 2016

Invited Colloquia Overview

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<td>Saturday</td>
<td>1:30 pm – 4:45 pm</td>
<td>Language Learning Roundtable</td>
<td>Peter De Costa, Assistant Professor, Linguistics &amp; Germanic, Slavic, Asian, &amp; African Languages, Michigan State University</td>
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<tr>
<td>April 9</td>
<td>Orlando II</td>
<td>Global Englishes and SLA: Establishing a Dialogue and Common Research Agenda</td>
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<td>Sara Cushing Weigle, Professor of Applied Linguistics &amp; ESL, Georgia State University</td>
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<td>April 9</td>
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<td>Connecting Corpus Linguistics and Language Assessment</td>
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<td>Sunday</td>
<td>8:00 am – 11:00 am</td>
<td>Blind Spots and Theory Building: How Can the Study of Language Learners Marginalized in the Field Help Us Grow?</td>
<td>Martha Bigelow, Associate Professor of Second Language Education, Department of Curriculum and Instruction, University of Minnesota</td>
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<td>Orlando II</td>
<td>Clinic, Classrooms, and Communities: Contexts for Researching Health Literacy as Social Practice in Applied Linguistics</td>
<td>Maricel G. Santos, Ed.D., Associate Professor of English (TESOL), San Francisco State University</td>
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| Monday April 11 | 8:00 am - 11:00 am Orlando VI | Linguistic Landscape Analysis and the Representation of Visual Data | Francis M. Hult  
Associate Professor,  
Centre for Languages and Literature  
Lund University, Sweden |
|-----------------|-----------------------------|-------------------------------------------------|--------------------------|
| Monday April 11 | 8:00 am - 11:00 am Orlando II | TESOL at AAAL  
Issues in Creating Practical Corpus-Based Lexical Lists | Keith S. Folse  
Professor, TESOL  
University of Central Florida |
| Monday April 11 | 2:00 pm – 5:00 pm Orlando II | Wilga Rivers  
Pedagogy Colloquium  
Developing Pragmatic Competence across Foreign Languages: Key Pedagogical Approaches | Lynn Goldstein  
Professor, Applied Linguistics and TESOL/  
TFL; Middlebury Institute of International Studies at Monterey (MIFS) |
| Tuesday April 12 | 8:00 am - 11:00 am Orlando IV | Applied Linguistics in the Courtroom | Aneta Pavlenko  
Professor of Applied Linguistics  
Temple University |
| Tuesday April 12 | 8:00 am - 11:00 am Orlando II | Researching Written Task Complexity in Diverse Contexts | Diana Eades  
Adjunct Professor  
University of New England, Australia |
| Tuesday April 12 | 8:00 am - 11:00 am Orlando II | Lawrence Zhang  
Professor of Applied Linguistics  
The University of Auckland, New Zealand |

**Language Learning Roundtable**

Global Englishes and SLA: Establishing a Dialogue and Common Research Agenda

Peter De Costa, Assistant Professor, Michigan State University

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

The Linguistic System Conundrum

Lionel Wice, National University of Singapore

Will discuss the ‘linguistic system conundrum’: how references to distinct L1s and L2s can be coherently related to sociolinguistic claims about the porosity of language categories. SLA arguments about the cognitive benefits of multilingualism are usually predicated on speakers’ ability to juggle with the distinct demands of L1s and L2s. In contrast, sociolinguists and applied linguists often argue that the expectations associated with strict linguistic boundaries are at odds with the fluid nature of multilingual social life. Addressing this conundrum is key if the two subfields are to benefit. 

ELF - Dynamic and Complex

Anna Mauranen, University of Helsinki

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

Spatial Repertoires and English: The Competence of International STEM Scholars

Sureesh Chandraharan, Pennsylvania State University

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

Bridging a Gap: Global Englishes and SLA in Teaching EFL

Ryoko Kabota, University of British Columbia

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

Global Languages and Local Identities

Richard F. Young, University of Wisconsin-Madison

Recent SLA research has presented identity in a post-structural frame. Identities are multiple: broadcast, altercast, and contested. They are experienced in flux as multilinguals move from language through language, from community to community. Although contact by speakers of local languages with a hegemonic language is often seen as endangering local languages, threatening speakers’ identities, this is an oversimplification. Study of persons-in-contact with Global Englishes provides insights into how identities are contested and how the durable dispositions of habits are transposed in contact fields. My study of multilinguals in SE Asia focuses on identity presentation online and multimodal analysis of P2P interaction.

Ontologies of Language, SLA, and Global Englishes

Luzerds Ortega, Georgetown University

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

**Discussants:** Kingsley Bolton, Nanyang Technological University; Susan Gass, Michigan State University
This joint session between AAAL and ILTA brings together experts in corpus linguistics and assessment to discuss how these two subfields of applied linguistics intersect. The session features presentations by five researchers involved in the collection and analysis of large language corpora, who will discuss the relevance of their work to language assessment. Two discussants—one expert in corpus linguistics and one in language assessment—will provide additional commentary. The focus of the colloquium relates directly to the conference theme – “Applied Linguistics Applied” – since the presentations will bring together these two important subfields of study.

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

Collecting Written and Spoken Corpus Data to Inform Automated Tutoring and Assessment Systems
Fiona Barker & Nick Saville, Cambridge English Language Assessment
This paper describes the stages of defining, modeling, and measuring lexical diversity and the processes of validating such measures. Traditionally structured corpora and standard corpus tools are useful at each stage, but additional resources are also valuable, such as human ratings and innovative new tools motivated by the construct definition. One of the most important implications of the project for language testing is that a multi-dimensional phenomenon such as lexical diversity cannot be measured satisfactorily without a fully developed, theoretically sophisticated construct definition that informs each stage of the approach and directly motivates all aspects of the ensuing measures.

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

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

A Call for Rigorous Research in Applied Linguistics to Reduce Health Disparities

Limited English health literacy among U.S. language minority communities is strongly linked to reduced healthcare access, poorer health outcomes, and health disparities. However, little research has examined the role of language in health literacy and interlinguistic communication in healthcare settings. In-depth analyses of turn-taking and other interactive variables are needed to specify the factors that shape the impact of provider communicative practices versus patient health literacy levels on patient comprehension of health information. These factors are examined from the perspective of the trained health professional. If health literacy is conceptualized as social practice, however, the question of whose knowledge has authority in healthcare contexts moves centre stage. Applied linguists can help explore the complexities of health care construction in which this affects inequitable access to health care.

New Challenges for Training Providers: How Can Applied Linguists Help?

Julie McKinney, Institute for Healthcare Advancement

In this session we will describe how the concept of health literacy has moved beyond its original focus on reading and understanding health information to include people’s ability to act, and healthcare providers’ ability to communicate information clearly. We will look at how providers are now being trained in health literacy awareness and clear written and oral communication techniques. Then we will explore ways in which applied linguists can help them to better understand and address the challenges that their lowest skilled clients face. We will provide some practical literacy resources for educating the public, providers, and materials developers.

Understanding Patients’ Voices: Applied Linguistics, Health Literacy, and Adherence

Ulla M. Connor, Indiana University-Purdue University, Indianapolis

This presentation describes the application of a linguistic analysis of diabetes patients’ own language concerning health literacy and adherence. The results of the analysis have been used in clinical interventions among chronically ill patients. This linguistically-based communication intervention informs health care providers about how to talk with patients in a language and style that more closely reflects patients’ own worldviews and health beliefs.

I’m Here to Get Obamacare: Health Literacy Practices for Community-Based Insurance Navigators

Donald Rubin, University of California, Berkeley

Rendering the complexities of health insurance comprehensible is a major challenge for the Affordable Care Act, which establishes a system of community-based insurance navigators to provide enrollment assistance. Principles of interactive health literacy and literability have been harnessed to help navigators provide meaningful verbal assistance to consumers. One consortium of community-based organizations trains navigators in health literacy strategies such as “living room language,” “metaphor spinning,” eliciting questions, selecting information for small “packages,” and teach-back. One evaluation showed that consumers benefit when navigators integrate health literacy resources into communications with patients. This linguistically-based communication intervention informs health care providers about how to talk with patients in a language and style that more closely reflects patients’ own worldviews and health beliefs.

Health Literacy as Social Practice in Applied Linguistics

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

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American Anthropological Association (AAA) at AAAL 2016

Applied Linguistics, Linguistic Anthropology, and Social Justice

Interdisciplinary Approaches to Linguistic and Social Change

Netta Avineri, Visiting Assistant Professor, TESOL/FL, Middlebury College, and Catlin Gabel at Monterey (MBS)

How can language become the focus of social justice movements? This colloquium showcases the initiatives of the AAA’s Committee on Health and Access to Health Care, Research Task Team, Society for Linguistic Anthropology Committee on Language & Social Justice, including ongoing communication with the US Census Bureau and the Royal Spanish Academy around disparaging terms related to Latinx language abilities, the “Drop the I” word campaign, appropriate terms for mascots, reconceptualization of the “language gap” in social and educational reform. We seek to demonstrate how applied linguists can be focused on the relationships of linguistic change and broader social change, in which we truly apply our applied linguistics.

Challenging the “chiquita-fication” of Latinx’s Linguistic Skills

Ana Celia Zentella, UC San Diego

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

The Drop the I-Word Campaign: Language Change and Social Change

Jonathan Rosa, Stanford University

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

The Production and Deconstruction of the “Language Gap”: An Application of Anthropological Linguistics

Eric J. Johnson, Washington State University Tri-Cities, & Kathleen Riley, Rutgers University

The misguided language gap concept did not emerge fully armed from the “language gap” and bilingual education reforms. We seek to broaden the network to continue initiatives focused on the relationships of language abilities, the “Drop the I-Word” campaign, appropriate terms for mascots, reconceptualization of the “language gap”, and bilingual education reforms. We seek to demonstrate how applied linguists can be focused on the relationships of linguistic change and broader social change, in which we truly apply our applied linguistics.

Mascots, Name Calling, and Racial Slurs: Applied Linguistics and the Prospects for Social Justice

Patricia Baquedano-Lopez, UC Berkeley

This colloquium focuses on California’s new 2016 ballot measure, the “California Education for a Global Economy Initiative,” that seeks to redefine social and economic justice. This presentation traces the history of how and why the “language gap” has won so many supporters (and project funds) and how through careful rhetorical work, anthropological linguists may create a more productive path.

The New Language Education in California Public Schools: At the Threshold of Economic, Linguistic, and Social Change

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

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

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

Commodification of Women’s Bodies: Do Pictures Speak More than Words?
Elana Shohamy, Tel Aviv University, & Doris Correa, Universidad de Antioquia
The paper presents a comparison of two linguistic landscape studies related to marketing of plastic surgeries of women’s body parts. The first presents a study of posters and flyers on public transport, the second is based on internet sites where in addition to visuals, there are ample explanations and interactions with women to market surgeries. The comparison focuses on the effectiveness of each medium in terms of perception of women by advertisers. Grounding the research in multimodal theories, sexuality, and feminism will provide the theoretical basis and conclusions, as well as implications of the findings.

Ways of Walking, Ways of Seeing: Doing Mobile Video Ethnography in Linguistic Landscape Research
Jackie Jia Lou, City University of Hong Kong
The shift in linguistic landscape research towards a more contextualized view calls for innovative methodologies which can track participants’ movement through linguistic landscapes. This paper discusses the application of mobile video ethnography to study how people navigate the multilingual landscapes of Hong Kong. It argues that this method helps to temporally situate linguistic landscape in the stream of everyday interactions and spatially contextualize it in the multimodal semiotic and sensory environment of the city.

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

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

Understanding and Managing Core Vocabulary Lists in Language Education
Doe Gardiner, Brigham Young University
The presenter will discuss, with examples, the linguistic reality of core vocabulary lists generated through corpus analysis, and how these lists may be used by teachers, curriculum designers, test makers, and materials developers to support the practices in actual language classrooms. This discussion will include a critique of traditional approaches to dealing with core vocabulary, and also a proposal for a new approach that is based on the aims of English for Specific Purposes, with a special emphasis on the vocabulary demands in the various disciplines of academic English.

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

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

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

Using Lists to Evaluate Word Choices in ESP Writing
Susan Conrad, Portland State University
The paper describes a method for using corpus-based word lists to evaluating ESP writing, and it warns against using lists without considering both discourse and situational contexts. Specifically, I share my experience using a word list to evaluate student writing in engineering. Collaboration with field-specific experts proved crucial for understanding the impact of word choices on the technical meaning of a sentence. I will present methods for examining words in context. My experience exposed problems in using decontextualized lists and raised concerns not just for ESP, but also for any lexical list.

Defining Usefulness: What Makes a Word List Useful?
Diane Schmitt, Nottingham Trent University
General and specific purposes word lists have proliferated with the advent of user-friendly tools for building and analyzing corpora. Creators of new lists also benefit from the methodologies of previous list makers. Lists creators are typically quick to tout the advantages and usefulness of their new lists. However, usefulness is a property of the purposes for which lists are created, the needs of users, and the intended uses of lists. The presenter argues that usefulness is not a universal trait, and that list makers need to demonstrate that their lists are fit for their own specific purposes.
Developing Pragmatic Competence Across Foreign Languages: Key Pedagogical Approaches

Wilga Rivers Pedagogy Colloquium
Lynn Goldstein, Professor, Applied Linguistics and TESOL/TEL, Middlebury Institute of International Studies at Monterey (MIDS)

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

Developing Materials for Teaching Pragmatics: From Research to Practice
Yumiko Tateyama, University of Hawaii

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

Applications of Corpus Approaches to the Development of Pragmatic Competence in Foreign Languages
Eve Furnish, University of Houston

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

Language Awareness and Concept-Based Instruction in Study Abroad Contexts
Celeste Kinginger, The Pennsylvania State University

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

Did I Say That? Developing Pragmatic Competence through Telecollaboration and Focused Instruction
Joe Cunningham, Georgetown University

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

Discussant: Kathleen Bardovi-Harlig, Indiana University

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

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

You Have the Right to Remain Silent, Do You Understand?
Aneta Pavlenko, Temple University

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

Is the Defendant Faking a Lower English Proficiency?
Margaret van Naerssen, Inmaculada University

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

Pragmatic Evidence in Cases Involving Second Dialect Speakers
Diana Eades, University of New England, Australia

In Australia, dialectal differences between Aboriginal English and general Australian English are often at the heart of miscommunication in legal context. This talk looks at how the pragmatics of interaction has been examined in expert linguistic evidence in selected criminal and administrative law cases, addressing questions concerning understanding or confusion between the defendant and the police/ interpreter. I will also discuss how this evidence has been received by courts and tribunals, and lessons learned about how to communicate relevant research and analysis to lawyers and judges, in court and in other contexts.

Applying Linguistics in Court Cases Involving Second Language (L2)/Dialect Speakers
Keith Walters, Portland State University

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

Forensic Linguist versus Sociolinguist: A Battle Within
William Eadington, Brigham Young University

In this talk, I report on a case where, as a forensic linguist, I was asked to ascertain and testify to the English language proficiency of an individual running for elected office. My testimony led to the candidate’s name being stricken from the ballot: a language restrictionist outcome that my sociolinguist, professorial self strongly opposed. After reviewing the particulars of the case, including the multiple procedures used to form my opinion, I discuss how and why a forensic linguist must always follow specific, context-dependent research findings regardless of broader ideological beliefs.
Researching Written Task Complexity in Diverse Contexts
Laurence Zhang, Professor of Applied Linguistics, The University of Auckland, New Zealand

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

The Psycholinguistic, Meaning-making Nature of Writing: Implications for TBLT Theorizing
Rosa Marchon, University of Murcia, Spain

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

Recovering the Educative Agenda of ‘Tasks’: Toward a Holistic Approach to Researching L2 Development
Heidi Byrne, Georgetown University

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

Task and Genre Differences in L2 Writing Research
Charlene Polio & Hyung-Jo Yoon, Michigan State University

Some researchers have examined how task complexity affects linguistic features of written production while others have investigated how genre affects features of writing, but few have discussed both lines of research. This paper will summarize the two lines of research with a focus on operationalizations of task and genre dimensions. We discuss how these two lines of research may or may not interact and whether or not findings from research on task differences and on genre differences are related. Implications for second language acquisition and L2 writing pedagogy are discussed.

Understanding the Interplay between Languageing and Task Complexity in Foreign Language Writing
Marcela Ruiz-Funes, Georgia Southern University

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

Intentional Reasoning and Modulating Effects of Individual Learner Factors on the Complexity of EFL Writers’ Argumentative Text
Lawrence Jun Zhang & Muhammad Rahimi, University of Auckland, New Zealand

We report the synergistic effects of increasing numbers of elements and degrees of intentional reasoning, and the modulating effect of individual learner factors, on EFL writing within Robinson’s Tragic Componential Framework (Robinson, 2007). We recruited upper-intermediate EFL learners and asked them to write a simple and a complex argumentative essay. We also invited them to complete a multidimensional writing motivational beliefs scale and a writing anxiety questionnaire. Multiple measures were taken to capture the effects on complexity, accuracy, lexical diversity, and fluency (CALF) and the relationship between individual learner factors and CALF. Implications of the study for task-based syllabus design and writing assessment will be discussed.

Discussions: Andrea Révész, University College London, UK & Roger Gilabert, University of Barcelona, Spain
Come join us in celebrating the MLJ

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

The Modern Language Journal

Volume 106 • Supplement 2016

Special Events and Meetings

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Colloquium

Language Learning and Use in a Multilingual World:
Considerations at the Centenary of The Modern Language Journal

Saturday, April 9, 1:30 P.M. to 4:30 P.M. Hilton, Orlando IV
Visit us online at wileyonlinelibrary.com/journal/modl
### Professional Opportunities Sessions

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

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

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

Applied linguists are often challenged by (1) the apparent lack of funding for research projects in our field, and (2) sometimes by the application process. While some universities do provide research funding, the application process is often highly competitive and there may be limitations as to how frequently one may apply. The panelists in this session will discuss funding opportunities from non-university sources. They represent organizations which accept proposals for research projects, including dissertations. Presenters will outline the selection criteria/priorities for grants, along with a discussion of the characteristics of successful proposals. There will be time for a question-and-answer period.
How to Write and Publish a Scholarly Monograph: Converting the PhD Thesis into a Book  
Saturday, April 9  
12:15 pm - 1:25 pm  
Orlando VI  
Organizer: Esme Chapman, Palgrave Macmillan

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

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

Hit the emotional chord that makes your message motivate! Learn how to convey the work you do in clear, simple and concise language that resonates with everyone, from the provost to the politician to the public at large. Learn how to:

- Distill your mission into a short, powerful statement  
- Master storytelling techniques that speak to the heart as well as the head  
- Conduct media interviews with confidence  
- Position yourself as a trusted resource

Create and communicate the messages that capture the public’s attention in a way that is compelling, understood and, most importantly, accepted.

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

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

Sunday, April 10  
12:45 pm - 1:55 pm  
Orlando V  
Organizer: Heidi Byrne, George Mason University

Publishing in refereed journals is a highly valued way in which applied linguists disseminate research findings and engage in scholarly and professional discussion. In this session, after briefly introducing their respective journals, editors from a range of applied linguistics journals will discuss various aspects of how to go about getting your research published—from evaluating major journal types in the digital era, to finding the most suitable journal for your research, to methodological issues, to information about the reviewing process. This is an interactive session and we look forward to answering your questions.
An Introduction to Writing in Academic Journals: How to Get Published
Tuesday, April 12
12:45 pm - 1:55 pm
Orlando VI
Organizer: Christopher Tancock, Elsevier

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

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

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

AAAL - AILA

AAAL - AILA Panel Presentation: Research Cultures in Applied Linguistics [OPEN SESSION]
Monday, April 11
6:45 pm - 8:25 pm
Lake Mizell B
Organizer: Claire Kramsch, University of California at Berkeley
Presenters: Daniel Perrin, AILA; Azamat Akeev, International Barch University; Azirah Hashim, University of Mal- laje; Jeff Conover-Linton, George Town University; Aneta Pavlenko (Discussant), Temple University

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

Open Business Meetings

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

This meeting is open to all AAAL members. This meeting provides an opportunity to learn about the financial health of the organization, details on the attendance and other updates of this year’s annual conference, and preview plans for AAAL 2017 to be held in Portland, Oregon. Reports of various task forces working on the AAAL five-year Strategic Plan will be presented. The meeting also provides an opportunity to discuss any issues related to the organization. Lunch will be provided to the first 80 AAAL members who attend this meeting.

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

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

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

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

Open Session on Emerging Scholars
Sunday, April 10
12:45 pm - 1:55 pm
Lake Highland A
Organizer: Jonathan M. Hall, University of California at Los Angeles

The Emerging Scholars’ Open Session is designed to offer an audience of the latest research and work being done by emerging scholars, PhD students, and early-career professionals in applied linguistics and related fields. The session provides an opportunity for early-career professionals to engage in constructive exchange and to present their work in a friendly environment.

AAAL - AILA Panel Presentation: Research Cultures in Applied Linguistics [OPEN SESSION]
Monday, April 11
6:45 pm - 8:25 pm
Lake Mizell B
Headed out on the job market soon? Searching for advice on getting—and then nailing—the interview? Or perhaps you’re curious to know more about what follows the interview—the job talk?

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

Thriving While Striving: A Graduate Student’s Forum on Life in Academia

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.

Best Wishes to AAAL Conference Attendees

From all of us at the Center for Applied Linguistics, best wishes for a successful conference.

Connect with CAL at our presentations or visit the CAL website to learn more about our projects, research, and resources.
Brill Research Perspectives in Multilingualism and Second Language Acquisition

Editors-in-Chief: Tej K. Bhatia and William C. Ritchie, Syracuse University

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Brill Research Perspectives in Multilingualism and Second Language Acquisition provides in-depth and authoritative surveys of key topics within these disciplines. The articles are written by leading scholars in the field who have been invited to contribute and not only give an overview of the field but also their own unique perspective on it. References are hyperlinked to the original sources where possible, giving scholars the opportunity to stay on top of the literature or reading up on a subject quickly.
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Lobby Level (L)
Lake Mizell B
Lobby Level (L)
Lake Mizell A
Lobby Level (L)
Lake Highland B
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Lake Nona A
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Lake Sheen C
Lobby Level (L)
Lake Sheen E

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10:45 am - 11:15 am
11:20 am - 11:50 am

12:15 pm - 1:25 pm
1:30 pm - 2:00 pm
2:05 pm - 2:35 pm
2:40 pm - 3:10 pm

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An eye-tracking investigation of incidental collocational learning during reading

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Corrective feedback and dynamic assessment: Comparisons from an

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Corrective feedback and dynamic assessment: Comparisons from an

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Corrective feedback and dynamic assessment: Comparisons from an

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Corrective feedback and dynamic assessment: Comparisons from an
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The Changing Linguistic Ideology and Burmese Signage in a Thai Port Town:
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3) (SLA / 066-3) Johnston; "Gender Acquisition in L2 Spanish: The Effects of Word Order on the Processing of Clitic Object Pronouns"

4) (SLA / 066-4) Jegersen; Cross-linguistic influence in bilingual sentence processing: Relative clause attachment among early Spanish-English bilinguals

5) (LCS / 066-5) Choi; "Social-psychological Factors as Predictors of WTC: Analysis of English and Chinese learners of Korean Advanced Chinese L2 Learners"

6) (SOC / 066-6) Gou; "Attitudes of Immigrants Toward Quebec French in Montreal: The Target Variety"

7) (SOC / 066-7) Laboue, Blondau and Tremblay; "Diatopic variation in the expression of future temporal reference in French: New insights from text messages (SMS) from Quebec and Belgium"

8) (BIH / 066-8) Bondanza; "Heritage Language Learners’ Experiences in Russian-as-a-foreign-Language Classess"

9) (SLA / 066-9) Shier; "Language Education Policy in the (post/neo)Colonial Pakistan and the Life Trajectories of Low SES Students' Language Decisions and Dilemmas of

10) (LCS / 066-10) Mnouer; "Arabic in Context and Intercultural Development: A Short-Term Study Abroad in Morocco"

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15) (COG / 066-15) Chewshok; "Overgeneralization and prediction in L2 processing and development"

16) (LPP / 066-16) Shier; "Language Education Policy in the (post/neo)Colonial Pakistan and the Life Trajectories of Low SES Students’"

17) (LPP / 066-17) Wilson; "The Perils of Individual Agency in Language Planning: How one Uyghur lost his freedom for establishing a language school”

18) (LPP / 066-18) Tsai; "Learning the Language, Claiming My Identity: Taiwanese College Students’ Language Attitudes and Identities"

19) (LCS / 066-19) Sabor; "Language choices of multilingual learners in the German as a foreign language classroom”

20) (PED / 066-20) Nikolov; "The Effect of a Cognitive Linguistics Approach to Teaching the Semantic Meanings of German Modal Verbs"

21) (TEC / 066-21) Hadijatoussou; "Developing online language teaching skills to teach oral Portuguese in a virtual environment”

22) (SOC / 066-22) Demir; "An Endangered Cypriot Language: Pishavish"

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

Lake Concord B Lobby Level (L)

Individual differences in digital game-mediated L2 language learning

Lake Down A Lobby Level (L)

Metaphors we plan by: A critical meta- phor approach to uncovering language orientations

Lake Down B Lobby Level (L)

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

Comway Lake Lobby Level (L)

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

Foyer Level (L)

from 1:30 - 4:30 pm

1) (SLA / 066-1) Kato, Spring; "Skype as an Effective Tool for Increasing Oral and Aural Ability: An Investigation of Learners of Japanese and English"

2) (EDU / 066-2) Kunisawa; "The EFL Mind: Face-to-Face Dialogue to Talk about Vertical Space with Gesture Accompanied by Auditory Processes and Sociocultural Theory"

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Shahri  
SOC / 082  
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Zaykovskaya  
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Lobby Level (L)  
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Lake Sheen B  
Lake Sheen A  
Lake Strand A  
Lake Strand B  
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Lake Highland B  
Lake George A  
Lake George B  |
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Lake Nona A  
Lake Sheen B  
Lake Sheen A  
Lake Strand A  
Lake Strand B  
Lobby Level (L)  
Lake Highland A  
Lake Highland B  
Lake George A  
Lake George B  |
| 3:40 pm - 4:10 pm | Lobby Level (L)  
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Lake Nona A  
Lake Sheen B  
Lake Sheen A  
Lake Strand A  
Lake Strand B  
Lobby Level (L)  
Lake Highland A  
Lake Highland B  
Lake George A  
Lake George B  |
| 4:15 pm - 4:45 pm | Lobby Level (L)  
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Lake Nona A  
Lake Sheen B  
Lake Sheen A  
Lake Strand A  
Lake Strand B  
Lobby Level (L)  
Lake Highland A  
Lake Highland B  
Lake George A  
Lake George B  |
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<tr>
<th>Time</th>
<th>Location</th>
<th>Room/Level</th>
<th>Speaker(s)</th>
<th>Topic</th>
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<td>RWL / 135</td>
<td>Chiu</td>
<td>Reading Bilingually: Asymmetrical Switching Costs in Sentence Comprehension</td>
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<td>BH / 136</td>
<td>Ballinger</td>
<td>Sociolinguistic Context and Language Choice: The Distinct Nature of French Immersion in Quebec</td>
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<td>DB / 137</td>
<td>Chakrani</td>
<td>Language as an Object of Stance: examining Arabic Interdialectal Ideologies</td>
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<td>Orlando II Lower Level (LL)</td>
<td>PLENARY / 154</td>
<td>LoBianco</td>
<td>Ethnic Separatism, Social Conflict and Violence: The Role of Deliberative Language Planning in Conflict Zones</td>
</tr>
<tr>
<td>4:15 pm - 4:45 pm</td>
<td>Lake Sheen A Lobby Level (L)</td>
<td>RWL / 151</td>
<td>Welie</td>
<td>Reading Bilingually: Asymmetrical Switching Costs in Sentence Comprehension</td>
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<td>BIH / 152</td>
<td>Keating Marshall, Bokhorst-Heng,</td>
<td>Caught in the cultural abyss: French immersion teacher discourse in the context of unequal power relations</td>
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<td>Batrouni Linguistic Landscape: “Shabrou2a” or “Chanel”?</td>
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<td>4:55 pm - 6:00 pm</td>
<td>Orlando II Lower Level (LL)</td>
<td>PLENARY / 154</td>
<td>LoBianco</td>
<td>Ethnic Separatism, Social Conflict and Violence: The Role of Deliberative Language Planning in Conflict Zones</td>
</tr>
<tr>
<td>6:00 pm - 7:15 pm</td>
<td>Orlando Ballroom Foyer Lower Level (LL)</td>
<td>AAAL 2016 Opening Reception Celebrating Modern Language Journal’s 100th Anniversary</td>
<td>Come and network with fellow attendees during the Opening Reception as we honor Modern Language Journal’s 100th Anniversary. Light hors d’oeuvres and a cash bar will be available.</td>
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### Studies in Language Testing

An indispensable resource for anyone interested in new developments and research in language testing

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<tr>
<td>Clear Lake Lobby Level (L)</td>
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<tr>
<td>Conway Lake Lobby Level (L)</td>
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<tr>
<td>Foyer II Lower Level (LL)</td>
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| Conway Lake Lobby Level (L) | ASE / 182 | Crossley |

| **9:10 am - 9:40 am**   |
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| Conway Lake Lobby Level (L) | ASE / 198 | Kremmel |

### Solutions to Language Testing Problems

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1. (EDC / 158-1) Kang, Hae; A Case Study of Chilean English Language Policy and Teacher Training: Affecting factors of Communicative Language Teaching in Chilean classroom
2. (SLA / 158-2) Quan; “I want to go abroad to become fluent”: Formulaic language and L2 fluency in study abroad
3. (BIH / 158-3) Hilsinger and Van Menn; Assessing Dutch and English Immersion Education in French-Speaking Belgium Linguistic, Cognitive and Educational Perspectives
4. (EDC / 158-4) Chen; Children Talking About Writing; Investigating Metalinguistic Understanding
5. (EDC / 158-5) Beltran; Topic Development in First Encounter Triadic Interactions
6. (DIS / 158-6) Lucey; “I like to be in constant communication with my sister”: Sister discourse in the digital age.
7. (BIH / 158-7) Venegas; Bilingual Immigrant Contexts and Lives: Language Teaching and Teachers’ Professional Identity Development Across Linguistic Communities of Practice
8. (BIH / 158-8) Perez-Cortes; The effects of activation, proficiency and age in subjective selection: the case of Spanish Heritage Speakers and L2 learners
9. (PED / 158-9) Henry and Sundquist; Creativity and Mobile Devices in Intensive Group Projects
10. (PED / 158-10) Choi-Kee; Function Word Phrasings in English Pronunciation for Korean and Japanese Learners
11. (PED / 158-11) Cochrane-Markovic; The effects of explicit instruction of topic-induced word combinations on ESL writers
12. (PED / 158-12) Shi; Understanding Perspectives of English Learners in a U.S. University Setting
13. (EDU / 158-13) Scott and Lee; Educating Emergent Bilinguals in a Diverse, Rural Community. Embrace Diversity or Emphasize Challenges?
14. (EDU / 158-14) Wende; Mediating Discourses in Place: Doing #Studenting in Controlled, Directed and Guided Spaces
15. (EDU / 158-15) Huang and Zhi; Selective use of Early Foreign Language Instruction on Long-Term Foreign Language Outcomes
16. (EDU / 158-16) Jakubik; Global Citizenship through English-language Volunteerism: Connection and Disillusion
17. (ASE / 158-17) Walters; An inquiry into CA-informed L2 pragmatics test development
19. (ASE / 158-19) Le; Comparisons of Evaluating Writing with the e-Rater and Human Raters
21. (TEC / 158-21) Subero and Cardenas-Claros; Stages of Normalization of the use of ICTs in an English language teaching program. A case study in Venezuela
22. (TEC / 158-22) Gyllstad; Comparing L1 and L2 Phraseological Processing of Free Combinations, Collocations and Idioms - Testing the Predictions of the Phraseological Continuum Model
23. (LI / 158-23) Bhalla and Novak; Learner Perspectives on EFL in Slovenian Higher Education
24. (LID / 158-24) Liu; An Investigation of Fourth-Grade Heritage Speakers’ Proficiency Judgments of Linking Adverbials in EAP Students’ Academic Writing
25. (LID / 158-25) Gyllstad; Assessing lexical proficiency using the English Lexicon Project and a bit more

**Lake Concord A Lobby Level (L)**

<table>
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<tr>
<th>COR / 159</th>
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<td>PED / 160</td>
<td>Peters</td>
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**Lake Concord B Lobby Level (L)**

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**Lake Down A Lobby Level (L)**

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To find out more about our full list of publications:

[www.cambridge.org/elt/silt](http://www.cambridge.org/elt/silt)

[www.cambridgeenglish.org/silt](http://www.cambridgeenglish.org/silt)
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de Jong  
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<td>Clear Lake Lobby Level (L)</td>
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<td>Perceptions of L2 Graduate Student Presentations by Subfield Matter Specialists and Non-Specialists</td>
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<td>Assessing Professional Communication Skills in English among Medical &amp; Biomedical Research Practitioners: Relating Job Design and Rating Criteria from Workplace Observation</td>
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<td>Cho Kim Moon Park</td>
<td>ASE / 245 Kristiansen Lafragoe</td>
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<td>Developing and validating outcomes-based self-assessments for measuring reading proficiency of Korean as a foreign language</td>
<td>Self-Assessment: Taking Steps Toward Learner Autonomy in the English as an Additional Language (EAL) Classroom</td>
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<td>Lexical and Grammatical Variation in Scholarly Writing: A Multidimensional Comparison of Published Native and Non-native Research</td>
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<td>Output-generated Noticing and Intake of L2 Form: A Study of Beginning Learners of Arabic</td>
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<td>The Processing of Verbal Agreement Morphology in Native, Heritage, and L2 Arabic</td>
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<td>Flunking the Spanish Test: Language Ideologies and Heritage Learners in Tween TV</td>
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<td>Double Recipes: A Critical Discourse Analysis of Cookbooks and Gender Norms</td>
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<td>Persuasive Strategies in a Chaotic Religious Discourse: The Case of Women's Ordination</td>
<td>REM / 223 Warden</td>
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<td>&quot;You're supposed to be non-biased, right?&quot;: Epistemological conflicts in a teacher development interview</td>
<td>REM / 243 DeCapua</td>
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<td>Practitioners and Researchers: Learning Together</td>
<td>REM / 244 Nazari Haerte</td>
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<td>Discourseography: Provoking Ideology and Curriculum through Dialogic Voices of English Language Educators</td>
<td>REM / 244 Mulhannen</td>
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11:25 am - 12:30 pm
Orlando II
Lawyer Level (LL)
PLENARY / 254
Rickford
Two Bills: Pursuing Basic and Applied Research, Scholarship and Service

Pocket Lake
Lobby Level (L)
SPECIAL / 255
Wiley
Bluba
Center for Applied Linguistics, LPrA (CLOSED MEETING)

Lake Down A
Lobby Level (L)
SPECIAL / 256
Wright
Resolutions Committee Meeting (OPEN MEETING)

Lower Level (LL)

12:35 pm - 1:55 pm
Lake Highland B
Lobby Level (L)
SPECIAL / 257
Achugar
North American Systemic Functional Linguistics Association (NASFLA) Meeting (OPEN MEETING)

Lake IV
Lobby Level (LL)
SPECIAL / 258
Marquette
Writing Effective Proposals for AAAL Conferences

Lake VI
Lobby Level (LL)
SPECIAL / 260
Porin
Increasing the Visibility of Applied Linguistics: Workshop on Communicating with the Media and the General Public

2:00 pm - 2:30 pm
Clear Lake
Lobby Level (L)
DIS / 261
Kozik
Contega as Trouble Sources in L1/L2 Conversational Repair Initiations

Conway Lake
Lobby Level (L)
AIL / 262
Soltan
Construct validity of an ESL reading placement test: information or skills?

2:35 pm - 3:05 pm
Lake Concord B
Lobby Level (L)
SLA / 365
Tuftuck
Oral Fluency Development in Study Abroad: An Analysis of Four Self-Assessments

Lake Down A
Lobby Level (L)
DIS / 266
Cranider
Beyond questions: Making space for student participation without teacher-dominated questions

3:10 pm - 3:40 pm
Lake Concord A
Lobby Level (L)
COR / 288
Poole
Implementing Specialized Corpora in L2 Writing Classrooms

Lake Down A
Lobby Level (L)
COR / 289
Tare
Relationships Between Cognitive Aptitude and Proficiency Gains During Study Abroad

Lake Down B
Lobby Level (L)
COR / 290
Marian
Board Writing in Form-Focused EFL Instruction: A Conversation Analytic Perspective

Lake George
Lobby Level (L)
DI / 267
Liu
A corpus study of syntactic complexity in upper-intermediate/advanced ELF writing and English L1 writing

2:00 pm - 2:30 pm
Lake General B
Lobby Level (L)
SPECIAL / 268
Sloan
Versational Repair Initiations: Gestures as Trouble Sources in L1/L2 Communication

2:35 pm - 3:05 pm
Lake George A
Lobby Level (L)
SLA / 269
Zhong
ESL Learners' Perceptions of Audio versus Written Summative Feedback

2:30 pm - 3:05 pm
Lake George B
Lobby Level (L)
DIS / 268
Boves
Two Bills: Pursuing Basic and Applied Research, Scholarship and Service

3:10 pm - 3:40 pm
Lake General B
Lobby Level (L)
SLA / 269
Zhong
ESL Learners' Perceptions of Audio versus Written Summative Feedback

3:10 pm - 3:40 pm
Lake General C
Lobby Level (L)
DIS / 269
Zhong
ESL Learners' Perceptions of Audio versus Written Summative Feedback

3:15 pm - 3:45 pm
Lake General D
Lobby Level (L)
TAP / 260
Benes
The Role of Social Networks in the Acquisition of Sociolinguistic and Grammatical Competence during Study Abroad
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<td>The Ontogenesis of Writing Syllabuses</td>
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<td>Does distance matter?: Are non-adjacent collocations (receive any form of treatment) processed the same as adjacent collocations (receive treatment)?</td>
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<td>Frequency, Probability and Online Processing of Multisword Sequences: An Eye Tracking Study</td>
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<td>Representation and Processing of Lexical Bundles</td>
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<td>Putting Complexity Theory into Practice: A &quot;Dynamic Ensemble&quot; for Second Language Research</td>
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<td>Autobiographical Bilingual Memory: Methodological Issues of Cue Recall Technique</td>
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<td>Maximizing or Minimizing Learning Opportunities to Develop Comprehensibility: A Look at Classroom Discourse and its Effects on L2 Pronunciation Instruction</td>
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<td>L2 shame-proneness and L2 guilt-proneness as two distinct individual differences: Validation of a scenario-based questionnaire</td>
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<td>Overcoming whole group speaking anxiety: The role of drama pedagogy</td>
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<td>Strategies for Facilitating the Reading of Peer-Reviewed Applied Linguistics Research within Professional Reading Groups</td>
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<td>Clinics, Classrooms, and Communities: Contexts for Researching Health Literacy as Social Practice in Applied Linguistics</td>
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<td>Vocabulary learning through reading and form-focused instruction: Results from three studies in the context of French as a second language</td>
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<td>L2 Vocabulary Learning: Translation Equations May Not Conceptually Equate</td>
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<td>The Struggles and Successes of Implementing Directed Self-Placement (DSP) at a First-Year Writing Program</td>
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<td>Working Memory as a Predictor of Grammatical Proficiency in Adult Learners of English as a Second Language</td>
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<td>The Interface between the Type of Instruction and the Type of L2 Grammatical Features: A Meta-Analysis</td>
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<td>The Interface between the Type of Instruction and the Type of L2 Grammatical Features: A Meta-Analysis</td>
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<tr>
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<tr>
<td>4:10 pm - 4:40 pm</td>
<td>Lake Nona B</td>
<td>Fostering L2 Learner Motivation through Play: A Conversational Analysis Approach to Motivation</td>
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<td>4:45 pm - 5:15 pm</td>
<td>Lake Nona B</td>
<td>Understanding Second Language Processing: Exploring Questions about Processability Theory</td>
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<td>4:10 pm - 4:40 pm</td>
<td>Lake Nona A</td>
<td>Russian adoptees: Language Aptitude Complexes Generate Fitting Pedagogical Choice and Evaluation: Patterns of Teacher Perceptions</td>
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<tr>
<td>4:45 pm - 5:15 pm</td>
<td>Lake Nona A</td>
<td>Optimising acquisition and minimizing interference: teaching vocabulary in a trilingual educational context</td>
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<tr>
<td>5:30 pm - 6:35 pm</td>
<td>Orlando II Lower Level (LL)</td>
<td>The Effects of Explicit Information in Instructed SLA: Case Matching in L2 German Production Data</td>
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<td>6:35 pm - 7:35 pm</td>
<td>Pocket Lake Lobby Level (L)</td>
<td>SLA in Study Abroad Contexts: A Researcher-practitioner’s Perspective</td>
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<td>7:00 pm - 9:30 pm</td>
<td>Lake Ella Lobby Level (L)</td>
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Recent Special Issues

From second language pedagogy to the pedagogy of ‘plurilingualism’: a possible paradigm shift? (71.4)

Second Language Speech Perception and Production: Implications for Language Teaching (70.4)

Implementing the Common European Framework of Reference for Languages and the European Language Portfolio: Lessons for Future Research (69.4)

Computer-mediated Discourse and Interaction in Second and Foreign Language Learning and Teaching (68.4)

Linking Second Languages Research and Practice (Supplement 1, 2012)

Recent Special Issues

Tirer des leçons des recherches empiriques sur la mise en œuvre du secondes

Perception et production de la parole : répercussions sur l’enseignement des langues secon des et étrangères (68.4)

Lier la recherche en langues secondes à la pratique (2012)

La Revue canadienne des langues vivantes

linguistique appliquée littératie langues secondes recherches plurilinguisme

Dernières éditions spéciales

De la didactique des langues à la didactique du plurilinguisme : un changement de paradigme possible ? (71.4)

Perception et production de la parole : répercussions sur l’enseignement des langues secondes (70.4)

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Le discours et l’interaction médialisés par ordinateur dans l’apprentissage et l’enseignement des langues secondes et étrangères (68.4)

Lier la recherche en langues secondes à la pratique (2012)

La Revue canadienne des langues vivantes EN LIGNE – 18 volumes, plus de 70 numéros, plus de 600 articles

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<td><strong>Lake Sheen A</strong>&lt;br&gt;Lobby Level (L)</td>
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<td>Individual Differences in the Acquisition of L2 Pronunciation: The Role of Motivation and Socialization</td>
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<td><strong>Lake Down A</strong>&lt;br&gt;Lobby Level (L)</td>
<td><strong>TRI / 421</strong>&lt;br&gt;Vanderbauwhede</td>
<td>Towards a symbiosis between corpus design and corpus analysis in the field of Translation Studies</td>
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<td>Navigating through Scientific Writing and Publishing: Facilitating Experiences and Individual Agency of Taiwanese EAL Scholars</td>
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<td>Lake George B&lt;br&gt;Lobby Level (L)</td>
<td><strong>BBH / 424</strong>&lt;br&gt;Smith</td>
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<td><strong>BBH / 426</strong>&lt;br&gt;Hammam</td>
<td>“Uno, Dos, Tres, Cambiamos al Ingles”: Translanguaging and Positioning in a Bilingual Classroom</td>
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<td>Heterogeneity as an Intercultural Competence Outcome in the Language Class</td>
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<td><strong>SLA / 428</strong>&lt;br&gt;Badriri</td>
<td>What is the target for L2 learners when prescriptive, descriptive and prescriptive norms widely differ?</td>
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<td>Lake Lucerne&lt;br&gt;Lobby Level (L)</td>
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<td>Language learning by Anglophones during residence abroad: the contribution of quality in social relationships</td>
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<td>Roundtable Session 1</td>
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<td>Lobby Level (L)</td>
<td>Language Education and Testing Reforms: An Interdisciplinary Register Paradigm Influence Citation Paradigm Influence Citation</td>
<td>1) (RWL / 476-1) Kuzborska; Effects on Study-Abroad Experience on the Development of Vocabulary and Reading Fluency of Students with Contrasting Linguistic Backgrounds 2) (RL / 476-2) Payatt; Improving L2 Writing Conference Sessioning Conferences: Building Student-Teacher Relationships 3) (RL / 476-3) Vegell; The Role of Reading in ESL Composition Classes: A Case Study on Teacher Cognition 4) (LID / 476-4) Kamat; &quot;I am afraid to pronounce the words. I have this problem!&quot; Language Ideologies and Refugee Education in Lebanon 5) (LPP / 476-5) Zhang; How much is too much? L1 use and academic performance of international students in an American boarding high school 6) (DSB / 476-6) Malakpo and Kelly; Orienting to Teaching Requirements in the Unfolding Integration of an EFL Classroom 7) (LPP / 476-7) Mortensen; The Standards Movement and ELLs: Teacher Agency and Autonomy in the Age of Accountability 8) (TEC / 476-8) Rubi; Creating Design Principles for Flipped Learning 9) (TEC / 476-9) Lessard and Hu; Modeling and generating prosodic aspects of &quot;Teacher Talk&quot; using phoneme-to-speech synthesis 10) (TEC / 476-10) Faez, Paribakhy and Park; Studies on Cultural Responsive Practices in a Bilingual Middle School Science Classroom 11) (RL / 499-10) Case, Cobin and Williams; Age-related differences in the mathematical register</td>
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<tr>
<td>Roundtable Session 2</td>
<td>2:35 pm - 3:05 pm</td>
<td>Lobby Level (L)</td>
<td>The Effects of Structured-Input and Structured-Output Tasks on the Acquisition of the English Causative</td>
<td>1) (RL / 499-1) Lang; A Scholar Re-turning to School: The Literacy Experience of a Non-native Speaker of English in her Doctoral Program 2) (RL / 499-2) Xu; Chinese Interna-tional Doctoral Students' Response to Supervisors' Written Feedback Reading, Writing, and Literacy 3) (COG / 499-3) Cau-sanne; Develop-ing Thinking in L2 Speaking: Evidence from Spatial-Temporal System in Chi-nese and English Learners 4) (REM / 499-4); A Case Study on the Learning of Research Methods by SLA Graduate Students in Japan: Resisting &quot;Quantitative&quot; to Become &quot;Qualitative&quot; 5) (TEC / 499-5) Surtees and Balyas nikova; Why choose only one? Interv-iewing multilingual speakers in their many languages 6) (REM / 499-6) Schreiber; &quot;Well, you know what it's like here&quot;, Insider and Outsider Positioning in Qualitative Research Intervie-wes 7) (SLA / 499-7) Alasasleh and Hallett; Effects of (Phono-)Kinetic Typography on L2 Lexical Acquisition 8) (DSB / 499-8) Lyipa; Voices that Matter: Positioning Adult Immigrant Language Learner Identity and Agency through Post-ecriture 9) (BIH / 499-9) Licona and Infante; Voices that Matter: Positioning Adult Immigrant Language Learner Identity and Agency through Post-ecriture 10) (BIH / 499-10) Faez, Paribakhy and Park; Studies on Cultural Responsive Practices in a Bilingual Middle School Science Classroom 11) (RL / 499-10) Case, Cobin and Williams; Age-related differences in the mathematical register</td>
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<td>EDU / 479</td>
<td>Evans</td>
<td>The Effects of Socioeconomic Status on Literacy Development Among Elementary School Students</td>
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<td>LCS / 502</td>
<td>Villalon</td>
<td>Situated Spanish Literacy Practices in Contemporary Contexts</td>
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<td>SLA / 520</td>
<td>Hillmich</td>
<td>The Literacy Factor in the Optimal Age Discussion: A 5-Year Longitudinal Study</td>
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<td>COR / 480</td>
<td>Matthews</td>
<td>Expressing Obligation and Necessity: A Collostructional Analysis of English Deontic Modal Constructions (need to), (have) (got) to, and (must)</td>
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<td>COR / 503</td>
<td>Wuo</td>
<td>A Corpus-based Study of Discourse Structure and Language Use in Award-winning University Teachers’ Classes in Southeast Asia</td>
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<td>COR / 521</td>
<td>Riestenberg</td>
<td>Design, creation, and annotation of a multilevel Zapotec classroom language corpus</td>
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<td>SLA / 481</td>
<td>Choi</td>
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<td>SLA / 504</td>
<td>Jung</td>
<td>The Effects of Task Complexity and Glossing on L2 Development</td>
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<td>SLA / 522</td>
<td>Zhubika</td>
<td>The Roles of Cognitive Capacity and Task Complexity in Spoken and Written Task Performance</td>
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<td>SPECIAL / 482</td>
<td>Hollmich</td>
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<td>INVITED COLLOQUIUM / 483</td>
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<td>Developing Pragmatic Competence across Foreign Languages: Key Pedagogical Approaches Wilgo Rivers Pedagogy Colloquium</td>
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<td>Exploring the limits of language commodification: Changing regimes of value in space and time</td>
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<td>Footein-Ibar-Loure</td>
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<td>Incidental Vocabulary Acquisition through Reading Tasks with Varied Involvement Loads</td>
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<td>Hatami</td>
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<td>Zhang</td>
<td>Chinese Heritage Language Speakers’ Epistemic Stance Taking: Evidence from Learner Corpus</td>
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<td>ASE / 525</td>
<td>Martel</td>
<td>Investigating washback of the Integrated Performance Assessment in an intensive summer language program</td>
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<td>EDU / 526</td>
<td>Masters</td>
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<td>5:05 pm - 6:05 pm</td>
<td>TEC / 528</td>
<td>Chao</td>
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<td>LEC / 529</td>
<td>Avni</td>
<td>The linguistic landscape of American religious camping: Indelicacy and the Hebrew gaze</td>
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<td>LEC / 530</td>
<td>Spinmer</td>
<td>Processability theory: Oral production versus self-paced reading</td>
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<td>TEC / 531</td>
<td>Lim</td>
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<td>Jimenez-Lord</td>
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Subhranarinesh  
Group Flow: A Valid Concept in the ESL Classroom  
German through Transcultural Lens: Forging Symbolic Competence in the University Language Classroom  
Encouraging Global Citizenship: Culturally Focused Pedagogies That Engage and Interest 21st Century Learners |
| 8:35 am - 9:05 am | Lake Lucerne Lobby Level (L)  
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Law  
Kristjanssen  
Religious Institutions as Alternative Spaces in Applied Linguistic Research: Taking Stock, and Moving Forward |
| 9:10 am - 9:40 am | Lake Mizell A Lobby Level (L)  
REM / 575  
Bagga-Gupta  
Research methods as practice: Current fieldwork strategies and methodological accounting |
| 9:45 am - 10:15 am | Lake Mizell B Lobby Level (L)  
SOC / 576  
Perrino  
De Fina  
Storytelling in the Digital Age: New Challenges |
| 10:20 am - 10:50 am | Lake Sheen A Lobby Level (L)  
PED / 577  
Dolosic  
Deep Learning through Role-Immersion Games: A Complexity Theory Perspective  
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Lee  
The influence of cross-linguistic transfer and context in L2 idiom acquisition  
LCS / 814  
Lai  
"I am a researcher": Positioning as a Test of Analysis to Examine Learner Agency in Second Language Socialization |
| 11:00 am - 11:30 am | Lake Sheen B Lobby Level (L)  
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Kaffe  
"It should be Pure": Student Perspectives on Language Mixing in Academic Writing  
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Student perspectives towards international English: Insights from an Ecuadorian EFL needs analysis  
COG / 615  
Al-Hosier  
Dual-Process Models of the Mind: Implicit Attitudes in Language Learning |
| 11:35 am - 12:05 pm | Orlando II  
Lawor Level (LL)  
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Researching Written Task Complexity in Diverse Contexts  
INVITED COLLOQUIUM / 581  
Pavlenko  
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Applied Linguistics in the Courtroom  
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Garcia  
The breaking away from multilingual solitudes  
SLA / 583  
DeKeyser  
Reconciling methodological demands and pedagogical applicability in SLA research  
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<td>TEC / 676 Reo Chen</td>
<td>RVL / 677 Roth Writing Task Awareness and the Impact on Problem-Solving Behavior during Reading and Writing</td>
<td>LCS / 678 Bernstein Kearney</td>
<td>COG / 679 Miller Fox</td>
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**Lake George A Lobby Level (L)**

- ASE / 708
- Sucre
- Garda
- An argument-based evaluation of blended learning in a university-level English language program

**Lake George B Lobby Level (L)**

- RWL / 701
- Vechia
- Haitian Immigrant Students’ First Language Use When Writing in a U.S. College Composition Course

**Lake Hart A Lobby Level (L)**

- SLA / 705
- Rogers
- Work writing, Awareness, and the Development of Implicit and Explicit Knowledge

**Lake Hart B Lobby Level (L)**

- RWL / 730
- Encinas
- Thomas – Ruzic
- Trajectories towards Bi-literacy, Authorship and Mentoring: A Longitudinal Study of Five Mexican Graduate Students in English Language Teaching

**Lake Highland A Lobby Level (L)**

- SLA / 708
- Shafnaraei
- The Interplay between Working Memory Capacity and Type of Corrective Feedback in Production of Modified Output and L2 Development

**Lake Highland B Lobby Level (L)**

- SLA / 709
- Mutcho
- Age, FL Proficiency, and Familiarity with Reading L1 and FL Subtitles. An Eye-Tracking Study

**Lake Luxury Lobby Level (L)**

- REM / 710
- Cameron
- Participatory Research and Performativity in Applied Linguistics: Youth, Meaning Making, and Multimodality

**Lake Muzeli A Lobby Level (L)**

- RWL / 711
- Paugh
- Disciplinary Literacy in Engineering

**Lake Muzeli B Lobby Level (L)**

- RWL / 712
- Ruecker
- Exploring the Impact of the Common Core on Literacy Instruction for English Language Learners

**Lake Without A Lobby Level (L)**

- EDU / 713
- Sultinova
- Re-thinking pragmatism in international teaching assistant preparation and policy: An analysis of ideology in student representations of TAs in the Composition Classroom

**Lake Without B Lobby Level (L)**

- EDU / 714
- Kazatskaya
- The Impact of World Englishes on the Professional Identity and Pedagogical Practice of International Teaching Assistants in the Composition Classroom

**Lake Without C Lobby Level (L)**

- EDU / 715
- Lama
- The Supra Tutor: Development and Evaluation of Online Pronunciation Instruction for International Teaching Assistants’ Comprehensibility
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|               | Lobby Level (L)   | EDU / 714 Xu                                                           |
| 2:35 pm - 3:05 pm | Lake Nona A      | A Preliminary Analysis of Overlapping Talk in Peer Interaction: Cases from the Japanese Language Classroom
|               | Lobby Level (L)   | EBS / 714 Hasegawa                                                     |
| 3:10 pm - 3:40 pm | Lake Sheen B     | Using learners’ perceptions of classroom interactions in the target language to predict willingness to communicate and communication behavior
|               | Lobby Level (L)   | SLA / 749 Wang                                                         |
| 3:40 pm - 5:00 pm | Lake Sheen B     | A Preliminary Analysis of Overlapping Talk in Peer Interaction: Cases from the Japanese Language Classroom
|               | Lobby Level (L)   | DIS / 734 Hasegawa                                                     |
|               | Lake Sheen B     | Co-Constructing Authority, Agency, and Language Ideology: An Interactional Perspective on Multilingual Approaches to First-Year Composition
|               | Lobby Level (L)   | BIH / 715 Rincon                                                       |
|               | Lake Sheen B     | “So What’s the Difference?”: L2 Writers’ Use of Questioning as Advice Resistance
|               | Lobby Level (L)   | DIS / 716 Park                                                         |
|               | Orlando IV       | Building a Theory of Teacher Interculturality: Investigating Immersion Field Experiences in Culturally and Linguistically Different Spaces
|               | Lower Lobby (LL)  | EDU / 717 Smolcic                                                      |
|               | Orlando V        | Explicit focus on language in the teaching of disciplinary writing     |
|               | Lower Lobby (LL)  | EDU / 719 Mihai                                                        |
|               | Orlando VI       | Integrating Service-learning into Applied Linguistics: Practices, Challenges and Results
|               | Lower Lobby (LL)  | PED / 720 Teemant                                                     |
|               | Turkey Lake      | Exploring K-12 Teacher Identity, Power, and Agency for Educating English Learners
<p>|               | Lobby Level (L)   | PED / 721 Hammill                                                     |
|               | Orlando Ballroom | The Challenges of “Community” for EAP Students                          |
|               | Foyer            | SOC / 726 Crowther                                                     |
|               | Orlando Ballroom | The Blurred Line Between Language Learner and Language User: Navigating the Journey from the Language to the Undergraduate Classrooms |
|               | SPECIAL          | bisous XXX: From Mauritius with Love                                   |
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The Distinguished Scholarship and Service Award recognizes and honors a distinguished scholar for her/his scholarship and service to the profession in general and to the American Association for Applied Linguistics in particular.

The winner of the 2016 Award is James Lantolf.

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


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

Past Recipients of the DSS Award are:

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The Graduate Student Awards (GSA) are given to graduate students who show academic accomplishment and promise and who are involved in and committed to the field of applied linguistics. The awards are made possible by the generous support of AAAL’s Fund for the Future of Applied Linguistics, Multilingual Matters, Educational Testing Service and the estate of Wilga Rivers.

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

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

AAAL Book Award

In 2016, AAAL is bestowing its inaugural book award to honor a high quality text that makes an exceptional contribution to applied linguistics as a whole or to a specific area of specialization.

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

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

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

AAAL Dissertation Award

In 2016, AAAL is bestowing its inaugural Dissertation Award to acknowledge a dissertation that demonstrates research excellence, transcends narrow disciplinary fields, and has broad impact on and implications for the field of applied linguistics as a whole.

The 2016 AAAL Dissertation Award winner Katie Bernstein, Arizona State University.

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

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

Please check the program for the times, dates, and locations of our awardees' presentations.
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12. Gift Shop/Destination Essentials
13. Business Center/UPS Store
14. Lake Meeting Rooms
15. Walkway to Convention Center
16. Escalator to Ballrooms

A. The Spa & Salon
B. 24-hr Fitness Center
C. Poolside Cabanas
D. Basketball Court
E. Waterslide
F. Volleyball Court
G. Lazy River
H. Tropics Pool Bar & Grill
I. Main Pool
J. Entrance to Pool & Recreation
K. The Bistro
L. Quiet Pool
M. Poolside Cabanas
N. Putting Green/Jogging Track
O. Tennis Court
P. Escalator to Group Arrival Area
Q. Orlando Ballroom
R. Orange Ballroom
S. Honda Ballroom
T. The Promenade
U. Key West (March 2016)
V. Key Largo (March 2016)
W. Loading Dock

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