

March 2-4th, 2018

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Purdue Linguistics, Literature, and Second Language Studies Conference

WELCOME

On behalf of the coordinating committee, the sponsoring organizations and Purdue University, we welcome you to the 2018 Purdue Linguistics, Literature, and Second Language Studies Conference (PLLS)! We hope you enjoy your time at Purdue University and we thank you for your attendance and participation.

ABOUT THE CONFERENCE

The Purdue Linguistics, Literature, and Second Language Studies Conference will feature plenary talks, workshops and presentations from renowned scholars in their fields and is a collaboration between the School of Languages and Cultures Graduate Student Committee, the Purdue Linguistics Association, and the ESL Go!, which promotes scholarship in the fields of linguistics, literature, applied linguistics and second language studies.

This year's theme:

In an academic climate that is increasingly demanding justification for research in the social sciences and humanities, it has become important for research in the fields of linguistics, literature, and second language studies to demonstrate their value across disciplines. With that in mind, this year's conference looks for presentations of original research in the theme of *Diversity and Divergence*. This theme was chosen because it highlights two contrasting ways of thinking about difference and interdisciplinarity: *diversity* describes a state of variation within a set, group, field, or community, while *divergence* describes a change of state toward increasing dissimilarity and group separation.

The Purdue Linguistics, Literature, and Second Language Studies Conference was organized by the following:

COORDINATING COMMITTEE

David O'Neil | Conference Chair
Nawwaf Alhazmi | Event Co-chair
Libby Chernouski | Promotions and Proceedings Co-chair
Amy Hutchinson | Program Co-chair
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Brunella Martinelli | Abstracts and Volunteers Co-chair
Ji-young Shin | Finance Co-chair

Purdue Linguistics, Literature, and Second Language Studies 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. 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.

President: Hadi Banat

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.

President: Jenna Conklin

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.

Graduate Student Committee President: R. Tyler Gabbard

				Friday, March 2 nd		
Time	Location	Event	Session Title	Moderator	Presentation Title	Author(s)
2:00-4:30PM	Beering Lobby	Registration (0	ngoing)			
3:30-4:45PM	BRNG B222	Presentation Session 1	Spanish Syntax	Dr. Ronnie Wilbur	The Acquisition of Subjunctive Mood Selection in Adverbial Clauses by L2 Learners and Heritage Speakers of Spanish: On the Role of Obligatoriness On the Acquisition of Aspectual Properties of Clitic se in Spanish Reflexive Psych-Predicates and Change of State Verbs The Syntax and Lexicon of Object Clitics in L2 Spanish	Eduardo Lustres, Aida Garcia Aida Garcia, Eduardo Lustres Antonio Martín Gómez
	BRNG B242		Tradition and Hegemony	Malick Coly	The Image of Flower Burial in Honglou meng - its Debt to Previous Writers Swahili in the Sidi (African-Indian) Sufi Devotional Tradition of Western India The Rhetoric of Colonial Paradox: George Orwell's 'A Hanging' and 'Shooting an Elephant'	Yiu Chun Lam Jazmin Graves Firas A J Al- Jubouri
	BRNG B261		ESL Pedagogy	Hadi Banat	The Power of Co-Teaching: ELL's Stem Literacy Development Exploring South Korean Elementary EFL Learners' Construction of Investment: The Roles of Student- Centered Instructional Strategies Follow the Student: Four Ways Dialogic Teaching Practices Impact Teachers' Perspectives of Translingual Students	Kyongson Park Hyona Park Hannah Harris
	BRNG 1255		Language Testing and Assessment	Parva Panahi	Factor Analyses of Student Attitudes toward Reading Instrument Longitudinal Development of Second Language Oral Fluency and Written Syntactic Complexity A Sample Model for Teaching and Assessment of Conversational Implicatures in L2 English	Ji Yoon Jung David Crouch Yilmaz Koylu
	BRNG 1242		Language Learning	Kailey Preston	WE and Learning Motivation: Investigating Pedagogical Implications of a World Englishes Approach in an Expanding Circle Context Introducing the Purdue English Language Learner Language Portraits (Purdue ELLLPs)	Yiyang Lee Wayne Wright, Samantha

					OPEN	Miller, Fang Gao
4:45-5:00PM	Break					
5:00-5:15PM	BRNG 2280	Opening Remark	ks/Dedication			
5:15-6:15PM		Plenary Speaker Moderator: Dr. 1	r: Dr. Aya Matsuda (Arizo Margie Berns	na State University)		
7:30-9:30PM	Artists' Own Gallery	Conference Soc	cial Event			
			S	aturday, March 3rd		
Time	Location	Event	Session Title	Moderator	Presentation Title	Author(s)
8:30-10:00AM	Beering Lobby	Registration (Or	ngoing) & Breakfast			
9:00-10:15AM	BRNG B230	Presentation Session 2	Language Policy, Politics, and Practice	Dr. Lori Czerwionka	Whose Language?: Negotiating Authority in Language Policy Debates Mansplaining: The Effects of Gendered Language & Speech Practices on Women	Patrick Drackley Rachel Knowles
					Nevertheless, She Persisted: A Linguistic Analysis of the Speech of Elizabeth Warren, 2007-2017	Matthew Jennings
	BRNG B232		Syntax and Semantics	Dr. Alejandro Cuza	Scope Taking in Turkish Sign Language (TİD)	Serpil Karabüklü, Dr. Ronnie B. Wilbur
					"Head Nods" as Markers of Temporal Expressions in ASL	Margaret Crabtree, Dr. Ronnie B. Wilbur
					Are Overpassivization Errors Due to Nontarget Causativization?	Talal Alharbi, Sudiman, Prof. Hiroyuki Oshita
	BRNG B238		Language and Identity	Yachao Sun	Burmese American Youth's Identity Construction through Language and Literacy Practice at School and Home	Kyaw Win Tun

					Writer Identity and First Person Pronouns: Case Studies of Three Chinese Students' Academic Writing OPEN	Yuanheng Wang
	BRNG B242		World Englishes and Sociolinguistics	Dr. Margie Berns	Representation of English in College Entrance Exam Listening Sections in Korea: A Kachruvian Perspective	Ji-young Shin
					OPEN	
					The Attainment of Additional Languages: Marketability and Identity	Maria J. Para
10:15-10:30AM	Break					
10:30-11:30AM	BRNG 2280	Moderator: Dr.	r: Dr. Matthew Gordon (U Mary Niepokuj	Iniversity of Missouri)	
11:30-1:00PM	BRNG 1245	Lunch				_
11:30-1:00PM	BRNG 1268	Poster Session			A Study of Vocabulary Learning Strategies Used by Chinese Newcomers	Chen Li
					The Effectiveness of Self-Regulated Activities in	Mostafa
					English Language Learning	Ahmed
					Watching Short Movies While Discovering Cultural Differences in German Speaking Countries	Budimka Uskokovic
					Analysis of Multilingual Learners' Interactions in an Afterschool Science Program	Mavreen Rose S. Tuvilla, Casey E. Wright
					From 2D to HD: Promoting Oral Communication & Self-Exploration Through "Voiced" and "Voiceless" Console Game Characters	Rebecca Shaw Sullivan, Crystal Bonano
					Japanese After School Program - Impact of Service Learning on University Students' Japanese Learning	Nagi Fujie
					Signage: Superdiversity and Complexity in a Contact Zone	Wan Hee Kim
					Sentential Negation Variety in Standard Arabic Dialects	Eman Mohammed A. Hadadi
					Pedagogical Beliefs and Technology Integration in ESL/EFL Classroom	Yoon-Kyoung Chae

					On Dimensional Property Concepts in Palestinian Arabic: Evidence for Uniformatarianism	Abdel- Rahman Abu Helal
1:00-2:15PM	BRNG B232	Presentation Session 3	Syntax and SLA	Dr. Elaine Francis	How Do Speakers Choose a Linguistic Form? The Easier the Better	Carol Chun Zheng, Joshua Weirick
					Phase Transitions in the Development of L2 Syntax: A Complex Dynamic Systems Perspective	Reid Evans
					Topic Prominence and Temporal Encoding in Mandarin Chinese	Tzu-I Chiang
	BRNG B230		Sociolinguistics and Language Contact	Dr. Jessica Sturm	Qui perd sa langue perd sa foi: Contact-Induced Change in the Functional Categories of New England French	Laura Demsey
					Analysis of Discourse Markers quoi in the Speech of French L2 speakers: The Case of Chinese Living in Paris	Delin Deng
					Linguistic Prescriptivism: A Framework	Jonathan Jibson
	BRNG B242		Film Studies	Daniel Carrillo Jara	Can the Romantic Comedy be queer? Camp Aesthetic and the Limits of Romcom in Marco Kreuzpaintner's Film Coming In	Lucas Riddle
					El día de la bestia as a social and audiovisual counternarrative to the Spain of '92.	Roberto García Delgado
		=			OPEN	
	BRNG B222		Pre-Organized Panel	Negin H. Goodrich	English Learning Goals in the Expanding Circle: The Case of Iran	Negin H. Goodrich, Sharareh Taghizadeh Vahed
2:15-2:30PM	Break					
2:30-3:45PM	BRNG B232	Presentation	Phonetics and	Dr. Daniel Olson	Does Kazan Tatar Exhibit Labial Harmony?	Jenna Conklin
		Session 4	Phonology		Voice Onset Time and Onset f0 in L2 learners of French	Amy Hutchinson, Dr. Olga Dmitrieva
					Divergence from the Northern Cities Shifted Vowel System: Evidence from Jewish women in Metro Detroit	Kelsey DeGuise, Alla Shvetsova,

						Rachael Crain, Daniele Benson
	BRNG B242		Identity Construction	R. Tyler Gabbard	The Ghost Dance-Accessing and Accepting Intersectional Identity Through Spectrality	Emily Naser- Hall
					The Coming Out Genre in Peruvian theater: The Experience of Assuming the Divergence	Sebastián Eddowes
					Diverse and Diverging Bodies in Jean Toomer's Cane	Jannell McConnell Parsons
	BRNG B238	-	Second Language Writing	Dr. Tony Silva	Qualitative Research in Second Language Writing: Six Years in Review	Kai Yang
					How do You Know What Fish Enjoy?: Doing Ethnographic Research in Second Language Writing	Zhaozhe Wang
					Negotiating Academic Discourse Across Borders: The Perceptions of Three Chinese Students	Jennifer Lund
	BRNG B222	RNG B222 Pre-organized Panel	Laila Aghai	Translanguaging in ESL/EFL Contexts and Second Language Education	Laila Aghai, Virak Chan, Wayne Wright, Jessica Somerville, Peter Sayer	
3:45-4:00PM	Break					
4:00-5:15PM	BRNG B232	Presentation Session 5	Corpus Linguistics	April Grotberg	A Snapshot of Vocabulary Recycling: How German Language Textbooks Treat Vocabulary	Kailey Preston
					Price-Based Variation in Turkish Online Restaurant Reviews	Maria Cupery
					The Specificity of Medical English for Curricular and Instructional Purposes	Yi Shi
	BRNG B238		First Year Composition	Dr. Tony Silva	Fostering Intercultural Competence in First Year Writing Courses	Hadi Banat, Phuong Tran, Rebekah Sims, Parva Panahi Lazarjani
					Multilingual Writers' L1 Use in an L2 Research Writing Project	Shayam Pandey
					Needs of International Students in Mainstream First- year Composition Class in U.S. Higher Education	Qiusi Zhang

	BRNG B242		Female Authors	Dr. Jennifer William	Liminality and Illocality: A Search for Truth in Emily Dickinson's Poetry	Yoong Yui Jien
					Racial Diversity and Social Divergence : Institutionalized Shame in Claire de Duras' <i>Ourika</i> I amwho? The Search for Identity in La Légèreté by Catherine Meurisse	Katherine Terry Kirby Childress
	BRNG B222		Pre-organized Panel	Nuur Hamad- Zahonero	Studying Variation in Linguistics: Methodological problems	Nuur Hamad- Zahonero, Andrea Sánchez Vicente, James Stratton, Nancy Reyes
5:15-5:30PM	Break					
5:30-6:30PM	BRNG 2280		r: Dr. Mark Turner (Case Jennifer William	Western Reserve Univ	versity)	
7:30-9:30PM	Columbia Ballroom	Conference Ba				
				Sunday, March 4th		
Time	Location	Event	Session Title	Moderator	Presentation Title	Author(s)
8:30-10:00AM	Beering Lobby	Registration (0	ngoing) & Breakfast			
9:00-10:15AM	BRNG 1222	Presentation Session 6	Old English	Dr. Mary Niepokuj	Semantic Field Remedy: the Æcerbot and Human Sacrifice	Eugene Charles McGregor Boyle III
					Metrical Intolerance: Diversity, Uniformity, and the Divided Tradition of Old English Metrics OPEN	David O'Neil
	BRNG 1230		Comprehension and Processing	Dr. Felicia Roberts	Automaticity in Word and Sentence Processing and its Contribution to L2 Listening	Bronson Hui
					Relationship Between Listening Strategies Used by Advanced CFL Learners and Their Listening Comprehension	Kailu Guan
					Effects of Frequency and Emotional Valence in Word Processing by Native and Foreign English Speakers	Diana Marcela Lizarazo Pereira, Felicia

						Roberts, Ricardo Tamayo
	BRNG 1232		Text Analysis	James Stratton	Fulbright ETA Personal Statements & Statements of Grant Purpose: A Rhetorical Move-Step Analysis	Matt Kessler
					A Brief Evaluation of Selected POS Taggers for Corpus Studies	Ge Lan
					The Use of Direct Quotes in L2 Master Degree Theses	Romana Hinton
	BRNG 1238		Disability, Cognition, and Theory	Dr. Paula Leverage	What is it like to be a snake? Reader, Empathy, and Psychological Distance in Quiroga's "Anaconda"	R. Tyler Gabbard
					Cripping Horror Fiction: Disability and Animality in Faulkner's Sanctuary	Sebastian Williams
					Interiority and the (In)visible Self in Carly's Voice	Kathleen Spada
10:15-10:30AM	Break					
10:30-11:45AM	BRNG 1238	Presentation	Power, Politics, and	Dr. Kristina Soric	OPEN	
		Session 7	Paradox		Literary Practice and Power: Michel Foucault and the Ethics of Writing	Strand Sheldahl- Thomason
					The Error of the Extraordinary Woman and the Production of the Female "I" in 18th and 19th Century Spanish Theatre	Niall A. Peach
	BRNG 1232		Second Language Theory and Practice	Kyongson Park	A Sociocognitive Approach to Second Language Writing: Substrates in Sociocognitive Alignment	Yachao Sun
					Is Critical Thinking a Social Practice? An Update for Second Language Studies.	Kyle Lucas
					Navigating through Intelligibility and Comprehensibility -A Synthetic Review of Measurement and Construct Issues	Jie Gao
	BRNG 1245		Pre-organized panel	René Zúñiga	The Syntactic Structure of Motion Predicates in Tati, Mandarin, and Ghanaian Student Pidgin	Neda Taherkhani, Kwaku Owusu Afryie Osei- Tutu, Pin-Hsi Chen

Detailed Schedule | Friday March 2nd, 2018

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

3:30-4:45 pm | Presentation Session 1

SPANISH SYNTAX

Beering B222

Moderator: Dr. Ronnie Wilbur

The Acquisition of Subjunctive Mood Selection in Adverbial Clauses by L2 Learners and Heritage Speakers of Spanish: On the Role of Obligatoriness

Eduardo Lustres (Purdue University), Aida Garcia (Purdue University)

The current study examines the acquisition of the Spanish subjunctive mood in epistemic adverbial clauses in L2 learners and Spanish heritage speakers born and raised in the U.S. Results are discussed in terms of age effects and vulnerability at the syntax-semantics interface.

Keywords: second language acquisition, heritage speakers, Spanish morpho-syntax, Spanish subjunctive

On the Acquisition of Aspectual Properties of Clitic se in Spanish Reflexive Psych-Predicates and Change of State Verbs

Aida Garcia (Purdue University), Eduardo Lustres (Purdue University)

The present study examines the acquisition of the aspectual values of Spanish reflexive psychological verbs and physical change of state verbs among Spanish heritage speakers and English-speaking L2 learners of Spanish. Results will be discussed in terms of cross-linguistic influence, early exposure to Spanish, age-related effects and the markedness of the structures.

Keywords: second language acquisition, heritage speakers, Spanish morpho-syntax

The Syntax and Lexicon of Object Clitics in L2 Spanish

Antonio Martín Gómez (Purdue University)

I examine knowledge of object clitic placement in verbal periphrases in second language (L2) and heritage Spanish. The results from one oral production task and one oral acceptability judgment task show a general tendency to avoid clitics and divergent syntactic representations (e.g., acceptance of ungrammatical sentences).

Keywords: Spanish, language acquisition, SLA, object, clitics, heritage, L2

TRADITION AND HEGEMONY

Beering B242

Moderator: Malick Coly

The Image of Flower Burial in Honglou meng- Its Debt to Previous Writers

Yiu Chun Lam (University of Michigan)

This paper delves into the image of flower burial and its cultural associations in relation to the tragic heroine, Lin Daiyu, in the monumental vernacular novel, Honglou meng. Shattered flower spirit and its burial have a long history in Chinese literature. This paper will discuss how Lin Daiyu's character bears resemblances to these precedents.

Keywords: Premodern Chinese literature, Honglou meng, vernacular fiction

Swahili in the Sidi (African-Indian) Sufi Devotional Tradition of Western India Jazmin Graves (University of Chicago)

This paper will explore diversity, divergence, and the preservation of memory in diaspora by analyzing Sidi Sufi specialists' interpretations of a devotional song whose opening line is in Swahili: "Sina watoto mbani." This will reveal the merging, in community memory, of historically distinct waves of African dispersal to western India.

Keywords: African diaspora religions, Sufism, South Asian religions, Indian Ocean World, spirit possession

The Rhetoric of Colonial Paradox: George Orwell's 'A Hanging' and 'Shooting an Elephant' Firas A J Al-Jubouri (American University of Sharjah)

This paper examines George Orwell's use of paradox as a rhetorical device to highlight the colonial burden in his sudden shifts from introspective humanism to colonial conformity in 'A Hanging' and 'Shooting an Elephant'. The underlying colonial paradox shows that conforming to the colonial code of conduct destroys the very freedom and power it provides.

Keywords: Rhetoric, Paradox, Orwell and Colonialism

ESL PEDAGOGY

Beering B261

Moderator: Hadi Banat

The Power of Co-Teaching: ELL's Stem Literacy Development

Kyongson Park (Purdue University)

By conducting a synthetic review of the techniques used in intelligibility and comprehensibility measurement, this paper a) classifies various scales used in related research, b) delves into the validity concerns in assessing second language speaking constructs by pinpointing statistical problems and c) discusses potential remedial methods or alternative measurement options.

Keywords: Intelligibility, Comprehensibility, Construct, Measurement

Exploring South Korean Elementary EFL Learners' Construction of Investment: The Roles of Student-Centered Instructional Strategies

Hyona Park (Indiana University, Bloomington)

The study investigates how Korean elementary students construct investment in EFL learning and the impacts of student-centered instructional strategies on their construction of investment. The study explores how their perception of different capital of other peers influence their emotional responses and how those responses affect their investment of EFL learning.

Keywords: Elementary EFL Learning, Investment, Student-centered instructional strategies, Capital, Subjectivity

Follow the Student: Four Ways Dialogic Teaching Practices Impact Teachers' Perspectives of Translingual Students

Hannah Harris (University of Illinois, Urbana-Champaign)

The dialogic perspective discussed proposes that teachers' reflective practices can encourage them to consider how students influence their teaching philosophy and pedagogical decisions. The data presented draws on the initial research findings about the affordances of teachers' reflective practices in an EAP setting.

Keywords: Reflective practice, dialogic teaching, EAP (English for Academic Purposes)

LANGUAGE TESTING AND ASSESSMENT

Beering 1255

Moderator: Parva Panahi

Factor Analyses of Student Attitudes toward Reading Instrument

Ji Yoon Jung (Purdue University)

The purpose of this presentation is (1) to introduce the latent structure of the students' attitudes toward reading, and (2) to investigate the measurement invariance across genders. The target instrument analyzed in this study is Progress in International Reading Literacy Study (PIRLS), which has been widely used to measure students' attitudes toward reading and reading achievement.

Keywords: Language (Literacy) Assessment; factor analysis; measurement invariance

Longitudinal Development of Second Language Oral Fluency and Written Syntactic Complexity

David Crouch (Purdue University)

This study analyzed the longitudinal development of oral fluency and global written syntactic complexity in 60 L1-Mandarin undergraduate students over two semesters. Test-taker oral speech rate (SR) and mean syllables per speech run (MSR) increased significantly, but written mean length of sentence (MLS) did not change significantly.

Keywords: *fluency complexity speaking writing testing*

A Sample Model for Teaching and Assessment of Conversational Implicatures in L2 English Yilmaz Koylu (Indiana University)

This paper proposes a sample model to teach and assess conversational implicatures in L2 English. The paper proposes a framework for the assessment of conversational implicatures via written and oral production tasks and concludes by pointing out four crucial points to consider when creating tasks to assess conversational implicatures.

Keywords: Pragmatics, conversational implicatures, L2 English

LANGUAGE LEARNING

Beering 1245

Moderator: Kailey Preston

WE and Learning Motivation: Investigating Pedagogical Implications of a World Englishes Approach in an Expanding Circle Context

Yiyang Lee (Purdue University)

This study investigates the pedagogical implications of a world Englishes (WE) on learner motivation in an expanding circle context. The researchers of this study intend to examine whether the WE approach is effective in positively affecting students' English learning motivation.

Keywords: World Englishes, ELT

Introducing the Purdue English Language Learner Language Portraits (Purdue ELLLPs)
Wayne Wright (Purdue University), Samantha Miller (Purdue University), Fang Gao
(Purdue University)

One of the biggest challenges facing teachers of English language learners (ELLs) is planning and delivering instruction that is appropriate to each students' level of English proficiency (Wright, 2015). In order to do so, teachers need to become adept at using a variety of formative language assessments to determine where students are at and to track their progress over time in developing their listening, speaking, reading, and writing abilities in English (Gottlieb, 2015). To help teachers learn how to effectively use and interpret assessment results, faculty and graduate students in the College of Education's Department of Curriculum & Instruction are developing a free online resource—the *Purdue* English Language Learners Language Portraits (Purdue ELLLPs). The Purdue ELLLPs features linguistic portraits of diverse ELL students from different grade levels, ethnic backgrounds, and levels of English proficiency. Each portrait includes (1) sociolinguistic background of the student, (2) video clips of the student engaged in oral language tasks, (3) video clips of the student reading texts aloud, (4) student's responses to reading comprehension questions, and (5) samples of the student's writing. Along with this rich language data, users are provided with tools to assess each student's oral language proficiency, reading, and writing in English. In this presentation, we will discuss the development of the *Purdue ELLLPs*, provide an overview of the website, demonstrate the use of the site to practice assessing the English language proficiency of ELL students.

Keywords: English Language Learners, Technology, K-12 Education

4:45-5:00 pm | Break

5:00-5:15 pm | Beering 2280 | Opening Remarks and Dedication by ESL Go!

5:15-6:15 pm | Beering 2280 | Plenary Speaker

IS TEACHING EIL ALL ABOUT BEING POLITICALLY CORRECT?

Dr. Aya Matsuda, Arizona State University

Moderator: Dr. Margie Berns



Presentation Abstract: It has been almost two decades since I started sharing my ideas about teaching English as an language (TEIL) through publications, international presentations, and workshops. One comment I have received, directly and indirectly from the audience, is that TEIL is all about being "politically correct." For some, TEIL appears to be a mere gesture to be inclusive and egalitarian, possibly promoted by a certain ideological stance, which is an enough reason for them to not embrace TEIL. For others, the political and ideological orientations that they perceive in TEIL makes it more appealing to them because those beliefs are compatible with their own. My stance on this issue, however, is that TEIL is not about being politically correct or promoting certain

ideologies; rather, it is about understanding and accepting the pluricentric and "messy" reality of English and having our teaching grounded in the reality.

I start this talk with a brief overview of what TEIL is and then review some language (and other) ideological perspectives that seem compatible with TEIL in order to illustrate and acknowledge why TEIL may be perceived as a political or ideological endeavor. I then move on to argue that TEIL, on the contrary, is something all English language teachers can and should embrace, regardless of their ideological stance or beliefs about what English should be, for a pragmatic and practical reason: To better prepare our students for the messy world of English today.

Biography: Aya Matsuda (PhD, Purdue University, 2000) is an Associate Professor of Applied Linguistics in the Department of English at Arizona State University, Tempe, USA, where she directs undergraduate and graduate programs in linguistics and applied linguistics. Her research interests include World Englishes WE, the use of English as an international language, and the pedagogical implications of the global spread of English. She has published widely in various books and journals including *English Today, JALT Journal, TESOL Quarterly,* and *World Englishes* as well as several encyclopedias. Matsuda also has published two edited books, *Principles and Practices of Teaching English as an International Language* (2012, Multilingual Matters). She served on the Board of Directors for TESOL International Association from 2014 to 2017 and currently is a treasurer-secretary for the International Association for World Englishes.

7:30-9:30 pm Artist's Own Gallery | Conference Social Event

Please join us for an evening of socializing and networking at Artist's Own Gallery at 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 St., Lafayette, IN 47901

8:30-10:00 am | Beering Lobby | Registration (Ongoing) and Breakfast

9:00-10:15 am | Presentation Session 2

LANGUAGE POLICY, POLITICS, AND PRACTICE

Beering B230

Moderator: Dr. Lori Czerwionka

Whose Language?: Negotiating Authority in Language Policy Debates

Patrick Drackley (University of Illinois, Urbana-Champaign)

Orthographic reform in France has met resistance from various groups who reject the notion that the government can make laws changing the language. This project examines how participants in televised media discourses engage with history to claim and contest linguistic authority.

Keywords: language policy, French, orthographic reform, chronotope, authority

Mansplaining: The Effects of Gendered Language & Speech Practices on Women Rachel Knowles (University of Louisville)

To raise awareness of its presence and consequences, this paper explores the linguistic features of mansplaining by analyzing the communication styles and speech practices of men and women, questioning the derivation of gendered communication behaviors, and considering the effects of mansplaining on women, particularly within the framework of equality.

Keywords: mansplaining, gendered communication, equality, feminism, linguistics

Nevertheless, She Persisted: A Linguistic Analysis of the Speech of Elizabeth Warren, 2007-2017

Matthew Jennings (East Tennessee State University)

Replicating a study that analyzed the salience of masculine and feminine speech markers in Hillary Clinton's unscripted speech, this study analyzes the speech of lawyer-turned-Senator Elizabeth Warren in order to see if the Senator's self-presentation follows similarly gendered patterns over the course of her own political career.

Keywords: sociolinguistics, gender indexicality, politics

SYNTAX AND SEMANTICS

Beering B232

Moderator: Dr. Alejandro Cuza

Scope Taking in Turkish Sign Language (TİD)

Serpil Karabüklü (Purdue University), Ronnie B. Wilbur (Purdue University)

Bross and Hole (2017) make an interesting claim that the mapping of Cinque's (1999) hierarchy to manual (hands) and nonmanual (face/head/body) signs in German Sign Language (DGS) is universal in sign languages. Data for modal and negation signs from typologically similar Turkish Sign Language (TİD) shows that this claim does not hold.

Keywords: sign language, modals, scope, Cinque hierarchy

"Head Nods" as Markers of Temporal Expressions in ASL

Margaret Crabtree (Purdue University), Ronnie B. Wilbur (Purdue University)

Among the nonmanual (face/head/body) markers used for grammatical functions in American Sign Language (ASL), head nods have been associated with functions such as marking positions of elided verbs and pragmatics of emphasis or assertion. Here we report yet another function — as markers of temporal expressions.

Keywords: ASL, sign language, constituency, function words, syntax

Are Overpassivization Errors Due to Nontarget Causativization?

Talal Alharbi (Ohio University), Sudiman (Ohio University), Hiroyuki Oshita (Ohio University)

This presentation explores overpassivization errors made by L2 English speakers as proposed in the literature. It particularly examines the plausibility of the Conceptualizable Agent analysis with data obtained from Arabic learners of English. L1 Arabic speakers can serve as fertile data sources because the language exhibits extensive causative morphology. Keywords: *Arabic, Syntax, Passive, Causative*

LANGUAGE AND IDENTITY

Beering B238

Moderator: Yachao Sun

Burmese American Youth's Identity Construction through Language and Literacy Practice at School and Home

Kyaw Win Tun (University of Wisconsin, Madison)

The paper will explore the theme of "differences" as institutionalized by dominant, English-speaking, and urban schools; how identity categories and their repertoires across home and school spaces constitute the students' subject-positions through discourses; and how these subjectivities and "differences" relate to the students' academic learning and literacy at school.

Keywords: *Identity*; *Language* and *Literacy*

Writer Identity and First Person Pronouns: Case Studies of Three Chinese Students' Academic Writing

Yuanheng Wang (Teachers College, Columbia University)

This paper close-analyzes three sets of essays of three Chinese students by exploring how written instruction provided by instructors and tutors affected the students' use of first person pronouns as these students developed their writer identities. Findings show that the instruction was arbitrary and inconsistent. Relevant implications are discussed.

Keywords: second language writing; writer identity construction; first person pronouns; instructor feedback

WORLD ENGLISHES AND SOCIOLINGUISTICS

Beering B242

Moderator: Dr. Margie Berns

Representation of English in College Entrance Exam Listening Sections in Korea: A Kachruvian Perspective

Ji-young Shin (Purdue University)

This study investigates how English listening tests in college entrance exams in Korea represent uses and users of English from a Kachruvian perspective. The results revealed extreme exclusion of the outer circle and unbalanced power relationships between the inner and expanding circle. Implications are made in terms of test bias and unintended socio-political consequences.

Keywords: English as an International language, World English, Test Bias

The Attainment of Additional Languages: Marketability and Identity Maria J. Para (Syracuse University)

This talk explores the influence of upward mobility on university graduate students' identities and the languages they associate with. Language association has a direct correlation to the bi/multilingual identity and whether bi/multilingualism is deemed crucial for success. Results indicate that although students recognize language as a means of upward mobility, they are more likely to associate with their native tongue (L1.)

Keywords: bilingualism, multilingualism, ideologies, identity

10:15-10:30 am | Break

10:30-11:30 am | Beering 2280 | Plenary Speaker

THE SECRET LIFE OF VOWELS: LESSONS FROM THE STUDY OF SOUND CHANGE

Dr. Matthew Gordon, University of Missouri

Moderator: Dr. Mary Niepokuj



Presentation Abstract: In the 1960s William Labov pioneered the study of language change in progress. Whereas traditional practice held that change can be observed only after the fact, Labov argued that analysis of linguistic variation at a particular point in time can uncover active innovations. These insights have led to the discovery of countless changes in progress and have opened a new perspective on how languages evolve in general. One such change is the

Northern Cities Shift (NCS), a pattern shaping the pronunciation of several vowels in the urban centers of the Great Lakes region, such as Chicago, Detroit, Cleveland, and Buffalo. In the NCS 'Ann' sounds like 'Ian,' and 'John' sounds like 'Jan.' Such pronunciations are quite distinctive to outsiders, but until recently attracted little notice among the NCS speakers themselves.

In this talk I look back at the several decades of research on the NCS and other sound changes to highlight some of the lessons learned. The NCS has featured prominently in many important conversations in sociolinguistics, both in discussions focused on structural issues, such as Labov's formulation of general principles of vowel shifting, and in those focused more on social dynamics, such as Eckert's studies of the Jock/Burnout cultural divide in a Detroit-area high school. I look to my own NCS experiences as well, which began with my dissertation research in the mid-1990s. While much has been learned over the years, some of the key issues I identified as open questions in my first literature review remain so. Moreover, recent research presents fresh challenges to many assumptions sociolinguists (myself included) have made about the NCS and similar changes.

Biography: Matthew J. Gordon is Professor of English and Director of the Linguistics Program at the University of Missouri, Columbia. He is a specialist in sociolinguistics and American dialectology and his research has often explored sound changes in American English. He has also written extensively about the development of the field of variationist sociolinguistics and the work of its founder William Labov. His most recent book, Labov: A Guide for the Perplexed (Bloomsbury, 2013), chronicles much of that history.

11:30-1:00 pm | Beering 1245 | Lunch

Lunch from Jimmy Johns and light beverages will be provided to all conference presenters and attendees.

11:30-1:00 pm | Poster Session

POSTER PRESENTATIONS

Beering 1268

A Study of Vocabulary Learning Strategies Used by Chinese Newcomers Chen Li (Purdue University)

This research aims to identify unique vocabulary learning strategies adopted by Chinese newcomers English language learners during their reading process in the regular and bilingual classroom settings.

Keywords: Vocabulary learning strategies, Newcomer ELLs, Bilingual program

The Effectiveness of Self-Regulated Activities in English Language Learning Mostafa Ahmed (Emporia State University)

This research investigates language learning that occurs outside the classroom. It compares regular-classroom learning to self-regulated learning. It discusses students' views on the two approaches of learning ESL and how effective they find each of them. It also lists some self-regulated activities that students deemed useful in ESL learning.

Keywords: ESL Teaching/Self-regulated Learning

Watching Short Movies While Discovering Cultural Differences in German Speaking Countries Budimka Uskokovic (Ohio State University)

I will show the importance of watching short movies in a foreign language classroom, different pre-watching and post-watching activities, and various grammar and cultural activities. I will mostly focus on three movies: Amina by Shabanali Wafadar Ahmadi (2015), Facing Mecca by Jan-Eric Mack (2017), and Hoffnung by Erdem Varol (2017).

Keywords: short movies, pre-watching, post-watching activities, dialects

Analysis of Multilingual Learners' Interactions in an Afterschool Science Program Mavreen Rose S. Tuvilla (Purdue University), Casey E. Wright (Purdue University)

The ways in which multilingual learners support one another's learning and participation warrants better understanding. We analyzed the negotiation of tasks of four dyads comprised of multilingual Burmese youth in an afterschool science program as they collaboratively made predictions about region-specific climate changes in the next 100 years.

Keywords: Multimodal Interaction Analysis, Multilingual Learners, Science Learning

From 2D to HD: Promoting Oral Communication & Self-Exploration Through "Voiced" and "Voiceless" Console Game Characters

Rebecca Shaw Sullivan (University of Illinois, Urbana Champaign), Crystal Bonano (University of Illinois, Urbana Champaign)

This presentation hopes to encourage the active inclusion of console games as an ESL teaching tool. We will evaluate interactivity and linguistic authenticity in specific games to determine their effectiveness for language learning as well as contribute some activity ideas and techniques for making console games accessible in ESL classrooms.

Keywords: *communication*, *gamification*, *learner* autonomy

Japanese After School Program - Impact of Service Learning on University Students' Japanese Learning

Nagi Fujie (Purdue University)

While service learning research in foreign language courses is growing, the research in Japanese is limited. This poster presentation shares a work in progress on an after-school program for Japanese children. Through qualitative analysis, it investigates how participation in the program impacts intermediate-level Japanese learners' language and culture learning.

Keywords: Service Learning, Japanese, Japanese as a Foreign Language, Motivation, Community

Signage: Superdiversity and Complexity in a Contact Zone

Wan Hee Kim (Purdue University)

The study aims to examine the linguistic landscape of multilingual indexing patterns with the signage at a Korean mart. The signage is analyzed to unfold the complexity of superdiversity embedded in multilingual written-language communication. The study highlights the function of signage as an essential translanguaging practice in the social space.

Keywords: Linguistic Landscape, Superdiversity, Language Contact

Sentential Negation Variety in Standard Arabic Dialects

Eman Mohammed A. Hadadi (Southern Illinois University, Carbondale)

Negation in Standard Arabic (SA) and colloquial Arabic dialects is expressed in diverse ways that have led to its being studied extensively by many linguists (e.g., Al-Shurafa & Almomani 2011; Al-tamari 2001; Benmamoun 2000; Eid 1991; Harrama 1983). This paper explores the extent to which a unified analysis is possible and details those phenomena that resist a unified account by presenting some examples from corpora and previous studies of negative expressions in Standard Arabic dialects.

Keywords: Sentential Negation Variety in Arabic Dialects

Pedagogical Beliefs and Technology Integration in ESL/EFL Classroom

Yoon-Kyoung Chae (Indiana University, Bloomington)

The presenter investigates ESL/EFL teachers' attitudes toward technology-integrated language instruction and influential factors in translating their pedagogical beliefs into actual practices in terms of technology use. This research study highlights the significance for contextual support by school culture rather than belief-practice relations with underlying hindrance factors in technology-integrated L2 instruction.

Keywords: Language and Technology; Second and Foreign Language Pedagogy; Pedagogical Beliefs; English as a Second Language; English as a Foreign Language

On Dimensional Property Concepts in Palestinian Arabic: Evidence for Uniformatarianism Abdel-Rahman Abu Helal (University of Wisconsin, Milwaukee)

The goal of this paper is two-fold: First, I present and analyze a restricted set of dimensional nominals property concepts (DNPC) in Palestinian Arabic (PA) (e.g., Tuul "tallness", SarD "width") whose semantics supports the syntactic analysis under the uniformitarian view and presents a direct theoretical challenge to the semantic analysis under the transparent view. Second, I propose an explanation to the facts based on uniformitarian assumptions along with other independently motivated standard assumptions.

1:00-2:15 pm | Presentation Session 3

SYNTAX AND SECOND LANGUAGE ACQUISITION

Beering B232

Moderator: Dr. Elaine Francis

How Do Speakers Choose a Linguistic Form? The Easier the Better

Carol Chun Zheng (Purdue University), Joshua Weirick (Purdue University)

This talk will discuss an elicitation experiment designed to investigate L1 Mandarin/L2 English speakers' use of simple vs. complex Path in causative motion expressions in English. Experimental design, participant recruitment and data analysis will be discussed. Results will be interpreted in terms of predictions made by the CASP model (Hawkins & Filipović 2013).

Keywords: Mandarin, Event encoding, Motion events, Second language acquisition

Phase Transitions in the Development of L2 Syntax: A Complex Dynamic Systems Perspective Reid Evans (University at Buffalo)

Informed by complex dynamic systems theory, this presentation reports the results of a study of phase transitions in the development and emergence of complex syntax in an individual learner of ESL. Results suggest that phase transitions in complex syntax are dependent upon task. Relevant implications for theory and method will be discussed.

Keywords: Complex dynamic systems theory, phase transitions, syntactic complexity

Topic Prominence and Temporal Encoding in Mandarin Chinese

Tzu-I Chiang (Indiana University, Bloomington)

This study reports preliminary findings on the relationship between topic prominence and the temporal encoding in L1 and L2 Chinese. Oral narratives were collected via a film-retell task. Results indicate that native speakers of Chinese tend to express Topic Time (TT) syntactically at the topic position; whereas L2 learners mainly rely on the default time encoded in the event types.

Keywords: Topic Prominence, Temporal Encoding, Lexical Aspect, L2 Acquisition, Chinese Acquisition

SOCIOLINGUISTICS AND LANGUAGE CONTACT

Beering B230

Moderator: Dr. Jessica Sturm

Qui perd sa langue perd sa foi: Contact-Induced Change in the Functional Categories of New England French

Laura Demsey (Indiana University)

This study concerns the influence of English on the French spoken in New England as a result of language contact. New England French speakers exhibit structural borrowing, particularly with functional words such as definite articles. In this presentation, we will examine these borrowings and their correlation with sociolinguistic factors.

Keywords: French, language contact, bilingualism, minority language, structural borrowing

Analysis of Discourse Markers quoi in the Speech of French L2 speakers: The Case of Chinese Living in Paris

Delin Deng (École des Hautes Études en Sciences Sociales)

This article aims to compare the use of the discourse marker quoi in French L2 speakers' speech with that in French L1 speakers' speech, especially the cases where this discourse marker appears in the sentence and its covariation with other discourse markers.

Keywords: sociolinguistics, discourse marker, French, L2 speakers

Linguistic Prescriptivism: A Framework

Jonathan Jibson (University of Wisconsin, Madison)

I explore the phenomenon of linguistic prescriptivism. I examine three previous taxonomies of prescriptivism, and two categories emerge as critical: stigma-avoiding and prestige-seeking. I also propose that the language module at play in a usage point can impact the stigma or prestige of marked forms.

Keywords: *prescriptivism*, *sociolinguistics*, *prestige*, *stigma*, *taxonomy*

FILM STUDIES

Beering B242

Moderator: Daniel Carrillo Jara

Can the Romantic Comedy be queer? Camp Aesthetic and the Limits of Romcom in Marco Kreuzpaintner's Film Coming In

Lucas Riddle (University of Illinois at Chicago)

Does romantic comedy as a genre permit divergence? Can it be queer? Coming In, German filmmaker Marco Kreuzpaintner's 2014 romantic comedy, features queer characters and hints of a queer aesthetic without being a queer film. It pushes the limits of the romantic comedy but does little to expand them.

Keywords: Germanic Studies, Film, Queer Theory, Homosexuality, Comedy

El día de la bestia as a social and audiovisual counternarrative to the Spain of '92.

Roberto García Delgado (University of Wisconsin, Madison)

In El día de la bestia (1995), Álex de la Iglesia bursts in with a film that aims to show the b-side of Madrid through an uncomfortable cinema that shows numerous black scenes, a priest without moral scruples or the use of music "satanic "as a soundtrack. In the presentation, I propose to understand the film as a social and audiovisual counternarrative to the idyllic Spain outlined since the transition and modernization of the country.

Keywords: *Cinematographic break, identity counter narrative, consumer society*

PANEL: ENGLISH LEARNING GOALS IN THE EXPANDING CIRCLE: THE CASE OF IRAN

Beering B222

Moderator: Negin H. Goodrich

Negin H. Goodrich (Purdue University), Sharareh Taghizadeh (Purdue University) The panel will explore English learning goals in the Iranian schools and private institutions, and will shed light on the pedagogical strengths and weaknesses of Academic English and learners' needs in this country.

Keywords: Iran, English, World Englishes, EFL

2:15-2:30 pm | Break 2:30-3:45 pm | Presentation Session 4

PHONETICS AND PHONOLOGY

Beering B232

Moderator: Dr. Daniel Olson

Does Kazan Tatar Exhibit Labial Harmony?

Jenna Conklin (Purdue University)

Past research on Kazan Tatar contains contradictory claims about labial vowel harmony, ranging from assertions that labial harmony is pervasive in mid vowels to claims that no labial harmony exists in Tatar. This study attempts to resolve the controversy by using acoustic data to compare round and non-round mid vowels.

Keywords: *Phonetics, vowels, Turkic languages*

Voice Onset Time and Onset f0 in L2 learners of French

Amy Hutchinson (Purdue University), Olga Dmitrieva (Purdue University)

The purpose of this study is to investigate the production of voice onset time and onset fo in native English-speaking students who are learning French as a second language, with hope that the investigation may lead to insights into the acquisition of secondary acoustic cue, onset fo.

Keywords: Phonetics, acoustic cues, second language acquisition, French

Divergence from the Northern Cities shifted vowel system: Evidence from Jewish women in Metro Detroit

Kelsey DeGuise, (Eastern Michigan University), Alla Shvetsova (Eastern Michigan University), Rachael Crain (Eastern Michigan University), Daniele Benson (Eastern Michigan University)

This study uses evidence from Jewish women in Detroit to show a change in the progression of the Northern Cities Shift. Our results show similarity to other northern cities, such as Lansing and Syracuse. We have also investigated the role of Jewishness in the speech patterns of our participants.

Keywords: Sociolinguistics, Northern Cities Shift, Phonetics, Jewish, NCVS

IDENTITY CONSTRUCTION

Beering B242

Moderator: R. Tyler Gabbard

The Ghost Dance-Accessing and Accepting Intersectional Identity Through Spectrality Emily Naser-Hall (University of Kentucky)

This paper analyzes the spectral journeys depicted in Toni Morrison's Paradise, Louise Erdrich's Antelope Woman, and Maxine Hong Kingston's The Woman Warrior, as women who live in the borderlands of identity delve into their ancestral pasts by entering the ghost world in an attempt to accept their in-between existences.

Keywords: spectrality, intersectionality, identity, embodiment

The Coming Out Genre in Peruvian theater: The Experience of Assuming the Divergence Sebastián Eddowes (University of Illinois at Chicago)

In recent years, Peruvian theater has appropriated the narrative structure of the "coming out", a genre created to narrate the process undergone by a non heterosexual individual to reconciliate with the society that rejects this subject. In this new plays, this structure is transformed to analyze the relationship between identities seen as abject and the community.

Keywords: Peruvian Theater, Identity, LGTBIQ+

Diverse and Diverging Bodies in Jean Toomer's Cane Jannell McConnell Parsons (University of Kentucky)

This presentation traces an obsessive preoccupation with bodies in Jean Toomer's 1923 hybrid novel Cane, exploring the ways in which the affected and affecting body first invites then always diverts possibilities of convergence with the racialized Other.

Keywords: 20th cent American Lit, Southern studies, Body studies

SECOND LANGUAGE WRITING

Beering B238

Moderator: Dr. Tony Silva

Qualitative Research in Second Language Writing: Six Years in Review

Kai Yang (Purdue University)

This study investigates the current status of qualitative research in second language (L2) writing. In this study, journal articles on L2 writing from 2011 to 2016 were collected from a wide range of databases and were analyzed in terms of the nature of the study, research methods, and subject matter.

Keywords: second language writing; qualitative research; review

How do You Know What Fish Enjoy?: Doing Ethnographic Research in Second Language Writing

Zhaozhe Wang (Purdue University)

In this presentation, I argue that ethnography and ethnographic approaches can and should play a pivotal role in interrogating the reactive, instrumental, and issue-driven nature of the field of second language writing studies, challenging the dominant postpositivist and decontextualized view of making knowledge and presupposed institutional and sociocultural power structure, and transforming the field research practices into ones with critical reflexive, generative, and rhetorical power.

Keywords: second language writing; research methodology; ethnography

Negotiating Academic Discourse Across Borders: The Perceptions of Three Chinese Students Jennifer Lund (Indiana University)

This qualitative case study investigates the writing identity negotiation of three Chinese international students within the context of a U.S.-based introductory composition course. The study explores the students' perceptions of Chinese and English academic writing conventions and how they make choices to accommodate or resist English as a dominant discourse.

Keywords: multilingual writers; first-year undergraduates; identity investment; imagined communities

PANEL: TRANSLANGUAGING IN ESL/EFL CONTEXTS AND SECOND LANGUAGE EDUCATION

Beering B222

Moderator: Laila Aghai

Laila Aghai (Ball State University), Virak Chan (Purdue University), Wayne Wright (Purdue University), Jessica Somerville (The Ohio State University), Peter Sayer (Ball State University)

This presentation examines the ESL instructors' language ideologies in an Intensive English Program in South Texas. The presenter argues that ESL teachers' metalinguistic awareness limits or shapes the way second language is developed and produced in the L2 classroom. Depending on the teachers' language ideologies, differing translanguaging orientations are practiced in the classroom.

Keywords: Translanguaging, Language Ideology, ESL

3:45-4:00 pm | Break

4:00-5:15 pm | Presentation Session 5

CORPUS LINGUISTICS

Beering B232

Moderator: April Grotberg

A Snapshot of Vocabulary Recycling: How German Language Textbooks Treat Vocabulary Kailey Preston (Purdue University)

This presentation reports the results of an analysis of three beginning-level German textbooks in terms of vocabulary recycling, or the reuse of vocabulary words after initial presentation. Results indicate that sufficient vocabulary recycling is hit-or-miss in current textbooks. The implication of these results will also be discussed.

Keywords: corpus, foreign language pedagogy, German

Price-Based Variation in Turkish Online Restaurant Reviews

Maria Cupery (Purdue University)

This paper combines research in corpus analysis and language variation to extract patterns in price-based variation in Turkish online restaurant reviews. Among the main findings are that the use of words with English and French etymologies increases with price, and that the terms for wait staff differ by price level.

Keywords: corpus linguistics, sociolinguistics, sentiment analysis

The Specificity of Medical English for Curricular and Instructional Purposes Yi Shi (Grand Valley State University)

This presentation will display the specific features of medical English in an effort to clearly delineate medical English for curricular and instructional purposes. The ultimate goal of the research is to establish medical English as a viable register of English that can be studied in its own right by medical students as a legitimate part of the curriculum in their professional training.

Keywords: corpus linguistics, English for specific purposes, text analysis, medical English

FIRST YEAR COMPOSITION

Beering B238

Moderator: Dr. Tony Silva

Fostering Intercultural Competence in First Year Writing Courses

Hadi Banat (Purdue University), Phuong Tran (Purdue University), Rebekah Sims (Purdue University), Parva Panahi Lazarjani (Purdue University)

Employing culturally relevant pedagogies and designing writing curricula which develop intercultural competence are germane to institutions that have diverse student populations. This presentation focuses on the research, curricular, and pedagogical components of a course design linking freshman composition classes of domestic and international students. Implications for classroom practices are provided.

Keywords: Intercultural Competence, First Year Composition, Writing Pedagogy

Multilingual Writers' L1 Use in an L2 Research Writing Project

Shayam Pandey (Purdue University)

How do multilingual writers use their L1 in an L2 writing class? This session reports on a case study of Nepalese undergraduate students' L2 academic writing development in relation to their perceptions and use of L1 in a U.S., first-year composition context. Implications for task and assignment design are discussed.

Keywords: Multilingualism, L1, L2, Composition

Needs of International Students in Mainstream First-year Composition Class in U.S. Higher Education

Qiusi Zhang (Purdue University)

This presentation is about a case study which investigates from students' perspectives the challenges and needs of international students in the mainstream first-year composition (FYC) class at Purdue University and sheds light on placement and writing program administration practices in U.S. higher education.

FEMALE AUTHORS

Beering B242

Moderator: Dr. Jennifer William

Liminality and Illocality: A Search for Truth in Emily Dickinson's Poetry

Yoong Yui Jien (Institution)

Many consider Emily Dickinson a religious poet of the nineteenth century, but my paper seeks to trace her revision of conventional religious truth in her poems, The Truth is stirless and Truth- is as old as God, to show the ways she creates dialectic accounts of truth.

Keywords: *Liminality, Truth, Poetry*

Racial Diversity and Social Divergence : Institutionalized Shame in Claire de Duras' Ourika Katherine Terry (University of Wisconsin-Madison)

The novel *Ourika* employs the experience of shame to criticize the failure of the French and Haitian Revolutions to achieve true social change.

Keywords: Claire de Duras, French Literature, Eighteenth Century, Racism, Shame

I am...who? The Search for Identity in La Légèreté by Catherine Meurisse Kirby Childress (The Ohio State University)

Catherine Meurisse, illustrator for Charlie Hebdo during the attack of January 2015, struggled to reconstruct her own identity amidst the solidarity-fueled "I am Charlie" campaign. Through her self-portraits, Meurisse illustrates the solitude and shattered-self faced by trauma survivors, while remaining hopeful that self-(re)discovery is possible.

Keywords: Bande Dessinée; Graphic Memoir; Trauma Narrative

PANEL: STUDYING VARIATION IN LINGUISTICS: METHODOLOGICAL

PROBLEMS Beering B222

Moderator: Nuur Hamad-Zahonero

Nuur Hamad-Zahonero (Purdue University)

The session will be split in three presentations: firstly, on experimental research on the acquisition of Spanish morphosyntactic patterns in bilingual children, secondly, on historical Spanish linguistics studies using different tools and methods, and lastly, an investigation on British adolescent speech over time based on fictional data from a TV show.

Andrea Sánchez Vicente (Purdue University)

The study of variation presents some methodological problems not only for the synchronic research, but also for the diachronic one. In this presentation, I will focus on the main methodological problems that I have encountered through my investigations in historical Spanish linguistics and the tools I employed to resolve them.

James Stratton (Purdue University)

A common challenge one can face in both variationist and historical linguistics is the lack of available data on language usage. The present study discusses how one can supplement real-life data on language usage with scripted language from fictional television

Nancy Reyes (Purdue University)

The acquisition of the Spanish copulas by young Spanish/English heritage speakers is compared to that of young Spanish monolinguals to examine factors that affect bilingual acquisition and child development in environments of language contact. Practical issues of working with young children are discussed and illustrated from a researcher's perspective.

Keywords: Variation, Linguistics, Methodology, Problems

5:15-5:30 pm | Break

5:30-6:30 pm | Beering 2280 | Plenary Speaker

BIG DATA SCIENCE AS A DIVERSITY TOOL FOR THE HUMANITIES AND SOCIAL SCIENCES

Dr. Mark Turner, Case Western Reserve Universty

Moderator: Dr. Jennifer William



Presentation Abstract: It is often recognized and lamented that research in the humanities and social sciences is sharply limited in not only the cultural range of data chosen for analysis but also the kinds of data chosen for analysis. In response, traditional methods have been extended to some neglected bodies of data. With the advent of big data science, and the prospect of powerful computational, statistical, and technical assistance for the human researcher, we are entering an

exciting age of vast increases in the volume of data that can be analyzed and great leaps in the invention of new methods for analyzing it. This talk will present the work of Red Hen Lab (http://redhenlab.org), an international collaborative I have been developing for the last decade to bring big data science to the study of multimodal communication. Red Hen Lab greatly advances the cultural diversity of data under big data science analysis and it fosters the diversity of new methods. The talk will explore some prospects for bringing what have hitherto been partitioned parts of the academy into unified research on human multimodal communication, including literature, art, music, political discourse, journalism, and social media.

Biography: Mark Turner is Institute Professor and Professor of Cognitive Science at Case Western Reserve University. He is Founding Director of the Cognitive Science Network; Co-Director of the Red Hen Lab™; winner of the Anneliese Maier Research Prize from the Alexander von Humboldt Foundation, winner of the Prix du Rayonnement de la langue et de la littérature françaises from the French Academy; Founding President of the Myrifield Institute for Cognition and the Arts; Fellow of the Institute for Advanced Study, the Center for Advanced Study in the Behavioral Sciences, the National Humanities Center, the John Simon Guggenheim Memorial Foundation, the Institute of Advanced Study at Durham University, the Centre for Advanced Study at the Norwegian Academy of Science and Letters, the New England Institute for Cognitive Science and Evolutionary Psychology, the National Endowment for the Humanities, and the Institute for the Science of Origins; Extraordinary Member of the Humanwissenschaftliches Zentrum der Ludwig-Maximilians-Universität; External Research Professor of the Krasnow Institute for Advanced Study.

7:30-9:30 pm | Columbia Ballroom | Conference Banquet

Please join us for the Purdue Linguistics, Literature, and Second Language Studies Conference banquet at the Columbia Ballroom in downtown Lafayette. All conference presenters are invited and dinner will be catered and covered by the conference.

Address: 625 Columbia St, Lafayette, IN 47901

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

9:00-10:15 am | Presentation Session 6

OLD ENGLISH

Beering 1222

Moderator: Dr. Mary Niepokuj

Semantic Field Remedy: the Æcerbot and Human Sacrifice Eugene Charles McGregor Boyle III (Purdue University)

A discussion of one of the Old English metrical charms and its possible origin in older forms of ritual. This is argued through the interrogation of a prevailing cultural metaphor.

Keywords: Anglo-Saxon; Charms; Ritual; Old English

Metrical Intolerance: Diversity, Uniformity, and the Divided Tradition of Old English Metrics David O'Neil (Purdue University)

Chronometric theories of Old English meter relied on the assumption that a musical, regularly timed verse would appeal to the tastes of hard-drinking Nordic warriors. This presentation explores the values behind this assumption, offering evidence that the chronometrists' intuitions were informed by their experience of Modern English verse.

Keywords: Metrical Intolerance: Diversity, Uniformity, and the Divided Tradition of Old English Metrics

COMPREHENSION AND PROCESSING

Beering 1230

Moderator: Dr. Felicia Roberts

Automaticity in Word and Sentence Processing and its Contribution to L2 Listening Bronson Hui (Michigan State University)

This study attempts to extend research in automaticity at lexical and sentence levels to the auditory modality and investigate its contribution to individual differences in L2 listening. Results are discussed in relation to automatization in skill learning theory and the importance of temporal measures in understanding L2 performance and development.

Keywords: L2 listening, automaticity, lexical processing, sentence processing, coefficient of variation

Relationship Between Listening Strategies Used by Advanced CFL Learners and Their Listening Comprehension

Kailu Guan (University of Illinois at Urbana Champaign)

The present study explored the relationship between the listening strategy use of advanced L2 learners of Chinese in the United States and their listening comprehension. Positive relationships between listening strategy use and listening comprehension were revealed for all three strategy categories, but no relationship was confirmed statistic significantly. This study also found that on one hand, no significant difference exists between high-frequency users and low-frequency users of listening strategies in their listening comprehension, while on the other hand, CFL learners who performed better in listening comprehension are more frequent users of cognitive strategies.

Keywords: listening strategies; listening comprehension; CFL

Effects of Frequency and Emotional Valence in Word Processing by Native and Foreign English Speakers

Diana Marcela Lizarazo Pereira (Universidad Nacional de Colombia), Felicia Roberts (Purdue University), Ricardo Tamayo (Universidad Nacional de Colombia)

This research was focused on analysing the differences in frequency and emotional valence in word processing in Native and foreign English speakers. An emotional Stroop task to measure the reaction time in the interaction between these variables: high and low frequency words with positive, neutral and negative valence was performed.

Keywords: Second and first Language, frequency, emotional valence, emotional Stroop task, word processing

TEXT ANALYSIS

Beering 1232

Moderator: James Stratton

Fulbright ETA Personal Statements & Statements of Grant Purpose: A Rhetorical Move-Step Analysis

Matt Kessler (Michigan State University)

This study analyzes 50 L1 English writers' Personal Statements and Statements of Grant Purpose for the Fulbright English Teaching Assistantship grant. Employing a Swalesian move-step analysis, the researcher discusses writers' use of obligatory rhetorical moves, and then following, continued research and implications for undergraduate writers.

Keywords: Writing, discourse, identity, genre

A Brief Evaluation of Selected POS Taggers for Corpus Studies

Ge Lan (Purdue University)

The project analyzed three selected POS taggers (CLAW, TagAnt, and NLTK) based on randomly sampled files in Corpus and Repository of Writing (Crow). Both precision and recall rates of the three taggers were reported in the project.

Keywords: Corpus, POS tagging

The Use of Direct Quotes in L2 Master Degree Theses

Romana Hinton (University of Tennessee, Knoxville)

The focus of my study is to investigate the use of direct quotes in the literature review section of master theses among five international graduate students across five disciplines of humanities, engineering, applied sciences, business, and technology.

Keywords: the legitimate peripheral participation, the integrated reading-write task, discourse communities, rhetorical moves, model CARS, literature reviews

DISABILITY, COGNITION, AND THEORY

Beering 1238

Moderator: Dr. Paula Leverage

What is it like to be a snake? Reader, Empathy, and Psychological Distance in Quiroga's "Anaconda"

R. Tyler Gabbard (Purdue University)

Drawing on current theories in the cognitive sciences, including theory of mind, perspective-taking, and mental representations, this work proposes a close reading of Quiroga's "Anaconda" discussing the cognitive processes occurring in the reader's mind based on the textual representations of animal minds.

Keywords: Anthropomorphism, Cognition, Psychology, Latin America, Quiroga

Cripping Horror Fiction: Disability and Animality in Faulkner's Sanctuary Sebastian Williams (Purdue University)

This presentation considers disabled characters in Faulkner's Southern Gothic. Disability and animality are intricately linked to the novel's Gothic elements, including the genre's obsession with the "monstrous" and abnormal body. Ultimately, Faulkner subverts dominate narratives of disability to reveal how easily this identity category is scapegoated in US culture.

Keywords: Disability Studies; William Faulkner; Horror Fiction; American Literature

Interiority and the (In)visible Self in Carly's Voice

Kathleen Spada (University of Cincinnati)

The social model of disability invites us to analyze the cultural construction of disability as a rhetorical act in/forming identity. Adding an emphasis on growth-fostering relationships in relational context, this project, expands the model by applying Relational Theory, which views disconnection as the cause of human suffering, to Carly's Voice.

Keywords: Relational Theory; Affect; Disability Studies; Empathy; Theory of Mind

10:15-10:30 am | Break

10:30-11:45 pm | Presentation Session 7

POWER, POLITICS, AND PARADOX

Beering 1238

Moderator: Dr. Kristina Soric

Literary Practice and Power: Michel Foucault and the Ethics of Writing

Strand Sheldahl-Thomason (Purdue University)

This paper argues that literary practice forms an important component of Michel Foucault's transformative ethics. Examples from Raymond Roussel and the Marquis de Sade show that the proliferation of statements, or discursive diversity, is a condition for the emergence of new discourses and shapes power relations as well.

Keywords: Discourse, Foucault, Ethics, Writing, Power

The Error of the Extraordinary Woman and the Production of the Female "I" in 18th and 19th Century Spanish Theatre

Niall A. Peach (Purdue University)

Amidst significant socio-political transformation, Spanish women were called upon to actively participate as citizens. However, the propagation of a successful nation state necessitated the acceptance of a now refashioned role. The theatre provided a space to rewrite the formation of the woman and control the production of the female self.

Keywords: Spanish, Women, Didacticism, Citizenship

SECOND LANGUAGE THEORY AND PRACTICE

Beering 1232

Moderator: Kyongson Park

A Sociocognitive Approach to Second Language Writing: Substrates in Sociocognitive Alignment

Yachao Sun (Purdue University)

A sociocognitive approach accentuates the in-process facets, which premises a novel angle to undergird and expand the ontological and epistemological parameters of SLW. This study proposes the concept of substrate, and conducts an empirical research to understand substrates, their engagement and roles in sociocognitive alignment of the SLW process.

Keywords: Second Language Writing, Sociocognitive approach, Alignment, Substrates

Is Critical Thinking a Social Practice? An Update for Second Language Studies Kyle Lucas (Purdue University)

This presentation examines whether critical thinking is a social practice. First, the presentation characterizes this debate and connects critical thinking to second language studies. Next, the presentation reviews recent arguments that inform this debate. The presentation concludes by arguing for a middle-of-the-road position.

Keywords: critical thinking, academic reading and writing, social practice

Navigating through Intelligibility and Comprehensibility -A Synthetic Review of Measurement and Construct Issues

Jie Gao (Purdue University)

By conducting a synthetic review of the techniques used in intelligibility and comprehensibility measurement, this paper a) classifies various scales used in related research, b) delves into the validity concerns in assessing second language speaking constructs by pinpointing statistical problems and c) discusses potential remedial methods or alternative measurement options.

Keywords: Intelligibility, Comprehensibility, Construct, Measurement

PANEL: THE SYNTACTIC STRUCTURE OF MOTION PREDICATES IN TATI, MANDARIN, AND GHANAIAN STUDENT PIDGIN

Beering 1245

Moderator: René Zúñiga

Neda Taherkhani (Purdue University),

The paper presents a syntactic structure of relevant factors in telicity of Tati motion events. The results show telicity is characterized by correlated factors including a bounded path (marked by specific lexical or functional words denoting a goal of motion), an implied result state, and perfective aspect (denoting actual reaching of an existing goal).

Kwaku Owusu Afryie Osei-Tutu (Purdue University)

This paper argues that a GSP motion predicate is telic when it has both (1) a phonologically null aspect and (2) a locative XP (which may or may not be introduced by catch 'reach/arrive'). Thus, atelicity is not marked per se but obtains when the conditions for telicity are absent.

Pin-Hsi Chen (Purdue University)

The present study explores how motion events are represented in Mandarin syntax, specifically how the three trajectories of motion (i.e., horizontal, vertical, and deictic), ingressive and egressive motion (i.e., entering and exiting a space), and telicity are coded in terms of syntactic structure.

Keywords: motion predicates, Tati, Mandarin, Ghanaian Student Pidgin, telicity, event structure

Purdue Linguistics, Literature, and Second Language Studies Conference

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Purdue Linguistics, Literature, and Second Language Studies Conference

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