The 66th Annual Conference of the

International Linguistic Association

at Rutgers, the State University of New Jersey
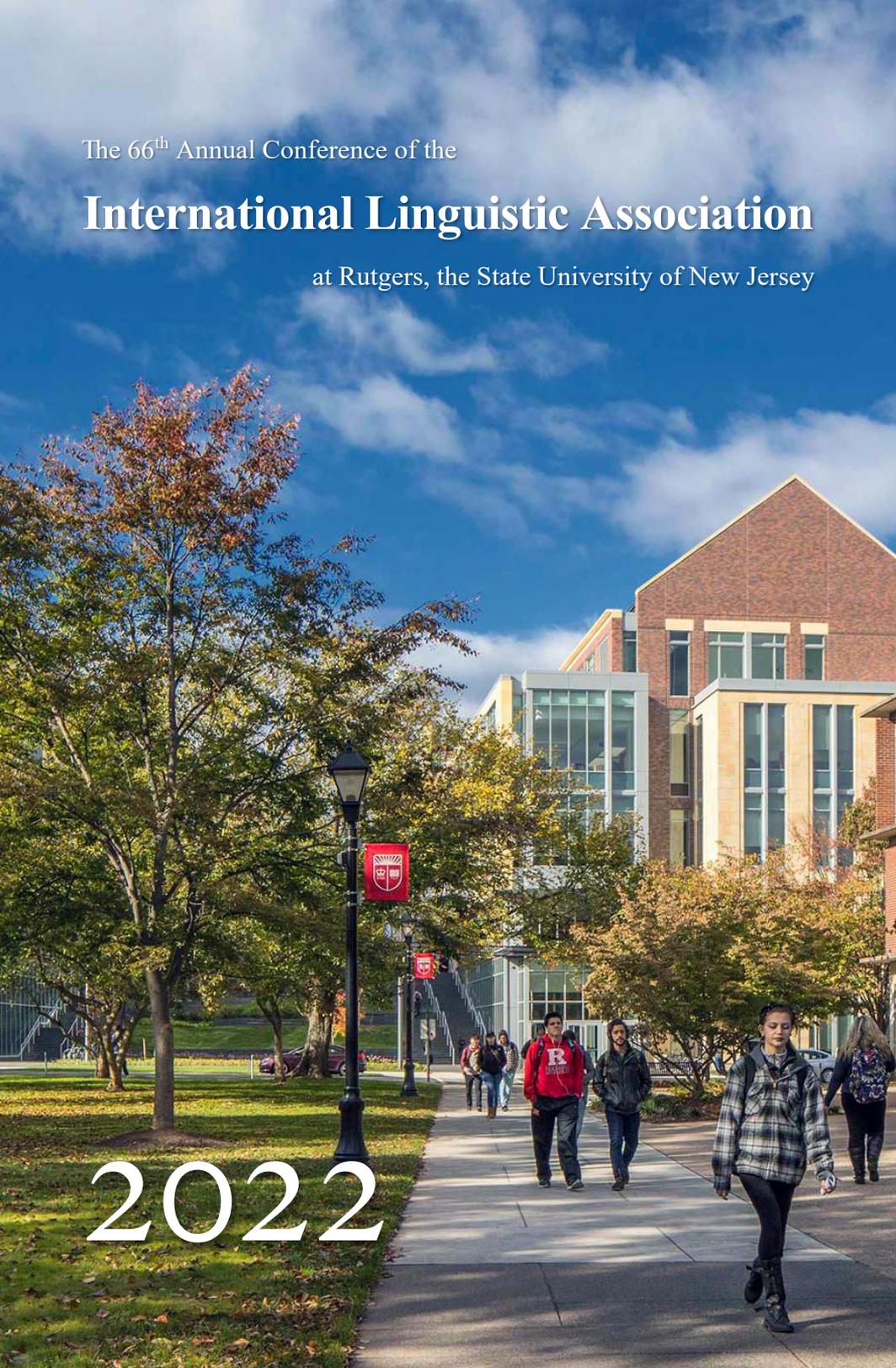
2022

66th Annual Conference

of the

International Linguistic Association

Language and Social Justice

April 1–3, 2022

RUTGERS
UNIVERSITY | NEW BRUNSWICK

Acknowledgments

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About the ILA

A Brief 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 1960s and 1970s 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*, which was written by our former president, Eugenio Chang-Rodríguez.

Since 1955, the Association has sponsored an annual Linguistics conference 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 also arranges meetings at which guest speakers present papers on their research in progress.

These meetings take place at 11:00 AM, usually on the first 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. You can find more information about our meetings at http://www.ilaword.org.

Executive Committee of the ILA

Welcome

Dear Participants,

Rutgers, the State University of New Jersey, is delighted to welcome the International Linguistic Association back to our New Brunswick campus for its 66th annual meeting. Rutgers New Brunswick has a central location along the "Northeast Corridor" spanning from Boston, MA to Washington, DC, and a rich history as the eighth institution of higher education established within the United States. The New Brunswick campus is the only such institution to serve as a colonial chartered college (1766), a land-grant institution (1864), and a state university (1956). It is today home to over 52,000 students, 5,523 teaching faculty, and 19,344 non-instructional staff, making it the second largest employer in the State of New Jersey and a national leader within the organized labor movement among institutions of higher education.

The theme of this year's meeting, "Languages and Social Justice," emerges out of a moment in American history and particularly on our college campus, as Rutgers begins to address some of the most difficult aspects of its own identity and history—its establishment on unceded Lenape territory, supported by the wealth generated by African slaves for its early patrons and presidents like Jacob Rutsen Hardenbergh, and its complicated relationship with its own students of color, from early pioneers like Paul Robeson to the present day. It was this moment that inspired our colleagues Kristen Syrett, Nicole Houser, and Doaa Rashed to organize a Language and Social Justice Initiative as part of the Language Engagement Project at The Language Center, one of our sponsors.

Although the first annual meeting of our association was in 1955, 2022 marks our 66th annual meeting. The global COVID-19 pandemic has affected our association much as it has other professional associations, and the past few years have been a period of introspection for the ILA and its members. Since we last met, we have lost two of our former Executive Committee members, our past president Eugenio Chang-Rodríguez (in 2019) and Franklin Horowitz (in 2022), whom we honored at our 2015 meeting. The period of the pandemic has also been a period of experimentation for the ILA, as we embraced new modalities of meeting, which have better enabled us to fulfill our promise of being a truly international association. The trials of these past few years, which have touched all of us, also make your contribution to the annual meeting even more meaningful, and we thank you for joining us in our Academic Building at New Brunswick to share your research.

Sincerely,
Charles G. Häberl and Maryam Borjian
Conference Co-Organizers

Ghil'ad Zuckermann, *University of Adelaide*
Friday, April 1
12:30 PM – 1:45 PM
Academic Building (AB) Room 2400

Ghil'ad Zuckermann (D.Phil. Oxford; Ph.D. Cambridge, titular) is Chair of Linguistics and Endangered Languages at the University of Adelaide, Australia. He is the President of the Australian Association for Jewish Studies (since 2017) and Member of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS, since 2014). His most recent book is *Revivalistics: From the Genesis of Israeli to Language Reclamation in Australia and Beyond* (Oxford University Press, 2020). He is the founder of Revivalistics, a new global, trans-disciplinary field of enquiry surrounding language reclamation, revitalization and reinvigoration, and a world-renowned Consultant and Expert Witness in (corpus) lexicography and (forensic) linguistics, in court cases all over the globe. He has taught at numerous universities including the University of Cambridge, the National University of Singapore, University of Queensland, Shanghai Jiao Tong University, Middlebury College (Vermont), East China Normal University, Hebrew University of Jerusalem, Shanghai International Studies University, Ben-Gurion University of the Negev, University of Miami, and University of Haifa.

John McWhorter, *Columbia University*
Friday, April 1
5:00 PM – 6:15 PM
Academic Building (AB) Room 2400

John H. McWhorter is Associate Professor of English and Comparative Literature at Columbia University. He earned his B.A. from Rutgers, his M.A. from New York University, and his Ph.D. in Linguistics from Stanford. He is a contributing editor at the Atlantic and host of Slate's Lexicon Valley podcast. McWhorter is the author of twenty books, including *The Power of Babel: A Natural History of Language*, *Losing the Race: Self Sabotage in Black America*, and *Our Magnificent Bastard Tongue: The Untold History of English*. In his latest book, *Woke Racism: How a New Religion Has Betrayed Black America*, McWhorter argues that certain strains of anti-racism and its adherents have effectively created a religion, and a zealous one, that stifles nuance and debate.

Ousseina Alidou, *Rutgers University*
Saturday, April 2
5:00 PM – 6:15 PM
Academic Building (AB) Room 2400

Ousseina D. Alidou is Professor in the Department of African, Middle Eastern and South Asian Languages and Literatures and the Graduate Program in Comparative Literature. She is also the present Director of the Rutgers Center for Women's Global Leadership and formerly served as the director of the Rutgers Center for African Studies. She is a theoretical linguist whose research focuses mainly on the study of women's orality and literacy practices in African Muslim societies; African Muslim women's Agency and gender justice; African women's literatures; Gendered discourses of identity and the politics of cultural production in African Muslim societies.

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2:00 PM – 3:10 PM	Session 2	**Linguistic Hegemony and Resistance** (Eldho, Poran, Tawasil)	**Language and Gender** (Hornsby, Deprez, Gokcora)
3:20 PM – 4:30 PM	Session 3	**Language and Inequality: Identity, Race, and Ethnicity** (Satterfield and Mendez, Thomas, Eccardt)	
5:00 PM – 6:15 PM	Plenary	**John McWhorter**, Columbia University — "From Slur to Taboo: A Global Perspective on Evolving Perceptions of the N-Word" (AB-2400)	
7:00 PM – 8:00 PM	Reception	The Heldrich Hotel, 10 Livingston Ave, New Brunswick, NJ	

Saturday, April 2, 2022

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10:00 AM – 1:00 PM	K-12 Teachers Workshop (AB-1170)			
10:20 AM – 11:30 AM	Session 2	**Scripts and Writing** (Daniels, Burnett, Häberl)	**Inclusive Language Pedagogy** (Khetsuriani, Magadán, Sader)	**Addressing Linguistic Discrimination on Our Campuses: Some Strategies That Work** (Spinu, de Cuba, Slocum)
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		AB-1100	AB-2150
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10:20 AM – 11:30 AM	Session 2	**Inclusive Language Pedagogy** (Kałdonek-Crnjaković, Beliavsky)	**Research on L2 Literacy Instruction II** (Borjian, Yu Cho & Moon, Kulavuz-Onal)

Schedule and Abstracts

Friday, April 1

11:00 AM – 8:00 PM
Registration   **11:00 AM – 5:00 PM**

12:00 M – 12:30 PM
Conference Opening   AB-2400

12:30 AM – 1:45 PM
Plenary   AB-2400

Ghil'ad Zuckermann, *University of Adelaide, Australia*
Introducing the Speaker: Jeffrey Shandler**, *Rutgers, the State University of New Jersey***

Righting the Wrong of the Past
and Empowering Indigenous/Minority Wellbeing:
Linguicide, Language Revival and Social Justice

This talk will explain why language revival is (1) deontologically right, (2) aesthetically beautiful, and (3) utilitarianistically beneficial to society. In our current world, more and more groups are losing their heritage. Language reclamation (e.g. Hebrew and the Barngarla Aboriginal language of South Australia), revitalization (e.g. Shanghainese and the Adnyamathanha Aboriginal language) and reinvigoration (e.g. Te Reo Māori and Welsh) are becoming increasingly relevant as more and more people seek to reconnect with their ancestors, recover their cultural autonomy, empower their spiritual and intellectual sovereignty, and improve their wellbeing and mental health.

There is an urgent need to offer comparative insights, for example from the Hebrew revival, which resulted in a hybrid that I call "Israeli." The talk will also propose that Revivalistics, a new global, comparative, trans-disciplinary field of enquiry of language reclamation and empowerment, is very different from Documentary Linguistics.

2:00 PM – 3:10 PM
Session 1
Academic Building Breakout Rooms

Linguistic Hegemony and Resistance   AB-2200
Chair: Shoba Bandi-Rao, *Borough of Manhattan Community College, CUNY*

2:00 PM – 2:20 PM

Linguistic Resistance, Ideologies, and Identity Construction by Tamil Speakers in India

Elizabeth Eldho, *Indian Institute of Technology Madras*

This study contextualizes Tamil's interaction with Hindi in India since 1947. The efforts of national political parties that tried to propagate Hindi as a national language were faced with strong resistance from Tamil Nadu. Against this backdrop and based on interview data drawn from 30 native Tamil speakers, the study examines how patterns of language use become a tool to construct cultural identity and offer resistance against the hegemonic efforts of the central government that support the spread of Hindi. It finds that propaganda such as the portrayal of Hindi as means to national unity are dealt with democratic credentials and by invoking classical status and antiquity of Tamil (Venkatachalapathy, 2009) thereby forming a distinct Tamil identity (Pandian, 1994). This reinvention for resistance reveals that despite the infiltration of English to institutional, and even intimate domains, Tamil appears to remain the 'pride' and the preferred language for all Tamil speakers.

2:25 PM – 2:45 PM

Discourse and Gender in Iran: Masih Alinejad's Impact

Rina Poran, *Rutgers, the State University of New Jersey*

Utilizing four points of contemporary discourse analysis, this presentation analyzes the work of Iranian-American women's rights journalist Masih Alinejad. Suffering as portrayed in the media, democratization's effect on women's rights discourse, the language used to construct national identity, and the creation of internet communities by minority groups are related to Alinejad's journalistic approaches, highlighting both the effect of each point on Alinejad's work and on women's rights discourse as a whole.

2:50 PM – 3:10 PM

"Graffiti Strikes Back": The Unfinished Work of NYC Graffiti Writers During the Covid-19 Pandemic

Amina Tawasil, *Teachers College, Columbia University*

On April 2020, a moratorium was placed on the NYPD response to graffiti reports, to channel policing efforts towards the COVID-19 crisis. As a result of this, along with empty streets, the city became an open canvas for graffiti writers. Based on twelve months of fieldwork with New York City graffiti writers, I provide an ethnography of middle-aged graffiti writers who returned to "bombing" the streets during the pandemic after an absence of almost twenty years. While some expressed the experience as therapeutic, others saw their return as resistance against a system marked by gross inequalities the pandemic had exposed. Often, these rationales blended together. Using the anthropology of becoming as a framework, I describe how "inventiveness and plasticity" might operate in their return to the New York City walls.

Language and Gender
AB-2250

Chair: Maryam Borjian, *Rutgers, the State University of New Jersey*

2:00 PM − 2:20 PM

A Step Too Far? The Issue of Gender-Fair Language in Breton and Welsh

Michael Hornsby, *Adam Mickiewicz University*

Celtic language communities, because of their proximity to and influence from the Anglo- and Francophone words, are just as much subject to tensions between conservative and modernising tendencies and the tensions between such tendencies are apparent in political, social and, of course, linguistic outcomes. Both French- and English-speaking societies have been adapting, in recent decades, to the issue of representing diversity in language, including gender-fair ways of expressing equality. In a similar way, Celtic language communities have also begun to represent more accurately this aspect of human reality and developments in two language communities – Breton and Welsh – will be discussed in this paper, in particular the mechanisms which are employed to express gender equality.

2:25 PM − 2:45 PM

For an Unbiased Perspective on French Grammatical Gender

Viviane Deprez, *Rutgers, the State University of New Jersey*

The paper discusses what I term an 'entrenched type of gender bias,' which I show to influence a seemingly neutral perspective in the pedagogic discourse on grammatical gender in French. It discusses how this bias turns out to complicate the teaching of gender in French (second) language and how its removal offers a renewed perspective which is both linguistically more accurate and easier to acquire.

2:50 PM − 3:10 PM

Language and Gender: A Virtual Exchange Project Fostering Social Justice

Deniz Gokcora, *Borough of Manhattan Community College, CUNY*

This presentation will discuss a virtual exchange project that focuses on inequalities among the elderly. In this experiential learning project, students at a U.S. community college Language and Culture course are paired with students enrolled in a Critical Care course at a four-year college in Jordan. This project addresses the United Nations Global Sustainable Goal of reducing inequalities. Students will collect narratives of various types of inequalities/discrimination from the elderly through engaging in this experiential learning project to develop a comparative understanding of inequalities based on gender, socio-economic status, age, ethnicity, cultural background, and other forms of discrimination that are manifested in the narratives. Students on both campuses learn about genderlect theories (Tannen, 1993 and Lakoff, 2004). Using these theories, they will analyze the narratives from the U.S. and Jordan and create an oral presentation based on their findings, providing a message they want to convey.

3:20 PM − 4:30 PM
Session 2
Academic Building Breakout Rooms

Language and Inequality: Identity, Race, and Ethnicity   AB-2200
Chair: Kathleen O'Connor-Bater, *SUNY College at Old Westbury*

3:20 PM − 3:40 PM

Learning to (Not) Display Latinx Authenticity: Relating Young Latinx Children's Language Use, Phenotype and Discrimination Cues to Ethnic-Racial Identity

Teresa Satterfield and Luis Mendez, *University of Michigan*

Does young Latinx children's linguistic repertoire impact Ethnic-Racial Identity (ERI) development? How might speaking Spanish make younger Latinx children more vulnerable to Ethnic-Racial Discrimination (ERD)? We also ask if implicit racial bias correlates with children's ERD experiences. Participants: 43 Midwestern US-born Latinx students, ages 7 – 13, Spanish-English bilinguals in a community-based Saturday Spanish immersion school for heritage language children. Measures: Spanish-language questionnaire adapted from adolescent surveys. Spanish-language focus groups, with participants discussing their lived experiences. Results: positive correlations between Spanish and ERI formation, with added value of academic achievement. Significant outcomes correlating phenotype to ERI: children categorized as Latinx report higher ERI development, compared to Latinx peers judged to be non-Latinx. ERI formation had higher association to cultural awareness of Latinidad. Children with high awareness, reported higher ERD, typically as linguistic discrimination. Qualitatively, participants value Latinx ethnicity, despite growing awareness that Spanish discourse in monolingual English spaces provokes linguistic discrimination.

3:45 PM − 4:05 PM

Experiences of Race, Class, & English Language Use in the Foreign Demographic of the United Arab Emirates

Suneeta Thomas, *Missouri State University*

This study investigates a sample of the middle-class, resident, multilingual, Asian professionals in the United Arab Emirates to understand their experiences of race, and class, through English language use in the workplace, personal, and recreational spaces. 132 participants responded to an English language use and attitude survey and a subset of 13 participants were selected for interviews. Qualitative analysis of the data reveals participants' identifying one's economic and social status, disassociation of oneself from others, and the myriad ways in which race/ethnicity, and economic class intersect with the use of English in their lives. The study further dismantles the understanding of economic class and power in its comparison of English as hegemonic among upper-class Emirati natives with English as non-hegemonic among non-upper-class, foreign residents. Providing ground for further conversation on non-native residents' experience of race/ethnicity, and economic class with English language use, the study ends with suggestions for future research.

4:10 PM − 4:30 PM

Political Hypercorrection

Thomas M. Eccardt, *New York City College of Technology, CUNY*

Q. How did "Latin people" become "Latinx people"?
A. Via political hypercorrection: an attempt to politically correct a perceived injustice in the English language, which was not unjust in the first place.

  In English, "Latinx" people used to be called "Latins," but due to the needless borrowing of "Latino" and then "Latina," a gender-neutral word then seemed necessary to reference Latins of both sexes. As for Spanish, current linguistic theories would predict that a consonantal ending like -x would NOT likely enter that Romance language. That would also defy the widespread and unconscious grammatical gender system, and so far there are no signs of such a reform catching on. This paper will explore the various manifestations, motivations, and sway of political hypercorrection as an aspect of language change, which has not previously been dealt with in historical linguistics.

5:00 PM – 6:15 PM
Plenary   AB-2400

John McWhorter, *Columbia University*
Introducing the Speaker: Viviane Deprez, *Rutgers, the State University of New Jersey*

From Slur to Taboo:
A Global Perspective on Evolving Perceptions of the N-Word

Over the past twenty years, verbal etiquette in America on the N-word has developed beyond earlier bans on its usage as a slur, to a stipulation that the word never be uttered even in reference, regardless of context or intent. This talk will chart this development, including a review of the history of the word and its other offshoot usages, and then view its modern taboo status in comparison to word taboos in other cultures. The presentation will conclude with a neutral evaluation of the justifications for the taboo status, with the aim of demonstrating what a very unusual development it has been.

7:00 PM – 8:00 PM
Reception   The Heldrich Hotel, 10 Livingston
                                             Ave, New Brunswick, NJ

Please join us at our opening reception for hors d'oeuvres and a cash bar.

Saturday, April 2

9:00 AM – 9:00 PM
Registration   **9:00 AM – 5:00 PM**

9:00 AM – 10:10 AM
Session 1   Academic Building Breakout Rooms

Discourse and Pragmatics   AB-1100
Chair: Jo Anne Kleifgen, *Teachers College, Columbia University*

9:00 AM – 9:20 AM

Allocutive Imposters and Their Pragmatic Use

Miok Pak, *The George Washington University*
This paper discusses a special class of honorific constructions in Korean that has the form of referent honorifics but has the function of addressee honorifics. These 'allocutive imposters' are mostly used in sales discourse. To provide a formal account, this paper builds on Portner, Pak and Zanuttini (PPZ) 2019 and argues for a relational analysis of discourse participants, utilizing formal features such as [Formal] and [Status]. Specifically, we claim that [Formal] and [Status] features in c, a functional head in the left periphery, encodes the hierarchical as well as (in)formal relation between the speaker and addressee. When [Formal] has + value and specifies that the speaker is a service provider addressing customers, a null subject argument is projected and is bound by the Addressee argument in the cP domain. This null subject shares [S<A] value of the [Status] feature and agrees with the verb with the honorific suffix -*si*.

9:25 AM – 9:45 AM

Snapping as a Resource for Endorsing a Critical Stance

Sean Hughes, *Teachers College, Columbia University*
Prior research in the field of conversation analysis (CA) on the role of embodied actions in everyday interaction has gravitated toward deictic and beat gestures (Nevile, 2015). Research in metaphoric gestures, which contribute to semantic meaning not conveyed by a verbal utterance (McNeill, 2015), however, is limited. Studies show such gestures can be used together with spoken discourse as multimodal utterances to manage discourse (Streeck, 2008; Keevalik, 2013). In this project, I employ a conversation analytic approach to examine the "multiactivity" (Raymond & Lerner, 2014) of snapping for the first time in CA. Excerpts come from settings in which accusations of racism, Islamophobia, and racial stereotypes are accused, leading to an emotionally charged critical stance. This paper examines how snapping is a practice that endorses this emotionally charged critical stance by another interlocutor.

9:50 AM – 10:10 AM

Does Truth Trump Lies? An Examination of Deception in the First Presidential Debate of 2020 through Discourse Coherence Analysis

Ilana Torres, *Hofstra University*
In understanding how deception arises in political discourse, research has focused primarily on paralinguistic features and behavioral cues that indicate deception (Kamboj et al., 2020). Previous research shows evidence of comparative persuasive techniques in political discourse (Partington & Taylor, 2018), which align with Comparison coherence markers from Discourse Coherence Analysis (Hobbs, 1979; Kehler, 2004). Therefore, the research question investigated in this study is: what discourse coherence markers in the first 2020 presidential debate can be used to identify deception? The hypothesis that deception will present itself through Comparison discourse markers rather than

markers seen in Expansion relations was disproven. Rather, in annotating the debate transcript using a protocol based on The Penn Discourse Treebank 3.0, Expansion relations occurred in all statements made by both politicians. Future research can pursue how deception manifests in political language via DCA as a methodology, in different types of discourse or debates between other politicians.

Multilingualism and the State   Virtual Session / AB-2100
Chair: Cecilia Magadán, *Universidad Nacional de San Martín*

9:00 AM – 9:20 AM

The "Newness" Engineered in China's New-Era Diplomatic Discourse: A Corpus-Driven Analysis of China's Linguistic Engineering in Xi's New Era

Lin Shen, *Beijing Foreign Studies University*

Since the beginning of the "new era" in 2013, the "newness" brought by President Xi's governance has been proactively engineered in the country's diplomatic discourse. Due to a lack of quantitative analysis in the existing literature, this corpus-driven study seeks to quantify the engineering of "newness" in Chinese diplomatic discourse. Two questions are addressed in the study: 1) How does China engineer its diplomatic discourse differently in the new era? 2) What motivates China's linguistic engineering in the new era? In comparison with pre-2013 diplomatic discourse, the post-2013 discourse is engineered with significantly higher interactivity, more overt persuasion, and stronger elaborateness. This linguistic engineering is motivated by the state's shifting diplomatic philosophy, increasing economic power, and boosted English proficiency. This study is expected to shed light on the discursive "newness" engineered by China in the new era and the approach to quantifying a state's linguistic engineering.

9:25 AM – 9:45 AM

Multilingualism in the Arabian Gulf: The Linguistic Landscape of Kuwait

Inas Y. Mahfouz, *American University of Kuwait*

The present study attempts to understand multilingualism in the Arabian Gulf by focusing on official and nonofficial signs in one of the six Gulf Cooperation Council (GCC) countries, namely Kuwait, a country where expatriates account for approximately 70% of the total population. Photos of signs that are both official and nonofficial were taken and used to create a database that represents the linguistic landscape (LL) of the country. The photos were coded following the coding scheme suggested by Cenoz and Gorter (2006). The researcher compared the language(s) used in official and nonofficial signs, to pinpoint the language(s) that shape the linguistic landscape of Kuwait and their relative weight. In addition, the study also examined context(s) where one language is preferred over another. The results of the study can form the basis for understanding multilingualism in Kuwait in particular and the GCC in general.

9:50 AM – 10:10 AM

Comic Book Contracts: Can Graphic Resources Help Create a More Accessible Law?

Hairenik Aramayo Eliazarian, *Universidad de Buenos Aires / Marval O'Farrell Mairal*

In 2016, lawyer Robert de Rooy designed a contract for a farm in South Africa whose employees were usually illiterate. In the contract, text was replaced by comic strips and the parties were represented by characters. The contract De Rooy designed is product of a trend in the legal world that seeks to make law understandable and to increase the accessibility of legal documents by using graphic and visual semiotic resources. Using Bhatia's genre analysis methodology, this work analyzes de Rooy's contract, and highlights the changes produced in its tenor, as well as the new meanings that appear when transforming it into a multimodal text. It also examines how this new format conflicts with the social values of reading, writing, legal language, and formality, and the challenges and limitations it faces to become an instrument in the quest for a more equal access to law.

10:20 AM – 11:30 AM

Session 2

Academic Building Breakout Rooms

Scripts and Writing   AB-1100

Chair: Walter Petrovitz, *St. John's University*

10:20 AM – 10:40 AM

Utopian Semantography: The Origin, Nature, and Purpose of "Blissymbolics"

Peter T. Daniels, *International Linguistic Association*

Blissymbolics has become a Toronto-based cult, but it originated as a social experiment by a Jewish refugee who in Shanghai was exposed to Chinese writing and "Basic English." He believed that a universal symbol system transcending the differences of human languages would be an instrument of world peace, and tirelessly promoted his system as such. It employs one hundred basic symbols that are endlessly recombined to create symbols for realia and concepts in whatever semantic fields are needed. But a large part of his nearly 900-page book comprises brief essays on theology, philosophy, and especially politics, many of them dating from the war years and outdated. This presentation quickly sketches the symbol system but concentrates on Charles Bliss's world view and how he believed his Semantography embodied his ideals.

10:45 AM – 11:05 AM

White Flag Typography

Sophia Burnett, *CY Cergy Paris*

A white flag is a communicative device used during conflict to signal that one side is surrendering or is willing to negotiate. During these negotiations beneath a white flag, it is understood that both sides observe a ceasefire, a suspension of hostilities. The study of social network CMCs, which are public forums wherein communication can quickly become conflictual, shows that authors are deploying their creativity to implement non-standardized typography in their publications as an economical way (in terms of characters and style) to express the attenuation of their statements, and thus avoid criticism, conflict, or even cancelling.

11:10 AM – 11:30 AM

Binding the Lion: Numerology in the Mandaean Tradition

Charles G. Häberl, *Rutgers, the State University of New Jersey*

Mandaeans employ two systems for representing numerals: a decimal system for numeration, and a duodecimal system for encoding numbers with the 22 letters of the Mandaic alphabet. This latter system is used exclusively for the purpose of numerology (Mandaic **gmaṯ aria**, ultimately from Greek *geōmetriā*). Significantly, its notation is traditionally organized in the form of an alphasyllabary, each character representing a mora rather than the individual characters of the alphabet. Although the notation system is functionally duodecimal, its relationship to other regional alphabetic numeral systems is illustrated by the characters denoting decades and centuries rather than dozens and grosses. Prior to Stefana Drower's translation of the *Book of the Zodiac*, almost nothing had been published concerning Mandaean numerology, and little has been contributed to its study over the intervening years. This contribution illustrates both the form and functions of this unique notation system and suggests a possible context for its adoption.

Inclusive Language Pedagogy   / AB-2100
Chair: Shoba Bandi-Rao, *Borough of Manhattan Community College, CUNY*

10:20 AM – 10:40 AM

Using the Results of Contrastive Linguistic Analysis in the Online Instruction of English as a Foreign Language

Nana Khetsuriani, *University of Georgia*

This presentation draws from experiences in online teaching, describing a course in practical English for BA degree program students during the pandemic. The presentation will focus on three main themes: challenges related to moving online, changes needed to adapt to these new conditions, and the application of new teaching methods informed by contrastive linguistic analysis to maintain and increase students' motivation and academic achievement. The exercises compiled on the basis of this study proved to be very helpful in the students' acquisition of grammatical principles. This is the first complex study of the English, Georgian and Spanish languages involving the full spectrum of the functional-semantic category of modality in these three languages. The contrastive approach enabled the observation of important differences in expressing modality and the identification of similar constructions across languages belonging to three different language families.

10:45 AM – 11:05 AM

Teaching Language on the Go: The Year WhatsApp Became an Educational Platform

Cecilia Magadán, *Universidad Nacional de San Martín*

This presentation focuses on the study of school literacy practices during the COVID-19 pandemic isolation period. It explores the uses of WhatsApp as an ad-hoc educational platform adopted by teachers in school communities with little access to technological resources. Based on digital microethnographies, this paper analyzes: (a) the dynamics of conversational exchanges between language teachers and high school students in Argentina in the light of sociolinguistic studies about classroom interaction (Cazden, 2017; Heath, 1983; Gumperz & Cook-Gumperz, 2006; van Leeuwen 2017); (b) the participants' redesign of WhatsApp as a classroom setting by means of reassigning new linguistic and pedagogical functions to the feature-set made available by the app. From a multiliteracies approach (Bezemer & Kress, 2016; Serafini & Gee, 2017), I examine how these recreated mobile spaces (re)shape not only teacher-student interactions, but also the pedagogy of literacies. Finally, I discuss the tensions between digital inclusion, sociolinguistic and literacy repertoires, and school trajectories, as one of the lessons that the pandemic urged us to keep reviewing.

11:10 AM – 11:30 AM

Creating Inclusive Classrooms Through Differentiated Instruction: A Case Study of the British Primary School of Warsaw

Sara Sader, *University of Warsaw*

Differentiated instruction (DI) is the use of various teaching methods and techniques in a classroom environment. Thus, teachers than can provide several ways to differentiate, namely through resources, outcomes and support, to create more inclusive opportunities.

Although DI as a teaching technique is widely known Anglo-Saxon countries, little research has been done in other countries. The study investigated the realization of DI by three native English teachers who work at the British Primary School in Warsaw, Poland. Data was generated through classroom observations and interviews to answer how their lessons cater to the needs of all students. The preliminary findings show that the most common way of incorporating DI in the classroom is by differentiating, which allows for the pupils' individual needs to be satisfied such as visual aids, pre-teaching key vocabulary or simpler versions of materials which grants them more opportunities to actively learn. DI provides flexibility to learning while at the same time appropriately challenges learners based on their abilities.

Panel

Addressing Linguistic Discrimination on Our Campuses: Some Strategies That Work

10:20 AM – 10:40 AM

Standard Language Ideology in Communication Studies

Poppy Slocum, *LaGuardia Community College,* CUNY

In these times focusing on social justice, the discipline of linguistics has a chance to help in making real progress for linguistic justice. As linguists working in Communication departments, we independently noted the widespread use of discriminatory language towards dialectal variation in public speaking textbooks and institutional course descriptions. We address these issues through curricular redesign and outreach to other educators, and in doing so have further noted conscious or unconscious biases against speakers of "nonstandard" varieties of English. Such biases are often reflected in teaching practices, to the detriment of students. First, we will discuss our work in professional dissemination. We have made efforts to spread awareness through presentations at various scholarly meetings within and outside of the field of Linguistics. These presentations offer a chance to reach academics in neighboring disciplines who might not otherwise have the opportunity to learn about linguistic diversity.

10:45 AM – 11:05 AM

Changing an Accent Reduction Course to a Course on Phonetic Analysis that Empowers Students

Laura Spinu, *Kingsborough Community College,* CUNY

Until last year, Speech 29: Voice & Articulation at Kingsborough Community College focused on teaching "acceptable speech" and resolving "NYC speech problems." This talk will highlight the transformation of this course into a course on phonetic analysis celebrating linguistic variation. The students participated in data collection and analysis, as well as dissemination of their research at academic conferences. As a result of engaging in scientific inquiry involving their own home dialects, the students' perception shifted from initial negative attitudes towards increased pride about their diverse linguistic heritages and tolerance for multiple Englishes.

11:10 AM – 11:30 AM

Engaging Non-Linguistic Faculty in Linguistic Justice

Carlos de Cuba, *Kingsborough Community College,* CUNY

This talk discusses the creation and development of a Faculty Interest Group focused on language diversity in the classroom at Kingsborough Community College. I started the group to spread the word about linguistic diversity and linguistic discrimination to the faculty and staff after realizing that there was little to existing discussion of these issues. I will share the content of the FIG and some of the successes I have had in raising awareness on campus. Participants have included both faculty and staff from different areas including psychology, biological sciences, legal studies, communication, English and Health. Many participants came in with limited knowledge about linguistic discrimination but are now making changes to their pedagogical practices and making language awareness part of their classes. I will provide the details about FIG, showing that it is an easily reproducible model that can change language attitudes.

11:30 AM – 12:00 M
Poster Session
Academic Building Ground Floor

Paralinguistic Cues of an 'Angry Black Woman': Speech Perceptions and Stereotypes

Tamaya Levy, *Northeastern Illinois University*

Black women's experiences are often shaped by the intersection of race and gender, which all come together to inform the biases and stereotypes to which Black women are subjected to in our society (Jones et al 2017:2045). From a phonetic analysis, I wondered what exactly listeners are hearing that makes them associate speakers with stereotypes. Particularly labeling Black women (usually speakers of African American Language) as 'angry,' 'loud' and 'aggressive.' Were their conclusions based on paralinguistic cues of the speaker like intonation, pitch, intensity which are related to emotional prosody? Ultimately, this study investigates listener's implicit perceptions of emotional speech from Black and white women to understand linguistic cognition and bias.

Gender Inclusive Writing in French: An Eye-Tracking Study

Gabrielle Girard, Marine Le Mené Guigourès, and Denis Foucambert, *Université du Québec à Montréal (UQÀM)*

This research consists of an eye-tracking study analyzing the impact of gender inclusive writing on reading performance. Inclusive writing is a way of including women and non-binary people in written French, as opposed to using the so-called "generic" masculine to refer to mixed groups. One inclusive writing strategy is to use composite forms. They are formed by adding feminine morpheme at the end of gendered words, separated by typographic signs, e.g., *les étudiant·e·s* 'the students,' *les locuteur.trice.s* 'the speakers.' This practice is subject to criticisms regarding its readability. Indeed, adding typographic signs within words may complicate reading. However, no eye-movement study has been performed using a reading task of composite forms. This research allows us to better understand the processes involved in reading as well as initiating a dialogue regarding the best ways to make the French language more inclusive of women and non-binary people.

Use and Proficiency with Numerals of Kaqchikel Speakers

João Gado F. Costa, *Columbia University*

Alongside Spanish, Mayan languages make up a significant part of the linguistic profile of Guatemala. Despite this, indigenous languages in the country are threatened and speakers' proficiency levels are varied. This investigation focused on assessing how 13 adult speakers of Kaqchikel from the town of Patzún used numerals and to what degree they relied on Spanish in counting. Despite all being ethnically Kaqchikel, some of the consultants had only learned the language later in life. All but one of the consultants spoke Spanish as well as Kaqchikel and most of them used both languages on a daily basis at home and in the community. The results show that most speakers have very limited knowledge of Kaqchikel numerals, using the corresponding terms in Spanish in all situations unless prompted to do otherwise.

10:00 AM – 1:00 PM
Workshop for K-12 Teachers   AB-1170

Languaging for Social Justice

Facilitators: Maryam Borjian, Mary Elizabeth Curran, Jessie Hutchison Curtis, Ofelia García, and Anel V. Suriel

What is languaging for social justice? In this workshop we share the power of centering teachers' knowledge of their students, classroom, school, and community contexts by focusing on asset-based pedagogies and teacher inquiry as tools for learning and teaching in K-12 world language and mainstream classrooms. We begin with an orientation to the concept of translanguaging, and how teachers are currently prepared in one graduate teacher education program to engage in translanguaging practices in the increasingly multilingual contexts in which we live and work. Examples from K-12 classrooms of using asset-based and inquiry approaches, such as translanguaging, linguistic landscapes, funds of knowledge, celebrations of multilingual/multivarietal language practices, and more, will be shared. Attendees will participate in a variety of activities designed to practice translanguaging skills, engage in small-group discussions, and have opportunities to share examples from their own practice. At the end of the workshop, participants will be able to explain the benefits of an asset-based approach to teaching and inquiry; share examples of this approach in action; apply new strategies in their own classroom context; and consider ways to engage in classroom inquiry.

Ofelia García is Professor Emerita in the Ph.D. programs of Urban Education and of Latin American, Iberian, and Latino Cultures (LAILAC) at the Graduate Center of the City University of New York. Among her best-known books are *Bilingual Education in the 21st Century: A Global Perspective*; *Translanguaging; Language, Bilingualism and Education* (with Li Wei); *The Oxford Handbook of Language and Society* (with N. Flores & M. Spotti); *Encyclopedia of Bilingual and Multilingual Education* (with A. Lin & S. May), *The Translanguaging Classroom* (with S. I. Johnson & K. Seltzer); *Translanguaging with Multilingual Students* (with T. Kleyn).

Mary Elizabeth Curran is Professor of Professional Practice in language education, where she coordinates the language education program and directs the office of local-global partnership at Rutgers Graduate School of Education. Her scholarship focuses on community-engaged, language teacher education.

Jessie Hutchison Curtis serves as adjunct faculty with Rutgers English Language Institute (RELI), at Rutgers-New Brunswick. Her experience includes working with New Jersey K-12 teachers to implement the Sheltered Instruction Observation Protocol (SIOP) to address the academic goals of English learners; and supporting teacher candidates and in-service teachers in multilingual classrooms and communities. Her research interests include narrative approaches to teacher inquiry.

Maryam Borjian is Associate Teaching Professor of Sociolinguistics and Language Studies in the Department of African, Middle Eastern and South Asian Languages and Literatures at Rutgers, the State University of New Jersey.

Anel V. Suriel is a doctoral student at the Rutgers Graduate School of Education. and her research interests broadly include language education practices and policies, language teacher education, anti-racist education, and the identity and language formation of bi/ multilingual students in United States' classrooms. Prior to becoming a scholar, Anel was a Bilingual Literacy Instructor for grades 3–8 in New York City and in New Jersey for thirteen years.

2:00 PM – 3:10 PM

Session 3

Academic Building Breakout Rooms

Linguistic Diversity and Change

AB-1100

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

2:00 PM – 2:20 PM

Signs of the Times: Charting Change in the Linguistic Landscapes of Three Chinatowns

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

The rapid spread and unexpected arc of Covid-19 has changed the linguistic landscape (LL) of communities worldwide and led to a growing body of work in disaster signage. There has been a paucity of research, however, on Covid signage in American ethnic communities, a situation the present study seeks to address.

Using empirical data, this mixed-methods study adds to our understanding of public language use in a health crisis, with emphasis on the LL of marginalized communities. Data consisting of 600+ digital photos taken at 6-month intervals in 3 Chinatowns in NYC document and describe ways in which Covid-related features have altered the LL of these communities, particularly relevant now as Asians have been scapegoated as perpetrators of this ongoing pandemic. As a distinct subset of shop signs, characterized by their provenance, temporality, messaging and appearance, Covid signs offer a unique window into current socio-political climates in times of crisis.

2:25 PM – 2:45 PM

Polish L3 Teachers' Perceptions of Multilingualism: Language Awareness, Cross-Linguistic Influence and the Facilitative Role of L2 English

Piotr Romanowski, *University of Warsaw*

Research has shown that multilinguals demonstrate superior metalinguistic and metacognitive abilities. However, it has also been accentuated that multilingualism does not automatically enhance further language learning if learners are not supported by the school environment. Learning L3, L4 or Ln is attained best when language users avail themselves and are aware of the existence of their overall linguistic knowledge. In consequence, teachers' understanding of and beliefs about multilingualism are central as they affect the way multiple language learning is facilitated in the educational setting. In this talk, I will discuss L3 foreign language teachers' beliefs of multilingualism. I will draw on the data collected through focus-group discussions conducted with 2 cohorts of Polish L3 teachers (of German, French and Spanish). A careful analysis revealed a few recurring themes, e.g. language awareness, prior linguistic knowledge, cross-linguistic influence, and the auxiliary role of L2 English.

Reports from the Field

Virtual Session / AB-2100

Chair: Shaheen Parveen, *Rutgers, the State University of New Jersey*

2:00 PM – 2:20 PM

Euphemism in Iraqi Arabic: A Linguistic Analysis

Sharif Alghazo, *University of Jordan*

Euphemism refers to the use of specific polite terms to avoid taboo topics. This study investigates the use of euphemistic strategies by Iraqi Arabic speakers and the effect of gender and degree of formality on the use of these strategies. To achieve this objective, a Discourse Completion Test (DCT) was developed and shared with 160 (80 males and 80 females) undergraduate Iraqi students. The data were analyzed quantitively and qualitatively. Both the number and percentage of each euphemistic strategy were obtained. As for the analysis, several frameworks were used based on previous related studies on euphemism (e.g., Allan and Burridge, 1991, 2006; Warren, 1992). After the classification of each

expression into related strategies, the strategies were sub-classified into formal and informal strategies. The findings show that the participants tend to use a variety of euphemistic strategies. The Deletion strategy was found to be used when talking about the topic of death, the Fuzzy Words strategy for the topic of mental illness, and the Implication strategy when talking about the topic of obesity. It is found that the degree of formality plays a key role in the use of euphemistic strategies among the Iraqi participants when speaking about the topic of mental illness. It is also found that gender plays an effective role in the use of euphemistic strategies and expressions.

2:25 PM − 2:45 PM

The Study of Predicative Possession in Malwai Punjabi: A Sociocognitive Account

Xiaolong Lu, *University of Arizona*

This study focuses on Malwai Punjabi, a dialect belonging to the Indo-Aryan language mainly used in the Punjab region of India and Pakistan. I investigated the use of predicative possession involving the postposition *koḷ* 'near/ be with' by focusing on its syntactic distribution and semantic features in that dialect. The data shows that parts of alienable and abstract possessions and all the animate or inanimate alienable possession (esp. ownership) can be expressed by using *koḷ* 'near/ be with' in Malwai Punjabi. Adopting prototypical properties of possession, I found alienable possessive constructions can be prototypical and commonly used, no matter whether they are abstract or concrete. In contrast, inalienable possession (whole-part relations, kinship) cannot be described by using *koḷ*. The degree of prototypicality accounts for the wide use of alienable possession involving the postposition *koḷ* in Malwai Punjabi.

Philology and History of Scholarship   AB-2150
Chair: Peter T. Daniels, *International Linguistic Association*

2:00 PM − 2:20 PM

Benjamin Lee Whorf and the Maya Rosetta Stone

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

This paper, in which the author limits her discussion to Whorf's work as essentially that of translator, examines his hypotheses on the link between language and ideation, which, while not free of flaws in interpretation, succeeded in breaking the ground for new approaches to deciphering Maya glyphs as a "fully literate" code. For this he devises a formula of analysis: Begin by deciphering the linguistic markers, then by finding the meaning of glyphs as words organized into sentences. The study identifies three characteristics of Whorf's linguistic thinking as 1) primarily an enterprise of translation; 2) intrinsically bound to the deciphered language's phonological system; 3) forecasting the principles of cognitive linguistics, which he draws (albeit clumsily) from the ideas of gestalt psychology of the need to identify experiential factors in the metalinguistic function of grammar description.

2:25 PM − 2:45 PM

Deponency in Latin: An Apophatic Approach

Walter Petrovitz, *St. John's University*

Deponency is the term used to refer to verbs that have exclusively or largely middle or passive forms but active meanings. It has recently come under attack as indicating a distinct class of verbs. The criticism points out that the term itself (from Latin *deponere* 'put aside') suggests that the verbs originally had active forms and somehow lost them, although there is no evidence of this. Alternative analyses claim that these verbs share the semantic property of emphasizing the involvement of the subject in the action or state described by the verb. While many such verbs clearly have this property, the distinction between the entire class and active verbs remains fuzzy. The present analysis, while not wholly abandoning other approaches, seeks to complement them by investigating those semantic properties which so-called deponent verbs lack vis-à-vis active verbs, focusing on the feature of the "affectedness" of verb complements.

2:50 PM – 3:10 PM

Saussure's Unrecognized Phonological Universals

Thomas Eccardt, *New York City College of Technology,* CUNY

Saussure's distinctive features were degree of aperture plus degree of frontness/backness in the vocal tract, designated by numbers and letters, respectively. These discrete scalars roughly correspond to sound formants F1 and F2. He claimed every phoneme had these two dimensions, which he called its oral articulation. But this classification could not represent certain other phonological distinctive features found in many non-Indo-European languages, such as tones, clicks, ejection, etc. It turns out that every vocal human language contains SOME distinctive features of Saussure's system, whereas each non-Saussurean feature is only optionally found in any language's phonological inventory. In fact, languages are often classified as tonal, click, ejective, etc. for having such optional features. Thus Saussure hit upon a universal of vocal human language, even if it did not cover the entire universe of phonological features. This paper will use the UPSID database of 451 languages to evaluate Saussure's universals.

3:20 PM – 4:30 PM
Session 4

Academic Building Breakout Rooms

Language and Social Justice   [Virtual Session](#) / AB-2100
Chair: Doaa Rashed, *Rutgers, the State University of New Jersey*

3:20 PM – 3:40 PM

Conduit or Mediator: Advantages and Limitations of Health Care Interpreter Roles in Fostering Social Justice

Laura Ramirez Polo, *Rutgers, the State University of New Jersey*

Disparities in income, social class, cultural values, and language proficiency often hinder the main pursuit of equal and accessible access to health care, with one of the major depriving factors being lack of proficiency in the societal dominant language. In the US context, professional interpreters have a fundamental role in empowering LEP (Limited English Proficiency) minorities to break down barriers in accessing health care, and they do so by adopting the two main roles: the conduit and the mediator, each with their advantages and limitations in the fostering of social justice in the health care setting. This presentation analyzes both roles and argues for a hybrid role that allows for intervention without undermining the communicative autonomy and self-advocacy of the main participants. I also analyze how training in culture and language among all stakeholders can help foster social justice.

3:45 PM – 4:05 PM

"BULLY": The Linguistic Softening of Abuse

Brett Shanley, *Columbia University*

Despite the greater seriousness around peer abuse following the 2010 suicide of Rutgers firstyear Tyler Clementi, a linguistic oversight works against even well-meaning efforts.

Originally a term of endearment, the word "bully" sounds unserious and even childlike – precisely the attributes activists are trying to move away from. The final "-y" is a common English diminutive, and the "[consonant]-[vowel]-l-l-y" word structure often signifies playful innocence ("silly," "dolly," "lolly," etc.). Yet research indicates that even comparably neutral words like "hilly" and "tally" are apt to be perceived as softer and less-serious than related words not following the "[c]-[v]-l-l-y" construction.

The continued ubiquity of "bully" vs. "peer abuse" is potentially explained by a division of expertise between psychologists and linguists. Just as likely however is that "bully" remains a legacy of the practice's historical acceptance, an ageist carryover best retired along with other, socially regressive terminology.

Field Linguistics   AB-1100
Chair: Benjamin Koerber, *Rutgers, the State University of New Jersey*

3:20 PM – 3:40 PM

Political and Social Effects on the Language of the Jews of Iran

Haideh Sahim

The languages of the Jews of Iran, today a small religious minority, in the 20th and 21st centuries have gone through linguistic changes rooted in social pressure, marginalization and religious prejudice. Until the early years of the twentieth century, this community was prevented from learning the Perso-Arabic script and thus was somewhat kept outside of the mainstream. When in the 20th century they were allowed to move outside their city quarters, the younger generations tried to become mainstream, which came at the expense of Persian replacing the mother tongue of various Judeo-Iranian languages. This paper will look at the transition of communities of Jewish non-Persian language speakers (albeit with some becoming multi-lingual out of necessity) to Persian and will examine the social elements that made this transition possible.

3:45 PM – 4:05 PM

The Intriguing Third Person Pronouns of Cheke Holo

Freddy Boswell, SIL International

Cheke Holo (CH), is an Austronesian, Malayo-Polynesian, Western Oceanic language found primarily on most of the southern geographical third of Santa Isabel Island of Solomon Islands, South Pacific. CH has four singular pronouns. A gender distinction is made in the third person singular, though this contrast is very rare in Oceanic languages. Beyond that mark of simple gender distinction, the extensive published research of Professor Francoise Rose showed that CH is one of the twelve known languages in the world that show an interaction between grammatical gender and indexical gender. Through the author's more than 30 years of personal experience and field work in CH, this paper provides formal background data to support Rose's categorization of CH, and thus contributes to a wider body of knowledge regarding genderlects in the world's languages. Additionally, the author presents how the two third person plural feminine pronouns demonstrate alternate and unpredictably occurring forms, based on speaker preference.

Panel   AB-2150

Translanguaging for Social Justice in Multilingual Contexts

This panel includes three papers addressing issues of social justice through the lens of translanguaging. As recently defined, translanguaging is the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages. The papers in this panel will illustrate how different settings, such as a technology-rich public middle classroom and a Turkish American community education center; and different groups, such as Latinx middle school students, members of a Turkish-American speech community, and New York City public school teachers, make use of translanguaging for educative and/or identity purposes. These works also demonstrate different data collection and analytical approaches, including trans-semiotic analysis, ethnographic methods such as interviews, voice recordings, and discourse analyses that uncover practices and ideologies.

3:20 PM − 3:40 PM

Civil Rights Study and Social Justice Practices in an Emergent Bilingual Classroom

Jo Anne Kleifgen, *Teachers College, Columbia University*

This presentation examines the classroom practices of teachers and Latinx emergent bilinguals working with a web-based platform designed to support academic writing in the content-area. Video recordings of instructional sessions document how students collaborated with one another and with teachers as they studied and wrote about the Civil Rights Movement, using bilingual and other semiotic resources available in the online research and writing space. The instructional environment was designed to redress the social injustices embedded in deficit labels/approaches to instructing language-minoritized learners of English: Teachers and students engaged in translanguaging. Students undertook collaborative online research, analysis, and note-taking for future essay drafts. And the multimodal online learning space included bilingual recordings/transcripts of Martin Luther King's speeches; images of segregated spaces; documents on protests and police actions.

A trans-semiotic analysis shows how students combined linguistic and embodied modes with other semiotic resources to learn about King's 'I have a dream' speech. The presentation will focus on Mauricio, a newcomer from the Dominican Republic, with images and transcriptions demonstrating his emotive response to the video, his collaboration with others to take notes, and his resolute focus on the injustices of the time as expressed in his writing. These findings reveal mutual elaboration of translanguaging, gesture, moving/still images, and text for efficacious learning. For emergent bilinguals, the availability of all these semiotic forms became important scaffolds for understanding subject-matter content as well as learning a new language.

3:45 PM − 4:05 PM

Cultural and Linguistic Sustainability via Bilingual Community Education

Bahar Otcu-Grillman, *Mercy College*

This paper reflects on bilingual community education, an alternative way of achieving bilingualism for children representing language minoritized communities in the absence of true bilingual education in US public schools. Sustained through diasporic plural networks, community-based language schools provide social justice for the ethnolinguistic communities whose languages are at risk of disappearing from one generation to the next. This paper presents findings from a linguistic ethnography of a Turkish American speech community in New York. Highlighting linguistic/cultural practices, ideologies, and policies, the presentation shows how this community achieves cultural and linguistic sustainability (formerly known as language maintenance) despite all odds. The data were collected using methods of participant observation: Field notes, recorded semi-structured interviews, and naturally occurring speech and interview data of the stakeholders. Data sets were transcribed and analyzed using qualitative discourse analysis methods. The findings showed that, despite the school's Turkish-only language policy, both Turkish and English were used in the school environment. Data further showed that translanguaging occurred despite the school's efforts to limit language use to the community language. Interviews with the students included more instances of translanguaging than in their naturally occurring speech. The students created their own translanguaging space while the adults accommodated to their language needs.

4:10 PM − 4:30 PM

Understanding Languaging Dilemmas to Foster Social Justice in Bilingual Education Settings

Carmina Makar, *The City College of New York, CUNY*

This piece draws from the poetic experience of 25 New York City school teachers as they portray their relationship to their bilingual identity through poems. Using a qualitative approach and poetic analysis, factors such as shame, deficit paradigms and the silencing of bilingual practices emerge as driving forces in their quest for social justice in their practice as educators. Findings point to the role of translanguaging in uncovering colonial differences and the ways language is used in the context of

inequity. The study highlights the ways educators can delink from the underlying oppression of named languages and further explore the dialectic complexities of multilingual identities in social practice.

5:00 PM – 6:15 PM
Plenary   AB-2400

Ousseina Alidou, *Rutgers, the State University of New Jersey*
Introducing the Speaker: Charles G. Häberl

African Multilingualism and Scripts for Global Humanities: Understanding Colonial Legacies for Imagining Just Futures

Social injustices resulting from the colonial onslaught on both the tangible and intangible cultural heritage of the conquered continue to have major impacts on the psychological, political, and economic life of Africans. Just like the conquest of land and bodies, the war inflicted on African linguistic heritage and indigenous knowledge systems through intentional acts of linguistic annihilation, indigenous language (mis)management and/or acts of instrumentalization of colonial languages and scripts to advance the colonial project must be re-examined beyond their afflictive effects on not only Africa and the Africans, but on global humanities at large. In other words, what has global humanities lost (and continue to lose) through the denial of African linguistic rights and the marginalization of African voices in world affairs? What are the losses for global humanities resulting from intentional imperial refusal to give equal voices to African languages, scripts, epistemologies, and perspectives? In this presentation I lean on African philosophy of *mutunci and Imani* and social justice linguistics as a framework for drawing attention to language agency of Africa and Africans and their use of a grammar of radical love to combat linguistic imperialism and epistemological marginalization while proposing new languages and scripts for reparation and an ethics of relation that explore new possibilities for just futures.

6:15 PM – 6:30 PM
ILA Elections   AB-2400

All members are invited to vote on the ILA executive committee for 2022–2023.

7:00 PM – 9:00 PM
Conference Dinner   Sahara Restaurant, 165 Easton Ave, New Brunswick, NJ

Sunday, April 3

9:00 AM – 11:30 AM
Registration   **9:00 AM – 11:30 AM**

9:00 AM – 10:10 AM
Session 1   Academic Building Breakout Rooms

Multilingual Education: Preparing Teachers for Today's Linguistically Diverse Classrooms and Communities   AB-1100
Chair: Jo Anne Kleifgen, *Teachers College, Columbia University*

9:00 AM – 9:20 AM

What Counts as Proper Source Citation?

Howard A. Williams, *Teachers College, Columbia University*
Are standards of source citation influenced by writers' perceived skill levels? Three groups of 40 matched respondents read one of three learner writing samples, each responding to a reading prompt. Samples incorporated features of (a) skilled native, (b) less-skilled native, and (c) ESL/EFL writing. Each sample contained four identical examples of uncited phrases from the reading. Respondents were asked (1) to read both prompt and sample and detail any citation problems and (2) afterward to decide whether those phrases, now highlighted, required citation. Results showed respondents' bias for the skilled native writing and demonstrated less noticing of uncited phrases there. Post-treatment discussion with selected respondents revealed that often, perceived skill level is relevant to judgments of (un)acceptable source use: a writer viewed as more capable will be 'passed,' while a writer not so viewed will not. The results have import for setting evenhanded standards in assessing writing across learner populations.

9:25 AM – 9:45 AM

A Case Study Analysis of Family Language Policies: Mixed Couples Based in Poland

Ilona Banasiak and Magdalena Olpińska-Szkiełko, *University of Warsaw*
The presentation aims to investigate the family language policies of mixed couples living in Poland. A tripartite framework of FLP entailing language ideologies, language practices and language management was employed to carry out the qualitative analysis of language behaviour of the investigated families. The excerpts selected for analysis illustrate how critical the informants' beliefs and practices concerning heritage language maintenance were and how these affected their language management in the families. The collected data disclosed a wide range of practices where certain discrepancies were observed between declarations and the actual language behaviours.

9:50 AM – 10:10 AM

"Who's" Right: Accent and Accuracy in Assessments of Object Labels and Instances of Faultless Disagreement

Ilana Torres, *Hofstra University*, and Kristen Syrett, *Rutgers, the State University of New Jersey*
Children turn to people within their own community to learn. Previous research has shown that children use trustworthiness, accuracy, and accent as an indication of group status (Corriveau et al. 2013). We ask whether markers of status are recruited for learning about properties of objects beyond objective truth-conditional meaning. We extended previous research to objective and subjective adjectives, situated in instances of faultless disagreement. In a study with preschoolers and adults, we

presented participants an American English accented speaker and a Spanish accented speaker. We strategically manipulated accuracy through object labeling, then moving to instances of faultless disagreement. We found participants initially preferred the familiar-sounding speaker but trusted the accurate speaker to learn the label of an object. During faultless disagreement, children were influenced by positivity, preferring the speaker who said something nice. Accent, accuracy, and social norms all play a role as children rely on speakers to acquire information.

Research on L2 Literacy Instruction   AB-2150
Chair: Alamin Mazrui, *Rutgers, the State University of New Jersey*

9:00 AM − 9:20 AM

Why (EFL) Textbook Layout Should Be Rethought: An Eye-Tracking Perspective

Agnieszka Andrychowicz-Trojanowska, *University of Warsaw*
The presentation aims to investigate the eye movement patterns of 120 Polish teenagers (60 dyslexic, 60 non-dyslexic) working with 3 sets of materials imitating pages of an English as a Foreign Language (EFL) textbook. We hypothesised it is possible to influence and stimulate the way they work with school textbooks by designing their layout in a way adjusted to their needs. We analysed 4 eye-tracking parameters and one parameter unrelated to eye movements (answer correctness).

The results show that with the use of proper layouts and designs, textbooks can minimise differences in the effectiveness of the work done, and results achieved, by dyslexic students compared to non-dyslexic ones.

We conclude that wise planning can stimulate the final results of dyslexic students especially, making them become as successful as non-dyslexic ones.

9:25 AM − 9:45 AM

Can Prosodic Pausing Be Explicitly Taught in L2 to Accelerate Reading Fluency?

Shoba Bandi-Rao, *Borough of Manhattan Community College,* CUNY
Foreign students enrolled in college intensive ESL courses have to master fluency in reading in a relatively short time to succeed academically. Prosodic pausing in reading is essential for discerning the structural relationships among linguistic units within a sentence, which in turn, is essential for critical reading and comprehension (Kuhn & Stahl, 2004). This study aims to examine if chunking and prosodic pausing can be explicitly taught to ESL learners in three weeks. Two sections of intermediate-level ESL learners at a college in Singapore served as control and experimental groups. Pre and post-tests consisted of oral reading, reading comprehension and listening comprehension. Our results show no significant difference between control and experimental groups. We conclude that adult L2 learners learn prosodic pausing patterns with more experience in reading texts, and it appears that the process cannot be accelerated with explicit classroom instructions alone.

9:50 AM − 10:10 AM

Serial Verb Constructions in Ghanaian English

Mabel Asante, *Borough of Manhattan Community College,* CUNY
The paper focuses on transfer of serial verb constructions into Ghanaian English Serial verb constructions refer to the use of several verbs with or without objects following one subject (Kropp Dakubu 1988a:9). Serials verb constructions are a common syntactic feature of most indigenous Ghanaian languages (Asante 1995:29). The presentation will provide an overview of Ghanaian English, including a brief history, a description of the multilingual context, and an inventory of features of Ghanaian English. The paper will describe serial verb constructions identified in data from two studies (Asante 1995; 2012).

10:20 AM – 11:30 PM
Session 2
Academic Building Breakout Rooms

Inclusive Language Pedagogy   AB-1100
Chair: Josef V. Fioretta, *Hofstra University*

10:20 AM – 10:40 AM

Creating Equal Opportunities and an Inclusive Language Classroom for Students With ADHD: the Effect of Teacher Training on Teacher Emotions and Agency

Agnieszka Kałdonek-Crnjaković, *University of Warsaw*
Research on Attention-Deficit/Hyperactivity Disorder (ADHD) in the additional language learning and teaching context is scarce. To fill in this gap, I conducted a study that investigated the effect of teacher training on participants' agency and emotions. The participants were 23 English as a Foreign Language (EFL) teachers in Poland, who attended a 15-hour course on teaching students with ADHD. Data were generated using a questionnaire that consisted of six situations illustrating typical manifestations of ADHD and follow-up interviews. For each situation, participants expressed their feelings and wrote how they would respond. The data were collected twice – before and after the course. The findings suggest that after the course participants were more willing to express their feelings and their emotions were more positive. The course also shaped the participants' teaching practice – it became more informed, and thus more inclusive.

10:45 AM – 11:05 AM

Transferencial Impersonation: An Approach to Student Empowerment

Ninah Beliavsky, *St. John's University*
This presentation will explore one pedagogical practice, namely, what I call "Transferencial Impersonation" and illustrate how student voice, student engagement, student empowerment and ownership all lead to successful learning. The lesson is set in the ESL classroom where students "travel back" in time. Students meet famous historical figures and commit to the one they wish to "impersonate" thus taking "ownership" of someone's life through "Transferencial Impersonation" in the classroom. A short film documenting the above technique in the classroom will feature student work and the effect of this approach. Student "empowerment" and "ownership" are essential and should be central in today's language classroom if effective teaching and learning are to be attained. "Empowered individuals can consider varied perspectives, negotiate with others, and amend policies as needed as they can think independently, make their own decisions thoughtfully and with reference to relevant information, and act on that knowledge." (Broom, C., 2015)

Research on L2 Literacy Instruction   AB-2150
Chair: Jamal Ali, *Rutgers, the State University of New Jersey*

10:20 AM – 10:40 AM

Multiple Actors and Interactions Are at Work: English Language Policies in Post-Revolutionary Iran

Maryam Borjian, *Rutgers, the State University of New Jersey*
Using post-revolutionary Iran (1979–present) as its subject nation and Ofelia Garcia's call for a multi-dimensional LP as its framework, this paper examines Iran's English education over the past four decades to reflect on the multiplicity of actors and interactions, which have set the stage for the current presence and popularity of the global English practices and norms in today's Iran. In doing so, the paper examines the contributions of three sets of actors, namely: 1) national forces or those who operate at the nation-state level (e.g. government officials), 2) sub-national forces, those who operate below the nation-state level (e.g. private sectors) and lastly 3) supra-national forces who operate above the

nation-state level (e.g. international organizations). By situating English within the country's broader sociopolitical, economic and historical context, this paper goes beyond the country's English education to reflect on reasons that have led to the current popularity of English among Iranians.

10:45 AM – 11:05 AM

Wiki Projects and Pandemic Pedagogies in FL Education

Young-mee Yu Cho & Kyoung Moon, *Rutgers, the State University of New Jersey*

Whereas online synchronous instruction can mimic certain aspects of in-person classroom, the most challenging area would be creating a more interactive, collaborative, and meaning-making environment. We report on a wiki project that has been implemented in a collegiate Korean program. Our pedagogical tool of guiding students to do research on Korean national holidays and contribute wiki entries reconciles the two seemingly opposing pursuits of proficiency development and multiliteracies enhancement in the lower-level college classroom. Students in small groups determine research topics, collect data, and publish their research on Wikipedia through (1) the pre-production stage of collecting data and researching for their entries, (2) the actual production of entries through peer reviews, discussions, and revisions, and (3) the post-production stage of publishing and reporting on the feedback to their posts. Wiki projects rely on "real-life" skills college students are already engaged in (blogging/editing/media-creation/research) and offer truly interactive opportunities/student-initiated modes of learning.

11:10 AM – 11:30 AM

Positioning and Language Ideology in an Adult Immigrant's Narrative of Second Language Learning

Derya Kulavuz-Onal, *Salisbury University*

Drawing on positioning theory and language ideologies, and multiple in-depth interviews with an adult immigrant with advanced level of English and education, this narrative inquiry explores how positioning of self, others, and the language, particularly influenced by socioculturally-constructed language ideologies, shape his second language (L2) learning experiences, investment, and communication behaviors in L2, sometimes in ways that continue to reproduce the deficit views of adult immigrants. It is argued that, while not generalized for all other adult L2 learners, detailed accounts of adult L2 narratives may provide nuanced understandings of adults' lived experiences of L2 learning and socialization to demonstrate the complexity and dynamicity of adult L2 acquisition.

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Chipotle Mexican Grill
55 Paterson St.
732-993-1601
10 min. walking

Clydz ♟
387 George St.
732-846-6521
13 min. walking

Destination Dogs ♟
101 Paterson St.
732-993-1016
14 min. walking

Dashen Ethiopian Cuisine
88 Albany St.
732-249-0494
11 min. walking

Efes Mediterranean Grill
32 Easton Ave.
732-249-4100
8 min. walking

Esquina Latina ♟
25 Liberty St.
732-543-1630
14 min. walking

Fritz's
115 Easton Ave
732-543-0202
7 min. walking

Evelyn's Restaurant
45 Easton Ave.
732-246-8792
9 min. walking

The Frog and Peach ♟
29 Dennis St.
732-846-3216
15 min. walking

Harvest Moon ♟
392 George St.
732-249-6666
10 min. walking

Honeygrow Ⓥ
36 College Ave.
732-214-9182
4 min. walking

Indochine Restaurant
371 George St.
732-745-2928
11 min. walking

Jersey Mike's Subs
44 College Ave.
732-448-7300
3 min. walking

Krispy Pizza
50 College Ave.
732-658-3800
3 min. walking

Mamoun's Falafel
58 Easton Ave.
732-640-0794
9 min. walking

Old Man Rafferty's ♟
106 Albany St.
732-846-6153
10 min. walking

Rakkii Ramen
353 George St.
848-202-9067
12 min. walking

Sahara Restaurant
165 Easton Ave.
732-246-3020
9 min. walking

Stage Left Steak ♟
5 Livingston Ave.
732-828-4444
14 min. walking

Starbucks
38 College Ave.
732-220-0014
*4 min. walking*

Thomas Sweet Ice Cream
55 Easton Ave #57
732-828-3894
8 min. walking

Veganized Ⓥ
1 Elm Row
732-342-7412
13 min. walking

Conference Maps

Rutgers University - New Brunswick: College Avenue

The **New Brunswick Train Station** is in the lower right-hand corner of the map, at the intersection of Somerset and George Street. The **Academic Building** is in the heart of the College Avenue Campus, on Seminary Place. **Sahara Restaurant** is located to the left, on Easton Ave, between Bartlett and Stone Street.

Rutgers University - New Brunswick: Downtown
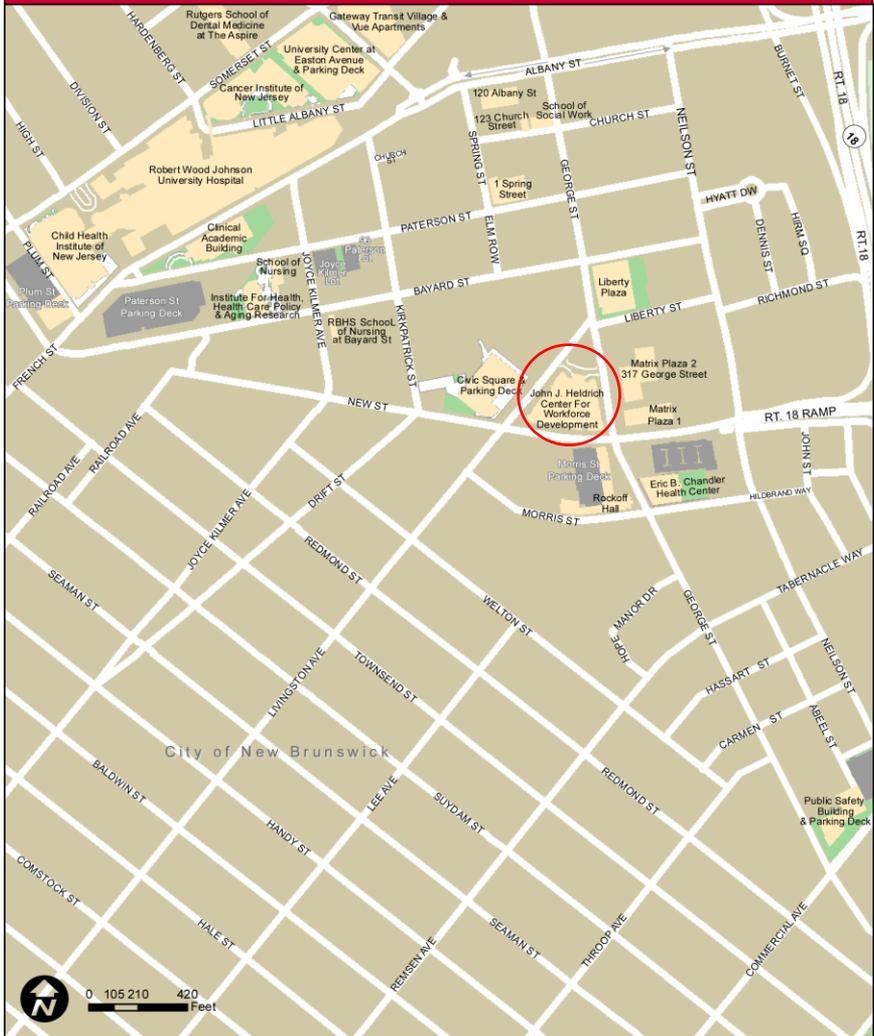
The **Heldrich Hotel** is in the middle of the map, on George Street between Liberty and New Street. The **New Brunswick Train Station** is located immediately to the north of the map, on George Street.