TEACHERS COLLEGE
COLUMBIA UNIVERSITY

60th Annual Conference of the International Linguistic Association

Linguistics & Education

April 24-26, 2015

60th Annual Conference
of the
INTERNATIONAL LINGUISTIC ASSOCIATION

Linguistics & Education

Honoring Franklin E. Horowitz

April 24–26, 2015

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

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Acknowledgments

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- *The Program in Applied Linguistics/TESOL*
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The ILA

History of The International Linguistic Association

In 1943, a group of linguists at colleges and universities in the New York area, including many members of the École Libre des Hautes Études in exile, came together to form the Linguistic Circle of New York.

The model for the new organization was the Société de Linguistique de Paris. Among the first members were Henri F. Muller, Giuliano Bonfante, Roman Jakobson, Morris Swadesh, Robert Fowkes, Henry Lee Smith, Wolf Leslau, and Louis H. Gray.

In the following fifteen years the Linguistic Circle of New York became one of the main sources of new ideas in American linguistics. The fruits of its scholarship were disseminated to a great extent through its journal *WORD*, which had been established in 1945. Its first editor was Pauline Taylor.

In 1969, in recognition of the expanded character of its membership, the society's name was changed to the International Linguistic Association. The new organization was not unaffected by the academic restructuring of the 1960's and 1970's, but has emerged from this period with a solid membership of about 1400, divided almost evenly among the United States, Europe, and various countries in Asia, Africa, and the Americas.

For a longer history of the ILA in Spanish, read the chapter "La Asociación Internacional de Lingüística" in *Entre dos Fuegos: Reminiscencias de Europa y Asia* written by our ILA executive board member and former president, Eugenio Chang-Rodríguez.

Since 1955 the Association has sponsored an Annual Linguistics Conference in order to provide a forum for the exchange of ideas and research in progress among members of the international linguistic community. During the academic year, the Association arranges meetings at which guest speakers present papers on their ongoing research. The meetings take place at 11:00 a.m., usually on the second Saturday of the months of October, November and December, February, March and May in New York City. They are open to the public and free of charge.

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of The International Linguistic Association

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For more information about the ILA and its journal, *WORD*, visit www.ilaword.org.

Welcome

Dear Participants,

On the occasion of the 60th Annual Conference of the International Linguistic Association, we pay special tribute to Franklin E. Horowitz, who has been an active and dedicated member of the ILA from its earliest years. He joined the Executive Board in 1989, chaired the 41st Annual Conference, and served as ILA's president from 1999 to 2002. A professor of linguistics at Teachers College, Columbia University for over 35 years, Frank's enthusiasm for language inspired legions of graduate students, who continue the work of teaching linguistics to their own students around the world. His influence has been enormous, both as a leader of the ILA and as a teacher. Thus, this year's theme reflects the mark he has left on those who have worked with and learned from him. As you can see in the program, the majority of the presentations relate to the various subfields of linguistics as they are applied to education.

The influence of linguistics on education is wide-ranging. It encompasses applications to language teaching, including the teaching of second and foreign languages; the education of emergent bilinguals and speakers of various dialects; educating for language awareness, linguistic diversity, and equity; research on language and the Internet; language planning and policy studies; the critique of political and media discourse; and the revitalization of indigenous and endangered languages. For the next three days, our plenary speakers will address language and education concerns. They include Ellen Bialystok speaking on bilingualism and the brain, Jacob Mey on pragmatics and practice of language acquisition, William Labov on a sociolinguistic approach to raising reading levels, and Ray McDermott challenging us with the question, does learning exist? On Saturday, two workshops applying linguistics to teaching will be conducted for middle- and high-school teachers, one led by Alice Deakins and the other by Kate Parry. On Sunday, a panel of scholars from the University of Pennsylvania will ask us to begin rethinking the relationship between linguistics and education.

The 60th Annual Conference also marks an important milestone for the ILA: the relaunch of its journal, *WORD*, founded in 1945—70 years ago this year. Our new managing editor, Jonathan J. Webster, of the City University of Hong Kong, joins Jo Anne Kleifgen, ILA's President, in moderating a round table of eminent linguists, who will discuss the future of *WORD* and its role in the discipline of linguistics. Join us in Cowin Auditorium on Saturday at 9:00 am NY time, when the *WORD Global Roundtable* will be simulcast from New York with Sheila Embleton, William Labov, and Jacob Mey and from Beijing Normal University with M.A.K. Halliday and Ruqaiya Hasan.

We recognize that the success of a conference is best measured by the quality of the work being presented in the sessions. This year, the ILA received the largest number of proposals ever, with exceptionally high quality submissions competing for a limited number of program slots. Thus, we all look forward to an exciting conference, and we thank you for your part in making it a stimulating and productive one.

Sincerely,
Jo Anne Kleifgen and Shoba Bandi-Rao
Conference Co-chairs

Franklin E. Horowitz

Biography

Franklin E. Horowitz, a native New Yorker, has had a long career in the study and teaching of language. He received his BA at Columbia College in 1953, where he won the Earle Prize in Greek and Latin. He was a teacher of Latin at Hunter College High School in NewYork City from 1955 to 1957. In 1957, he was awarded the A. V. Williams Jackson Fellowship in Indo-Iranian Languages and Literature by Columbia University, and from 1960 to 1962, he was a lecturer in Linguistics at Columbia. Frank also taught in the Department of Classics and Linguistics at Rutgers University from 1962 to 1975.

In 1971, Frank received his PhD in linguistics at Columbia University, where he was a student of Uriel Weinreich. He wrote his dissertation under Weinreich's direction: Sievers' Law and the Evidence of the Rigveda. It was published in book form by Mouton in 1974. In 1978, he joined the faculty in the Program in Applied Linguistics at Teachers College, Columbia University, where he taught courses in linguistics until he retired in 2013. During those 35 years of service at TC, students flocked to his courses. He was bestowed the Professor of the Year Award by TC in 1993.

Frank has been an active member of the International Linguistic Association since his graduate student years, when the ILA was still known as the "Linguistic Circle of New York." The Circle had been founded in 1943 with the goal to broaden the scope of linguistics dominating the U.S. at the time; its journal, *WORD*, reflected a more international perspective on the study of language. In 1989, Frank became a member of ILA's Executive Board. In 1996, he chaired ILA's 41st Annual Conference on "Meaning and Change of Meaning," and, from 1999 to 2002, he served as its president.

Selected Publications

Horowitz, F. E. (2002). Metaphors we die by: George Lakoff's "Metaphors of Terror." *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, *2*(1).

Horowitz, F. E. (1999). Section for multilingual writers. In Lunsford, A. (Ed.), *The New St. Martin's Handbook*, 4th Ed. Boston, MA: Bedford/St. Martin's Press.

Horowitz, F. E., & Deakins, A. H. (1998). [Review of *Breaking the patriarchal code: The linguistic basis of sexual bias*, by L. Goueffic]. *WORD*, *49*(3), 437-438.

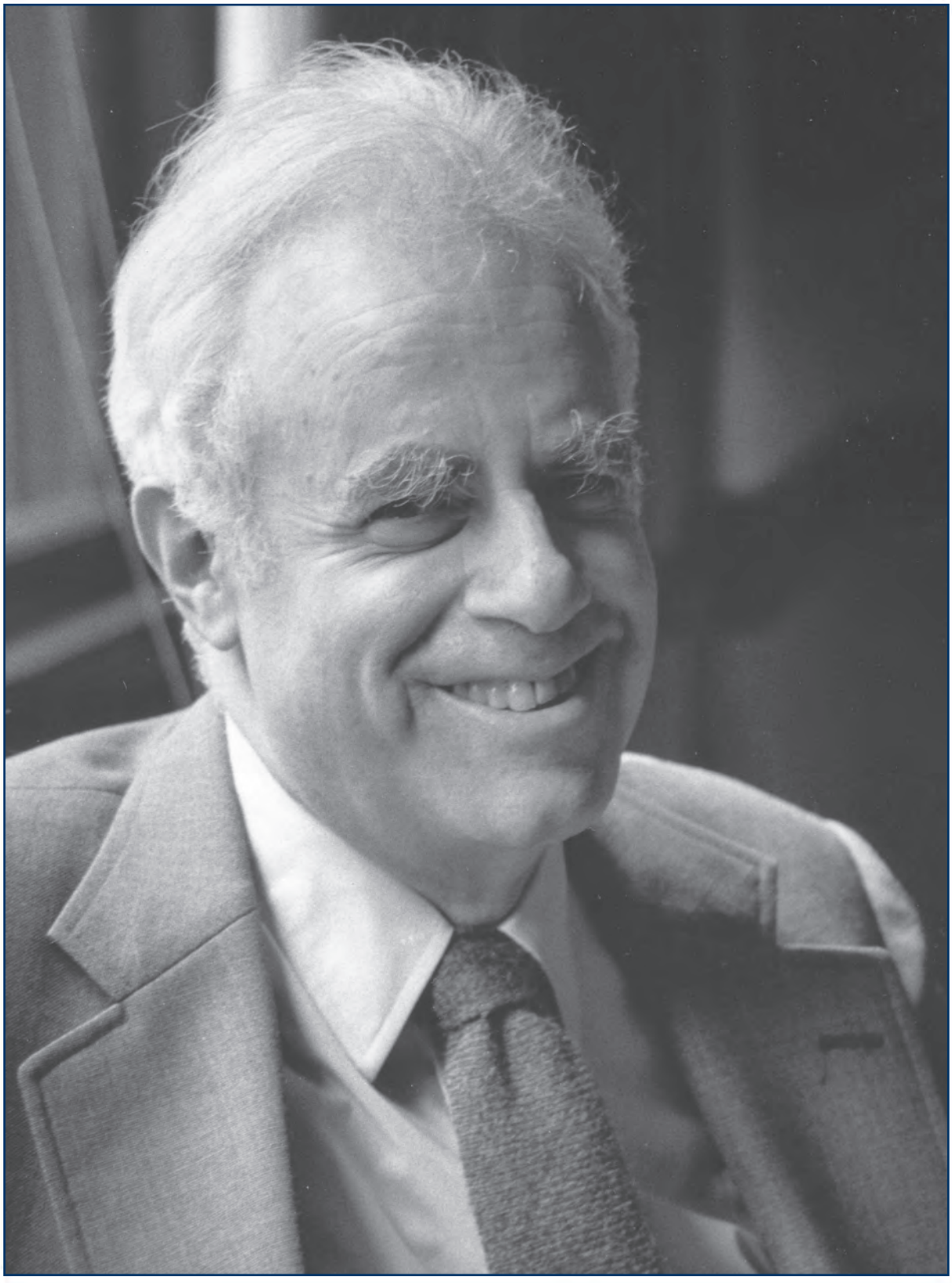
Lunsford, A., Connors, R., & Horowitz, F. E. (1997). *The everyday writer: A brief reference*. Boston, MA: St. Martin's Press.

Horowitz, F. E. (1992). On the Proto-Indo-European etymon for 'hand'. *WORD*, *43*, 411-419.

Horowitz, F. E. (1989). ESL and prototype theory: Zero vs. definite article with place names. *International Review of Applied Linguistics*, *27*, 81-98.

Horowitz, F. E. (1975). Greek *skhétlios*, Sanskrit *Ksatríya*, and the Indo-European image of the warrior. *Studia Linguistica*, *29*(1-2), 99-109.

Horowitz, F. E. (1974). *Sievers' Law and the evidence of the Rigveda*. The Hague: Mouton.



Plenary Speakers

Ellen Bialystok, *York University*

Friday, April 24

11:15 AM – 12:30 PM

Cowin Center Auditorium

Ellen Bialystok is a Distinguished Research Professor of Psychology at York University and Associate Scientist at the Rotman Research Institute of the Baycrest Centre for Geriatric Care. She obtained her Ph.D. in 1976 from the University of Toronto specializing in cognitive and language development in children. Her current research focuses on the effect of bilingualism on language and cognition across the lifespan showing modification in cognitive systems from this experience. Her research uses both behavioral and neuroimaging methods and examines participants who are children, younger or older adults, as well as patients. She has published extensively in the form of books, scientific articles, and book chapters. She is a fellow of the Royal Society of Canada and among her awards are the Canadian Society for Brain Behaviour and Cognitive Science Hebb Award (2011), Killam Prize for the Social Sciences (2010), York University President's Research Award of Merit (2009), Donald T. Stuss Award for Research Excellence at the Baycrest Geriatric Centre (2005), Dean's Award for Outstanding Research (2002), Killam Research Fellowship (2001), and the Walter Gordon Research Fellowship (1999).

Jacob Mey, *University of Southern Denmark*

Friday, April 24

4:50 PM – 6:05 PM

Cowin Center Auditorium

Jacob L. Mey studied medicine, philosophy, Dutch philology, comparative, general and computational linguistics at the universities of Amsterdam, Nijmegen, Copenhagen, Helsinki, Oslo, and Prague. He acquired a licentiate in philosophy in 1951 and a Ph.D. in linguistics in 1959; he was created Dr. phil. h.c. in 1993 (Zaragoza) and in 2006 (Bucharest). His main interests include the pragmatics of language, especially as they concern oppressed groups; in his view, pragmatics should be an 'emancipatory' science. Among his more recent works are a textbook (*Pragmatics*, 2001; 2nd ed., Blackwell) and a study on literary pragmatics (*When Voices Clash*, 2000, Mouton de Gruyter); his reflections on language and society are bundled in a Portuguese-language monograph *As Vozes da Sociedade* (2006, Mercado de Letras). In 2012, the first part of his memoirs were incorporated in a festschrift entitled *Language in Life and a Life in Language* (Emerald); a second part is forthcoming (2016). In 1977, he founded (with Hartmut Haberland) the *Journal of Pragmatics* (Elsevier) of which he was Editor-in-Chief until 2010; he also was the editor of the *Concise Encyclopedia*

of Pragmatics (Elsevier; 2d ed. 2008). Jacob L. Mey is the author of numerous articles on pragmatics and other linguistic subjects. In 2010, he founded (with Hartmut Haberland and Kerstin Fischer) the new journal *Pragmatics and Society* (Benjamins), of which he remains the Chief Editor. Also, at the University Press of Southern Denmark he has been the Chief Editor of *RASK: International Journal of Language and Linguistics*, since 1996.

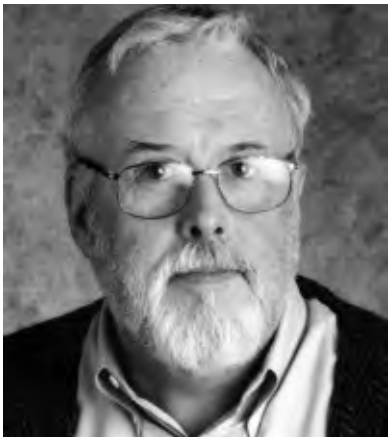
William Labov, *University of Pennsylvania*

Saturday, April 25

5:00 PM – 6:15 PM

Cowin Center Auditorium

William Labov, Professor of Linguistics, Director of the Linguistics Laboratory, University of Pennsylvania. His major work is on the study of linguistic change and variation as portrayed in the three volumes of *Principles of Linguistic Change* (1994, 2001 2010) and the *Atlas of North American English*, with S. Ash and C. Boberg, (2006. Other books include *The Social Stratification of English in New York City* (1966 [2006]), *Sociolinguistic Patterns* (1972), *Language in the Inner City* (1972), *Dialect Diversity in America: The Politics of Language Change* (2013). *The Language of Life and Death: The transformation of experience in oral narrative* (2014). He is co-author of the *Reading Road* program for tutoring in low income schools and Houghton-Mifflin-Harecourt's *Portals to Reading*, an intervention program for grades 4-8. He is co-editor of *Language Variation and Change*, and the *Journal of Dialect Geography*. He served as president of the Linguistic Society of America (1979), and is a member the National Academy of Sciences. Home page: http://www.ling.upenn.edu/~labov/



Ray McDermott, *Stanford University*

Sunday, April 26

1:00 PM – 1:45 PM

Cowin Center Auditorium

Ray McDermott is a Professor of Education at Stanford University. For 40 years, he has used the tools of cultural anthropology to appreciate how children learn and, at the same time, to critique how schools work to constrain learning and why Americans have invested so heavily in the institution of school failure. He has long been interested in the intellectual history of American ideas about learning, genius, and intelligence. Most recently, he has been worrying about the differences between novels and ethnographies, particularly as they struggle to represent the disenfranchised. He is the author (with Hervé Varenne) of *Successful Failure: The Schools America Builds* (1998) and the editor (with Joel Kuipers) of *Fine Description* (2007).

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Program At-A-Glance

Friday, April 24, 2015

		Room 138	Room 146	Room 148	Room 152	Room 150	Room 140
9:00–10:15	**Session I**		The Spread of English(es) Robinson, Sakagami-Hamilton	Applications of Systemic-Functional Linguistics-I Grujicic-Alatriste, Abraham, Zhang & Siffrinn	Writing Systems Kirchoff & Primus, Abu Ahmad & Share, Share & Gur	PANEL: Forensic Linguistic Applications Gales et al.	Book Exhibit
10:25–11:10	**Opening**	Cowin Center Auditorium, Welcome Remarks and Tributes to Franklin Horowitz					
11:15–12:30	**Plenary**	Cowin Center Auditorium, Ellen Bialystok, York University — "Bilingualism: Consequences for Mind and Brain"					
Lunch							
2:00–3:15	**Session 2**	History and Linguistics O'Connor-Bater, VanNess Simmons, Parry	Teaching and Maintaining Heritage Languages Nouhi & Faraj, Ross & Jaumont, Rakowicz	The Changing Perceptions of Varieties of English Romney, Yasin, Cleland	Analysis of Classroom Discourse Chandras, H. Kim, Takahashi	Technology for Linguistics, Language Instruction, and Assessment Pine, Ní Chiaráin & Ní Chasaide, Paterson	Book Exhibit
3:25–4:40	**Session 3**	Learning Chinese and China English Li, Petrovitz & Pierson		Language in U.S. Immigrant Communities Price, Kinsella, Pittman	Mother Tongue Instruction in Aruba, Guinea-Bissau & Australia Pereira, Pearson, Nicholls	Addressing Dialect-based Stereotyping Schurr, Kern, Yerastov & Peterson-Shea	Book Exhibit (closes 4:30pm)
4:50–6:05	**Plenary**	Cowin Center Auditorium Jacob Mey, University of Southern Denmark — "The Pragmatics and Practice of Language Acquisition"					
6:15–8:15	**Reception**	Everett Lounge, Zankel Hall					

Saturday, April 25, 2015

9:00–10:15	**Invited Panel**	Cowin Center Auditorium (please be seated by 8:55) Sheila M. Embleton, M.A.K. Halliday, Ruqaiya Hasan, William Labov, Jacob Mey "*WORD* Global Roundtable" (simulcast with Beijing Normal University; J. Kleifgen & J. Webster, moderators)					
		Room 138	**Room 146**	**Room 148**	**Room 152**	**Room 150**	**Room 140**
10:25–11:40	**Session 4**	Online Language Teaching and Learning Méndez Barletta, Bauler & Hung, Johnson	Morphology Huang, Fioretta, J. Kim	Applications of Systemic-Functional Linguistics-II Malcolm, Avalos, Ramirez & Sembiante	Varieties of Italian, German and English Love, Fedič, Yerastov & Xin	Workshop for Teachers-I "The Writers' Sentence: Casual to Formal Writing"	Book Exhibit POSTER SESSION Mulcahy, Hamano, Cho
11:50–1:05	**Session 5**	Multimodal Teaching and Learning Lapidus & Martins, Morabito & Abrams, Magadán	Language and the News Perianova, Stegman, Elsaadany	Approaching Public Issues through Critical Discourse Analysis Greenstone, Wienk, Hewitt-Bradshaw	Literacies in Adults and Children Araujo & Wickstrom, Jacobs et al., Bernstein	Workshop for Teachers-I, cont.	Book Exhibit
Lunch							
2:15–3:30	**Session 6**	Child Language Development and Socialization West, Durkis, Okura	Achieving Biliteracy in Community College Classrooms Parmegiani & Coste, Garrison-Fletcher & Choudhury	Identity, Language & Language Attitudes Farraj, Jochnowitz, Obiorah & Offor	Roles of Language: Exoneration and Identity Work Katznelson, Averill, Gales	Workshop for Teachers-II "Having Fun with Words"	Book Exhibit
3:40–4:55	**Session 7**	Micro-analyses of Classroom Social Interaction Malova, Lo & Stabler-Havener	Ideology & Language Policies Canning, Ó Broin	Semantics and Onomastics Matevosyan, Dietrichson	Enhancing Bilingual Classroom Practices Young, David, Cole & Jiménez	Workshop for Teachers-II, cont.	Book Exhibit (closes 4:30)
5:00–6:15	**Plenary**	Cowin Center Auditorium William Labov, University of Pennsylvania — "A Sociolinguistic Approach to Raising Reading Levels"					
6:15–6:30	**ILA Elections**						

Sunday, April 26, 2015

8:15–10:00	**Invited Panel**	Cowin Center Auditorium Nelson Flores, Andrea Leone, Mark Lewis, Betsy Rymes, University of Pennyslvania "Rethinking the Relationship between Linguistics and Education"			
		Room 146	**Room 148**	**Room 152**	**Room 150**
10:10–11:25	**Session 8**	English, Literature, and Academic Writing Paasche, Gnutzmann, Floyd	Supporting the Languages of Ethnic Minorities Wang, Ovide	Assessing Students and Instructors Stevens & Ebsworth, Akinci & Dellamotte, Bandi-Rao	Resources for Teachers of English Learners McCormack, Yan
11:35–12:50	**Session 9**	Strategies for Teaching and Learning Vocabulary Kung, Kaivanpanah	Gender and Language Yeom, Song	Mobile-Assisted Language Learning Liakin, Cardoso & Liakina, Grimley, Espino	Approaches to the Study of Bilingualism: Children and Adults Limlingan, McWayne & Mistry, Yoon, Goral, Marton & Obler
1:00–1:45	**Plenary**	Cowin Center Auditorium Ray McDermott, Stanford University — "Does Learning Exist?"			
2:00	**Adjournment**				

Schedule & Abstracts

Friday, April 24

8:00 AM – 4:00 PM
Registration — Zankel Hall

8:00 AM – 8:45 AM
Coffee, Tea, Continental Breakfast — Cowin Center Book Exhibit Space Room: 140

8:00 AM – 4:30 PM
Book Exhibit (ends 4:30 Saturday) — Cowin Center Book Exhibit Space Room: 140

9:00 AM – 10:15 AM
Concurrent Session 1 — Cowin Center Breakout Rooms

Writing Systems

Room: 152

Session Chair: Peter Daniels, *Independent Scholar*, New Jersey

9:00 AM – 9:20 AM

Multilingualism in School: A Linguistically Informed Model of Teaching and Learning Comma Use in English, Spanish, Russian, and German

Frank Kirchhoff & Beatrice Primus, *University of Cologne*, Germany

Alongside the full stop (period), the comma is the most frequent punctuation mark. Furthermore, it is one of the earliest used by children but probably the hardest of all to master. Finally, it is the punctuation mark with the greatest typological variation (Primus 2007, Kirchhoff & Primus to appear). Using a linguistically informed model of teaching and learning, the basic functions of the comma will be presented for four typologically representative punctuation systems, English, Spanish, Russian, and German, in order to provide a basis for teaching and learning the use of commas in a multilingual educational setting.

9:25 AM – 9:45 AM

Learning to Read Arabic Alphabetically versus Syllabically

Hanadi Abu Ahmad & David L. Share, *University of Haifa*, Israel

Our study investigated the efficacy of teaching children to read Arabic syllabically (i.e., using CV units) versus alphabetically in a psycholinguistic experiment with Arabic-speaking pre-literates who were taught an unfamiliar (Arabic-like) set of characters. We first assessed 167 kindergarteners' phonological awareness to determine the nature of their individual preferences for specific phonological units. Three major profiles emerged: the colloquial names of Arabic letters—tri-phonemic /ʔɛC/ units; CV units; and individual phonemes. These profiles were then evenly distributed among three training conditions taught to read and spell via (i) phonemic/alphabetic, (ii) colloquial name, or (iii) CV methods. Following 14 teaching/training sessions, it was found that the CV-based method was more efficient than either the phoneme or the colloquial name method with superior retention and generalization. Furthermore, these training effects did not depend on prior phonological preferences. The relation between language structure and teaching method (alphabetic/syllabic) will be discussed.

9:50 AM – 10:10 AM

When Less Is More: Declining Knowledge of Vowel Signs among Young Hebrew Readers Signals Advancing Skill in Reading

David L. Share, *University of Haifa*, Israel & Tayla Gur, *Oranim Academic College of Education*, *Tivon,* Israel

Hebrew is often classified as a variety of the family of alphabets, variously labeled as a vowel-less alphabet or incomplete alphabet (Gnanadesikan, 2009; Perfetti & Harris, 2013). We dispute this claim and show that learning the Hebrew abjad defies one of the unquestioned axioms of learning to read an alphabet, namely, that as young children's reading develops, improving knowledge of symbol–sound correspondences is evident in improving accuracy in reading aloud both consonant and vowel letters, and in correctly pronouncing legal pseudowords. In a longitudinal study from Grade 1 to Grade 3, we confirmed that the ability to read aloud Hebrew vowel signs and pronounceable pseudowords actually declines. We explain this unusual phenomenon as the natural consequence of the young reader's growing sensitivity to morphological and lexical constraints on word pronunciation which renders the beginning reader's reliance on vowel signs increasingly redundant. Psycholinguistic, pedagogical, and grammatological implications of these findings are discussed.

The Spread of English(es)

Room: 146

Session Chair: Kate Parry, *Hunter College, CUNY*

9:00 AM – 9:20 AM

The Grammar Classroom as a Post-Colonial Space: Grammar, Literacy and Pluralizing English

Heather Robinson, *York College, CUNY*, USA

Using my grammar course and my World Englishes course as case studies, I outline an approach to teaching at the sentence-level that embraces the linguistic pluralism and post-colonial attitudes to language, arguing that such a post-colonial philosophy is necessary in grammar instruction in order to meet the linguistic needs of the students who enroll in these courses. But a change in philosophy must be accompanied by a rethinking of our pedagogical practices. I make a case for a grammar pedagogy that enacts this post-colonial philosophy using a Multiliteracies framework (New London Group; Cope & Kalantzis). Uniting a post-colonial understanding with a Multiliteracies pedagogy allows us to rethink grammar instruction, enabling a move from prescriptive grammar to a productive, generative grammar that taps into students' post-colonial experience and helps them negotiate the many discourses that they will encounter in educational contexts and beyond.

9:25 AM – 9:45 AM

Reaction of the Japanese and the Non-Japanese toward the Use of Gairaigo

Shizuka Sakagami-Hamilton, *Japan Business Communication*s, New York, USA

Today, in Japan, you are assailed by a barrage of amusing loanwords and loan-blends that have somehow worked their way into the Japanese language. These borrowed words of Western origin are called gairaigo in Japanese. After showing a brief history and status of gairaigo in Post-War Japan, this paper presents various opinions toward the use of gairaigo among the Japanese and the non-Japanese who have studied Japanese. This paper reports the pros and cons, and the thoughts, observations, and experiences of users. It also points out problems: 1) how translators complete the lost part when gairaigo are translated into the second language, and 2) teaching communicative gairaigo in Japanese lessons. The data sources are 1) interviews with Japanese and non-Japanese from the 1990's to 2015, 2) reviews of newspapers, magazines, and works of literature from the 1960's to 2014, and 3) current usage for everyday items.

Applications of Systemic Functional Linguistics–I

Room: 148

Session Chair: Katie Heil, *Teachers College, Columbia University*

9:00 AM – 9:20 AM

Genre Purpose in Student-Generated Written Discourse

Lubie Grujicic-Alatriste, *College of Technology*, *CUNY*, USA

This paper reports the results of genre analysis of student written discourse samples, using an expanded Swales' framework (CARS to CATS model). Close to sixty percent of discourse samples were found to exhibit little or (in some cases) no awareness of genre purpose or the need to employ obligatory steps that carry out the persuasive communicative purpose. The findings have immediate educational applications for teaching and university admissions. First, they reflect current educational practices in teaching writing that tend to omit linguistic references such as genre structure and purpose. Second, they are related to aspects of university admissions policies and agendas that need to be addressed at institutional levels in order to possibly make changes how genres are selected for college admissions. The social action of argumentative letters is discussed within the broader SFL framework.

9:25 AM – 9:45 AM

Performing the Common Core: A Critical Discourse Analysis of a Close Reading Lesson

Stephanie Abraham, *Rowan University*, USA

The Common Core Standards discourse claims that close readings and reliance on textual evidence are the means for promoting intellectual rigor and college and career ready skills. Curious as to how this shift in reading would affect teachers' pedagogical choices, I examined a close reading lesson in an 8th grade Social Studies class located in a middle school in southern New Jersey. Framing this as a literacy event, I asked the following questions: How is the Common Core affecting the construction of classrooms? What kind of thought is being valued or devalued? Drawing on micro-ethnographic methods, along with systemic functional linguistics, I show how the shift to close reading narrows student conversations and thought. Demonstrating that reliance on the text itself limits the ability to "delineate and evaluate" arguments and claims found in a text.

9:50 AM – 10:10 AM

Developing Foreign Language Learners' Contextual Awareness of Language Use

Xiaodong Zhang & Nicole Siffrinn, *University of Georgia*, USA

The U.S. Department of Education has implemented national standards for foreign languages taught in public education institutions, highlighting learners' communicative competence across various topics (National Standards in Foreign Language Education Project, 2006). To support such foreign language knowledge as required by the national standards, this paper advocates the use of Systemic Functional

Linguistics (SFL) as an instructional tool in the teaching of Chinese as a foreign language (Halliday & Mathessien, 2004; Li, 2007). Using a sample narrative text, the paper shows the connection between contextual variables and linguistic realization, a connection that can help foster learners' awareness of lexicogrammatical choice in relation to its environment of use. The paper concludes that SFL is a useful tool in developing Chinese learners' understanding of the relationship between context, lexis, grammar and function, as it can prepare them for real-world communication.

9:00 AM – 10:15 AM

Panel: Forensic Linguistic Applications

Room: 150

Session Chair: Effie Papatzikou Cochran, *John Jay College, CUNY*

Tammy Gales and Graduate Students, *Hofstra University*, USA

In criminal and legal contexts, linguists are frequently called upon to aid lawyers and law enforcement agents in the analysis of language evidence. These graduate student researchers apply a variety of linguistic principles and methods such as Appraisal Analysis, Narrative Analysis, Pragmatic Analysis, and Phonetic Analysis to the investigation of authentic language data from forensic and legal cases. Specifically, papers address the differences in emotion and narrative structure between adult and youth confession statements, the differences in emotion and authorial engagement between genuine and false confession statements, the pragmatic comprehensibility of jury instructions, the expression of emotion in suicide notes, the similarities and differences between phonetic realizations of disputed trademarks, and the different manifestations of fantasy-based language between realized and non-realized threats. Findings contribute to our broader understanding of the ways in which linguistic methods may be used to aid those working on cases of criminal and legal import.

Manifestations of Stance in an Adolescent Confession Statement: An Appraisal and Narrative Analysis

Jillian N. Sementini

Using the resources of narrative (Labov 1967, 2006) and appraisal (Martin and White 2005) analysis, this study examines the ways in which an adolescent author represents their world and themselves as well as how they develop and manifest their stance or their positionality in relation to their audience, text, and participants (Jaffe 2009) in a confession statement in order to determine how an adolescent comprehends violent crime. The study analyzes how stance is linguistically realized throughout a narrative and how stance functions within the spheres of individual identity and interpersonal relationships. The analysis reveals that the author uses a variety of linguistic strategies to develop multiple stances and express various meanings resulting in an inconsistent, yet complex overall stance as well as linguistic indicators of limited comprehension. This provides a foundation to determine if adolescent manifestation of stance is more consistent with that of an adult or of a child.

Comparing Genuine and False Confessions Using Discourse Analysis

Corey Williams

For many reasons, including mental health issues and aggressive law enforcement tactics, innocent people sometimes confess to crimes they did not commit (Shuy 1998). While no definitive statistics regarding false confessions exist, since 1992 the Innocence Project has discovered that in about 30% (~97cases) of DNA exoneration cases innocent defendants made false confessions, admissions, or statements to law enforcement officials (The Innocence Project 2013). Using the resources from Critical Discourse and Appraisal Analysis, this study compares topics, lexical choice, repetition, and evaluative language in a false and genuine confession. The analysis reveals notable differences between the two. For example, when discussing the crime, the false confession exhibited semantically intense and highly descriptive language, whereas the genuine confession used vague language. Future work should look to examine larger data sets to determine if the findings of this study are consistent.

State of Missouri v. Darren Brown: A Pragmatic Analysis of Jury Instruction

Kimberley Baxter

The comprehension of the law by layperson(s) left to interpret it has long been the subject of debate, with sides arguing that juries display a high level of comprehension (Gastwirth, 2004) and that juries display a low level of comprehension (Dann, 1992). This study examines the instructions given to the Grand Jury during the State of Missouri v. Darren Wilson Grand Jury

Hearing with the aim of determining whether or not the instructions were delivered to the jury in a manner that was clear and comprehensible. Utilizing pragmatic conditions of cooperative conversation (Grice, 1975), indirectness of request strategies (Blum-Kulka and Elite, 1984), and the guidelines of writing clear warnings (Shuy, 1990), I find that the ADAs' instructions were not sufficiently clear for the jury to understand that they should disregard Missouri Statute 563.046, demonstrating that a jury's understanding of the law can be the difference between acquittal and conviction.

The Functions of Affect in Suicide Notes

Allison Nichols

While scholars have broadly demonstrated that suicide notes can allow the author to place blame, set next steps, or absolve from blame (Schneidman, 2004), studies have not focused on how these multiple forms of affect function in suicide notes. Therefore, this paper specifically investigates how emotion functions in suicide notes. Performing an Appraisal Analysis (Martin and White 2005) on four authentic notes, this paper examines how an author's affect conveys particular meanings, such as how safe or secure the author apparently feels. The analysis shows that there are some emotions such as happiness that, whether positive or negative, will express a certain meaning. For example, both +happiness and -happiness markers are used to comfort loved ones. By examining the distribution and function of emotions present in suicide notes, this study will add to our understanding of how those who plan to take their own lives express emotion.

Phonetic Symbolism in a Trademark Dispute

Sat Shenoy

Phonetic symbolism is added *ex post facto* to the list of analytical linguistic tools used by Dr. Roger Shuy in his involvement with the case of *Pyewacket Enterprises, Inc.* v. *Mattel, Inc*, in which the plaintiff alleged that Mattel's trademark GAK infringed upon the mark of their similarly "gooey, tactile substance" GUK. Considering the theory that individual speech sounds carry meaning, it is argued that while these marks are similar phonetically, the symbolic difference granted by their vowel sounds make them ostensibly antonymous. Research of sound symbolism in brand names demonstrates that consumers associate different vowel sounds with products' tactile dimensions. Whatever tactile attributes the vowel sounds of GAK and GUK connote, it is argued that these marks have different perceived meanings and are therefore not confusingly similar. The reanalysis of this case demonstrates the potential for phonetic symbolism to be used as a linguistic tool in certain trademark disputes.

Realized vs. Non-realized Threat in the Elliot Rodger Fantasy Sequence

Marlon Hurt

Accurately judging an author's level of commitment to acting on an expressed threat possesses real-world value (Gales, 2010). However, fantasies of violence are commonly understood to rank lower than plans for violence, as exemplified by California Evidence Code 1024 (1965) which charges a psychotherapist with reporting when a patient's language becomes indicative not just of mental disturbance but of threatened action. Yet the language features on which a threat assessor must rely to distinguish a 'fantasy' from a 'plan' remain underexplored. Employing Appraisal analysis (Martin & White, 2005), this paper examines how interpersonal stance differs in a realized versus non-realized threat, and discovers the potential importance of semantic features, such as the presence or absence of a semantic Trigger and the relative severity of the "metaphorical scene" (Gales, 2011) used to frame the world of the threat, in assessing the likelihood that the threat will be carried out.

10:25 AM – 11:10 AM
Conference Opening

Cowin Center Auditorium*

Welcome Remarks:

Jo Anne Kleifgen, ILA President

Tributes to Franklin Horowitz:

George Jochnowitz
Alice Deakins
Howard Williams
Shizuka Sakagami-Hamilton
Jon Yasin

* Food and drink are not permitted inside the auditorium.

11:15 AM – 12:30 PM
Plenary

Cowin Center Auditorium

Ellen Bialystok, ***York University***

Introducing the Speaker: Virginia Valian, ***Hunter College, CUNY***

Bilingualism: Consequences for Mind and Brain

A growing body of research points to a significant effect of bilingualism on cognitive outcomes across the lifespan. The main finding is evidence for the enhancement of executive control at all stages in the lifespan, with the most dramatic results being maintained cognitive performance in elderly adults and protection against the onset of dementia. These results shed new light on the question of how cognitive and linguistic systems interact in the mind and brain. I will review evidence from both behavioral and imaging studies and propose a framework for understanding the mechanism that could lead to the reported consequences of bilingualism and the limitation or absence of these effects under some conditions.

12:30 PM – 2:00 PM
Lunch

There are a number of restaurants in the neighborhood. Please check page 83 of this program book for suggestions.

Book Exhibit remains open during lunch – Room 140

2:00 PM – 3:15 PM

Concurrent Session 2

Cowin Center Breakout Rooms

Analysis of Classroom Discourse

Room: 152

Session Chair: Howard Williams, ***Teachers College, Columbia University***

2:00 PM – 2:20 PM

"Speak in English": Managing Language in English-medium Classrooms in Maharashtra, India

Jessica Chandras**,** *George Washington University*, USA

This paper analyzes linguistic methods in classroom discourse that teachers use to manage students' behavior and language in fourth grade lessons at an English-medium school in Maharashtra, India. Teachers both convey meaning in English while also disciplining and socializing students into academic language and norms. With examples of discourse from recordings and ethnographic fieldwork, findings indicate that codeswitching marks behavioral and linguistic transgressions, used only when English comprehension fails and therefore perpetuating a hierarchy and separation of languages depending on settings. Additionally, the initiation-response-evaluation format of classroom questions through discourse markers is revisited as questions are used to maintain order and attention in classrooms, rather than to evaluate a student's understanding of the course material. The classroom management strategies that teachers employ through language define broader societal expectations for students in relation to their language use and behavior inside and outside of a classroom setting in a multilingual society.

2:25 PM – 2:45 PM

Drama for Effective Language Learning and Multicultural Perspectives

Hyojin Kim, *University of Massachusetts Amherst*, USA

The purpose of this action research is to examine the effects of drama to develop multimodal communicative competence and multicultural perspectives in Foreign Language class. The main guiding question of this research is: How do foreign language learners develop communicative competence and multicultural perspectives when drama, a representational and communicational mode (Kress, 2010) and ecological perspectives (Van Lier, 2004) are used to teach a language? This study was conducted in an Intermediate level Korean-as-a Foreign Language classroom at a state university in the Northeastern United States. Data were collected from one-semester classroom teaching, survey, informal interviews, observations of students, and class and interview audio recordings. The curriculum design was based on researches on pedagogy and

standards, teacher interviews, and classroom observations. Through a critical qualitative analysis of classroom activities interactions, and discourse (Fairclough, 1995), this action-oriented study will provide theoretical and pedagogical insights into new strategies that can be effective for developing multilingual competence to send meanings within various different cultural contexts, and be of interest to students and educators in foreign language learning and teaching.

2:50 PM – 3:10 PM

Investigating the Mutual Influence between East Asian and Native Speaker Students of English: A study of Classroom Interaction Patterns

Junko Takahashi, *Teachers College, Columbia University*, USA

This study investigates the nature of the interactional patterns exhibited by East-Asian students (EASs) including Chinese, Taiwanese, and Koreans, and non-East-Asian students who are native speakers of English (NSSs) in the same graduate-level classroom. This study employs a hybrid analytical method of conversation analysis and ethnography. Naturally-occurring interaction of graduate class sessions were video-recorded, transcribed and micro-analyzed to understand the patterns of classroom interaction. In addition, the researcher observed class sessions and took field notes to capture the students' linguistic behavior in class. Interviews with students from both groups were conducted to illuminate their perceptions of how their participation psychologically affects classmates of the other group. The presentation will feature selected video excerpts. Implications include effective strategies that teachers can employ when allocating the floor in their classrooms to be more responsive to the interactional tendencies of each group, leading to more balanced participation by every member of the classroom.

Teaching and Maintaining Heritage Languages

Room: 146

Session Chair: Cathy McClure, *Lehman College, CUNY*

2:00 PM – 2:20 PM

Error Analysis of the Written Production of Arabic Heritage Learners

Youssef Nouhi & Reem Faraj, *Columbia University*, USA

The Arabic language is characterized by its diglossic nature. This linguistic situation in its relation to teaching heritage learners has increasingly become of utmost pedagogical and linguistic importance. In this context, this paper addresses the specific linguistic problems raised by the exposure of heritage learners to literacy in Arabic through error analysis. Specifically, it explores the source, nature and the processes that produce these errors in the written production collected from 20 heritage students who learned one year of Modern Standard Arabic (MSA). Our reading of the findings focuses on two issues. First, it examines the pedagogical implications

for MSA teaching and learning, by offering strategies to reduce the negative effect of these errors as well as addressing the gaps such learners typically manifest. Second, it assesses the transfer models in language acquisition, by determining the nature and extent of the impact of English transfer on these learners.

2:25 PM – 2:45 PM

Institutionalization of Heritage Language Programs as a Model for Humanistic Globalized Education in US Public Schools

Jane F. Ross & Fabrice Jaumont, *New York University*, USA

Our presentation features the growing institutionalization of Heritage Language programs in the United States, programs that the authors propose are playing an essential role in facilitating the integration of immigrant children as they develop literacy skills and fluency in English. With a particular focus on French heritage language programs, our framework is used to examine the extent to which heritage language teaching is institutionalized in public schools. While previous waves of immigrants to the United States were often discouraged from maintaining and developing a home language other than English, innovative research in Heritage Language learning over the past ten years has led to increasing opportunities and understanding of the value of Heritage Language learning in public schools, afterschool and community programs. Heritage Language research has most recently been driven by the current geo-political situation, characterized by large-scale immigration that has led to the growing presence of language minority children at all levels of schooling.

2:50 PM – 3:10 PM

Role of Linguistics in Heritage Language College Level Courses

Agnieszka Rakowicz, *LaGuardia Community College, CUNY*, USA

Although heritage language learners' linguistic profiles vary widely, as bilinguals, they seem to possess higher metalinguistic awareness than do monolinguals (Bialystok 2001). Methods and pedagogy used to address their needs differ. Many institutions employ foreign language curricula in their heritage language instruction, even though there is considerable evidence that such methods do not address the unique needs of heritage learners. This presentation focuses on including elements of linguistics and linguistic analysis in college-level heritage language instruction. It discusses activities that allow heritage language learners to use their metalinguistic skills and focus on "discovering" and discussing structural patterns of their own languages. The preliminary findings seem to indicate that instruction, which includes elements of linguistics and linguistic analysis of some grammatical phenomena, can facilitate heritage language development of college-level learners.

History and Linguistics

Room: 138

Session Chair: Peter Daniels, *Independent Scholar*, New Jersey

2:00 PM – 2:20 PM

The Treaty of Guadalupe Hidalgo: Bilingual Contract or Translation?

Kathleen O'Connor-Bater, *SUNY College at Old Westbury*, USA

In a Proclamation attached to the Treaty of Guadalupe Hidalgo of 1848, President James K. Polk defines the Document that established the terms of the Mexican Cession as "being in the English and the Spanish languages, … word for word as follows," thereby declaring the Treaty a bilingual document, with any textual variation attributed to stylistics without regard for potential conflicts in interpretation by a receiver audience. Yet, for over 160 years, disputes have been registered against the Department of the Interior citing inter-lingual or cross-cultural miscommunication. Applying recent theoretical developments on the practice of the translation of legal documents and treaties, this paper examines the semantic-pragmatic discourse in the U.S.-Mexico Treaty of Guadalupe Hidalgo, considering the principles of inter-lingual equivalence developed by Nida (1986), Snell-Hornby (1988), Sarcevic (1997), and others, to ask whether a "word for word" bilingual rendition can adequately define cultural concepts such as "peace," "friendship," "limits," and "settlement."

2:25 PM – 2:45 PM

Language Policy: Historical Trends and Practical Realities in the Establishment of China's Standard Language—Where Did Modern Standard Chinese Come From?

Richard VanNess Simmons, *Rutgers University*, USA

The first national language standard in China, officially promulgated in 1918, was a mixed language that included disparate features from a variety of Mandarin dialects and was virtually impossible to implement. In 1923 the Ministry of Education officially designated the pronunciation of Běijīng as the national norm; but the new standard did not begin to be widely taught until the 1930s. Meanwhile, beginning in 1929, a competing system developed by a group of communist scholars came into wide use in north China. But this, too, was a kind of mixed system that was not based on the speech of any single dialect. Following the Chinese communist victory in 1949, the new People's Republic reaffirmed the status of Běijīng in the national language norm. This presentation examines the linguistic details of the competing systems and discusses the historical and sociolinguistic factors behind the feuding standards.

2:50 PM – 3:10 PM

A Language in Common

Kate Parry, *Hunter College, CUNY*, USA

This paper presents the history of the English language as the multiple stories of English speakers. The stories are arranged in three phases: first, the European, covering the development of an English ethnicity and culture and the reaction and resistance to that culture on the part of Welsh, Irish, and Scots; second, the Neo-European, covering the establishment of English-speaking communities in North America and Australasia; and third, the Non-European, covering the peoples of entirely different ethnicity and cultural traditions who came into contact with English in both colonies of settlement and colonies of exploitation. Such an account emphasizes not just the triumphant progress of English but also the conflict and ambivalence associated with it, presenting, it will be argued, a common history in which students of a multicultural university such as CUNY can see reflections of their own and their ancestors' experience.

The Changing Perceptions of Varieties of English

Room: 148

Session Chair: Effie Papatzikou Cochran, *John Jay College, CUNY*

2:00 PM – 2:20 PM

Incorporating Non-native and World Englishes in ESOL Listening Materials

Mary Romney, *Capital Community College*, USA

Because of the global nature of English, it is spoken in myriad accents, whether it is a native or non-native language. Given the worldwide demographics of the English language (Crystal, 1997), its future development (Graddol, 2006), and the likelihood that ESOL students will use their English with other non-natives (Seidlhofer, 2005) and/or World English speakers, listening materials should feature a variety of accents. In educating for language awareness in ESOL, listening materials featuring non-native and World English speakers can provide linguistic diversity, empower students, and broaden their perceptions of the English language. The objective of this presentation is to provide an understanding of the value of non-native and World Englishes in listening activities for ESOL students. The presenter will explicate how the inclusion of diverse Englishes in listening materials cultivates language awareness and self-awareness. She will also demonstrate authentic materials that she has used with her students.

2:25 PM – 2:45 PM

Goin' Big Time on Television: African American Vernacular English During the Past Generation

Jon Yasin, *Bergen Community College*, USA

Continuous research on African American Vernacular English [AAVE] by linguists and educators for nearly one century has contributed to changing certain negative societal perceptions of African American Vernacular English. Studies on features of AAVE found in languages of Africa, AAVE being rule-governed, AAVE's importance to its speakers, and language awareness, in addition to the National Council of Teachers of English publication, *Students' Right to Their Own Language* and other publications, have greatly contributed to these perceptual changes to the extent that now many bi-dialectal speakers of mainstream Edited American and AAVE readily code-switch in public venues, such as on television. Results of a study of code-switching on television by two African American bi-dialectal speakers, Steve Harvey, the comedic host of *Family Feud*, a commercial television game show and Tavis Smiley, host of his talk show on the Public Broadcasting Service, will be presented. Popular culture is another dynamic in this change.

2:50 PM – 3:10 PM

American Language Attitudes Towards Accented English Varieties in Advertising

Cheryl Anne Cleland, *Hofstra University*, USA

The aim of this paper was to examine American language attitudes towards both British and American accented English when used in advertising. Advertisements for a fictional product were created and recorded in both a British and an American accent and played to American university students. The participants completed a survey in which they evaluated the spokesperson of each advertisement according to personality traits, where the evaluations were based solely on the spokesperson's accent. Americans showed a preference for the British accent and rated it higher in terms of status than the American accent, though the American accent was rated higher in terms of solidarity. This study demonstrated that Americans generally prefer and have positive language attitudes towards British accented English, though there were instances in the data of negative evaluations towards the British accent, exhibiting that Americans do have some negative language attitudes towards British accented English.

Technology for Linguistics, Language Instruction, and Assessment

Room: 150

Session Chair: Josef V. Fioretta, *Hofstra University*

2:00 PM – 2:20 PM

Connecting to the Concepts—teaching linguistic concepts using hands-on tools

Judith M. S. Pine, *Western Washington University*, USA

Integrating descriptive linguistics, sociolinguistics, and language ideology into a single introductory course provides a challenge for those who teach the Introduction to Linguistic Anthropology. This paper discusses the challenges of this class, and the use of Created Language, or ConLang development, in conjunction with descriptive analysis of natural languages, in achieving excellent results over the course of a 10-week academic quarter. Each element of the hands-on toolkit has it particular strengths. Building a ConLang from the ground up, beginning with sounds and culminating in a fully functional model language, offers students hands-on experience which serves, to a great extent, to demystify difficult concepts. Drawing on over six years of experience teaching students linguistic content through language creation paired with natural language examples, the author will describe key elements of this method, provide examples of outcomes, and discuss challenges and means of overcoming them.

2:25 PM – 2:45 PM

Speech Technology in Second Language Teaching/Learning for Irish (Gaeilge): The Minority Language Context

Neasa Ní Chiaráin & Ailbhe Ní Chasaide, *Trinity College, Dublin*, Ireland

This presentation describes the design, implementation, and testing of a prototype interactive language learning tool for Gaeilge (Irish), an endangered minority language. The Computer-Assisted Language Learning (CALL) system is a dialogue partner based on chatbot technology. It uses an integrated Irish language synthetic voice which is developed as part of the ABAIR initiative in the School of Linguistic, Speech and Communication Studies, Trinity College, Dublin. The main goal of ABAIR (*which means 'say/speak' in Irish*) is to develop multidialect text-to-speech synthesis systems for the Irish language. Evaluations of this prototype CALL system indicate that learners responded positively both to the synthetic voices and to the chatbot as an interactive dialogue partner for language learning. These results bode well for the future use of AI-supported dialogue partners using integrated synthetic speech. It has particular significance for learners of endangered languages who have limited opportunities to interact with native speakers.

2:50 PM – 3:10 PM

Comprehensible Assessment—A Second Language Proficiency Test that Everyone Can Understand

Valerie Paterson, *Collegial Centre for Educational Materials Development, Québec*, Canada

In Québec, the unique linguistic context creates challenges for teaching at the college level. Access to preparatory language courses is determined through placement tests; however, achieving consensus on the standardization of course content is difficult, given that the performance of students in different regions of Québec varies. The SLPT is an online adaptive test that proposes a solution to this problem through the use of a linguistic scale derived from existing, recognized Canadian and international scales. The test dynamically selects, from a bank of calibrated items, the item most likely to assess the respondent's skill level in oral and written comprehension. This presentation will introduce the multiple facets of the SLPT that are of interest to professionals in the fields of linguistics, education and assessment, specifically the theory and methods utilized in the development of the linguistic scale and pedagogical content, as well as the design of the platform itself.

3:25 PM – 4:40 PM

Concurrent Session 3 — Cowin Center Breakout Rooms

Addressing Dialect-based Stereotyping

Room: 150

Session Chair: Effie Papatzikou Cochran, *John Jay College*, CUNY

3:25 PM – 3:45 PM

Language Attitudes: Non-Standard Dialects and Racial Influence on Dialect Perceptions

Julie Schurr, *North Carolina State University*, USA

This study aims to move toward the creation of a practical methodology for non-standard dialect inclusion in the introductory composition classroom. Despite the call for such by composition scholars and both the NCTE and LSA, the composition classroom still lacks practical tools that would allow for a greater level of home dialect inclusion with regard to foundational writing processes. In an attempt to take an initial step toward the creation of such a methodology, this pilot study identifies a target student population and also attempts to ascertain the current state of language attitudes of said population. Through surveying ENG 101 students using a paper-based questionnaire paired with a dialectal text, the study attempts to gain insight on prevailing language attitudes of introductory composition students and determine whether racial bias is a significant influence on said attitudes.

3:50 PM – 4:10 PM

Elevating and Celebrating Sociolinguistic Diversity: A Pedagogical Framework for the Second Language Spanish Classroom

Joseph Kern, *University of Arizona*, USA

Combining literacy studies and sociolinguistics, the present study proposes a pedagogical framework for the incorporation of sociolinguistic diversity in the second language Spanish classroom through literature and sociolinguistic corpora. The proposed framework consists of four linear components: Experiencing, Interpreting, Analyzing, and Play. Each of these four components is illustrated with the poem "Soy Como Soy y Qué" by Raquel Valle-Sentíes and narratives from a sociolinguistic corpus in Spanish of young Spanish-English bilinguals from Southern Arizona. The proposed framework demonstrates how linguistics can contribute to second language education by encouraging a pedagogical approach to literacy guided by sociolinguistic sensitivity. Incorporating sociolinguistic diversity in the second language classroom combats the propagation of hegemonic, standard varieties. It legitimizes the elements of sociolinguistic diversity in the students' own varieties. Lastly, it allows students to interpret and create meaning in the target language within the multilingual, global context in which they live today.

4:15 PM – 4:35 PM

The Benefactive Personal Dative Construction: A Corpus Study of North American News Media

Yuri V. Yerastov & Gareth Peterson-Shea, *Fort Hays State University*, USA

We present a corpus-based study of the benefactive personal dative construction, e.g. He bought him some brushes and paint, in which the postverbal pronoun is co-referential with the subject NP. The geographical distribution of the construction still remains elusive. Thus, the Yale Grammatical Diversity Project attests the construction in Tennessee and West Virginia, while the Electronic World of Varieties of English attests it in Ozark English, Southeast American enclave dialects, rural AAVE and Chicano English. Based on a mass media sample, the present study finds that the personal dative construction is generally diffusing across entire North America, being most frequently attested in the North Midland. An interactive Google map is presented to demonstrate constructional attestations both in terms of their dispersion and density. Further, it is found that the distribution of the construction is neutral with respect to the gender of language users.

Learning Chinese and China English

Room: 138

Session Chair: Richard VanNess Simmons, *Rutgers University*

3:25 PM – 3:45 PM

A Multivariate Analysis of Ditransitive Constructions in Chinese Interlanguage

Yu Li, *University at Buffalo, SUNY*, USA

The present study applies a multivariate methodology developed by Bickel (2010) to investigate the variations of ditransitive constructions in Chinese interlanguage. We include Thai and English native speakers' Chinese L2 ditransitive instances in a Chinese interlanguage corpus, coding them by 9 distinct ditransitive-related variables. Based on this, 73 ditransitive variations across Mandarin, English, Thai, Thai and English native speakers' Chinese L2s are generalized. After conducting a Hamming distance analysis, we observed both L1 and L2 transfer effects in the interlanguage. The results are visually represented by a split tree diagram, which captures the similarities between different languages and variations, and is indicative of the learning outcomes of different L2 learners. L1 transfer is found more often in double object constructions with prototypical ditransitive verbs but flexible definiteness of arguments and indirective object constructions employing a VOX order regardless of the prototypicality of verb.

3:50 PM – 4:10 PM

China English in US Higher Education: Faculty Attitudes

Walter Petrovitz & Herbert Pierson, *St. Johns University*, USA

Poorly prepared linguistically for the demands of American higher education, native-speaking Chinese students often fall back on a language variety known as *China English*, which has normative English as its core, but with Chinese characteristics in lexicon, syntax and discourse. In an effort to understand how *China English* impacts instruction, an online survey was devised and distributed to 600 faculty members at a large urban university with the intention of gauging how they manage linguistically underprepared Chinese students. Results of the study suggest that in non-language subject-teaching settings, faculty tend not to adapt to students' linguistic inadequacies, preferring to focus primarily on their specific course content instead. This study provides a glimpse of current faculty attitudes in what is becoming an increasingly global-English teaching environment. Further study is needed to learn more about the nature of faculty perceptions of China English.

Mother Tongue Instruction in Aruba, Guinea-Bissau and Australia

Room: 152

Session Chair: Kate Parry, *Hunter College, CUNY*

3:25 PM – 3:45 PM

Language Planning for Indigenous Education in Aruba

Joyce Pereira, *Instituto Pedagogico Arubano*, Aruba

In multilingual post-colonial countries the indigenous mother tongue of the majority of the population in most cases is seen as the root of every problem in education, instead of the real culprit, which is the foreign colonial language which has been imposed on the community, causing all kinds of alienation. The relationship between the languages and the people representing these languages in these situations becomes one of unequal struggle for power. This is very much the case in Aruban education, where the language of the majority, Papiamento, is still considered and treated by many as a minority language, a situation with negative consequences for real development. In Aruba's situation language planning needs to take on new and different forms, modalities, and goals. It is important in the process of language planning and policy to identify language not as a problem, but as a resource for social, cultural, and economic gain.

3:50 PM – 4:10 PM

Manjako Literacy and Issues in Language of Instruction

Miles Pearson, *Missouri State University*, USA

Students in Caio, Guinea-Bissau cannot read. This is due largely to the mismatch between the language at home and the language of instruction in schools. Students in Caio speak Manjako, but classes are taught in Portuguese, the official language, which students do not understand. This makes it more difficult for students to develop literacy skills and succeed in school. In this presentation, I will focus on the development and testing of Manjako literacy materials and will give special attention to an interactive computer-based literacy program that I developed using Microsoft PowerPoint upon the completion of my fieldwork. In this presentation, I will also recommend that Manjako be used as a medium of instruction in schools before introducing Portuguese, and that a new pedagogy should be introduced in schools which focuses on class participation instead of lecturing and rote memorization.

4:15 PM – 4:35 PM

Australian Aboriginal Children Learn to Read with the 'Lap Method'

Christine Nicholls, *Flinders University*, Australia

Throughout the 1980s I worked at the Lajamanu Bilingual Warlpiri Aboriginal School in the Tanami Desert of northern Australia, initially as a linguist, then as school principal. An important strand in the reading curriculum, the simple but effective method known as 'Lap-Reading' was instrumental to Warlpiri Aboriginal children at Lajamanu acquiring 'cultural literacy', as distinguished from 'technical literacy'. The lap-reading program brought parents and extended family members into the school daily, to read or tell stories to individual children or small groups in the Warlpiri language or in English. Today, many adults and children who participated in that program are community leaders; their relatively high literacy levels are significant determiners of their current status. In this presentation I will describe and evaluate the program and discuss its continuing relevance in Australian Aboriginal education.

Language in U.S. Immigrant Communities

Room: 148

Session Chair: Hermann Haller, *Queens College & Graduate Center, CUNY*

3:25 PM – 3:45 PM

Does Length Matter?: The Role of Residency in Linguistic Landscapes of NYC's Ethnic Communities

Susan Price, *Borough of Manhattan Community College*, CUNY, USA

How does length of residency impact public language use in urban communities? In an attempt to answer this question, community college students enrolled in an introductory linguistics course, surveyed the linguistic landscapes of the neighborhoods in which they live and/or work. This language observation project allowed students to collect natural language data, categorize them, compare them to language(s) used by residents, and make observations based on their findings. Original research of several students will be showcased using photos of commercial signage in their communities and charts comparing public language use with language use at home and length of residency of those living in the surveyed neighborhoods. Results should add to our understanding of the extent to which code choice in urban linguistic landscapes reflects languages used by those living in the communities.

3:50 PM – 4:10 PM

Language Maintenance and Support: A Case Study of a New Jersey Public Elementary School

Benjamin Kinsella, *Rutgers University*, USA

This case study examines attitudes of teachers, administrators, and parents toward heritage language development in a New Jersey elementary school that serves a large population (95%) of Spanish-speaking students. Using an ethnographic approach, I examine school practices that support the maintenance of Spanish and explore how the community's culture is incorporated into the curriculum. A corpus was generated from one-to-one interviews (N=15). In addition, extensive observations were conducted in classrooms (K-3), parent-teacher conferences, and in the community. Findings reveal that there is tension between teacher, administrator, and parent discourse regarding the school's role in support of the heritage language. Furthermore, L1 support is constrained by limited time and resources to satisfy students' academic needs, mainly dealing with testing pressures and teacher evaluations. The findings point to a more nuanced understanding of equitable educational practices for linguistic minority students in school districts in a community adjacent to NYC.

4:15 PM – 4:35 PM

Siblings as an Important Resource for Minority Language Maintenance

Iulia Pittman, *Auburn University*, USA

This presentation focuses on the challenges of raising bilingual children in an English-dominant culture. More specifically, it explores the resource siblings represent to each other, and it looks at the relationship between the amount of exposure to the minority language and proficiency in it. The participants in this study are three bilingual siblings, ages 3, 5, and 7, who are growing up speaking English and Hungarian in a small town in the south of the United States. The study is based on data collected through careful journaling over the years. It was found that by employing creative parenting methods, positive reinforcement and gentle reminders can slowly change language choices of children (from the majority to the minority language) and have a great impact on the children's level of comfort with the minority language. Furthermore, the amount of time spent in the minority language directly correlates with proficiency in the language.

4:50 PM – 6:05 PM
Plenary

Cowin Center Auditorium

Jacob Mey, ***University of Southern Denmark***

Introducing the Speaker: Roger Shank, ***Socratic Arts, Inc. & Northwestern University***

The Pragmatics and Practice of Language Acquisition

The talk will offer some practical considerations, based on my experiences as a language learner and teacher. Much of the presentation will have to do with the benefits and risks of 'immersion' as a way of appropriating a language, and the importance of a living context (both active and passive). The 'communicative method' will be briefly discussed against the backdrop of (now considered antiquated) ways of learning, such as the language laboratory routines of audio input and drill exercises, with their focus on the pronunciation of individual words and expressions. Also, meta- and paralinguistic skills (such as the right way to 'hesitate', 'express (im)polite disagreement', 'playing for time', and so on), will be mentioned as crucial competencies that are often under-valued and under-represented in current teaching practice.

6:15 PM – 8:15 PM
Reception

Everett Lounge, Zankel Hall

Saturday, April 25

8:00 AM – 4:00 PM
Registration — Zankel Hall

8:00 AM – 8:45 AM
Coffee, Tea, Continental Breakfast — Cowin Center Book Exhibit Space Room: 140

8:00 AM – 4:30 PM
Book Exhibit — Cowin Center Book Exhibit Space Room: 140

9:00 AM – 10:15 AM (please be seated by 8:55)
Invited Panel

Cowin Center Auditorium

In New York: **Sheila M. Embleton, *York University***
William Labov, *University of Pennsylvania*
Jacob Mey, *University of Southern Denmark*

In Beijing: **M. A. K. Halliday, *University of Sydney***
Ruqaiya Hasan, *Macquarie University*

Moderators: **Jo Anne Kleifgen & Jonathan J. Webster**

WORD Global Roundtable (simulcast with Beijing Normal University)

Since its founding 70 years ago, the journal *WORD* of the International Linguistic Association has continued to advance our knowledge about language and languages through ground-breaking studies in General Linguistics. In conjunction with *WORD*'s re-launch in partnership with Routledge, Taylor and Francis, the ILA, Teachers College, Columbia University, and Beijing Normal University will co-host this simulcast of the *WORD* Global Roundtable. In addition to discussing the journal's history, international character, and eclectic and theory-neutral profile, our distinguished panelists will explore ways to advance *WORD*'s role in shaping the evolving field of linguistics.

10:25 AM – 11:40 AM
Concurrent Session 4

Cowin Center Breakout Rooms

Online Language Teaching and Learning

Room: 138

Session Chair: Maureen Matarese, *Borough of Manhattan Community College, CUNY*

10:25 AM – 10:45 AM
Foreign language instruction in a digital learning environment

Laura Méndez Barletta, *Stanford University*, USA

The present paper analyzes instructional practices used to support Spanish language development and cultural understanding in an online foreign-language classroom environment. Of particular interest are the ways in which schools work to facilitate learning and language development while pointing outside of the online learning setting and encouraging students to become engaged in their respective communities. The paper will present data on the activities in which beginning Spanish high school students participate in order to support and enhance Spanish language learning and culture outside the digital learning domain. Of particular interest are activities in which students are asked to engage in conversation with native speakers, and portfolio assignments revolving around cultural events. It will be argued that such activities can contribute in significant ways as instructors work to meet the five objectives of ACTFL's "Standards for Foreign Language Learning in the 21st Century."

10:50 AM – 11:10 AM
"Now You Are Talking": Online Forum Discussions Inside and Outside the Language Classroom

Clara Bauler & Chia Yuan Hung, *Adelphi University*, USA

What are the most significant features of online forum discussions? How do they differ when used for pedagogical and, non-pedagogical, or "everyday" purposes and contexts? In what ways do these differences matter for language teaching and learning? This paper aims at offering a rich, detailed description of defining characteristics of online forum discussions as "everyday practice" and pedagogical practice, concerning: functionality, interface, participation, and membership. Findings reveal that the major distinctions between the two different ways of organizing and engaging in online forum discussions may present possible challenges for language teachers and learners in terms of the expectations for participation. While online forum discussions as "everyday" practices depend on voluntary participation, based on participants' interests and affinities, online forum discussions as pedagogical practices are frequently based on mandatory

participation. Practical ideas, strategies, and suggestions for using online forum discussions productively and successfully in the language classroom will be shared.

11:15 AM – 11:35 AM

Digital Literacy and Dialect: Sociolinguistic Course Content Online

Rebekah Johnson, *LaGuardia Community College, CUNY*, USA

Increasingly, course content is offered via new technologies for online and hybrid courses and the "flipped classroom" model of teaching. Thus, there is an increasing need for engaging online activities and modules to facilitate learning and present content outside the physical classroom. In addition, students now must learn digital literacy as well as other "traditional" forms of academic literacy. The trend pushes us as educators to consider online pedagogies. But to develop materials for one's own course and for a particular student population, instructors must create or modify appropriate digitally-based materials, a task that at first glance seems daunting. Although with technological knowledge, creating online course content is not difficult, creating a cohesive unit takes planning and practice. In this presentation, best practices in online pedagogy and linguistics course materials development will be discussed and the presenter's experience in teaching linguistics courses online will be featured.

Varieties of Italian, German, and English

Room: 152

Session Chair: Hermann Haller, *Queens College & Graduate Center, CUNY*

10:25 AM – 10:45 AM

Uprooting Those "Dialectical Weeds": The Battles between Linguistic Diversity and the Standard National Language in Italian Education

Stephanie V. Love, *Graduate Center, CUNY*, USA

Since its inception in the late 19th century, one of the primary goals of public education in Italy has been to promote and universalize the usage of the national standard language at the expense of all other language varieties. Aside from scores of migrant languages, linguists estimate that there are between 26-29 Italo-Romance and historic minority languages currently spoken in Italy. Nevertheless, multilingualism has largely been considered to be a problem for national unity to be addressed and remedied through standard language education. Using the frameworks of critical discourse and narrative analysis, I explore how conflicts between standard, non-standard and minority linguistic repertoires have, at times, resulted in significant inequalities in educational outcomes for non-standard language speaking students and why bilingual education has been largely absent from the Italian educational landscape.

10:50 AM – 11:10 AM

Huncokars' Dialect in Central Europe

Dušan Fedič, *University of Ss. Cyril and Methodius*, Slovakia

Mountain woodcutters—"Huncokars", living in the Small Carpathians Mountain massif completing the western part of Slovakia, are a specific language and social ethnic group. They are the last wave of German settlement in Slovakia. Huncokars have developed a language-specific enclosed settlement, which lives either through several individual memories of their descendants or as a part of the collective memory of today's local communities living near the former settlements. We introduce the characteristic Huncokars' dialect. Huncokars probably came from from Styria and Tyrol in Austria. The second possible area of origin belongs to South Bavarian dialect areas in Germany. Based on the record comparison of Huncokars' dialect with dialects in Tyrol, Styria and Bavaria we have identified possible area from which Huncokars came to Slovakia.

11:15 AM – 11:35 AM

Pragmatic Specialization of Be~Have Auxiliary Alternation: A Corpus Study of Canadian News Media

Yuri V. Yerastov & Wen Xin, *Fort Hays State University*, USA

We present a corpus-based analysis of auxiliary alternation in the perfect found, for example, in Canadian and Philadelphian English, where the nonstandard auxiliary be takes the place of the standard auxiliary have, e.g.: I am done dinner, I am finished homework, I am started my project (Yerastov 2012, 2013; Hinnell 2012, Fruehwald & Myler 2012). Drawing on a sample of 1,811 tokens from Canadian Newsstand Complete, we find, at a level of statistical significance, that the transitive be perfect tends to attract definiteness material in its direct object slot, and to occur in preposed adverbial clauses. We construe these facts as suggesting that the be ~ have transitive auxiliary alternation is, at least in part, motivated by pragmatic, discourse-based specialization between the have and be perfects: while the have perfect is the unmarked case, the transitive be perfect codes familiar information with definiteness markers and pre-posed position.

Applications of Systematic Functional Linguistics–II

Room: 148

Session Chair: Sheila M. Embleton, *York University*

10:25 AM – 10:45 AM

The challenges/opportunities of teaching linguistics to non-linguists

Karen Malcolm, *University of Winnipeg*, Canada

Have you ever been put in a position where half your students have a linguistics background and the other half do not have? Half are prepared to do detailed analyses of texts and the others do not know where to begin? Regardless of students' previous linguistic knowledge, the goal is to give students a descriptive framework that 'equalizes the playing field,' that empowers them to see and describe fascinating details about any text, of any register, by any encoder. To my mind, this means that students are taught the meta functions of Halliday's Systemic Functional Grammar and the planes of experience and realizatory code of Gregory and Malcolm's Communication Linguistics. It seems students do not need to understand every detail of every form of analysis in order to come up with insightful and meaningful descriptions and interpretations of a variety of texts.

10:50 AM – 11:10 AM

Supporting Development in Schools with a Common Language Framework

Mary A. Avalos, *University of Miami*, Andrés Ramirez, *Florida Atlantic University* & Sabrina Sembiante, *Florida Atlantic University*, USA

The number of emergent bilinguals (ELLs) in K–12 public schools is increasing (NCES, 2013). Moreover, within our increasingly global economy and society, the importance of bilingualism/biliteracy is of interest to all parents and larger society to promote proficiency in two languages (García, 2009). We propose an instructional framework based on Halliday[1]s (1978) Systemic Functional Linguistics (SFL) that assists districts and teachers to promote and achieve biliteracy for all students while specifically attending to placing texts (the what of knowledge) at the center of instructional practices. Building on the work of Colombi (2009), we use thematic units in Spanish and English that include multiple texts (print, multimodal, visual) and text types (genres) around a common theme for primary grades[1] L1 and L2 language arts instruction. The presentation will include a brief overview of theoretical foundations and a sample thematic unit to contextualize the framework and instructional model.

Morphology

Room: 146

Session Chair: Peter Daniels, *Independent Scholar*, New Jersey

10:25 AM – 10:45 AM

Examination of the Use of Numeral Classifiers and Individuatedness of Nouns in Mandarin Chinese

Xiaozhao Huang, *University of North Dakota*, USA

Chinese is generally held as a numeral classifier language in which concrete nouns are expected to combine with a numeral classifier before being numerically quantified. Holding such a view in language teaching and learning, however, not only oversimplifies the complexity of the use of numeral classifiers to nouns in Chinese, but also leaves a simplistic impression that Chinese nouns are either countable or uncountable, categorizing falsely, if not naively, a binary distinction which can be subsequently determined by the modifying numerals and numeral classifiers preceding Chinese nouns. In the examination of the data collected from different sources of Mandarin Chinese, this study has identified six categories of Chinese numeral classifiers used to nouns of five different types, in addition to several overlapping areas. The analysis from this study has demonstrated that the system of numeral classifiers in Chinese remains appreciatively complex; thus more exhaustive studies in this area are needed.

10:50 AM – 11:10 AM

Arguing for Degrees of Definiteness on the Spread of Weak Inflection in the Twofold Adjectival Declension in Germanic languages

Josef V. Fioretta, *Hofstra University*, USA

The coexistence of two sets of adjectival forms, called "strong" and "weak," is a striking feature of the Germanic languages. In consequence of their original use as indicators of definiteness, the weak forms first began to appear in definite noun phrases, particularly following those determiners now classified as unambiguously definite in recent semantic studies. This paper, based on my dissertation Fioretta (2002), presents for the Germanic languages as a whole a hierarchy determining the chronological ordering of the appearance across time of the weak adjectival declension. The findings from this paper regarding these determiners to illustrate degrees of definiteness in the noun phrase will be applied outside Germanic to the Baltic languages. Extension beyond the noun phrase to the verb phrase exists in such languages as Hungarian and Mordvin having definite and indefinite verbal conjugation.

11:15 AM – 11:35 AM

Comparative Study of Differential Plural Markings in Chinese, Japanese, and Korean

Jaeshil Kim, *Liberty University*, USA

This paper attempts to shed a different light on the so-called "differential plural marking" in Chinese, Japanese, and Korean. *-men*, *-tati*, and *-tul*, Chinese, Japanese, and Korean plural markers respectively are akin to each other in their optionality, but they are patterned quite differently in their distributions. Building on and extending Iljic (1998)'s analysis of Chinese *-men* as an associative marker, I would like to propose that *-men*, *-tati*, and *-tul* mark not only plurality but also associativeness. Mainly morpho-syntactic evidence will be provided to support this analysis: (i) optionality and obligatoriness of morphological marking, (ii) movement of numeral expression, (iii) plural-marked N and NP coordinations. Finally, it will be shown that both plural marking and associative marking in Chinese, Japanese and Korean are subject to the animacy/definiteness hierarchy, albeit in different ways.

10:25 AM – 1:05 PM

Workshop for Teachers–I

Room: 150

The Writers' Sentence: From Casual to Formal Writing with Games & Giggles

Facilitators: Alice H. Deakins, Bonny R. Hart, Effie Papatzikou Cochran & Julie H. Rhodes

Many of our students are fluent in casual written English through texting, tweeting, and blogging, but they also need formal written English to achieve their personal and professional goals. This workshop shows how to build a bridge from casual to formal using (1) students' internal knowledge of spoken English, which they have either acquired or learned; (2) their understanding of the basic relationships of adding, contrasting, and concluding, which they practice in their spoken narratives; and (3) their understanding of "asides," adding extra information to messages, which they do frequently in their spoken interactions. Our students have within themselves the knowledge they need to move from casual to formal writing. Using power point, written examples and hands-on games, we draw out their knowledge, name it, and show them how to manipulate, punctuate, and edit their own writing. No more fragments and run-ons!

Alice H. Deakins is a Professor of English at *William Paterson University* in New Jersey, where she teaches Basic Writing and Grammar and Style. She is an author of *The Tapestry Grammar: A Reference for Learners of English* and is currently working on three volumes of *The Writers' Sentence: Editing for Grammar and Style I*, *Basics for Students II*, *Basics for Teachers III*, *Advanced*. She has published and given workshops on editing for grammar and style and was part of the team that developed a card game for teaching significant patterns of the English sentence for writers.

Effie Papatzikou Cochran is a Professor of English at *John Jay College of Criminal Justice*, where she teaches courses in writing, grammar, linguistics, and forensic linguistics. She has published numerous articles on writing, diglossia, codeswitching, gender and language, and classroom pedagogy. She has also presented papers on grammar and writing, most recently for AAAL (2013) and for ILA (2014). In 2011 and 2012, she was a featured presenter for TESOL on forensic linguistics.

Bonny Hart is an Adjunct Assistant Professor in the Intensive English Program at the *New School University* in New York. She has experience teaching low-literacy English Language Learners in community programs as well as teaching college level learners and English for Specific Purposes (music and design). She is the creator and webmaster for the clearinghouse for X-Word Grammar: xwordgrammar.pbwords.com.

Kate Parry is a professor of English at *Hunter College*, *CUNY*, where she teaches courses on English linguistics, including the structure of modern English. She is one of the authors of The Tapestry Grammar and has published extensively on reading comprehension and vocabulary acquisition. She is one of the developers of the game that is to be the core of this workshop.

Julia H. Rhodes was a K–12 English and World Languages teacher, supervisor, and principal in New Jersey for 35 years. She has facilitated many workshops for teachers on diverse aspect of language teaching but is particularly interested in process writing. She is currently working on The Writers' Sentence: Editing for Grammar and Style.

10:25 AM – 11:40 AM
Poster Session

Room: 140

Metaphors for Machine Parts

F. David Mulcahy, *NYU Polytechnic School of Engineering*, USA

This research investigates how technology gets named. Our data come from a Bosch™ #0601140743 electric drill. Most manufactures make available to those who buy their machines "exploded view parts diagrams" which show their products' component parts slightly separated from each other so that structure details are revealed. These diagrams allow the linguist to access different metaphorical responses to the same part. The parts diagrams in Chinese, English, Spanish and Portuguese were obtained from Bosch for this drill so that a number of parts might be selected for study. For instance the English part name "ratchet cap" is expressed in Spanish as "caperuza de enclavamiento" or "nailing hood," in Portuguese as "tampa de encliquetagem," or "lid of the clicker," and in Chinese as "棘 盖," or "thorn cover." The presentation discusses a small number of metaphoric labels in light of the anthropological theory of Terence Turner and Marcel Mauss.

Teaching Linguistic Awareness to Undergraduate Speech Pathology Students

Jennifer Hamano, *Graduate Center, CUNY*, USA

The goal of this presentation is to describe topics in linguistic awareness especially relevant to undergraduate students majoring in speech pathology. When students think about verbal communication, they generally assume that their goal is to help people speak "Standard English," 'correctly.' Second, the definition students give for bilinguals is usually "someone who speaks, hears, reads, and writes two languages equally well." The presentation explores questions posed to speech pathology students at Lehman College, their initial impressions, and a discussion of how the students came to understand language varieties in terms of descriptive vs. prescriptive grammar and apply that knowledge to their development as speech pathologists. Some topics addressed include undervalued dialects of American English, code-switching, and bilinguals with speech disorders such as Aphasia and Specific Language Impairment.

Effects of Video Cues on Acquisition of High-level, Low-frequency English Vocabulary

Euna Cho, *Graduate Center, CUNY*, USA

Positive results have been found when L2 vocabulary is learned with multimedia visual cues in multimedia annotations or classroom instruction. Ample research has been done on beginner and intermediate level vocabulary, yet little attention has been paid to high-level infrequent words that are nevertheless important for learners' particular needs, for instance, graduate study. The

present study compared two different teaching methods, namely multimedia video cues and textual information. Fifteen Korean learners of English participated in the study under two different conditions. In the experimental group, 40 vocabulary items were shown in 40 separate video clips extracted from movies or TV shows. In the control group, the same target words were explained using a handout where the script of the subtitles for each video clip was presented in writing. The mean scores of the post-tests suggested that the video group outperformed the text group on all the post-tests.

11:50 AM – 1:05 PM
Concurrent Session 5

Cowin Center Breakout Rooms

Approaching Public Issues Through Critical Discourse Analysis

Room: 148

Session Chair: Maureen Matarese, *Borough of Manhattan Community College, CUNY*

11:50 AM – 12:10 PM

Lawyers for Fetuses: Metaphor and Ideology in Alabama's Abortion Debate

Victoria Greenstone, *Hofstra University*, USA

This paper explores the correlation between negative and sensational linguistic framing in the media and the recent shifts in public opinion on the abortion debate. The use of discursive tools, presuppositions, lexical choices, and metaphors in local media and the concordance of such language to that which is then codified into contemporary anti-abortion law is emphasized. Critical discourse analysis was used to examine the contents of 15 newspaper articles from the Birmingham Times as well as the actual text of Alabama House Bill 494. The most notable trend was that locally-written articles, as compared to nationally-recognized contributors, showed many more instances of the protective metaphor, emotional/moralizing language, and assumptions of fetal personhood, which was consistent with the language of HB 494. This research shows that there is a strong association between persistent linguistic framing and choices in the media and the ideological atmosphere of the public that regularly consumes it.

12:15 PM – 12:35 PM

A Critical Discourse Analysis of the 2015 Federal Guidance Letter for Emergent Bilinguals

Ruth Wienk, *South Dakota State University*, USA

This presentation will discuss the findings of a critical discourse analysis of the 2015 federal guidance letter for emergent bilinguals which is otherwise known as the "Dear Colleague Letter: English Learner Students and Limited English Proficient Parents." This analysis was conducted based on inductive codes as well as the linguistic features of the policy. The presentation presents a critical picture of the nature of the federal policy for emergent bilinguals and their families that schools use as they pursue desired language and educational outcomes for emergent bilinguals. The research analyzed levels of pluralist and assimilationist language in education policies for emergent bilinguals. It also focused on the syntactic features of the language. Sentence agency, verb modality, and noun modification were investigated in an attempt to clarify hegemonic relationships within the policy.

12:40 PM – 1:00 PM

Linguistics, Language, and Social Awareness: Possibilities for Classroom Pedagogy Using Newspaper Discourse

Iris Hewitt-Bradshaw, *University of Trinidad and Tobago*, Trinidad and Tobago

This paper builds on research that used frame analysis to demonstrate how 'frames' are constructed in newspaper articles on police killings. It uses text analysis and critical discourse analysis to investigate how language works through linguistic choices to support ideological positions in reports on police killings. Further, it suggests how the findings can be used to design culturally relevant curriculum. The research draws on concepts in the field of semantics and stylistics—connotation, denotation, semantic relationships, grammatical structure and loaded vocabulary—to perform comparative analyses on different writing genres in newspapers. The findings illustrate specific ways in which lexical, syntactic, and structural choices work to overtly or subtly present ideological positions that can be contested. Creatively designed curricula using media discourse on controversial and emotive issues encourage students to develop critical reading skills and engender social awareness, motivation, and engagement with texts related to social justice and equity.

Language and the News

Room: 146

Session Chair: Josef V. Fioretta, *Hofstra University*

11:50 AM – 12:10 PM

Russia and Ukraine: Dear Beloved Enemy

Irina Perianova, *University of National and World Economy*, Bulgaria

The paper sets out to explore the techniques used in state-controlled Russian media aiming to create a new political myth, and to analyze the impact of these developments on the public at large, both in Russia and in Ukraine. I intend to give an overview of some specific features of the power discourse and outline the methods used to generate conceptual tools meant to shape a desired social attitude. The linguistic devices employed involve the use of vocabulary, grammar and word-building, such as: 1) mantra-like labels which turn into key symbols, e.g. fascists, Kiev junta; 2) formulaic language, e.g. Crimea is ours, which has blended together as Krimnash and provided a lot of material for word-building; 3) negative affixes and blends; 4) rhetorical questions; 5) impersonal pronouns which pre-programme apriori inclusiveness; 6) qualifications, e.g. alleged, so-called intended to insinuate doubt. The rhetorical techniques include alliterative slogans and binary oppositions. Thus Russianness is re-centered and a visibility is created for Ukrainians, whereas the new political myth reifies a reality where the present targets the creation of a new past.

12:15 PM – 12:35 PM

The Distillation of Information: A Critical Discourse Analysis

Cynthia Stegman, *Hofstra University*, USA

The media is influential in that it collects information, its knowledge and distribution acting as a form of power. The knowledge of new facts regarding biological events, such as the 2014 Ebola outbreak, is in demand by the reader. How such facts are distributed within a news story dictates a reader's own knowledge and impressions. These two facets of power have multiple manifestations, and are examined in four online articles from FOX and CNN. An approach with Critical Discourse Analysis, alongside van Leeuwen's Social Actor Theory, is used to uncover how informational power shifts from its source, as well as the power present within the media's own version of the discourse. The first finding leads to the media claiming informational power through varying degrees of quoted discourse assigned to Social Actors, while the second presents Ebola as holding situational power within the articles on the lexical and syntactic levels.

12:40 PM – 1:00 PM

Impacts of Facebook and Twitter Representations on Egypt's Coup: A CDA Account

Kamel A. Elsaadany, *Gulf University for Science and Technology*, Kuwait

This study investigates the Facebook and Twitter representations and their impacts on the ideological and political transformations in Egypt after the July 2013 coup. It critically analyzes what is undervalued, overvalued, and excluded. To achieve this target, it tries to find answers to the following questions: 1) how do Facebook and Twitter write about the ideological and political transformations in Egypt after coup in terms of rhetoric and framing? And 2) what kinds of ideological notions are advanced in the Facebook and Twitter representations of coup? The study adopts the CDA theoretical framework to examine the selected Facebook/Twitter texts. It shows that Facebook and Twitter representations were effective communicative tools in enhancing the ideological and political transformations in Egypt before and after the coup. It also revealed that Facebook and Twitter enhanced their roles as powerful tools in the making of political changes in Egypt after the coup in 2013.

Literacies in Adults and Children

Room: 152

Session Chair: Peter Daniels, *Independent Scholar*, New Jersey

11:50 AM – 12:10 PM

In Their Own Words: Engaging English Learners in Meaningful Language Acquisition through Personal Narrative

Juan Araujo, *Texas A&M University-Commerce* & Carol Wickstrom, *University of North Texas*, USA

English learners want to carry on substantive conversations with peers, meet family expectations and responsibilities, and achieve future academic success; but sometimes when they attempt to communicate with others, they find this task a daunting experience that scares, confuses, and befuddles them. Thereafter, some of them go into verbal and writing hibernation until they find the courage to try again. The paper uses a qualitative methodology to analyze the written stories of seven bilingual students in order to discover what experiences made it manageable or difficult to learn English for them—to become more informed about the experiences of English learners. Findings provide some evidence that students believe learning English is hard; nevertheless, they see its purpose and value. It is especially hard because it challenges their self-esteem but made manageable when they feel part of a cohort and experience its rewards first-hand.

12:15 PM – 12:35 PM

The Role of a Self-paced, Tutor-facilitated Online Learning Environment in Digital Literacy Acquisition and English Language Development among Adult Spanish-Speakers

Gloria E. Jacobs, Jill Castek, Andrew Pizzolato, Elizabeth Withers, Kimberley Pendell, & Stephen Reder, *Portland State University*, USA

In this paper, we explore the experience of Spanish-speaking learners within a self-paced, tutor-facilitated learning environment design to teach digital literacy acquisition. Analysis of interviews of learners and tutors working in a Spanish-dominant learning environment indicated that individuals' work in the digital literacy program supported English-language-learning as well as content-learning. Learners did not engage in "code-switching"; instead, they used the language-switching function built into the program at key points in their learning process. Additionally, the data indicated that when working in Spanish, learners were still exposed to English because some resources were only available in English. The learners told us that this was a positive attribute of the program. Overall, the findings indicate that tutor presence was a key to learner success, but the ability to strategically switch between languages served to support both content- and language-learning.

12:40 PM – 1:00 PM

Early Collaborative Writing as a Means to Oral Second-Language Development for English-Learners in PreK

Katie Bernstein, *University of California, Berkeley,* USA

This paper explores the idea that literacy, "even very beginning literacy," can mediate social interaction and, thereby, oral second-language (L2) development for young English-language learners. Using video microanalysis (Erickson, 1992, 2006), this work examines preschool children's interactions around writing in order to understand how composing functioned as a socially embedded activity and what kinds of talk occurred during joint composing. Data come from a year-long ethnographic study of 11 Nepali- and Turkish-speaking 3–4-year-olds learning English in their first year of school. Findings indicate that students' early collaborative writing supported oral L2 development, first, by creating a motive for cross-linguistic interaction and, second, by allowing students to create visual referents for their conversations—"beyond the objects immediately available in the classroom"—and thus to use complex, literate vocabulary in ways that were not completely context-reduced.

Multimodal Teaching and Learning

Room: 138

Session Chair: Jo Anne Kleifgen, *Teachers College, Columbia University*

11:50 AM – 12:10 PM

Language in Action: Teaching Linguistic Structures through Multiliteracy Activities

Alec Lapidus & Marilia Martins, *University of Southern Maine*, USA

According to the theory and pedagogy of multiliteracies (The New London Group, 1996), all learners are literate in more than one way. In this presentation, the authors will explore the idea that language is more than just a code, i.e., it is both a semiotic system and a sociocultural phenomenon. Vocabulary and grammar are easier to learn when they appear in contexts that are meaningful and memorable for the audience, and thus, the authors will define communicative competence as inseparable from lexical and grammatical competence. The authors will explore how multiliteracy narratives empower learners' development by inductively enhancing their lexical and grammatical competence. They will explain how what they have observed in the field relates to the existing theories of language acquisition, especially Vygotsky's sociocultural theory, Krashen's input hypothesis, and Swain's output hypothesis. They will explain how the practical work taking place at their locale is helping them generate theory, as opposed to only deriving recommendations for the classroom. Thus, the presentation will include an opportunity for members of the audience to ask questions and relate the theory and practical ramifications of the study to their own worlds.

12:15 PM – 12:35 PM

Digital Literacies, Digital Stories: Supporting Multimodal Reflection

Nancy Morabito & Sandra Abrams, *St. John's University*, USA

Digital stories provide multimodal opportunities for students to convey pedagogical insights and values. This presentation explores how pre-service educators' choices of text, video, still images, narration, and audio effects reveal cross-literate, discursive norms in a variety of contexts (e.g., classrooms, professional settings, athletics, music composition) and also reflect personal values within those settings. Drawing upon data from digital stories composed by undergraduate, pre-service educators during the 2013-2014 and 2014-2015 academic years, we describe how students in a required teacher education writing course conveyed their developing understandings of writing, language, and pedagogy. In addition to addressing the affordances and constraints of digital storytelling, this presentation considers the implications of the students' multi-layered and multimodal reflective practices.

12:40 PM – 1:00 PM

Whatsapp? The Role of Online Talk in Classroom Interaction

Cecilia Magadán, *Universidad de Buenos Aires/Universidad Nacional de San Martín*, Argentina

This paper examines the place of multimodality in the Argentine curriculum and language teaching practices. Based on a qualitative corpus (documents, lesson plans and educators' discourses), I investigate the extent to which and how the oral mode is integrated with other modes (gesture, writing, image) in both curricular documents and in the teaching of language. Specifically, I discuss the role of digital resources in classroom activities with a focus on oral discourse tasks. From a socio-semiotic perspective (Halliday, 1985; 1989), I reflect on the tension between the value assigned to teaching orality in the official curriculum and the actual attention given to activities of listening and speaking in the language classroom. Also, within the framework of multimodality and from sociocultural studies on literacies, I suggest directions for further research on the contact between the grammars of online talk and language variation in oral and written discourses.

1:05 PM – 2:15 PM
Lunch

There are a number of restaurants in the neighborhood. Please check page 83 of this program book for suggestions.

Book Exhibit remains open during lunch – Room 140

2:15 PM – 3:30 PM

Concurrent Session 6

Cowin Center Breakout Rooms

Identity, Language & Language Attitudes

Room: 148

Session Chair: Maureen Matarese, *Borough of Manhattan Community College, CUNY*

2:15 PM – 2:35 PM

The Relationship between Attitudes of Students from Different Ethno-linguistic Communities towards the Study of the English Language and their Achievements in Arab Junior High Schools

Summer Farraj, *Haifa University*, Israel

The Arabic minority in Israel consists of a number of ethnic sub-groups (Christians, Muslims and Druze) who use the English language differently and also grant different degrees of importance to English culture. According to the literature, Christians grant high importance to the English language since it is mostly the language of the Christian Western world. The Druze who lives close to Jewish cities and are particularly attracted to the Jewish and Western world is aware of the essential need of English. However, the Muslims have reservations about English because of their concerns about the Palestinian problem, and their reaction and struggle against the Israeli Government and the Western world specifically USA. The research for this study was carried out through the use of a questionnaire. The population sample included 301 Arabic students in the Junior-High schools of four villages in Israel. The findings of the study indicate as expected.

2:40 PM – 3:00 PM

Parallel Developments: The Mandarin of Chinese Muslims and Jewish Languages

George Jochnowitz, *College of Staten Island, CUNY,* USA

Jewish languages are typically composed of words of a particular language, such as German in the case of Yiddish, but including a component of words of Hebrew or Aramaic origin, and occasionally words borrowed from other languages, e.g. Yiddish ropekhe 'toad' from Polish ropucha. The languages were traditionally written in the Hebrew alphabet. Xiao'erjing is a group of closely related dialects spoken by Chinese Muslims living in Mandarin-speaking parts of China. Its vocabulary is largely Chinese, but it includes words borrowed from Arabic. It was written in the Arabic alphabet but today is almost always written in Chinese characters. The borrowings from Hebrew and Arabic frequently are for terms connected with religion, but they may fall into any semantic category. Most Jewish languages and Xiao'erjing were widely used a century ago, but are disappearing today.

3:05 PM – 3:25 PM

Dialects, Diversity and Language Awareness: Retaining Igbo Identity in Yola, a Hausa-dominated Community

Hephzber Obiorah & Johnpaul Offor, *American University of Nigeria, Yola,* Nigeria

It has been observed first-hand that living in Hausa-dominated communities makes Igbos lose their cultural identity as they tend to assimilate Hausa culture and language. The men begin to wear caftans while the women cover their hair with veils. Sometimes, they convert to Islam. This is highly unlikely if they had remained in Igbo land—South-Eastern Nigeria. Hence, the objective of this research is to find out if cultural awareness can avert the loss of a people's cultural identity. The methodology involved include: observations, pilot testing, administration of questionnaires and experimentation on focus groups. The facts and figured gathered will be based on primary research. We hope to find out if it is possible to retain an Igbo identity in a Hausa-dominated community. The findings of this work will be significant in helping migrants all over the world settle in new communities without losing their cultural identity.

Child Language Development and Socialization

Room: 138

Session Chair: Heidi Han-Ting Liu, *Teachers College, Columbia University*

2:15 PM – 2:35 PM

The Emergence of Zero Morphology for Person: Imperative or Declarative?

Donna E. West, *State University of New York*, Cortland, USA

Assigning a meaning in the absence of a linguistic structure (as is the case in the acquisition of zero morphology) invites greater dependence on pragmatic functions, which themselves are often ambiguous. The radical proposal here is that the semantic category, mood, controls at early stages in verb acquisition and influences the meaning accorded to zero morphemes. The upshot is that the primacy of affective and social determinants short-circuit issues of person, triggering agency roles and early use of imperatives. The verb forms here are not failed attempts to represent speaker/listener roles, but an inroad into who can influence whom in different event types. These findings illustrate that early verb morphology, together with extralinguistic attentional strategies demonstrate how the first zero morphemes appearing on verbs are unequivocally imperative.

2:40 PM – 3:00 PM

Evasive Responses in a Preschool Classroom

Andrea Eileen Durkis, *Teachers College, Columbia University*, USA

This conversation analytic study reports on how preschoolers build participation in a morning meeting through the mutual elaboration of semiotic resources with classmates and teachers. Through the co-lamination of semiotic fields of prosody, non-verbal conduct, and lexical structure, preschoolers perform resistance and evasion to teachers' specifying questions. In this study preschoolers' evasive responses to teachers' questions are built lexically by delivering the response jokingly, delaying the response, and proposing an alternative set of conditions under which the answer is to be given. By using inappropriate or partially appropriate responses that function to side-step questions, these evasive responses subvert the interactional power of the first pair-part, setting up conditions under which the second pair-part is issued. This study contributes to our understanding of how children learn to navigate the relationships and interactional challenges inherent in early childhood classrooms. It provides us with insights into the beginnings of student/teacher relationships.

3:05 PM – 3:25 PM

Building Stable Language Nests: Applying Linguistics to Early Childhood Language Revitalization Programs

Eve Okura, *University of Hawai'i, Mānoa,* USA

Until now, there has been a "gaping hole" in the literature between language revitalization and linguistics/language acquisition. This study seeks to fill that gap by measuring proficiency in language revitalization programs. This work connects acquisition research in revitalization programs to knowledge about the grammatical changes that occur in dying languages. The intent is to determine which parts of a language are being acquired and which are not, and in so doing, to discover linguistic features that may be indicators in determining how "healthy" or "at risk" a language is. This study focuses on language nests— endangered language immersion preschools. It serves as a pilot study for part of a larger revitalization research endeavor in collaboration with the Smithsonian Institution. The information presented is gathered from literature and from interviews at *Enweyang*, an Ojibwa language nest. Although still in developing stages, this work pioneers an interdisciplinary, empirical approach to language revitalization.

Achieving Biliteracy in Community College Classrooms

Room: 146

Session Chair: Shoba Bandi-Rao, *Borough of Manhattan Community College, CUNY*

2:15 PM – 2:35 PM

Inviting the Mother Tongue into a Learning Community: A Success Story from Bronx Community College

Andrea Parmegiani & Rafael Coste, *Bronx Community College, CUNY*, USA

Since Fall 2013, a learning community cluster at Bronx Community College has linked ESL courses to Spanish Composition courses in order to promote academic success among ESL students. The pedagogical rationale behind this link is the evidence suggesting a correlation between students' first language literacy skills and their ability to succeed academically in a second language (Willig, 1985; Greene 1998; Cummins, 1979; Krashen 1999; Errasti, 2003; Baker, 2011; Parmegiani & Utakis 2014). Through a comparative analysis of quantitative success indicators, we will discuss how students' participation in this learning community impacted their academic performance at Bronx Community College. We will also present qualitative data from a focus group interview in which five students discussed the role played by the learning community in their college experience. We will conclude by suggesting how this program can be implemented in other teaching contexts to promote retention rates among ESL students.

2:40 PM – 3:00 PM

Applying the Theory of L1 Literacy Skills Transfer in a Community College ESL Classroom with Bengali Speakers

Leigh Garrison-Fletcher & Ruhma Choudhury, *LaGuardia Community College, CUNY*, USA

Prior research suggests that multilingual instruction can promote high levels of achievement and that native language literacy transfers to the second language (August & Hakuta, 1997; Cummins, 2009; Goldenberg, 2008; Thomas & Collier, 2006). The goal of this study was to pilot an intervention in which we provided Bengali instruction to Bengali-speaking students enrolled in the ESL program at a community college in New York City. We focused on Bengali speakers as these students are one of the fastest growing groups in the college and have low pass rates in our ESL courses. Our results suggest that the intervention was beneficial, as the intervention group made more significant gains in English literacy and had higher course passing rates than the control group. Our findings support the idea that building on student's native language literacy promotes academic proficiency in both English and students' native language.

Roles of Language: Exoneration and Identity Work

Room: 152

Session Chair: Josef V. Fioretta, *Hofstra University*

2:15 PM – 2:35 PM

Breaking the Habitus: Constructing Sober Identities through Narrative Practice

Noah Katznelson, *University of California, Berkeley*, USA

Can learning to tell new stories about ourselves save lives? My research supports this idea by showing how newcomers to Alcoholics Anonymous (AA) are socialized through the stories of others and into ways of telling particular stories about their lives which enable them to negotiate new sober identities. The ability to develop a new identity appears to be a key component in achieving long-term sobriety. Using ethnographic field methods, I collected and transcribed dozens of AA narratives. In this presentation, I apply a language socialization and discourse analytic framework to examine the narrative of one focal participant, Luke, demonstrating that a key feature of a sober identity is the ability to both enact and transmit notions of competence through narrative. This study highlights the various ways language is used in the process of identity construction and contributes to a deeper understanding of the relationship between language, identity, and learning.

2:40 PM – 3:00 PM

Languaging Identities: Tirolean Youth and Hip Hop Discourse

Julia Averill, *Ohio State University*, USA

This ethnographic study investigates how Austrian adolescent males engage in hip hop discourse to forge social identities in light of global forces as they make contact with local contexts. This study is concerned with the relationships between language production and its influence on identity performance. The purpose of this study is to contribute to a growing understanding of the impact of American hip hop practices on cultures globally, particularly focused upon the performance of developing adolescent identities and the ingenuity of linguistic practices used to facilitate them. In order to frame the concepts and methods of this study, I look to three key theoretical constructs which present noticeable overlap. The three concepts, including sociolinguistic ethnography, humanistic linguistics, and performative theory, play critical roles in guiding the methods of inquiry and give shape to analysis and interpretation.

3:05 PM – 3:25 PM

Linguistics Integrating Social Justice and Education: the Forensic Linguistics Capital Case Innocence Project

Tammy Gales, *Hofstra University*, USA

The Innocence Project deals solely with DNA evidence. Over the years, we have been approached by prison inmates who claim they were wrongly convicted on the basis of *linguistic* evidence such as false/invalid confessions or the misinterpretation of wiretapped conversations. We joined forces with a Constitutional Law professor, Eric Freedman, and together we initiated the Forensic Linguistics Capital Case Innocence Project, in which the research and reports are done by linguistics grad and law students.

One case is of a man sentenced to life for a murder he says he did not commit. His conviction was based largely on a typed confession he claims he did not author. Our analysis, which will be presented during the talk, showed the linguistic patterns of the confession were far less consistent with those of his known documents than they were with the patterns of one of the team of police officers who had interrogated him.

2:15 PM – 4:55 PM
Workshop for Teachers–II

Room: 150

Having Fun with Words

For learners of any language, the acquisition of vocabulary is always a problem: there are so many words to learn, and each of them too often seems to be an isolated item that has to be learnt individually. The problem is particularly acute for English language learners because of the layered nature of English. Besides its basic Germanic vocabulary, English has overlays of French and Latin, creating multiple near-synonyms, many of which are encountered only infrequently, even by people who read a great deal. This workshop will focus on the problem of learning such infrequently encountered vocabulary. It is based on the premise that words can only be learnt if they are connected either with other, already known, words, or directly to the learner's experience. A second premise is that any learning is easier if it is enjoyable and involves the learners in social interaction in the process of developing their own ideas.

Participants will learn how they can help students learn English vocabulary by encouraging them to think about relationships among words. The workshop, which will last 2 ¼ hours, will be divided into three ¾ hour sections, in each of which, after a brief

introduction, participants will engage in a game or exercise that will require them to interact with one another and to talk about the words with which they are dealing. The activities will be designed so that participants can use them with their own students, and for each one, handouts will be provided that participants can use in constructing their lesson plans. At the end of each section, participants will offer ideas on how they might use the activity in their own classes.

The sections will be based on different principles of lexical organization:

1. **Semantic networks (Facilitator: Kate Parry)**

   Participants will be presented with the idea of a "word net"—that is, a figure like a spider's web that shows a set of words which are related in different ways, e.g. as having the same meaning (big-large), having opposite meanings (big-small), or representing different points on a scale (big-huge). They will then do a series of exercises based on such nets, culminating in developing and sharing nets of their own.

2. **Componential analysis (Facilitator: Cathy McClure)**

   Participants will learn what a componential analysis is by engaging in one about relationship terms, e.g. father, sister, cousin, aunt. They will then learn how to use this type of analysis in their own classrooms so they can teach their students the differences in meanings of words in a semantic field.

3. **Derivational morphology (Facilitator: Jennifer Demel)**

   Participants will play a card game in which they are presented with word stems with which they are asked to form more words using derivational morphemes such as auto-, hyper-, -ation, -al, -ize, or -ism. The stem cards are classified by part of speech, and information on the morpheme cards shows to which parts of speech they can be attached. Players can challenge one another's formations as not being "real" words and methods of arbitrating disputes will be discussed.

Kate Parry is a professor in English at *Hunter College, CUNY*, where she teaches courses on the history and international spread of English. She has published extensively on reading comprehension and won the 1993 TESOL Research Interest Section/Newbury House Distinguished Research Award for her research on college students' vocabulary acquisition. In 2014 she won the Teachers College Distinguished Alumni Award for her work promoting literacy in Africa.

Jennifer Demel is an associate for Teacher Education at the *American Montessori Society*, as well as an ESL tutor at LaGuardia Community College. She has a Linguistics and Rhetoric degree from Hunter College, where she also received a research fellowship for educational techniques/games in morphology. She is currently studying communication disorders at Queens College.

Cathy McClure has many years of teaching English as a Second Language and of training teachers for work in the New York City school system. She is currently an Adjunct Assistant Professor in Speech, Language, and Hearing Sciences at *Lehman College*, CUNY.

3:40 PM – 4:55 PM

Concurrent Session 7

Cowin Center Breakout Rooms

Ideology and Language Policies

Room: 146

Session Chair: Josef V. Fioretta, *Hofstra University*

3:40 PM – 4:00 PM

Pure Speech in an Impure Land: Language Learning in Southern Kyrgyzstan

Emily Canning, *Brandeis University,* USA

Kyrgyzstan's 'Southern Capital' of Osh is an ethnically and linguistically mixed city, yet most of its citizens are united by a common language ideology: purity is prized over mixture. This commonly held attitude about language stands in stark contrast to the reality in which most residents of Osh mix freely among the town's three principal languages of Kyrgyz, Russian, and Uzbek. This paper aims to unpack this seeming contradiction between mixed speech practices and language ideologies that privilege purity. After conducting twenty months of fieldwork in Osh, it became clear that these language ideologies mask deeper anxieties about the strength of the nation as a whole. In comparing Kyrgyz, Russian, and Uzbek language medium instruction, this paper sheds light on how ethno-linguistic boundaries become both blurred and policed in pedagogical practice.

4:05 PM – 4:25 PM

Changing Government Policies towards the Teaching of Irish (Gaelic)

Brian Ó Broin, *William Paterson University,* USA

This paper analyzes new education policies towards the Irish language, particularly as they have been articulated by grass-roots education activists north and south of the border in Ireland, and assesses their success as the language moves from the rural Reservations of the West into Ireland's towns and cities. The government all but refuses to acknowledge the existence of native speakers outside of officially-recognized Reservation-like areas called the Gaeltacht, and insists that all teaching in these areas be delivered through the medium of Irish. Outside these areas, however, the Irish government remains hostile to Irish-language education for native speakers, insisting that the Irish language be supported through immersion schools (which are highly unsuited to native speakers) or through one-class-a-day instruction, usually provided by teachers who are themselves non-fluent.

Enhancing Bilingual Classroom Practices

Room: 152

Session Chair: Hermann Haller, *Queens College & Graduate Center, CUNY*

3:40 PM – 4:00 PM

Expanding Language Complexity in Linguistically Diverse Classrooms

Amy I. Young, *University of Minnesota,* USA

Dual language immersion programs in the U.S. increasingly have both English and Spanish home language students (EHL/SHL) with a wide variety of linguistic backgrounds and language proficiencies. This paper explores a study on the efficacy of instructional practices that afforded increased student oral proficiency development through language-focused differentiated instruction. Specifically, the study presents (a) current research regarding teachers' use of linguistically differentiated instruction for linguistically diverse students, (b) practices designed to increase complexity of learners' oral language, (c) methods for doing classroom-based discourse analysis related to differentiated attention to language. Results showed that EHL benefited from differentiated texts and language scaffolds, allowing them to stay in the target language. SHL students at all Spanish proficiency levels increased the amount of their participation and range of functional complexity. Additionally, students who were positioned by teachers as belonging in the language immersion program appeared to have increased investment in the immersion experience.

4:05 PM – 4:25 PM

Learning to Leverage Bilingual Practices in Classroom Activity

Samuel David, *Vanderbilt University,* Mikel Cole, *Clemsen University,* Robert Jiménez, *Vanderbilt University*, USA

How can teachers who do not share the language of their students recognize productive bilingual practices and connect them to curricular objectives? Drawing on sociolinguistic theory, we frame bilingual practices (i.e. codeswitching, translation, interpretation) as composed of bodily activity, individual and group understandings, and interactions with objects. Thus, professional development involves guiding teachers through talk, gestures, coding schemes, and analysis of student-produced artifacts. The goal is for teachers to "read" bilingual interactions in the moment to potentially re-shape classroom instruction to promote social justice. Data are drawn from a study of four teachers learning to facilitate collaborative translation as a literacy intervention. Video was collected during PD meetings, practice lessons, and individual interviews. Coding of teacher 'noticings' about specific moments of bilingual interaction, combined with micro-analyses of these moments using classroom video, suggest that teachers respond to extra-linguistic cues during bilingual interaction and can adapt instructional practices to support learning.

Micro-analyses of Classroom Social Interaction

Room: 138

Session Chair: Maureen Matarese, *Borough of Manhattan Community College, CUNY*

3:40 PM – 4:00 PM

Functions of Affect Expression (Laughter) in the Beginning-level Language Class

Irina Malova, *University of Miami,* USA

The study of affect expression can help in the foreign language classroom in terms of understanding students' struggles and concerns. The objective of the study was to find out how affect is expressed among novice language learners, communicating in a foreign language when they do not have access to other linguistically diverse forms of expression. We used a video analysis of a 20-minutes segment of the Russian language class video collected specifically for the purpose of this study. The analysis indicated three functions of laughter in the observed beginning language class: 1) Non-confidence; 2) Lack of Knowledge; 3) Mitigation of Mistake. Teachers and instructors of the language class should be aware that laughter is an important form of affect expression conveying a crucial function in itself. This study can be of interest for specialists of educational psychology, classroom management and linguists.

4:05 PM – 4:25 PM

A Learning Oriented Approach to Understanding the Nature of Peer Assessment and Learning in Group Discussion

Carol Hoi Yee Lo & Michelle Stabler-Havener, *Teachers College, Columbia University,* USA

This paper presents a single case discourse analysis of a group discussion in an ESL classroom using a learning-oriented approach (LOA) (Turner & Purpura, 2015). It sets out to articulate the nature of peer assessment in group discussion embedded in instruction and whether or not learning transpires in the group discussion. Situated within the LOA framework, whose seven dimensions are used as a heuristic for the analysis of planned or spontaneous assessments that transpire in instructional contexts, and informed by conversation analysis (CA), this paper analyzes a group discussion and puts the interaction between two agents, namely learners and their peers, under close scrutiny. Analyses of various LOA dimensions have supported and provided evidence that learning does transpire in the group discussion through group interventions to some degree, occasionally the quality of the learning is questionable.

Semantics and Onomastics

Room: 148

Session Chair: Sheila M. Embleton, *York University*

3:40 PM – 4:00 PM

An Interpretation of Emotion as Key to Understanding Cultures

Lianna Matevosyan, *Yerevan State University*, Armenia

Russian colloquial speech is full of polysemantic utterances with various meanings. As a rule, the polisemy of an utterance is developed when the speaker emotionally reconsiders the utterance, which is possible, according to A.A. Leontev due to "the double life of the meanings." On the one hand, meanings are included into the social memory of the society, on the other hand, they are an integral part of the inner world of any human being. Such meanings (that are implicitly contained in the expression) are differentiated in the process of perception of meaning through intonation. Foreigners cannot decode emotionally conditioned meanings of stationary sentences without background knowledge. The interpretation of semantically independent expressions cannot be separated from culture. The discovery of universal emotions and the description of words and expressions related to the latter is the invaluable key to understanding cultures and societies.

4:05 PM – 4:25 PM

The Importance of Being Ernesto: What Quantitative Onomastics Reveals about Multiculturalism in America

Aleksander Dietrichson, *NxGenEd,* USA

This paper takes a big-data approach to the exploration of onomastics. Based on publicly available data, we find that patterns in the distribution of proper nouns, specifically first names, middle initials and surnames, reflect known social patterns, and provide evidence of social change. We discover that onomastics goes beyond first-name fashions and indeed tells stories about our society. Using big-data technologies we further attempt to test some of the hypotheses put forth in the realm of psychonomics and onomastic determinism, such as Halls Law of Social Standing and the Alphabetic Neurosis Theory. A model for projecting historic patterns and tendencies to a synchronous context is developed and a methodology for testing the models appropriateness is proposed. It is shown that knowledge of a person's first and last names can be used as predictors in social and educational research, and it is demonstrated that big-data technologies are both appropriate and helpful in linguistic research. Practical applications in the field of learning analytics are discussed.

5:00 PM – 6:15 PM

Plenary

Cowin Center Auditorium

William Labov, *University of Pennsylvania*

Introducing the Speaker: Gregory Guy, *New York University*

A Sociolinguistic Approach to Raising Reading Levels

One of the major social problems in the United States is the failure of children in low-income schools to acquire useful reading skills by the fourth grade. Linguistic analyses of sound-to-spelling relations can be applied to advance decoding skills, but these methods are more effective when they are embedded in texts that bear upon the conflicts that children face in everyday life. Examples and results will be drawn from a program used by Penn undergraduates in long-term tutorials and a large scale commercial language arts program.

Sunday, April 26

8:00 AM – 11:00 AM
Registration — Zankel Hall

8:00 AM – 8:45 AM
Coffee, Tea, Continental Breakfast — Cowin Center Book Exhibit Space
Room: 140

9:00-10:15
Concurrent sessions — Cowin Center Breakout Rooms

8:15 AM – 10:00 AM
Invited Panel

Cowin Center Auditorium

Nelson Flores, Andrea R. Leone, Mark C. Lewis, & Betsy Rymes, *University of Pennsylvania*

Introducing the Panel: Lalitha Vasudevan, *Teachers College, Columbia University*

Rethinking the Relationship between Linguistics and Education

This panel explores several ways in which language researchers have developed disciplinary conversations about language and its relevance to educational practice. As part of a recurring and reflexive project of interrogating how research for educators about language is being positioned as a body of knowledge, we present a critical review of themes in current and past research, theory, and practice literature. Each paper focuses on a specific aspect or example of research for educators about language, and all propose what there might be to gain from turning our analytic gaze to our own work.

Can Educational Linguistics Save the World?

Nelson Flores

Educational linguistics has often positioned issues of language as a key component in explaining the educational underachievement of language-minoritized students. The basic argument has been that these students lack the "academic language" that is required for success in school

and that teachers lack the language expertise to effectively teach this academic language. Yet, identifying lack of access to academic language as the core problem both obscures larger political and economic realities and reifies rigid borders between different uses of language. Using systemic-functional linguistics as a representative example of this perspective, this presentation seeks to examine the complex relationship between hegemonic language ideologies of schooling and social reproduction in the hopes of developing an approach to educational linguistics that explicitly situates dominant conceptions of language within the larger political economy.

To Teacher, from Expert: the Role of Language in Student Agency and Identity

Andrea R. Leone

Communication between teachers and language scholars takes many forms, from policy documents to how-to handbooks. These texts often express different ideas about what "language" is, how it works, and how it can or should be used by teachers, which entails two processes: (a) imagining a particular type of teacher audience and (b) imagining how such a teacher audience might deploy (meta)linguistic knowledge in their classrooms. This paper compares documents from three distinct genres that are written by language experts with teachers in mind, all of which focus on the role of language in the construction of student agency and identity in the classroom. This presentation is intended as a jumping-off point for research on the ways that texts written by experts for teachers are actually taken up (or not) by teachers.

What Counts as Linguistic Diversity?

Mark C. Lewis

Across several related disciplines, researchers of language argue that educational practice benefits from knowledge of contextual, social, and genre-related diversities of language use. This paper describes the ways in which language research targeted at educators function as metadiscursive regimes of linguistic diversity. When researchers present findings about these diversities, they create systematized descriptions of linguistic practices that necessarily select only a limited set of elements from heteroglossic and emergent languaging. These descriptions are perhaps more usable by educational actors, but any of our claims about language and learning can be recycled in unintended ways related to other dominant discourses on learning, schooling, or students. While we will never be able to describe linguistic diversity neutrally or separately from other discourses, we can work to include persistent self-critique in our efforts to engage productively with the deeply sociopolitical domain of educational practice.

The Path of a Discourse Pattern: From IRE to POC

Betsy Rymes

In 1985, Hugh Mehan published research on classroom interaction that introduced the acronym IRE to stand for the discourse pattern, "Initiation/Response/Evaluation." The IRE pattern has since become well known—and often lamented—among teachers and teacher educators. Less well known is the internvention program, AVID (Advancement Via Individual Determination) which grew from Mehan's seminal study. The AVID program frees students from the IRE pattern in part by implementing a different interactional pattern driven not by the teachers "Initiation" questions, but by the students own POCs (Points of Confusion). After tracing the theoretical path from IRE to AVID, this paper will draw on documentation about AVID, as well as interviews with AVID managers, facilitators and graduates, and accounts of AVID tutorial sessions in Philadelphia schools, to analyze one attempt to apply discourse analytic insights directly, and on a grand scale, to create more equitable classroom interactional environments.

Remembering Joshua A. Fishman

Cowin Center Auditorium

Miriam Eisenstein Ebsworth

10:10 AM – 11:25 AM

Concurrent Session 8

Cowin Center Breakout Rooms

Assessing Students and Instructors

Room: 152

Session Chair: Alice Deakins, *William Paterson University*, New Jersey

10:10 AM – 10:30 AM

Creating Teacher and Student Awareness of Written Academic Discourse: A Synergistic Approach to Standards, Rubrics, Assessment and Instruction

Lillian Ardell Stevens & Miriam Eisenstein Ebsworth, *New York University,* USA

This case study reflects the development of awareness of academic discourse, as primary school teachers in a dual language program participated in a bilingual, formative writing assessment project. This included the administration and analysis of a rubric in English and Spanish administered three times each year for a 2-year period, along with professional development

workshops and one-on-one coaching offered by the first researcher. The second researcher is an outside expert on bilingual writing who participated in the retrospective interview stage of the study.

This presentation focuses on insights from semi-structured interviews with teachers that reveal their current views on the various aspects of the writing assessment project. Analysis of the interviews indicates that teachers enhanced their awareness of discourse structure and the writing process, as they incorporated the rubrics for several pedagogic purposes.

10:35 AM – 10:55 AM

Literacy Performances in French of Bilingual School Children in Mayotte

Mehmet-Ali Akinci & Régine Dellamotte, *Université de Rouen,* France

One possibility of assessing reading comprehension of children consists of asking to read a text and requiring them to retell or to write in their own words (Shohamy, 1984; Prince, 2012). This paper aims to consider assessing children's literacy proficiencies in French in Mayotte, a former French colonial possession in the Indian Ocean, where 7 languages are spoken with French as the only school language. Literacy performances in French of 228 children (mean age 12 years) are examined and discussed in interviews with regard to a comprehension restitution task based on narrative and expository texts. Results show that these children successfully complete the task even with a lower level and specific understanding difficulties due particularly to an important lack of lexicon in French. Implications for teaching are also discussed in order to improve literacy abilities of school children in Mayotte.

11:00 AM – 11:20 AM

Do Students Rate Male and Female Faculty Differently in their Course Evaluation?

Shoba Bandi-Rao, *Borough of Manhattan Community College, CUNY,* USA

This paper presents a study that explored two questions: (1) whether voice pitch level influences students in the way they evaluate male and female faculty, and (2) whether there is a difference in the way students evaluate male and female faculty in heavily content-based areas (STEM subjects where women are underrepresented) and less content-based subjects (foreign languages). Students were asked to rate speech samples on a number of criteria related to the perception of effective teaching. Results show a significant difference in the way students evaluated courses taught by male and female faculty; male faculty received better course ratings than their female counterparts who taught the same courses. However, no significant differences were found between male and female faculty teaching STEM subjects and foreign languages. Male faculty received higher ratings overall, irrespective of the content area.

English, Literature, and Academic Writing

Room: 146

Session Chair: Peter Daniels, *Independent Scholar*, New Jersey

10:10 AM – 10:30 AM

The Linguistics of Literature in Education: African Literature in African Universities

Karin Paasche, *Catholic University of Eastern Africa,* Kenya

African students' alienation from themselves and from their culture means they have little or no access to much of modern African Literature—i.e., the story of Africa, rather than the story about Africa. Students, products of an education system which systematically alienated them from their cultural roots, adamantly adhere to Western understandings of character portrayal; of justice; of history, time, and place. They refuse to consider possibilities outside the Western analytical literary canon. Internalized foreign perceptions of their own selves are imposed on narrative and filmic texts; the "alternative ways of knowing and living" characteristic of the culture from which they have been alienated, and incorporated into modern literary and filmic texts, become inaccessible. Careful linguistic analysis of these literary texts presents opportunities to re-connect with values a foreign-based education system has attempted to abolish forever from their cultural memory.

10:35 AM – 10:55 AM

Communicating Research in L2-English: Language and Discipline Challenges

Claus Gnutzmann, *Technische Universität Braunschweig,* Germany

The dominance of English as a language of scientific publication can confer considerable advantage on native speakers of English and disadvantage on non-native ones. In addition to studying German academics' writing difficulties in English, the paper investigates the extent to which the major academic disciplines possibly impact differently on the writing process. The empirical analysis of this question is based on 24 interviews conducted with researchers from the fields of biology, mechanical engineering, history, and German linguistics. The results of our analysis show that the structuring of articles and language use is far more rigid in biology and engineering than in the humanities subjects. It has been found that problems arising from an author's language background (L1 vs. L2) and the role of language in the disciplines exert considerable influence on the process and product of academic writing.

11:00 AM – 11:20 AM

The Place of Homer in the Study of Beginning Ancient Greek

Edwin D. Floyd, *University of Pittsburgh,* USA

Once central to programs of language instruction, but now regularly relegated to the fringe, Ancient Greek is nevertheless still important, both linguistically and culturally. On both fronts, Pharr, *Homeric Greek: A Book for Beginners* (1920), revised by Wright (1985), should be seriously considered. Many Classicists, however, feel that Homer fatally interferes with the student's subsequent acquisition of Attic Greek—or, as Godley (1892) puts it in a poem that Pharr quotes, Homer "Wholly ignores those grand old laws/Which govern the Attic conditional clause." Actually, though, a combination of Pharr (first year) with Plato and Attic drama (second year) produces more reading in Attic Greek, over two years' study, than comes in a seemingly "Attic-based" program. Moreover, the student who starts with Pharr can later proceed more readily to other non-Attic material, such as Koine or Modern Greek.

Supporting the Languages of Ethnic Minorities

Room: 148

Session Chair: Sheila M. Embleton, *York University*

10:10 AM – 10:30 AM

Glocalization of Western Pedagogy in China: A Mother Tongue-based Education Project in Jianchuan, China

Ge Wang, *Yunnan University,* China

The previous studies on Mother tongue-based language education (MTBLE) have established that MTBLE is one of the effective vehicles to achieve education equity and facilitate L1 learners to study well in a new environment. This study investigates an international NGO that sponsored a MTBLE project in Jianchuan Dali, China. The questions to be addressed are: (1) What are the chances and prospect of bilingual/biliteracy development through MTBLE in China? (2) How can the western pedagogy be developed and reformed in a Chinese education context? (3) What are the opportunities and challenges for international NGO sponsored education projects? It is expected that this study will inform better strategies and solutions to the challenges of MTBLE in China and shed some light on nationalistic innovation of western-based teaching philosophy and curricular reform in the context of China's multilingual education policy and practice.

10:35 AM – 10:55 AM

Bilingual Intercultural Education in Argentina. Social Integration Turned into Cultural Assimilation?

Evaristo Ovide, *Universidad de Salamanca,* Spain

Argentina has an indigenous population of 955,032 people (2.4% of the country). Chaco is, by far, the province of Argentina that has developed Intercultural Bilingual Education (EIB in Spanish) the most. EIB is a light modification of the traditional school system with the objective (in theory) of integrating indigenous peoples in the school and helping them preserve and promote their culture and language. Despite supposed advances in EIB, research carried out by UNICEF in Resistencia, the capital of Chaco, in 2011 showed a very negative picture regarding the performance of indigenous children at school. After over a decade of having indigenous qualified teachers in the classrooms, UNICEF's results might sound surprising… or not. Being very familiar with the context of the province and the country, I will present some ideas to explain why supposed efforts by governments are extremely unlikely to produce a tangible revitalization of indigenous languages and cultures.

Resources for Teachers of English Learners

Room: 150

Session Chair: Effie Papatzikou Cochran, *John Jay College, CUNY*

10:10 AM – 10:30 AM

Exploring the Impact of Teacher Knowledge of Conversation Analysis on ESL Student Learning Outcomes

Bede McCormack, *LaGuardia Community College, CUNY,* USA

Despite conversation analysis (CA) being a common topic in MA programs in Applied Linguistics and TESOL, little work has been done which explores the impact teacher knowledge of CA may have on ESL learning outcomes. The present study seeks to address this gap by describing an investigation in which students on an MA TESOL course both studied CA-related issues as described by Sacks et al. (1974), Seedhouse, 2005, etc., and then planned and taught lessons to ESL learners based on their understanding of those issues. Results suggest a high level of perceived usefulness of CA by TESOL MA students. Pedagogically, the data suggest a need to make phenomena such as topic shifting and pursuit, turn-taking patterns, preference, openings and closings, and repair practices noticeable to learners in order to give them greater voice and ownership of conversations they engage in, and go beyond scripted dialogues common to many ESL textbooks.

10:35 AM – 10:55 AM

Exploring the Inner Contradictions in an EFL Teacher Professional Learning Community

Yi Yan, *Tsinghua University,* China

Teacher professional learning communities (PLCs) can facilitate teacher growth and ultimately student learning. However, little attention has been paid to the contradictions inherent in such communities. To address this need, using Activity theory as a theoretical lens, this study explored the contradictions in an EFL teacher PLC established through a university-district-school partnership, and also described the process in which the community members tackled them. Taking a qualitative case study approach, multiple data sources were collected, including interviews, observations, and documentation. Findings revealed the contradictions 1) between the university researcher and school teachers, 2) between imparting theory and teacher learning, 3) between existing and innovative language pedagogy, and 4) between educational practice and academic research. Driven by these contradictions, the community members took a series of strategic learning actions. This study may offer insights about nurturing teacher PLCs, and overcoming and preventing contradictions in similar joint activities.

11:35 AM – 12:50 PM

Concurrent Session 9

Cowin Center Breakout Rooms

Strategies for Teaching and Learning Vocabulary

Room: 146

Session Chair: Effie Papatzikou Cochran, *John Jay College, CUNY*

11:35 AM – 11:55 AM

Contradictory Interpretations or Knowledge Retrieval? Exploring the Conceptualizations of L2 Lexical Inferencing Strategies

Fan-Wei Kung, *Queen's University at Belfast,* Ireland

Lexical inferencing, one of the conceptualizations of L2 acquisition, refers to the extent to which learners could make informed guesses pertaining to the meaning of a word based on all available linguistic cues with the awareness as well as knowledge of their linguistic capabilities. This study examines ten English as a second language learners' inferential strategies and processes that underpin their learning experiences at a university in the USA. Drawing on a mix-methods approach, this investigation utilizes the think-aloud protocols and non-parametric Mann-Whitney U test to analyze the inferential behavior of learners who attempt to read in their L2, and the degree to which different L2 proficiency levels could yield any potential ramifications during the process with regard to their strategy use. Data from this inquiry demonstrate that the

quality rather than the quantity of strategy use distinguishes learners from being a successful or less-successful inferencer. Several salient characteristics are further identified that foreground the effective use of inferential strategy such as an acute awareness of the pre-existing knowledge as well as a combination of various knowledge sources based on their linguistic capabilities.

12:00 PM – 12:20 PM

Reexamining the Task-induced Involvement Load hypothesis in a Foreign Language Learning Context

Shiva Kaivanpanah, *University of Tehran,* Iran

The present study examines whether tasks with different levels of processing result in differential gains in vocabulary learning and retention and whether these tasks generate the same degree of need, search, and evaluation. The participants received three tasks with different degrees of involvement load and a delayed vocabulary test ten days after the experiment. Their vocabulary mean scores for immediate and delayed tests across the three involvement tasks were compared and their think alouds while completing the task were recorded and analyzed for different levels of depth of processing. The verbal protocols were also analyzed for the presence of the need, search, and evaluation components. The results are presented in detail and discussed with reference to implications for language teachers.

Mobile-Assisted Language Learning

Room: 152

Session Chair: Maureen Matarese, *Borough of Manhattan Community College, CUNY*

11:35 AM – 11:55 AM

Linguistics and Education: New Technologies in Second Language Teaching

Denis Liakin, *Concordia University*, Walcir Cardoso, *Concordia University*
& Natallia Liakina, *McGill University,* Canada

The use of mobile devices for language learning has sparked the interest of an increasing number of researchers over the last decade (e.g., Kennedy & Levy, 2008; Lu, 2008; Stockwell, 2012, 2013, Zhang, Song & Burston, 2011). Despite encouraging results, the researchers observe that Mobile-Assisted Language Learning has not yet been embraced on a large scale and has not yet received sufficient research attention toward its full potential as a pedagogic practice. The main goal of our study was to explore the use of mobile text-to-speech synthesizers (TTS) as a pedagogical tool to improve the pronunciation teaching and learning of L2 French. In our investigation, we focus on the L2 acquisition of French liaison, a phenomenon by which a normally latent, word-final consonant is pronounced at the beginning of the following word if this word is vowel-initial. The study compared three groups of intermediate L2 learners of French acquiring liaison via 20-minute weekly activities over two months, following a pretest/post-test/delayed post-test design within a mixed method approach to data collection.

12:00 PM – 12:20 PM

Interactive Open Educational Resources for World Language Education

Ben L. Grimley, *Speak Agent,* USA

Great teaching places the learner at the center of the process. There is tremendous variation in world language programs, however, which presents a significant challenge to aligning course content with learner needs. Open Educational Resources (OER) is an emerging approach that enables a practicing teacher to play the role of instructional designer and to create custom content without any technical know-how. The session will present a comparative analysis of OER options and will examine one NSF-funded system, Speak Agent, which enables educators to create custom content that is both interactive and aligned to their scope and sequence. The system delivers instruction in the form of individualized online games and activities, which track formative assessment data. The session will demonstrate the process for creating custom content using Speak Agent and will take a first look at learning analytics and initial findings from the NSF trials.

12:25 PM – 12:45 PM

Augmented Reality: A Developing Frontier in Mobile-Assisted Language Learning

Matthew Espino, *Teachers College, Columbia University,* USA

One issue within technology and learning is how to properly integrate it into the classroom. Augmented Reality (AR) is a mobile tool that has seen success commercially and, recently, second language (L2) research has investigated AR to innovatively enhance learning. Studies have shown implications on L2 acquisition but have omitted that learners need interaction for opportunities of output and feedback. Prior research highlights motivational benefits; however, the supposed language learning seems questionable. Therefore, this paper asks what kind of approach would be needed to give opportunity of negotiation to the learner that highlights the language being learned while still effectively integrating a new tool. Through personalized teaching contexts, analysis of current research, and practical application, this exploratory paper critically discussed the integration of AR and advocates the potential for better language learning outcomes by foregrounding the importance of collaborative L2 pedagogy, a facet often omitted within technology-oriented L2 learning research.

Gender and Language

Room: 148

Session Chair: Peter Daniels, *Independent Scholar*, New Jersey

11:35 AM – 11:55 AM

Engendered Noises: The Gender Politics of Sensorial Pleasure in Neoliberal Korean Food Commercials

Eunyup Yeom, *Sarah Lawrence College*, USA

The roles of male and female in the context of cuisine have developed into stereotypes throughout history. However, with Korea's fast advancement in politics, technology, society and social standards gender stereotypes have become blurred but still remain present in media and advertisements embedding "idealistic" ideas into the unconscious state of minds of viewers. Many sources of media, especially commercials, portray males expressing pleasure of food [that they are advertising] through audible qualities that are generally considered rude and unmannered in real society. Females, on the other hand, express such pleasures verbally. In order to understand the blunt stereotypes of who is entitled to express sensorial pleasure [in cuisine commercials], I have extracted information from interviews and dissected numerous ramen/instant noodle commercials and its appearances in other media mediums. This research, thus far, concludes that Korean culture norms and, in parallel, food commercials are still conforming to male ideals.

12:00 PM – 12:20 PM

A Female ESL Speaker's Journey to Embrace Contradicting, Shifting Selves

Rayoung Song, *University of Massachusetts at Amh*erst, USA

English learning has great impacts on identities of female Non-native English speakers from Korea since English increases opportunities for social mobility in their patriarchal and collectivist society with restrictive social norms on women. In this light, I will investigate how the identities of a female Korean ESL speaker are constructed, shifted, and negotiated with English language learning, through examining my own journal and blog entries for the past ten years moving across Korea, the US, and France. This autoethnography of my writing situates my experience in social, cultural, and historical contexts and explores how those contexts influence one's reality and experience. Thus, this is not a mere recounting of personal stories but rather a critical examination of the relationship between social and personal. My experience as a Korean female ESL speaker will inform what opportunities and challenges English bring to the lives of ESL female speakers with similar cultural backgrounds.

Approaches to the Study of Bilingualism: Children and Adults

Room: 150

Session Chair: Sheila M. Embleton, *York University*

11:35 AM – 11:55 AM

More than Words: Conceptualizing how Teachers' Language Ideologies Relate to Preschool Dual Language Learners' School Readiness

Maria Cristina Limlingan, Christine McWayne & Jayanthi Mistry, *Tufts University*, USA

One challenge early childhood programs face in the U.S. is the ability to meet the needs of young children with increasingly diverse experiences. A salient characteristic among the growing population of preschool children is that they live in households where a language other than English is spoken. These children, are referred to as English Language Learners (ELLs), Dual Language Learners (DLLs), or bilinguals. This paper integrates sociolinguistic, sociocultural, and child development perspectives to develop a conceptual framework to guide empirical analysis of DLL's language use and school readiness in preschool classroom contexts. Since teachers play a significant role in creating the classroom language learning environment, teachers' language ideologies represent a central (or core) construct in the conceptual framework. This conceptual framework makes a significant contribution to the literature on DLL's language learning, which typically focuses on the home language learning environment and the role of parents in this context.

12:00 PM – 12:20 PM

Bilingual Naming Performance in an Immersion Language Context

Jungmee Yoon, *CUNY Graduate Center*, Klara Marton, *CUNY Graduate Center,* Mira Goral, *Lehman College* & Loraine K. Obler, *CUNY Graduate Center,* USA

Digital stories provide multimodal opportunities for students to convey pedagogical insights and values. This presentation explores how pre-service educators' choices of text, video, still images, narration, and audio effects reveal cross-literate, discursive norms in a variety of contexts (e.g., classrooms, professional settings, athletics, music composition) and also reflect personal values within those settings. Drawing upon data from digital stories composed by undergraduate, pre-service educators during the 2013-2014 and 2014-2015 academic years, we describe how students in a required teacher education writing course conveyed their developing understandings of writing, language, and pedagogy. In addition to addressing the affordances and constraints of digital storytelling, this presentation considers the implications of the students' multi-layered and multimodal reflective practices.

1:00 PM – 1:45 PM
Plenary

Cowin Center Auditorium

Ray McDermott, ***Stanford University***

Introducing the Speaker: Herve Varenne, ***Teachers College, Columbia University***

Does Learning Exist?

This lecture offers a play on William James's paper, "Does consciousness exist?" (1904). Both questions get the same answer: No, not as received; not as things; not as isolates, not as variables. Consciousness and learning exist in ongoing relations with an emergent world and offer up materials and perspectives for people working on their lives in interaction with each other. The answer is given in three parts: one on James, one on sociocultural theories of learning, and one on the implications of a strong counterintuitive stand that, as it is operationalized in educational policy and research, learning should not exist. Linguistic studies of learning in and out of school and on tests have set a standard for edgy and interactive accounts of learning, but more can be done. A final section offers a list of conditions under which the word learning can be used without making our educational situation worse.

2:00 PM
Adjournment

See you in April 2016 at Hofstra University
61st Annual Conference of the International Linguistic Association:
Theme: Culinary Linguistics

Presenters

Abraham, Stephanie.
Rowan University abrahams@rowan.edu

Abrams, Sandra.
St. John's University abramss@stjohns.edu

Abu Ahmad, Hanadi.
University of Haifa, Israel

Akinci, Mehmet-Ali.
Université de Rouen, France Mehmet-Ali.Akinci@univ-rouen.fr

Araujo, Juan.
Texas A&M University-Commerce Juan.Araujo@tamuc.edu

Avalos, Mary A.
University of Miami mavalos@miami.edu

Averill, Julia.
The Ohio State University averill.j.m@gmail.com

Bandi-Rao, Shoba.
Borough of Manhattan Community College, CUNY sbandirao@bmcc.cuny.edu

Bauler, Clara.
Adelphi University cbauler@adelphi.edu

Bernstein, Katie.
UC Berkeley katie.bernstein@berkeley.edu

Bialystok, Ellen.
York University

Canning, Emily.
Brandeis University canning@brandeis.edu

Cardoso, Walcir.
Concordia University

Castek, Jill.
Portland State University

Chandras, Jessica.
The George Washington University jessu1006@email.gwu.edu

Chasaide, Ailbhe Ní.
Trinity College,Dublin anichsid@tcd.ie

Chiaráin, Neasa Ní.
Trinity College,Dublin nichiarn@tcd.ie

Cho, Euna.
CUNY Graduate Center echo@gc.cuny.edu

Choudhury, Ruhma.
LaGuardia Community College, CUNY rchoudhury@lagcc.cuny.edu

Cleland, Cheryl Anne.
Hofstra University cclela1@pride.hofstra.edu

Cochran, Effie P.
John Jay College of Criminal Justice

Cole, Mike.
Clemson University

Coste, Rafael.
Bronx Community College, CUNY rafael.coste@hotmail.com

David, Samuel.
Vanderbilt University sam.vanderbilt@gmail.com

Deakins, Alice.
William Paterson University deakinsa@wpunj.edu

Dellamotte, Régine.
Université de Rouen, France

Demel, Jennifer, *Queens College, CUNY*

Dietrichson, Aleksander.
NxGenEd ad243@columbia.edu, sasha@nxgened.com

Durkis, Andrea Eileen.
Teachers College, Columbia University aed72@tc.columbia.edu

Eisenstein Ebsworth, Miriam.
New York University mee1@nyu.edu, miriam.ebsworth@nyu.edu

Elsaadany, Kamel A.
Gulf University for Science and Technology, Kuwait dr.elsaadany@yahoo.com

Embleton, Sheila M.
York University

Espino, Matthew.
Teachers College, Columbia University me2507@tc.columbia.edu

Faraj, Reem.
Columbia University rf2273@gmail.com

Farraj, Summer.
Haifa University, Israel summerma@walla.com

Fedič, Dušan.
University of Ss. Cyril and Methodius, Slovakia dusan.fedic@ucm.sk

Fioretta, Josef.
Hofstra University Josef.V.Fioretta@hofstra.edu

Flores, Nelson.
University of Pennsylvania

Floyd, Edwin D.
University of Pittsburgh edfloyd@pitt.edu

Gales, Tammy.
Hofstra University tammygales@gmail.com

Gales, Tammy.
Hofstra University Robert.A.Leonard@hofstra.edu

Garrison-Fletcher, Leigh.
LaGuardia Community College, CUNY lgarrisonfletcher@lagcc.cuny.edu

Gnutzmann, Claus.
Technische Universität Braunschweig c.gnutzmann@tu-bs.de

Goral, Mira.
Lehman College

Greenstone, Veta.
vetagreenstone@gmail.com

Grimley, Ben L.
Speak Agent ben@speakagent.com

Grujicic-Alatriste, Lubie.
College of Technology, CUNY. lalatriste@citytech.cuny.edu, lubie.alatriste@gmail.com

Gur, Talya.
Oranim Academic College of Education talya_g@oranim.ac.il

Halliday, M.A.K.
University of Sydney (simulcast from Beijing)

Hamano, Jennifer.
CUNY Graduate Center jhamano@gradcenter.cuny.edu

Hart, Bonnie R.
The New School.

Hasan, Ruqaiya.
Macquarie University (simulcast from Beijing)

Hewitt-Bradshaw, Iris.
University of Trinidad and Tobago iebrad@tstt.net.tt

Huang, Xiaozhao.
University of North Dakota xiaozhao.huang@email.und.edu

Jacobs, Gloria E.
Portland State University gljacobs@pdx.edu, glojacobs@gmail.com

Jaumont, Fabrice.
New York University fjaumont@hotmail.com

Jimenez, Robert.
Vanderbilt University

Jochnowitz, George.
george@jochnowitz.net

Johnson, Rebekah.
LaGuardia Community College, CUNY rejohnson@lagcc.cuny.edu

Kaivanpanah, Shiva.
University of Tehran, Iran shkaivan@ut.ac.ir

Katznelson, Noah.
University of California, Berkeley nkatznelson@berkeley.edu

Kern, Joseph.
jjkern@email.arizona.edu

Kim, Hyojin.
University of Massachusetts, Amherst hyojinkim@educ.umass.edu, kim.dawnstar@gmail.com

Kim, Jaeshil.
Liberty University jkim21@liberty.edu

Kinsella, Benjamin.
Rutgers University bjk127@scarletmail.rutgers.edu

Kirchhoff, Frank.
University of Cologne frank.kirchhoff@uni-koeln.de

Kung, Fan-Wei.
Queen's University Belfast fkung01@qub.ac.uk, iaacool99@yahoo.com

Labov, William.
University of Pennsylvania.

Lapidus, Alexander.
University of Southern Maine tesol1@yahoo.com

Leone, Andrea R.
University of Pennsylvania andleone@gse.upenn.edu

Lewis, Mark C.
University of Pennsylvania

Li, Yu.
University at Buffalo, SUNY yli57@buffalo.edu

Liakin, Denis.
Concordia University denis.liakin@concordia.ca

Liakina, Natallia.
McGill University

Limlingan, Maria Cristina.
Tufts University Maria.Limlingan@tufts.edu

Lo, Carol Hoi Yee.
Teachers College at Columbia University Lo@exchange.tc.columbia.edu

Love, Stephanie V.
City University of New York, Graduate Center stephanievictorialove@gmail.com

Magadán, Cecilia.
Universidad de Buenos Aires/ Universidad Nacional de San Martín ceciliamagadan@gmail.com

Malcolm, Karen.
University of Winnipeg k.malcolm@uwinnipeg.ca, uratreasure@hotmail.com

Malova, Irina.
University of Miami i.malova@umiami.edu

Martins, Marilia.
University of Southern Maine marilia.martins@maine.edu

Marton, Klara.
CUNY Graduate Center

Matevosyan, Lianna.
Yerevan State University, Armenia lianna.matev@gmail.com

McClure, Cathy.
Lehman College, CUNY

McCormack, Bede.
LaGuardia Community College, CUNY bmccormack@lagcc.cuny.edu, bedemccormack@gmail.com

McDermott, Ray.
Stanford University

McWayne, Christine.
Tufts University

Méndez Barletta, Laura.
Stanford University lmbarletta@stanford.edu

Mey, Jacob.
University of Southern Denmark

Mistry, Jayanthi.
Tufts University

Morabito, Nancy.
St. John's University morabitn@stjohns.edu

Mulcahy, F. David.
NYU Polytechnic School of Engineering sanbuguan@hotmail.com

Nicholls, Christine.
Flinders University, Australia christine.nicholls@flinders.edu.au

Nichols, Allison.
allisoniskiller@gmail.com

Nouhi, Youssef.
Columbia University yn2162@columbia.edu

Ó Broin, Brian.
William Paterson University ObroinB@wpunj.edu

Obiorah, Hephzber.
American University of Nigeria, Yola hephzber.obiorah@aun.edu.ng

Obler, Lorain K.
CUNY Graduate Center

O'Connor-Bater, Kathleen.
SUNY College at Old Westbury oconnorbaterk@oldwestbury.edu

Offor, Johnpaul.
American University of Nigeria, Yola johnpaul.offor@aun.edu.ng

Okura, Eve.
University of Hawai'i at Mānoa eveokura@hawaii.edu

Ovide, Evaristo.
Universidad de Salamanca evaristo_ovide@usal.es

Paasche, Karin.
Catholic University of Eastern Africa, Kenya karinpaasche@yahoo.de

Parmegiani, Andrea.
Bronx Community College, CUNY andrea.parmegiani@bcc.cuny.edu

Parry, Kate.
Hunter College, CUNY kateparry@earthlink.net

Paterson, Valerie.
Collège de Maisonneuve, Québec vpaterson@ccdmd.qc.ca

Pearson, Miles.
Missouri State University mlsprsn@gmail.com

Pendell, Kimberley.
Portland State University

Pereira, Joyce.
Instituto Pedagogico Arubano joycepereira@setarnet.aw

Perianova, Irina.
University of National & World Economy, Bulgaria irinaperianova@yahoo.com

Peterson-Shea, Gareth.
Fort Hays State University

Petrovitz, Walter.
St. John's University PETROVIW@stjohns.edu

Pierson, Herbert.
St. John's University PIERSONH@stjohns.edu

Pine, Judith M. S.
Western Washington University Judy.Pine@wwu.edu

Pittman, Iulia.
Auburn University pittman@auburn.edu

Pizzolato, Andrew.
Portland State University

Price, Susan.
BMCC-CUNY sprice78@yahoo.com

Primus, Beatrice.
University of Cologne primus@uni-koeln.de

Rakowicz, Agnieszka.
Teachers College, Columbia University ar2657@columbia.edu

Ramirez, Andrés.
Florida Atlantic University

Reder, Stephen.
Portland State University

Rhodes, Julia H.
International Education Consultant

Robinson, Heather.
York College, CUNY hrobinson@york.cuny.edu

Romney, Mary.
Capital Community College m.romney@sbcglobal.net

Ross, Jane F.
New York University janefross@hotmail.com

Rymes, Betsy.
University of Pennsylvania brymes@upenn.edu

Sakagami-Hamilton, Shizuka.
Japan Business Communications sakagamishizuka@gmail.com

Schurr, Julie.
North Carolina State University jaschurr@ncsu.edu

Sembiante, Sabrina.
Florida Atlantic University

Share, David L.
University of Haifa, Israel dshare@edu.haifa.ac.il

Siffrinn, Nicole.
University of Georgia nesiffrinn@gmail.com

Song, Rayoung.
University of Massachusetts Amherst rayoung.song323@gmail.com

Stabler-Havener, Michelle.
Teachers College, Columbia University mls2262@tc.columbia.edu

Stegman, Cynthia.
Hofstra University cystegman@hotmail.com

Stevens, Lillian A.
New York University Lma350@nyu.edu, lillycita@gmail.com

Takahashi, Junko.
Teachers College, Columbia University jt2246@tc.columbia.edu

VanNess Simmons, Richard.
Rutgers University rsimmon@rci.rutgers.edu

Wang, Ge.
Yunnan University, China steelewong@ynu.edu.cn

Webster, Jonathan J.
City University of Hong Kong (simulcast from Beijing)

West, Donna E.
State University of New York at Cortland westsimon@twcny.rr.com

Wickstrom, Carol.
University of North Texas Carol.wickstrom@unt.edu

Wienk, Ruth.
South Dakota State University ruth.wienk@jacks.sdstate.edu

Withers, Elizabeth.
Portland State University

Xin, Wen.
Fort Hays State University 358172303@qq.com

Yan, Yi.
Tsinghua University, China yanyee@mail.tsinghua.edu.cn

Yasin, Jon.
Bergen Community College jyasin@bergen.edu

Yeom, Eunyup.
Sarah Lawrence College eyeom@gm.slc.edu

Yerastov, Yuri V.
Fort Hays State University y_yerastov@mail.fhsu.edu

Yerastov, Yuri V.
Fort Hays State University y_yerastov@mail.fhsu.edu

Yoon, Jungmee.
CUNY Graduate Center 2jungmee@gmail.com

Young, Amy I.
University of Minnesota youn0629@umn.edu

Zhang, Xiaodong.
University of Georgia zxdman588@gmail.com

Restaurants

Within Walking Distance of Teachers College

Joe Coffee at Columbia
W. 120th St & Broadway
(212) 851-9101
Time by Foot: 1 min

Ajanta (Indian)
1237 Amsterdam Ave btwn 120th and 121st Sts
(212) 316-6776
Time by Foot: < 5 mins

Amsterdam Rest. and Tapas Lounge (Continental)
1207 Amsterdam Ave btwn 119th and 120th Sts
(212) 662-6330
Time by Foot: < 5 mins

Che Bella Pizza (Italian)
1215 Amsterdam Ave btwn 119th and 120th Sts
(212) 864-7300
Time by Foot: < 5 mins

Flat Top (American)
1241 Amsterdam Ave at 121st St
(212) 531-7600
Time by Foot: < 5 mins

Hana (Japanese)
3141 Broadway
(212) 316-4761
Time by Foot: < 5 mins

Kitchenette (American)
1272 Amsterdam Ave btwn 121st and 122nd Sts
(212) 531-7600
Time by Foot: < 5 mins

Massawa (Ethiopian)
1239 Amsterdam Ave at 121st St
(212) 663-0505
Time by Foot: < 5 mins

Max Soha (Italian)
1274 Amsterdam Ave at 123rd St
(212) 531-2221
Time by Foot: < 5 mins

Panino D'Parma (Italian Deli)
1231 Amsterdam Ave btwn 120th and 121st Sts
(212) 662-2066
Time by Foot: < 5 mins

Haakon's Hall (American/ Norwegian)
1187 Amsterdam Ave btwn 118th and 119th Sts
(212) 932-0707
Time by Foot: < 5 mins

Subsconscious (Submarine Sandwiches)
1213 Amsterdam Ave btwn 119th and 120th Sts
(212) 864-2720
Time by Foot: < 5 mins

Camille's (Italian)
1135 Amsterdam Ave at 116th St
(212) 749-2428
Time by Foot: 5 mins

Kuro Kuma (Cafe)
121 La Salle St
(347) 577-3177
Time by Foot: 5 mins

Nikko (Asian Fusion)
1280 Amsterdam Ave at 123rd St
(212) 531-1188
Time by Foot: 5 mins

West Place (Chinese)
1288 Amsterdam Ave btwn 123rd and La Salle Sts
(212) 932-9390
Time by Foot: 5 mins

Uni Cafe
2937 Broadway btwn 114th and 115th Sts
(212) 662-1000
Time by Foot: 6 mins

Vine (Japanese)
2955 Broadway btwn 115th and 116th Sts
(212) 222-3568
Time by Foot: 6 mins

Peking Garden (Chinese)
3163 Broadway # 3 btwn La Salle St and Tiemann Pl
(212) 865-3600
Time by Foot: 7 mins

Pisticci Restaurant (Italian)
125 La Salle St (124th) just west of Broadway
(212) 932-3500
Time by Foot: 7 mins

Toast (American)
3157 Broadway at Tiemann Pl
(212) 662-1144
Time by Foot: 7 mins

Amigos (Mexican)
2888 Broadway btwn 112th and 113th Sts
(212) 864-1143
Time by Foot: 8 mins

Deluxe Diner (American)
2896 Broadway btwn 112th and 113th Sts
(212) 662-7900
Time by Foot: 8 mins

New Aroma (Chinese)
465 West 125th St btwn Amsterdam Ave and Morningside
(212) 932-8706
Time by Foot: 8 mins

Strokos Gourmet Deli (Italian/ Pizza)
1090 Amsterdam Ave at 114th St
(212) 666-2121
Time by Foot: 8 mins

Le Monde (French/Brasserie)
2885 Broadway btwn 112th and 113th Sts
(212) 531-3939
Time by Foot: 9 mins

The Mill Korean Restaurant (Korean)
2895 Broadway btwn 112th and 113th Sts
(212) 666-7653
Time by Foot: 9 mins

Nusbaum & Wu (Deli/Bakery)
2897 Broadway at 113th St
(212) 280-5344
Time by Foot: 9 mins

Jin Ramen
3183 Broadway btwn 125th St and Tiemann Pl
(646)559-2862
Time by Foot: 9 mins

Ollie's Chinese
2957 Broadway (at 116th St)
(212) 932-3300
Time by Foot: 9 mins

Sushi Sushi
54 Tiemann Pl
(212) 866-7876
Time by Foot: 9 mins

Tom's Restaurant Diner
2880 Broadway at 112th St
(212) 864-6137
Time by Foot: 9 mins

Tea Magic (bubble tea)
2878 Broadway btwn 111th and 112th Sts
(212)666-3665
Time by Foot: 9 mins

Oren's Daily Roast (coffee)
2882 Broadway btwn 112th and 113rd Sts
(212)749-8779
Time by Foot: 9 mins

Chipotle Mexican Grill
2843 Broadway btwn 110th and 111th Sts
(212) 222-1712
Time by Foot: 10 mins

Community Food & Juice
2893 Broadway btwn 112nd and 113th Sts
(212)665-2800
Time by foot: 10 mins

Amir's Falafel Middle Eastern
2911 Broadway btwn 113th and 114th Sts
(212) 749-7500
Time by Foot: 10 mins

The Heights Bar and Grill Tex Mex
2867 Broadway btwn 111th and 112th Sts
(Upper Level)
(212) 866-7035
Time by Foot: 10 mins

Koronet Pizza
2848 Broadway btwn 110th and 111th Sts
(212) 222-1566
Time by Foot: 10 mins

Pita Grill
1028 Amsterdam Ave btwn 110th and 111th Sts
(212) 662-9100
Time by Foot: 10 mins

Symposium Greek
544 West 113th btwn Broadway and
Amsterdam Ave
(212) 865-1011
Time by Foot: 10 mins

Bistro Ten 18 International
1018 Amsterdam Ave at 110th St
(212) 662-7600
Time by Foot: 11 mins

Famiglia (Italian/Pizza)
2859 Broadway at 111th St
(212) 865-1234
Time by Foot: 11 mins

Hungarian Pastry Shop Coffee/ Pastries
1030 Amsterdam Ave btwn 110th and 111th Sts
(212) 866-4230
Time by Foot: 11 mins

Pinkberry (Frozen Yogurt)
2873 Broadway btwn 111th and 112nd Sts
(212) 222-0191
Time by Foot: 11 mins

V & T Italian
1024 Amsterdam Ave btwn 110th and 111th Sts
(212) 663-1708
Time by Foot: 11 mins

Legend Upper West (Chinese)
258 W 109th St
(212) 222-4800
Time by Foot: 12 mins

Cascabel Taqueria (Mexican)
2799 Broadway at 108th St
(212) 864-5000
Time by Foot: 13 mins

Dinasaur Barbeque
700 W. 125th St
(212)694-1777
Time by Foot: 13 mins

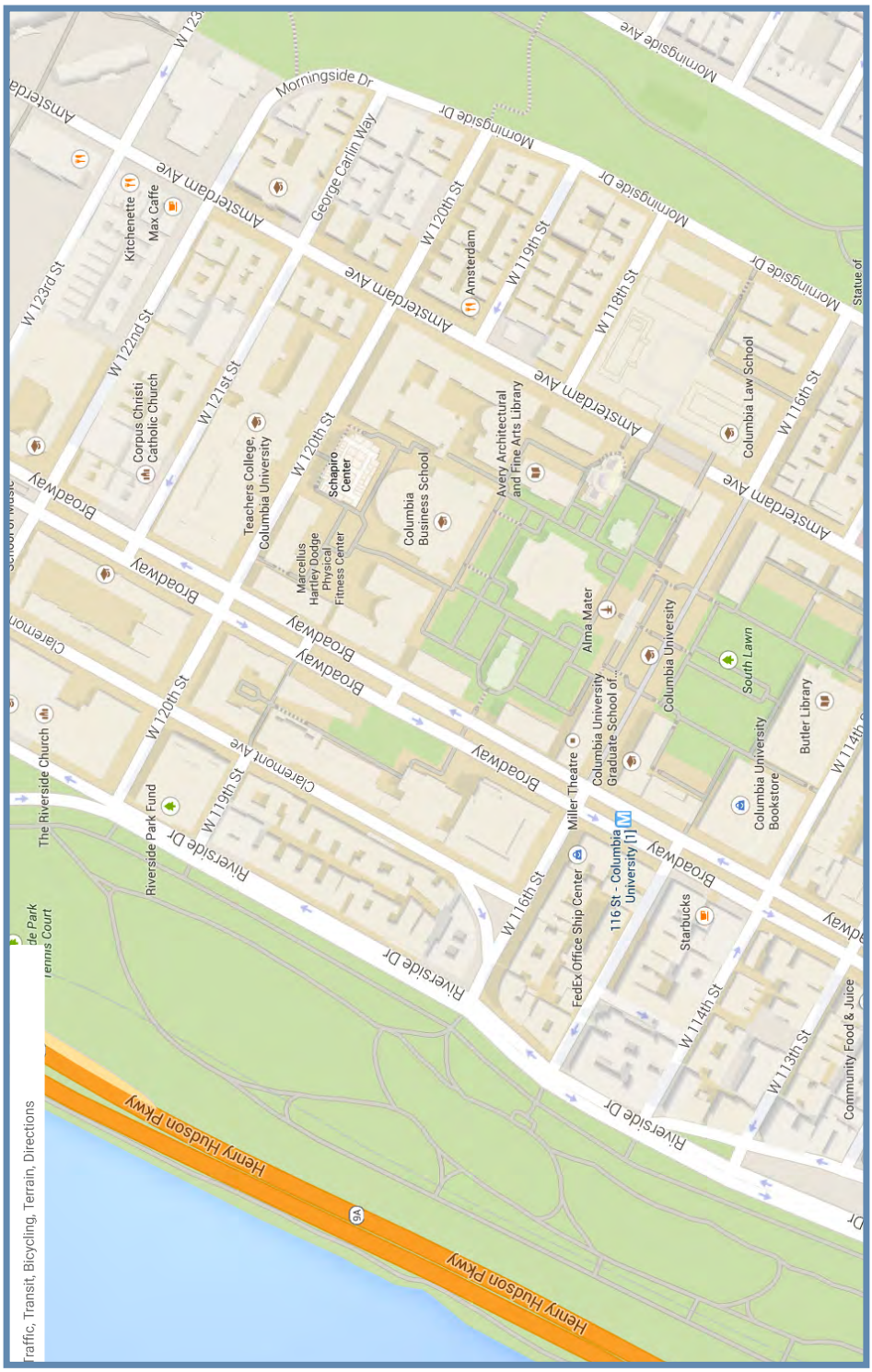
Mel's Burger Bar
2850 Broadway btwn 110th and 111th Sts
(212)865-7100
Time by Foot: 13 mins

El Rey de la Caridad (Dominican)
973 Amsterdam Ave
(212) 222-7383
Time by Foot: 13 mins

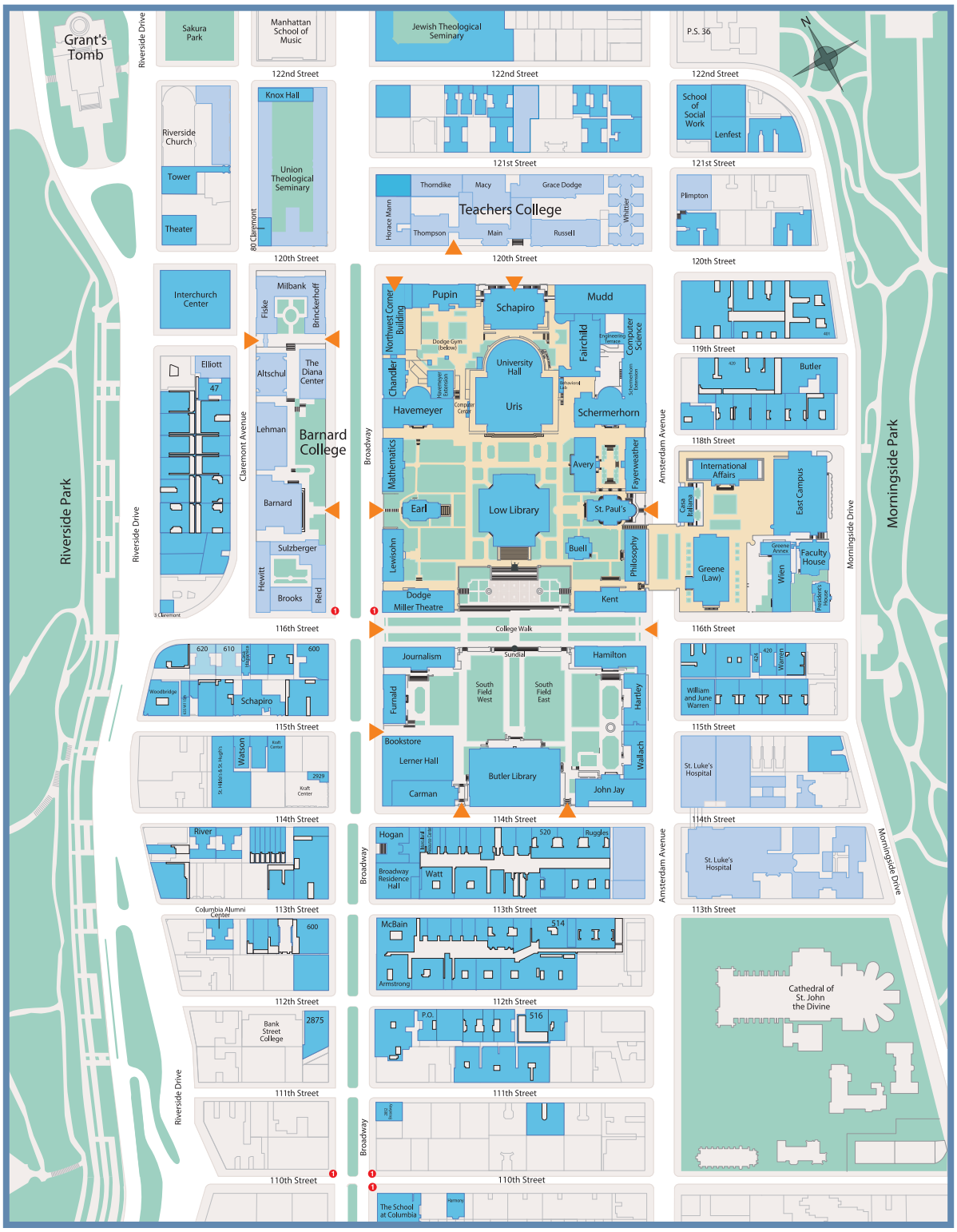
Suma Sushi
964 Amsterdam Ave btwn 107th and 108th Sts
(212) 280-5858
Time by Foot: 13 mins

Thai Market
960 Amsterdam Ave btwn 107th and 108th Sts
(212) 280-4575
Time by Foot: 13 mins

Columbia University Area Map

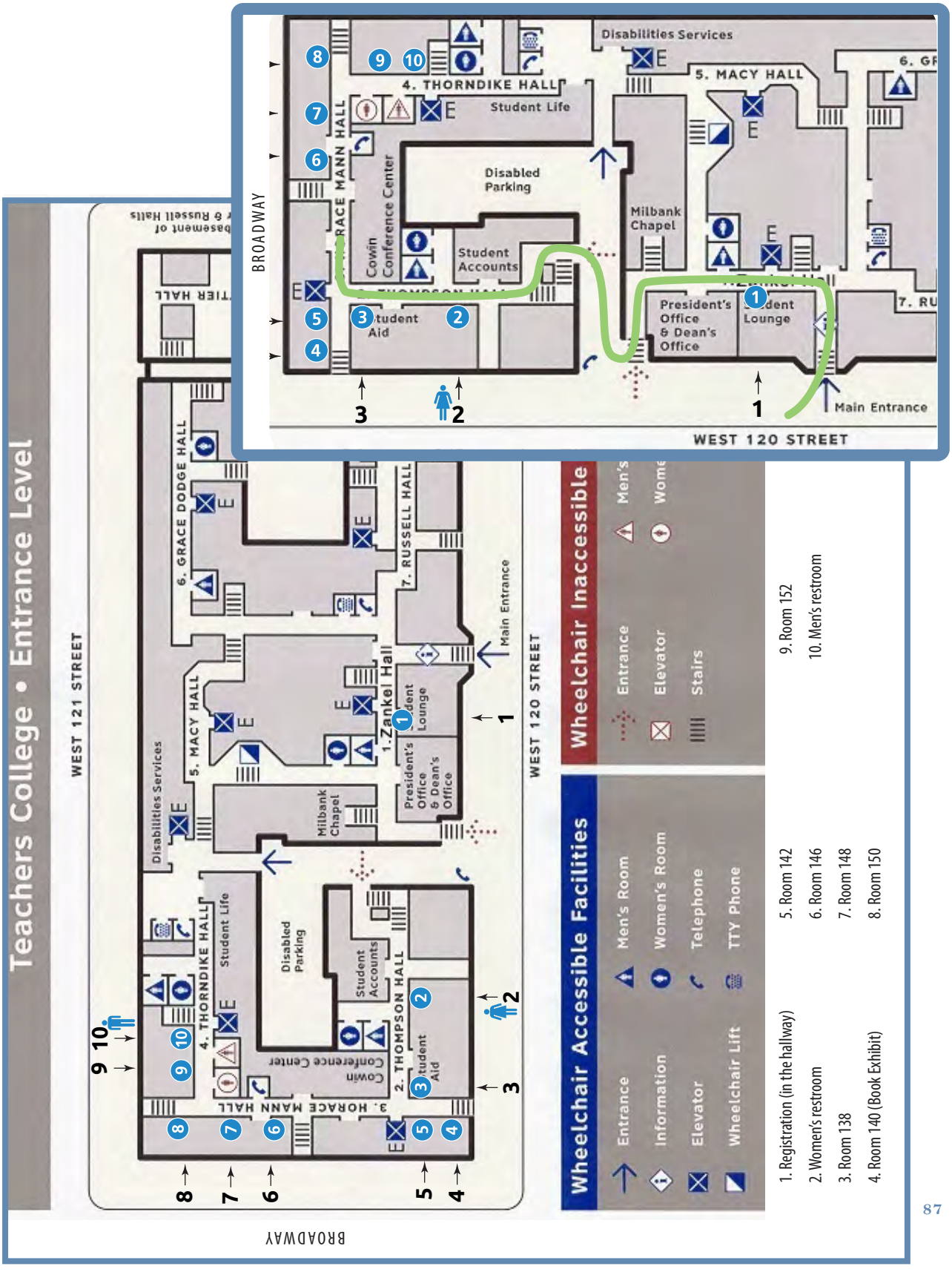


Columbia University Campus Map

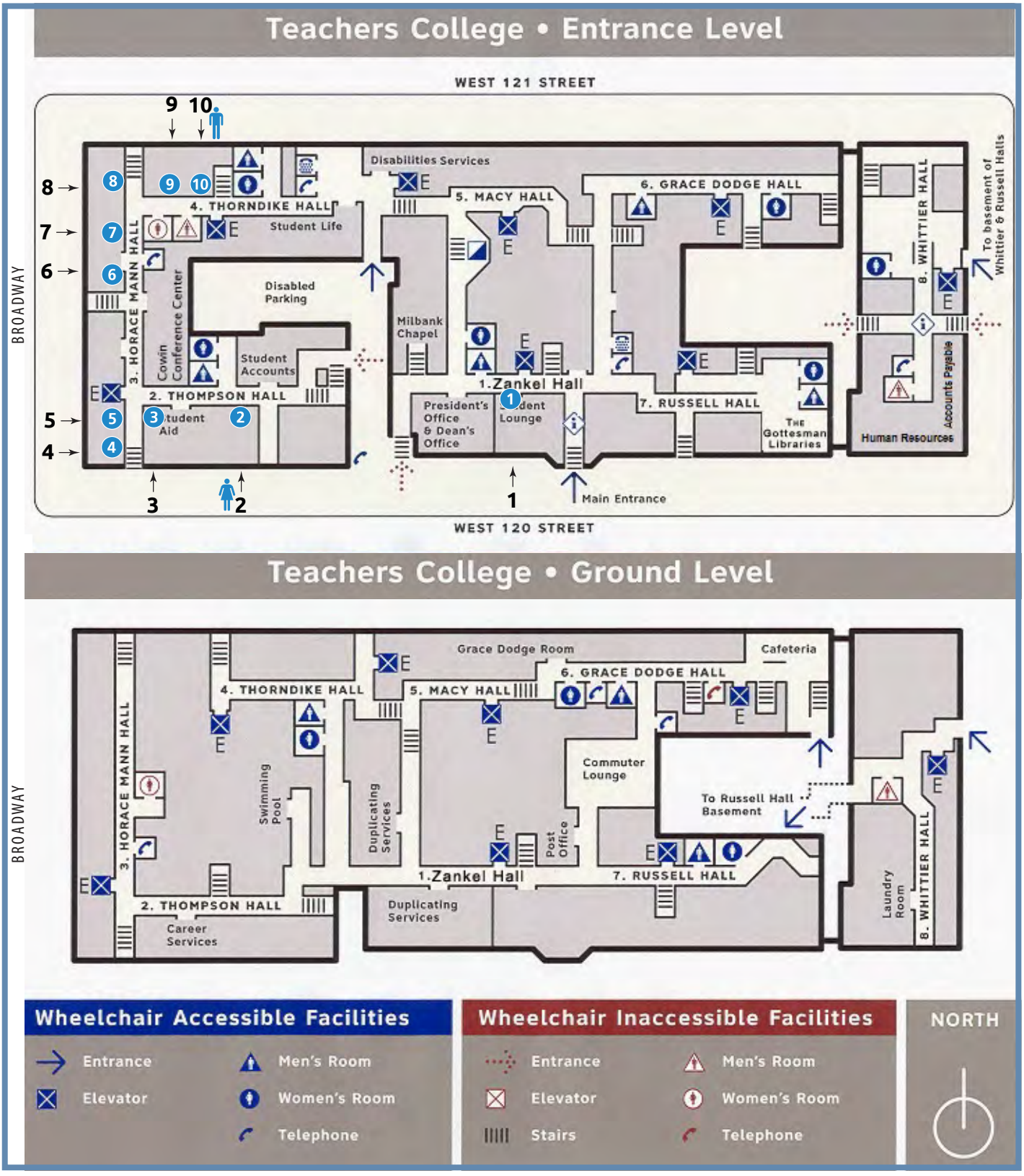


Conference Maps

Cowin Center, on Broadway between 120th and 121st St.



Teachers College Floor Maps - Full View



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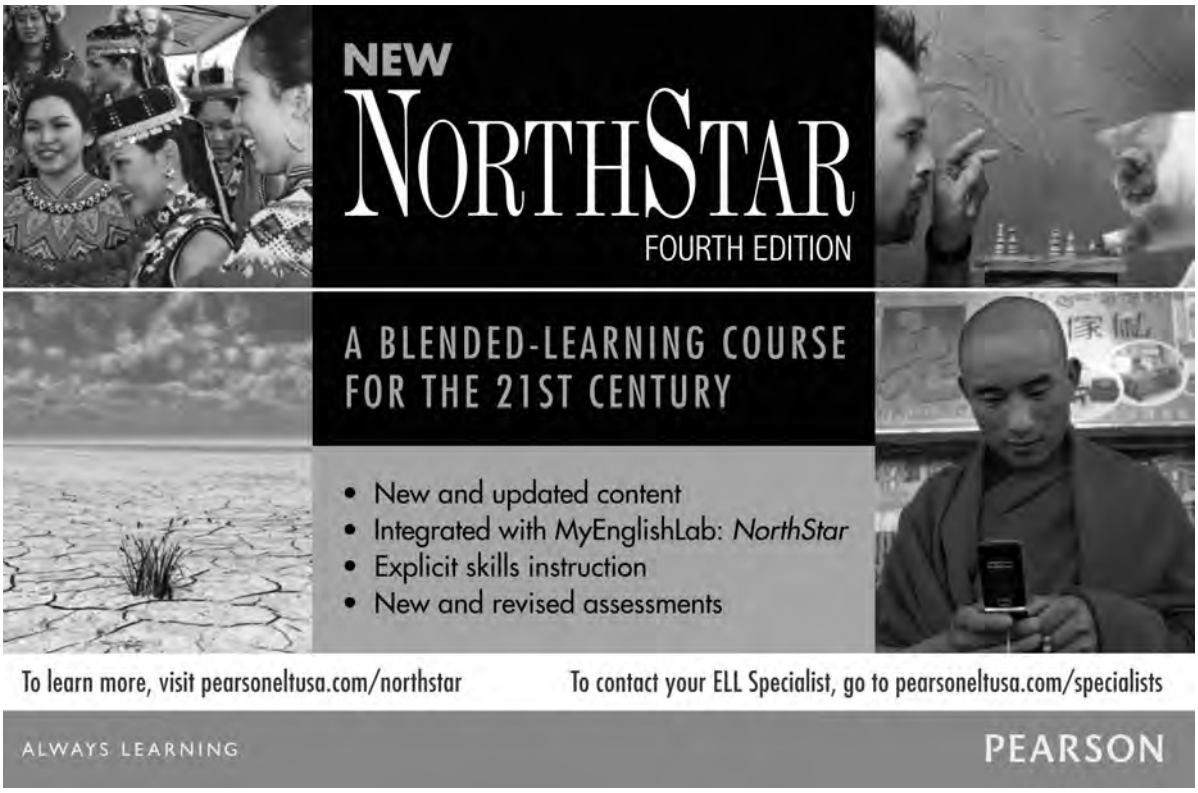

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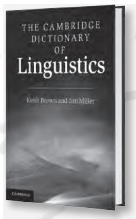

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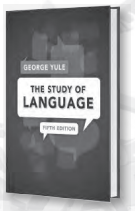

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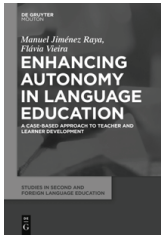

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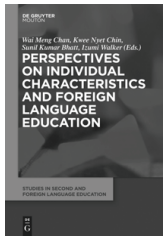

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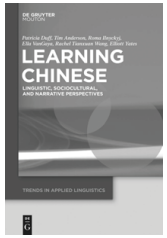

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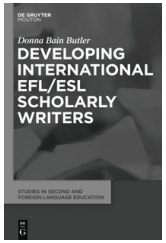

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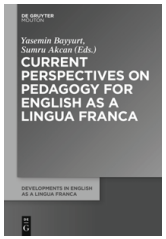

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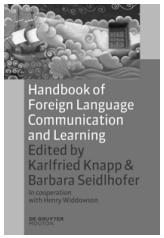

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