PURDUE

linguistics, literature, & second language studies

CONFERENCE

March 1-3, 2019

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WELCOME

On behalf of the coordinating committee, the sponsoring organizations and Purdue University, we welcome you to the 2019 Purdue Linguistics, Literature, and Second Language Studies Conference (PLLS)! We thank you for your attendance and participation, and we hope you enjoy your time at Purdue University. This year's conference will be held in the Neil Armstrong (Hall of Engineering) Building.

ABOUT THE CONFERENCE

As a collaboration among the School of Languages and Cultures Graduate Student Committee, the Purdue Linguistics Association, and the English as a Second Language Graduate Organization, this year's event features seventy-five presentations (broken up into six sessions) and three plenary talks from renowned scholars in the fields of linguistics, literatures, and second language studies.

This year's theme:
This interdisciplinary conference presents original research in the field of linguistics, literature and second language studies. This year's theme is "Inform, Perform, Transform." This theme was chosen because it highlights the informative, performative, and transformative nature of language. Language, enabled by its inherent structure and creative and generative power, informs us of cultures, peoples, desires, emotions, material conditions, and power structure, performs identities and subjectivities, and transform the status quo, be it imbalance, marginalization, tension, or conflict. PLLS is hosting over 90 presenters from both national and international universities and hopes to serve as a fruitful platform in developing research ideas and result in useful networking.

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

COORDINATING COMMITTEE

Zhaozhe Wang | Conference Chair
Débora M. Borba | Events and Volunteers Co-chair
James Stratton | Program Co-chair
Mai Yamamoto | Registration Co-chair
Serpil Karabüklü | Abstract Co-chair
Shyam B. Pandey | Finance Co-chair
Yachao Sun | Promotions and Proceedings Co-chair

HOST ORGANIZATIONS

English as a Second Language Graduate Student Organization (ESL GO!)
ESL GO! is a non-profit professional organization which unites people whose primary interests relate to teaching and researching English as a second or foreign language. ESL GO! was established in 2008 by graduate students in Second Language Studies/ESL at Purdue University. Second Language Studies/ESL at Purdue University is offered through the Department of English. 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: Parva Panahi

Purdue Linguistics Association
The Purdue Linguistics Association is an interdisciplinary student organization for inquisitive minds interested in probing the depths of language. The organization creates a strong support network for members' intellectual growth, fosters mentor relationships, informs its members of linguistic research opportunities, hosts professionalization and educational workshops, and more. The Purdue Linguistics Association is comprised of both undergraduate and graduate students, as well as faculty members from across campus. PLA co-hosts and facilitates the weekly Ling Lunches with the Linguistics Program.

President: Roderick Clare

Graduate Student Committee of the School of Languages and Cultures (SLC)
SLC offers courses in language, literature, linguistics, culture, civilization, and film. The school provides 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: Heather Offerman

Schedule Overview

				Friday, March 1st		
Time	Location	Event	Session Title	Moderator	Presentation Title	Author(s)
2:00-3:30PM	Armstrong Atrium	Registration (Ongoing)				
3:30-5:00PM	ARMS 1109	**Session 1**	Syntax & Semantics	Dr. Ronnie Wilbur	Definiteness in Modern Standard Arabic Revisited [Yarmouk University]	Aziz Jaber
					A verb appeared that usually doesn't: Effects of predicate type and discourse status on relative clause extraposition in English [Purdue University]	Josh Weirick, Elaine J. Francis
					Investigating the Home Sign of an Arab Family: Evidence for a Language [Purdue University]	Seyyed Hatam Tamimi Sad
	ARMS 1103		Gender, Race and Body in Literature	Dr. Paul Dixon	Aspects of female oppression in the short story "Sem enfeite nenhum" (without any garnish), by Adélia Prado [Purdue University]	Débora Maria Borba
					"Black is the place I live": The black body and the slum in Quarto de Despejo. [Purdue University]	Ane Costa
					Reconstructing Bodies and Repossessing Identities: An Autopsy of Suzan-Lori Parks's Venus and Carla Williams's Venus [University of Cincinnati]	Michael Auterson
	ARMS 3115		English for Academic Purposes	Dr. Beril Arik	Do Drafting Stages Affect Interactive Metadiscourse Production? [Purdue University]	Kyle Lucas
					A reflection on the teaching of writing in an EFL setting through the exploration of indirectness patterns in students' academic essays [University of Costa Rica]	Randolph Zúñiga, Jose Miguel Vargas
					Shuttling between LFE and L2 EAP writing: Language acquisition and writing transfer [National Chengchi University]	June Yichun Liu

Schedule Overview

Time	Location	Event	Session Title	Moderator	Presentation Title	Author(s)
	ARMS 1021		Chinese Languages and Asian Cultures	Jian Jiao	Analysis on Shen's Lexicon constitution pattern [Stony Brook University]	Yang Liu
					Verbal Classifiers and Telicity in Mandarin: An Exo-Skeletal Analysis [Purdue University]	Pin-Hsi Chen
					Discursive Construction of East Asian Identities in an Era of Globalization and Internationalization: Linguistic Landscape of East Asian Studies Departments at a U.S. University [Indiana University]	Jae-hyun Im
5:00-5:15PM	Break					
5:15-5:30PM	ARMS B061	Opening Remarks				
5:30-6:30PM		Plenary Talk: **Prof. Sali Tagliamonte** (University of Toronto) *Weird* research: Using adjectives to understand language change Moderator: Prof. Margie Berns				
7:30-9:30PM	Artists' Own Gallery	Conference Social Event				

Saturday, March 2nd

Time	Location	Event	Session Title	Moderator	Presentation Title	Author(s)
8:30-9:30AM	Armstrong West Lobby	Registration (Ongoing) & Breakfast				
9:00-10:30AM	ARMS 1103	Session 2	Sociopragmatics	John Nielsen	The role of item, gender, and imposition on requests [Purdue University]	Bruno Staszkiewicz
					Perdona mis disculpas: Analysis of second language apologies in Spanish [Indiana University Bloomington]	Manuel Martinez Rodriguez
					"Is That a Girl Gamer?" A Content Analysis of Toxic Player Comments Based on Receiver Gender [University of Illinois at Chicago]	Catherine Vlahos

Schedule Overview

	ARMS 3115		Interculturalism and Bias	Dr. Tulin Ece Tosun	Students' Intercultural Interaction on a Transformed US Campus [Purdue University]	Kyongson Park
					Native Speakerism and its Effects on Nonnative Teacher Identity [Indiana University of Pennsylvania]	Muhammad Qasem Jami
					University Teachers' Perception of Educational Technology in Afghanistan: Expectancy-value Performance and Transformation Process from Blueprint into Reality [Indiana University of Pennsylvania]	Jawad Golzar
	ARMS 1028		Classroom Instruction and Assessments	Dr. April Ginther	Sustainability and English Learning: A Future of Sustainable Learning [Purdue University]	Ty Climer
					The Role of Background Knowledge in True/false/not given Task Performance of EAP test takers [Purdue University]	Sharry Vahed, Hossein Karami
	ARMS 1021		Discourse (*Presented via online platform*)	Hanyang Fu	Questioning the Credibility of CPEC: Critical Discourse Analysis of Official Documents [Air University, Islamabad]	Waseim Yousaf, Sham Haidar
					Political Buzzwords for Propagation of Populism in World Leaders' Tweets: Analysis from a Critical Angle [Air University, Islamabad]	Moin Ud Din, Farzana Masroor, Sumayyah Malik
					Reconsidering Writing Instruction through ELF Paradigm in Pakistan [Air University, Islamabad]	Sumayyah Malik, Sham Haidar
10:30-10:45AM	**Break**					
10:45-12:15AM	ARMS 1021		Identity in Teaching and Language	Megi Papiashvili	Intersecting Identities in isiXhosa: A Critical Beginner's Curriculum for Black Learners [University of Hawai'i at Manoa]	Taylor Lewis
					Linguistic Ideologies in the Performance of Bulgarian Identity [University of Illinois at Urbana-Champaign]	Chelsey Norman

Schedule Overview

	ARMS 1028		ESL	Dr. Tulin Ece Tosun	What Did I Learn in This Course?" Curriculum Evaluation of English 620 (OEPP) from the Learners' Reflections [Purdue University]	Kai Yang, Negin H. Goodrich
					Tertiary-Level EGP and ESP Instruction in China [Purdue University]	Fang Gao
					Presented via online platform: Introduction of English as a Medium of Instruction in Public Schools in Khyber Pakhtunkhwa: Female Teachers Perceptions, Practices and Preferences [Air University, Islamabad]	Madiha Khan, Sham Haidar
	ARMS 1103		Sociolinguistics	Dr. Myrdene Anderson	Socially motivated shifts toward a supra-regional vowel system in Metro Detroit: Evidence from style-shifting among Jewish women [Eastern Michigan University]	Mae Bower, Rachael Crain, Shelby Taylor & Janet Leppala
					How Does Yoda Actually Speak? A Quantitative Analysis of Yoda Speech and Its Change [Purdue University]	Ryo Nomura
					The Language of LDS Prayer: 'Thou' Verb Avoidance [Purdue University]	John Nielsen
	ARMS 1109		L2 Writing Theory and Practice	Dr. Harris Bras	A translingual reality or the translingual utopia? [Purdue University]	Yachao Sun
					First-Year Writing Instructors' Perceived Challenges in Working with International Second Language Writers: An Institutional Survey Study [Purdue University]	Zhaozhe Wang
					Reflective Writing Rubrics: Performing the Design Process (*Poster*) [Purdue University]	Hadi R. Banat
	ARMS 3115		The Power of Narrative	Niall Peach	"I'm not to blame": Postcolonial Guilt through Conceded Manipulation in Michael Haneke's Caché [Purdue University]	Esteban Meneses
					Resisting Dictatorship: Narratives that Inform, Perform and Transform [Vignan's Foundation for Science, Technology and Research, India]	Divine Dalfino, Sharada Allamneni
					Picturing Fictional Propositions [Purdue University]	Libby Chernouski

(Session 3 spans all rows in the leftmost labeled column.)

Schedule Overview

12:15-1:15PM	**Lunch**					
1:15-2:15PM	ARMS B061	Plenary Discussion. **Prof. Paula Leverage** (Purdue University) Moderator: Prof. Jennifer William				
2:15-2:30PM	**Break**					
2:30- 4:00PM	ARMS 1021	**Session 4**	Historical Linguistics	James Stratton	Lame: Analyzing the semantic development of becoming a lame duck [Ball State University]	Shelley Spilman
					Something Needs Done: A Diachronic Corpus-Based Study of Need + Past Participle in American English [Purdue University]	Adelle Rogers
					Be- Prefixation in American English: Productivity and Innovation [Ball State University]	Evan Ward
	ARMS 1028		Syntax	Dr. Elaine J. Francis	Movement and null prep in the L2 acquisition of English double objects [Indiana University]	Hunter McKenzie
					Ellipsis in Iraqi Arabic: An Analysis of Gapping, Sluicing, and Stripping [University of Wisconsin-Milwaukee]	Saja Albuarabi
	ARMS 1103		Technology in Second Language Writing	Dr. Tony Silva	Technology and Assessment in Academic Writing Classrooms [Indiana University of Pennsylvania]	Jawad Golzar, Muhammad Qasem Jami
					EFL Student Collaborative Writing in Google Docs: A Multiple Case Study [University of South Florida]	Quang Nam Pham
					Technology-mediated L2 English writing: Exploring a new graduate student's writing strategies [Michigan State University]	Matt Kessler
	ARMS 1109		Poverty in Literature	Dr. Thomas Broden	Infested: American Public Health, Poverty, and Modernist Literature [Purdue University]	Sebastian Williams
					Communal Violence in Marina Carr's Phaedra Backwards [Purdue University]	Charlotte Jost
					Presented via online platform Manifestations of Poverty in World Literature [IBAIS University,	Md. Amir Hossain

Schedule Overview

				Bangladesh]	
	ARMS 3115	Pre-Organized Panel	Parva Panahi	Profiles of English in Noncentric Contexts [Purdue University]	Parva Panahi, Hadi Banat, Shyam Pandey, Phuong Minh Tran, Kenny Tanemura
4:00-4:15	**Break**				
4:15-4:45	ARMS 1103	Proposed 30 minute Workshop		Kahoot, the Ultimate Transformative Tool for English Learners [Purdue University]	Mariam Alamyar, Hannah Bush
4:15-4:45	ARMS 1021	Bilingual Education and Classroom Instruction	Nancy Reyes	Academic Biliteracy Practices and Challenges of International Students in the U.S. Higher Education [Purdue University]	Chen Li, Kyongson Park
4:15-5:15	ARMS 1028	L2 Acquisition	Bruno Staszkiewicz	Structural surface overlap and derivational complexity in crosslinguistic transfer: Acquisition of English genitive alternation by Egyptian Arabic-speaking learner [University of Arizona]	Mahmoud Azaz
				The acquisition of diminutives in Moroccan heritage speakers in France [University of Wisconsin-Milwaukee]	Amal el Haimeur
4:15-5:45	ARMS 1109	Language Ideology	Maria Pritchett	Scripted identities: English-Farsi transliteration and the (co-)construction and (de-)legitimization of global identities on Iranian social media [University of Illinois at Urbana-Champaign]	Taraneh Sanei
				Obamacare & The Affordable Care Act: Motivations for Varying Distributions in the 2016 Election [Eastern Michigan University]	Connor De Haan
				Who is French, anyway? Negotiating French-ness through orthographic prescription	Patrick Drackley

Session 5

Schedule Overview

Time	Location	Event	Session Title	Moderator	Presentation Title	Author(s)
					[University of Illinois at Urbana-Champaign]	
	ARMS 3115		Discourse Analysis	Dr. Felicia Roberts	"The knowledge that we share can save lives": Authorization and authentication of identity in the digital narratives of (ex-)convicts and criminals [Purdue University]	Zachary Call
					A Polycentric Perspective on NEST Identity Performances and Presentation of Classroom English [University of Illinois at Urbana- Champaign]	Anita Greenfield
					Exploring the Play of Emotion in the Twilight Novel as a Modern Prose Fiction [Ohio State University]	Susan Ataei Masjedloo
7:30-9:30PM	Columbia Room	Conference Banquet				
Sunday, March 3rd						
Time	Location	Event	Session Title	Moderator	Presentation Title	Author(s)
8:30-9:30AM	Armstrong West Lobby	Registration (Ongoing) & Breakfast				
9:00-10:30AM	ARMS 1021	Session 6	Corpus Linguistics	Dr. Atsushi Fukada	Computational Techniques for Linguistic Annotation - An Introduction to the Stanford Core NLP [Purdue University]	Ge Lan, Qiusi Zhang
					Use of personal pronouns in video instruction in Math: a corpus-based study [Purdue University]	Aleksandra Swatek
					Corpus-based error analysis of the top-10 most frequent verbs in L2 Chinese writing [The University of Arizona]	Yilan Liu
	ARMS 1028		L2 Vocabulary and Lexical Stress	Heather Offerman	An Acoustic Analysis of English Lexical Stress Realized by Korean, Japanese, and Chinese Speakers in comparison to Native English Speakers [Purdue University]	Ye-Jee Jung
					Optimizing L2 vocabulary acquisition: applied linguistic research [Northeastern Illinois University]	George Borawski
					Using Gestures to Teach Arabic Learners Vocabulary: A case study [Ball State University & King Saud University]	Faisal Alharbi

Schedule Overview

	ARMS 1103		Policy and Discourse	Jason Wright	Language Policy, Testing and Assessment Washback in Turkish EFL Context [The Ohio State University]	Emre Başok
					'You Sound so American!': An Autoethnographic Exploration of the Relationship between Identity Construction and Sociolinguistic Competence in Second Language [University of Arizona]	Aleksandra Lazoroska
					Emojification of Language: A Pragmatic Analysis of Facebook Discourse [Air University, Islamabad]	Syeda Alienna Kazmi, Arooj Rana, Madiha Khan and Uzma Anjum
	ARMS 1109		Foreign Language Learning	Dr. Kazumi Hatasa	Changes in Students' Perceptions of L2 Writing in Intermediate College-Level Japanese-as-a-Foreign-Language Classrooms [Purdue University]	Tatsushi Fukunaga
					Japanese After-School Program: Impact of participation in an after-school program for Japanese children on university students' Japanese learning [Purdue University]	Nagi Fujie
					Learned attention in L2 Russian: Pedagogical perspectives [Michigan State University]	Dmitrii Pastushenkov
	ARMS 3115		L2 Motivation	Dr. Harris Bras	The (a)motivation to study a language at the university level [Indiana State University]	Scott Sterling, Melanie D'Amico, Marie Mori, Macy Rademaker
					An exploratory study on language autonomy plan usage for second language learners [Indiana State University]	Louisa Larocque, Scott Sterling
					K-pop is more than just a motivation: Use of Pop-Culture for Language Development and Practice [University of Illinois at Chicago]	Hanae Kim
10:30:10:45AM	**Break**					
10:45-11:45AM	ARMS B061	Plenary Talk: **Prof. Douglas Biber** (Northern Arizona University) Challenging stereotypes about academic writing: complexity, elaboration, explicitness Moderator: Prof. John Sundquist				
	Conference Ends					

Detailed Schedule | Friday March 1st, 2019

2:00-3:30 pm | Armstrong Atrium | Registration (Ongoing)

3:30-5:00 pm | Presentations Session 1

SYNTAX AND SEMANTICS

Room: ARMS 1109

Moderator: Dr. Ronnie Wilbur

Definiteness in Modern Standard Arabic Revisited

Aziz Jaber (Yarmouk University)

This paper argues against the classification of Arabic noun phrases as definite or indefinite based entirely on the presence or absence of the definite article al, respectively. Instead, it makes use of definiteness criteria which consist of the semantic concepts of familiarity, identifiability, and uniqueness of the intended referent.

Keywords: *grammatical definiteness; semantic definiteness; Modern Standard Arabic*

A verb appeared that usually doesn't: Effects of predicate type and discourse status on relative clause extraposition in English

Josh Weirick (Purdue University), Elaine Francis (Purdue University)

In English, subject-modifying relative clauses are typically adjacent to their antecedent. However, another word order in which the relative clause is extraposed to the end of the sentence is possible. An experimental acceptability judgment task examines the influence verb type and discourse status on the acceptability of relative clause extraposition.

Keywords: *relative clause, experimental syntax, discourse, acceptability judgement*

Investigating the Home Sign of an Arab Family: Evidence for a Language

Seyyed Hatam Tamimi Sad (Purdue University)

This study is an attempt to provide evidence that the home sign system that an Arab family in southwestern Iran has been using for over five decades is a language, not simply a communication system.

Keywords: *deaf, communication system, home sign, sign language*

GENDER, RACE AND BODY IN LITERATURE

Room: ARMS 1103

Moderator: Dr. Paul Dixon

Aspects of female oppression in the short story "Sem enfeite nenhum" (without any garnish), by Adélia Prado

Débora Maria Borba (Purdue University)

Discuss some aspects of female oppression, historically inserted among the society, more specifically in those that appear in the short story "Sem enfeite nenhum" (Without any garnish), by the Brazilian writer Adélia Prado. These aspects will be brought up by emphasizing the female authorship, the search for an identity in writing, and in the feminist representation in the literary theory.

Keywords: *feminism; Brazilian Short Story; oppression; gender*

"Black is the place I live": The black body and the slum in Quarto de Despejo.

Ane Costa (Purdue University)

This presentation discusses the location of the female body in the Brazilian writer Carolina de Jesus' Quarto de Despejo. In this autobiographical work, De Jesus details her life in the slums of São Paulo, where she deals with hunger, racism, and is often denied access to spaces outside the slum.

Keywords: *urban spaces, slums, black body*

Reconstructing Bodies and Repossessing Identities: An Autopsy of Suzan-Lori Parks's Venus and Carla Williams's Venus

Michael Auterson (University of Cincinnati)

This presentation considers the relationship between Suzan-Lori Parks's play Venus and Carla Williams's self-portrait Venus and what they reveal about black female bodies and identities. Black bodies have been sexualized, mapped, and territorialized through processes reflective of white male domination and colonialism. Parks and Williams engage with the discourses of power and colonization in their attempt to re-territorialize and repossess/recover black feminine bodies and identities from white objectification.

Keywords: *race, sexuality, bodies, identities, power*

ENGLISH FOR ACADEMIC PURPOSES

Room: ARMS 3115

Moderator: Dr. Beril Arik

Do Drafting Stages Affect Interactive Metadiscourse Production?
Kyle Lucas (Purdue University)

This presentation examines the impact that different draft stages have on interactive metadiscourse production. The study examines the drafts of 16 L2 writers enrolled in an introductory composition course at a large research university. It was found that the use of frame markers and evidentials showed significant differences across drafts.

Keywords: *metadiscourse, corpus linguistics, L2 Writing*

A reflection on the teaching of writing in an EFL setting through the exploration of indirectness patterns in students' academic essays
Randolph Zúñiga, Jose Miguel Vargas (University of Costa Rica)

The study aimed to identify factors interfering with clarity in essays by EFL learners at the University of Costa Rica by exploring the frequency of indirectness features across three rhetorical patterns. The results pointed to an influence of the pattern and to a higher incidence of rhetorical and lexical/referential features.

Keywords: *Second language writing, intercultural rhetoric, indirectness patterns*

Shuttling between LFE and L2 EAP writing: Language acquisition and writing transfer
June Yichun Liu (National Chengchi University)

Through a longitudinal case study, the present study compares LFE and EAP writings to explore the following questions:
1. What are the relations between LFE and EAP writing?
2. To what extent can LFE competence and identity transfer to EAP writings?

Keywords: *L2 Writing, translingual writing, English as a lingua franca, English for academic purposes*

CHINESE LANGUAGES AND ASIAN CULTURES

Room: ARMS 1021

Moderator: Jian Jiao

Analysis on Shen's Lexicon constitution pattern
Yang Liu (Stony Brook University)

The addition and deletion of a common affixal symbol in the same position do not affect the intactness and independence of the original word roots. The solution Chinese characters resort to seems to be the co-occurrence of another independent character.
Keywords: *lexicon, affixes, category, constitution, comparison*

Verbal Classifiers and Telicity in Mandarin: An Exo-Skeletal Analysis
Pin-Hsi Chen (Purdue University)

This study adopts the Exo-Skeletal model developed in Borer (2005a) to analyze verbal classifiers in Mandarin as dividers of an event. Once an event has been divided into countable sub-events, a numeral (or quantifier) can appear in the structure to specify the number of these sub-events, thereby giving the whole event a telic interpretation.

Keywords: *Mandarin Chinese, quantification, event structure, syntax-semantics interface*

Discursive Construction of East Asian Identities in an Era of Globalization and Internationalization: Linguistic Landscape of East Asian Studies Departments at a U.S. University
Jae-hyun Im, (Indiana University)

This study explores linguistic landscape of discursive construction of East Asian identities in a college in the Midwest US. By analyzing advertising materials of East Asian languages and cultures, this study makes visible how certain aspects of "East Asianness" are selectively created through the use of languages and images.

Keywords: *linguistic landscape, East Asian identities, discursive psychology*

5:00:5:15 pm | Break

5:15-5:30 pm | ARMS B061 | Opening Remarks and Dedication

5:30-6:30 pm | ARMS B061 | Plenary Speaker

WEIRD RESEARCH: USING ADJECTIVES TO UNDERSTAND LANGUAGE CHANGE

Prof. Sali A. Tagliamonte
University of Toronto
Moderator: Prof. Margie Berns

In this talk, I will present one of the first synchronic quantitative analyses of adjectives using variationist methods. The data come from Toronto, the largest urban center in Canada and will focus on adjectives in the semantic field of 'strangeness', as in (1).

(1)   She's really *weird*. She's *odd*. (female, 18, Toronto)

The distribution of these adjectives in apparent time provides startling evidence of change. The adjective *strange* is quickly moving out of favor, and *weird* has expanded dramatically, usurping all other forms. Neither linguistic nor social factors are implicated in this change, suggesting that lexical replacement is the prevailing mechanism driving the development. Consideration of the broader context reveals that renewal and recycling of these adjectives is rooted in the history of English and is progressing in parallel at least across British and North American English. The actuation of the shift to *weird* may be rooted in developments in literature and mass media, revealing that adjectives are a vibrant area of the grammar that may be used to track cultural influences on linguistic change.

Biography: Prof. Sali A. Tagliamonte is a leading Canadian sociolinguist at the University of Toronto. She is an author of six influential books and has published a cornucopia of groundbreaking research articles. She was recently awarded a Canada Research Chair in Language Variation and Change by the Government of Canada.

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

Join us for an evening of socializing and networking at Artists' Own art gallery in downtown Lafayette. Appetizers will be provided, and there will also be a cash bar. Our social is an informal event and open to all. We hope to see you there!

Address: 518 Main St., Lafayette, IN 47901
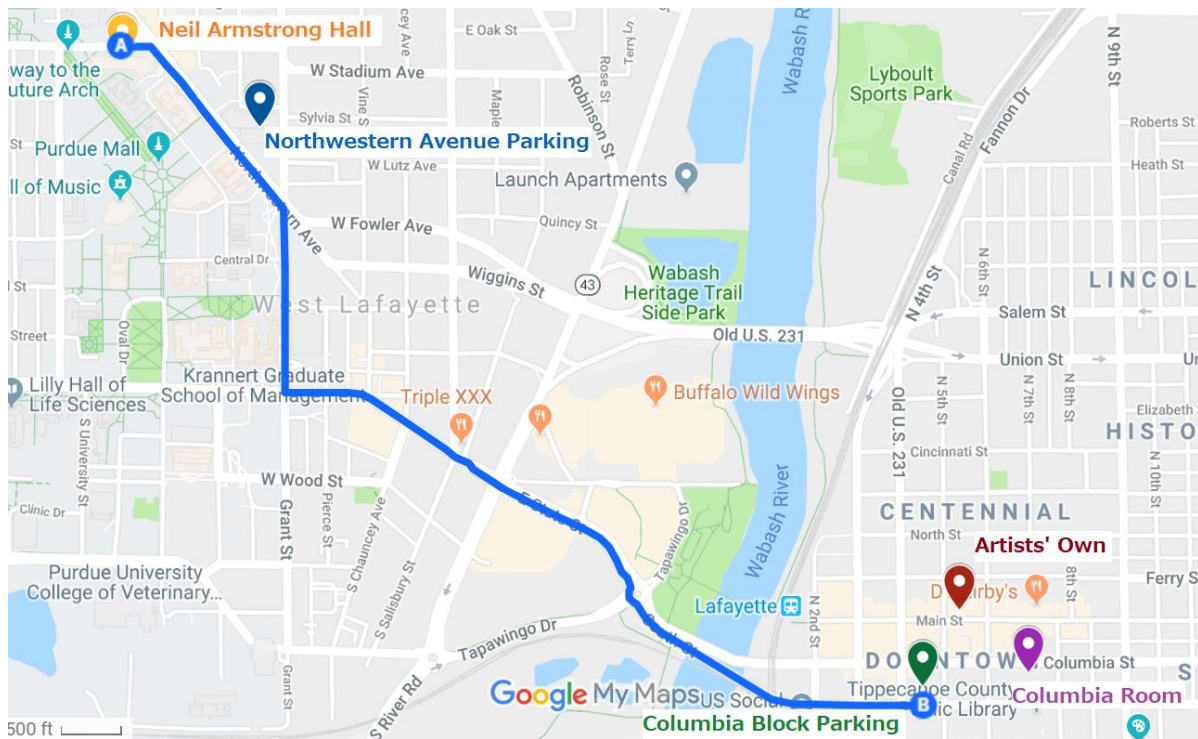
8:30-10:00 am | Armstrong West Lobby | Registration (Ongoing) and Breakfast

9:00-10:30 am | Presentations Session 2

SOCIOPRAGMATICS

Room: ARMS 1103

Moderator: John Nielsen

The role of item, gender, and imposition on requests
Bruno Staszkiewicz (Purdue University)

This project analyses the use of strategies of requests by native speakers of Spanish in 16 different situations. The experiment was administered through an online DCT and considering the variables of power, distance, and imposition, and item. The results contribute to the field of variational pragmatics by examining based-sex differences.

Keywords: *requests, pragmatics, impoliteness, verbs*

Perdona mis disculpas: Analysis of second language apologies in Spanish
(Juan Manuel Martinez Rodriguez, Indiana University Bloomington)

This study examines the formulas produced by L2 learners of Spanish when they apologize. The data was collected from two proficiency groups through a computer-delivered oral discourse completion task. The findings showed that while the lower-intermediate group only produced lo siento (sorry), the advanced group generated different expressions when apologizing.

Keywords: *apologies, pragmatics, second language, Spanish*

"Is That a Girl Gamer?" A Content Analysis of Toxic Player Comments Based on Receiver Gender
Catherine Vlahos (University of Illinois at Chicago)

Women are more likely to be verbally harassed than men while playing video games that allow player-to-player communication. However, this study's content analysis examines the message behind these hateful comments, showing that negative comments aimed at women are often designed to exclude and discourage them from participating in gaming communities.

Keywords: *sociolinguistics, gender, pop culture, content analysis*

CLASSROOM INSTRUCTION AND ASSESSMENTS

Room: ARMS 3115

Moderator: Dr. April Ginther

Sustainability and English Learning: A Future of Sustainable Learning
Ty Climer (Purdue University)

The objectives of the presentation are to show how teachers can use the frameworks of conceptual learning and critical thinking to teach a topic, such as sustainability, in class that leads to students being able to make meaningful applications to their own learning and life.

Keywords: *sign language, modals, scope, cinque hierarchy*

The Role of Background Knowledge in True/false/not given Task Performance of EAP test takers
Sharry Vahed & Hossein Karami (Purdue University)

The study investigated the role of background knowledge on EAP test takers' performance on true/false/not given test tasks

Keywords: *true/false/not given test tasks, background knowledge, EAP testing*

INTERCULTURALISM AND BIAS

Room: ARMS 3115

Moderator: Dr. Tulin Ece Tosun

Students' Intercultural Interaction on a Transformed US Campus
Kyongson Park (Purdue University)

To examine the relationship between academic and social integration of international and domestic students, undergraduate students (n=303) participated in a voluntary survey. Findings from this study can contribute to the development of first-year programs that provide realistic solutions for the enhanced internationalization of domestic and international students on US campuses.

Keywords: *internationalization, interaction, academic and social integration*

Native Speakerism and its Effects on Nonnative Teacher Identity
Muhammad Qasem Jami (Indiana University of Pennsylvania)

This paper talks about native-speakerism as a 'neo-racist ideology' that has a huge impact on non-native English teacher identity; how this identity is (re)constructed; how this assumption that the best teacher is a native-speaker affect non-native English teachers and their students feel marginalized when they were exposed to native speakers.

Keywords: *native speakerism, non-native, teacher identity*

University Teachers' Perception of Educational Technology in Afghanistan: Expectancy-value Performance and Transformation Process from Blueprint into Reality
Jawad Golzar (Indiana University of Pennsylvania)

Educational technology has profoundly influenced teaching, learning, forms of communications, expressions, and contexts around the world. This study aimed to explore teacher perceptions of educational technology in Afghanistan; how such perception influences expectancy-value performance and how they could transform to integrate technology in their instructions and curriculum within a particular context effectively.

Keywords: *teachers' perception, educational Technology, expectancy-value performance, transformation*

DISCOURSE (PRESENTED VIRTUALLY)

Room: ARMS 1021

Moderator: Hanyang Fu

Questioning the Credibility of CPEC: Critical Discourse Analysis of Official Documents
Waseim Yousaf & Sham Haidar (Air University, Islamabad])

CPEC is a multi-billion dollar deal between China and Pakistan. There is a lot of debate that China as a more powerful than Pakistan would have negotiated agreements in her favor. This research presents insight into official discourse of CPEC to see who is actually benefiting more from CPEC.

Keywords: *critical discourse analysis, international deals, economic discourse analysis, political discourse*

Formation of Populist Notion among People: A Critical Discourse Analysis of the Political Buzzwords in the form of Tweets of Opinion Leaders
 Moin Ud Din, Farzana Masroor & Sumayyah Malik (Air University, Islamabad)

This presentation will tend to investigate the linguistic jargon of the political leaders specifically; the populist opinions of the selected opinion leaders. Through the lens of Critical Discourse Analysis, attempts to unfold the ideological underpinnings embedded in the specific political buzzwords used by the populist politicians to formulate people's will.

Keywords: *populism; political leaders; global politics; Twitter discourse; critical discourse analysis.*

Reconsidering Writing Instruction through ELF Paradigm in Pakistan
Sumayyah Malik & Sham Haidar (Air University, Islamabad)

The presentation will show how writing is taught at the English Access Microscholarship Program which is encouraging the ELF perspective at the level of content and lexico-grammar. A new pedagogical framework which can be utilized by the second language teachers to teach writing to students for communicative purposes, will also be presented.

Keywords: *writing instruction, ELF paradigm, English access, micro-scholarship, program (Access)*

10:30-10:45 am | Break

10:45-12:15pm | Presentations Session 3

IDENTITY IN TEACHING AND LANGUAGE

Room: ARMS 1021

Moderator: Megi Papiashvili

Intersecting Identities in isiXhosa: A Critical Beginner's Curriculum for Black Learners
Taylor Lewis (University of Hawaiʻi at Manoa)

This paper explores how Black students—defined as learners with heritage motivation—viewed the intersectionalities of race, gender, and language in an introductory isiXhosa course. Using a raciolinguistic framework, suggestions will be made for how language education can be better adapted to Black students in the United States.

Keywords: *raciolinguistics, critical language pedagogy, culturally relevant language pedagogy, Black identity*

Linguistic Ideologies in the Performance of Bulgarian Identity
Chelsey Norman (University of Illinois at Urbana-Champaign)

This paper explores how mobility and globalization actively influence language ideologies in Bulgaria. Specifically, how bilingual Bulgarians interactionally perform identities that balance both national and international forces. Using critical discourse analysis, micro-level performances of individual identities are used to explore the macro-phenomena of linguistic ideologies related to nationalism and globalization.

Keywords: *ideology, identity, nationalism, critical discourse analysis*

ESL

Room: ARMS 1028

Moderator: Dr. Tulin Ece Tosun

What Did I Learn in This Course?" Curriculum Evaluation of English 620 (OEPP) from the Learners' Reflections
Kai Yang & Negin Goodrich (Purdue University)

This study evaluates the curriculum goals of English 620 (Oral English Proficiency Program) at Purdue University from the perceptions of 91 international graduate students who took the course. Thematic analysis of self-reflection papers indicates that the learners' achievements are aligned with the curriculum goals, and the curriculum has successfully facilitated students' linguistic and communicative development.

Keywords: *graduate student, oral language proficiency, oral English proficiency, ESL, EFL, curriculum*

Tertiary-Level EGP and ESP Instruction in China
Fang Gao (Purdue University)

The EGP (English for General Purposes) focuses on the acquisition of fixed sets of grammar and vocabulary, while ESP (English for Specific Purposes) instruction, which is a sub-field of the larger English as a second/foreign language (ESL/EFL), linking English with disciplinary language specific to each field. This research examines the tertiary-level English education orientation from EGP to ESP in China.

Keywords: Tertiary-level English education; EGP; ESP

Presented via online platform:
Introduction of English as a Medium of Instruction in Public Schools in Khyber Pakhtunkhwa: Female Teachers Perceptions, Practices and Preferences
Madiha Khan & Sham Haidar (Air University, Islamabad)

In Pakistan since colonial times English is used as medium of instruction in elite schools while Urdu and other local languages are used as medium of instruction in general schools. This leads the society into stratification. In order to minimize social stratification the latest education policy has implemented English medium of instruction (EMI) in all schools. However, this policy is implemented without considering the ground realities, especially the perception of teachers, who are the actual implementers of the policy. Henceforth, this study aims to know the perceptions, practices and preferences of female teachers about English as a medium of instruction in Khyber Pakhtunkhwa (KP).

Keywords: *English, medium of instruction, public schools, Khyber Pakhtunkhwa*

SOCIOLINGUISTICS

Room: ARMS 1103

Moderator: Dr. Myrdene Anderson

Socially motivated shifts toward a supra-regional vowel system in Metro Detroit: Evidence from style-shifting among Jewish women
Mae Bower, Rachael Crain, Shelby Taylor & Janet Leppala (Eastern Michigan University)

Using updated data, this study demonstrates the progression of the Northern Cities Shift among Jewish women in Metro Detroit. Building upon earlier research, our results show a style shift from conversational speech to word-list data, revealing word-list speech closer to what is consistent with supra-regional norms. This reinforces our hypothesis that this shift is socially motivated and poses new questions about the nature of NCS changes.

Keywords: *phonetics, sociophonetics, NCS, linguistics, sociolinguistics*

How Does Yoda Actually Speak? A Quantitative Analysis of Yoda Speech and Its Change
Ryo Nomura (Purdue University)

The main purpose of this study is to objectively and quantitatively analyze Yoda's speech and change in his speech style over time, focusing on his word order. All of Yoda's utterances are collected, coded and quantitatively analyzed. The results show that there is a significant change in Yoda's word order in the first and latter trilogies, and this result in stressing Yoda's linguistic characteristics that people typically have, namely the OSV word order.

Keywords: *language variation and change, pop-culture, movies, quantification, role language*

The Language of LDS Prayer: 'Thou' Verb Avoidance
John Nielsen (Purdue University)

While Latter-day Saint doctrine encourages the use of the English archaic second-person singular ('thou') pronouns to refer to deity in prayer, the corresponding verbal conjugations ('-est') prove unwieldy for members of the church, leading to a non-native competence and avoidance of the subject pronoun 'thou' in prayer.

Keywords: *sociolinguistics, anthropological linguistics, religion*

L2 WRITING THEORY AND PRACTICE

Room: ARMS 1109

Moderator: Dr. Harris Bras

A translingual reality or the translingual utopia?
Yachao Sun (Purdue University)

In this presentation, I will present the conceptual debates on a translingual approach to writing and composition. These debates admonish us that valorizing "translingualism" without any cautions is prone to lead the "monolingual utopia" (Mori & Sanuth, 2018) to the "translingual utopia" (Kramsch, 2018).

Keywords: *L2 writing, translingual approach, translingual utopia*

First-Year Writing Instructors' Perceived Challenges in Working with International Second Language Writers: An Institutional Survey Study
Zhaozhe Wang (Purdue University)

In this presentation, I report findings of an institutional survey study that explores FYW instructors' preparation for teaching L2 writers, challenges encountered in doing so, and their ways of responding to the perceived challenges at an internationalized university in the U.S.

Keywords: *Second language writing, program administration, teacher training*

Reflective Writing Rubrics: Performing the Design Process (In session poster)
Hadi R. Banat (Purdue University)

My poster presents the design process of a rubric for evaluating and grading reflective writing. It highlights: (1) the need for and value of designing and using rubrics to assess reflective writing, (2) the instrument specifications – rubric components and benchmarks, and (3) the process of development from scaling to implementation.

Keywords: *reflective writing, rubric design, instrument specifications, learning outcomes,*
         validity and reliability of assessment

THE POWER OF NARRATIVE

Room: ARMS 3115

Moderator: Niall Peach

"I'm not to blame": Postcolonial Guilt through Conceded Manipulation in Michael Haneke's Caché
Esteban Meneses (Purdue University)

This paper centers on the legacy of racial violence and colonialism as portrayed in the film Caché. While some critics accuse director Michael Haneke of glossing over the aftermath of colonialism, I assert that he still succeeds in suggesting parallels between present-day hostilities and past genocide, thus implicating the viewer in the lingering racism of colonialism.

Keywords: *film, postcolonialism, Michael Haneke, Algerian war*

Resisting Dictatorship: Narratives that Inform, Perform and Transform
Divine Dalfino & Sharada Allamneni (Vignan's Foundation for Science, Technology and Research, India)

The paper pinpoints how narration acts as a weapon of resistance over dictatorship, heals a person's psychological distress and brings country's darkness into world's light. I have chosen Mario Vargas Llosa's The Feast of the Goat and Zoya Phan's Undaunted: My Struggle for Freedom and Survival in Burma to prove how narration transforms real lives.

Keywords: *dictatorship, narration, resistance, human rights*

Picturing Fictional Propositions
Libby Chernouski (Purdue University)

Drawing from Wittgenstein's picture theory of meaning, I maintain that the correspondence of pictorial (propositional) elements to the world is an optional application of the sense of a proposition. In fiction, propositions express but do not assert, and dis/agreements regarding the truth-value of fictional propositions are dis/agreements regarding senses.

Keywords: *philosophy of language, truth, reference, fiction*

Lunch 12:15-1:15
Sandwich lunchboxes will be provided. There will also be chips and a cookie included

1:15pm-2:15 | ARMS B061 | Plenary Speaker

RECENT RESEARCH IN THE NEUROHUMANITIES: SOME THOUGHTS, REVIEW AND DISCUSSION

Prof. Paula Leverage
Purdue University
Moderator: Prof. Jennifer William

This session presents an opportunity to review recent work at the intersection of literary analysis, history of mind, cognitive studies and neuroscience, such as Natalie Phillips' work on attention. The review will be followed by discussion.

Participants are invited to read Phillips' "Literary Neuroscience and History of Mind: An Interdisciplinary fMRI Study of Attention and Jane Austen." *The Oxford Handbook for Cognitive Approaches to Literature*. Ed. Lisa Zunshine. Oxford University Press. (January 2015) in advance. Copies are listed on our website linked to Prof. Leverage's name under 'Plenary Speakers' (alternatively see link below). If you have any issues, please contact James M. Stratton (jstratt@purdue.edu) for copies.

Material: <https://app.luminpdf.com/viewer/ATSgj2EaWJfkHQwKY>

Biography: Paula Leverage is an Associate Professor of French in the School of Languages and Cultures at Purdue University. Her area of specialism is medieval French literature and cognitive scientific approaches to literary analysis.

2:15 - 2:30 | Break

2:30 - 4:00 | Presentations Session 4

HISTORICAL LINGUISTICS

Room: ARMS 1021

Moderator: James Stratton

Lame: Analyzing the semantic development of becoming a lame duck
Shelley Spilman (Ball State University)

The current study investigated if the use of lame duck had a distinct semantic development from the word lame by analyzing both words in spoken and written news data from 1830-2000 collected from the Corpus of Historical American English. The study found that both terms share the meaning of ineffectiveness.

Keywords: *lame-duck, lame, semantic development, metaphoric extension*

Something Needs Done: A Diachronic Corpus-Based Study of Need + Past Participle in American English
Adelle Rogers (Purdue University)

This study uses corpora to examine the need + past participle ("the car needs washed") and want + past participle ("the cat wants fed") structures from a construction grammar perspective. This study examines the structures' features and uses over time.

Keywords: *corpus, linguistics, syntax*

Be- Prefixation in American English: Productivity and Innovation
Evan Ward (Ball State University)

This presentation is about the productivity of be- as a means of deriving new words in American English. I examine corpus data to show the kinds of words being coined with be-, the meanings they convey, and the contexts in which they occur – data which contradict aspects of previous scholarship.

Keywords: *corpus linguistics, pragmatics, English, historical linguistics, morphology*

SYNTAX

Room: ARMS 1028

Moderator: Dr. Elaine J. Francis

Movement and null prep in the L2 acquisition of English double objects
Hunter McKenzie (Indiana University)

This experiment uses GJT and sentence correction to examine the acquisition of restrictions on English double object extraction under A/A' movement among Chinese and Korean speakers. Acquisitional evidence is brought to bear on a long-standing theoretical debate, testing Emonds and Whitney's (2005) hypothesis that double object goals are promoted to direct object position.

Keywords: *argument structure, English syntax, second language acquisition, generative syntax, Chinese, Korean*

Ellipsis in Iraqi Arabic: An Analysis of Gapping, Sluicing, and Stripping
Saja Albuarabi (University of Wisconsin-Milwaukee)

The study examines three types of ellipsis: sluicing, gapping, and stripping and puts each of them in a comparison between Iraqi Arabic and English languages. The paper argues that the three types of ellipsis mentioned above can be the result of Phonological Form (PF)-deletion and not Logic Form (LF) copying.

Keywords: *ellipsis, Iraqi Arabic, across-the-board (ATB), p-stranding*

TECHNOLOGY IN SECOND LANGUAGE WRITING

Room:　　ARMS 1103

Moderator: Dr. Tony Silva

Technology and Assessment in Academic Writing Classrooms
Jawad Golzar & Muhammad Qasem Jami (Indiana University of Pennsylvania)

Assessment is one of the most important components of teaching process and instructional strategies. However, teachers encounter difficulties to assess students' writing skills and provide timely feedback along the way. Therefore, technology comes in to facilitates assessment process. This study explores educational technology integration in managing assessment in academic writing courses.

Keywords: *technology, assessment, academic writing*

EFL Student Collaborative Writing in Google Docs: A Multiple Case Study
Quang Nam Pham (University of South Florida)

Vygotsky's ZPD and Scaffolding serve as a theoretical framework to study (a) how English as a Foreign Language (EFL) students employ strategies of interaction, contribution, and scaffolding and (b) the extent the writing task types influence EFL student participation when they complete Google Docs-based collaborative writing tasks. Data are analyzed based on the concepts of language-related episodes, scaffolding strategies, types of contribution and peer interaction. Distinct collaborative patterns within/between groups and tasks in technology-mediated writing were recorded and writing task types were found to have significant impact on student participation. Pertinent pedagogical implications will be discussed during the presentation.

Keywords: *collaborative writing; Google docs; sociocultural theory*

Technology-mediated L2 English writing: Exploring a new graduate student's writing strategies
Matt Kessler (Michigan State University)

This case study explores the writing strategies of a first-year doctoral student using an Activity Theory framework. Particular emphasis is given to the student's artifact/tool-mediated uses of technology in her L2 English writing, which included: multi-modal strategies, tool-mediated strategies for content development, and tool-mediated strategies for fostering language development.

Keywords: *L2 writing, technology, case study*

POVERTY IN LITERATURE

Room: ARMS 1109

Moderator: Dr. Thomas Broden

Infested: American Public Health, Poverty, and Modernist Literature
Sebastian Williams (Purdue University)

Great Depression writers like Steinbeck and Erskine Caldwell consider the ways nonhuman actors (i.e., parasites) play key roles in social systems. In doing so, these authors expose the limitations of humanism—including ideas like self-reliance, bodily autonomy, and labor value—and impel readers to adopt post-anthropocentric social models.

Keywords: *American literature; public health; parasitism; modernism; social justice*

Communal Violence in Marina Carr's Phaedra Backwards
Charlotte Jost (Purdue University)

I will use Walter Burkert's theory to identify the murders in Phaedra Backwards as scapegoating rituals used to control communal conflict. In the play, there are no examples of peaceful conflict resolution. Accordingly, the community produces and perpetuates violence by making it the only language available to its members.

Keywords: *violence, Marina Carr, Irish Drama, Greek mythology*

Presented via online platform:
Manifestations of Poverty in World Literature
Md. Amir Hossain (IBAIS University, Bangladesh)

This study would like to examine "Manifestations of Poverty" in the light of Global Literature. For this purpose, it would like to investigate the selected-literary texts, like Kazi Nazrul Islam's "Poverty", Thomas Montague Traherne's "Poverty", and Charles Dickens' *Hard Times*. it would like to investigate the literary works through applying the theory of poverty with a view to fostering a new aspect of English literature.

Keywords: *poverty theory, Kazi Nazrul Islam's Poverty, Thomas Montague Traherne's Poverty, and Charles Dickens' Hard Times*

PANEL: PROFILES OF ENGLISH IN NONCENTRIC CONTEXTS

Room: ARMS 3115

Presenters: Parva Panahi, Hadi Banat, Shyam Pandey, Phuong Minh Tran, Kenny Tanemura
                     (Purdue University)

Keywords: *World Englishes, Profiles of English, Expanding circle, Three-circle Model,*
                   Functions of English, Domains of Use

Kachru's (1986) three-circle model (consisting of three concentric circles: inner, outer and expanding) is a framework for studying the consequences of the spread of English, particularly the type of spread, patterns of acquisition, and functional domains in which English is used in different countries and cultures. According to Kachru (1996), the consequences of the spread of English in a non-inner circle country can be viewed in terms of the functions of English within various domains, which might include the regulative function as a language of administration, the interpersonal function as the language of communication, the innovative function as the language for cultural production, and the instrumental function as a medium of learning and a research tool. In this panel, we talk about the sociolinguistic status of English within the context of Iran, Lebanon, Nepal, and Vietnam. More specifically, we use Kachru's (1986) three-circle model to explore the consequences of the spread of English and how the various functions of English are manifested in these contexts.

4:00-4:15 pm | Break

4:15-4:45 pm | Workshop

4:15-5:45 pm | Presentations Session 4

PROPOSED WORKSHOP: KAHOOT, THE ULTIMATE TRANSFORMATIVE TOOLS FOR ENGLISH LEARNERS

Room: ARMS 1103

Presenters: Mariam Alamyar & Hannah Bush (Purdue University)

The purpose of this workshop is to demonstrate how educators can utilize Kahoot! for an array of different purposes. The attendees will learn how to use Kahoot! for assessment, review of materials, comprehension check, warm-up activities, surveys, and discussions across sections of the same course/ across disciplines.

Keywords: *Kahoot, ESL learning Tool, ESL Assessment Tool*

BILINGUAL EDUCATION AND CLASSROOM INSTRUCTION

Room: ARMS 1021

Moderator: Nancy Reyes

Academic Biliteracy Practices and Challenges of International Students in the U.S. Higher Education
Chen Li & Kyongson Park (Purdue University)

There is a rich literature on the bilingual education in the K-12 environment. However, few studies focus on investigating the challenges that international students in the U.S. higher education during academic and language learning processes from a dynamic bilingualism perspective. Drawing on the concept of translanguaging from early educator Cen Williams' (1994) and later O. Garcia and Wei Li (2014), this study attempts to understand and analyze the international students' academic bilingual and biliteracy practices in reading.

Keywords: *academic biliteracy, international students, bilingualism*

L2 ACQUISITION

Room: ARMS 1028

Moderator: Bruno Staszkiewicz

Bilingual Language Performance on the Path to College
Colleen Hamilton (University of Wisconsin-Madison)

This paper investigates Spanish-English bilingual youth's language performances on the path to college. Through in-depth ethnographic interviews, youth leveraged their bilingual, immigrant-origin, and first-generation college student identities to create empowering narratives for successful college entrance essays. The emotional, academic, and financial affordances of these narrative abilities are discussed.

Keywords: *bilingualism, college preparation, narrative*

Academic Biliteracy Practices and Challenges of International Students in the U.S. Higher Education
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Keywords: *academic biliteracy, international students, bilingualism*

LANGUAGE IDEOLOGY

Room: ARMS 1109

Moderator: Maria Pritchett

Scripted identities: English-Farsi transliteration and the (co-)construction and (de-)legitimization of global identities on Iranian social media
Taraneh Sanei (University of Illinois at Urbana-Champaign)

I examine how Iranian social media users discursively (co)-construct and negotiate their global/local identities online through script choice, specifically English-Farsi transliteration practices, and their positionings relative to these practices. The study provides a more insightful view on how language ideologies are at play on social media through creative orthographic innovations.

Keywords: *multilingualism, orthography, identity, social media*

Obamacare & The Affordable Care Act: Motivations for Varying Distributions in the 2016 Election
Connor De Haan (Eastern Michigan University)

Discourse analysis of the political and social dynamics that motivate differences in word choice by US politicians and media figures. Specifically, this work analyzes the distribution of 'Obamacare' & 'The Affordable Care Act' in the 2016 election cycle and the causes for differing distributions.

Keywords: *language & politics; socio-pragmatics; critical discourse analysis*

Who is French, anyway? Negotiating French-ness through orthographic prescription
Patrick Drackley (University of Illinois at Urbana-Champaign)

Using data from recent orthographic reform, this study addresses the ways in which Standard French is linked to national identity in France. Findings suggest that the monolingual norm continues to be used to restrict participation and to determine who is not sufficiently French.

Keywords: *language planning/policy; French/France; language ideologies; national identity*

DISCOURSE ANALYSIS

Room: ARMS 3115

Moderator: Dr. Felicia Roberts

"The knowledge that we share can save lives": Authorization and authentication of identity in the digital narratives of (ex-)convicts and criminals
Zachary Call (Purdue University)

This discourse analytic study focuses on the role of narratives within the YouTube channel Fresh Out: Life After the Penitentiary, in which host Big Herc discusses matters relevant to prison life and culture, as well as aspects of (ex-)convict identity, both in monologue and interview settings. I explore sociolinguistic notions of authorization, authentication, and expertise as conveyed through narrative events and tellings in the Fresh Out series.

Keywords: *identity, narrative, authorization, authentication, prison*

A Polycentric Perspective on NEST Identity Performances and Presentation of Classroom English
Anita Greenfield (University of Illinois at Urbana- Champaign)

This study examines NESTs living and working South Korea, their classroom performances of identity, and their representations of the English language. Analysis of these interactions indicates that the local spread of English is the result of the social actors' interactions with the ideologies of a polycentric system of authority.

Keywords: *English language; polycentricity; identity; education*

Exploring the Play of Emotion in the Twilight Novel as a Modern Prose Fiction
Susan Ataei Masjedloo (Ohio State University)

This study employed the Appraisal Theory (Martin & White, 2005) to explore the manifestation of emotions in a popular modern prose fiction, Twilight by Stephenie Meyer (2009). It is a step toward understanding how to apply Appraisal Theory to literary texts to understand the evaluative language used in such texts.

Keywords: *emotions, prose fiction, Twilight, appraisal system*

7:30-9:30 pm | **Columbia Room** | **Conference Banquet**

Join us for the PLLS banquet at the Columbia Room in downtown Lafayette. Conference presenters and other invited guests should present their banquet tickets when they arrive. Main course options include vegetarian lasagna and chicken with pilaf rice, potatoes, steam broccoli and ratatouille. Water, lemonade and iced tea will be provided. There will also be a cash bar to purchase sodas, beer and wine.

Address: 625 Columbia St, Lafayette, IN 47901
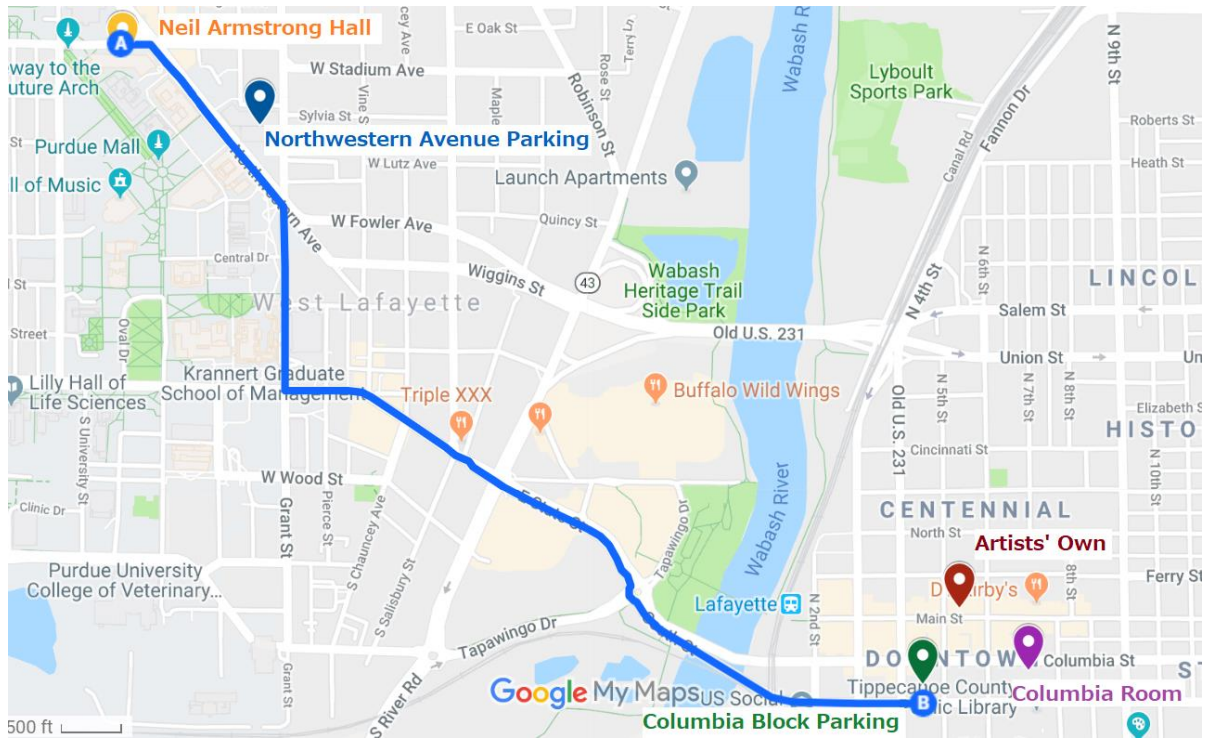
8:30-10:00 am | Armstrong Atrium | Registration (Ongoing) & Breakfast

9:00-10:30 am | Presentation Session 6

CORPUS LINGUISTICS

Room: ARMS 1021

Moderator: Dr. Atsushi Fukada

Computational Techniques for Linguistic Annotation --- An Introduction to the Stanford Core NLP

Ge Lan & Qiusi Zhang (Purdue University)

The presentation will introduce a third-party Python package, the Standford CoreNLP, with emphasis on linguistic annotation for people who are interested in corpus studies.

Keywords: *computational techniques, corpus linguistics*

Use of personal pronouns in video instruction in Math: a corpus-based study

Aleksandra Swatek (Purdue University)

In my paper, I explore the use of personal pronouns (I, you, we) to engage the audience in face to face and e-learning math instruction. The two corpora used for the study are based on Khan Academy and MIT Math lecture transcripts. The presentation will explore how these modalities impose different language strategies on the teachers.

Keywords: *corpus linguistics, e-learning, register analysis*

Corpus-based error analysis of the top-10 most frequent verbs in L2 Chinese writing

Yilan Liu (The University of Arizona)

There has been little corpus-based research that investigates the use of verbs in L2 Chinese writing. This study fills this gap by analyzing the error rates, error types, and linguistic contexts of the top-10 most frequent verbs in the TOCFL learner corpus of Chinese.

Keywords: *corpus-based, learner error, L2 Chinese, writing, high-frequency verbs*

L2 VOCABULARY AND LEXICAL STRESS

Room: ARMS 1028

Moderator: Heather Offerman

An Acoustic Analysis of English Lexical Stress Realized by Korean, Japanese, and Chinese Speakers in comparison to Native English Speakers
Ye-Jee Jung (Purdue University)

This study investigates how Korean, Japanese, Chinese speakers of English produce English lexical stress. Stressed English vowels are produced with longer duration, higher pitch and greater intensity, which most non-native speakers find difficult. The study tries to examine lexical stress pattern of English produced by non-native speakers.

Keywords: *lexical stress, pitch, intensity, duration, foreign-accented speech*

Optimizing L2 vocabulary acquisition: applied linguistic research
George Borawski (Northeastern Illinois University)

A novel program is outlined to maximize vocabulary acquisition in Second Language Acquisition. Linguistic research is directly addressed and utilized to outline a program that: 1) utilizes word frequency data 2) to create alliterated word sets rather than semantic sets that 3) are explained explicitly 4) and uses mnemonic devices.

Keywords: *SLA, vocabulary acquisition, classroom program*

Using Gestures to Teach Arabic Learners Vocabulary: A case study
Faisal Alharbi (Ball State University & King Saud University)

This study aimed to investigate the effect of using gestures (i.e., non-verbal communication) in teaching Arabic vocabulary to foreign language learners. Thus, The findings indicate that using gestures in teaching Arabic vocabulary is effective for long-term retention. Furthermore, they suggest that foreign language instructors should integrate gestures into vocabulary instruction.

Keywords: *Arabic, gestures, long-term memory and vocabulary*

POLICY AND DISCOURSE

Room: ARMS 1103

Moderator: Jason Wright

Language Policy, Testing and Assessment Washback in Turkish EFL Context
Emre Başok (The Ohio State University)

This study was conducted on the language teaching policies and practices in the Turkish English as a Foreign Language context and its effects on English teachers' motivation. The study addresses the tensions causing the gap between policy and practice. Recommendations for better implementation of policies will be discussed.

Keywords: *language policy, assessment washback, teacher motivation*

"You Sound so American!": An Autoethnographic Exploration of the Relationship between Identity Construction and Sociolinguistic Competence in Second Language
Aleksandra Lazoroska (University of Arizona)

By means of autoethnographic narrative, I will illustrate how I have (re)constructed identities as a second language learner while attempting to acquire sociolinguistic competence. This presentation is aimed at sharing a learner's language experience in an English-speaking country and exposing and understanding the attempts, ambitions and struggles of L2 learners while accessing social networks.

Keywords: *identity, sociolinguistic competence, second language*

Emojification of Language: A Pragmatic Analysis of Facebook Discourse
Syeda Alienna Kazmi, Arooj Rana, Madiha Khan and Uzma Anjum (Air University, Islamabad)

This research study aims to examine language change occurring in written discourse due to increase in the usage of Emoji's and the way Emoji's, in comparison to words, are performing communicative functions on social media platforms such as Facebook. The study is focused on Pakistani Facebook users.

Keywords: *emojis, Facebook, language change, pragmatic analysis*

FOREIGN LANGUAGE LEARNING

Room: ARMS 1109

Moderator: Dr. Kazumi Hatasa

Changes in Students' Perceptions of L2 Writing in Intermediate College-Level Japanese-as-a-Foreign-Language Classrooms
Tatsushi Fukunaga (Purdue University)

Using the Belief Questionnaire about Writing in Japanese and the second language version of the Daly-Miller Writing Apprehension Test, this study examined whether there are any changes in Japanese-as-a-foreign-language learners' beliefs toward Japanese writing and foreign language anxiety with a focus on Japanese writing before and after writing task repetitions.

Keywords: *learners' beliefs, foreign language anxiety, writing task repetition, Japanese-as-a-foreign-language (JFL)*

Japanese After-School Program: Impact of participation in an after-school program for Japanese children on university students' Japanese learning
Nagi Fujie (Purdue University)

In the Japanese after-school program, a service-learning program, university student-tutors used their Japanese skills to help Japanese children with their schoolwork. The researcher will share findings from a qualitative analysis on the program investigating what kinds of motivations related to Japanese learning were enhanced and shifted through student-tutors' service-learning experience.

Keywords: *service-learning, motivation, Japanese, Japanese as a Foreign Language, community*

Learned attention in L2 Russian: Pedagogical perspectives
Dmitrii Pastushenkov (Michigan State University)

Conceptually based on the work by Cintrón-Valentín and N. C. Ellis (2015), this classroom-based study explores the effects of focus-on-form instruction on temporality interpretations, production accuracy, and attentional biases in the short and long term at two proficiency levels.

Keywords: *SLA, Russian, grammar, learned attention, focus-on-form instruction*

10:30-10:45 am | Break

10:30-11:45 pm | Plenary Talk

L2 MOTIVATION

Room: ARMS 3115

Moderator: Dr. Harris Bras

The (a)motivation to study a language at the university level
Scott Sterling, Melanie D'Amico, Marie Mori, Macy Rademaker (Indiana State University)

A multi-year project investigating student amotivation towards L2 learning indicates that a lack of time, poor prior experiences, and perceived futility in learning a language are the leading causes of amotivation. Discussion will focus on reasons why students opt not to study languages and methods of improving departmental recruitment efforts.

Keywords: *motivation, SLA, language student recruitment*

An exploratory study on language autonomy plan usage for second language learners
Louisa Larocque & Scott Sterling (Indiana State University)

This ongoing exploratory study investigates the usage of autonomy plans and the effects they had on amount of practice time and proficiency changes during a single semester. Results indicate an increase in both practice time and self-rated proficiency scores. Discussion includes methods of improving student autonomy.

Keywords: *autonomy; out-of-class; SLA*

K-pop is more than just a motivation: Use of Pop-Culture for Language Development and Practice
Hanae Kim (University of Illinois at Chicago)

Language learners have different motivations to learn a second or foreign language. Korean language learners at a four-year state university in the Midwest take the Korean language class for different reasons. These students come to learn the language with different language background and different language proficiency.

Keywords: *k-pop, pop-culture, language learning, motivation*

CHALLENGING STEREOTYPES ABOUT ACADEMIC WRITING: COMPLEXITY, ELABORATION, EXPLICITNESS

Prof. Douglas Biber
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Moderator: Prof. John Sundquist

The stereotypical view of academic writing is that it is grammatically complex, with elaborated structures, and with meanings expressed explicitly. In contrast, spoken registers, especially conversation, are believed to have the opposite characteristics. The present talk reports the results of corpus-based analyses that challenge these stereotypes; the study uses corpus-based analysis of present-day and historical registers to investigate the kinds of complexity, elaboration, and explicitness found in spoken and written texts.

On the one hand, the results show that conversation is structurally complex and elaborated, to an even greater extent than academic writing for some grammatical features. At the same time, the corpus findings show that academic writing does not make extensive use of the structures that are stereotypically associated with complexity (especially dependent clauses). Rather, the grammatical complexities of writing tend to be phrasal rather than clausal, resulting in a compressed rather than elaborated discourse style.

After contrasting the complexities of present-day conversation and academic writing, the talk goes on to briefly trace the historical development of these discourse styles, showing how academic writing has evolved to become increasingly 'compressed' over the last three centuries. The most dramatic changes have occurred in the last 100 years.

Many of these historical changes have resulted in a loss of explicitness, again challenging the stereotypical view of writing as being maximally explicit in meaning. In particular, almost all the phrasal modifiers that are common in academic writing are associated with inexplicit meaning relations among elements in discourse. Such discourse styles cause little difficulty for expert readers, who can anticipate the possible relationships among elements in a text, but they can pose serious difficulties for novice readers.

Biography: Douglas Biber is a leading North American linguist at Northern Arizona University. He has authored 16 books, been an editor of many more as well as having published multiple influential journal articles. He is best known for his work in the field of corpus linguistics and register variation

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