

Visit the Wailana Room (downstairs) for conference registration, the publishers' exhibit (8:00–3:30), complimentary coffee service, and free internet access.							
MONDAY	Keoni	Koi	Asia	Sarimanok	Kaniela	Pago Pago	Wailana
7:30–9:30							
9:30–10:00	welcome						
10:00–10:30	Language learners' change in practices for linguistic action: Starting tasks (<i>Hellermann</i>)	WORKSHOP Using questionnaires in research on pragmatics (<i>Rose</i>)	Dinka speakers Down Under: Pitfalls for immigrants to Australia from Southern Sudan (<i>Yates</i>)	On the role of discourse particles in L2 oral performance (<i>Lindqvist</i>)	Korean speech styles in L2 talk and "politeness ideology" (<i>Brown</i>)		registration & coffee
10:40–11:10	Teacher orientation to workplan through interactional assessments of L2 learners (<i>Hosoda, Aline</i>)		Questions, requests and politeness: Comparing second language learners of German from different learning groups and learning ages (<i>Rost-Roth</i>)	Relevance, the role and focal effects of Mandarin <i>ye, you, hai</i> (<i>Roberts</i>)	Changing perspectives through speech style shifting in Japanese (<i>Nazikian</i>)		
11:20–11:50	"Conjoint choral production" in the Japanese language classroom (<i>Ikeda</i>)		Transfer in pragmatic competences: A bi-directional perspective (<i>Su</i>)	Use of Japanese sentence-final particles in peer conversation (<i>Masuda</i>)	Japanese EFL learners' use and acquisition of epistemic stance forms (<i>Fordyce</i>)		registration
12:00–1:30	lunch						
1:30–2:00		WORKSHOP Teaching and learning L2 pragmatics in computer-mediated environments (<i>Belz</i>)	L2 speakers' utterances completed with adverbs and non-vocal behaviors (<i>Imamura</i>)	Metapragmatic knowledge about the speech act of advice-giving in Spanish as a foreign language (<i>Borderia-Garcia</i>)	Acquisition of discourse and pragmatic norms of content-based tutoring (<i>Gelbman</i>)		registration & coffee

2:10–2:40	Voice and silence: Differing values in British-Japanese intercultural educational settings (<i>Hiraga, Turner</i>)	WORKSHOP <i>(continued)</i>	Insisting on your turn: A second language learner's struggle for turn completion (<i>Theodórsdóttir</i>)	The metapragmatic judgment task as a research tool: Some reflections (<i>DeWaard Dykstra</i>)	Hybrid frame as a resource: Conversation in Estonian foreign language coffee-hour (<i>Kivik</i>)	
2:50–3:20	Constructing 'interculturality' in a NS-NNS English conversational exchange program (<i>Omori</i>)		ESL tutors' responses to inaccurate student-initiated actions (<i>Seo</i>)	The use of the metapragmatic judgment task (MJT) in piloting data elicitation instruments (<i>VonCanon</i>)	Performance and perception of the listener role by JFL learners (<i>Hanzawa</i>)	
3:30–4:00	The source of arguments between American husbands and Japanese wives (<i>Takigawa</i>)	Learning "pragmatics" through computer-mediated communication (<i>Liu, Eslami-Rasekh, Cifuentes</i>)	Focusing on multi-party talk of novice speakers of English (<i>Fujimoto</i>)	Self-reports in pragmatics research: What do learners tell us? (<i>Tateyama</i>)	<p align="center">SPECIAL PUBLISHING OPPORTUNITIES SESSION <i>(in the Kaniela Room)</i></p> <p>TESOL Classroom Practice Series – Pragmatics volume (<i>Tatsuki & Houck</i>) Attention practitioners and teacher researchers! Find out how you can contribute to the pragmatics volume in the new <i>TESOL Classroom Practice Series</i>. Volume editors Donna Tatsuki and Noel Houck will describe the goals of this innovative series and then will provide guidelines for submissions and discuss ideas with prospective authors.</p> <p>Pragmatics & Language Learning vol. 12 (<i>Kasper & Yoshimi</i>) Interested in publishing your PLL 17 conference paper in the refereed <i>Pragmatics & Language Learning series, vol. 12</i>? Volume co-editors Gabriele Kasper and Dina Yoshimi will hold an information session about the publication process.</p>	
4:10–4:40	Emotion discourse as a resource in L2 narratives and talk (<i>Prior</i>)	Five guidelines for effective integration of SCMC in learning pragmatics (<i>Sykes</i>)	The interactional use of "but" in nonnative speaker English conversation (<i>Kim</i>)	Can role plays provide insights into natural speech behaviour? (<i>Geluykens</i>)		
4:50–5:20	Proficiency and identity: Pragmatic performance in L2 talk (<i>Huth</i>)	Strategies, CMC, and learning pragmatics: An empirical evaluation of effectiveness (<i>Cohen, Sykes</i>)	Switching languages, juggling identities: An instance of multilingual, multi-party talk (<i>Greer</i>)	Data collection methods: Docusoaps as instantiations of naturally-occurring discourse (<i>Kraft, Geluykens</i>)		
5:30–6:30	opening reception (Imin Center lanai)					

registration & coffee

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TUESDAY	Keoni	Koi	Asia	Sarimanok	Kaniela	Pago Pago	Wailana
7:30–8:30							
8:30–9:00	Pragmatic development in study abroad context: Assessments as social actions (<i>Kondo</i>)	Second-language learning as learning what to see in contextual environments (<i>Okada, Yanagimachi</i>)	Recognition of formulaic sequences in acquisition of L2 pragmatics (<i>Bardovi-Harlig</i>)		Requests in unequal relationships: Cases of “want” and “would like” (<i>Kerekes</i>)	The problem of Chinese inscrutability revisited (<i>Yeung</i>)	registration & coffee
9:10–9:40	Effects of study-abroad on the development of interactional competence (<i>Ishida</i>)	Using CA to unpack ‘trouble’ in simulated accountant-client interactions (<i>Moore</i>)	Production of formulaic sequences in acquisition of L2 pragmatics (<i>Bastos, Burghardt, Chappetto, Rose, Bardovi-Harlig</i>)	Misalignment and task frame repair in contrastive OPIs (<i>Ross</i>)	Korean ESL students’ requests and apologies in e-mail discourse (<i>Yoon</i>)	Native and non-native scholars’ authority in research articles (<i>Chen</i>)	
10:00–10:30	COLLOQUIUM Study abroad experiences from a language socialization perspective (<i>McMeekin, DuFon, Cook, Siegal</i>)	Asking questions at an engineering conference: Novice and experts’ discursive practice (<i>Kite</i>)	A pragmatic study of “That’s why” in Hawai’i Creole (<i>Furukawa</i>)	Managing intersubjectivity in role-plays in language proficiency interviews (<i>Okada</i>)	Conversation analysis of e-mail requests by Japanese learners of English (<i>Iimuro</i>)	Writing as performance: A pragmatic approach (<i>Lang</i>)	
10:40–11:10		Learning to make suggestions in a chemistry lab (<i>Liu</i>)	“You should” or “If I were you, I would”? (<i>Zhao, Liu</i>)	Investigating differential item functioning in a test of ESL pragmalinguistics (<i>Roever</i>)	The development of sentence-final modal expressions in JFL e-mail correspondence (<i>Kakegawa, Miyazaki</i>)	Pragmatics and literacy: Written apologies in Russian by American L2 learners of Russian (<i>Shardakova</i>)	
11:20–11:50		Politeness in ITA/student discourse (<i>LoCastro</i>)	The production of requests in Spanish by American L2 learners studying abroad (<i>Lopez-Sanchez</i>)	Rater bias in assessing pragmatics of KFL learners using FACETS analysis (<i>Youn</i>)			registration

12:00–2:00	lunch						POSTERS & registration
2:10–2:40	On the methodological and theoretical implications of 'CA for SLA' (<i>Firth</i>)	Behind L2 pragmatics: The role of expectations in interaction (<i>Koike</i>)		What company does the modal particle "ja" keep? (<i>Vyatkina</i>)	The development of bilingual competences in Turkish speakers in Denmark (<i>Møller</i>)		registration & coffee
2:50–3:20	Other-correction of language form following a repair sequence (<i>Hauser</i>)	Constructing parity through topic negotiation in an L2 'conversation-for-learning' activity (<i>Nao</i>)	Dearth of pragmatic information in Japanese high school English textbooks (<i>Shimizu, Fukasawa, Yonekura</i>)	Pragmatic development of post-intermediate level learners: An example from German (<i>Bagi</i>)	The development of learner varieties of children with migration background (<i>Ahrenholz</i>)		
3:30–4:00		Crosscultural chatting: Interactional competence and the pragmatics of conversational topic (<i>Davies</i>)	How do EFL textbooks "do gender"? (<i>Tatsuki</i>)	Pragmatic models of service encounters in Finnish L2 textbook dialogues (<i>Tanner</i>)	The linguistic and socio-pragmatic development of a minority kindergartner (<i>Karrebæk</i>)		
4:15–5:30	PLENARY Language in action: Conversation analytic perspectives on grammar, interaction, and language learning <i>(Mori)</i>						
6:30–9:00	Waikīkī Aquarium Extravaganza (off-site ticketed event)						

WEDNESDAY							
Visit the Wailana Room (downstairs) for conference registration, complimentary coffee service, and free internet access.							
	Keoni	Koi	Asia	Sarimanok	Kaniela	Pago Pago	Wailana
7:30–8:30							
8:30–9:00	Locating the “other” within L2 teaching environments <i>(Richards, Feuerwerker)</i>	Incorporating text and video documents into office hour talk <i>(Markee)</i>	Second-language socialization: Examining JSL-learners’ socialization to the L1-discourse <i>(Yanagisawa)</i>	Using films to assess cross-sectional development of speech act identification <i>(Nickels)</i>	Acquiring socio-pragmatic competence in Russian: How input is not enough <i>(Hacking)</i>		registration & coffee
9:10–9:40	International ESL teachers: Quest for ‘internationalization’ in higher education <i>(Mori)</i>	Repetition as a procedure for L2-learning while playing video games <i>(Pirainen-Marsh, Tainio)</i>	L1/L2 talk: A case of an immersion student <i>(Tominaga)</i>	A blended learning syllabus and courseware for Japanese reactive tokens <i>(Utashiro, Kawai)</i>	Pragmatic language instruction and beginner learners of Spanish <i>(Sessarego)</i>		
9:50–10:20	Addressing a native-speaker teacher without an honorific: Where is power? <i>(Katayama)</i>	Electronic dictionary practices of EFL learners <i>(Barrow)</i>	Learning pragmatics in content based classrooms <i>(Nikula)</i>	Completing transactions: Enhancing pragmatic input in business Chinese <i>(Wang, Tschudi, Jiang)</i>	The acquisition of pragmatic markers by German study abroad adolescents <i>(Grieve)</i>		
10:45–12:00	PLENARY Reproduction and recursivity in high school ESL: A critical analysis of classroom language-in-use <i>(Talmy)</i>						registration
12:00–1:30	lunch						

1:30–2:00	<p style="text-align: center;">COLLOQUIUM</p> <p style="text-align: center;">Negotiating the self in another language: Identity formation and cross-cultural adaptation among second language users</p> <p style="text-align: center;"><i>(Ibrahim, Ohara, Kinginger, Jackson, Higgins)</i></p>	Negotiation of speakership: Conversation-analytic study of minimal receipt tokens <i>(Park)</i>	Utterance comprehension in Japanese: A quantitative study using MCQ <i>(Hagiwara)</i>	Teaching conversation strategies using movies and TV <i>(Curry, Bouton)</i>	The discourse types and functions of L2 speakers' private speech <i>(Lee)</i>		registration
2:10–2:40		Doing an alignment by providing a second story and its assessment <i>(Kim)</i>	The role of learning context in the development of accurate, speedy processing of implied meaning <i>(Taguchi)</i>	Discourse markers in code-switching: Social relationships in Maya and Miguel <i>(Specker)</i>	Impacts of scaffolding on L2 learning in collaborative classroom interaction <i>(Hoshi)</i>		
2:50–3:20		Delays leading to disagreement and agreement in collaborative problem-solving sequences <i>(Sekigawa)</i>	The role of the individual subjective motives on pragmatic transfer <i>(Eslami, Kim, Burlbaw)</i>				
3:30–4:00	closing						