PURDUE languages cultures CONFERENCE

March 4-6, 2016

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Welcome

The School of Languages and Cultures, the Purdue Linguistics Association, and the Program of Second Language Studies welcomes you to the first Purdue Languages and Cultures Conference. Our aim is to provide a place for graduate students from all over the world to exchange ideas and original research in linguistic, cultural, and literary study.

SCHOOL OF LANGUAGES AND CULTURES

Our School offers courses in language, literature, linguistics, culture, civilization, and film. We provide instruction in the target languages as well as some courses in English, in face to face, online, and blended formats, and instruction for heritage speakers of Chinese and Spanish. SLC faculty members cover a richly diverse range of research areas and have received international acclaim for their scholarship. One of SLC's strengths lies in its offerings of classes in languages for specialized purposes. These classes equip students with the practical communication skills they will need for using the target language while studying or traveling abroad, participating in internships, or preparing for globally oriented career paths.

PURDUE LINGUISTICS ASSOCIATION

We are the interdisciplinary student organization for inquisitive minds interested in probing the depths of language. We create a strong support network for our members' intellectual growth. We foster mentor relationships, inform our members of linguistic research opportunities, host professionalization and educational workshops, and more.

ENGLISH AS A SECOND LANGUAGE GRADUATE STUDENT ORGANIZATION (ESL GO!)

ESL GO! is a non-profit professional organization which unites people whose primary interests relate to teaching and researching English as a second or foreign language. ESL GO! was established in 2008 by graduate students in Second Language Studies/ESL at Purdue University. Second Language Studies/ESL at Purdue University is offered through the Department of English. The program features a diverse graduate student population, which creates an environment where multiple perspectives are welcomed and long held assumptions are challenged. Nationally and internationally recognized for their scholarship, faculty members specialize in second language writing, language and assessment, world Englishes, and applied linguistics.

Schedule Overview

FRIDAY, MARCH 4 TH		
TIME	LOCATION	EVENT
2:30 - 4:00 PM	Grissom Hall	Registration (Ongoing)
3:30 - 3:45 PM	Grissom 103	Opening Remarks
3:45 – 4:45 PM	Grissom 103	Plenary Speaker #1: Dr. David Porter
5:00 – 6:30 PM	Grissom 103	Second Language Studies Session 1: L2 Writing
	Grissom 118	Linguistics Session 1: Bilingualism
	Grissom 126	Literature Session 1: Cultural and Historical Studies
7:30 – 9:30 PM	Sgt. Preston's	Conference Social Event

SATURDAY, MARCH 5 ^T	Н	
TIME	LOCATION	EVENT
8:30 - 10:00 AM	Grissom Hall	Registration (Ongoing) & Breakfast
9:00 – 10:30 AM	Grissom 133	Second Language Studies Session 2: L2 Pedagogy
	Grissom 118	Linguistics Session 2: Syntax
	Grissom 126	Literature Session 2: Latin American Literature and Identity
10:30 - 10:45 AM		Break
10:45 – 12:15 PM	Grissom 133	Second Language Studies Session 3: Individual Differences in SLA
	Grissom 118	Linguistics Session 3: Language Variation and Change
	Grissom 126	Literature Session 3: Asian Cultural Studies
12:30 – 1:30 PM	Grissom Atrium	Lunch

SATURDAY, MARCH 5	5 TH - CONTINUED	
TIME	LOCATION	EVENT
1:30 - 2:30 PM	Grissom 103	Plenary Speaker #2: Dr. Judith Tonhauser
2:30 - 2:45 PM		Break
2:45 – 3:15 PM	Grissom 133	Second Language Studies Session 4: Language Acquisition
	Grissom 118	Linguistics Session 4: Phonetics and Phonology
	Grissom 126	Literature Session 4: Gender and Culture
7:00 PM	Carnahan Hall	Conference Banquet

SUNDAY, MARCH 6 TH		
TIME	LOCATION	EVENT
8:30 - 10:00 AM	Grissom Hall	Registration (Ongoing) & Breakfast
9:00 - 10:00 AM	Grissom 103	Plenary Speaker #3: Dr. Deborah Crusan
10:00 – 10:15 AM		Break
10:15 – 11:45 AM	Grissom 133	Second Language Studies Session 5: L2 Writing II
	Grissom 118	Second Language Studies Session 6: Societal Factors in SLA
	Grissom 126	Second Language Studies Session 7: Corpus Linguistics
11:45 – 12:00 PM		Break
12:00 – 1:00 PM	Grissom 118	Linguistics Session 5: Syntax II

Detailed Schedule | Friday

2:30 - 4:00 PM

REGISTRATION (ONGOING)

3:30 - 3:45 PM

OPENING REMARKS | GRISSOM 104



"METAPHOR AND THE THEORY OF CROSS-CULTURAL COMPARISON"

DR. DAVID PORTER, UNIVERSITY OF MICHIGAN
3:45-4:45 | GRISSOM HALL, RM. 103

Presentation Abstract: Comparison has developed something of a bad name in transcultural literary studies. As traditionally practiced, it tends to yield either dull – edged enunciations of a facile universalism or contrastive binaries that harden the narcissism of small differences into reductive essentialisms. And yet, as even the most cursory reflection on our most

familiar and entrenched literary methodologies makes clear, most of the interpretive claims we make about texts are implicitly grounded in comparisons of one kind or another. What are the prospects for extending the knowledge - making power of comparison to the transcultural contexts that increasingly, in this new age of world literature, lay claim to our attention and scrutiny?

As a case study in addressing this question, I will discuss my recent efforts to think through the problem of how best to make sense of the remarkable convergences one can see in the literary cultures of China and England in the seventeenth and eighteenth centuries, and what forms of comparison might be most useful in thinking about these. I will review the forms of comparative practice – commensurative, contrastive, and transitive – that have dominated East-West studies in various fields over the past several decades, and will suggest that an alternative approach, which I am calling analogical or metaphorical comparison, may offer a means of both redeeming comparative methods from post-orientalist critique and generating transformative new perspectives on seemingly familiar literary texts.

Biography: David Porter is Chair and Professor at the Department of English Language and Literature. He has been working for many years on the problem of how to think China and England together in the eighteenth century and early modern period. His first book, *Ideographia*, explored various patterns that seemed to shape European responses to Chinese cultural achievements in language, religion, the arts, and trade between 1600 and 1800. His second book, *The Chinese Taste in Eighteenth Century England*, focused more specifically on the remarkable assimilation of Chinese aesthetic ideas within English literature, gardening, and decorative arts, with special attention to the gendered dimensions of this response. His current book project, a comparative study of literary trends in China and England in the seventeenth and eighteenth centuries, has involved excursions into world literature, translation theory, comparative political and economic history, and Ming dynasty philosophy.

Detailed Schedule | Friday

Second Language Studies Session 1: *L2 Writing* GRISSOM HALL, RM. 103

AFFORDANCES AND SECOND LANGUAGE WRITING: EXPERIENCES OF THREE CHINESE UNDERGRADUATE MULTLINGUAL INTERNATIONAL STUDENTS
ZHENJIE WENG, INDIANA UNIVERSITY OF PENNSYLVANIA This study focuses on the diversity of multilingual international students' writing
experiences in classrooms, how the notion of "affordance" complicates the students' understanding and experiences in second language writing (SLW), and how the investigation of the concept contributes to the field of SLW.
INVESTIGATING THE COMMUNICATIVENESS OF TEACHER-LEARNER INTERACTION BY FOCUSING ON TEACHER TALK IN A TURKISH UNIVERSITY ENGLISH PREPARATORY CLASSROOM CONTEXT IN NORTH CYPRUS
PERVIN COŞAN, MIDDLE EAST TECHNICAL UNIVERSITY NORTHERN CYPRUS CAMPUS This study aimed to provide an empirical background about the interaction pattern and teacher talk in the English classrooms of universities in North Cyprus. The results suggest that, the Turkish university English classroom context in North Cyprus is still teacher-centered with little 'genuine' interaction between the learners and the teachers.
METADISCOURSE AND IDENTITY CONSTRUCTION IN A TEACHING PHILOSOPHY: A CASE STUDY
SARUT SUPASIRAPRAPA, MICHIGAN STATE UNIVERSITY
Drawing on Hyland's (2005) metadiscourse framework, the study investigated how two experienced ESL teachers constructed their identity in their teaching philosophy. Results revealed that each participant has multiple identities, which can be harmonious or at odds with each other, and demonstrated how rhetorical devices can be manipulated to express individuality.

Detailed Schedule | Friday

Linguistics Session 1: *Bilingualism*

GRISSOM HALL, RM. 118

5:00	BILINGUALISM EFFECTS AT THE SYNTAX-SEMANTICS INTERFACE: EVIDENCE FROM THE SPANISH PRESENT AND PROGRESSIVE TENSE
	JULIO CÉSAR LÓPEZ OTERO & ALEJANDRO CUZA, <i>PURDUE UNIVERSITY</i> We examine the acquisition of the ongoing semantic values of the Spanish present and progressive tense in L2 learners and heritage speakers in the United States. Following a transfer perspective, we investigate differences in aspect in the two tenses in the two experimental groups in comparison with the control group.
5:30	CODE SWITCHING IN SWISS GERMAN DIALECTS: THE CASE OF THE AARGUAR AND ZÜRICH DIALECTS
	The paper investigates stereotypes that arise through inter-dialectal code switches from the Aargauer Swiss German dialect to the Zürich Swiss dialect. It addresses how this relates to social identity construction and the extent to which language is metaphorically loaded in order to perpetuate a "we-code" versus a "they-code."
6:00	HERITAGE LANGUAGE MAINTAINANCE IN AN IRANIAN COMMUNITY IN CANADA
	NAGHMEH BAEBEE, ART INSTITUTE OF VANCOUVER This critical case study examined Iranian immigrant students', parents', and teachers' perspectives on language maintenance and successes and challenges of the community in maintaining Farsi in Canada. Data were collected through interviews, field-observations, field notes, and participants' journal writing. Recommendations for community members and teachers are offered at the end.

Detailed Schedule | Friday

Literature Session 1: *Cultural and Historical Studies*GRISSOM HALL, RM. 126

ON EARTH AS IT IS IN HEAVEN: FATHERHOOD AND AUTHORTARIAN IDEOLOGY IN COURAGEOUS
JOSEPH FORTE, PURDUE UNIVERSITY
Using the work of Bob Altemeyer as a critical lens, this paper identifies and analyzes components of the fundamentalist film <i>Courageous</i> that argue for an authoritarian ideology distinct from its explicit religious dogma. Louis Althusser and other theorists provide context for discussion of the ideology of <i>Courageous</i> outside film criticism.
THE LOGOS OF MAXIMUS: HISTORY AND STORYTELLING IN HERODOTUS AND CHARLES OLSEN
MATTHEW L. KROLL, PURDUE UNIVERSITY
Charles Olson's theory of history, 'istorin, harkens back to Herodotus. As Olson explains it, this term means 'to find out for yourself.' Olson's understanding of the concept is significantly informed by classicist J.A.K. Thomson. This paper examines Olson's concept of 'istorin and storytelling techniques as employed in <i>The Maximus Poems</i> .
THE SPEAKING BIRDS: A COGNITIVE APPROACH TO THE SYMBOLIC REPRESENTATION OF ANIMALS IN LITERATURE
VALENTINA CONCU, PURDUE UNIVERSITY
In this paper, I analyze the metaphoric and symbolic associations of birds with wisdom and knowledge, which was triggered by the long historical observation of these animals from sides of scientists and writers. In particular, I focus on the use of animals to create metaphorical symbols in literature and on the representation of birds as active figures in the narration in <i>The Saga of the Volsungs</i> , the <i>Poetic Edda</i> , Richard Wagner's <i>Ring of the Nibelungs</i> and the Brothers Grimm's version of <i>Cinderella</i> . In these works, birds are not just merely objects of descriptions and passive presences in the writers' minds; but they are humanized, interact with the protagonists and play crucial roles in the narration

Detailed Schedule | Friday

7:30-9:30	PURDUE LANGUAGES AND CULTURES CONFERENCE SOCIAL
	SGT. PRESTON'S OF THE NORTH
	Please join us for a little bit of fun and socializing this evening at Sgt. Preston's of the North, just across the Wabash River in Lafayette. Tonight, food, drinks and other beverages will be paid by the individual participants, and the atmosphere will be fairly informal. Please contact the conference organizers if you need a ride from the conference venue to the restaurant. We hope to see you there!
	Address: 6 N. 2 nd St., Lafayette, IN 47901 Phone: (765) 742-7378

Detailed Schedule | Saturday Morning

Second Language Studies Session 2: *L2 Pedagogy* GRISSOM HALL, RM. 133

9:00	INTEGRATING WRITING INTO LITERATURE COURSES AT AN AFGHAN UNIVERSITY
	MIR ABDULLAH MIRI, INDIANA UNIVERSITY OF PENNSYLVANIA
	A separation between writing and literature has long existed in the field of English language studies. The presenter discusses the reported experience of five Afghan university English language instructors with the integration of writing into their literature courses. He specifically discusses how writing could be facilitated through literature courses.
9:30	STRATEGIES FOR DIGITAL NATIVES SECOND LANGUAGE WRITERS
	ZAWAN AL BULUSHI, INDIANA UNIVERSITY
	This talk includes the findings of a research with a digital native struggling second language writer with an emphasis on the instructional practices used to engage the learner in the writing process. The participants will learn potential strategies to motivate second language learners to become better writers.
10:00	INDONESIAN EFL TEACHERS' PERCEPTIONS AND EXPERIENCES OF PROFESSIONAL DEVELOPMENT
	RUDI HARTONO, INDIANA UNIVERSITY OF PENNSYLVANIA
	The purpose of this session is to present a summary of the researcher's qualitative research on professional development of Indonesian EFL lecturers. The presenter will share his findings from interviewing six Indonesian EFL lecturers on how they perceived and experienced professional development as part of their professional growth.
10:30-	DDEAK
10:45	BREAK

Detailed Schedule | Saturday Morning

Linguistics Session 2: *Syntax*

GRISSOM HALL, RM. 118

9:00	ONE OPERATOR OR TWO? GENERIC AND HABITUAL 'CHARACTERIZING' SENTENCES IN ASL
	RONNIE WILBUR, PURDUE UNIVERSITY
	Generic NPs are marked with 'brow raise'. Habituals are marked with lexical TEND and/or aspectual reduplication for verbs. GEN is a dyadic operator with brow raise on its restriction. In contrast, HABITUAL is a monadic operator locally scoping on the verb. Treatment of these together under the heading 'characterizing sentences' obscures necessary distinctions.
9:30	SYNTAX-DIRECTED INTERPRETATION OF NEGATION IN ASL: IS NEVER AN ADVERB OR NEGATIVE MODAL?
	SANDRA WOOD, MCDANIEL COLLEGE
	Signed language literature on negation in ASL primarily focuses on the syntactic position of NegP, with some work on sentence-level ordering (Pfau 2016, Neidle et al. 2000, Wood 1999, Zeshan 2006). We examine how syntax drives interpretation of NEVER in preverbal and sentence-final positions, providing a deeper understanding of parametrical differences in NegP.
10:00	THE MORPHO-SYNTAX OF ASPECTUAL STAY IN AAVE
	DEANNA THOMSPON, EASTERN MICHIGAN UNIVERSITY
	Current research in African-American Vernacular English pays particular attention to several select aspectual markers. But there is another aspectual marker, stay, which is relatively understudied. It is our goal to remedy this need by providing a morpho-syntactic characterization of aspectual stay and comparing it to AAVE's other aspectual markers.
10:30-	DDFAK
10:45	BREAK

Detailed Schedule | Saturday Morning

Literature Session 2: *Latin American Literature & Identity* GRISSOM HALL, RM. 126

9:00	MEXICAN MASKS: IDENTITY AND PERFORMATIVITY IN <i>LA MUERTE DE</i> ARTEMIO CRUZ BY CAROLS FUENTES
	RICARDO QUINTANA VALLEJO, <i>PURDUE UNIVERSITY</i> In <i>La muerte de Artemio Cruz</i> fractured narrative voices ponder on the post-revolutionary national identity of Mexico. The metaphor of masks is prevalent, as the characters wear masks to perform national ideals. Implicitly and explicitly, the characters' masks assemble the constructions of national identity, like pieces of a cubist puzzle.
9:30	CONTRAINSULARISMO: LA POESÍA DE JULIA BURGOS?
	LIANA HAKOBYAN, <i>PURDUE UNIVERSITY</i> The poetics of Julia de Burgos give her verses a deep, original lyricism while affirming the social function of her poetry, which emerges as a denunciation of the suggested frivolity attributed to the feminine writing by the dominant patriarchal structures of the Puerto Rican society.
10:00	SIMULACRE SUBJECT IN <i>DIGITAL DREAMS</i> BY EDMUNDO PAZ SOLDÁN
	SUNYOUNG KIM, <i>PURDUE UNIVERSITY</i> This paper demonstrates that how the production of digitized images, and photo manipulation make us difficult to distinguish not only the category between the real and the virtual entity but also a personal identity in the postmodern analyzing <i>Digital Dreams</i> by Edmundo Paz Soldán.
10:30- 10:45	BREAK

Detailed Schedule | Saturday Morning

Second Language Studies Session 3: *Individual Differences in SLA* **GRISSOM HALL, RM. 133**

10:45	A RECONCEPTUALIZATION OF IDENTITY IN SLA AND WRITING RESEARCH ZHAOZHE (TERRANCE) WANG, PURDUE UNIVERSITY In this article, I argue for a reconceptualization of identity in SLA and writing studies that would problematize and complicate the current notion of identity as a property with or without clearly-defined boundaries and that views the construction and negotiation of identity as unidirectional.
11:15	WORKING MEMORY AND L2 LEARNING AMONG NONTRADITIONAL STUDENTS GABRIELA OLIVARES-CUHAT AND MICHELLE PLOOF, UNIVERSITY OF NORTHERN IOWA
	This presentation examines the role played by working memory on L2 learning in nontraditional students. To this end, research studies in the fields of psycholinguistics and cognitive psychology are reviewed and findings are analyzed to uncover meaningful relationships between WM and L2 learning. Finally, teaching guidelines and strategies are suggested.
11:45	ENHANCING CRITICAL LITERACY THROUGH LOCAL STREET ART IN THE RUSSIAN EAL CONTEXT
	MARIIA BARULINA, <i>INDIANA UNIVERSITY OF PENNSYLVANIA</i> The session will provide ideas for using local street art objects to teach critical literacy to EAL students in the Russian context. The presenter will demonstrate the works of local street artists and discuss the potential and implications of utilizing such art in the Russian EAL context.
12:30- 1:30	LUNCH Lunch from Chipotle and light beverages will be provided to call conference presenters and attendees.

Detailed Schedule | Saturday Morning

Linguistics Session 3: *Language Variation and Change*GRISSOM HALL, RM. 118

10:45	SOCIAL MEDIA AND LANGUAGE CHANGE: THE CASE OF BILITERATE ARAB USERS
	GHADA GHERWASH, PURDUE UNIVERSITY
	This presentation explores the experience of a small group of biliterates whose first language is Arabic. It looks more specifically at the linguistic conventions that social media users generate as they continue to interact on platforms such as Facebook, Twitter, etc.
11:15	A CORPUS-ASSISTED DISCOURSE STUDY OF LANGUAGE USE IN ONLINE NEWS
	KAMAL BELMIHOUB, PURDUE UNIVERSITY
	This study shows that language reveals a negative stance by its users and divisiveness over a conflict. A small corpus of English and French online news is designed to examine Algerian and Moroccan journalists' stance towards their neighboring country, their potential use of divisive language, and how English and French might be used differently.
11:45	CONSTRUCTIONAL VARIETIES AND CHANGE IN THE DEVELOPMENT OF CHANCES ARE IN AMERICAN ENGLISH
	REIJIROU SHIBASAKI, MEIJI UNIVERSITY
	The expression chances are follows the historical process: the chances are that > (the) chances are (that) > chances are over time. Such formal changes with no fundamental change in meaning can be viewed as a case of constructional change in the light of Traugott and Trousdale (2013).
12:30-	LUNCH
1:30	Lunch from Chipotle and light beverages will be provided to call conference presenters and attendees.

Detailed Schedule | Saturday Morning

Literature Session 3: *Asian Cultural Studies*GRISSOM HALL, RM. 126

10:45	REMINISCENCE AND RUMINATION: CHINESE CULTURAL REVOLUTION TODAY
	YUHAN HUANG, PURDUE UNIVERSITY This project reconsiders the Chinese Cultural Revolution's enduring impact through examination of visual culture today that exhibits both reminiscence and rumination of the past. Specifically, instances of Cultural Revolution posters and modern interpretations of them will be analyzed to show how memories of the past have been reconciled and redefined.
11:15	A PILOT STUDY OF CONTEXTUALIZING ENGLISH IN THE CHINESE CONTEXT: USING HA JIN'S IN THE POND
	YIYANG LI, PURDUE UNIVERSITY
	Many researchers in the field of world Englishes have argued about the legitimacy of China English as a variety of English. Most believe that China English has not yet been institutionalized as Indian English, Singapore English, and other English varieties in the Outer-Circle. This study explores both the linguistic items and the cultural elements of China English in the book <i>In the Pond</i> , written by an award-winning Chinese author, Ha Jin, to demonstrate how the English language has been contextualized in the Chinese context. Results indicate that the transfer of contextual units from Chinese culture to Anglo-American culture justifies the use of China English. Although this may cause difficulties for non-Chinese English readers at the interpretability level, it should not be regarded as "mistakes."
11:45	INTERSECTIONS OF FEMINISM AND PATRIOTISM: QUI JIN, A WOMAN OF BLOOD AND TEARS
	LANG WANG, PURDUE UNIVERSITY TBA
12:30- 1:30	LUNCH Lunch from Chipotle and light beverages will be provided to call conference presenters and
	attendees.

Detailed Schedule | Saturday Afternoon



"PRESUPPOSITIONS OF ENGLISH AND PARAGUAYAN GUARANÍ ATTITUDE PREDICATES"

DR. JUDITH TONHAUSER, *THE OHIO STATE UNIVERSITY* 1:30-2:30 | GRISSOM HALL, RM. 103

Presentation Abstract: To understand how people communicate, we must understand what speakers are committed to. Attitude predicates like English "know", "discover", "realize" and "be annoyed" subcategorize for a proposition-denoting complement whose content the speaker may be taken to be committed to regardless of whether the attitude predicate occurs in a

positive sentence, as in (1a), in a negative sentence, as in (1b), or in a modal sentence, as in (1c). In fact, the speaker may be taken to be committed to the content of the complement even when the attitude predicate is part of an utterance that is not an assertion, as in (1d).

- (1) a. Dana is annoyed that it's snowing.
 - b. Dana isn't annoyed that it's snowing.
 - c. Perhaps Dana is annoyed that it's snowing.
 - d. Is Dana annoyed that it's snowing?

The empirical observation that speakers may be committed to the content of the complement even when the attitude predicate is embedded under an entailment-canceling operator is typically captured by analyzing the attitude predicate as a presupposition trigger (e.g., Kiparsky & Kiparsky 1970). On such analyses, the predicate lexically specifies that the content of its proposition-denoting complement is a commitment of the speaker and the projectivity of the content of the complement is taken as evidence for a presuppositional analysis.

In this talk, I present data from Paraguayan Guaraní (Tupí-Guaraní) that show that the projectivity of the content of the complement of some attitude predicates is less robust than might be expected if it was a lexically triggered presupposition. Furthermore, this projection variability is attested in the two, typologically unrelated, languages. I argue that these data support a discourse-based model according to which the projectivity of the content of the complement of some attitude predicates emerges not through lexical triggering but as a result of pragmatic reasoning (Simons et al 2010, 2016).

Biography: Judith Tonhauser is an Associate Professor of Linguistics at The Ohio State University. She holds a Diploma degree in Linguistics from the University of Stuttgart and a Ph.D. in Linguistics from Stanford University. The empirical foundation of her research in formal semantics and pragmatics is Paraguayan Guaraní, a Tupí-Guaraní language spoken in Paraguay. She has (co-)authored papers on a variety of topics in Paraguayan Guaraní, including temporal and modal reference, presuppositions and other projective contents, evidentiality, contrastive topic, and the prosody of focus. In addition to exploring the nature and extent of cross-linguistic variation in meaning, she also has a vested interest in methodologies in research on meaning.

Detailed Schedule | Saturday Afternoon

Second Language Studies Session 4: *Language Acquisition* GRISSOM HALL, RM. 133

2:45	KANJI? HANZI? OR CHINESE CHARACTER? TRANSLINGUAL PRACTICE OF JAPANESE AND CHINESE USERS AT JAPANESE-ENGLISH CONVERSATION CLUB IN THE CONTEXT OF FOREIGN LANGUAGE EDUCATION
	JUN TAKAHASHI, INDIANA UNIVERSITY In this globalized/globalizing world, communication has been becoming more complex since they use not only languages but also other semiotic resources available: Translingual approach. This research investigates translingual practices by using Chinese character and the development of translingual competence at the context of foreign language education.
3:15	THE EFFECTS OF STRUCTURED INPUT AND STRUCTURED OUTPUT ON THE ACQUISITION OF JAPANESE COMPARATIVES
	ANDREW FARLEY, TAKEHIRO LIZUKA AND TAICHI YAMASHITA, TEXAS TECH UNIVERSITY The present study investigated the effectiveness of structured input (SI) and structured output (SO) on the acquisition of Japanese comparatives. The results showed that SI and SO were equally effective in improving learners' receptive knowledge and productive knowledge. The researchers concluded that SI can improve learners' productive knowledge
3:45	MEASURING FLUENCY: TEMPORAL VARIABLES AND PAUSING PATTERNS IN L2 ENGLISH SPEECH
	SOOHWAN PARK, PURDUE UNIVERSITY Fluency can be defined as 'speed and smoothness of oral delivery'. We can measure the speed of oral delivery through calculating temporal variables, and the smoothness of oral delivery through examination of pausing patterns. This study analyzed speech samples from L2 English speakers across different language groups and proficiency levels to investigate fluency as a measurable component of oral proficiency.

Detailed Schedule | Saturday Afternoon

Linguistics Session 4: *Phonetics and Phonology* GRISSOM HALL, RM. 118

2:45	CROSS-LINGUISTIC PATTERNS OF PHONETIC AND PHONOLOGICAL INTERACTION: THE CASE OF LONG DISTANCE VOWEL-TO-VOWEL ASSIMILATION
	JENNA CONKLIN, <i>PURDUE UNIVERSITY</i> Can phonological processes suppress sufficiently similar phonetic processes within a language? The case of long-distance vowel-to-vowel assimilation in Tatar and Hungarian is examined to determine if the direction of vowel-to-vowel coarticulation is influenced by vowel harmony or if it is determined solely by the placement of stress.
3:15	CAUSATIVES IN MOROCCAN ARABIC: TOWARDS A UNIFIED SYNTAX-PROSODY
	AYOUB LOUTFI, MOHAMMED V UNIVERSITY – RABAT, MORROCO
	This paper explores the nature of the post-syntactic operations responsible for the representations of linear order of terminal nodes. In particular, it argues in favor of a unified model of the morphosyntax and morphophonology, wherein the theory of Distributed Morphology (DM) and Optimality theory (OT) operate in a single grammar
3:45	EFFECTS OF ONLINE REPETITION PRACTICE WITH ANIMATED VISUAL AID ON THE ACQUISITION OF JAPANESE PITCH ACCENT AND SPECIAL MORAS
	NATSUMI SUZUKI AND MAYU MIYAMOTO, PURDUE UNIVERSITY
	This preliminary study examines the effectiveness of online repetition practice using an animated visual aid, "Karaoke-Style", in promoting acquisition of Japanese pitch accent and special moras that could be applied to the curriculum without using any class time.

Detailed Schedule | Saturday Afternoon

Literature Session 4: *Gender and Culture* GRISSOM HALL, RM. 126

2:45	LA MUJER DEL SIGLO XIX IN ESPAÑA A TRAVÉS DE LOS PERSONAJES FEMININOS DE BENITO PÉREZ GALDÓS
	— PIEDAD CORREDOR SÁNCHEZ, PURDUE UNIVERSITY
	En este trabajo se presenta una interpretación del pensamiento de Benito Pérez Galdós respecto a la mujer del Siglo XIX en España a través de los personajes femeninos de sus novelas. Se consideran las etapas de evolución de la obra del escritor correspondientes a su trabajo como son las novelas históricas, de tesis, naturalistas y espirituales.
3:15	"GETTING IT RIGHT?": I AM CAIT AND THE LIMITS OF TRANSGENDER REPRESENTATION
	SASCHA ANGERMANN, PURDUE UNIVERSITY
	Using a Faircloughian approach to CDA, this paper examines Caitlyn Jenner's reality show <i>I</i> Am Cait and some of the core themes and trans individuals depicted as well as the roles of production and genre in the framing and foregrounding of certain issues, storylines, and individuals over others.
3:45	LA PROSTITUTA, ESE PERSONAJE QUE NO PODEMOS DEFINIR, VISTO A TRAVÉS DE LA PLUMA DE ALGUNAS ESCRITORAS Y ESCRITORES LATINOAMERICANOS
	PIEDAD CORREDOR SÁNCHEZ, PURDUE UNIVERSITY
	En el presente trabajo se determinan las diferencias en la forma que algunos autores femeninos y masculinos latinoamericanos escriben acerca de la prostituta considerando elementos como la técnica narrativa utilizada, la visión del cuerpo, la causa por la cual el personaje se prostituye y la agencia del personaje, entre otros.

Saturday Evening Banquet CARNAHAN HALL

7:00-9:00	Please join us for the Saturday Evening Banquet at Carnahan Hall in downtown Lafayette. Meals will be covered by the conference. Please contact conference coordinators if you need transportation to the social.
	Address: 800 Main St, Lafayette, IN 47901 Phone: (765) – 420 – 9500

Detailed Schedule | Sunday Morning



"ASSESSMENT STRATEGIES FOR THE WRITING CLASSROOM: UNPACKING COMPLEXITY"

DR. DEBORAH CRUSAN, WRIGHT STATE UNIVERSITY

9:00-10:00 | GRISSOM HALL, RM. 103

Presentation Abstract: When writing teachers are asked what they fear or dislike most among their classroom duties, the answer almost always is assessment. This is understandable. Assessment is complex and time consuming and requires making decisions that are difficult, fuzzy, and often subjective. Writing assessment is complex because the construct of

writing is complex—so much so that we cannot possibly capture all intricacies of writing in every writing assignment/assessment.

To make matters worse, the lack of attention in teacher education programs to cultivating teacher capacity for designing high quality assessments (resulting too often in poorly designed classroom-based assessments) speaks to the need for improving teachers' classroom assessment literacy (Campbell, 2013). For second language writing teachers to become assessment literate, they need guidance in those aspects of assessment involving scoring, grading, and making judgments about students (Popham, 2004; Taylor, 2010; Volante & Fazio, 2007; Weigle, 2007, White, 2009). Teachers need to know how to create fair assessments that provide information about their students' writing ability. They need to know how to create scoring rubrics and assessment criteria.

However, the use of rubrics in writing assessment is often the focus of criticism. One common critique concerning rubrics emphasizes their perceived limiting nature. This can be an issue if teachers are trying to assess everything about writing at once, but measuring everything in every writing assessment is impossible. Teachers must instead make decisions about what they want to know about their students' writing ability with *each* assignment, tailoring the assignment's criteria and rubric to match those expectations. Jonsson and Svingby (2007) conclude that the use of rubrics appears to provide several benefits, including: (a) increased consistency of judgment when assessing performance; (b) enhanced consistency of scoring across individuals, assignments, and between raters; and (c) valid judgment of performance assessment that could not be obtained via conventional tests. Further, rubrics offer the formative potential to "teach as well as evaluate" (Reddy & Andrade, 2010, p.437).

Another issue in writing assessment focuses on the difference between writers whose first language is English and those students writing in English as an *other* language. Questions arise about the best ways to assess these two populations. Of course, most teachers practice good pedagogy and good assessment; the two are inextricably tied (Crusan, 2010). However, an added layer to the assessment issue is the notion of language. Students may be at different stages of second language development. Some may be quite functional

in English with only occasional clues to their multilingual status, while others may be clearly what we think of as "ESL," with easily apparent challenges in comprehension and communication.

In this presentation, a discussion of good writing assessment will focus on important assessment strategies for the writing classroom. Of prime importance will be a focus on not only the how to of assessment but also the *why* with attention to the consequences of assessment, which have the potential to revolutionize assessment practices.

Biography: Deborah Crusan is professor of TESOL/Applied Linguistics at Wright State University, Dayton, OH. Her work has appeared in academic publications including Across the Disciplines, Assessing Writing, The Companion to Language Assessment, The Encyclopedia of Applied Linguistics, English for Specific Purposes, Language Testing, TESOL Quarterly, The Norton Field Guide, and edited collections about second language writing. Her research interests include writing assessment particularly for placement of second language writers, writing teacher education, directed self-placement and its consequences for second language writers, and the politics of assessment. Her book, Assessment in the Second Language Writing Classroom, was published by University of Michigan Press. Currently she is development officer for the Second Language Writing Interest Section (SLWIS) at TESOL. It is in that role that she has promoted an Evening with the SLWIS, which has been held each year at TESOL since 2007. She developed the event as a way to help others overcome imposter feelings, and in the hopes of fostering collegiality and collaborations, encourages established scholars to attend and meet new scholars.

Detailed Schedule | Sunday Morning

Second Language Studies Session 5: *L2 Writing II* GRISSOM HALL, RM. 133

10:15	ERROR TYPES IN ESL WRITING IN THE UNITED ARAB EMIRATES
	HADI BANAT, <i>PURDUE UNIVERSITY</i> This study investigates the error types in second language writers' papers at an institution
	in the United Arab Emirates. Morphological, syntactic, lexical, linguistic and semantic problems were highlighted and interpreted through error analysis and by comparing the linguistic systems of L1 and L2.
10:45	ANYONE WHO SAYS ANYTHING IS A GESTURER: THE POWER OF GESTURE AND IMPLICATIONS FOR WRITING TUTORS
	HANA YOO, DEPAUL UNIVERSITY
	The paper focuses on the universality of gesture. Speakers of all languages—from all cultures and backgrounds—use gesture to communicate. Gestures are a powerful pedagogical tool: they have the potential to bridge gaps in understanding by cutting across linguistic barriers.
11:15	PROMOTING LEARNING TRANSFER IN AN ESL COLLEGE COMPOSITION COURSE: A PROPOSED COURSE DESIGN
	NAWWAF ALHAZMI, PURDUE UNIVERSITY
	This paper examines what it means to design a writing course that promotes learning transfer. Based on a thorough literature review of writing transfer research, it proposes a transfer-enhanced writing course for international students and argues that genre-based pedagogy is particularly suitable for such a writing course.
11:45-	DDEAK
12:00	BREAK

Detailed Schedule | Sunday Morning

Second Language Studies Session 6: *Societal Factors in SLA* GRISSOM HALL, RM. 118

10:15	ENGLISH FOR SURVIVAL IN PAKISTAN
	SHAM HAIDAR, UNIVERSITY OF ROCHESTER This qualitative study focuses on students, teachers, and administrators in different schools, from high to low SES, perceptions about the importance of English in academic, professional, and social life. Most study participants consider English competence a prerequisite for survival in Pakistan due its symbolic power and pragmatic need in life.
10:45	LANGUAGE IDEOLOGIES OF TERTIARY TEACHERS IN CHINA: A DEEPER LOOK INTO ENGLISH EDUCATIONAL LANGUAGE POLICY IN CHINESE UNIVERSITIES
	CARRIE ANNE THOMAS, BEIJING NORMAL UNIVERSITY AND PURDUE UNIVERSITY This study investigates the language ideologies of teachers in Chinese universities in order to better understand the language ideologies that exist alongside the written English educational language policies. Methods include an interview-based investigation of language ideologies at a Beijing university and an online questionnaire from teachers across universities in China.
11:15	A SOCIOLINGUISTIC STUDY ON SOCIO-CULTURAL TENSIONS BETWEEN IRANIAN-AMERICAN FIRST AND SECOND GENERATIONS
	NEGIN GOODRICH, <i>PURDUE UNIVERSITY</i> This study focuses on the role of sociolinguistic factors in shaping and/or exacerbating tensions between Iranian-American first and second generations (or parents and their children). It particularly investigates the impacts of English and Persian proficiency levels on Iranian first and second generations' inter-relations.
11:45- 12:00	BREAK

Detailed Schedule | Sunday Morning

Second Language Studies Session 7: *Corpus Linguistics*GRISSOM HALL, RM. 126

10:15	ANALYSIS OF INTERCULTURAL RHETORIC PATTERNS IN L2 BLOGGING TEXTS
	SUNEETA THOMAS, <i>PURDUE UNIVERSITY</i> By adopting a corpus-based discourse analysis, this study examines intercultural rhetoric patterns within a corpus of 96 blog entries and its corresponding 192 responses on L2 students' experience on writing. Findings suggest that L2 writers vary their rhetorical move types based on the genre they describe, and engage in a virtual support group.
10:45	THE DESIGN AND RESEARCH POTENTIAL OF CROW IN LANGUAGE RESEARCH AND TEACHING
	JIE (WENDY) GAO AND SHERRI CRAIG, <i>PURDUE UNIVERSITY</i> The proposal describes CROW's developing background, preliminary structure, and research potentials. Possible scenarios and samples will be presented, opening ground for further contributions and suggestions. CROW serves as an example of how interdisciplinary projects
	could be launched, meanwhile integrating the use of corpus and database in language teaching and research.
11:15	USING CORPUS TO FACILITATE VOCABULARY TEACHING IN THE DATA-DRIVEN LEARNING CLASSROOM
	GE LAN, <i>PURDUE UNIVERSITY</i> The synthesized paper covers the topics of "corpus linguistics" and "language instruction and pedagogies". I would like to do a presentation to highlight the key points in my paper.
11:45- 12:00	BREAK

Detailed Schedule | Sunday Afternoon

Linguistics Session 5: *Syntax II*

GRISSOM HALL, RM. 118

12:00	THE SYNTACTIC CONSEQUENCES OF 'DE-CLAUSES' IN SPANISH
	MARCIS NERO, EASTERN MICHIGAN UNIVERSITY
	${\it De-Clauses are conditional infinitive constructions found in certain varieties of Spanish (e.g.}$
	De coger un avión mañana, vamos a llegar a la boda), which challenge traditional approaches toward Case-assignment and subject movement. This paper takes a minimalist approach towards uncovering the motivations behind the peculiarities of these constructions.
12:30	THE NATURE OF INFORMATION STRUCTURE IN THE SYNTAX
	SEAN STALLEY, EASTERN MICHIGAN UNIVERSITY
	The goal of this presentation will be to explore issues related to information and syntax.
	Particularly, the issues surrounding a cartographic approach, and the conception of syntax and the interfaces in a noncartographic approach. These issues are at the heart of our
	understanding of the computational system of human language.

Acknowledgements

The Purdue Languages and Cultures Conference could not be held without the support of many organizations and individuals. First and foremost, we would like to express our gratitude to this weekend's presenters for sharing their research with us.

The 2016 Conference Committee would like to thank the following groups for their financial support and donations to the symposium:

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