



March 3-5, 2017

PURDUE UNIVERSITY | WEST LAFAYETTE, INDIANA

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Purdue Languages and Cultures Conference

WELCOME

On behalf of the coordinating committee, the sponsoring organizations, and Purdue University, we welcome you to the 2017 Purdue Languages and Cultures Conference (PLCC)! We hope you enjoy your time at Purdue University and we thank you for your attendance and participation.

ABOUT THE CONFERENCE

The Purdue Languages and Cultures Conference will feature plenary talks, panel sessions, and presentations from renowned scholars in their fields and is a collaboration between the School of Languages and Cultures, the Purdue Linguistics Association, and the Program of Second Language Studies, which promote scholarship in linguistics, literature, applied linguistics, and second language studies.

This year's theme:

In an academic climate that increasingly questions the relevance of the social sciences and humanities, it is important for researchers in linguistics and literature to demonstrate the interdisciplinary value of their work. Recognizing this situation, the theme of this year's conference is ***Translational Ideas - Bridging Gaps Between Research and Society***.

COORDINATING COMMITTEE

Joshua Perry | Conference Chair

Hadi Banat | Finance Co-chair

Jenna Conklin | Event Co-chair

Amy Hutchinson | Promotions & Proceedings Co-chair

Mayu Miyamoto | Program Co-chair

Kyongson Park | Volunteer Co-chair

Natsumi Suzuki | Abstracts Co-chair

Purdue Languages and Cultures Conference

SPONSORING ORGANIZATIONS

English as a Second Language Graduate Student Association (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 challenged. Nationally and internationally recognized for their scholarship, faculty members specialize in second language writing, language and assessment, world Englishes, and applied linguistics.

President: Aleksandra Swatek

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, foster mentoring relationships, inform our members of linguistic research opportunities, host professionalization and educational workshops, and more.

President: Adelle Rodgers

School of Languages and Cultures Graduate Student Committee

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.

President: Valentina Concu

Schedule Overview

Friday, March 3, 2017		
Time	Location	Event
2:30-4:00 pm	Beering Hall	Registration (Ongoing)
3:30-3:45 pm		Opening Remarks
3:45-4:45 pm	Beering 2280	Plenary Speaker: Dr. Xiaoye You
4:45-5:00 pm		Break
5:00-6:30 pm		Presentation Session 1
	Beering 1254	<i>Corpus Research I</i>
	Beering 1255	<i>Linguistics I: Syntax and Semantics</i>
	Beering 1222	<i>Identity and Multilingualism I</i>
	Beering 1206	<i>Corpus Research II</i>
7:30-9:30 pm	Artists' Own Gallery	Conference Social Event
Saturday, March 4, 2017		
Time	Location	Event
8:30-10:00 am	Beering Hall	Registration (Ongoing) & Breakfast
9:00-10:30 am		Presentation Session 2
	Beering 1206	<i>Discourse Analysis I</i>
	Beering 1242	<i>Codeswitching</i>
	Beering 1245	<i>Identity and Multilingualism II</i>
10:30-10:45 am		Break
10:45-11:45 am	Beering 2280	Plenary Speaker: Dr. Kenneth De Jong
11:45-1:00 pm	Beering 1222	Lunch
1:00-2:00 pm	Beering 1255	Poster Session
2:00-3:30 pm		Presentation Session 3
	Beering 1206	<i>Identity and Multilingualism III</i>
	Beering 1242	<i>Interculturalism</i>
	Beering 1245	<i>Second Language Writing I</i>
3:30-3:45 pm		Break
3:45-4:45 pm	Beering 2280	Plenary Speaker: Dr. Lisa Zunshine
4:45-5:00 pm		Break
5:00-6:00 pm		Presentation Session 4
	Beering 1206	<i>Pragmatics</i>
	Beering 1242	<i>Gender and Sexuality</i>
	Beering 1245	<i>Second Language Acquisition</i>
7:30 pm	Columbia Ballroom	Conference Banquet

Schedule Overview

Sunday, March 5, 2017		
Time	Location	Event
8:30-10:00 am		Registration (Ongoing) & Breakfast
9:00-10:30 am		Panel Session
	Beering 1222	<i>Panel I: Dr. Silva</i>
	Beering 1254	<i>Panel II: Dr. Fukada</i>
10:30-10:45 am		Break
10:45-12:15 pm		Presentation Session 5
	Beering 1222	<i>Discourse Analysis II</i>
	Beering 1242	<i>Linguistics II: Phonetics, Prominence, and Meter</i>
	Beering 1245	<i>Bilingualism</i>
	Beering 1255	<i>Second Language Writing II</i>

Detailed Schedule | Friday March 3, 2017

2:30-4:00 pm | Beering Hall | Registration (Ongoing)

3:30-3:45 pm | Beering 2280 | Opening Remarks

3:45-4:45 pm | Beering 2280 | Plenary Speaker

REASSEMBLING THE INTERCULTURAL RHETORICAL PEDAGOGY

Dr. Xiaoye You, *Pennsylvania State University*

Moderator: Margie Berns



Presentation Abstract: As students, literacy practices, and rhetorical conventions increasingly travel across national, geographic, and ethnical borders, language teachers have actively sought out the insights of contrastive/intercultural rhetoric research. In recent years, they made efforts to bring those insights into the teaching of writing in different second languages (L2s), such as Chinese, English, and Persian. However, the pedagogical procedures in some of these efforts have unwittingly perpetuated an essentialist and static view

of rhetorical expectations in a certain culture. What these essentialized views may generate among students, and even among teachers, is a dualistic rather than relativist view of language, culture, and people.

To explore pedagogical models that promote a non-essentialized understanding of culture and an appreciation for difference, over the last seven years I designed cross-national writing activities that involved students at Penn State University and undergraduates at a Chinese university. In my presentation, I will first review the central tenets in an intercultural rhetoric pedagogy and explain how we recently designed a cross-national writing activity in light of these tenets as well as cross-cultural peer review scholarship. I then examine students' negotiations, illustrating how they struggled to develop a dynamic view of culture, genre, and writing conventions. I conclude this classroom-based study by drawing implications for fostering writers' transnational identification and enhancing their negotiation abilities in intercultural communication through pedagogical intervention.

Biography: A former graduate of the Second Language Studies Program at Purdue, Xiaoye You is now associate professor of English and Asian Studies at Pennsylvania State University and Yunshan Chair Professor at Guangdong University of Foreign Studies, China. He studies multilingual writing, comparative rhetoric, and Cosmopolitan English. His first monograph, *Writing in the Devil's Tongue: A History of English Composition in China*, won the 2011 Conference on College Composition and Communication (CCCC) Outstanding Book Award. His recent book, *Cosmopolitan English and Transliteration*, argues for ethical use of English in everyday life and for cultivating global citizens in English literacy education. His forthcoming coauthored book, *Inventing the World-Grant University*, studies Chinese international students' mobilities, literacies, and identities at home and in the United States.

Detailed Schedule | Friday March 3, 2017

4:45-5:00 pm | Break

5:00-6:30 pm | Long Presentation Session 1

CORPUS RESEARCH I

Beering 1254

Moderator: Beril Arik

5:00-5:30 pm

Carving out a Dialogic Space for "I": A Corpus-Driven Study of First Person Pronouns in Introductory L2 Writing

Zhaozhe Wang, Purdue University

In this presentation, I will report on the findings of a corpus-driven quantitative/qualitative inquiry into the notion of authorial identity operationalized through the use of first person pronouns in a corpus of 126 argumentative research papers written by L2 students enrolled in first-year L2 composition courses.

5:30-6:00 pm

Proper Name Subcategory: A Prominent Position

Aziz Jaber, Yarmouk University (Jordan)

This paper introduces and establishes proper name subcategory as a new prominent licenser that phonologically behaves in the same way as the other well-established prominent positions. Proper name subcategory resists neutralization to which other categories submit and licenses neutralization resistance to other categories. It also tolerates marked structures that are either prohibited or neutralized in other categories.

Detailed Schedule | Friday March 3, 2017

LINGUISTICS I: SYNTAX AND SEMANTICS

Beering 1255

Moderator: April Ginther

5:00-5:30 pm

Modal qad in Standard Arabic

Abdel-Rahman Abu Helal, University of Wisconsin, Milwaukee

In this paper, I present and analyze modal qad in Standard Arabic, which is a special case of modals that departs from other cross-linguistic cases of modality along two dimensions: it's totally context-independent with an invariable modal base and a lexically encoded quantificational force. It is also non truth conditional.

5:30-6:00 pm

Resultatives in ASL

Ashley Kentner, Purdue University

This study demonstrates via wh-cleft grammaticality judgment tests that American Sign Language permits resultative constructions. It furthermore finds that the resultant predicates are typically classifiers that transparently encode change of state, which has implications for the Visibility Hypothesis (Wilbur, Malaia, & Shay, 2012) and research on gradable property-denoting predicates.

6:00-6:30pm

A Syntactic Explanation of Old English Meter?

David O'Neil, Purdue University

As a preliminary investigation of the general claim that OE meter is syntactically governed, this paper analyzes a selection 50 OE half-lines from Beowulf. Although this is a pilot study, the results demonstrate syntactic regularities that are unlikely to be due to chance alone, suggesting that syntax may be an important component in OE meter.

Detailed Schedule | Friday March 3, 2017

IDENTITY AND MULTILINGUALISM I

Beering 1222

Moderator: Elaine Francis

5:00-5:30 pm

Academic Acculturation Experiences of Iranian Doctoral Students at a U.S. University

Parva Panahi Lazarjani, Purdue University

Using a phenomenological research design, this study investigated the acculturation challenges faced by Iranian doctoral students in the U.S. and the coping strategies they use to overcome these challenges. Interview data were gathered and analyzed to identify major categories and themes. From the analysis of the participants' descriptions of their challenges, four broad themes emerged: linguistic barriers, academic cultural distance, practical stressors, and discrimination. Evidence of coping strategies was found within three overall themes: support systems, attitudes, and adjusting thinking and behavior.

5:30-6:00 pm

Path Description in Mandarin and English

Carol Chun Zheng (Purdue University), Dr. Elaine Francis (Purdue University)

Our findings suggest that complex Path encoding is more available in Mandarin than in English. The high codability of Path in Mandarin allows its speakers greater accessibility and attention to the details of Path information, making them more sensitive to conceptual cues in priming of Path than English speakers.

6:00-6:30pm

Identity Transition from Culture to Culture: An Autoethnography

Sharareh Taghizadeh Vahed, Purdue University

Using an autoethnographical narrative, the researcher will present an illustration of the challenges of rebuilding or converting the already-established identity roles as a member of a culture, a graduate student, and a teacher. The reflective stories are vehicles to travel through the researcher's past and present to elucidate how a different educational and sociocultural system have affected her personal, academic, and occupational life.

Detailed Schedule | Friday March 3, 2017

CORPUS RESEARCH II

Beering 1206

Moderator: Margie Berns

5:00-5:30 pm

Corpus-Based Learning of Reporting Verbs in L2 Academic Writing

Ashley Velazquez (Purdue University), Ji-young Shin (Purdue University), Aleksandra Swatek (Purdue University), R.Scott Partridge (University of Delaware), Shelley Staples (University of Arizona)

We present findings from our study on the effectiveness of corpus-based learning of reporting verbs during a multi-draft literature review assignment. The results suggest corpus-based instruction can improve L2 students' genre awareness and lexical variety without time-consuming training. Participants will receive sample corpus-based teaching materials used in the revision workshop.

5:30-6:00 pm

Building a Better Team: Interdisciplinary Research and Collaboration in the Crow Project

Jie Gao (Purdue University) Lindsey Macdonald (Purdue University) Sherri Craig (Purdue University)

This presentation offers an overview of the Crow (Corpus and Repository of Writing) and its current status. By offering a discussion on the internal structure of the research team and an example of the research Crow produces, the presenters will provide several practices for applying discipline specific knowledge towards the development and sustainability of an interdisciplinary team.

6:00-6:30pm

The Reflection and Reification of Racialized Language in Popular Media

Kelly E. Wright, University of Kentucky

This research questions racialized adjectives, which serve institutionalized racism, and hopes to illuminate their cognitive processing. These adjectives were selected from a 15 million-word corpus and tested with a visual world eye-tracking study, which will yield results speaking to the perception and application of covert racist language.

7:30-9:30 pm Artists' Own Gallery | Social Event

Please join us for an evening of socializing and networking at Artists' Own Gallery in Lafayette. Finger foods will be provided and there will be a cash bar at the venue. The conference social is open to all and the atmosphere will be fairly informal. We hope to see you there!

Address: 518 Main Street, Lafayette

Detailed Schedule | Saturday March 4, 2017

8:30-10:00 am | Beering Hall | Registration (Ongoing)

9:00-10:30 am | Long Presentation Session 2

DISCOURSE ANALYSIS I

Beering 1206

Moderator: Ralph Webb

9:00-9:30 am

Effect of Pot-luck, Innovative Technique of Project-based Learning, on Improving EFL Learners' Speaking Skill

Hamideh Sadat Bagherzadeh, University of Wisconsin, Milwaukee

The presentation would focus on the demonstration of the procedure, methodology, data analysis, results, and discussion of a study aimed at investigating the effect of Pot-luck, the creative idea of the researcher, as an innovative technique of Project-Based Learning, on Iranian EFL learners' effective learning of speaking.

9:30-10:00 am

Linguistic Creativity Online: An Exploration of Tumblr Chat Posts

Samantha Creel, University of South Florida

Chat Posts on the social media site Tumblr exhibit linguistic creativity through the artful use of discursive strategies such as intertextuality, dialogism, and double-voicing. This creativity is explored in relation to post 'relatability', user-to-post interaction, and the formation of loose collectives of users on the platform.

Detailed Schedule | Saturday March 4, 2017

CODESWITCHING

Beerling 1242

Moderator: Lori Czerwionka

9:00-9:30 am

Dual Code Use by an Italian Expat Community on Facebook

Antonella Gazzardi, University of South Florida

This research explores the context-specific uses of code-switching and blend words by an Italian expatriate community on Facebook, all of whom were formerly employed at a specific US hospitality workplace, while also briefly comparing those to the broader use of hybridized English loanwords by Italians in general.

9:30-10:00 am

Code-switching and Code-mixing practices in two Arabic-English Multilingual Children's Conversational Discourse: An Ethnographic Study

Hajar Al Sultan, Indiana University

In a further investigation into the experiences of bi/multilingual children's code-switching and code-mixing practices and in light of a translingual approach and Lave and Wenger's (1991) communities of practice, the presenter shares the findings of a six-month period of observations of and two semi-structured interviews with two Arabic-English multilingual children.

10:00-10:30 am

Code-switching as a Communicational Strategy among Chinese in International Corporation Located in China

Yiyang Li (Purdue University), Dr. Hyojung Park (Ohio University)

This study explores the verbal strategies using code-switching in the speech community of an international corporation stationed in Shanghai, China. This study also adds its contribution to the limited research of examining English in China and its uses under specific functional domains.

Detailed Schedule | Saturday March 4, 2017

IDENTITY AND MULTILINGUALISM II

Beering 1245

Moderator: Mary Niepokuj

9:00-9:30 am

Discourse Power Interface and Legitimized Dominance in Rita Hayworth and the Shawshank Redemption

Ali Salehi, University of Kentucky

The analysis focuses on the discourse-power interface in the community of the Shawshank prison as a social context. The means through which dominance and social power are legitimized and reproduced are studied in various modes of discourse in the prison including text, talk, and communicative events.

9:30-10:00 am

Investing in Linguistic Resources: The Role of Shared Linguistic Memberships in Linguistically Diverse Classrooms.

Lama Alharbi, Indiana University of Pennsylvania

This paper articulates on the ways in which shared linguistic memberships between a multilingual teacher and her students shape the instructional teaching practices, particularly regarding multilingual writing pedagogies by fostering a strong sense of critical language awareness through engaging critical pedagogical units that encompass language, society and cultural differences in students' learning practices.

10:00-10:30 am

Academic and Social Integration among International and Domestic Students

Kyongson Park, Purdue University

The purpose of this study is to investigate the relationship between academic, social, and language acculturation. The findings of self-assessment revealed that international and domestic students interact with peers and instructors differently. I suggest a built-in syllabus and peer-collaboration in university settings to enhance formal academic integration and formal social integration.

Detailed Schedule | Saturday March 4, 2017

10:30-10:45 am | Break

10:45-11:45 am | Beering 2280 | Plenary Speaker

GETTING REAL: WHAT SECOND LANGUAGE PERFORMANCE TELLS US ABOUT PHONOLOGICAL COMPETENCE

Dr. Kenneth De Jong, *Indiana University*

Moderator: Olga Dmitrieva



Presentation Abstract: In this talk, I will relate a number of lessons I've learned about second language learners since we began SLA research in the late 1990's, lessons with broad application for anyone dealing with phonological systems, whether from a theoretical or a practical standpoint. 1) any phonological element requires an array of skills, including distinct production and perception skills, from individuals using the language. 2) individuals vary idiosyncratically with their abilities in these skills. 3) phonological elements vary considerably in

difficulty. And 4) the native language has an impact on the learner's abilities, though perhaps not what typical research models would lead us to expect. To illustrate the points, I will outline a variety of results from a multi-phase examination of phonologically-oriented performance by two groups of English learners, one composed of native speakers of Korean and one composed of native speakers of Mandarin.

Biography: Ken de Jong is Professor of Linguistics and Cognitive Science, and Adjunct Professor of Second Language Studies at Indiana University. He has worked in various aspects of phonetics, phonology, and phonetic cognition since the late 1980's. He received his doctoral degree from Ohio State University in 1991, researching the intersection between prosodic structure and motor control, working with physiological tracking devices and examining timing and rhythmic patterns. He has been adding research on perceptual aspects of these phenomena at UCLA shortly thereafter, and has been pursuing various aspects of the production and perception conundrum since beginning at Indiana University in 1994. He has additionally been researching the problem of understanding the acquisition of multilingual phonetic systems since 2000. Author of several dozen articles in phonetics appearing in the *Journal of Phonetics*, *Language*, *Journal of the Acoustical Society of America*, *Perception and Psychophysics*, and various other journals, he has been editor-in-chief for the *Journal of Phonetics*, the major outlet for research in the phonetics of second language acquisition, and is currently president for the Association for Laboratory Phonology.

Detailed Schedule | Saturday March 4, 2017

11:45-1:00 pm | Beering 1222 | Lunch

Lunch from Moe's and light beverages will be provided to all conference presenters and attendees.

1:00-2:00 pm | Poster Session

POSTER PRESENTATIONS

Beering 1255

Revisiting Pidginization in the Acquisition of English Copula by Arab Untutored L2 Learners

Aidah Aljuran, University of Kentucky

As a preliminary investigation of the general claim that OE meter is syntactically governed, this paper analyzes a selection 50 OE half-lines from Beowulf. Although this is a pilot study, the results demonstrate syntactic regularities that are unlikely to be due to chance alone, suggesting that syntax may be an important component in OE meter.

Reconciling Psych Adjectives with a Comparison Class Account

Ashley Kentner, Purdue University

This study proposes modifying Toledo & Sassoon's (2011) account of gradable adjectives by expanding the number of possible comparison classes in order to capture the entailment patterns and other behavior of psych adjectives, such as happy/sad and sober/drunken. This proposed modification furthermore yields the right predictions for comparisons and for-phrases.

The Implication of the Lexicon Contrastive Analysis of Colors in Persian & English in Perception and Translation of Colors

Hamideh Sadat Bagherzadeh (University of Wisconsin, Milwaukee), Aqil Izadysadr (University of Wisconsin, Milwaukee), Ali Rezvani, (University of Wisconsin, Milwaukee)

The presentation would focus on the demonstration of the methodology, data analysis, and findings of the study investigating the contrastive comparison of color lexicons- in terms of number, variety, and their perception- in Persian and English, its effect on translation, and its harmony with previous research –Weak Version of LRH.

Resolving Conflicts between Metrical and Syntactic Analyses of Extraposition in the Heliand

Jenna Conklin, Purdue University

This study examines whether syntactic and metrical considerations are dependent or independent in prompting postverbal extraposition in the Old Saxon Heliand and questions whether the vernacular form of Old Saxon allowed extraposition of focus elements qualifying as new, rather than background information.

Detailed Schedule | Saturday March 4, 2017

Constructing Oppositional Stance through Speech Acts in Online Food Discourse

Jessica Giovanni (University of South Florida), Antonella Gazzardi (University of South Florida)

This study contributes to the field of food discourse by investigating the oppositional stances displayed during an online discussion of food ownership and recontextualized cuisine. 200 comments were coded for requests, suggestions, and commands to show how users employ these speech acts to counter other users' arguments and stances.

Diverse Grouping: Effective Instruction and Assessment for ELLs

Jung Han (Purdue University), Kyongson Park (Purdue University)

This longitudinal study investigates the effective teaching methods and assessments for ELLs in mainstream classrooms. The results show that ELLs in mainstream classrooms could benefit from various grouping and individually customized teaching methods, such as using leveled questions, visual supports, and different assignments to ELLs depending on their English levels.

The People's Perspective: Adjusting the Cost-Benefit Model of Language Planning

Kelly E. Wright, University of Kentucky

Thorburn advocates for a posteriori planning. A network model produced by extensive on-the-ground analysis provides planners with a way forward for application, essentially providing a map of extant or potential supporters of the desired language-use strategy, highlighting areas for uptake and diffusion throughout a speaking community, and eventually a nation.

The Inflectional Canonicity of Armenian Nouns

Malachi Oyer, University of Kentucky

This presentation will assess the notion of Canonical Typology outlined by Corbet. It will evaluate the declensions of MEA, Western Armenian, Classical Armenian, and contact languages like Turkish. The assertion will be made that Armenian has shifted from the more prototypical Indo-European nominal inflection to a structure more contact input.

Using Literacy Theories to Improve Students' Understanding and Literacy on Math Problems

Qingli Lei, Purdue University

This research focuses on synthesis of existing literature pertinent to the challenges and needs of learners who experience difficulties with reading math and analyzes how Inquiry Learning Theory, Emergent Literacy Theory, Family Literacy Theory and Schema Theory can shed some light on intervention programs to help these students improve their skills in reading math.

Detailed Schedule | Saturday March 4, 2017

Patterns of the Future Irrealis in Romance Verbal Constructions

Robin Turner, University of Alabama

This project investigates the diachronic changes in the way speakers of Western Romance languages such as Portuguese, Spanish, and French express future events using verbal constructs in the indicative and subjunctive moods.

A Linguistic History of Iraqi Arabic (Mesopotamian Arabic)

Saja Albuarabi, University of Wisconsin, Milwaukee

The objective of this work is not only examining the linguistic features (i.e. phonology, morphology, and syntactic) of Iraqi Arabic but it also, discusses how Iraqi Arabic dialect is different from Modern Standard Arabic with data that are not considered before and with certain new theoretical proposals.

Cultural Studies: Transcending Humanity and the Politics of Transcendence

Shaily Parihar, Purdue University

My paper looks at the power of transcendence as it seen in various available forms of cultural production – World Englishes and Gandhi vs Ambedkar debate and looks at the politics of transcendence through Gandhi's and Ambedkar's work in India.

English Article Errors in the Writings of ESL Advanced Arab Students

Yacob Mohamed, Indiana University of Pennsylvania

This presentation examines the errors of English articles in the writings of 20 ESL advanced Arab students who spoke Arabic as a first language. Examining their essay writings, six categories of errors were found: the for Ø, Ø for the, a/an for Ø, Ø for a/an, the for a/an, and over-avoidance.

Detailed Schedule | Saturday March 4, 2017

2:00-3:30 pm | Long Presentation Session 3

IDENTITY AND MULTILINGUALISM III

Beering 1206

Moderator: Felicia Roberts

2:00-2:30 pm

Linguistic Science & Society: An Inherently Authoritarian Relationship?

Libby Chernouski, Purdue University

Analyzing the relationship between science and society sociohistorically and with a philosophical lens, I suggest that we, as language scientists, participate in a hierarchical and - more cynically - authoritarian system. I claim that linguistic science juxtaposes scientific and popular knowledge, thereby constructing an asymmetrical relationship between linguists and the public.

2:30-3:00 pm

Regional, Cultural, and Linguistic Orientation in Indiana

Phillip Weirich, Indiana University

Orientation toward the local region and culture have been shown to influence linguistic production (e.g. Labov, 1963; Eckert, 1988; Nagy et al., 2014; Reed, 2016). This study presents the results of a survey of Hoosiers' (people from Indiana) orientations toward their region, their own language use, and language of people in their region.

3:00-3:30 pm

Discursive Construction of English Teacher's Role in Korea

Jae-hyun Im, Indiana University

This study explores discursively constructed identities of English teachers in provincial areas in Korea. Positioning this study within discursive psychology, I analyzed teachers' conversations, focusing on their understanding of roles and negotiation of ideological dilemmas. Teachers' roles are constructed and negotiated within the context of English in education and society.

Detailed Schedule | Saturday March 4, 2017

INTERCULTURALISM

Beering 1242

Moderator: Wayne Wright

2:00-2:30 pm

Chinese Students' Academic Adjustment in the US through the Lens of Interculturality

Karolina Achirri, Michigan State University

The presentation shows findings of a qualitative research on academic acclimatization amongst Chinese undergraduate students who have just arrived in the US. I use intercultural competence (IC) models and interculturality concept for its theoretical framework as well as provide the characteristics of the 'new Chinese learner'.

2:30-3:00 pm

The Ever-continuing Evolution of a Favorite Intercultural Exercise: Growing Theoretical Legs for the DAE Framework and Covering New Ground

Matthew Allen, Purdue University

This presentation expands the DAE, a popular exercise for intercultural learning, into a much more robust framework. After laying out the conceptual model, I will describe a curriculum for a university class built on the framework and show student work to illustrate how students take up with the framework.

3:00-3:30 pm

Ideo-Political Messages; an Investigation on English Textbooks in Iran

Negin H. Goodrich, Purdue University

In this study, I'll explore the Iranian English textbooks from an ideo-political aspect, focusing on both images and texts of the 9th grade English textbook to identify the types of ideological beliefs and political views which have been implicitly embedded or explicitly presented in this textbook.

Detailed Schedule | Saturday March 4, 2017

SECOND LANGUAGE WRITING I

Beering 1245

Moderator: Harris Bras

2:00-2:30 pm

"The More We Connect, the Better It Gets": Examining the Cyber Rhetoric of "Global" Literacies

Lama Alharbi, Indiana University of Pennsylvania

By excavating nuances about the cyber/digital rhetoric and its impact on conceptualizing "global" literacies, this paper reveals with great specificity in what ways the current cyber narrative repackages the "autonomous" model of literacies that emphasizes the dualistic ideology of "literate" vs. "illiterate" which has serious implications on people from economically disadvantaged communities in terms of reinforcing a sense of dis-citizenship, marginalization, and inequality.

2:30-3:00 pm

First Year Doctoral Students' Academic Literacy Socialization and Enactment

Abdullah Sleman Darwish, Indiana University of Pennsylvania

I will first synthesize the research done on doctoral academic literacy socialization and enactment (DALSE). Then, I will discuss how this research needs to have more inclusive theoretical standing by connecting it to the triad of Engeström's (1987) activity systems theory, Lave and Wenger's (1991) communities of practices, and the power dynamics models. I will end up with showing how adopting this new model can better help to explore and understand the complexities, depth, and nuances of this DALSE and the implicit power dynamics to guide both future research paradigms and pedagogies.

3:00-3:30 pm

Literacies Moving Across: International Student Writers in Multilingual Composition

Dr. Maria Prikhodko, Indiana University of Pennsylvania

This presentation critically discusses some case study findings about international multilingual student writers' (N = 5) negotiations of their multilingual literacies histories with emergent U.S. literacy requirements as part of a first-year multilingual composition classroom.

Detailed Schedule | Saturday March 4, 2017

3:30-3:45 pm | Break

3:45-4:45 pm | Beering 2280 | Plenary Speaker

MINDS AT WORK AND PLAY: TEACHING AND RESEARCHING ACROSS DISCIPLINES

Dr. Lisa Zunshine, *University of Kentucky, Lexington*

Moderator: Paula Leverage



Presentation Abstract: My talk brings together research in literary studies and cognitive sciences to address such issues as, what reading fiction has to do with doing well academically; what are some models of collaboration between cognitive scientists and literary scholars; and what are some immediate payoffs of using cognitive literary theory in an undergraduate classroom.

Biography: Lisa Zunshine is a scholar of 18th-century British literature, whose interests include cultural historicism, narrative theory, and cognitive approaches to literary and cultural studies. She was born in Russia, came to the United States as a refugee when she was twenty-one, and became a U.S. citizen in 1998. She is Bush-Holbrook professor of English at the University of Kentucky, Lexington, and a former Guggenheim fellow (2007). Her articles range from topics in English, Russian, and Chinese literary history, Edith Wharton, and disability studies, to children's literature, science fiction, and graphic novels. She is author and editor of eleven books, most recently, *Getting Inside Your Head: What Cognitive Science Can Tell Us About Popular Culture* (Johns Hopkins UP, 2012) and *The Oxford Handbook of Cognitive Literary Studies* (Oxford UP, 2015).

Detailed Schedule | Saturday March 4, 2017

4:45-5:00 pm | Break

5:00-6:00 pm | Long Presentation Session 4

PRAGMATICS

Beering 1206

Moderator: Becky Brown

5:00-5:30 pm

Risky Comedy: Intentional Failed Humor by Japanese Suberi Geenin Comedians

Mai Yamamoto, Purdue University

This presentation explores conversational humor interactions involving professional Japanese comedians who are known as suberi geenin, failed humor comedians. Data collected from a variety talk show are analyzed to examine how these comedians project collaborative play frames via contextualization cues and then navigate interactions after the humor has failed.

5:30-6:00 pm

The Effect of Implicit and Explicit Instruction in Chinese Refusals - a Case Study Focuses on a Japanese Learner

Bo Zhan, University of Wisconsin, Madison

The presentation will report the results of a one-semester-long research regarding the effects of Chinese refusal instruction by focusing on two questions: (1) Will it be necessary for the Japanese to learn Chinese refusals? (2) Does explicit instruction and implicit instruction make differences on the teaching of Chinese refusals?

Detailed Schedule | Saturday March 4, 2017

GENDER AND SEXUALITY

Beerling 1242

Moderator: Yon Soo Kim

5:00-5:30 pm

The Indian Diasporic Experience in Mira Nair's Films

Brintha Koneshachandra, Purdue University

Accent cinema is an aesthetic response to the experience of displacement, exile, migration or diaspora experience. In her films, Mira Nair tells the story of displaced Indians experiencing different forms of border crossings, overcoming struggles and making sacrifices before finding their true selves by reclaiming their bodies and sexualities. The presentation articulates Mira Nair as a postcolonial feminist creating a language of her own.

5:30-6:00 pm

Reading Asexuality in French Literature

Jason Wright, Purdue University

Asexuality as a sexual orientation is a new phenomenon. Although asexual individuals have had a definitive internet presence since 2001, asexuality still struggles to be understood as a new sexual orientation. Here we will attempt to read asexuality in chosen French narratives in order to see how it is (mis)represented.

Detailed Schedule | Saturday March 4, 2017

SECOND LANGUAGE ACQUISITION

Beering 1245

Moderator: Alejandro Cuza

5:00-5:30 pm

Representation of Mass/Count Noun Distinction in L2 English

Yilmaz Koylu, Indiana University

This study investigated whether interpretations of Turkish L2 learners aligned with those of native English speakers in mass/count nouns. The results showed L2 learners treated substance mass nouns, count nouns, flexible mass/count nouns with count syntax similarly but they differed in object mass nouns, mass/count flexible items with mass syntax.

5:30-6:00 pm

The Acquisition of Differential Object Marking in Spanish by Chinese-speaking L2 Learners

Jian Jiao, Purdue University

In this study, Chinese-speaking L2 learners displayed omission of Spanish differential object marking (DOM) in required contexts and produced more ungrammatical DOM in clitic left-dislocated sentences than in matrix sentences, suggesting the effect of cross-linguistic influence and structural complexity in the acquisition of this grammatical domain.

7:30 pm | Columbia Ballroom | Conference Banquet

Please join us for the Purdue Languages and Cultures Conference banquet at the Columbia Ballroom in downtown Lafayette. All conference presenters are invited. Dinner will be catered and covered by the conference.

Address: 625 Main Street, Lafayette

Detailed Schedule | Sunday March 5, 2017

8:30-10:00 am | Beering Hall | Registration (Ongoing) & Breakfast

9:00-10:30 am | Panel Session

INTERROGATING TRANSLINGUAL WRITING

Beering 1222

Panel Chair: Dr. Tony Silva, *Purdue University*

Co-Presenters: Hadi Banat, Yue Chen, Negin Goodrich, Ashley Velazquez, Terrence Wang

Presentation Description: The purpose of this panel session is to closely examine the somewhat controversial notion of translingual writing in the context of second language writing studies in order to work toward developing a common understanding of translingual writing and to facilitate a productive dialogue about it among second language writing professionals.

Presentation Abstract: In recent years there has been much interest in, discussion of, and debate about translingual writing (i.e., a translingual orientation to writing) among second language writing professionals. Even though this notion has been relatively widely discussed, many of those working in second language writing and writing instruction still have some very basic questions about it. Some of these questions include: What is it? Where did it come from? Who are its proponents and opponents? Why is it important? How is it related to second language writing? What does it have to offer to second language writing professionals? The focus of this panel session will be on providing (at least, tentative and accessible) answers to these questions.

Presenter 1 will focus on definitions and understandings of translingual writing in the literature. Presenter 2 will trace the origin of the term and its use in a variety of disciplines (e.g., literary studies, rhetoric and composition, applied linguistics, second and foreign language studies). Presenter 3 will identify and profile some of the scholars whose work is central to discussions of translingual writing (e.g., Canagarajah, Horner, Kellman, Kramsch, Lu, Matsuda, Young). Presenter 4 will explore the implications and consequences of adopting a translingual orientation to second language writing studies. Presenter 5 will look at how the constructs of second language writing and translingual writing are similar and different, where they overlap and where they diverge. And Presenter 6 will consider the possible contributions (theoretical, empirical, and instructional) that a translingual orientation could make to second language writing studies. Overall, the objective of this panel session will be to begin to develop a common understanding of translingual writing in order to facilitate a productive dialogue about it in the field of second language writing studies.

Detailed Schedule | Sunday March 5, 2017



About Dr. Tony Silva: Tony Silva directs the Graduate Program in Second Language Studies/ESL in the Department of English at Purdue University, where he teaches graduate courses for Ph.D., M.A., and Certificate students and writing support courses for graduate and undergraduate international students. With Ilona Leki, he founded and edited the *Journal of Second Language Writing* from 1992-2007, and with Paul Kei Matsuda he founded and hosted the (now

annual and international) Symposium on Second Language Writing from 1998-2013. He has co-edited or co-authored eight books and has published articles in numerous journals. He is an active member of the TESOL International Association, where he has served as a member of the Board of Directors; he has also served the Conference on College Composition and Communication as a member of their Executive Board.

Detailed Schedule | Sunday March 5, 2017

TEACHING LANGUAGES ONLINE: INNOVATIONS AND CHALLENGES

Beering 1245

Panel Chair: Dr. Atsushi Fukada, *Purdue University*

Co-Presenters: Dr. Jason Baumer, Dr. Wei Hong, Yuhang Huang, Mayu Miyamoto, Natsumi Suzuki

Presentation Description: The design and implementation of recently developed online courses in Japanese, Chinese, and German will be presented. Pedagogical innovations, issues, and challenges will also be discussed.

Presentation Abstract: Language professionals long resisted teaching online mainly because it was unthinkable to teach speaking in the online environment. Recent advances in technology, however, have made it conceivable. This panel presents the design and implementation of online courses in Japanese, Chinese, and German recently developed and being offered at Purdue University. We will highlight not only technologies involved, but also pedagogical innovations that helped resolve difficult issues. The efficacy of online teaching will also be touched upon. Reactions from enrolled students and the instructors that have taught the courses will also be shared.



About Dr. Atsushi Fukada: Atsushi Fukada holds a Ph.D. in linguistics from the University of Illinois Urbana-Champaign, and is a Professor of Japanese and Linguistics in the School of Languages and Cultures, in the Interdisciplinary Program in Linguistics, and in Asian Studies at Purdue University. He is also the Director of the Center for Technology-Enhanced Language Learning. His current research interests include second language acquisition/learning and pedagogy, online language course design and development, Japanese linguistics, and pragmatics.

Detailed Schedule | Sunday March 5, 2017

10:30-10:45 am | Break

10:45-12:15 pm | Long Presentation Session 5

DISCOURSE ANALYSIS II

Beerling 1222

Moderator: Nuur-Hamad Zahonero

10:45-11:15 am

A Critical Discoursal Analysis of the Linguistic Landscape in Kirkuk-Iraq

Abdullah Sleman Darwish, Indiana University of Pennsylvania

First, I will first explain how linguistic landscape and critical discourse analysis interact and how they expand our understanding of language use. Second, I will show how this approach can mirror up both diversity and power conflicts. Then, I will use the model to explore power conflict/enactment in multi-ethnic city of Kirkuk in Iraq. Finally, I will end up with calling for more research using this approach.

11:15-11:45 am

Stance and Identity in First-year College Reflective Writing: Integrative Analysis through Three Different Frameworks

Ji-young Shin, Purdue University

This study investigates college students' identity construction through the use of metadiscourse in first-year composition course reflective writing. An integrative analysis based on three different identity frameworks indicates that writers' expertise, rather than mere language skills, empowers them to construct identity via active and flexible social negotiation.

11:45-12:15 pm

The Dissemination of Legal Knowledge through TED Talks: Discursive Insights

Patrizia Anesa, University of Bergamo, Italy

This paper examines how environmental rights are represented in media texts, with a particular focus on TED talks dealing with the environment and related rights. Popularization strategies are investigated with the aim to point out any discrepancies between the nature of these rights in legal texts and their textual realization in non-legal ones

Detailed Schedule | Sunday March 5, 2017

LINGUISTICS II: PHONETICS, PROMINENCE, AND METER

Beering 1242

Moderator: Olga Dmitrieva

10:45-11:15 am

The Effect of Stress, Vowel Identity, and Direction of Operation in Spanish Vowel-to-Vowel Coarticulation

Jenna Conklin, Purdue University

This study investigates interactions between the stress placement, target vowel identity, trigger vowel identity, intervening consonant identity, and direction of coarticulation in palatal VCV coarticulation in Spanish, using F2 as an acoustic correlate of backness.

11:15-11:45 am

The Revival of the Adjective Intensifier well in British English: From Verbal Modifier to Adjective Intensifier

James Stratton, Purdue University

In varieties of British English the adverbial well has diverged into an adjective intensifier. While the use as an adjective intensifier has existed throughout the history of English, it declined in frequency in the mid-14th century. I argue that its current use is not a retention but rather an innovation.

Detailed Schedule | Sunday March 5, 2017

BILINGUALISM

Beering 1245

Moderator: Wei Hong

10:45-11:15 am

Inconsistent Acquisition in Heritage Speaker Spanish

Zoe McManmon, University of Illinois, Chicago

This project examines data from a story retelling task completed with thirty-eight Spanish-English child bilinguals in a Chicago suburb. Discrepancies between agreement with gender and case demonstrate that children show greater proficiency with gender agreement. Results show that 58% of student participants show nonnative like forms.

11:15-11:45 am

Monolingual or Bilingual Approach: The Effectiveness of Teaching Methods in Second Language Classroom

Jung Han (Purdue University), Kyongson Park (Purdue University)

This study examines which method of the two is more effective and satisfying ELL students: monolingual or bilingual instruction. Experimental research was conducted, and the results showed that even though the two groups' performances were not significantly different, the participants in the bilingual conditions preferred their method significantly better while the monolingual instruction group did not. The monolingual instruction group presented negative perception of using only target language in second language instruction.

11:45-12:15 pm

Attitudes towards Code Switching among Bilingual Jordanians: A Comparative Study

Sumaya Daoud, Purdue University

The study explores the attitudes towards Code-Switching by two Jordanian populations: those who live in the United States of America versus those who are in Jordan. It also attempts to identify how their attitude compares with respect to: their sense of identity, religion, communication efficiency, social status and audience design.

Detailed Schedule | Sunday March 5, 2017

SECOND LANGUAGE WRITING II

Beering 1255

Moderator: Tony Silva

10:45-11:15 am

Understanding Theory in Second Language Writing Teaching and Research

Kai Yang, Purdue University

This study investigates issues on theory in second language (L2) writing teaching and research by synthesizing related studies in both L2 writing and its feeder disciplines. This study discusses the nature of theory in L2 writing, its hierarchical structure, and its relation with practice.

11:15-11:45 am

Inappropriate Textual Borrowing in L2 Writing: Perspectives and Future Directions

Phuong Tran, Purdue University

Adopting a hermeneutic methodology, this study presents a literature review in the area of plagiarism in second language (L2) writing. It examines to find the essence of inappropriate textual borrowing of L2 writers, investigates the reasons behind this phenomenon and gives suggestions about future research directions.

11:45-12:15 pm

Comparing L1 and L2 Feedback Preferences: Pedagogical Recommendations and a Note on Translingual Approaches

Tyler Carter (Purdue University), Suthathip Thirakunkovit (Mahidol University, Thailand)

This study investigates differences between L1 and L2 writers in terms of their feedback preferences. Based on the results, we argue that the translingual approach might not be effective for some L2 writers because it assumes a desire to negotiate power that may not be present in their learning styles.

Purdue Languages and Cultures Conference

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Moderators:

Beril Arik, Margie Berns, Harris Bras, Becky Brown, Alejandro Cuza, Lori Czerwionka, Olga Dmitrieva, Elaine Francis, April Ginther, Wei Hong, Yonsoo Kim, Paula Leverage, Mary Niepokuj, Felicia Roberts, Tony Silva, Wayne Wright, Nuur-Hamad Zahonero

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Purdue Languages and Cultures Conference

Concluding, we would like to acknowledge all those who presented their work at the 2nd Annual Purdue Languages and Cultures Conference. We greatly appreciate all of your hard work and your willingness to share your research with us. Thank you!

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