
WELCOME TO PACSLRF 2001

ALOHA AND WELCOME TO THE 4TH PACIFIC SECOND LANGUAGE RESEARCH FORUM

Whether it was a stroll across campus or a journey across the blue Pacific, we wish to thank each and every one of you for taking the time and effort to come and participate in this international conference. We hope the experience will prove to be exciting, thought-provoking, stimulating, and fruitful for all.

As with past PacSLRFs, this conference centers on current research into second language acquisition in both naturalistic and instructional settings, highlighting East Asian, Southeast Asian, and Pacific languages in particular. We are pleased to offer six plenary sessions, five colloquia, and over 100 individual paper and poster presentations, which will serve to re-examine and expand current SLA theory.

Albeit faced with the challenges of hosting an acclaimed conference of this size, we have made every effort to provide a smooth, reasonably-priced conference experience for all and have striven to create a low-key atmosphere for the promotion of high-quality intellectual exchange as well as opportunities to experience Hawaiian and local culture and cuisine (e.g., the optional Waikiki Aquarium Extravaganza and boxed lunches). Please take some time to look through the conference program to take advantage of all that is offered.

As a final note, we would like to take this opportunity to express our appreciation to all those who have helped to make this conference a reality: our sponsors, the planning committee, the abstract readers, the many volunteers, and you! We hope you enjoy the conference, and we wish you further success in your academic and personal endeavors!

Mahalo nui loa,

Jim Yoshioka, *Conference Chair*
& the PacSLRF Academic Planning Committee

MAHALO!

SPONSORS (UNIVERSITY OF HAWAII AT MĀNOA)

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 Center for Pacific Island Studies
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James Dean Brown	<i>Second Language Studies</i>	Terri Menacker	<i>Second Language Studies</i>
Craig Chaudron	<i>Second Language Studies</i>	William O'Grady	<i>Linguistics</i>
Graham Crookes	<i>Second Language Studies</i>	Siwon Park	<i>Second Language Studies</i>
Catherine Doughty	<i>Second Language Studies</i>	Peter Robinson	<i>Aoyama Gakuin University</i>
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Kazue Kanno	<i>East Asian Languages & Literatures</i>	Ken Urano	<i>Second Language Studies</i>
Gabriele Kasper	<i>Second Language Studies</i>	Kate Wolfe-Quintero	<i>Second Language Studies</i>

AND AN ESPECIALLY BIG MAHALO

TO OUR NUMEROUS ON-SITE CONFERENCE VOLUNTEERS!

 CONFERENCE HIGHLIGHTS

ALOHA RECEPTION

Thursday, October 4, 2:00–4:00pm

Please join us for the opening reception, featuring complimentary light pupus (hors d'oeuvres) and drinks. The reception will be held preceding the first plenary session.

NATIONAL FOREIGN LANGUAGE RESOURCE CENTER PUBLICATIONS EXHIBIT

Friday, October 5 & Saturday, October 6

Less commonly taught languages are the focus of the National Foreign Language Resource Center at the University of Hawai'i at Mānoa. We produce cutting-edge language research texts and innovative teaching materials (CD-ROMs, videos, and texts) for Chinese, Indonesian, Japanese, Korean, Manchu, Vietnamese, and more.

Please visit our table for special PacSLRF Conference discounts and for more information about our activities.

WAIKĪKĪ AQUARIUM EXTRAVAGANZA

Friday, October 5, 6:30–9:30pm

After a hard day's conferencing on Friday, come down to the seashore for food, fun, and fish! Ticket holders will be able to enjoy a private party at the Waikiki Aquarium with its beautiful displays of local marine life as well as a prime beachside view of the spectacular Hawaiian sunset. Pupus (local hors d'oeuvres) and drinks will be served under the moonlight in the Aquarium's tropical garden setting. PacSLRF guests will also have the opportunity to enjoy live Hawaiian slack key guitar music under the swaying palms throughout the evening and an ancient hula performance at 7:30pm by Halau Mohala Ilima. Roundtrip transportation (via Waikiki Trolley) to the Aquarium from the conference center at the University of Hawai'i will be provided for those who have let us know they need a ride in advance. Don't miss this special event!

This is a ticketed event (\$25).

Waikiki Trolleys will depart from the Imin Conference Center at 6:00pm sharp.

Return trolleys will leave the aquarium for the UH campus at 8:30pm and at 9:00pm.

PACSLRF BUSINESS MEETING

Saturday, October 6, 5:30–6:30pm

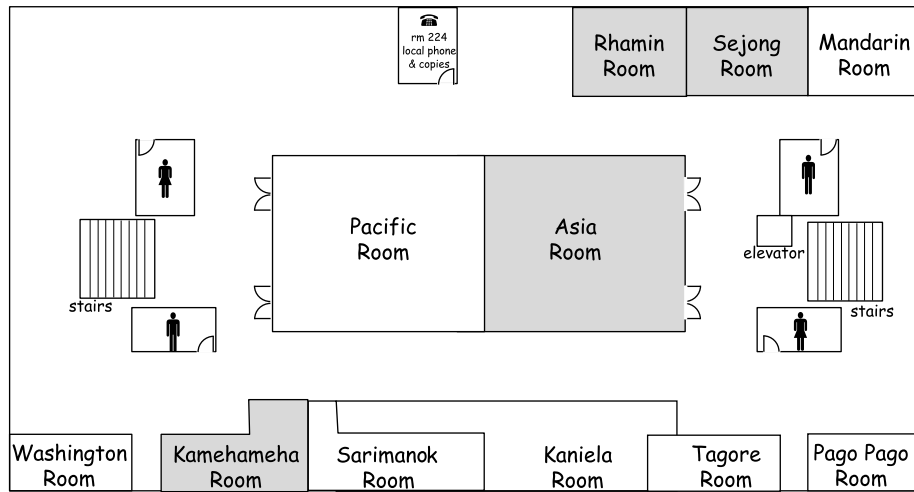
All PacSLRF 2001 participants are invited to attend the PacSLRF business meeting in open session and discuss issues regarding planning, organization, and the future of PacSLRF.

EVALUATION & GIVEAWAY FORMS

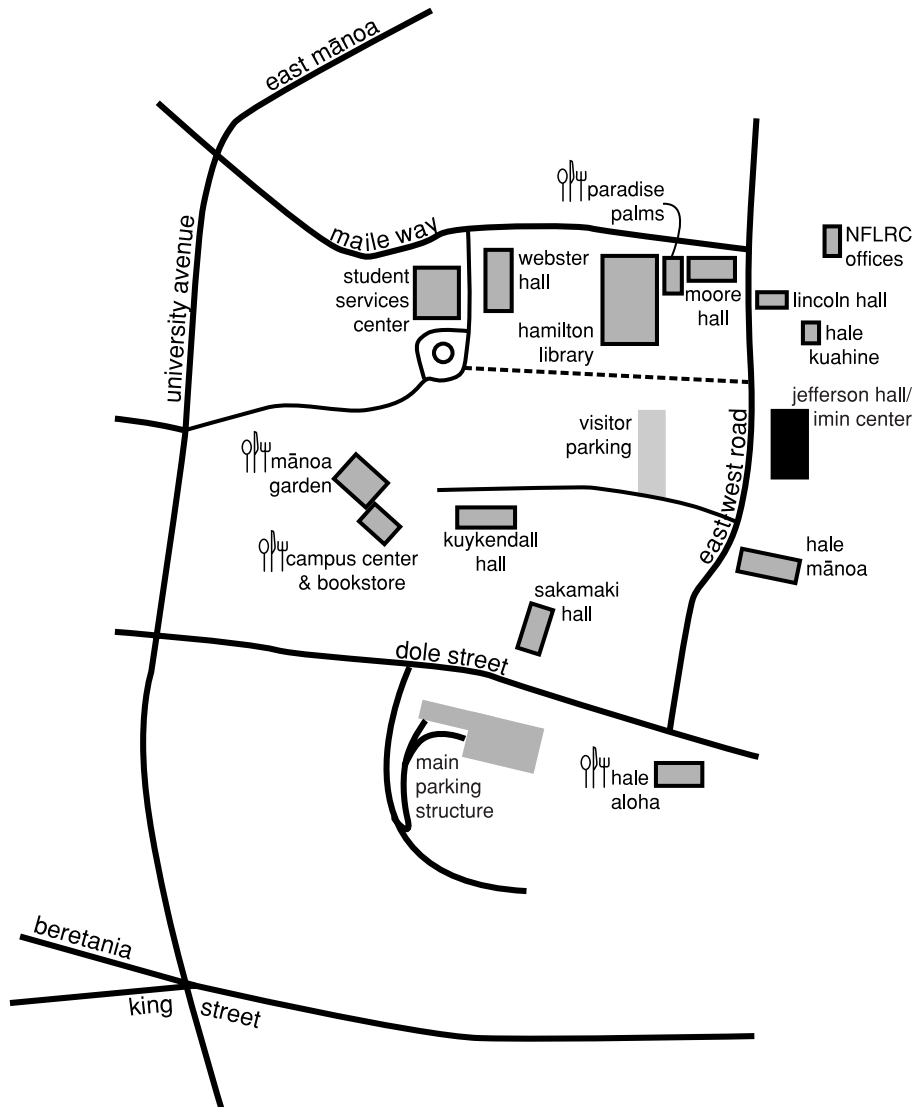
Please fill out the PacSLRF 2001 evaluation form included in your registration packet. Submit your form in the marked Evaluation box at the registration table, and detach and drop off your NFLRC publications giveaway ticket in the marked NFLRC giveaway box there as well. Prizes include an NFLRC Technical Report and a T-shirt. The prize drawing will be held at the end of the conference. You need not be present to win.

IMIN CENTER
LANAIWAILANA
ROOM
(GARDEN LEVEL)WAIKĪKĪ
AQUARIUMKEONI
AUDITORIUMPRIZE
GIVEAWAY!

MAPS



Hawai'i Imin Int'l Conference Center 2nd floor



HELPFUL INFORMATION

REGISTRATION & INFORMATION DESK

Thursday, October 4	2:00pm–5:00pm	Imin Center Lanai
Friday, October 5	7:00am–4:00pm	Wailana Room (garden level)
Saturday, October 6	7:00am–4:00pm	Wailana Room (garden level)
Sunday, October 7	7:00am–10:30am	Wailana Room (garden level)

PACSLRF BOARD & MESSAGE BOARD

Wailana Room (garden level)

Check out the PacSLRF Board for daily events and activities. Leave messages for fellow conference participants on the pin-up message board.

CONTINENTAL BREAKFAST

Makana & Ohana Rooms (garden level)

Complimentary coffee/tea/juice and pastries will be offered to all conference participants on Friday, Saturday, and Sunday from 7:00 to 11:00am.

NOTE: Please eat in these rooms. No food is allowed in the Keoni Auditorium, the upstairs presentation rooms, or the Japanese garden.

BOXED LUNCHES

Makana & Ohana Rooms (garden level)

Boxed lunches will be available at 11:45am on Friday and Saturday for those who have pre-paid for the lunch option. Lunch tickets indicating vegetarian or non-vegetarian preference are provided in PacSLRF 2001 packets and should be presented at lunchtime.

NOTE: Please eat either in these rooms or outside by the Thai Pavillion (the grassy area to the left of the Imin Center). No food is allowed in the Keoni Auditorium, the upstairs presentation rooms, or the Japanese garden.

IMIN CENTER PHONES

Pay phones are located on the garden level under the stairs and on the second floor by the men's restroom. Local calls can also be made from Room 224 free of charge.

COPYING

Copies can be made at the following locations on campus or nearby:

Imin Conference Center (Room 224) 944–7159.

Open during conference hours; contact Imin Center staff in Room 224. Self-service, 10¢ a copy.

Hamilton Library 956–7204.

Open M–Th, 8:00am–11:00pm; F, 8:00am–5:00pm; Saturday, 9:00am–5:00pm; and Sunday, 12:00pm–9:00pm. Coin- or card-operated machines, 7¢–10¢ a copy.

RESTAURANT

GUIDE AND

TRANSPORTATION

INFORMATION AT

THE BACK OF THIS

PROGRAM

*Ema Campus Copy (located at Campus Center) 941-1098
M-Th, 8:00am-4:00pm; F, 8:00am-3:30pm. 7¢ a copy.*

*Kinko's (located at the corner of S. King Street and University Avenue) 943-0005
Open 24 hours a day, 7 days a week. 7¢ a copy.*

NOTE: PacSLRF presenters will be bringing enough handouts for their estimated audiences. We have asked each presenter to submit a copy of their handout to us upon registration. If for some reason, they run out of handouts, conference attendees can request an additional copy at the registration and information table. We will not accept requests for other copy jobs.

INTERNET ACCESS

We are sorry, but there is no internet access available at the Imin Conference Center. There are a number of free, limited-use web browsing and email stations at Hamilton Library (please see above for library hours) and a number of "internet cafés" in town (see Restaurant Guide).

A NOTE ABOUT THE PROGRAM

We have assembled a range of plenary and invited colloquia panelists who are authorities on second language acquisition research from various theoretical and methodological perspectives. Additionally, we received approximately 228 presentation proposals displaying a wide variety of interests in approaches to second language research. Using stringent criteria for anonymous proposal review, our abstract readers selected about 50% of the presentation proposals for inclusion in this year's conference, resulting in participants from over 15 different countries presenting L2 research on Alaskan, Chinese, English, Filipino (Tagalog), French, German, Hawaiian, Indonesian, Italian, Japanese, Korean, Maori, Spanish, Thai, Turkish, Vietnamese, and others, including a number of language varieties such as Hawai'i Creole English, African-American Vernacular, and Aboriginal English. In order to accommodate the entire complement of accepted presentations, while still providing opportunities for participants, presenters, and members of our local second language research community to get acquainted under less formal circumstances, we have planned a number of events for PacSLRF 2001. It is our hope that this schedule will offer an appropriate combination of intellectual and social interaction reflective of the range of interests of PacSLRF attendees.

SCHEDULE



[see file “PacSLRFschedule.pdf”]

SCHEDULE

[see file “PacSLRFschedule.pdf”]

SCHEDULE



[see file “PacSLRFschedule.pdf”]

 PLENARY SPEAKERS

All plenary sessions are held in the Keoni Auditorium.

LANGUAGE ACQUISITION AND LANGUAGE LOSS

William O'Grady, University of Hawai'i at Mānoa

Thursday, October 4, 4:00–5:30pm

There is little room for variation in linguistic competence among normal adult speakers of a language: full fluency is the norm and anything less is considered to be a serious liability. Yet various groups of speakers do manifest linguistic shortfalls — very young children, adolescent and adult second language learners, and victims of agrammatism (e.g., Broca's aphasia) are three obvious examples.

The purpose of my paper is to investigate a set of apparent parallels that are manifested in the early stages of first language acquisition, for lengthy periods in the course of second language learning, and for an indefinite interval in the case of aphasia. My goal will be to offer an account of these parallels that unifies certain aspects of first language acquisition, second language learning, and agrammatism while at the same time providing support for the view (now sometimes called 'emergentism') that the defining properties of language are shaped by more basic, non-linguistic forces.

William O'Grady is Professor of linguistics at the University of Hawai'i. His major research interests include syntactic theory, language acquisition, and Korean. His current research focuses on the possibility of unifying the theory of sentence structure and the theory of sentence processing.

MIND, LANGUAGE, AND EPISTEMOLOGY: TOWARD A LANGUAGE SOCIALIZATION PARADIGM FOR SLA

Karen Ann Watson-Gegeo, University of California, Davis

Friday, October 5, 10:15–11:45am

The conventional paradigm for second language acquisition research has come under increasing criticism over the past decade for its exclusive reliance on positivistic assumptions about reality and experimental modes of inquiry that cannot incorporate cultural and sociopolitical context into its models, its basis in structuralist and/or other problematic or discredited linguistic theories, and its inability to produce implications for pedagogy that actually work for second language teaching in the periphery (third and fourth world situations). For some time now, SLA research has been hampered by unhelpful debates between the so-called "cognitivist" and "sociocultural" camps that have generated more acrimony than useful theory. Recent developments in second generation cognitive science, first language acquisition studies, cognitive anthropology, and human development research, however, have opened the way for a new synthesis. The new synthesis involves a reconsideration of mind, language, and epistemology, and a recognition that cognition originates in social interaction and is shaped by cultural and sociopolitical processes: these processes are central rather than incidental to cognitive development. In my presentation, I lay out the issues and argue for a language socialization paradigm for SLA that is consistent with and embraces the new research.

Karen Ann Watson-Gegeo has a B.A. and M.A. in English from CSU Fullerton, and a Ph.D. in Anthropology from the University of Hawai'i. She has been a Research Associate at the East-West Center's Culture Learning Institute (involved in projects in Southeast Asia and the Pacific Islands), has taught at the Harvard Graduate School of Education and the SLS Department at UHM, and is currently a professor in the School of Education at the University of California, Davis (focusing on sociocultural studies and language and literacy). She has conducted research in Hawai'i, the Solomon Islands, and the US Mainland, on first and second language socialization, child development, cognitive anthropology, language policy, pidgin/creoles, classroom interaction, and indigenous epistemology. She has published in all these areas, as well as ethnographic research methods. She teaches critical ethnographic research

methods and critical discourse analysis at UCD, where she is on the graduate faculties in Education, Anthropology, Human Development, Cultural Studies, Feminist Theory and Research, SLA, Community Development, and Linguistics. Her most recent publication is a co-authored article with her husband David Welchman Gegeo, "How We Know: Kwara'ae Villagers Doing Indigenous Epistemology," in *The Contemporary Pacific*, Spring 2001.

ISSUES IN SECOND DIALECT ACQUISITION

Jeff Siegel, *University of New England, Australia*

Friday, October 5, 4:00–5:30pm

The term 'second dialect acquisition' (SDA) refers to situations where the L1 and the target L2 are considered to be varieties of the same language. The term is most often used in relation to the acquisition of the recognized standard dialect, by speakers of non-standard varieties, such as African American Vernacular English, or by speakers of creoles lexically related to the standard, such as Hawai'i Creole English. Other than a short-lived interest in teaching Standard English as a Second Dialect (SESD) in the 1960s and 70s, the field of SLA has paid little attention to the theoretical and pedagogical issues surrounding SDA (and thus has been remarkably quiet in the recent Ebonics debate). In this plenary, I will review the research that has been carried out on SDA in both naturalistic and classroom contexts. In doing so, I will discuss issues regarding the similarities and differences between SDA and more usual second language acquisition, and touch on some more practical issues, such as the use of "dialect readers." Then I will move on to describe recent research showing the effectiveness of educational programs which make use of students' home varieties in the classroom. Understanding and explaining these results is also an important issue for SLA research, and I conclude by providing some tentative explanations and suggestions for further research.

Jeff Siegel taught English as a second language for 12 years at the primary, secondary and tertiary levels in Fiji, Hawai'i and Papua New Guinea. For the past 16 years, he has been teaching linguistics at the University of the South Pacific and at the University of New England (Australia), where he is currently Associate Professor. His recent research has focussed on the role of processes of second language acquisition in the development of pidgins, creoles and other language contact varieties and on the use of these varieties and minority dialects in education. Jeff has published several books, reports and edited collections including: Language Contact in a Plantation Environment (CUP, 1987), Vernacular Education in the South Pacific (AusAid, 1996), and Processes of Language Contact (Fides, 2000). He also produces the yearly Pidgins and Creoles in Education (PACE) Newsletter. As of January 1, 2002, Jeff will be taking up a position in the UH Second Language Studies Department as Founding Director of the Charlene Sato Center for the Study of Pidgins, Creoles, and Second Dialects.

THE STATE OF EMERGENTISM IN SLA

Kevin R. Gregg, *Momoyama Gakuin University (St. Andrew's University), Japan*

Saturday, October 6, 10:15–11:45am

"Emergentism" is the name that has recently been given to a general approach to cognition that stresses the interaction between organism and environment and that denies the existence of pre-determined, domain-specific faculties or capacities. Emergentism thus offers itself as an alternative to modular, "special nativist" theories of the mind, such as theories of UG. In language acquisition, Nick Ellis (1998) argues that "language representations emerge from interactions at all levels from brain to society. Simple learning mechanisms, operating in and across the human systems for perception, motor-action, and cognition as they are exposed to language data as part of a social environment, suffice to drive the emergence of complex language representations." In this plenary, we will look at some of the emergentist arguments against special nativism, and at some of the arguments and evidence for an emergentist account of SLA.

Reference: Ellis, N.C. 1998. Emergentism, connectionism and language learning. *Language Learning* 48, 631–664.

Kevin R. Gregg (Momoyama Gakuin University, Japan) is a professor in the Faculty of Letters.

KŪ I KA MĀNA'AI: CHILDREN ACQUIRE TRAITS OF THOSE WHO RAISE THEM

No'eau Warner, *University of Hawai'i at Mānoa*

Saturday, October 6, 4:00–5:30pm

The movement to revitalize the Hawaiian language via Hawaiian immersion schools has now been in place for approximately 15 years. Initially based, with some modifications, on Canadian French immersion models for English majority language children, the underlying assumption has been that children will acquire Hawaiian incidentally through interactions with teachers and students while learning academic content. As with the Canadian model, the Hawaiian program has been successful in producing children who are functionally proficient speakers of conventional Hawaiian. However, as in other immersion programs, the children reach a plateau far short of native-like speech. Specifically, although they acquire many of the most salient linguistic features of the language used by native speakers, they also use language which deviates systematically from native and native-like usage. Part of this is related to the fact that the socio-historical context has placed the children in a situation where native Hawaiian models of language use are rarely available in the home and the community. Most parent and community speakers have very limited knowledge of Hawaiian, and virtually no teachers in the K-12 immersion program are native speakers. A study of 38 children in grades K through 4 in a school in Honolulu, which included both cross-sectional and longitudinal analyses over a two-year period, showed that children use the knowledge gleaned from their limited exposure to Hawaiian along with the other languages available to them (Hawai'i Creole English and/or English) to create a unique variety of Hawaiian that includes many innovations. In some respects, these results are similar to those for French-Canadian students; in other respects, they are different. After 15 years, it seems that new approaches to language development are necessary, given the social setting in which Hawaiian is being learned, if more native-like Hawaiian language proficiency is the goal.

Sam L. No'eau Warner has a B.A. in both Economics and Liberal Studies (Hawaiian Studies), an M.A. in English as a Second Language, and a Ph.D. in Educational Psychology from the University of Hawai'i at Mānoa. He is a co-founder of the Hawaiian Language Immersion movement beginning in 1983, has been a Bilingual Research Assistant as part of the Evaluation of the State of Hawai'i DOE Hawaiian Language Immersion Program, his part focusing on the acquisition of Hawaiian language by children in the program, mathematics achievement, and the assessment of children's literacy development in Hawaiian. He is also co-founder of the first Hawaiian Immersion Teacher Training Cohort with the College of Education. Currently, he is an Assistant Professor of Hawaiian in the Department of Hawaiian and Indo-Pacific Languages & Literatures. He is currently in the third year of research on Hawaiian language and Hawaiian language immersion pedagogy and the second year of providing teacher inservice and professional development courses for Hawaiian Immersion teachers here in Hawai'i.

MORPHOLOGICAL VARIABILITY IN SLA: A HARDY PERENNIAL

Lydia White, *McGill University, Canada*

Sunday, October 7, 10:15–11:45am

It is well known that L2 learners show considerable variability in suppliance of bound inflectional morphology, such as tense and agreement, as well as closed class lexical items associated with functional categories, such as determiners and auxiliaries. Problems with inflectional morphology contrast with relative success with related syntactic properties. In some cases, divergence between morphology and syntax is found even in endstate grammars. Currently, there are (at least) three types of accounts of the phenomenon: (i) morphological variability reflects a learning problem and will eventually disappear; (ii) it is the consequence of an impairment to linguistic representation; (iii) it reflects a processing (or 'mapping') problem — relevant abstract knowledge is present but not always accessible. In this paper, I examine different perspectives on morphological variability, with particular consideration of implications for theories that assume 'access' to UG in second language acquisition.

Lydia White is Professor of Linguistics at McGill University, Montreal, Canada, and Chair of the Linguistics Department. She has a BA in Philosophy and Psychology from Cambridge University (England) and a Ph.D. in Linguistics from McGill University. She is internationally known as a leading expert on second language acquisition. Her research centers on the nature of the unconscious linguistic knowledge achieved by L2 learners, with special consideration given to the role of Universal Grammar. Her 1989 book,

Universal Grammar and Second Language Acquisition, is the definitive text in this field. She publishes regularly in major international journals on language acquisition and presents papers at international conferences. She is frequently invited to give plenary addresses at such conferences. She is a member of the European Second Language Association; she is on the Program Committee of the Canadian Linguistics Association, as well as on the advisory board of the Japanese Second Language Association. She is on the editorial boards of several international journals (Language Acquisition; Second Language Research; Studies in Second Language Acquisition). She co-edits a book series (Language Acquisition and Language Disorders) published by John Benjamins. She has been involved in the organization of several international conferences (Second Language Research Forum; Generative Approaches to Second Language Acquisition; Canadian Linguistics Association/Canadian Association of Applied Linguistics).

 INVITED & SELECTED COLLOQUIA

All colloquia are held in the Keoni Auditorium.

SECOND LANGUAGE ACQUISITION IN STUDY ABROAD CONTEXTS

Colloquium Organizer — Margaret A. DuFon

Friday, October 5, 8:00–10:15am

It is commonly believed that language study abroad is the most effective and efficient road to proficiency in a foreign language. Yet while the empirical research on learners in study abroad programs has determined that study abroad has a strong positive effect on the development of fluency, communication strategies and sociolinguistic competence, many questions pertaining to SLA in a study abroad context remain unanswered. For example, with a few exceptions, the findings of studies to date tell us little about actual language use or the nature of the social interaction between learners and competent native speakers of the host culture and their effects on the process of language acquisition. Furthermore, attempts to measure changes in interlanguage development often yield divergent findings (Freed, 1995). In order to advance our knowledge in these areas, this colloquium will begin by taking a critical look at various measures of language assessment that have been used to measure learner gains in study abroad contexts and then present empirical evidence (Paper #1) in support of the use of multiple methods in order to obtain accurate profiles of language learners. Then three more studies will be presented which have incorporated multiple methods to examine the nature of the social interaction between the learners and native speakers of the host culture and the effect of this social interaction on the acquisition of both linguistic and social information. Paper #2 primarily utilizes diary data to examine socialization into American culture via participation in routines. Paper #3 focuses on conversational data to compare the negotiation of meaning in both classroom and homestay situations in Japan, and Paper #4 examines the socialization of taste by study abroad learners in Indonesia using microanalysis of discourse and learner journals. Moreover, the pedagogical implications of all the studies will be discussed.

SECOND LANGUAGE ASSESSMENT AND STUDY ABROAD

Rebecca Adams, *Georgetown University*

Different methods of language assessment and their impact on our understanding of second language learning and study abroad are summarized. Also, empirical evidence is presented in support of the use of multiple methods of assessment, including self-assessment, for accurate, reliable and valid profiles of language learners.

APPRENTICES ABROAD

Eton Churchill, *Kanagawa University, Japan*

This paper will report on the socialization routines Japanese learners encountered during a one-month exchange to the United States. Learner uptake during and adjustment to these routines shall be presented. Implications for the classroom and for the development of proficiency measures will be discussed.

NEGOTIATION AND INTERACTION IN THE JAPANESE STUDY ABROAD ENVIRONMENT

Abigail McMeekin, *University of Hawai'i at Mānoa*

This study of learners of Japanese studying abroad answers the following questions: 1) What kind of information (linguistic, social, etc.) is directly or indirectly made available to the learner through negotiation in the classroom and the homestay setting? 2) What implications does this have toward second language acquisition?

SOCIALIZATION OF TASTE DURING STUDY ABROAD IN INDONESIA

Margaret A. DuFon, *California State University, Chico*

This study utilizes microanalysis of dinner table discourse and learner journals to examine the process and outcomes of the socialization of taste in American and Japanese study abroad learners of Indonesian via their conversational interactions with NS of Indonesian, who emphasize food as pleasure and as an ethnic identity marker.

JAPANESE AS A SECOND LANGUAGE FROM DIFFERENT PERSPECTIVES

Colloquium Organizer — Kazue Kanno
(invited)

Friday, October 5, 1:30–3:45pm

There has been much interest in examining SLA from a non-European language perspective. This colloquium will consist of individual papers examining the acquisition of Japanese as a second language and representing grammar, semantics, psycholinguistics, and parsing approaches.

RESTRICTIONS ON L2 CASE DROP

Myunghyun Yoo, Yuhko Kayama, Mizuki Mazzotta, & Lydia White, *McGill University, Canada*

In the present paper, we report on an experiment to determine whether L2 learners of Japanese are sensitive to syntactic and semantic restrictions on accusative case drop. Object DPs lacking accusative particles must be adjacent to the verb and are interpreted as non-specific/habitual, while case-marked DPs may scramble and are interpreted as specific/contrastive. We argue that accusative case drop constitutes a 'poverty of the stimulus' situation (cf. Kanno 1996), hence the question arises as to whether learners whose L1 lacks case markers can acquire the relevant restrictions. Subjects were adult English-speaking learners of Japanese. They were tested on two tasks. The first was a grammaticality judgment task, involving sentences in basic SOV and scrambled OSV orders, with accusative case markers present or absent. The second task was an interpretive task involving pictures which set up a context for a contrastive or habitual reading, followed by a comment (with or without an accusative particle on the object). Subjects had to indicate whether the comment was appropriate. Results suggest that L2 learners have unconscious knowledge of constraints on case-drop.

THE ASPECT HYPOTHESIS: A UNIVERSAL OF SLA OR L1 TRANSFER?

Yasuhiro Shirai, *Cornell University*

Since the 1980's, the field of second language acquisition research has amassed an extensive body of research on the relationship between the development of tense-aspect morphology and inherent semantics of verbs, which is often referred to as the Aspect Hypothesis (Andersen & Shirai, 1994; Bardovi-Harlig, 1999, 2000). Based on the extensive body of research, it has been argued that it is a universal of second language acquisition (Bardovi-Harlig & Bergstrom, 1996; Shirai & Kuroono, 1998).

However, as is often the case with other areas of SLA, the claim of universality is made based on the acquisition of Western languages — in this case, mostly of English, Spanish, and French. The real test of universal claims has to come from the acquisition of typologically different languages. In this paper, research on the acquisition of Japanese will be comprehensively reviewed to test whether Japanese acquisition data truly support the universal status of the Aspect Hypothesis. The hypothesis predicts that (1) the past tense marker (-ta) is predominantly used with achievement verbs, whereas the progressive/durative marker (-te i-) is used predominantly with activity verbs to denote progressive meaning, rather than other meanings this aspect marker denotes, such as resultative and habitual.

The review includes studies on instructed JFL learners, instructed JSL learners, and untutored JSL learners, which are all consistent with the predictions of the Aspect Hypothesis. These studies used various tasks, such as grammaticality judgment, verb-form manipulation, picture description, frog-story narrative, and conversational

interview. Regardless of learning environment and task type, L2 learners of Japanese appear to follow the prediction of the Aspect Hypothesis.

However, most of these previous studies involve learners whose L1 has a productive progressive marker. If the learners are in fact mapping their L1 progressive marker with the Japanese imperfective *-te i-*, then it is not surprising that they should acquire the progressive meaning earlier than the resultative meaning, since the latter is not associated with the progressive marker in their L1. Therefore, the real test of this L1 transfer explanation has to come from learners whose L1 does not have a productive progressive marker (e.g., German). If learners of these languages do show any preference for progressive meaning, then the L1 transfer explanation will be ruled out. A recent study by Sugaya (2001) compared two Indian learners whose L1 has a progressive marker (Telugu and Marathi) and two Russian learners, whose L1 does not have a progressive marker. The longitudinal data for this study consisted of transcribed speech data (naturalistic and oral proficiency interviews). The results show that the Indian learners of Japanese show preference for progressive use of *-te i-* whereas Russian learners did not show any such preference, both progressive and resultative use developing simultaneously. This indicates that difficulty learners showed in acquiring resultative meaning in previous studies may be due to L1 influence.

ON-LINE PROCESSING OF JAPANESE BY ENGLISH L2 LEARNERS

Kazuo Kanno, *University of Hawai'i at Mānoa*

I report on on-going work which investigates how English speaking L2 learners of Japanese organize and integrate incoming material in the course of on-line processing, and what cues they use to facilitate this process.

A self-paced, moving window reading task was employed to investigate this issue with respect to four structural patterns in Japanese. The results show that the English JSL learners are different from native speakers of Japanese in terms of where they expend the greatest processing effort. Whereas the native Japanese speakers allocate extra time at major syntactic boundaries, the English JSL group expends extra time at minor boundaries. This suggests that JSL learners are not as good as native speakers at allocating the necessary time on-line to integrate larger structural/conceptual units.

ISSUES IN INSTRUCTED SLA

Colloquium Organizer — Catherine Doughty
(invited)

Saturday, October 6, 8:00–10:15am

This colloquium addresses issues in instructed SLA such as the following: To what extent do complex tasks provide opportunities for interaction and feedback? To what extent is a pedagogical norm more effective in coping with linguistic variation than is a standard norm? To what extent can/should L2 instructional procedures be implicit or explicit? And, how can the sensitivity of research measures be enhanced such that the relative benefits of any of these aspects of L2 instruction become ascertainable? The colloquium offers three papers with opportunities for ongoing discussion, as well as a final discussion period.

THE COGNITION HYPOTHESIS OF TASK BASED LANGUAGE DEVELOPMENT

Peter Robinson, *Aoyama Gakuin University, Japan*

In this paper I describe a framework for distinguishing the complexity of the cognitive demands of language learning tasks. While there have been a number of recent studies of the effects of task complexity differentials on the fluency, accuracy and complexity of learner production, in this paper I turn to the important issue of task complexity effects on learning, and uptake. I examine recent empirical evidence for the claims that complex tasks (high in their cognitive demands relative to simpler versions) lead to more interaction (Robinson, 2001) and therefore, possibly, recasting of problematic forms, consequently providing more opportunities for uptake (Robinson, 2000). Further, while there are no studies to date in this area, I also argue that because of the greater depth of input processing complex tasks require, there is likely more opportunity and incentive for noticing of

task relevant language input, made salient via various techniques for focus on form (Doughty & Williams, 1998; Long, 1991), as well as longer term retention of uptake, and noticed input. I relate these proposals to Cromer's (1974, 1990) cognition hypothesis of first language development and suggest that in some areas it is possible to stage increases in L2 task complexity in such a way as to recapitulate the development of form-function mappings in L1 development. Finally, I relate the proposals made to the issue of sequencing tasks in task based approaches to syllabus design.

THE NOTION OF THE PEDAGOGICAL NORM IN INSTRUCTED SLA

Albert Valdman, *Indiana University*

In this presentation I offer the Pedagogical Norm as an approach to dealing with linguistic variation in instructed SLA. SLA researchers are recognizing that the classroom constitutes a special environment for the acquisition of communicative skills in a L2. Precisely because of its special "unnaturalness," classroom instruction cannot neglect epilinguistic and metalinguistic objectives. Epilinguistic objectives involve imparting certain attitudes toward language in general and the relationship between language and social behavior. Among the metalinguistic outcomes of instructed SLA should be the realization that what we call a language is an heterogeneous fuzzy entity determined by a complex set of geographical, social, stylistic, situation and idiosyncratic factors. To elaborate the notion of the Pedagogical Norm, I will first take into account a number of factors: (i) the actual behavior of designated target language speakers and variable linguistic descriptions that recognize variability; (ii) the attitudes of both native speakers and instructed learners toward variants; and (iii) acquisitional factors, insofar as these can be teased out. Next, I will illustrate the elaboration of a pedagogical norm by applying it to arguably the most variable morphosyntactic feature of oral French, WH interrogative structures. Finally, I will discuss an experimental study conducted with advanced instructed learners that suggests that setting as model a simpler pedagogical norm (the *Loi de Position*) rather than the orthoepic norm (so-called Parisian "correct" French) results in more accurate pronunciation, better auditory discrimination, and, not unimportantly, more tolerant attitudes toward linguistic variation.

MEASURES AND PROCEDURES FOR THE INVESTIGATION OF INSTRUCTED SLA

Catherine Doughty, *University of Hawai'i at Mānoa*

Despite a veritable explosion in empirical research, a recent meta-analysis (Norris & Ortega, 2000) shows that no substantial progress has been made toward a detailed understanding of instructed SLA. In particular, key questions cannot be answered with any degree of confidence. For instance: Should L2 instruction be implicit or explicit? Furthermore, in what ways can L2 instruction engage learners' attention to forms, meaning, and function such that the fundamental SLA process of mapping will be assured? In this paper I discuss two particular methodological issues which I argue are critical to improving the trustworthiness of the research base: (1) the operationalization of implicit and explicit learning (and counterpart pedagogical techniques and procedures); and (2) the sensitivity of measures to implicit and explicit modes during performance on tasks mediated by conscious, unconscious, or both types of L2 processes. I will begin with a synopsis of the empirical research on the effects of instruction on SLA in terms of those aspects of instructed SLA that are typically of interest to researchers, e.g., L2 learning rate, developmental sequences, learning processes, ultimate attainment, and the relative effectiveness of different types of instruction, for instance explicit or implicit procedures, and degree, amount, and integration of attention to forms, meaning, and use. I will then consider in detail the important issues of operationalization of pedagogical procedures and effect-of-instruction measurement sensitivity, showing how refinement in these areas will yield findings that are clearly interpretable thereby advancing knowledge of instructed SLA.

CURRENT RESEARCH IN SECOND DIALECT ACQUISITION

Colloquium Organizer — Jeff Siegel
(invited)

Saturday, October 6, 1:00–4:00pm

The purpose of the colloquium will be to report on and discuss current research on second dialect acquisition, its theoretical implications in the field of SLA, and its practical implications (especially in education). This includes research in the following areas: (1) the acquisition of a second regional dialect by speakers who have moved to a new area; (2) the acquisition of the standard dialect by speakers of minority dialects, pidgins, creoles, or indigenized varieties; (3) the acquisition of a minority dialect, pidgin, creole, or indigenized variety by a speaker of a standard dialect; and (4) the use of minority dialects, pidgins, or creoles in formal education.

HYPOTHETICAL DISCOURSE IN A CONTACT SITUATION: THE ACQUISITION OF THE STANDARD DIALECT BY HERITAGE SPEAKERS OF SPANISH IN THE UNITED STATES

Marta Fairclough, *North Harris College*

Second dialect acquisition is frequently encountered in language contact situations. Although in most cases it is the acquisition of the standard of the majority language, in some instances it can pertain to a minority language, as in the case of the Spanish in the United States. Many children of Hispanic heritage use the local variety of the home language, usually a simplified and somewhat anglicized version, until they begin school and are immersed into English, the dominant language. Later in life they intend to learn the standard variety of their first language, with mixed results (Roca, 1997; Faingold, 1996).

An increasing number of American universities are offering a different language track for heritage speakers (Valdés, 1997). At the same time, many scholars (Porras, 1997; Villa, 1996; Hidalgo, 1993; among others) are advocating a bidialectal pedagogy that will allow the individual to maintain the local variety while mastering the standard dialect.

The main objective of this research then is to look at the acquisition process of the standard variety of Spanish by Hispanic heritage learners by analyzing one linguistic variable: the expression of hypotheticality. This type of discourse, mainly expressed by means of 'if p, then q' type of irrealis statements, is quite complex and it does not appear frequently in the everyday speech of Hispanic bilinguals.

Qualitative and quantitative analyses look at variability (Ellis, 1989, 1994) in the cross-sectional data of intermediate and advanced learners attending university classes specially designed for heritage learners of Spanish. The description of the 'interdialect' produced by this sample is based on written tasks and spontaneous oral production data. The results are compared to those of traditional learners of Spanish as a foreign language.

FACTORS AFFECTING THE ACQUISITION AND USE OF THE STANDARD DIALECT BY ABORIGINAL YOUTH

Ian Malcolm, *Edith Cowan University* & Patricia Königsberg, *Education Department of Western Australia*

Aboriginal students as a group rank among the least successful Australians in acquiring school literacy, which is always taken to mean literacy in standard English. Explanations given of Aboriginal students' low literacy achievement in standard English usually assume the life experience of middle class white Australian children as normative and leave out of account the fact that, for most Aboriginal students, standard English is a second dialect.

This paper will report on sociolinguistic research carried out at Edith Cowan University with bidialectal teams which highlights other factors which relate to the acquisition and use of the standard dialect by Aboriginal speakers, and will suggest that historical, sociolinguistic and psycholinguistic factors may be the most important determinants of low achievement in school literacy.

Historically, Aboriginal English is both the end-point (so far) and the linguistic record of a social history distinctive to Aboriginal Australians. The linguistic structures and the vocabulary of Aboriginal English will be shown to connect Aboriginal Australians with this social history.

Sociolinguistically, Aboriginal English stands in a diglossic relationship to standard English, carrying for its speakers positive identity marking by contrast with the implied cultural betrayal associated with the use of 'flash talk.' It will be shown that these meanings are discursively marked by Aboriginal speakers of English.

Psycholinguistically, Aboriginal English evokes schemas and meaning systems which are not shared (or are shared incompletely) with standard English. This results in misperception of meanings in communication with monodialectal standard English speakers, whom Aboriginal people have accused of speaking a "secret" language. Examples of mutual misperception will be given. Ways of mitigating the effect of these barriers to acquisition of standard English through bidialectal education will be discussed.

BECOMING BIDIALECTAL: THE PIDGIN AND ENGLISH OF HAWAI'I SCHOOLCHILDREN

Terri Menacker, *University of Hawai'i at Mānoa*

This paper presents ongoing dissertation research which is examining bidialectal language development at an elementary school in Hawai'i. Politzer (1993) points out the complexity of bidialectal language development since at any given time, the use of a non-standard as opposed to a standard form may "constitute an error" or "an intentional or subconscious device to make a statement of political or ethnic identity." Though difficult, it is important to attempt to find means of disambiguating different types of bidialectal behavior in order to better understand bidialectalism, the process of becoming bidialectal and the educational approaches that might best build on speakers strengths and contribute to their development. The paper begins with examination of the targets of acquisition in a bidialectal community and those factors which influence separation and control of related codes, looking at ways of disambiguating language use as choice and language use as competence. Two major perspectives will be compared and contrasted — acquisition perspectives (which often look to interference explanations for bidialectal behavior) and sociolinguistic perspectives (which look at language behavior in terms of group norms of use). Acquisition and interference oriented positions often don't consider when language use might be choice; sociolinguistically oriented perspectives often don't consider when use of a particular variant might not be choice but rather reflects incomplete acquisition of the target language. It will be necessary to incorporate both of these perspectives into explanatory models of bidialectalism at school. Research on bilingualism and bidialectalism will be drawn on (in particular, terms such as code-switching, style-shifting and code-mixing) with special attention to how issues of assigning intentionality to language behavior are dealt with. Examples from the Hawai'i data (which follows children and their language use across the school years) will be presented, analyzed and discussed.

RESULTS OF A SURVEY ON THE ACQUISITION OF STANDARD ENGLISH AS D1 OR D2 IN AFRICAN AMERICAN COMMUNITIES

Robert L. Trammell & Nannetta Durnell-Uwechue, *Florida Atlantic University*

The author of *Creole and Dialect Continua* (1997), Genevieve Escure, notes that while AAVE is the most thoroughly documented set of nonstandard dialects in this country, "the actual process of the acquisition of standard American English by speakers of Black English still remains to be explored" (7). To investigate this question we created a website survey of 70 questions, broken into two parts, aimed at African Americans whose educational or professional status indicate that they control the standard. Our questions explored the learners' perceptions of the acquisition process, their personal and family backgrounds, education, attitudes, goals, their dialect usage and that of their peers in school and at home at different educational stages to discover which factors are most common to successful learners. Questions such as the following were investigated. Was the choice to learn a conscious one, motivated by a particular goal, role model, or self-image (i.e., "your dialect is where your head is at"), or through the positive or negative reinforcement of others? How did they handle peer pressure? Were they conscious of any particular type of instruction or activities, in or out of school, or teacher

attitudes which helped them to learn? One problem in our investigation is that the amount of second dialect learning depends on the starting point of the speaker relative to the standard. There is a continuum between those who learned the standard as their D1 and those who learned it as their D2. We do not have a clear indication of our respondents' starting points, i.e., just how nonstandard their speech was before learning the standard; nor do we know their exact degree of mastery of Standard English. The responses to many questions show considerable diversity, with two or three more frequent answers. The comments and opinions which a few of the respondents added to their answers were often insightful.

A NEW FRONTIER?: COMPUTER-MEDIATED VOICE COMMUNICATION FOR LEARNING KOREAN

Colloquium Organizer — Erica L. Zimmerman

Sunday, October 7, 8:00–10:15am

The rapid progress in computer and information technology has enabled language teachers and learners to take advantage of computer networks. Warschauer and Kern (2000) have attempted to establish a framework of network-based language teaching (NBLT) by examining recent empirical studies of NBLT. However, the link between theory and practice is still weak. Thus, during the Spring semester of 2001, three learners of Korean who are Japanese teachers and two teachers of Korean as a foreign language (KFL) met online using various communication methods (WebX, Paltalk and e-mail) in order not only to test new forms of technology, but also to determine how and if the technology would promote acquisition of Korean. This colloquium addresses three issues. 1. How was the voice communication technology implemented to facilitate learning of Korean and what were the problems? 2. From the learner's perspective, does the use of visual input assist and facilitate not only communication, but also acquisition? 3. What types of language transfer between Japanese and Korean occurred? Each presentation will last about 30 minutes, allowing for 40 minutes of questions and answers from the audience.

EXPLORING THE TECHNOLOGY: COMPUTER-MEDIATED VOICE COMMUNICATION

Erica L. Zimmerman, *University of Hawai'i at Mānoa*

Implementation of the synchronous and asynchronous technology for an online project for L3 learners of Korean revealed not only the advantages, but also the problems with the current applications. The procedures, Internet programs and the problems encountered will be addressed.

VOICE COMMUNICATION AND VISUAL INPUT FOR FACILITATING COMMUNICATION AND LEARNING

Saeko Komori, *Chubu University* & Shioko Komatsu-Yonezawa, *University of Hawai'i at Mānoa*

The psycholinguistic processes of learners of Korean during the simultaneous use of online voice and text communications will investigate and focus on learner's noticing of language forms while negotiating for meaning. The analysis of the text chats and voice transcripts will provide insight for SLA researchers and teachers.

THE INTERLANGUAGE OF LEARNERS OF KOREAN IN COMPUTER-MEDIATED COMMUNICATION

Changseob Ahn, *University of Hawai'i at Mānoa*

Examining the online communication data from Paltalk (voice), MSN messenger (chat) and WebX (journal & feedback), we discuss the Korean interlanguage of three learners of Korean as a foreign language, who all speak Japanese and English, focusing on lexicon, semantics, syntax, and pragmatic transfer.

 PAPER SUMMARIES

 FRIDAY · KANIELA ROOM

Midori Ishida*University of Hawai'i at Mānoa (Honolulu, HI)***The effect of recasts on acquisition of aspect in JFL**

This study reports effects of recasts on JFL learners' acquisition of the continuative aspect marker *-te i(ru)*. Learners' natural output in talking sessions was analyzed to investigate consistency with the Aspect Hypothesis, and subsequently how recasts triggered increased variety in aspect as realized in the *-te i(ru)* morphology.

Friday • Kaniela • 8:00–8:45

Toshiyo Nabei*OISE/University of Toronto (Ontario, Canada)***Recasts in classroom interaction: EFL learners' awareness and L2 learning**

This small-scale study investigated the nature, roles, and effects of recasted feedback in a natural classroom context, focusing on eight Japanese students' classroom experience and cognitive processes in relation to recasts. The impact of recast feedback differed depending on the student's degree of engagement and awareness of their linguistic problems.

Friday • Kaniela • 8:45–9:30

Dalila Ayoun*University of Arizona (Tucson, AZ)***The acquisition of French tense and aspect in foreign language learning**

This computerized study (pretest, repeated exposure, posttest design) compared the effectiveness of traditional grammar instruction with implicit negative feedback in the acquisition of French *passé composé* and *imparfait*. The R-group was administered written recasts, while the G-group received traditional grammar instruction. Three tasks (translation, GJT, preference task) were administered after each treatment. Both groups improved on their accuracy in the use of PC but only the R-group improved on their accuracy in the use of IMP.

Friday • Kaniela • 9:30–10:15

Elizabeth R. Miller*University of Wisconsin-Madison (Madison, WI)***Development of interactional competence in writing conference revision talk**

The presentation offers a close analysis of the practice of revision talk in student-teacher writing conferences. It presents evidence for a Vietnamese student's developing interactional competence in the practice and shows how this development is co-constructed through the interactional participation of his American writing instructor.

Friday • Kaniela • 1:30–2:15

Toshiko Yoshimura*Hanazono University (Kyoto, Japan)***From writing to speaking: The effectiveness of summary writing**

This study examined the effects of fluency-focused writing tasks on written and spoken English output in first-year Japanese university students in an EFL setting. At the end of the year statistically significant gains were seen not only in written fluency and accuracy, but in spoken fluency as well.

Friday • Kaniela • 2:15–3:00

Miyuki Sasaki*Nagoya Gakuin University (Japan)***The development of EFL students' writing processes over three years**

This study investigates the changes in EFL students' writing processes over a 3-year period using multiple data sources including written texts, videotaped writing behaviors, stimulated recall protocols and interviews with the students. The results suggest what a three-year college education in Japan can possibly accomplish in the given EFL situation, and what it cannot.

Friday • Kaniela • 3:00–3:45

 FRIDAY · MANDARIN ROOM

Lan-Hsin Chang*University of Hawai'i at Mānoa (Honolulu, HI)***Form constraint on English L1 Chinese learners' production of dative structure**

This paper investigates how information order (given-new information order) and structure

constraint (wh-in situ) affects the responses of English-speaking learners of Chinese to Chinese questions. Three oral tests on simple wh-questions, multiple wh-questions and questions with context were given. The results showed that structure constraint was more dominant than discourse effects.

Friday • Mandarin • 1:30–2:15

Myong-Hee Choi

Usha Lakshmanan

Southern Illinois University at Carbondale (Carbondale, IL)

Holism and locative argument structure in Korean-English bilingual grammars

This study investigated the interpretation of English and Korean locative argument structures by Korean-English bilinguals. Our findings indicated that the holism constraint applies more strictly to monolingual native speakers of English than to the Korean-English bilinguals and that the latter's spatial interpretations of the English locative structures were similar to their interpretations of their L1 locative structures.

Friday • Mandarin • 2:15–3:00

Mark Sawyer

Kwansei Gakuin University (Hyogo Prefecture, Japan)

L2 acquisition of the English locative alternation: Parameter or constructions?

The present research focuses on the acquisition by Japanese learners of the semantic constraints underlying the locative alternation in English (Ai packed her bag with books/Ai packed books into her bag). Grammaticality judgment and picture description tasks reveal the relative merit of parameter resetting and construction-by-construction explanations.

Friday • Mandarin • 3:00–3:45

FRIDAY · PACIFIC ROOM

Virginia Yip

Chinese University of Hong Kong (Hong Kong)

Stephen Matthews

University of Hong Kong (Hong Kong)

Yan-kit Ingrid Leung

McGill University (Montreal, Canada)

Functional categories in bilingual L1A: Evidence from a Cantonese-English bilingual child

The emergence of morphemes associated with functional categories is investigated in a Cantonese-

English bilingual child. Functional TMA morphemes emerge in our subjects' Cantonese at age 1;07-1;08, while in the subject's English the emergence of tense, agreement and modal auxiliaries shows delay relative to monolingual English development, reflecting the dominance of Cantonese.

Friday • Pacific • 8:00–8:45

Yan-kit Ingrid Leung

McGill University (Montreal, Canada)

L2 acquisition of nominal functional categories by Vietnamese monolingual learners of French

This paper argues for full transfer in L2 initial state. 13 Vietnamese monolingual learners of French were tested. Results indicate the absence of DP, NUMP and the feature of [+DEFINITE] in the subjects' interlanguage grammars. However, correct French noun-adjective order was found, suggesting that the strong feature strength of CL(asser) in L1 Vietnamese might have been transferred.

Friday • Pacific • 8:45–9:30

Bonnie D. Schwartz

University of Durham (Durham, UK)

Rex Sprouse

Indiana University (Bloomington, IN)

Linear sequencing strategies or UG-defined hierarchical structures in L2 acquisition?

We challenge Meisel's (1997) claim that L2ers eschew UG-constrained structure-dependent operations by: 1) re-examining Meisel's negation data and analyses, 2) considering additional negation data, and 3) reviewing data utterly unamenable to "linear sequencing strategies." We argue that L2 negation patterns are unexceptional once one considers the L1 syntax of negation, negation input, and L2-proficiency level.

Friday • Pacific • 9:30–10:15

Molly Mack

University of Illinois at Urbana-Champaign (Urbana, IL)

A test of the critical-period hypothesis in Korean-English bilinguals

Korean-English bilinguals differing in age at the onset of L2 (English) acquisition and English monolinguals were presented with English vowels in speech-perception tasks. Results revealed some evidence of a critical period ending at about age 5. Reformulation of the critical period construct, consistent with these and other findings, is proposed.

Friday • Pacific • 1:30–2:15

Hye-sun Cho*Michigan State University (East Lansing, MI)***Jean Kim***University of Hawai'i at Mānoa (Honolulu, HI)***A sensitive period for the acquisition of collocations by Korean learners of English**

This study investigated the existence of a sensitive period for the ultimate attainment of collocational knowledge by Korean learners of English. The findings confirmed the hypothesized age-related limitation on the ability to acquire native-like collocational knowledge. The NNS participants' English collocational knowledge decreased as age of onset increased.

Friday • Pacific • 2:15–3:00

Michael H. Long*University of Hawai'i at Mānoa (Honolulu, HI)***Sensitive periods in SLA: Counter-evidence?**

This paper offers a critique of studies by Neufeld, Snow, Ioup, White, Genesee, Bongaerts, Bialystok, Hakuta, Birdsong, Flege, and others, purporting to find evidence against the existence of language-specific maturational constraints on SLA. It is argued that findings to date are in fact still consistent with certain sensitive period hypotheses.

Friday • Pacific • 3:00–3:45

FRIDAY • PAGO PAGO ROOM

Yumiko Ohara*National Language Research Institute (Japan)***Scott Saft***University of Tsukuba (Tsukuba, Japan)***Investigating the significance of voice pitch to L2 users of Japanese**

Combining a phonetic analysis with ethnographic interviews, this study examines how female L2 users of Japanese cope with different cultural expectations and constraints related to the production of voice pitch in Japanese society.

Friday • Pago Pago • 8:00–8:45

Sarka Simackova*Palacky University Olomouc (Czech Republic)***Can prosody-oriented pronunciation training result in improved articulation of consonants?**

Effects of classroom practice on pronunciation of English aspirated stops by adult EFL learners were tested. The goal was to document whether attending to prosody (word/sentence stress, rhythm) can bring about improvement on the segmental level.

Compared to an explicit micro-level training of ph/th/kh segments, a prosody-oriented practice yielded positive but less consistent improvement across learners.

Friday • Pago Pago • 8:45–9:30

A. Jeff Popko*Northern Arizona University (Flagstaff, AZ)***Development of TEFL professionals in an MA-TESL program**

This paper examines the professionalization processes of three international students during their first year in a Master's degree program in teaching English as a second language in America. Analysis of qualitative and quantitative data is presented to show student perceptions of the benefits of the program to their future career.

Friday • Pago Pago • 9:30–10:15

Lauren Wehr*University of Hawai'i at Mānoa (Honolulu, HI)***Factors behind the pragmatic choices of native Japanese speakers**

This qualitative study investigates the factors considered and strategies applied by native Japanese speakers in maintaining contextually appropriate politeness levels with regard to the formality of verb forms. Results support the validity of factors and strategies identified in the literature, but indicate that their use is more complex than expected.

Friday • Pago Pago • 1:30–2:15

Sonoko Sakakibara*Vassar College (Poughkeepsie, NY)***Toward the construction of comity strategies in NNS discourse**

Aston (1993) identified several maxims in the pursuit of achieving linguistic comity in NNS (Non-Native Speaker) discourse. However, the specific strategies used by NNSs to realize these maxims have not yet been fully described. I will propose several such strategies derived from an analysis of naturally occurring social conversation in Japanese.

Friday • Pago Pago • 2:15–3:00

Rong-Rong Kao*Fukuoka University of Education (Fukuoka, Japan)***L1 and L2 Japanese speakers' prototypicality judgments of the classifier hon**

This study is to compare prototypicality judgements of nouns that go with the Japanese classifier *hon* by Chinese learners and Japanese L1 speakers. Both L1 & L2 subjects considered concrete objects more

typical examples than abstract items while L2 speakers' semantic categories were less differentiated than those of L1 speakers.

Friday • Pago Pago • 3:00–3:45

FRIDAY · SARIMANOK ROOM

Sachiko Kondo

Akenohoshi Women's Junior College (Tokyo, Japan)

Instructional effects on pragmatic development: Interlanguage refusals

The study aims to examine instructional effects after teaching with material that was specifically developed for teaching pragmatics to Japanese EFL learners. Oral Discourse Completion Tasks were administered both before and after the instruction. Changes were observed in the learners' choice of refusal strategies and linguistic expressions after the instruction.

Friday • Sarimanok • 8:00–8:45

Akiko Katayama

Osaka Jogakuin Junior College (Osaka, Japan)

Foreign language learning in a college content-based curriculum

This pilot study examines the effects of the transition from grammar-translation classes taught in Japanese to content-based courses taught in English. The study is based on a series of narrative interviews with a non-Japanese English teacher who teaches a first-year content-based discussion course at a junior college in Japan.

Friday • Sarimanok • 8:45–9:30

Kazutoh Ishida

University of Hawai'i at Mānoa (Honolulu, HI)

Learning the pragmatic functions of Japanese *masu* and plain forms

This is a report on a qualitative study which examines how JFL learners learn the pragmatic functions of the *masu* and plain forms. Analyzing data drawn from multiple sources, this study analyzes the processes of three JFL learners' pragmatic development of understanding and using the two forms over three semesters.

Friday • Sarimanok • 9:30–10:15

Piyasuda Wongsawang

University of Hawai'i at Mānoa (Honolulu, HI)

Culture-specific notions in L2 communication strategies

This study aims at exploring Communication Strategies (CS) use for Thai culture-specific notions in English to find out what kind of CS Thai speakers

will employ and whether there will be any patterns that can be observed as different from CS used in other kind of tasks.

Friday • Sarimanok • 1:30–2:15

Michelle Winn

Northern Arizona University (Flagstaff, AZ)

Target discourse collection: The case of the US Naturalization interview

In order to better meet the needs of immigrants in English as a Second Language (ESL) Citizenship Preparation courses, this needs analysis was undertaken. The data include 63 naturalization interviews audio-taped at the United States Immigration and Naturalization Service (INS). This presentation will outline the methodology used in collecting target discourse.

Friday • Sarimanok • 2:15–3:00

Peter Lowenberg

San Jose State University (San Jose, CA)

Nonnative norms and the acquisition of English in Southeast Asia

Challenging traditional consideration of only native-speaker norms in research on second language acquisition of English, this paper identifies norms of nonnative varieties of English used in Malaysia, Singapore, Brunei, and the Philippines. Implications are discussed for distinguishing cross-varietal differences from acquisitional deficiencies in the English of speakers of these varieties.

Friday • Sarimanok • 3:00–3:45

FRIDAY · WASHINGTON ROOM

Lindy Norris

Murdoch University (Perth, Australia)

Elizabeth Bragg

LOTE Education Department of W A (Western Australia)

Two languages too: Second language learning and children with special needs

In 1998 the Education Department of Western Australia commissioned a research project to investigate the implementation and development of second language learning in three different education support settings. This paper reports on the findings of this research project. The idea of special needs children learning a second language elicited a range of views and responses from staff, students and parents associated with the three education support settings that were the case study sites for this research. In addition, implementation of a second language posed

different problems within each of the different settings. From this study, however, it has been possible to develop a set of principles and practices able to inform the teaching and learning of a second language within such educational contexts. The learning outcomes of the special needs students involved in the study are also reported.

Friday • Washington • 8:00–8:45

Satomi Mishina-Mori

Takasaki City University of Economics (Gunma, Japan)

Determinants of pragmatic separation in young simultaneous bilinguals

This study investigates what factors have major impact on the pragmatic differentiation of the two languages in simultaneous bilinguals. Parent-child natural interaction of two Japanese/English two-year old bilinguals was video-taped and transcribed. The results indicate that parental response strategies may best contribute to the differential use of the two languages.

Friday • Washington • 8:45–9:30

Anita Pandey

The University of Memphis (Memphis, TN)

Empowering our children: Effective child language teachers

That children have a natural affinity for language learning is almost axiomatic. How they come to have this unique linguistic forté is, however, less understood. This presentation will draw attention to the unique talent for language teaching (complementing their awe-inspiring language learning ability) that children exhibit in their interactions with their siblings, with their (bi-) and monolingual peers and playmates, and with adults with whom they feel at ease.

Friday • Washington • 9:30–10:15

Christopher Weaver

Tokyo University of Agriculture and Technology (Tokyo, Japan)

The effects of planning time on accuracy

This paper recounts how planning time influenced 252 first-year Japanese learners' focus on accuracy. Accuracy is investigated as target-like use of grammatical features as well as interactional moves between interlocutors and the presence of self-monitoring. The argument that accuracy is a product of precision required by task-types will be advanced.

Friday • Washington • 1:30–2:15

Erlin Barnard

National University of Singapore

The effectiveness of the comprehension approach in Indonesian classroom acquisition

This study examines the differences of students' acquisition in the beginning Indonesian classroom when different interventions are used. One intervention emphasizes the comprehension approach, while the other intervention emphasizes the production approach.

Friday • Washington • 2:15–3:00

Dina Rudolph Yoshimi

University of Hawai'i at Mānoa (Honolulu, HI)

Constructing episode boundaries in Japanese narrative: L1 and L2 discourse competence

Demarcation of episode boundaries (EBs) is a robust phenomenon in L1 narratives, yet research on explicit instruction reveals L2 learners do not develop target-like strategies for demarcating EBs. I examine the role of L1 narrative ability in L2 narratives, focusing on strategies for demarcating EBs in L1 and L2 narratives.

Friday • Washington • 3:00–3:45

SATURDAY • KANIELA ROOM

Dean Mellow

Sun-Kwang Bae

Simon Fraser University (British Columbia, Canada)

Longitudinal ESL syntactic development: The cumulation of VP constituent structure

This analysis of longitudinal ESL data suggests that the capacity for producing complex syntactic structures accumulates incrementally. Following the FC Model (Mellow & Stanley, 2001), the analysis assumes a connectionist perspective (e.g., Ellis, 1998). The results suggest an acquisition order of complement clauses (cf. Ioup, 1983; Gazdar et al., 1985).

Saturday • Kaniela • 8:00–8:45

Kwok Shing (Richard) Wong

Stephen Matthews

University of Hong Kong (Hong Kong)

A microcosm of contact-induced grammaticalization in a bilingual child

A Cantonese-dominant bilingual child, between the ages 3-5, is shown to use both Cantonese *bei2* and English *give* as a dative marker, a verb meaning "to let" and a passive marker. The development of "give" is analyzed as a case of ontogenetic grammaticalization from lexical to grammatical functions.

Saturday • Kaniela • 8:45–9:30

Ken Urano

University of Hawai'i at Mānoa

Level-ordering effect in SLA: Representation of L2 inflectional morphology

This study investigates Japanese learners' acquisition of English noun compounds. Results of an oral elicitation task show that learners sometimes produce regular plurals inside compounds (e.g., *rats-watcher), which child L1 learners rarely do. Findings of this experiment will be discussed with reference to relevant literature in L1 and L2 acquisition.

Saturday • Kaniela • 9:30–10:15

Hirohide Mori

University of California, Los Angeles (Los Angeles, CA)

Cross-sectional study of error treatment in Japanese immersion classrooms

This cross-sectional study examined classroom error treatment at different grade levels (kindergarten through 5th grade). The results showed that corrective feedback was provided by teachers and used by students in a variety of ways, suggesting that the error treatment should be finely tuned at each grade level.

Saturday • Kaniela • 1:00–1:45

Yukiko Hatasa

University of Iowa (Iowa City, IA)

Corrective feedback and learner uptake in JFL classrooms

The present study investigates the use of verbal and non-verbal corrective feedback in Japanese as a foreign language classrooms and compares the effectiveness of feedback between skilled and unskilled instructors.

Saturday • Kaniela • 2:30–3:15

Christopher Mefford

California State University, Long Beach (Long Beach, CA)

The effects of corrective feedback on the accuracy of past tense production during ESL learners' oral performance

This study examines the effects of focused corrective feedback on the past tense accuracy of second language learners' oral performance. Feedback in the form of repetition with a rising intonation is used to push learners to reformulate errors into targetlike forms of the past tense during oral narratives.

Saturday • Kaniela • 3:15–4:00

SATURDAY · MANDARIN ROOM

Devyani Sharma

Stanford University (Palo Alto, CA)

Variation in Indian English article use

This paper examines syntactic variation in nonnative, postcolonial Englishes, focusing on article use in Indian English speech. The evident influence of different levels of language transfer and discourse universals resembles observed L2 learning patterns; however, the results also indicate some regularization of common features across speakers, through the sustained indigenous transmission of such varieties of English.

Saturday • Mandarin • 8:00–8:45

Cathy Sin Ping Wong

The Hong Kong Polytechnic University (Hong Kong)

An interlanguage phonological feature of Hong Kong English: The syllable-initial [v]

Syllable-initial [v], [f] and [w] tokens from the spontaneous speech of 24 Cantonese-speaking ESL learners were analysed. It was found that word-initial position and word stress affect voicing. The non-native features of [v] tokens produced by some learners are examined in terms of voicing, 'noise' and formant transition.

Saturday • Mandarin • 8:45–9:30

Shu-hua Wu

The Ohio State University (Columbus, OH)

A sociocognitive view of discourse transfer in interlanguage performance

Although varying idiosyncratically, discourse transfer entails a coherent system of communication including L1-based components of propositional information, metadiscourse strategies, social identity, and rituals of face. It has a bidirectional relationship with interactional context in which communication problems may occur as a result of discourse transfer or the interactional context itself.

Saturday • Mandarin • 9:30–10:15

Long Peng

Jean Ann

State University of New York at Oswego (Oswego, NY)

Constraint ranking and variability in second language acquisition

L2 sound patterns are highly variable and unstable. There is a high degree of intra-speaker and inter-speaker variability. The challenge an analysis of L2 faces is to uncover the principles behind a highly variable system. This presentation explores

Optimality Theory in an account of variability,
focusing on L2 devoicing.

Saturday • Mandarin • 1:00–1:45

Hanh Nguyen

Marlys Macken

University of Wisconsin–Madison (Madison, WI)

Vietnamese tones in American learners' interlanguage

This study examines the variables that affect the production of tones in the speech of American learners of Vietnamese. The findings suggest that proficiency, linguistic environment, tone type, task type, first language, and discourse distance to native speaker's speech influence the accuracy of tone production.

Saturday • Mandarin • 1:45–2:30

Laura Catharine Smith

Jason Roberts

University of Wisconsin–Madison (Madison, WI)

Perception vs. production: Korean and Japanese learners of English /l-r/

Following Smith (2000), this paper reports results of a pilot study comparing perception and production of /l-r/ by Japanese and Korean learners of English. The research bares on whether: 1) production necessarily lags behind perception? 2) articulatory training with emphasis on kinetic feedback improves production? 3) articulatory training improves perception?

Saturday • Mandarin • 2:30–3:15

Irina Shport

University of Oregon (Eugene, OR)

Long vowels and moraic consonants in Japanese pitch patterns: Perception

This study shows that Japanese long vowels and moraic nasal have a negative influence on the pitch pattern perception of JFL learners, especially when they occur in the middle position within a word; learners frequently assign them with the same pitch as that of the previous mora.

Saturday • Mandarin • 3:15–4:00

SATURDAY · PACIFIC ROOM

Shigenori Wakabayashi

Gunma Prefectural Women's University (Gunma, Japan)

Izumi Okawara

Kiryu Commerce High School (Gunma, Japan)

Long distance wh-questions in Japanese learners' grammar of English

We carried out an experiment and found that Japanese learners produce errors, such as "What do

you think who loved Mr. Yellow?" (Cf. "Who do you think loved Mr. Yellow?"). With this evidence, we discuss the similarities and differences between L1A and SLA and its implications to SLA models in general.

Saturday • Pacific • 8:00–8:45

Tomohiko Shirahata

Shizuoka University, Japan (Shizuoka, Japan)

The acquisition of Japanese 'zibun' by L1 English children

This paper will present findings of the longitudinal observation data from English-speaking child learners acquiring the Japanese anaphoric form, 'zibun' ('self'). The results show that the acquisition of subject-orientation is not particularly difficult for these learners and that there is no direct relation between subject-orientation and long-distance binding.

Saturday • Pacific • 8:45–9:30

Heather Marsden

University of Durham (Durham, UK)

Who is 'he' in L2 Japanese? — L1 transfer and UG

This paper reports on an experiment, based on Kanno (1998), investigating the role of L1 transfer in the L2 acquisition of a poverty-of-the-stimulus phenomenon in Japanese, by native-speakers of English. The results are used to argue against a non-UG account (Sheen, 2000) of the data.

Saturday • Pacific • 9:30–10:15

Soo-Ok Kweon

Kyungpook National University (Taegu, Korea)

Auxiliary contraction in second language acquisition

This paper investigates the acquisition of constraint on auxiliary contraction by adult learners of English. Auxiliary *is* can be contracted to 's under some conditions, but not invariably. Subjects were tested on contraction in possible and impossible situations. While native speakers fall in UG-compatible categories, L2 learners spread throughout the categories.

Saturday • Pacific • 1:45–2:30

Ayse Gürel

McGill University (Montreal, Canada)

Attrition in first language grammar: Implications for second language acquisition

This study aims to provide a comparative investigation of second language (L2) acquisition and first language (L1) attrition. The linguistic property under investigation is the binding property

of null versus overt subject pronouns in Turkish. The findings will be discussed in reference to end-state L2 acquisition and L1 attrition.

Saturday • Pacific • 2:30–3:15

Gregory Taylor
Ofélia Nikolova

Southern Illinois University (Carbondale, IL)

Exploring optimal learning tasks for academically-talented learners

This study found significant main and interaction effects for the variables of task, “giftedness” and gender on vocabulary recall and comprehension in a computer-based annotated reading passage. Students either read the passage containing already annotated vocabulary (control), or created the annotations themselves using annotation software (experimental).

Saturday • Pacific • 3:15–4:00

SATURDAY · PAGO PAGO ROOM

Peter Ecke

University of Arizona (Tucson, AZ)

Cross-lexical influence in the speech of novice L3 learners

This study analyzes word substitution errors with respect to the influence that previously established L1 (Spanish), L2 (English), and L3 (German) representations exercise on semantic, syntactic, and phonological encoding during L3 production. Findings are interpreted within a model of vocabulary acquisition that relies on similarity detection and pattern matching.

Saturday • Pago Pago • 8:00–8:45

Peter McCagg

International Christian University (Tokyo, Japan)

Kazuko Shinohara

Tokyo University of Agriculture & Technology (Tokyo, Japan)

Yoshihiro Matsunaka

Tokyo Institute of Polytechnics (Japan)

Lexical categorization and language transfer: Japanese EFL learners’ tendencies

How may knowledge of NL lexical categories affect development of knowledge of L2 lexical categories? Can explicit instruction on the nature of conceptual categorization facilitate learning of L2 categories? This presentation addresses these questions with reference to NL intuition and L2 acceptability judgment data collected from adult Japanese EFL learners.

Saturday • Pago Pago • 8:45–9:30

David Wible

Anne Liu

Tamkang University (Taiwan)

A syntax-lexical semantics interface analysis of collocation errors

Predicate decomposition and argument-linking patterns reveal regularities within otherwise anomalous collocation errors produced by learners. Focusing on NV collocations, the analysis relies upon tools from lexical semantics for uncovering regularities in the interlanguage of learners. The analysis is based upon attested miscollocations from a web-based corpus of learner English.

Saturday • Pago Pago • 9:30–10:15

Sunyoung Lee

University of Hawai‘i at Mānoa (Honolulu, HI)

Relative clauses in KFL learners’ writing

This paper investigates KFL learners’ acquisition of Korean relative clauses. 26 English-speaking learners of Korean produced S-tier more than O-tier in their Korean writing, contrary to Wolfe-Quintero’s accessibility hierarchy. The difference between the two L2 data is accounted for by processing theory regarding the branching direction of the target language.

Saturday • Pago Pago • 1:00–1:45

Chen-Ling Chou

University of Hawai‘i at Mānoa (Honolulu, HI)

Syntactic complexity and L1 effects in Chinese speakers’ acquisition of English conditionals

This study employs a written test simulating oral conversations to examine how English syntactic complexity and learners’ L1 may influence 36 Chinese speakers’ acquisition of 6 English conditionals. The results show L1 transfer effects found in the data may explain why syntactic complexity alone fails to predict the acquisition order.

Saturday • Pago Pago • 1:45–2:30

Masahiro Hara

Truman State University (Kirksville, MO) / Michigan State University (East Lansing, MI)

On the acquisition of Japanese passives

Data were collected from 80 high intermediate to highly advanced English speaking learners, using a grammaticality judgment questionnaire. Syntactically, *ni* indirect passives were found to be most difficult to learn. Semantically, even highly advanced learners failed to learn that *ni* direct passives were unacceptable in *-te iru* and *-ta* non-perfective readings.

Saturday • Pago Pago • 2:30–3:15

Shee-hei (Catherine) Wong*The Chinese University of Hong Kong (Hong Kong)***Acquisition of Chinese passives by native speakers of English & Japanese**

This study investigates the acquisition of Chinese passives and related structures by native speakers of English and Japanese. The results show that retained objects and subjects with Recipient/Goal, Instrument/Material and Locative in Chinese passives pose great difficulties for learners. Transfer effects and partial overpassivization of Chinese unaccusative verbs are evidenced.

Saturday • Pago Pago • 3:15–4:00

SATURDAY • SARIMANOK ROOM

Haruko Cook*University of Hawai'i at Mānoa (Honolulu, HI)***JFL students' pragmatic judgments of polite speech: A case study**

This study examines the 400-level JFL students' recognition of an inappropriate speech style in an on-line listening comprehension task. The study identifies three factors that contribute to the students' successful recognition of inappropriateness. It also finds that failure of recognition is due to cognitive problem and misjudgment of socio-cultural norms.

Saturday • Sarimanok • 8:00–8:45

Akemi Fu*University of Hawai'i at Mānoa (Honolulu, HI)***Development of modal expressions in EFL learners: A longitudinal study**

This study reports a preliminary finding from a one-year longitudinal study: how Japanese EFL learners develop modal expressions in written discourse. The result confirms the findings from a previous study, that lexical modals emerge earlier than syntactical modal expressions. There is also a possibility of transfer from their L1, *omoi-masu*.

Saturday • Sarimanok • 8:45–9:30

Peter Robinson*Aoyama Gakuin University (Tokyo, Japan)***Effects of intelligence, aptitude, and working memory on incidental SLA (A replication and extension of Reber, Walkenfield and Hernstadt, 1991)**

This paper reports results of a replication of Reber, Walkenfield and Hernstadt (1991), finding significant negative correlations between intelligence and implicit learning, and positive correlations with explicit learning. An incidental

L2 (Samoan) learning condition was added, with measures of aptitude, and working memory. Results suggest incidental learning is sensitive to individual differences, particularly in working memory, and when effects of learning are assessed over time.

Saturday • Sarimanok • 1:00–1:45

Mikio Kubota*University of California, San Francisco & Seijo University (Tokyo, Japan)***Paul Ferrari****Timothy Roberts***University of California, San Francisco***Neuromagnetic responses to syntactic violations of English case features**

This study compared the neuromagnetic fields between L1 and L2 speakers regarding English syntactic processes. Only for L1 speakers, an early syntactic component was elicited in both hemispheres for within-phrase violations of case features in a mid-sentence position. Advanced L2 learners may not have the fast and automatic syntactic parsing mechanism.

Saturday • Sarimanok • 1:45–2:30

Alan Juffs*University of Pittsburgh (Pittsburgh, PA)***Working memory and ambiguity resolution in SLA**

This paper reports on experiments that examine variability in on-line processing of English as a second language by Japanese, Chinese and Spanish native speakers and how differences in working memory capacity can explain intra-group variation.

Saturday • Sarimanok • 2:30–3:15

Kimi Kondo-Brown*University of Hawai'i at Mānoa (Honolulu, HI)***Language development of Japanese FLES students**

Despite the rapid expansion of Japanese FLES programs in the US, little empirical research documents the L2 development of children participating in these programs. This longitudinal study investigates the development of oral skills of 47 students who participated in a Japanese FLES program in Hawai'i over a year. The data was analyzed both quantitatively and qualitatively.

Saturday • Sarimanok • 3:15–4:00

Ian G. Malcolm

Farzad Sharifian

Edith Cowan University (Western Australia)

Something old, something new, something borrowed, something blue: Indigenous students' learning and schematic knowledge

An analysis of the discourse of bidialectal Aboriginal children in the South-West of Australia suggests that it exhibits the use of schemas from Aboriginal English ("something old"), Australian English ("something new") as well as parodic uses of Australian English schemas ("something borrowed") and hybrid schemas which may sometimes be dysfunctional ("something blue").

Saturday · Washington · 8:00–8:45

Linita Manu'atu

Mere Te Keepa

The University of Auckland (Auckland, New Zealand)

A site of resistance: The promising focus for indigenous perspectives

The purpose of the paper is to present some of the complex ideas and issues of educating the older children of indigenous migrants from the Pacific Islands geographic region, overall, and the Kingdom of Tonga, specifically, and to demonstrate the important task indigenous teachers face if we are to build a society where funding for programmes to promote participation, retention, and achievement in the classroom and school by older children of indigenous immigrants will no longer be required.

Saturday · Washington · 8:45–9:30

Charlotte Basham

University of Alaska, Fairbanks (Fairbanks, AK)

Ann Fathman

College of Notre Dame (Belmont, CA)

Activating the latent speaker: Adult ancestral language acquisition

This paper examines factors affecting adult acquisition of an ancestral language and the assessment of receptive knowledge to determine whether learners are "latent speakers." We describe the learning histories and strategies of successful learners of Alaskan Athabascan languages, and discuss implications for language revitalization and SLA theory and pedagogy.

Saturday · Washington · 9:30–10:15

Michael Harrington

University of Queensland (Queensland, Australia)

Syntactic priming in L2 sentence processing

The role of syntactic priming in L2 reading comprehension is investigated in an on-line sentence matching task. The study extends earlier work on syntactic priming in production to on-line comprehension processes. The effect of syntactic priming in on-line L2 processing will be discussed, as will priming as a source of implicit learning in L2 development.

Saturday · Washington · 1:00–1:45

Stacy DuBravac

Florida Atlantic University (Boca Raton, FL)

Constraint-based theory: Toward a holistic account of SLA

This paper discusses how a constraint-based theory of SLA accounts for a holistic view on second language learning that extends beyond the encyclopedic accounts offered heretofore. A critique of current methodological reductionism is followed by a description of how a constraint-based theory surpasses explanations offered by previous theories.

Saturday · Washington · 1:45–2:30

Takako Egi

Georgetown University (Washington D.C.)

Immediate retrospective reports as a noticing measure during oral interaction

This study attempted to collect more valid noticing data during oral interaction using immediate retrospective verbal reports — a technique to elicit noticing data immediately after 10–15 second long conversational turns during interaction. The immediate recall clearly captured processes of noticing without memory loss problems or influence on learning.

Saturday · Washington · 2:30–3:15

Suzanne Scott

University of Otago (Dunedin, New Zealand)

The acquisition of Maori: Classroom activities, learning strategies, and motivation

This presentation will discuss the results of a triangulated study of the acquisition of Maori, based in part on Schmidt, Boraie, and Kassabgy, 1996. A 110-item questionnaire, two language learning diaries, and interviews with four students all examine the interplay between preferences for instructional activities, learning strategies, and motivation.

Saturday · Washington · 3:15–4:00

 SUNDAY · KANIELA ROOM

Massoud Rahimpour**Afsar Rouhi***Tabriz University (Tabriz, Iran)***Toward operationalizing focus on form in an EFL classroom setting**

This paper is a report of an ongoing research that attempts to investigate the role of explicit form instruction incorporated with primarily focus on meaning in an EFL classroom setting. Grammatical judgement tests and oral picture description tests were used to collect data from 72 adult learners of English chosen randomly. The preliminary results of the study support the research hypotheses.

*Sunday • Kaniela • 8:00–8:45***Patrizia Berti***MARCS University of Western Sydney (Australia)***Focus on form and the acquisition of nominal morphology in Italian L2**

The effect of Focus on Form applied to 'learnable structures,' according to Processability Theory, is investigated in a study of acquisition of Italian L2 by primary school children. Acquisition of learnable nominal structures by learners in the experimental group, where these structures are focused on during instruction, is compared to that by learners in the control group.

*Sunday • Kaniela • 8:45–9:30***Shawn Loewen***University of Auckland (Auckland, New Zealand)***The effectiveness of reactive versus pre-emptive incidental focus on form**

Incidental focus on form occurs when classroom participants take a brief time out from meaning-focused activities to attend to linguistic items. This study, based on 18 hours of classroom instruction, examines the nature of reactive and pre-emptive focus on form and compares their effectiveness in enabling students to subsequently produce the targeted linguistic items.

Sunday • Kaniela • 9:30–10:15

 SUNDAY · MANDARIN ROOM

Paul Toth*University of Pittsburgh (Pittsburgh, PA)***Psych verbs and morphosyntactic development in instructed L2 Spanish**

This study investigates the performance of beginning L2 Spanish learners with psych verbs before and

after instruction on the use of the morpheme *se* with various types of transitive verbs. The question under investigation is whether or not, contrary to instruction, learners will use *se* differently with psych verbs than with other transitives due to their idiosyncratic thematic role assignment.

*Sunday • Mandarin • 8:00–8:45***Kyoko Sato***University of Oregon (Eugene, OR)***Transfer of English subcategorization frames to Japanese**

This study examines whether or not English learners of Japanese transfer English verb subcategorization frames and to what extent the degree of verb directionality affects transferability of subcategorization. The results demonstrate that learners transfer English subcategorization frames to Japanese. However, its transferability depends on the degree of concreteness of verb directionality.

*Sunday • Mandarin • 8:45–9:30***Suneerat Neancharoensuk***Ochanomizu University (Tokyo, Japan)***On the acquisition of "to" and "tara" conditionals in Japanese**

In Japanese, "to" and "tara" can express not only the conditional meaning but also the temporal meaning. Which form ("to" or "tara") is mapped with which function ("conditional" or "temporal") by the learners? How does the mapping affect the acquisition process of "to" and "tara"?

Sunday • Mandarin • 9:30–10:15

 SUNDAY · PAGO PAGO ROOM

Amy D. Yamashiro**Barbara K. Dobson****Mary C. Spaan***University of Michigan (Ann Arbor, MI)***Standard setting for a high-stakes certificate examination**

The presenters report on the establishment of a passing score (IRT theta) that not only satisfies statistical requirements for a high-stakes proficiency examination, but that also represents an appropriate ability level which is meaningful and uniformly defined by all stakeholders.

Sunday • Pago Pago • 8:00–8:45

James Sick

Obirin University (Tokyo, Japan)

Willingness to communicate as an object of classroom assessment

This paper reports an empirical investigation of Macintyre, Clément, Dörnyei, and Noels (1998) model of Willingness to Communicate (WTC) from the perspective of its viability as an object of assessment. Reliability and washback of a WTC "test" are discussed, and other survey data used to support the validity of the model.

Sunday • Pago Pago • 8:45–9:30

Shoba Bandi-Rao

New York University (New York, NY)

The role of semantics in the acquisition of the past-tense: Evidence from ESL learners

This study examines whether adult L2 learners represent inflectional morphology like native speakers. Results from a partial replication of Kim et al. (1991) study with denominal verbs (verbs derived from nouns) imply that ESL learners represent the past tense morphology as native speakers do, although not as completely.

Sunday • Pago Pago • 9:30–10:15

SUNDAY · SARIMANOK ROOM

Pornsiri Singhapreecha

Thammasat University (Thailand)

Gita Martohardjono

CUNY Graduate Center (New York, NY)

Virginia Valian

Hunter College (New York, NY)

Clustering in the acquisition of English by Thai students

This study tested a UG-based model of language acquisition, clustering, in the acquisition of English IP-related structures by Thai students. Clustering was defined as a relationship between two structures, distinct from the relative difficulty of the structures. By adopting the Minimalist framework and using correlation analysis, clustering was supported.

Sunday • Sarimanok • 8:00–8:45

Noriaki Yusa

Miyagi Gakuin Women's College (Sendai, Japan)

Universal auxiliary selection: Evidence from unaccusative errors

This paper argues that the unaccusative passive (ex. *The moon was appeared) does not result from the overgeneralization of the passive morphosyntax, but it is a reflex of the auxiliary selection in Romance

languages though the auxiliary *be* is much more limited to telic unaccusatives in L2 acquisition.

Sunday • Sarimanok • 8:45–9:30

Koji Suda

Daito Bunka University (Tokyo, Japan)

Examining SLA models: A study of the acquisition of case

Examining data of a preference task by Japanese learners of English, we will discuss the applicability of three SLA models, namely a Full Transfer/Full Access Model (Schwartz & Sprouse, 1994, 1996), a Minimal Trees Model (Vainikka & Young-Scholten, 1994, 1996), and a Lexical Learning/Lexical Transfer Model (Wakabayashi, 1997).

Sunday • Sarimanok • 9:30–10:15

SUNDAY · TAGORE ROOM

Tetsuo Harada

University of Oregon (Eugene, OR)

L2 influence on L1 speech in the production of VOT

This research investigates the effect of the learning of English VOT by early Japanese English bilinguals on their production of the Japanese counterparts in L1. Results show that the bilinguals' VOT in both languages was intermediate in terms of the monolingual speakers' norm. This suggests that interference is bi-directional.

Sunday • Tagore • 8:00–8:45

Yuh-show Cheng

National Taiwan Normal University (Taiwan)

Correlates of second language writing anxiety

This study of 165 EFL Taiwanese college students investigated correlates of L2 writing anxiety, including perceived English writing competence, English-writing-related performance, reported contact with English, attitudes toward English writing skill, English classroom anxiety, and L1 (Chinese) speaking and writing anxiety. The effects of gender and grade level on L2 writing anxiety were also examined.

Sunday • Tagore • 8:45–9:30

Roger Thompson

University of Florida (Gainesville, FL)

Commercials as English teachers: Language socialization through Philippine television

Philippine television commercials switch between English and Tagalog, supporting both informal language acquisition and social values. Analysis of nearly 300 commercials shows advertisers tapping

into neocolonial values, i.e. English uplifts Filipinos. However, jingles provide limited linguistic support and association with products beyond the reach of consumers may create a backlash.

Sunday • Tagore • 9:30–10:15

SUNDAY · WASHINGTON ROOM

Richard Hallett

Northeastern Illinois University (Chicago, IL)

The facilitative effect of simplified input on L2 vocabulary acquisition

This paper presents a study of the effect of simplified input (foreigner talk/teacher talk) on the acquisition of lexical items by ESL learners. The study shows simplified input without modified interaction led to greater comprehension and recall of L2 vocabulary regardless of the learners' L1s or their proficiency levels.

Sunday • Washington • 8:00–8:45

Yasuko Ito

University of Hawai'i at Mānoa (Honolulu, HI)

Effects of reduced forms on the learner input-intake process

A modified replication of Henrichsen's (1984) study was conducted to further assess the influence of reduced forms on the learner input-intake process. Results showed that all three factors - presence of reduced forms, type of reduced forms (lexical vs. phonological forms), and learner proficiency level - affected comprehension.

Sunday • Washington • 8:45–9:30

Yukie Horiba

Kanda University of International Studies (Chiba, Japan)

Effects of task on comprehension and learning from text

The effects of task on learning from text has important implications for L2 reading, knowledge acquisition, and language learning. Two groups of readers (L2-English/L1-Japanese and L2-Japanese/L1-English) processed expository passages under three different tasks. Quantity and quality of recall are examined for different representation levels (surface, text proposition, and situation model) as a function of task and language competence.

Sunday • Washington • 9:30–10:15

 POSTER SUMMARIES

Posters will be on display in the Wailana Room (garden level) from 8:00am to 4:00pm on Friday, October 5. There will be a scheduled open period from 11:45am to 1:30pm when presenters will be on hand to discuss or answer questions about their posters.

Masanori Bannai

Fukushima National College of Technology (Fukushima, Japan)

Adjuncthood and islandhood in L2 acquisition of relative clauses

This poster will report on a study on the L2 acquisition process of relative clause (RC) construction by Japanese learners of English. The presenter will provide empirical data that show that the L2 acquisition of adjuncthood and islandhood of RCs must be considered separately.

Judy Cortes

California State University, Monterey Bay (Seaside, CA)

Heritage speakers become second language learners when writing in Spanish

The Spanish writing skills of heritage speakers who are pre-service teachers seeking their Multiple Subject bilingual emphasis credential will be analyzed. The following areas will be examined: sentence structure, lexicon, the use of appropriate verb tenses and spelling. Conclusions will be drawn.

Mary Garland

University of Tasmania, Australia

Textbooks: Help or hindrance to developing interlanguage pragmatic competence

This poster reports on the findings of a higher research degree project in progress and looks at a number of Hong Kong ESL textbooks to consider the potential for such texts to promote or impede students' development of interlanguage pragmatic competence.

Mamoru Hatakeyama

Columbia University (New York, NY)

Kristin Loverien-Meuwese
Lissa Richter

University of Wisconsin-Madison (Madison, WI)

Policy on L1 (English) and code-switching in German and Japanese classes

Under which contexts should students use English ("L1") in a foreign language classroom? If it is banned as a program policy, how would it affect the actual (dis)use of English by students?

The researchers attempt to answer these questions based on data from intermediate German and Japanese classrooms.

Eric Hauser

University of Hawai'i at Mānoa (Honolulu, HI)

The statistical power of second language acquisition research: A review

This study investigates the statistical power of empirical research in recent volumes of SSLA to detect small, medium, and large effects at different levels of alpha. Findings indicate that the majority of studies are only powerful enough to detect large effects with any degree of reliability.

Keiko Ikeda

University of Hawai'i at Mānoa (Honolulu, HI)

Obligated to respond: Listenership in Japanese conversation

This study examines Japanese conversations focusing on "overlapping listener responses," in which the listener sends out a response during the current speaker's turn. While native speakers find these responses appropriate, nonnative speaker data show that overlapping responses were interpreted as a threat to take away the speaker's turn. The study also discusses learner acquisition of 'listenership.'

Osamu Ikeno

Ehime University (Ehime, Japan)

Text structure prediction in SL reading and working memory

This poster reports on a study investigating the relationship between working memory capacity and text structure prediction in SL reading. Data from L1 and L2 Reading Span Tests, letter matching, sentence verification, a text structure prediction test, etc. are discussed in terms of the issue of reading transfer.

Mayako Inouchi

*San Francisco State University & University of California,
San Francisco*

Mikio Kubota

Paul Ferrari

Timothy Roberts

University of California, San Francisco

Magnetic mismatch fields generated by Japanese synthesized words

Magnetic mismatch fields (MMF) in the brain were recorded in response to Japanese words to compare native and nonnative speakers. Long-to-short vowel duration changes and level-to-falling pitch changes elicited strong MMF in both hemispheres for two groups. Automatic detection of these changes is a useful index of language-non-specific auditory memory traces.

Jeff S. Johnson

University of Michigan (Ann Arbor, MI)

College program evaluation with the Secondary Level English Proficiency test

This poster summarizes a validation study of the Secondary Level English Proficiency (SLEP) test used to evaluate the success of an English program at a Japanese women's junior college. Statistical procedures used include item factor analysis, path analysis, and structural equation modeling. Item analysis and selective scoring is recommended.

Mieko Kobayashi

Deliotte Touche Tohmatsu (Japan)

Mika Ishizuka

Caritas Junior College (Yokohama, Japan)

Yuko Nakajima

Rikkyo University (Tokyo, Japan)

Request strategies of Japanese learners of English

The presenters will examine request strategies used by Japanese learners of English in a speaking proficiency test. These are compared with those of native speakers and analyzed according to their proficiency level, focusing on sentence and discourse levels. Based on the results, the presenters will also discuss request strategy instruction at the discourse level.

Sunyoung Lee

Siwon Park

Daniel Goldner

University of Hawai'i at Mānoa (Honolulu, HI)

Acquisition of preposition stranding and pied-piping (A Minimalist theory approach)

This paper discusses Japanese and Korean learners' acquisition of English preposition stranding and pied-piping structure based on an elicited production

task, a grammaticality judgment task, and corpus analysis of spoken and written English. L2 learners' preferred production of PS over PP was ascribed to minimalism, not to input frequency.

Yu-Chang Liang

(Taipei, Taiwan)

The acquisition of nominal classifiers in Mandarin by English speakers

Employing an experimental design consisting of translation and counting tasks, the present study investigated the acquisition of seven shape classifiers and seven non-shape classifiers by ten adult English learners of Mandarin to identify a universal path of categorization and further explore mechanisms underlying this.

Sachiko Matsunaga

California State University, Los Angeles (Los Angeles, CA)

Effects of mnemonics on long-term recall of hiragana

This poster will present a study on the effects of mnemonics on long-term recall of hiragana. The method of culturally neutral sound mnemonics and that of picture and sound mnemonics had positive effects on remembering some of the hiragana only for learners without prior experience of learning non-Roman scripts.

John McLaughlin

Heisei International University (Saitama, Japan)

A critical ethnography of a foreign workers union in Japan

This poster reports on a range of ethical and methodological issues confronted in conducting a critical ethnography of communication in a Japanese general workers union which organizes hundreds of foreigners. Issues addressed include negotiating access, confidentiality, positionality, involvement, credibility as a non-native speaker and transferability to other foreign workers unions.

Jeffrey T. Reeder

Sonoma State University (Rohnert Park, CA)

Accuracy and precision in L2 vowel acquisition

This study of the acquisition of the Spanish vowel system by adult English-speaking learners examines the acoustic parameters of learner production with respect to two measures, precision and accuracy. Using these rubrics, learner production attempts are found to be more native-like in high vowel attempts than with others.

Emi Sakamoto*Sophia University (Tokyo, Japan)***On JSL students' comprehension of metaphorical expressions**

This study presents the importance of socio-cultural aspects embedded in a language in learning metaphorical expressions. The presenter reports on survey results, detailing where difficulty lies when JSL learners interpret metaphorical expressions and how they interpret those expressions based on their language proficiency levels and the categories of metaphorical expressions.

James Sick*Obirin University (Tokyo, Japan)***The Lunic language marathon: An integrated test of language aptitude**

The Lunic Language Marathon is a new, four-section, integrated test of language learning aptitude for native speakers of Japanese. The author will provide samples, present results from pilot administrations, and discuss further administrations including the possibility of making an English version, with researchers interested in using the test.

Misuzu Takami*Showa Women's University (Tokyo, Japan)***Japanese EFL learners' use of coordinating conjunctions in spoken/written discourses**

In developing English arguments more coherently and logically, linking words, such as "coordinating conjunctions," play a vital function for both message-senders and message-receivers. This study is trying to show the features and tendencies that Japanese EFL learners' exhibit in their use of coordinating conjunctions in two different discourses.

Naoko Tateishi**Peter Wanner***Kyoto Institute of Technology (Kyoto, Japan)***A comparative study between monolingual and bilingual Japanese language acquisition**

This paper compares Japanese language acquisition between two monolingual Japanese children and two bilingual Japanese children between 24;0 and 28;0. There was evidence of more Japanese type words for monolingual children than bilingual Japanese children, but the total type of words for bilingual children exceeded the total for monolingual children.

Karen Woodman*University of New England (Armidale, Australia)***Environment and activation: Fluency in short-term study abroad programs**

Short-term intensive immersion programs offer unique opportunities to investigate SLA processes within limited periods of time. Many participants enter these programs with significant previous exposure to the target language. This paper proposes distinctions between "language acquisition/language learning" and "language activation" to differentiate processes influencing early word spurts from later development.

Amy D. Yamashiro*University of Michigan (Ann Arbor, MI)***Validating an academic English video-listening placement test**

This poster session presents research for a study validating an academic English video-listening placement test. This study uses both quantitative and qualitative data from the various stakeholders (test developers, teachers, and examinees) to investigate construct validity, content validity, face validity, and the functionality of the cut scores.

Hideki Yokota*Kuwana Nishi High School (Mie, Japan)***Economy of derivation and the transfer from L1**

The purpose of this study is to investigate what makes Japanese learners of English yield sentences such as '*What do you like music?.' I propose that they make use of more economical movement operations in the L1 required by the economy principle (Chomsky 1995) instead of pied-piping in L2.

Yanyin Zhang*University of Hawai'i at Mānoa (Honolulu, HI)***Describing the acquisition process: The development of genitive and attributive markers in the Chinese interlanguage**

This longitudinal study describes the developmental process of two Chinese grammatical morphemes, the genitive marker *-de* (GEN) and the attributive marker *-de* (ATT), in the IL of three English native speakers. A distributional analysis showed their respective emergence points and their subsequent refinement process. Some IL-specific developmental features were also revealed.

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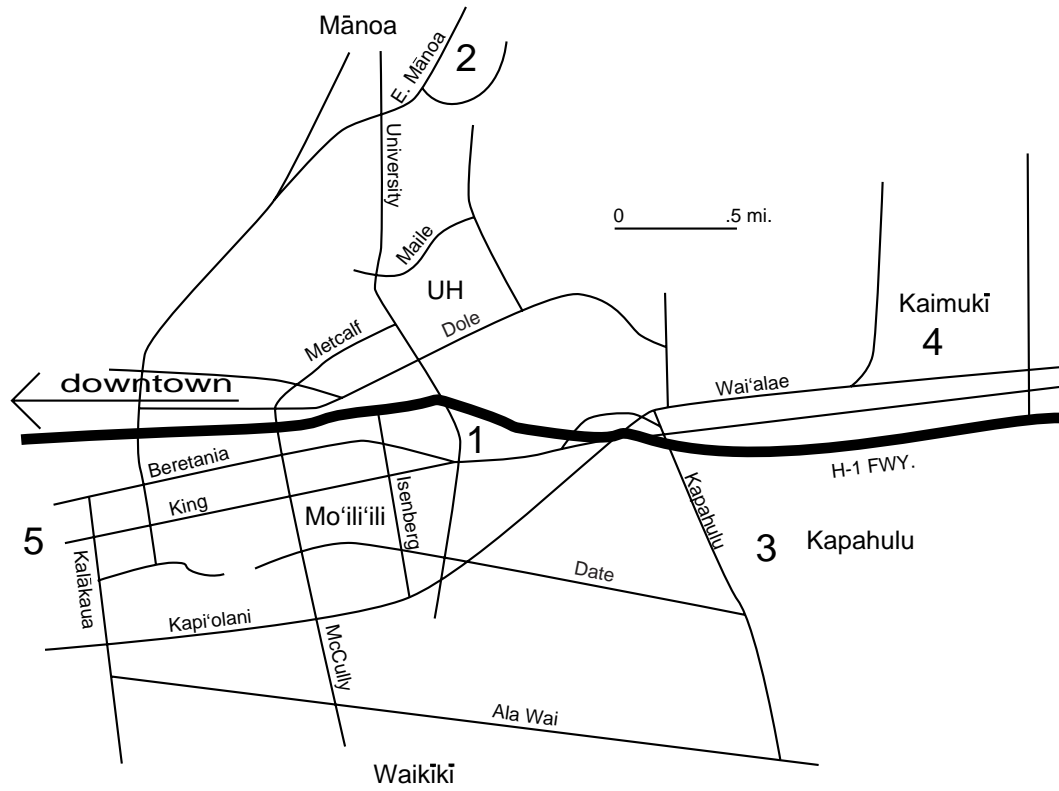
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RESTAURANTS



 RESTAURANT GUIDE

LOCATION (SEE MAP OPPOSITE)

- 1 = 15–30 min. walk from UH or via #4 or #6 bus southbound
 2 = 15–30 min. walk from UH or via #6 Univ. Ave northbound
 3 = 30–45 min. walk
 4 = 30–45 min. walk or via #1 bus So. King eastbound
 5 = 30–45 min. walk or via #1 bus So. Beretania westbound
 W = Waikiki
 AM = Ala Moana Center area
 DT = downtown

COMMENTS

- ☺ = personal staff favorite
 🌿 = vegetarian selections
 📺 = internet access
 📦 = restaurant delivers

PRICE (NOT INCLUDING TIP)

- \$ = under \$8
 \$\$ = \$8–\$15
 \$\$\$ = \$15–\$30
 \$\$\$\$ = over \$30

UH CAFETERIAS, ETC.

Paradise Palms Café (across from Hamilton Library)

M–Th, 7:00am–7:00pm; F, 7:00am–5:00pm; Sa, 10:30am–2:30pm

Mānoa Garden (between Campus Center & Sinclair Library)

M–W, 10:30am–8:00pm; Th–F, 10:30am–9:00pm

Kahea ‘ai Café (Campus Center)

M–F, 6:30am–2:00pm

Taco Bell Express & Pizza Hut (Campus Center)

M–Th, 10:00am–5:00pm; F, 10:00am–4:00pm

Expresso Cart (Campus Center)

M, W, F, 7:30am–4:00pm; Tu, Th, 7:30am–4:30pm

Kampus Korner Store (Campus Center)

M–Th, 7:00am–5:00pm; F, 7:00am–4:00pm

Hale Aloha (Lower Campus) M–Th, 7:00am–2:00pm, 4:30–9:00pm; F, 7:00am–2:00pm, 4:30–8:00pm;
 Sa, 10:00am–1:30pm, 5:00–7:30pm; Su, 10:00am–1:30pm, 5:00–8:00pm

RESTAURANTS

AMERICAN & MIXED

L&L Drive-Inn (Puck's Alley)	1		\$	1035 University Ave	946-8455
Andy's Sandwiches & Smoothies	2	☺	\$	2904 E. Mānoa Rd	988-6161
Waioli Tea Room	2	☺	\$\$	2950 Mānoa Rd	988-5800
K.C. Drive Inn	3		\$	1029 Kapahulu Ave	737-5581
Rainbow Drive-Inn	3		\$	3308 Kanaina Ave	737-0177
Teddy's Bigger Burgers	3	☺	\$	3114 Monsarrat Ave	735-9411
Zippy's	3		\$	601 Kapahulu Ave	733-3725
L&L Drive-Inn	5		\$	1513 Young St	951-4300
Zippy's	5		\$	1725 S. King St	973-0877
Kua Aina Sandwich Shop	AM	☺	\$	Across from Ward Center	591-9133
Original Pancake House	AM	☺	\$	1221 Kapi'olani Blvd #103	596-8213
Eggs 'n Things	W		\$	1911B Kalākaua Ave	949-0820
Hard Rock Cafe	W		\$\$	1837 Kapi'olani Blvd	955-7383
Hau Tree Lanai	W	☺	\$\$	2863 Kalākaua Ave	921-7066

BAR & GRILL

Brew Moon	AM		\$\$	Ward Center (3rd fl)	593-0088
Dixie Grill	AM	☺	\$\$	404 Ward Ave	596-8359
Ryan's	AM	☺	\$\$	Ward Center (3rd fl)	591-9132
Big Island Steak House	DT		\$\$	Aloha Tower Marketplace	537-4446
Gordon Biersch	DT		\$\$	Aloha Tower Marketplace	599-1406
Duke's (Outrigger Waikiki Hotel)	W	☺	\$\$\$	2335 Kalākaua Ave	922-2268

CAFÉS

Bubbies Ice Cream	1	☺	\$	1010 University Ave	949-8984
Coffeline at the YWCA	1	✌	\$	1820 University Ave	947-1615
TCBY	1		\$	2700 S. King St	949-3233
Hawaiian Bagel Co.	2	☺	\$	Mānoa Marketplace	988-9355
Starbucks Coffee	2		\$	2902 E. Mānoa Rd	988-9295
Coffee Cove	3	☺☑	\$	2600 S. King St	955-cove
Leonard's Bakery	3	☺	\$	933 Kapahulu Ave	737-5591
Starbucks Coffee	3		\$	625 Kapahulu Ave	734-4116
Coffee Talk	4		\$	3601 Wai'alae Ave	737-7444
Internet Cafe	AM	☑	\$	1726 Kapi'olani Ave	953-2264
Mocha Java	AM		\$	Ward Center (1st fl)	591-9023
Starbucks Coffee	W		\$	2255 Kuhio Ave	921-2190
Starbucks Coffee	W		\$	330 Royal Hawaiian Ave	926-4863

CHINESE

Kirin Restaurant	1	✌	\$\$\$	2518 S. Beretania St	942-1888
Maple Garden	1	☺✌	\$\$	909 Isenberg St	941-6641
New Kapahulu Chop Suey	3	☺	\$	730 Kapahulu Ave	734-4953
Bo Lai	5	☺✌	\$	1117 S. King St	597-8201
Dew Drop Inn	5	☺✌	\$	1088 S. Beretania St	526-9522
Golden Eagle	5	✌	\$	2334 S. King St	955-5080
Dynasty	AM	☺	\$\$	1778 Ala Moana Blvd	947-3711
Panda Cuisine (dim sum)	AM	☺✌	\$\$	641 Keeaumoku Ave	947-1688
Legend Seafood Restaurant (dim sum)	DT		\$\$	100 N. Beretania St. #108	532-1868

FAST FOOD

Blimpie's Subs & Salads	1	👉	\$	1010 University Ave	946-7827
Jack in the Box	1		\$	1970 S. King St	949-1471
Kentucky Fried Chicken	1		\$	1124 McCully St	941-7411
McDonald's	1		\$	2121 S. King St	973-2357
Subway	1	👉	\$	2507 S. King St	943-0207
McDonald's	2		\$	Mānoa Marketplace	988-2219
Subway	2	👉	\$	Mānoa Marketplace	988-1666
Jack in the Box	3		\$	633 Kapahulu Ave	735-2696
Kentucky Fried Chicken	3		\$	647 Kapahulu Ave	732-2454
Taco Bell	3		\$	717 Kapahulu Ave	737-7337
W & M Bar-B-Q Burger	4		\$	3104 Wai'ala'e Ave	734-3350
Burger King	5		\$	2536 S. Beretania St	973-1630
Taco Bell	5		\$	1345 S. King St	949-6069

FILIPINO

Elena's (Kalihi)	DT		\$	2153 N. King St	845-0340
Elena's (Waipahu)	WP	☺	\$	94-300 Farrington Hwy	671-3279
Thelma's (Waipahu)	WP	☺	\$	94-366 Pupupani St #116	677-0443

HAWAIIAN

Ono Hawaiian Foods	3	☺	\$	726 Kapahulu Ave	737-2275
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HEALTH FOODS

Down to Earth Natural Foods	1	👉	\$	2525 S. King St	947-7678
Kokua Market (sandwiches to go)	1	👉	\$	2643 S. King St	941-1922
Well Bento (lunch take-out only)	1	☺👉	\$	2570 S. Beretania Ave #204	941-5261
Andy's Sandwiches & Smoothies	2	☺👉	\$	2904 East Mānoa Rd	988-6161

INDONESIAN

Bali Indonesia	W	☺	\$\$	1901 Kapi'olani Blvd #110	949-2254
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INDIAN

Zaffron	DT	☺👉	\$\$	69 N. King St	533-6635
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ITALIAN

Paesano	2		\$\$	Mānoa Marketplace	988-5923
Auntie Pasto's	3	☺👉	\$\$	559 Kapahulu Ave	739-2426
Verbano	4	☺👉	\$\$\$	3571 Wai'ala'e Ave	735-1777
Auntie Pasto's	5	☺👉	\$\$	1099 S. Beretania St	523-8855
Café Sistina	5	☺👉	\$\$\$	1314 S. King St	596-0061
Mediterraneo	5		\$\$	1279 S. King St	593-1466
Verbano	5	☺👉	\$\$\$	1451 King St	941-9168
Old Spaghetti Factory	AM		\$\$	Ward Warehouse	591-2513

JAPANESE

Ezogiku Noodle Cafe	1		\$	1010 University Ave	942-3608
Jimbo (udon & more)	1	☺👉	\$	1936 S. King St	947-2211
Kozo Sushi	1	🍱	\$	2334 S. King St	973-5666
Sushi King	1	☺	\$\$	2700 S. King St	947-2836
Yamagen	1		\$	2210 S. King St	947-2125

RESTAURANTS

Genki Sushi	3	☺	\$\$	900 Kapahulu Ave	735-8889
Irifune	3	☺✋	\$\$	563 Kapahulu Ave	737-1141
Kozo Sushi	3	🍱	\$	625 Kapahulu Ave	739-2785
Sushman	3		\$	3036 Wai'alaie Ave	734-0944
Ninnikuya (Garlic Restaurant)	4	☺	\$\$\$	3196 Wai'alaie Ave	735-0784
The Wisteria	5		\$\$	1206 S. King St	591-9276
Yanagi Sushi	5	☺	\$\$\$	762 Kapi'olani Blvd	597-1525
Taiyo Ramen	AM	☺	\$	1469 Kapi'olani Blvd	943-2123
Todai Restaurant (seafood)	W		\$\$	1910 Ala Moana Blvd	947-1000

KOREAN

Camelia Buffet	1		\$\$	930 McCully St	951-0511
Yakiniku Camelia (all you can eat)	1	☺	\$\$	2494 S. Beretania St	946-7595
O-Bok	2		\$\$	Mānoa Marketplace	988-7702
Ok Cho	3		\$\$\$	1960 Kapi'olani Blvd #210	949-0334
Frog House (home style)	5	☺	\$	1604 Kalākaua Ave	951-9370
Peppa's Korean BBQ	5	☺✋	\$	1249 Wilder Ave	528-4988
Chonggajip	AM	☺	\$\$	512A Pi'ikoi St	596-0008
Keoboo	AM	☺	\$\$	626 Sheridan St	596-0799
Sorabol	AM	☺	\$\$\$	805 Ke'eaumoku Ave	947-3113

MEDITERRANEAN

Beau Soleil	2	☺✋	\$\$	2972 East Mānoa Rd	988-1336
The Pyramids	3		\$\$\$	758 Kapahulu Ave	737-2900

MEXICAN

Bueno Nalo	3		\$\$	3045 Monsarrat Ave	735-8818
La Bamba	3	✋	\$\$	847 Kapahulu Ave	737-1956
Torito's	3	✋	\$	2919 Kapi'olani Blvd	735-7991
Azteca	4	✋	\$\$	3617 Wai'alaie Ave	735-2492
Quintero's Cuisine	5	☺✋	\$\$	1102 Pi'ikoi St	593-1561
Compadres Bar & Grill	AM	☺	\$\$	Ward Center (third floor)	591-8307
El Burrito	AM		\$	550 Pi'ikoi St	596-8225

PACIFIC RIM

Sam Choy's (Diamond Head)	3	☺	\$\$\$\$	449 Kapahulu Ave	732-8645
Alan Wong's	5	☺	\$\$\$\$	1857 S. King St (5th fl)	949-2526
Indigo	DT	☺	\$\$\$	1121 Nu'uauu Ave	521-2900
Sam Choy's Breakfast, Lunch, & Crab	DT	☺	\$\$\$	580 N. Nimitz Hwy	545-7979
Roy's (Hawai'i Kai)	HK	☺	\$\$\$\$	6600 Kalaniana'ole Hwy	396-7697

PIZZA

Domino's Pizza	1	🍱	\$\$	2334 S. King St	955-8847
Harpo's	1	🍱	\$\$	477 Kapahulu Ave	732-5525
Little Caesar's	1	🍱	\$\$	Mānoa Marketplace	988-4998
Magoo's	1		\$\$	1015 University Ave	949-5381
Papa John's	1	🍱	\$\$	1111 McCully St	983-7272
Papa John's	3	🍱	\$\$	611 Kapahulu Ave	733-7272
Boston's North End Pizza	4	☺	\$	3506 Wai'alaie Ave	734-1945
California Pizza Kitchen	4	☺✋🍱	\$\$	Kahala Mall	737-9446
Emilio's Pizza	5	✋🍱	\$\$	1423 Kalākaua Ave	946-4972
Pizza Hut	5	🍱	\$\$	1215 S. Beretania St	592-4290
California Pizza Kitchen	AM	☺✋🍱	\$\$	Ala Moana Shopping Ctr	941-7715

RESTAURANTS



THAI

Chiang Mai Thai Cuisine	1	☺🍷	\$\$	2239 S. King St	941-1151
Mekong	5	☺🍷	\$\$	1295 S. Beretania St	591-8842
Mekong II	5	☺🍷	\$\$	1726 S. King St	941-6184
Pae Thai Restaurant	5	☺🍷	\$\$	1246 S. King St	596-8106
Keo's Thai Cuisine	AM	🍷	\$\$\$	Ward Center	596-0020
Keo's Thai Cuisine	W	🍷	\$\$\$	2028 Kuhio Ave	951-9355

VIETNAMESE

Ba Le (Puck's Alley)	1	☺🍷	\$	1019 University Ave	943-0507
Taste of Saigon	1	☺🍷	\$\$	2334 S. King St	947-8885
Ba Le (Mānoa)	2	☺🍷	\$	Mānoa Marketplace	988-1407
Hale Vietnam	4	🍷	\$\$	1140 12th Ave	735-7581
A Little Bit of Saigon	5	🍷	\$\$	1160 Maunakea St	528-3663
Pho 97	DT	☺🍷	\$\$	1120 Maunakea	538-0708
Pho Hoa Restaurant	DT	☺	\$\$	901 River St	528-4097

TRANSPORTATION & PARKING

Below is information about various transportation options available to you on O‘ahu as well as parking information for the University of Hawai‘i.

SHUTTLE SERVICES

Trans Hawaiian Shuttle Service (808) 566-7333: for \$8 (\$13 round-trip), they will take you from Waikiki to the airport only.

Super Shuttle (808) 841-2928: for \$9 per person (cheaper for group), they will take you to the airport from UH Mānoa; for \$6 per person, from Waikiki.

Airport Shuttles (808) 623-8855: for \$8 per person (two person minimum), they will take you to the airport from UH Mānoa or Waikiki.

TAXIS

An average fare to the Honolulu International Airport from Waikiki or the University of Hawai‘i at Mānoa campus is between \$20–\$30. Please allow adequate time to get to the airport and check-in.

The CAB	422-2222
Charley’s Taxi	531-1333
City Taxi	524-2121

CAR RENTALS

You can try one of these agencies serving O‘ahu:

Alamo	1-800-327-9633
Avis	1-800-321-3712
Budget	1-800-527-0700
Dollar	1-800-800-4000
Hertz	1-800-654-3011
National	1-800-227-7368

THE BUS

Route and Schedule Information: (808) 848-5555. Website: <http://www.thebus.org>

O‘ahu’s bus system, logically dubbed “TheBUS,” offers island-wide service. The cost for a one-way fare is \$1.50 for adults and \$.75 for elementary and high school students; exact change is appreciated; dollar bills are accepted, but no change is given. People carrying large suitcases or baggage are not allowed on TheBUS. Riders are allowed to transfer to any connecting line as long as it is going in the same general direction. Request a transfer slip from the bus driver when you board the bus.

A \$15 Visitor Pass (good for 4 consecutive days) can be bought from ABC Stores in Waikiki and the Ala Moana Shopping Center and from the Bus Pass Office. This may be a good option for attendees relying on the bus for transportation during the conference.

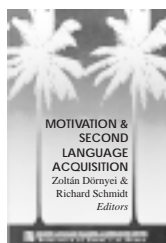
PARKING ON THE UNIVERSITY OF HAWAI‘I AT MĀNOA CAMPUS

For those of you renting cars and parking on campus, you have two options:

- You can park in the **parking structure** (\$3 a day) on lower campus. From the H-1 freeway, take the University Avenue exit, turn right at the first signal (Dole Street), turn right off of Dole at the first traffic light (onto Lower Campus Road). There is plenty of space in the parking structure, and it serves as a good option, especially on weekdays. The Imin Conference Center is about a 5-10 minute walk from the parking structure.
- There is limited **parking on upper campus**. Follow the directions above but continue straight on Dole Street, turning left at the third traffic light onto East-West Road. There is very limited visitor parking (\$3 a day) behind Kennedy Theater on weekdays. On weekends, however, there tends to be plenty of space and more available lots. Ask the parking guard at the entrance kiosk where to park when purchasing a parking pass.

Discount on all NFLRC publications for PacSLRF 2001 attendees!

Visit our display to find these and other publications.



Motivation & Second Language Acquisition

Zoltán Dörnyei & Richard Schmidt (Eds.) (2001)

This volume –the second in this series concerned with motivation and foreign language learning– includes papers presented in a state-of-the-art colloquium on L2 motivation at the American Association for Applied Linguistics (Vancouver, 2000) and a number of specially commissioned studies. The 20 chapters, written by some of the best known researchers in the field, cover a wide range of theoretical and research methodological issues, and also offer empirical results (both qualitative and quantitative) concerning the learning of many different languages (Arabic, Chinese, English, Filipino, French, German, Hindi, Italian, Japanese, Russian, and Spanish) in a broad range of learning contexts (Bahrain, Brazil, Canada, Egypt, Finland, Hungary, Ireland, Israel, Japan, Spain, and the US).

ISBN 0-8248-2458-X \$30

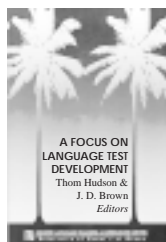
Foreign Language Teaching & Minority Education

Kathryn Davis (Editor)

This edited volume examines the potential for building relationships among second language educators to foster bilingualism. In the first section of this volume, Social and Political Contexts for Language Partnerships, the various authors examine current obstacles to developing bilingualism and suggest possible implications of issues associated with acculturation, identity, and language for linguistic minorities. The potential for developing collaboration and partnerships across primary, secondary, and tertiary institutions is outlined.

In the second section, Community Language as Resource, the authors provide research findings on a project designed to capitalize on the resources of immigrant students to enhance foreign language learning. The concluding section summarizes the potential benefits of and promise for language partnerships in second and foreign language situations.

0-8248-2239-0 \$20.




A Focus on Language Test Development:

Expanding the Language Proficiency Construct Across a Variety of Tests

Thom Hudson & J. D. Brown (Eds.) (2001)

This volume presents eight research studies which introduce a variety of novel, non-traditional forms of second and foreign language assessment. To the extent possible, the studies also show the entire test development process, warts and all. These language testing projects not only demonstrate many of the types of problems that test developers run into in the real world but also afford the reader unique insights into the language test development process.

0-8248-2351-6-X \$20 (\$25 after 5/2002)


NATIONAL FOREIGN LANGUAGE RESOURCE CENTER
University of Hawai'i at Mānoa
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WHAT'S INSIDE?

WELCOME TO PACSLRF 2001	1
MAHALO!	2
CONFERENCE HIGHLIGHTS	3
MAPS	4
HELPFUL INFORMATION	5
SCHEDULE	7
PLENARY SPEAKERS	11
INVITED & SELECTED COLLOQUIA	15
PAPER SUMMARIES	23
POSTER SUMMARIES	37
PRE-REGISTERED PARTICIPANTS	41
RESTAURANT GUIDE	45
TRANSPORTATION & PARKING	51
EUROSLA12 CALL FOR PAPERS	52