

## AILA Solidarity Awards

### Patricia Ames

Institute of Peruvian Studies • Peru  
*Multigrade Schooling and Literacy in the Peruvian Amazon*

### Visvaganthie Moodley

Marburg Secondary School • South Africa  
*Code-switching in a Multilingual English First Language Classroom*

### George Openjuru

Makerere University • Uganda  
*The Literacy Practices of a Rural Community in Uganda*

### Mohamed Yeou

Chouaib Doukkali University • Morocco  
*English Prenuclear Accents Produced by Moroccan Learners of English*

### Hirut Woldemariam

Addis Ababa University • Ethiopia  
*Language Ideology and Linguistic Landscape: The Case of Tigray, Ethiopia*

### Silvia Matravolgyi Damião

Catholic University of São Paulo • Brazil  
*ESP for Engineering Students in the Digital Age*

### Hu Yijie

Shenzhen University • China  
*Theorizing Teachers Beliefs: A Vista to Generate Their Theory*

### Nadezhda Yakovchuk

University of Warwick • United Kingdom  
*Combating Plagiarism: A Study of Guidelines for International Students*

### Jelena Filipovic

University of Belgrade • Serbia & Montenegro  
*Language Education Policy in Serbia: Utopia or Reality?*

### Ljiljana Djuric

Ministry of Education and Sport • Serbia & Montenegro  
*Language Education Policy in Serbia: Utopia or Reality?*

### Julijana Vuco

University of Belgrade • Serbia & Montenegro  
*Language Education Policy in Serbia: Utopia or Reality?*

## AAAL Graduate Student Travel Scholarships

### M.A. Students

#### Victoria Byczkiewicz

California State University, Los Angeles • US  
*Blaming and Shaming in U.S. Anti-Immigrant Discourse*

#### Rania Habib

University of Florida • US  
*The Social Stratification of [q] and [ʔ] in the Syrian Hemsî Community*

### Ph.D. Students

#### Martin Guardado

University of British Columbia • Canada  
*Research on Heritage Language Maintenance in Canada: The Case of Spanish*

#### Tae-Young Kim

Ontario Institute of Studies in Education of the University of Toronto • Canada  
(Educational Testing Service Award)  
*Goals, Motivations, and Identities: Two Japanese and a Korean Learner*

#### Hsi-Yao Su

University of Texas at Austin • US  
(Multilingual Matters Award)  
*Styling and the Emergence of Comical Effects in Performative Contexts*

#### Luxin Yang

Ontario Institute of Studies in Education of the University of Toronto • Canada  
*The Activity Systems of Nine Chinese Students in University Courses*

## Winner of the 2005 Award

### William Grabe

Northern Arizona University, US

Professor Grabe will receive the award and present a paper on Thursday, July 28, 8:50 – 9:55 AM in Monona Terrace Ballroom A.

Research on reading instruction: Advances, issues, and possibilities

This paper examines L2 reading research on instruction and explores issues that arise when experimental research does not support implications for teaching. For example, why is it difficult to demonstrate experimentally the effectiveness of extensive reading? How do we demonstrate the impact of fluency training on reading ability? The paper also considers linkages to SLA research.

## Past Winners of the Award and Site of AAAL Conference

Merrill Swain	2004	Portland, Oregon
G. Richard Tucker	2003	Arlington, Virginia
Susan Gass	2002	Salt Lake City, Utah
Jodi Crandall	2001	St. Louis, Missouri
Shirley Brice Heath	2000	Vancouver, British Columbia
Roger Shuy	1999	Stamford, Connecticut
Robert Kaplan	1998	Seattle, Washington
Courtney Cazden	1997	Orlando, Florida
Charles Ferguson	1996	Atlanta, Georgia