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
Sponsors (University of Hawai'i at Manoa)
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Center for Pacific Island Studies
National Resource Center for East Asia
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College of Languages, Linguistics & Literature

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Sharon Minichiello Center for Japanese Studies
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Anthony Silva Second Language Studies

Abstract Readers
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Craig Chaudron Second Language Studies William O'Grady Second Language Studies
Graham Crookes Second Language Studies Siwon Park Second Language Studies
Catherine Doughty Second Language Studies
Diana Eades Second Language Studies
Eric Hauser Second Language Studies
Thom Hudson Second Language Studies
Hyeri Joo Second Language Studies
Kazue Kanno East Asian Languages & Literatures
Gabriele Kasper Second Language Studies

AND AN ESPECIALLY BIG MAHALO TO OUR NUMEROUS ON-SITE CONFERENCE VOLUNTEERS!
ALOHA RECEPTION
Thursday, October 4, 2:00–4:00 pm

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, 6:30–9:30 pm

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 Waikīkī 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 7:30 pm by Halau Mohala Ilima. Roundtrip transportation (via Waikīkī 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).

Waikīkī Trolleys will depart from the Imin Center at 6:00 pm sharp.
Return trolleys will leave the aquarium for the UH campus at 8:30 pm and at 9:00 pm.

PACSLRF BUSINESS MEETING
Saturday, October 6, 5:30–6:30 pm

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.
Hawai’i Imin Int’l Conference Center 2nd floor
HELPFUL INFORMATION

REGISTRATION & INFORMATION DESK

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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 Pavilion (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.
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).

We have assembled a range of plenarists 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.
[see file “PacSLRFschedule.pdf”]
SCHEDULE

[see file “PacSLRFschedule.pdf”]
[see file “PacSLRFschedule.pdf”]
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.
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 U G. 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.


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

N'o'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 (Hawaiian 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. N'o'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 supplience 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).
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, M. izuki 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 & Kurono, 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...
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
Kazue 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 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, A boriginal English is both the end-point (so far) and the linguistic record of a social history distinctive to A boriginal Australians. The linguistic structures and the vocabulary of A boriginal English will be shown to connect A boriginal Australians with this social history.

Sociolinguistically, A boriginal 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 discoursely marked by A boriginal speakers of English.

Psycholinguistically, A boriginal 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 A boriginal 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 HAWAII 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 African 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 American adolescents 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.
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

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(assifer) 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
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)

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.

Friday • Pago Pago • 2:15–3:00

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. A nalyzing 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)
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 forte 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
Simon Fraser University (British Columbia, Canada)
Longitudinal ESL syntactic development: The cumulation of VP constituent structure
His 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

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.

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.

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-/ 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?

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.

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 “Who 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.

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.

Soo-Ok Kweon
Kyungpook National University (Taegu, Korea)

Auxilary contraction in second language acquisition
This paper investigates the acquisition of constraint on auxiliary contraction by adult learners of English. An auxiliary 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.

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.

Gregory Taylor
Ofélia N Ikolova
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 • 2:30–3:15

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

Mikio Kubota  
University of California, San Francisco & Seijo University (Tokyo, Japan)  
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 • 1:00–1:45

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 • 1:45–2:30

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 U.S., 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 Japanese FLES program in Hawai’i over a year. The data was analyzed both quantitatively and qualitatively.

Saturday • Sarimanok • 3:15–4:00
Something old, something new, something borrowed, something blue: Indigenous students’ learning and schematic knowledge

A n analysis of the discourse of bidialectal A boriginal children in the South-West of A ustralia suggests that it exhibits the use of schemas from A boriginal English (“something old”), A ustralian English (“something new”) as well as parodic uses of A ustralian English schemas (“something borrowed”) and hybrid schemas which may sometimes be dysfunctional (“something blue”).

Saturday • Washington • 8:00–8:45

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

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 A laskan A thabasca languages, and discuss implications for language revitalization and SLA theory and pedagogy.

Saturday • Washington • 9:30–10:15

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

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

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

The acquisition of M aori: Classroom activities, learning strategies, and motivation

This presentation will discuss the results of a triangulated study of the acquisition of M aori, 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
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.

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Patrizia Berti  
**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. A 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.

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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.

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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.
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.

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.

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.
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

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**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.

| Poster Summary                                                                 | Author(s)                                                                                           |
|                                                                              | 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**                      |
| **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**                  |
| **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 H atakeyama (Columbia University, New York, NY)                       | **Policy on L1 (English) and code-switching in German and Japanese classes**                      |
| **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? |
| Kristin Loverien-Meewese (University of Wiscosin–Madison, Madison, WI)       | **The statistical power of second language acquisition research: A review**                        |
| **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. |
| Eric Hauser (University of Hawai‘i at Mānoa, Honolulu, HI)                    | **Obligated to respond: Listenership in Japanese conversation**                                   |
| **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, non-native 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.’ |
| Keiko Ikeda (University of Hawai‘i at Mānoa, Honolulu, HI)                   | **Text structure prediction in SL reading and working memory**                                   |
| **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. |
| Osamu Ikeno (Ehime University, Ehime, Japan)                                 | **Policy on L1 (English) and code-switching in German and Japanese classes**                      |

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POSTER SUMMARIES

POSTERS 2001

37
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  
Deloitte Touche Tohmatsu (Japan)

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.

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.

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**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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Mika Ishizuka
Masayo Isogai
Yasuko Ito
Tomoko Iwai
Tomoko Iwasaki
Song Jiang
Jeff Johnson
Hye-ri Joo
A lan Juffs
Kyungran Jung
Preena Kangkun
Kazue Kanno
Kam-Tong Kao
Aiko Katayama
Catherine Kawahata
Jean Kim
Jinhee Kim
Younhee Kim
Keiko Kitade
Yun-Hee Ko
Mieko Kobayashi
Haejin Koh
Shioko Komatsu-Yonezawa
Kim Kondo-Brown
Patricia Königsberg

41
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Michael Long
Peter Lowenberg
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Molly Mack
Linita M anu’atu
Sachiko Matsuoka
Yoshitomo Matsuoka
Stephen Mathews
John M C laughlin
A Bigal M C M eekin
Christopher M efford
Raeneet M alia M elemai
Dean Mellow
Terry M enacker
Carlos M erino
Elizabeth M iller
Shin M inagawa
Satomi M ishina-M ori
Hiroyuki M otomi
Carrie Mopens
Lisa M uegge
Richard M uegge
A nne M ueller
M adoka M urakami
Emi M urayama
Toshiyuki M akei
Yuko N akiishi
Isao N akasone
Ritsuko N arita
Suneerat N ancharoensuk
Hanh N guyen
Ofélia N ikolova
Reiko N ishikawa
Emily N itta
Lindy N orris
Yumiko O hara
A kira O maki
Hiroyuki O naha
Peter Robert O nendera
Leslie O nno
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Teresita Ramos
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A liohlanigian Ryan
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M isuzu Takami
Steven Talmy
N aoko Tateishi
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M ere Te Keepa
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Kazuko Tonoike
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steve@java.net
shu@hawaii.edu
ksuda@mib.biglobe.ne.jp
sugyanako@hotl.com
sumittra_s@hotmail.com
koji_takakura@hotmail.com
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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
A M = 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

Manoa 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>L&amp;L Drive-Inn (Puck's Alley)</td>
<td>1</td>
<td>$</td>
<td>1035 University Ave</td>
<td>946–8455</td>
</tr>
<tr>
<td>Andy's Sandwiches &amp; Smoothies</td>
<td>2</td>
<td>$</td>
<td>2904 E. Manoa Rd</td>
<td>988–6161</td>
</tr>
<tr>
<td>Waioli Tea Room</td>
<td>2</td>
<td>$$$</td>
<td>2950 Manoa Rd</td>
<td>988–5800</td>
</tr>
<tr>
<td>K.C. Drive Inn</td>
<td>3</td>
<td>$</td>
<td>1029 Kapahulu Ave</td>
<td>737–5581</td>
</tr>
<tr>
<td>Rainbow Drive-Inn</td>
<td>3</td>
<td>$</td>
<td>3308 Kanaina Ave</td>
<td>737–0177</td>
</tr>
<tr>
<td>Teddy's Bigger Burgers</td>
<td>3</td>
<td>$</td>
<td>3114 Monsarrat Ave</td>
<td>735–9411</td>
</tr>
<tr>
<td>Zippy's</td>
<td>3</td>
<td>$</td>
<td>601 Kapahulu Ave</td>
<td>733–3725</td>
</tr>
<tr>
<td>L&amp;L Drive-Inn</td>
<td>5</td>
<td>$</td>
<td>1513 Young St</td>
<td>951–4300</td>
</tr>
<tr>
<td>Zippy's</td>
<td>5</td>
<td>$</td>
<td>1725 S. King St</td>
<td>973–0877</td>
</tr>
<tr>
<td>Kua Aina Sandwich Shop</td>
<td>AM</td>
<td>$</td>
<td>A cross from Ward Center</td>
<td>591–9133</td>
</tr>
<tr>
<td>Original Pancake House</td>
<td>AM</td>
<td>$</td>
<td>1221 Kapi'olani Blvd #103</td>
<td>596–8213</td>
</tr>
<tr>
<td>Eggs 'n Things</td>
<td>W</td>
<td>$</td>
<td>1911B Kalakaua Ave</td>
<td>955–7383</td>
</tr>
<tr>
<td>Hard Rock Cafe</td>
<td>W</td>
<td>$$</td>
<td>2863 Kalakaua Ave</td>
<td>921–7066</td>
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### BAR & GRILL

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Brew Moon</td>
<td>AM</td>
<td>$$</td>
<td>Ward Center (3rd fl)</td>
<td>593–0088</td>
</tr>
<tr>
<td>Dixie Grill</td>
<td>AM</td>
<td>$$</td>
<td>404 Ward Ave</td>
<td>596–8359</td>
</tr>
<tr>
<td>Ryan's</td>
<td>AM</td>
<td>$$</td>
<td>Ward Center (3rd fl)</td>
<td>591–9132</td>
</tr>
<tr>
<td>Big Island Steak House</td>
<td>DT</td>
<td>$$</td>
<td>Aloha Tower Marketplace</td>
<td>537–4446</td>
</tr>
<tr>
<td>Gordon Biersch</td>
<td>DT</td>
<td>$$</td>
<td>Aloha Tower Marketplace</td>
<td>599–1406</td>
</tr>
<tr>
<td>Duke's (Outrigger Waikiki Hotel)</td>
<td>W</td>
<td>$$$</td>
<td>2335 Kalakaua Ave</td>
<td>922–2268</td>
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</tbody>
</table>

### CAFÉS

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Bubbies Ice Cream</td>
<td>1</td>
<td>$</td>
<td>1010 University Ave</td>
<td>949–8984</td>
</tr>
<tr>
<td>Coffeeine at the YWCA</td>
<td>1</td>
<td>$</td>
<td>1820 University Ave</td>
<td>947–1615</td>
</tr>
<tr>
<td>TCBY</td>
<td>1</td>
<td>$</td>
<td>2700 S. King St</td>
<td>949–3233</td>
</tr>
<tr>
<td>Hawaiian Bagel Co.</td>
<td>2</td>
<td>$</td>
<td>Manoa Marketplace</td>
<td>988–9355</td>
</tr>
<tr>
<td>Starbucks Coffee</td>
<td>2</td>
<td>$</td>
<td>2902 E. Manoa Rd</td>
<td>988–9295</td>
</tr>
<tr>
<td>Coffee Cove</td>
<td>3</td>
<td>$</td>
<td>2600 S. King St</td>
<td>955–cove</td>
</tr>
<tr>
<td>Leonard's Bakery</td>
<td>3</td>
<td>$</td>
<td>933 Kapahulu Ave</td>
<td>737–5591</td>
</tr>
<tr>
<td>Starbucks Coffee</td>
<td>3</td>
<td>$</td>
<td>625 Kapahulu Ave</td>
<td>734–4116</td>
</tr>
<tr>
<td>Coffee Talk</td>
<td>4</td>
<td>$</td>
<td>3601 Waialae Ave</td>
<td>737–7444</td>
</tr>
<tr>
<td>Internet Cafe</td>
<td>AM</td>
<td>$</td>
<td>1726 Kapi'olani Ave</td>
<td>953–2264</td>
</tr>
<tr>
<td>Mocha Java</td>
<td>AM</td>
<td>$</td>
<td>Ward Center (1st fl)</td>
<td>591–9023</td>
</tr>
<tr>
<td>Starbucks Coffee</td>
<td>W</td>
<td>$</td>
<td>2255 Kuhio Ave</td>
<td>921–2190</td>
</tr>
<tr>
<td>Starbucks Coffee</td>
<td>W</td>
<td>$</td>
<td>330 Royal Hawaiian Ave</td>
<td>926–4863</td>
</tr>
</tbody>
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### CHINESE

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Price</th>
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<tbody>
<tr>
<td>Kirin Restaurant</td>
<td>1</td>
<td>$</td>
<td>2518 S. Beretania St</td>
<td>942–1888</td>
</tr>
<tr>
<td>Maple Garden</td>
<td>1</td>
<td>$</td>
<td>909 Isenberg St</td>
<td>941–6641</td>
</tr>
<tr>
<td>New Kapahulu Chop Suey</td>
<td>3</td>
<td>$</td>
<td>730 Kapahulu Ave</td>
<td>734–4953</td>
</tr>
<tr>
<td>Bo Lai</td>
<td>5</td>
<td>$</td>
<td>1117 S. King St</td>
<td>597–8201</td>
</tr>
<tr>
<td>Dew Drop Inn</td>
<td>5</td>
<td>$</td>
<td>1088 S. Beretania St</td>
<td>526–9522</td>
</tr>
<tr>
<td>Golden Eagle</td>
<td>5</td>
<td>$</td>
<td>2334 S. King St</td>
<td>955–5080</td>
</tr>
<tr>
<td>Dynasty</td>
<td>AM</td>
<td>$</td>
<td>1778 Ala Moana Blvd</td>
<td>947–3711</td>
</tr>
<tr>
<td>Panda Cuisine (dim sum)</td>
<td>AM</td>
<td>$</td>
<td>641 Keaumoku Ave</td>
<td>947–1688</td>
</tr>
<tr>
<td>Legend Seafood Restaurant (dim sum)</td>
<td>DT</td>
<td>$</td>
<td>100 N. Beretania St. #108</td>
<td>532–1868</td>
</tr>
</tbody>
</table>
### RESTAURANTS

**Fast Food**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blimpie's Subs &amp; Salads</td>
<td>1</td>
<td>$</td>
<td>1010 University Ave</td>
<td>946–7827</td>
</tr>
<tr>
<td>Jack in the Box</td>
<td>1</td>
<td>$</td>
<td>1970 S. King St</td>
<td>949–1471</td>
</tr>
<tr>
<td>Kentucky Fried Chicken</td>
<td>1</td>
<td>$</td>
<td>1124 McCully St</td>
<td>941–7411</td>
</tr>
<tr>
<td>McDonald's</td>
<td>1</td>
<td>$</td>
<td>2121 S. King St</td>
<td>973–2357</td>
</tr>
<tr>
<td>Subway</td>
<td>1</td>
<td>$</td>
<td>2507 S. King St</td>
<td>943–0207</td>
</tr>
<tr>
<td>McDonald's</td>
<td>2</td>
<td>$</td>
<td>Mānoa Marketplace</td>
<td>988–2219</td>
</tr>
<tr>
<td>Subway</td>
<td>2</td>
<td>$</td>
<td>Mānoa Marketplace</td>
<td>988–1666</td>
</tr>
<tr>
<td>Jack in the Box</td>
<td>3</td>
<td>$</td>
<td>633 Kapahulu Ave</td>
<td>735–2696</td>
</tr>
<tr>
<td>Kentucky Fried Chicken</td>
<td>3</td>
<td>$</td>
<td>647 Kapahulu Ave</td>
<td>732–2454</td>
</tr>
<tr>
<td>Taco Bell</td>
<td>3</td>
<td>$</td>
<td>717 Kapahulu Ave</td>
<td>737–7337</td>
</tr>
<tr>
<td>W &amp; M Bar-B-Q Burger</td>
<td>4</td>
<td>$</td>
<td>3104 Waiʻalae Ave</td>
<td>734–3350</td>
</tr>
<tr>
<td>Burger King</td>
<td>5</td>
<td>$</td>
<td>2536 S. Beretania St</td>
<td>973–1630</td>
</tr>
<tr>
<td>Taco Bell</td>
<td>5</td>
<td>$</td>
<td>1345 S. King St</td>
<td>949–6069</td>
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</table>

**Filipino**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elena's (Kalihi)</td>
<td>DT</td>
<td>$</td>
<td>2153 N. King St</td>
<td>845–0340</td>
</tr>
<tr>
<td>Elena's (Waipahu)</td>
<td>WP</td>
<td>$</td>
<td>94–300 Farrington Hwy</td>
<td>671–3279</td>
</tr>
<tr>
<td>Thelma's (Waipahu)</td>
<td>WP</td>
<td>$</td>
<td>94–366 Pupupani St #116</td>
<td>677–0443</td>
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**Hawaiian**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Ono Hawaiian Foods</td>
<td>3</td>
<td>$</td>
<td>726 Kapahulu Ave</td>
<td>737–2275</td>
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**Health Foods**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Down to Earth Natural Foods</td>
<td>1</td>
<td>$</td>
<td>2525 S. King St</td>
<td>947–7678</td>
</tr>
<tr>
<td>Kokua Market (sandwiches to go)</td>
<td>1</td>
<td>$</td>
<td>2643 S. King St</td>
<td>941–1922</td>
</tr>
<tr>
<td>Well Bento (lunch take-out only)</td>
<td>1</td>
<td>$</td>
<td>2570 S. Beretania Ave #204</td>
<td>941–5261</td>
</tr>
<tr>
<td>Andy's Sandwiches &amp; Smoothies</td>
<td>2</td>
<td>$</td>
<td>2904 East Mānoa Rd</td>
<td>988–6161</td>
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**Indonesian**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bali Indonesia</td>
<td>W</td>
<td>$$</td>
<td>1901 Kapiʻolani Blvd #110</td>
<td>949–2254</td>
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</table>

**Indian**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
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<th>Address</th>
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<tbody>
<tr>
<td>Zaffron</td>
<td>DT</td>
<td>$$</td>
<td>69 N. King St</td>
<td>533–6635</td>
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**Italian**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Paesano</td>
<td>2</td>
<td>$$</td>
<td>Mānoa Marketplace</td>
<td>988–5923</td>
</tr>
<tr>
<td>Auntie Pasta's</td>
<td>3</td>
<td>$$</td>
<td>559 Kapahulu Ave</td>
<td>739–2426</td>
</tr>
<tr>
<td>Verbano</td>
<td>4</td>
<td>$$$</td>
<td>3571 Waiʻalae Ave</td>
<td>735–1777</td>
</tr>
<tr>
<td>Auntie Pasta's</td>
<td>5</td>
<td>$$</td>
<td>1099 S. Beretania St</td>
<td>523–8855</td>
</tr>
<tr>
<td>Café Sistina</td>
<td>5</td>
<td>$$$</td>
<td>1314 S. King St</td>
<td>596–0061</td>
</tr>
<tr>
<td>Mediterranean</td>
<td>5</td>
<td>$$</td>
<td>1279 S. King St</td>
<td>593–1466</td>
</tr>
<tr>
<td>Verbano</td>
<td>5</td>
<td>$$$</td>
<td>1451 King St</td>
<td>941–9168</td>
</tr>
<tr>
<td>Old Spaghetti Factory</td>
<td>AM</td>
<td>$$</td>
<td>Ward Warehouse</td>
<td>591–2513</td>
</tr>
</tbody>
</table>

**Japanese**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ezogiku Noodle Cafe</td>
<td>1</td>
<td>$</td>
<td>1010 University Ave</td>
<td>942–3608</td>
</tr>
<tr>
<td>Jimbo (udon &amp; more)</td>
<td>1</td>
<td>$$</td>
<td>1936 S. King St</td>
<td>947–2211</td>
</tr>
<tr>
<td>Kozo Sushi</td>
<td>1</td>
<td>$</td>
<td>2334 S. King St</td>
<td>973–5666</td>
</tr>
<tr>
<td>Sushi King</td>
<td>1</td>
<td>$$</td>
<td>2700 S. King St</td>
<td>947–2836</td>
</tr>
<tr>
<td>Yamagen</td>
<td>1</td>
<td>$</td>
<td>2210 S. King St</td>
<td>947–2125</td>
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## RESTAURANTS

### KOREAN

<table>
<thead>
<tr>
<th>Name</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camelia Buffet</td>
<td>☺ $</td>
<td>930 McCully St</td>
<td>951–0511</td>
</tr>
<tr>
<td>Yakiniku Camelia (all you can eat)</td>
<td>☺ $</td>
<td>2494 S. Beretania St</td>
<td>946–7955</td>
</tr>
<tr>
<td>O-Bok</td>
<td>☺ $</td>
<td>Mānoa Marketplace</td>
<td>988–7702</td>
</tr>
<tr>
<td>Ok Cho</td>
<td>$$$</td>
<td>1960 Kapi'olani Blvd #210</td>
<td>949–0334</td>
</tr>
<tr>
<td>Frog House (home style)</td>
<td>☺ $</td>
<td>1604 Kalakaua Ave</td>
<td>951–9370</td>
</tr>
<tr>
<td>Peppa's Korean BBQ</td>
<td>☺ $</td>
<td>1249 Wilder Ave</td>
<td>528–4988</td>
</tr>
<tr>
<td>Chonggaajip</td>
<td>☺ $</td>
<td>512A Pi'ikoi St</td>
<td>596–0008</td>
</tr>
<tr>
<td>Keoboo</td>
<td>☺ $</td>
<td>626 Sheridan St</td>
<td>596–0799</td>
</tr>
<tr>
<td>Sorabol</td>
<td>$$$</td>
<td>805 Ke‘eauumoku Ave</td>
<td>947–3113</td>
</tr>
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</table>

### MEDITERRANEAN

<table>
<thead>
<tr>
<th>Name</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beau Soleil</td>
<td>☺ $</td>
<td>2972 East Mānoa Rd</td>
<td>988–1336</td>
</tr>
<tr>
<td>The Pyramids</td>
<td>$$$</td>
<td>758 Kapahulu Ave</td>
<td>737–2900</td>
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### MEXICAN

<table>
<thead>
<tr>
<th>Name</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bueno Nalo</td>
<td>$</td>
<td>3045 Monsarrat Ave</td>
<td>735–8818</td>
</tr>
<tr>
<td>La Bamba</td>
<td>$</td>
<td>847 Kapahulu Ave</td>
<td>737–1956</td>
</tr>
<tr>
<td>Torito’s</td>
<td>$</td>
<td>2919 Kapi‘olani Blvd</td>
<td>735–7991</td>
</tr>
<tr>
<td>Azteca</td>
<td>$</td>
<td>3617 Wa‘alae Ave</td>
<td>735–2492</td>
</tr>
<tr>
<td>Quintero’s Cuisine</td>
<td>$$$</td>
<td>1102 Pi‘ikoi St</td>
<td>593–1561</td>
</tr>
<tr>
<td>Compadres Bar &amp; Grill</td>
<td>☺ $</td>
<td>Ward Center (third floor)</td>
<td>591–8307</td>
</tr>
<tr>
<td>El Burrito</td>
<td>☺ $</td>
<td>550 Pi‘ikoi St</td>
<td>596–8225</td>
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### PACIFIC RIM

<table>
<thead>
<tr>
<th>Name</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Choy’s (Diamond Head)</td>
<td>☺ $$$</td>
<td>449 Kapahulu Ave</td>
<td>732–8645</td>
</tr>
<tr>
<td>Alan Wong’s</td>
<td>☺ $$$</td>
<td>1857 S. King St (5th fl)</td>
<td>949–2526</td>
</tr>
<tr>
<td>Indigo</td>
<td>☺ $$$</td>
<td>1121 Nu‘uanu Ave</td>
<td>521–2900</td>
</tr>
<tr>
<td>Sam Choy’s Breakfast, Lunch, &amp; Crab</td>
<td>☺ $$$</td>
<td>580 N. Nimitz Hwy</td>
<td>545–7979</td>
</tr>
<tr>
<td>Roy’s (Hawai‘i Kai)</td>
<td>☺ $$$</td>
<td>6600 Kalaniana‘ole Hwy</td>
<td>396–7697</td>
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### PIZZA

<table>
<thead>
<tr>
<th>Name</th>
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<th>Address</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Domino’s Pizza</td>
<td>☺ $</td>
<td>2334 S. King St</td>
<td>955–8847</td>
</tr>
<tr>
<td>Harpo’s</td>
<td>☺ $</td>
<td>477 Kapahulu Ave</td>
<td>732–5525</td>
</tr>
<tr>
<td>Little Caesar’s</td>
<td>☺ $</td>
<td>Mānoa Marketplace</td>
<td>988–4998</td>
</tr>
<tr>
<td>Mango’s</td>
<td>☺ $</td>
<td>1015 University Ave</td>
<td>949–5381</td>
</tr>
<tr>
<td>Papa John’s</td>
<td>☺ $</td>
<td>1111 M C Cully St</td>
<td>983–7272</td>
</tr>
<tr>
<td>Papa John’s</td>
<td>$</td>
<td>611 Kapahulu Ave</td>
<td>733–7272</td>
</tr>
<tr>
<td>Boston’s North End Pizza</td>
<td>☺ $</td>
<td>3506 Wa‘alae Ave</td>
<td>734–1945</td>
</tr>
<tr>
<td>California Pizza Kitchen</td>
<td>☺ $$$</td>
<td>Kahala Mall</td>
<td>737–9446</td>
</tr>
<tr>
<td>Emilio’s Pizza</td>
<td>☺ $$$</td>
<td>1423 Kalakaua Ave</td>
<td>946–4972</td>
</tr>
<tr>
<td>Pizza Hut</td>
<td>☺ $</td>
<td>1215 S. Beretania St</td>
<td>592–4290</td>
</tr>
<tr>
<td>California Pizza Kitchen</td>
<td>☺ $$$</td>
<td>A la Moana Shopping C tr</td>
<td>941–7715</td>
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## THAI

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
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<th>Address</th>
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<tbody>
<tr>
<td>Chiang Mai Thai Cuisine</td>
<td>1</td>
<td>$</td>
<td>2239 S. King St</td>
<td>941–1151</td>
</tr>
<tr>
<td>Mekong</td>
<td>5</td>
<td>$</td>
<td>1295 S. Beretania St</td>
<td>591–8842</td>
</tr>
<tr>
<td>Mekong II</td>
<td>5</td>
<td>$</td>
<td>1726 S. King St</td>
<td>941–6184</td>
</tr>
<tr>
<td>Pae Thai Restaurant</td>
<td>5</td>
<td>$</td>
<td>1246 S. King St</td>
<td>596–8106</td>
</tr>
<tr>
<td>Keo’s Thai Cuisine</td>
<td>AM</td>
<td>$$$</td>
<td>Ward Center</td>
<td>596–0020</td>
</tr>
<tr>
<td>Keo’s Thai Cuisine</td>
<td>W</td>
<td>$$$</td>
<td>2028 Kuhio Ave</td>
<td>951–9355</td>
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</table>

## VIETNAMESE

<table>
<thead>
<tr>
<th>Name</th>
<th>Rating</th>
<th>Price</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ba Le (Puck’s Alley)</td>
<td>1</td>
<td>$</td>
<td>1019 University Ave</td>
<td>943–0507</td>
</tr>
<tr>
<td>Taste of Saigon</td>
<td>1</td>
<td>$$</td>
<td>2334 S. King St</td>
<td>947–8885</td>
</tr>
<tr>
<td>Ba Le (Mānoa)</td>
<td>2</td>
<td>$</td>
<td>Mānoa Marketplace</td>
<td>988–1407</td>
</tr>
<tr>
<td>Hale Vietnam</td>
<td>4</td>
<td>$$</td>
<td>1140 12th Ave</td>
<td>735–7581</td>
</tr>
<tr>
<td>A Little Bit of Saigon</td>
<td>5</td>
<td>$$</td>
<td>1160 Maunakea St</td>
<td>528–3663</td>
</tr>
<tr>
<td>Pho 97</td>
<td>DT</td>
<td>$$</td>
<td>1120 Maunakea</td>
<td>538–0708</td>
</tr>
<tr>
<td>Pho Hoa Restaurant</td>
<td>DT</td>
<td>$$</td>
<td>901 River St</td>
<td>528–4097</td>
</tr>
</tbody>
</table>
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.

Charley's Taxi 531–1333
City Taxi 524–2121
CAB 422–2222

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 $0.75 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 A BC Stores in Waikiki and the A la M oana 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 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 T heater 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).


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.

ISBN 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.

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