SSLW 2011 Program at a Glance

Thursday, June 9, 2011

	2F Lobby	203	2F Convention Hall	101	103	201	202	204	205
8:00-4:00	Registration (8:00-4:00)								
8:45-9:10			Opening Ceremony (8:45-9:10)						
9:10-9:55		Exhibits (9:00-4:00)	Plenary I: Participating in Academic Publishing in the Inner Circle: A Taiwan Perspective (Hui-Tzu Min)						
9:55-10:00			Break						
10:00-10:30			A.1 Open Mic: Perspectives on Writing for Scholarly Publication (Chair: Tony Silva)	A.2.1 Complexity of Genre-Based EAP: Context, Content, and Concept of Textbook Use (Yuching Yang, et al.)	A.3.1 The Place of Journal Writing Response in the Development of EFL Writers (Yi-Hsuan Gloria Lo)	A.4.1 Building Students' Rhetorical Knowledge in Four-Skills Based Classrooms (Tanita Saenkhum, et al.)	A.5.1 The Role of the Writing Center in an L2 English Writer's Dissertation Proposal Drafting Process (Mayumi Fujioka)	A.6.1 Effectiveness of Contrastive Tasks in Improving EFL Argumentative Writing (Vu Ho)	A.7.1 The Impact of Globalization on Korean as a Second Language Writing: The Case of International Marriages and Homework Practices (Bonggi Sohn)
10:30-11:00				A.2.2 Genre-Based Approach in a Foreign Language Context: Linking Language and Writing Through Genre (Sachiko Yasuda)	A.3.2 Exploring the Complexity of Dialogue Journal Writing (Takehiro Sato)	A.4.2 Developing Authorship Awareness for Second Language Academic Writers: Case Studies of English Majors in Taiwan (Shao-Tsang Chiang)	A.5.2 How Can I Help You?: Exploring Tutor/Tutee Interactions in an EFL Writing Center in Japan (George Hays, et al.)	A.6.2 Understanding Pre-University Argumentative Writing from the Perspective of Academic Criticism: Some Promises and Limitations (Kum Khuan Jonathan Tang)	A.7.2 Problem Solving Behavior in CSL Writing (Fei-Wen Cheng, et al.)
11:00-11:30				A.2.3 Analyses of Personal and "Real-World" Writing: Assessment Through a Genre-Based Approach (Effie Chiu)	A.3.3 Effects of Reflection on L2 Writing Development: A Longitudinal Study of Task Repetition From a Dynamic Complex Systems Perspective (Kyoko Baba, et al.)	A.4.3 The Authorial Presence in Expository Essays Written by Filipino College Students under Test Conditions (Carla Vee Ababon)	A.5.3	A.6.3 Exploring Taiwanese EFL Graduate Students' Research Paper Writing: Students' Voices (Ming-Hung Hsieh)	A.7.3 Perishing Confucius? the Americanization of the Global Scholarly Evaluation Culture and Media-Reported Discourses of Taiwanese Resistance (Li-ying Wu, et al.)
11:30-12:45			Lunch Break						
12:45-1:15			B.1 Workshop: Publishing in English-Medium Journals: Practices, Resources, Networks (Mary Jane Curry)	B.2.1 Evaluating the Effectiveness of a Genre-Based ESP Writing Course in a University of Hospitality and Tourism: A Mixed Methods Study (Wen-hsien Yang)	B.3.1 Effects of Web-Based Communication Tasks on L2 Students' Development of a Sense of Audience (Miyuki Sasaki, et al.)	B.4.1 Context Matters: Scientific Writing in Expanding Circle (Yu-shan Fan)	B.5.1 Exploring the Invisible Colleges Among TESOL Researchers in Taiwan (Yu-Chih Sun)	B.6.1 Fluency Measures in L2 Writing (Yeon Hee Choi)	B.7.1 The Presence and Use of Evaluative Meaning in Novice NNS Writers' Academic Writing (Antonia Chandrasegaran)
1:15-1:45				B.2.2 A Genre-Based Investigation of Research Article Abstracts and Introductions in Applied Linguistics (Yi-hui Chiu)	B.3.2 Investigating EFL College Students' Audience Awareness in Argumentative Writing (Kai-lin Wu, et al.)	B.4.2 Writing for English Publishing on the Periphery of the Periphery: A Case Study of a Taiwanese Computer Science Scholar (Liyin Chen, et al.)	B.5.2 Beyond Process-Product Distinctions: The Principles and Practices of Eight Teachers of L2 Academic Writing (Rosemary Wette)	B.6.2 Fluency-Building in Writing Development (Doreen Ewert)	B.7.2 When Nominalization Meets Rhetorical Organization: A Discipline-Specific Study on Research Article Abstracts in Medical Journals (Ben Pin-Yun Wang, et al.)
1:45-2:15				B.2.3 Texts Written in English and Chinese by Expert and Novice Writers: Reporting on a Genre-Based Comparative Study (Hsiao-li Huang Wu)	B.3.3 Audience in L1/L2 Academic Writing: Graduate Students' Perceptions of Authorial Expertise in Research Articles (Mira Bekar)	B.4.3 Reporting Verbs in Second Language Writing: A Corpus-Based Study of Journal Papers in Two Disciplines (Shu-Ping Gong, et al.)	B.5.3 Agency Exploration: Employing Grammaring in a Critical EFL Writing Context (Behnaz Sadeghian, et al.)	B.6.3 The Impact of Overseas Experience on Writing Flow (Takahiko Yamamori)	B.7.3 The Evaluation of L2 Summary Writing: Reliability of a Holistic Rubric (Yuko Hijikata, et al.)
2:15-2:30			Break						
2:30-3:00			C.1 ETRA Session: Becoming a Writing Researcher (Chair: Wu-chang Vincent Chang; Presenters: Icy Lee, Hui-Tzu Min, A. Suresh Canagarajah, Miyuki Sasaki, and Paul Kei Matsuda)	C.2.1 Chinese University Students' Perceptions of Plagiarism (Guangwei Hu, et al.)	C.3.1 Individual Profiles in the Development of Writing Competence in Foreign Language Settings (Rosa Manchón, et al.)	C.4.1 Cognitive Transfer for Knowledge Construction: Problems and Solutions of L2 Writing for Publication (Yichun Liu)	C.5.1 Corpus-Based Investigation Into the Trends in Research Methods in the ESL Writing Research: Taiwan and the West (Hui-Ling Lang)	C.6.1 Accomodate or Perish?: Global Issues in Academic English Publication (Robert Baird)	C.7.1 An Exploratory Study on Student Use of a Rater's Guide for Conducting Peer Review in an Essay Writing Class (Hui-Chuan Liao)
3:00-3:30				C.2.2 Plagiarize and Perish: A Case Study of L2 Writers in an Advanced Academic Writing Course (Ilka Kostka)	C.3.2 Toward a Meaningful Measure of Written Linguistic Accuracy (Norman W. Evans, et al.)	C.4.2 Multisemiotics Representation of EFL Writing: A Case Study of Young Writers in Taiwan (Yueh-Hung Tseng)	C.5.2 A Corpus-Based Study on Informal Vocabulary in EFL Learners' Academic Writing (Howard Chen, et al.)	C.6.2 EFL Graduate Students' Conceptualizations of English Academic Research Writing (Yuh-show Cheng)	C.7.2 Anonymity in EFL Writing: Cultural Dimensions in Online Writing (Terumi Miyazoe, et al.)
3:30-4:00				C.2.3 Alternative Resolutions of the Agency Attribution Problem and Their Effect on Citation Frequency (Peter Morton)	C.3.3 The Real-Time Text Negotiation Strategies in the Composing Process of Two Chinese L2 Writers (Filipe Wesley de Souza)	C.4.3 Second Language Writing Development as Meaning-Making Construction: Insights From a Systemic Functional Linguistics Perspective (Hsin-I Chen)	C.5.3 A Learner Corpus-Based Analysis and Treatment of Tough-Constructions Used by Chinese College Learners of English (Min-chieh Chou)	C.6.3 The Impacts of the Teacher Learning Community on the Taiwanese Junior TESOL Scholars' Identity Construction in Their Writing for Publication (Ming-i Lydia Tseng, et al.)	C.7.3 The Effect of L2 Proficiency and Task Difficulty on the Use of the Mother Tongue Within Lexical Searches in L2 Composing (Liz Murphy)
4:00-4:15			Break						
4:15-5:00			Plenary II: Writing for Publication in English (John Flowerdew)						
5:00-6:00	Opening Reception (2F, 3F Lobby)								

SSLW 2011 Program at a Glance

Friday, June 10, 2011

	2F Lobby	203	2F Convention Hall	101	103	201	202	204	205
8:00-4:00	Registration (8:00-4:00)								
9:00-9:45		Exhibits (9:00-4:00)	Plenary III: Publish or Perish: The Myth and Reality of Academic Publishing (Icy Lee)						
9:45-10:00			Break						
10:00-10:30			D.1 Colloquium: Publishing in English: Perspectives from Intercultural Rhetoric (Chair: Ulla Connor; Presenters: Ulla Connor, Becky Kwan, Neil Johnson, Haiying Feng, and A. Suresh Canagarajah)	D.2.1 Writing for Publication in Ukraine (Tetyana Smotrova)	D.3.1 Publishing with an Accent (Pisarn Chamcharatsri)	D.4.1 Conferencing in Taiwanese EFL Writing Classrooms (Chun-Chun Yeh)	D.5.1 The Effectiveness of Antiplagiarism Software: An Empirical Study of L2 Writers (Paul Stapleton)	D.6.1 Computer-Supported Collaborative Writing for Academic Purposes (Yun-yin Huang)	D.7.1 The Dynamics of Peer Group Feedback in a Mixed-Level Writing Class in the Korean EFL Context (Hojung Yu, et al.)
10:30-11:00				D.2.2 Confessions of a Literacy Broker: Working with a Taiwanese Scholar Publishing in English (Jonathan Benda)	D.3.2 Empowering Non-Native English Speaking Scholars in Writing for Scholarly Publication: What Can ESP Specialists Do? (Ju Chuan Huang)	D.4.2 Understanding the Feedback Practices of Primary Teachers (Pauline Mak, et al.)	D.5.2 Peer Mediation in the Zone of Proximal Development: A Case From an L2 Computer-Assisted Writing Classroom (Mei-Hsing Tsai)	D.6.2 Does the Blog Help Language Learners Write Better?: Analyses of the Quality and Quantity of Taiwanese JFL Learners' Blog Postings (Kazuaki Nakazawa)	D.7.2 An Investigation Into Online Peer Conferencing: Action Research at Two College Writing Classes (Hsiao-chien Lee, et al.)
11:00-11:30				D.2.3 Writing for Publication: Experiences by Doctoral Students Writing in English as an Additional Language at Canadian Research-Intensive Universities (King Yan Sun)	D.3.3 Journal Reviewer Development: Revealing and Responding to Diversity (John Adamson, et al.)	D.4.3 Toward Explaining L2 Writing Teachers' Corrective Feedback Practices (K. James Hartshorn, et al.)	D.5.3 Using Auto Profiling to Diagnose Learners' Writing in Real Time (Bi-Jar Lin, et al.)	D.6.3 A Business Blog: The Site of Artistic Expression for ESL Writers (Adcharawan Buripakdi)	D.7.3 Combining Electronic Commenting and Face-To-Face Interaction in Peer Review: A Case Study of Sub-Degree ESL Writing Classrooms in Hong Kong (Wing Man Chan)
11:30-12:30					Meeting: ETRA General Assembly	Lunch Break			
12:45-1:15			E.1 Colloquium: Reflections on Learning the Literacy Practices of International Academic Community Through a Multi-Layered Narrative Inquiry (Chair: Chin-chi Chao; Presenters: Chin-chi Chao, Leo Van Lier, Jui-chuan Chang, Kenneth K. Chua, Ching-ching Chang, Yu Min Hung, Chia-yi Huang, Lee, Sin-Yin, Tsai-Ying Hsieh, and Ming-Hung Hsieh)	E.2.1 Can Web-Based Corrective Feedback Be Used as Effective Grammatical Input Enhancement on EFL Writing? (Wen-Shuenn Wu)	E.3.1 Issues of Writing for Scholarly Publication in English for Young Researchers in Taiwan (Shih-Chieh Chien)	E.4.1 A Study of Students' Reflective Journals on Learning Research Methodology and Research Paper Writing (Li-Te Li)	E.5.1 The Distributions of Textual Relations via Conjunctive Adverbials in English Academic Writing by Chinese Speakers (Tung-yu Kao, et al.)	E.6.1 Collaborative Writing Among College Students in Taiwan: What Are Their Mediating Strategies? (Meng-ying Lin)	E.7.1 Reframing Selves: Analyzing Online Revision and Pausing Patterns in EFL Narrative Writing (Song Yang)
1:15-1:45				E.2.2 The Effects of Tiered Metalinguistic Corrective Feedback on Second Language Academic Writing (Tim Anderson)	E.3.2 Investigating Taiwanese EFL Writers' Abilities and Needs for EAP Writing (Yu-ling You)	E.4.2 Literacy Autobiographies as Reflective Practice for Academic Writing Development: A Case Study of Korean University Students (Michael Chesnut, et al.)	E.5.2 The, A, or Nothing? the Accuracy and Distribution Patterns of English Article Types in the Academic Writing of Taiwanese College Students. (Neil Edward Barrett, et al.)	E.6.2 An Exploration of Peer Review Training Extensiveness and Feedback Quality (Yi-Min Chiu, et al.)	E.7.2 Revision Behaviors and Writing Quality: A Comparison of L1 and L2 Writers (Mei-Hung Lin, et al.)
1:45-2:15				E.2.3 A Longitudinal Look at Dynamic Written Corrective Feedback (K. James Hartshorn, et al.)	E.3.3	E.4.3 Unravelling Reflective Skills in Writing (Sabina Nowak)	E.5.3 The Use of the There+Be Construction in Academic Writing (Michiko Yaguchi)	E.6.3 Writing Support for Current and Emergent Means of Knowledge Distribution (Susan Olmstead-Wang)	E.7.3 Second Language Writers' Revision Performance: A Cross-Cultural Analysis (Parva Panahi, et al.)
2:15-2:30				Break					
2:30-3:00			F.1 Dialogue: Sharpening the Edge: Developing Arguments that Makes a Difference (Chair: Miyuki Sasaki; Presenters: Dwight Atkinson and Paul Kei Matsuda)	F.2.1 Native and Non-Native English-Speaking College Students' Responses to the Myth of Homogeneities in Online Argumentative Written Communication (Yu-Feng (Diana) Yang)	F.3.1 Group Lesson Planning: A Community of Practice of English Writing Instructors in China (Ling Shi, et al.)	F.4.1 Bilingual Students' Use of Writing Strategies for Text Production in ESL (Donglan Zhang, et al.)	F.5.1 Publish or Perish as an Instruction-End Learning Opportunity (Lawrie Hunter)	F.6.1 Sociocognitive Alignment in Advanced Learners' L2 Writing (Takako Nishino)	F.7.1 Assessing the Use of Metaphor in Chinese EFL Writing: Perspectives From American and Chinese Instructors (Jing Fu)
3:00-3:30				F.2.2 Examining Code Choice Motivations of Multilingual Writers in Social Media (Erik Johnson)	F.3.2 Transferring the Metadiscourse of Advice-Giving to Academic Writing (Christine Rosalia)	F.4.2 Planning and Writing Texts: The Case of Nine EFL Fifth Grade Students (Alexis A. Lopez, et al.)	F.5.2 Origins and Effects of "Publish or Perish" on Second Language Studies Publishing: An In-Depth Historiography of a Journal in Taiwan (Cheryl Sheridan)	F.6.2 An Activity Theory Approach to NES and NNES Teacher Commentary and Their Response to Students' Expectations (Ching-Fen Chang)	F.7.2 Conceptual Metaphors in L2 Academic Literacy: A Developmental View (Sungwoo Kim)
3:30-4:00				F.2.3 Academic Enculturation: Writing Thesis/Dissertations in English, for Multi-Ethnic Postgraduate Students in Japan (Evelyn Naoumi, et al.)	F.3.3 Adverbials as Flowery Language in Scholarly Writing? (Hui-Ling Yang)	F.4.3 NNS Graduate Students' Identity Formation in Academic Writing (Fang-yi Wu, et al.)	F.5.3 Persuading the Reader: Developmental Changes in the Use of Interactional Resources in FL Book Reviews (Marianna Ryshina-Pankova)	F.6.3 The Effects of Motivational Strategies on Student Motivation in an Undergraduate Writing Course in Singapore (Yin Ling Cheung)	F.7.3 Complex Realization of Contrast Relations in Writing (Zhang Yan)
4:00-4:15			Break						
4:15-5:00			Plenary IV: Publishing in English: Mobilizing the Resources of Academic Research Networks (Mary Jane Curry)						
5:00-6:00	Reception (2F, 3F Lobby)								

SSLW 2011 Program at a Glance

Saturday, June 11, 2011

	2F Lobby	203	2F Convention Hall			201	202	204	205
8:00-11:30	Registration (8:00-12:00)								
9:00-9:45		Exhibits (9:00-12:00)	Plenary V: Negotiating Literacy Regimes: Prospects for Publishing from the Periphery (A. Suresh Canagarajah)						
9:45-10:00			Break						
10:00-10:30			G.1 Panel Discussion: Opening the Gate: Perspectives of International Journal Editors (Chair: Paul Kei Matsuda; Presenters: Diane Belcher, Rosa Manchón, Lourdes Ortega, Paul Thompson, and Leo van Lier)			G.2.1 Pedagogical Versus Authentic Genres: Second Language Textbook Reviews (Charlene Polio, et al.)	G.3.1 Effect of Peer Activity and Teacher Feedback on Students' Self Revision Ability (Junko Okabe)	G.4.1 Portfolio Assessment as a Process of Change: Instructors' Perspectives (Ricky Lam)	G.5.1 Scholarly Publication for NNES Graduate Students: Challenges and Issues (Atsushi Iida)
10:30-11:00						G.2.2 Understanding Discourse Genres: One Aspect of Successful Initiation Into Communities of Practice (Winifred Crombie)	G.3.2 Chinese EFL Learners' Response to Peer Comments: A Case Study (Jingjing Ma)	G.4.2 The Use of an Online Writing Evaluation Program in College English Writing Classes- a Case Study of Criterion (Pei-ling Wang)	G.5.2 Understanding the Writing Gap Through Native and Non-Native Text Comparisons (Wenli Tsou, et al.)
11:00-11:30						G.2.3 Rhetorical Move Structure and Directives in L1 and L2 Writing: A Genre Analysis of Request Letters (Eunsook Shim)	G.3.3 EFL College Students' Perceptions of Effectiveness of Peer Review in a Reading-To-Write Task (Ya-Fen Lo, et al.)	G.4.3 Writing Instruction Contingent on Assessment: Towards Assessment FOR Learning (Shu-Chen Huang)	G.5.3 Discursive Motivation and Native-Speakerism: A Case of College Taiwanese Multilingual Writers (Pei-Hsun Emma Liu)
11:30-12:45			Lunch Break						
12:45-1:15						H.1.1 Current Practices of Teaching of Second Language Writing in Thailand After the Educational Reform (Wongjan Poolpoem)	H.2.1 Speaking to Write and Writing to Speak: Making EFL L2 Writing Indispensable Through a Dialogic Genre Approach to Formal Debate (Catherine Matsuo)	H.3.1 L1/L2/L3 Writing Development: Longitudinal Case Study of a Japanese Multicompetent Writer (Hiroe Kobayashi, et al.)	H.4.1 A Critical Analysis of the Myth of Uncritical Japanese Writing: A Case Study (Yumi Matsumoto)
1:15-1:45						H.1.2 Difficulties Faced by Brazilian Graduate Students in Writing Academic Genres: From Linguistic Limitations to Rhetorical Conflicts (Marília Mendes Ferreira)	H.2.2 Practical Applications of SLA Theories in Second Language Writing Instruction (Theresa Jiin-ling Tseng)	H.3.2 Multicompetence and L2 (English) Influence on the Writing of Chinese Students (Yingqin Liu, et al.)	H.4.2 A Critical Literacy Perspective in the Teaching of L2 Academic Writing: A Case of Tertiary Students in Taiwan (Shin-ying Huang)
1:45-2:15						H.1.3 Writing for Publication by Indigenous African Women, Both Literate and Illiterate (Marna Broekhoff)	H.2.3	H.3.3 Teaching Academic Writing to Japanese College Students Expecting the Emergence of Multi-Competence (Kyoko Oi)	H.4.3 An Experimental Study of Critical Reading and Writing (Michiko Nakano)
2:15-2:30			Break						
2:30-3:00						I.1.1 English Dissertation Writing in Taiwan: To Thank Whom for What? (Beryl Lee)	I.2.1 EFL Teachers: Good Learners? (Tomoyasu Kimura)	I.3.1 The Impact of Four Years in an English Medium University on Written Linguistic Accuracy (Norman W. Evans)	I.4.1 A Holistic Analysis of Effects of Portfolios on Technical College Students' Writing Attitudes and Performances (Mei-Hua Lan, et al.)
3:00-3:30						I.1.2 Creating a 'Third Space' in Doctoral Writing Pedagogy (Meeta Chatterjee-Padmanabhan)	I.2.2 A Relationship between TOEFL Writing Scores and TOEIC Bridge Scores (Chiaki Baba)	I.3.2 Play and Learn How to Write English Sentences (Margaret Chen, et al.)	I.4.2 EFL Learners' Perceptions of a Rubric as a Writing Guideline: A Pilot Study (Hiroyuki Yamanishi, et al.)
3:30-4:00						I.1.3 English Teachers and Healthcare Professionals: How Do Their Revisions Differ? (Ian Willey)	I.2.3 How Do Chinese Applied Linguists Differ From Their International Counterparts in the Use of Hedging and Boosting Strategies? (Guangwei Hu, et al.)	I.3.3 "Don't Overwhelm Me With Errors!" Improving Writing Accuracy Through a Self-Generated Error Log (Sin I Miranda Ma, et al.)	I.4.3
4:00-5:00						J.1.1 Reflections on SSLW 2011	J.1.2 Reflections on SSLW 2011	J.1.3 Reflections on SSLW 2011	J.1.4 Reflections on SSLW 2011