

# International Society for Language Studies



2011 Conference  
Oranjestad, Aruba

## **International Society for Language Studies Official 2011 Biennial Conference Program**

Welcome to Aruba and to the ISLS 2011 conference! We have a great program this year, including a variety of panel and individual paper sessions.

We have a few details and recommendations for presenters to keep in mind in preparation for the conference:

### *Technology*

- 1) Each presentation room will have an LCD projector and a screen. Presenters are responsible for bringing their own laptops.
- 2) If you are a Mac user, you should also bring your own VGA adaptors.
- 3) If you require any additional equipment for your presentation, you are responsible for bringing that equipment with you.

### *Presentation Guidelines*

- 1) Each session is 1 hour and 45 minutes long, to be divided up equally among each presentation in your session.
- 2) Please show up to your session 10 minutes before the session starts in order to have enough time to get your technology set up.
- 3) You should plan to allow 10-15 minutes for questions at the end of each presentation.
- 4) There are no session chairs or discussants at ISLS. To that end, please figure out prior to the start of the session who will keep time during your presentation.

### *Additional Information*

- 1) Registration will open at 7:00 a.m. on Thursday, June 23rd. You will need to stop by to check in and get your name badge and folder before attending any sessions.
- 2) Stop by the registration area to check out the display samples of *Readings in Language Studies*, vols. 1 & 2. An order form for these books at a special conference rate is found in your conference folder.
- 3) A call for proposals for *Readings in Language Studies, Vol. 3* is included in your conference folder. We will begin accepting proposals on August 1<sup>st</sup>. Please consider submitting your conference paper for consideration in this volume.

## ISLS 2011 Conference at a Glance

### Thursday, June 23, 2011

8:00-9:45am	Session 1	5 presentations
10:00-11:45am	Session 2	5 presentations
11:45am-1:00pm	Luncheon and Business Meeting of the Society	
1:15-3:00pm	Session 3	5 presentations
3:15-5:00pm	Session 4	6 presentations

### Friday, June 24, 2011

8:00-9:45am	Session 5	6 presentations
10:00-11:45am	Session 6	6 presentations
11:45am-1:00pm	Lunch on Your Own	
1:15-3:00pm	Session 7	6 presentations
3:15-5:00pm	Session 8	5 presentations
5:00-6:30pm	ISLS Evening Social	

### Saturday, June 25, 2011

8:00-9:45am	Session 9	6 presentations
10:00-11:45am	Session 10	6 presentations
11:45am-1:00pm	Lunch on Your Own	
1:15-3:00pm	Session 11	6 presentations
3:15-5:00pm	Session 12	5 presentations

## SESSION SCHEDULE

**THURSDAY, JUNE 23**

<b>7:00 a.m. – 5:00 p.m.</b>	<b>Registration Desk Open</b>
<b>8:00 – 9:45 a.m.</b>	<b>Session 1</b>
Room A	<p><b>The Joint Construction of Identities at the Workplace: Negotiating TV News Reports</b> <i>Marcel Burger, University of Lausanne</i></p> <p>This paper focuses on the discursive negotiation of conflicting identities at the workplace. One will examine how a journalist and a cutter displaying conflicting styles do have to collaborate orally to achieve a written media report for the Swiss news broadcast.</p> <p><b>Pragmatic Competence and Cultural Identity of Polish Heritage Speakers</b> <i>Agnieszka Rakowicz, City University of New York – LaGuardia</i></p> <p>This paper offers the analysis of pragmatic performance of Polish heritage speakers. The findings indicate that heritage speakers may follow rules that are unique to their community of practice and suggest that heritage Polish may possess distinct pragmatic norms different from those found in standard American English and standard Polish. The post-tasks interviews suggest the possibility of conflicting needs, such as the need to be pragmatically appropriate, the need to get things done and the need to display individual identity.</p>
Room B	<p><b>What's in a Name? Linguistic Differentiation and Caribbean Identity Formation in Bastimentos, Panama</b> <i>Peter Snow, Christopher Newport University</i></p> <p>This paper examines the semiotic processes involved in linguistic differentiation and Caribbean identity formation in Bastimentos, Panama. Older residents refer to the variety of Panamanian Creole English they speak as English. Younger residents, however, iconize the same variety as Creole in order to index Caribbeanness in an increasingly touristic economy.</p> <p><b>The Affects of ESL on the Saudi Females' Role and Identity</b> <i>Reema Alsweel, George Mason University</i></p> <p>This qualitative study attempts to understand the affects of ESL on the Saudi female's role and identity at an English program in northeast United States in spring 2010. Results indicate that the participants are aware of the impact of English and how it affects their identity and status in society.</p>

Room C	<p><b>The Role of Dissonance and Harmony in one L2 Learner's Identity Development during a Language Camp Experience Abroad</b>  <i>Catherine A. Byrd &amp; David Byrd, Weber State University</i></p> <p>Language camps provide L2 learners a short-term, but powerful experience with the target language. This case study identifies how incidents of dissonance and harmony helped foster one student's identity development. The intense nature of the language camp can be fertile ground for L2 learners to develop the concept of self.</p>
Room D	<p><b>How to Become a Language Beauty: The Construction of Linguistic Femininity in Self-Books for Japanese Women's Speech</b>  <i>Shigeko Okamoto, University of California – Santa Cruz</i></p> <p>This study analyzes 20 self-books that teach Japanese women how to speak properly and beautifully. It analyzes the women's speech they promote in terms of abstract styles, specific linguistic elements, and non-linguistic elements and discuss how these are ideologically linked to constitute ideal femininity. Theoretical implications are also discussed.</p> <p><b>Why Japanese Women's Language Should be Politer than Men's: A Hidden Hegemony Using the Language</b>  <i>Mayumi Usami, Tokyo University of Foreign Studies</i></p> <p>The analysis of pragmatic rules for Japanese women's language reveals the fact that the so-called 'women's language' in Japanese is actually not a women's language but is 'the aggregate of Japanese language from which the use of assertive and less polite expressions were prohibited.' The author claims that Japanese women's language would be the tool to control women and their behavior.</p>
Room E	<p><b>Papiamento as an Instrument of Emancipation &amp; Integration</b>  <i>Quito Nicolaas</i></p> <p><b>Students' Stances about Non-Castilian Varieties of Spanish: Ideological and Cultural Implications for Teaching</b>  <i>Roxana Delbene, Alvernia University</i></p> <p>This is a critical discourse analysis on conceptualizations of Spanish in the imaginary of students attending a university in Pennsylvania. It is speculated that students are exposed to opposite ideological messages about the value of Spanish. The study focuses on how students negotiate these messages and its implications for teaching.</p>

10:00 – 11:45 a.m.	Session 2
Room A	<p><b>The DEAF WORLD and Competence in ASL: Identity and Language Issues</b> <i>Timothy Reagan, Central Connecticut State University</i></p> <p>Competence in American Sign Language (ASL) is distinct from membership in the DEAF WORLD. Although use of ASL is a necessary condition for membership in the DEAF WORLD, it is not sufficient. I will explore the complexities of membership in the DEAF WORLD, and the Deaf perspective on competence in ASL and group membership.</p> <p><b>Negotiating Learner Identities During Collaborative Multimodal Instructional Activities</b> <i>James Chisholm – Morehead State University</i></p> <p>This paper analyzes the development of three secondary English students' learner identities during collaborative multimodal instructional activities. Discourse analyses and semi-structured interviews revealed how students leveraged their learner identities to negotiate content learning during the instructional task and articulate insightful perspectives on the semiotic systems that promoted students' literacy learning.</p>
Room B	<p><b>Language Rights in the US Constitution and the Civil Rights Act of 1964</b> <i>Eduardo Faingold, University of Tulsa</i></p> <p>The 14th Amendment of the US Constitution and the Civil Rights Act of 1964 protect the rights of all persons in the US, racial, national, sexual and religious minorities, but they do not define US obligations towards language minorities. I argue that certain language minority rights should be recognized de jure, especially in the work-place, where English-only rules prevent minorities from using their native language, a crucial marker of social and cultural identity.</p> <p><b>The Discourse of "Foreign Language Activities" at Japanese Primary Schools: A Geosemiotic Approach</b> <i>Masaki Oda, Tamagawa University</i></p> <p>This paper will report a study on the Japanese public discourses on the proposed introduction to English to primary schools. The presenter attempts to analyse the formulation of prevailed discourses among college students on the issue applying the framework of geo-semiotics proposed by Scollon &amp; Scollon (2003).</p>

Room C	<p><b>Helping ESOL Students Forge their Identity</b> <i>Deborah Osborne, Park University</i></p> <p>Students leaving their home country and language to study abroad seldom fathom or anticipate the unimagined differences between 'here' and 'there'. This paper discusses students' 'home' identities and the struggle to forge new ones, in order to be able to learn and negotiate a new language and culture. We suggest ways in which teachers can assist students in this endeavor.</p> <p><b>The Crossing Over - When Vernacular Language Speakers Become Teachers of Major Languages</b> <i>Clover Jones McKenzie &amp; Judith Orogun, University of Technology – Jamaica</i></p> <p>This paper explores the attitude of native Creole speakers, now English Language teachers, towards their struggling students. It suggests that some teachers with their anglicized personalities appear to, consciously or unconsciously, view their students with impatience and condescension. This attitude, as reflected in various acts, can lead to demotivation and feelings of despair.</p>
Room D	<p><b>Examining Professional Identity Development Through L2 Student Teacher Journals</b> <i>David R. Byrd, Weber State University</i></p> <p>During their final field experience, L2 student teachers develop their professional identity as theory meets practice in an intense, long-term classroom setting. This study examines dialogue journals as a means of tracking this development. Findings suggest that teacher educators can challenge prior belief systems more regularly throughout education coursework.</p> <p><b>Critical Media Analysis, Mediated Identities, and Language Teaching</b> <i>Carla Chamberlin-Quinlisk, Pennsylvania State University – Abington College</i></p> <p>This presentation introduces a model of critical media analysis for engaging students in language learning as well as reflecting on mediated identities in our new media cultures. Drawing on both quantitative and qualitative analysis, this approach involves decoding messages but also creates space for challenge, debate, and response.</p>
Room E	<p><b>Addressing Loss and Trauma in the Urban Classroom Through Student Narratives</b> <i>Stacey Krueger, Northeastern Illinois University</i></p> <p>This paper applies narrative models of loss to student writings in order to identify and alleviate symptoms of post-traumatic stress disorder among urban students. Most critical pedagogy research concentrates on systemic oppression, but this paper addresses the individual consequences of such oppression and implications for liberatory teaching and learning.</p> <p><i>Continued on next page ...</i></p>

	<p><b>Self-Authorship and L2 Identities on Facebook: Augmenting Student Communicative Behavior</b>  <i>Luba Iskold, Muhlenberg College</i></p> <p>This presentation will summarize research related to Social Networking Sites (SNSs) and SLA; examine theoretical perspectives on performing identities (Atkinson, 2002) and self-authorship (Atkinson, 2002); provide examples of student experimentation with L2 identities on Facebook in undergraduate Russian courses; report and discuss findings from a pre- and post-treatment Student Survey.</p>
11:45 a.m. – 1:00 p.m.	<p><b>Luncheon &amp; Society Business Meeting  In the Pre-Function Area</b></p>
1:15 – 3:00 p.m.	<p><b>Session 3</b></p>
Room A	<p><b>PANEL: Identity and Culture in a Multilingual Society</b>  <i>Marta Dijkhoff, Dijkhoff Learning Unlimited</i>  <i>Joyce Pereira, University of Aruba</i>  <i>Ramon Todd Dandaré, University of Aruba</i></p> <p>Generally there is a relationship between territory, language and cultural identity. On the islands Aruba, Curaçao and Bonaire the cultural identity based on the mother tongue Papiamentu has always been very fragile and highly disputed in many different social, cultural and political settings. Notwithstanding these local differences all three islands face the same problems from a historic, linguistic, social, cultural and educational perspective. They are multilingual societies, where next to the mother tongue Papiamentu, Dutch is also an official language. Spanish is spoken by a large amount of the population on all three islands, whereas English is a second official language next to Dutch in Curaçao, and a second language for a large number of inhabitants of Aruba. They also share the same colonial history, and language use is therefore influenced by diachronic and synchronic phenomena such as diglossia, code switching, code mixing, and a high amount of lexical borrowing and interference. Their educational system moreover was until the 1970s a copy of the Dutch system with Dutch as the sole language of instruction, although advocacy for the use of Papiamentu in education has a long history. This panel will discuss the current situation on these islands, from different perspectives.</p>

Room B	<p><b>Developing Identities: A Yearlong Study of Adolescents' Beliefs about Themselves as Readers of a Foreign Language</b>  <i>Erin Mikulec, Illinois State University</i></p> <p>This session will report on a study that examined the progress made by high school students reading in Spanish using comparative miscue analysis, and the development of their identities as readers of a foreign language. Results will be discussed in terms of the subjects' experiences and their attitudes towards reading.</p> <p><b>Challenges to Identity Reconstruction: The Digital Divide and Computer Literacy</b>  <i>Eleni Saltourides, Naugatuck Valley Community College</i></p> <p>This presentation explores the challenges to identity faced by adult ESL learners who are learning about computer literacy for the first time. Discourse analysis of interviews from case-study participants reveal how identity either impedes or facilitates their computer literacy acquisition. Implications to the digital divide dilemma and pedagogy are discussed.</p> <p><b>Brazilian Portuguese in French Guiana: Linguistic Practices and Identity</b>  <i>Sophie Barneche, Université des Antilles – Guyane</i></p> <p>Our paper investigates the linguistic practices of Brazilian migrants living or working in French Guiana, and intent to explore both the linguistic result of this contact between two proximate languages such as French and Portuguese, and the links between these practices and the expected identity tensions and negotiations in a complex context of migration.</p>
Room C	<p><b>Professional Identity and Stance in Graduate Students' Academic Presentations</b>  <i>Alla Zareva, Old Dominion University</i></p> <p>The main focus of the study is on exploring the way L1 and L2 graduate student presenters use language to construct their professional identities, to express stance, to validate their professional expertise, and to create a sense of community and solidarity within a multilingual group of peers.</p>
Room D	<p><b>Discourse and Identity among Latinos in Western Massachusetts</b>  <i>Patricia Gubitosi, University of Massachusetts – Amherst</i></p> <p>This paper examines linguistic attitudes regarding Spanish language use among bilingual people in Western Massachusetts where this community has shown an impressive growth during the last decades. This paper investigates the grammatical features used by bilingual people to construct a discourse related to their ethnic distinctiveness.</p> <p><i>Continued on next page ...</i></p>

	<p><b>Finding Identity and Culture in Talk: Japanese Perceptions of Korean Culture</b> <i>Erica Zimmerman, United States Naval Academy</i></p> <p>This paper examines cultural perceptions and identity construction among Japanese and Korean speakers of Japanese. The findings show the process for interlocutors to negotiate common ground where comparisons between Korean and Japanese culture are constructed in talk. This study will also illustrate how participants work to resolve differences in talk.</p> <p><b>Using Geosemiotic Analysis to Focus on Identity Formation in Second Language Classrooms</b> <i>Janet Pierce, Franklin Regional School District</i></p> <p>Geosemiotic analysis expands discourse analysis to an ecological level, combining the interaction order between participants, the visual semiotic systems evident in ESL classroom designs and the place semiotics in order to show power, identity formation, and interaction. Results of a seven-month study illumine L2 identity formation as complex and dialogic.</p>
Room E	<p><b>Language Dynamics and Imagined Communities: The Engineering of Language and Identities in the Middle East</b> <i>Jibreel Delgado Trabal, University of Arizona</i></p> <p>I will examine the engineering of Modern Arabic as part of engineering identity in the Middle East and the fate of language minorities, providing insight into the relationship between language and identity perception with a desire to add to existing scholarship supporting language rights in the Middle East and elsewhere.</p> <p><b>Multimodal Encounters in an EAP Classroom: Globalized Identities and Imaginaries in a YouTube Video</b> <i>Christian Chun, University of Southern California</i></p> <p>Drawing upon a year-long EAP classroom ethnography, this presentation examines how a critical multimodal pedagogy can act in concert with EAP students to help them find ways to critique the multimodal texts saturating their lives, and design their own multimodal texts in the process of developing their academic literacies.</p> <p><b>Shaping Professional Identity through Critical Dialog about Assessment</b> <i>Theresa Austin, University of Massachusetts</i></p> <p>In this self-study, I reflect on how my identity as a teacher educator is implicated in teachers' discourses about assessment. Also I examine teachers' uses of "testing discourse" to shape their professional identities. Three sources are analyzed for identity claims: key course interactions, teacher reflections and my own reflections.</p>

3:15 – 5:00 p.m.	Session 4
Room A	<p><b>PANEL: The Scol Multilingual Project</b>  <i>Régine Croes, Instituto Pedagógico Arubano</i>  <i>Merlynn Williams, Instituto Pedagógico Arubano</i>  <i>Gregory Richardson, Instituto Pedagógico Arubano</i></p> <p>It is an interesting time for language research in Aruba. After many years of debate on the language of instruction and the role of foreign languages in Aruban education, a multilingual education program was developed, which is currently being implemented in some project schools, entitled the Proyecto Scol Multilingual (Multilingual school). In these multilingual primary schools children start developing four of the main languages spoken on the island (Papiamentu, Dutch, English and Spanish) from the early age of 4 years and use Papiamentu, the native and national language, as the language of instruction in the first years. This is quite remarkable because Papiamentu has not generally been valued as a language of academia. Dutch has held that position for almost an entire century. The Center for Educational Research and Development at the Instituto Pedagógico Arubano in partnership with the Center for Research and Development at the University of Aruba under the guidance of Prof. Dr. Nicholas Faraclas of the University of Puerto Rico are in charge of the evaluation and research process. This longitudinal study has started last year and will culminate in 2015. In this study not only the language development of the children will be studied throughout their educational career, but also the influence of this program on the students' social-emotional development, their cultural identity, their literacy development, their understanding of math concepts and their higher level thinking skills. This panel discusses the Scol Multilingual Project, from different perspectives.</p>
Room B	<p><b>Age Factors and Individual Identity Influencing on the Development of Pragmatic Competence</b>  <i>Megumi Kawate-Mierzejewska, Temple University – Japan Campus</i></p> <p>This paper investigates the critical period and individual's identity in the development of pragmatic competence. The study focuses on two major dialects (East [Tokyo] and West [Kansai] dialects) in Japan and discusses when and how people develop their identity and pragmatics competence.</p> <p><b>Constructing "Them" from "Their" Perspective: The Discursive Identity of Latinos Created by Latino Authors</b>  <i>Megan Strom, University of Minnesota</i></p> <p>Written and multimodal texts produced by, and primarily for, the Latino community in Minneapolis/St. Paul were analyzed based on Fairclough (2001) and van Dijkis (2008) theories and methods. The analysis focused primarily on the construction of identity, the production and interpretation of text and the (re)production of ideology and power.</p>

Room C	<p><b>"Wat is 'n Suid-Afrikaner?" Constructions of Identity in Language Policy in the New South Africa</b> <i>Timothy Reagan, Central Connecticut State University</i></p> <p>The emergence of a multinational, multilingual and democratic South Africa in the 1990s resulted in considerable confusion and debate about what it means to be a South African. The concept is ethnically, linguistically, culturally, and racially problematic, and this is deeply reflected in the country's eleven-language official language policy.</p> <p><b>Social Amplification of Threat: Assessing Perceptions of Threat and their Impact on Language Policy and Planning</b> <i>Kevin S. Carroll, University of Puerto Rico – Mayaguez</i></p> <p>This paper will define the Social Amplification of Threat Framework (SATF) which describes how relatively low risk events become perceived by the general public as representing high levels of threat to language and identity. The author will use the SATF to explain language policies in Arizona, Aruba, and Puerto Rico.</p> <p><b>From Here to Queer? Future Perspectives on Language Policy in Estonia</b> <i>Delaney Skerrett, The University of Queensland</i></p> <p>This paper presents the results of empirical work in Estonia which examines the interaction between micro (local and lived) language practices and the macro (socio-historical and discursive) environment within which they occur in order to investigate how official language management practices could be revised to bring about more equitable outcomes.</p>
Room D	<p><b>The Linguistic Crossroads of French Caribbean Writers</b> <i>Maria Moreno, Mars Hill College</i></p> <p>French Caribbean literature often manifests an ambivalence vis-à-vis its medium of expression. The relationship of Antillean writers to French is essentially problematic: choosing French implies renouncing Creole, maternal tongue of these societies. My presentation analyzes various stylistic tools that authors employ to address this issue in their writings.</p> <p><b>The Construction of Ethnicity and Identity: the Impact of African American English in Children's Animated Film</b> <i>Jennifer Bloomquist, Gettysburg College</i></p> <p>To draw together the threads of identity, attitudes regarding AAE, and the role of the media in shaping and disseminating these attitudes, this project looks closely at the way in which animated films have historically exploited AAE voices to develop social and political ethnicities, and continue to do so today.</p>

Room E	<p><b>Language and Culture: Language, Identity and Linguistic Research</b>  <i>Naghmana Ali, American University of Sharjah</i></p> <p>A study of an interaction between a teacher's and students' identities in English language courses addressing issues of language use and cultural development. Invoking Bhaba's notions of hybridity and the Third Space the paper posits the efficacy of allowing students critical spaces to explore their fluid linguistic and cultural affiliations in research.</p> <p><b>Constructing "Incredible India": A Multimodal Discourse Analysis</b>  <i>Richard Hallett, Northeastern Illinois University</i></p> <p>This paper addresses how Indian tourism discourse, specifically the current Incredible India campaign (<a href="http://www.incredibleindia.com">www.incredibleindia.com</a>), contributes to the linguistic/social construction of place. This multimodal discourse analysis reveals how this tourism campaign through its website has expanded its mission of attracting tourists to construction an identity for India.</p>
Room F	<p><b>PANEL: Language, Identity, and Policy: Implications for Survey Data Collection in a Multilingual Society</b>  <i>Yuling Pan, Anna Chan &amp; Marissa Fond, U. S. Census Bureau</i></p> <p>Based on various research projects conducted by the United States Census Bureau, the papers in this session address issues of language and identity in the context of the U.S. census, communication styles in survey interviews, and linguistic resources for negotiating identity in survey contexts. Policy implications will also be discussed.</p>

## FRIDAY, JUNE 24

8:00 a.m. – 5:00 p.m.	<b>Registration</b>
8:00 – 9:45 a.m.	<b>Session 5</b>
Room A	<p><b>PANEL: Writing Identity: Artfully Reflecting on Lives Lived in Language</b>  <i>Jennifer Wooten, The University of North Carolina – Chapel Hill</i>  <i>Melisa Cahmann-Taylor, University of Georgia</i></p> <p>The authors in this panel explore how the act of writing artfully – that is, employing creative techniques in ethnography, narrative, and poetry – has helped them re-view their own identities as language users and scholars, focused their attention on how they produce others in their writing, and made them critical of how linguistic and cultural identities are often represented in qualitative research. This will be an interactive session, inviting audience members to share their own experiences with creative scholarship and engage in discussion regarding the promise and perils of arts-based research in language studies. Papers include: Confessions of a Cultural Drag Queen and Exposing the Savage Within: Ethnographic Poetry and the Language of Memoir in Bilingual Studies</p>
Room B	<p><b>Fictional Realities and Linguistic Constructions: Cultural Latina/o Identities Colored by Resilience and Resistance</b>  <i>Inger Pettersson, University of Gothenburg</i></p> <p>Fiction is here considered for its capacity to translate reality into language and it is consequently argued that Latina/o fiction constitutes privileged ways of knowing Latina/o identities. Fiction is further posited as a challenge to scholarly categorizations that tend to solidify into meaninglessness, instead of functioning as useful terms for identities.</p> <p><b>The Role of Upper Guinea in the Evolution of the Dutch Antillean and Aruban Language</b>  <i>Bart Jacobs, Ludwig-Maximilians Universität</i></p> <p>This paper aims to provide new insights into the evolution of language, culture and identity on the ABC Islands. To achieve this, I will focus on cultural particularities shared between the people of the ABC Islands and the people of Upper Guinea, where, I believe, the language of the ABC Islands, Papiamentu, has its origins.</p> <p><b>Sonorous Emissions, or Talking Like An American</b>  <i>Karen Shimakawa, New York University</i></p> <p>I focus on the legal regulation of accent in the workplace ñ when and where is it permissible for employers to enforce normative speech patterns/language usages? I argue that the legal protections afforded employers who favor employees with American accents encode a deeper discomfort that subtends (U.S.) political subjectivity: the discomfort of the sonic difference that disturbs bodily integrity through (unwanted) aural penetration. In other words, accents are the aural manifestation of difference that cannot be incorporated, and the legal means by which that integrity is maintained.</p>

Room C	<p><b>Rewriting and Rebuilding through Composition</b> <i>Leila Wells, Southern Crescent Technical College</i></p> <p>This paper seeks to explore the emerging identity of the non-traditional, unemployed adult student in the technical college today as it is evidenced in the first year composition classroom.</p> <p><b>Towards Exploring the Value of Heritage Languages and Cultures in the Public School Context: The Case of Mandarin Class</b> <i>Roumi Ilieva, Simon Fraser University</i></p> <p>The paper provides a brief overview of language policies affecting heritage language programming in the public school system in British Columbia, Canada and discusses a qualitative study on understandings about language and culture in Mandarin as a second language classrooms in one secondary school from a critical perspective. It reflects on challenges in valuing the cultural and linguistic resources and identifies the heterogeneous student populations in such classrooms bring.</p>
Room D	<p><b>The Imaginary Worlds of TESOL Educators: Imagery and Imagination in Identity Construction</b> <i>Sherrie Carroll, University of Maryland College Park</i></p> <p>This paper will define the Social Amplification of Threat Framework (SATF) which describes how relatively low risk events become perceived by the general public as representing high levels of threat to language and identity. The author will use the SATF to explain language policies in Arizona, Aruba, and Puerto Rico</p> <p><b>A Lack of Conversation: How Critical Literacy Can be Used to Motivate English Language Learners</b> <i>Bart Hill, University of New Mexico</i></p> <p>Because the demands on English language learners are large, their self-motivation to continually improve their English needs to be strong. In this study the author attempts to utilize critical literacy in an ESL conversation classroom with the goal in mind of producing self-motivated English speakers who have a desire to promote social justice.</p>
Room E	<p><b>Learning English as a Foreign Language: Act of Identity or Act of Conformity?</b> <i>Gerrard Mugford, Universidad de Guadalajara</i></p> <p>Learners of English as a Foreign Language (EFL) are rarely encouraged to come across or project themselves in their own way. This paper examines how pragmalinguistic/sociopragmatic resources such as small talk, gossip, language play, creative language use can help EFL users build acts of identity in the target language.</p> <p><i>Continued on next page ...</i></p>

	<p><b>Preparing Teachers for Diverse Learners using Academic Service-Learning: Successful Practices and Pedagogy</b> <i>April Post, Elon University</i></p> <p>Academic service-learning was used by faculty to connect teacher education students and English Language Learners. Faculty researched the impact of involvement in the project on the university students' self-efficacy in building cross-cultural relationships, social responsibility in solving problems of cultural disenfranchisement, and academic knowledge in understanding issues of cultural diversity.</p>
Room F	<p><b>PANEL: Constrains and Promising Solution for Second Language Acquisition in Low Achieving Urban Youth</b> <i>Marina Dewees and Signe Nelson, Noyes Educational Campus, DCPS</i></p> <p>This two paper group proposal presents a descriptive study of a representative group of low achieving tier 6 students (having 6 or more years of ESL), a population of current concern in education because of NCLB mandates, and identifies promising solutions.</p>
<b>10:00 – 11:45 a.m.</b>	<b>Session 6</b>
Room A	<p><b>Sudanese EFL Student Teachers' Identity Construction</b> <i>Aymen Elsheikh, Qatar Univeristy/Indiana University</i></p> <p>Using a critical qualitative case study approach, this paper investigates the identity construction of four Sudanese English as foreign language (EFL) student teachers within the hegemonic discourse of the spread of English as an international language.</p> <p><b>Identity and Bilingual Orientations: The Case of Immigrant Students from the Former Soviet Union in Israel</b> <i>Pnina Golan-Cook, NCJW Research Institute for Innovations in Education</i></p> <p>A model representing the relationship between identity and language orientations of Russian immigrants in Israeli universities will be presented, wherby cultural identity and age at migration far exceed immigrants' perceptions of ethnic and dominant groups' ethnolinguistic vitality or self-reported native and national language proficiency as predictors of language attitudes and behaviour.</p> <p><b>Languages in Contact: the Sustainable Preservation of Euskara</b> <i>Nuria Alonso Garcia, Providence College</i></p> <p>The purpose of this paper is to examine the concept of diglosia in the linguistic context of the Euskara/Spanish bilingualism found in the Basque region of Spain. Linguistic policies proved to be successful in increasing the presence of the Euskara language in education, and bilingual and bicultural programs are supporting language preservation.</p>

Room B	<p><b>Gender and Power in the Healthcare Communication of Japanese Manga Discourse</b>  <i>Rieko Matsuoka, National College of Nursing, Japan</i>  <i>Greg Poole, Doshisha University</i></p> <p>This study examines how gender is projected in the healthcare communication of manga discourse. Societal identity and power affected by the influence of gender in micro-level interaction is discussed. Interpreted scenes portray asymmetrical power relationships between nurses, doctors, and patients. We argue this asymmetry represents gender bias.</p> <p><b>Identity Empowerment through the Language of Diversity: International Students Crossing Borders</b>  <i>Paul Chamness Miller, Purdue University North Central</i>  <i>Nicholas Santavicca, Texas Tech University</i></p> <p>This presentation examines how teachers of international students can implement language that will lead to a improved fostering of identities that may not fall within the mainstream discourse that are categorically taught in many English language programs. Participants will be invited to actively participate in the discussion with the presenters.</p>
Room C	<p><b>Constructing a Theory of Educational Needs: The Impact of Multilingualism on Adolescent English Learners' Identities</b>  <i>Josie Prado, University of Alabama</i></p> <p>Despite vast research on language and identity, a dearth of knowledge remains on multilingual identity construction within a monolingual school setting for Latino immigrant youth in the New South. Drawing from poststructuralist theory, this paper explores ways in which adolescent English Learners negotiate multilingualism and identity construction within differing discourses.</p> <p><b>Coming Back Bilingual and Bicultural: 1.5 generation Mexican Migrant Returnees at Higher Education</b>  <i>Nolvia Ana Cortez Roman, Universidad de Sonora</i></p> <p>Due to recent anti-immigrant laws in the U.S, young adult 1.5 generation Mexican migrants are returning to Mexico in search of higher education opportunities. This study looks at how these bilingual and bicultural students forge new social and academic identities in an educational system from which they have become estranged.</p> <p><b>Dear Lord, thank you for this day: A Narrative Analysis of Prayer and Performance at a Faith-Based Community School</b>  <i>Tryphenia B. Peele-Eady, The University of New Mexico</i></p> <p>Despite vast research on language and identity, a dearth of knowledge remains on multilingual identity construction within a monolingual school setting for Latino immigrant youth in the New South. Drawing from poststructuralist theory, this paper explores ways in which adolescent English Learners negotiate multilingualism and identity construction within differing discourses.</p>

Room D	<p><b>Identity Negotiation in the Workplace: Shifting between Imposed, Assumed and Negotiable Identities</b>  <i>Gloria Velez-Rendon, Purdue University Calumet</i></p> <p>This study examines how a female Colombian immigrant negotiates her gendered identity in the workplace and how language is implicated in this process. The framework advanced by feminist poststructuralists is used to situate the negotiation of identity within larger social contexts that are mediated by dominant language ideologies and relations of power.</p> <p><b>Linguistic Othering and Gender in Military Training</b>  <i>Henry Vandenburg, Bridgewater State University</i></p> <p>This paper deals with the othering of gender as a prelude to racial or national othering in basic army training. This is an autoethnographic study dealing with the deployment of gendered slurs and negative stereotypes used in order to prepare recruits to 'other' populations whom they must potentially fight.</p>
Room E	<p><b>Mediated Humor in the Legal Setting: The Construction of New Identities</b>  <i>Marjorie Zambrano-Paff, Indiana University of Pennsylvania</i></p> <p>This study examines humor in immigration courtrooms. Judges often attempt to interject humor into the proceedings, yet the interpreter's target language rendition often does not reflect these attempts. This study seeks to identify the conditions associated with this phenomenon and show how this violates the principles of good interpreting.</p> <p><b>Constituting Identity and Agency: Immigrants' Accounts of Opening their Own Businesses and Learning/Using Language</b>  <i>Elizabeth Miller, University of North Carolina at Charlotte</i></p> <p>This presentation will examine how immigrant small business owners' (in)agentive selves are constructed at the interface of social discourses, locally mediated subject positions, and historically developed identities (history-in-person). It contends that immigrants' (non)agency as business owners or language learners be understood as emergent in particular contexts and practices, not an ontologically prior trait.</p>
Room F	<p><b>PANEL: Critical Need Language Teachers' Transition to U.S. Classrooms: Challenges and Key Issues Related to Teacher Identity</b>  <i>Marjorie Hall Haley, Melissa Ferro, &amp; Rachel Grant, George Mason University</i>  <i>Sherry Steeley, Georgetown University</i></p> <p>Recent efforts to grow our nation's language capacity in Arabic and Chinese has led many school districts to recruit teachers from outside of the U.S. This session presents two papers that examine key issues related to teacher identity and preparing Arabic and Chinese language teachers to transition into U.S. Schools.</p>
11:45 a.m. – 1:00 p.m.	<b>Lunch on your own</b>

1:15 – 3:00 p.m.	Session 7
Room A	<p><b>PANEL: Linguistic Identity and Engagement of Students and Graduates of French Immersion Programs</b>  <i>Josée Makropoulos, University of Ottawa</i>  <i>Julie Byrd Clark, Western Ontario</i>  <i>Sylvie Lamoureux, University of Ottawa</i>  <i>Sofia Stratilaki, Université Sorbonne Nouvelle</i>  <i>Julie Byrd Clark, University of Western Ontario</i></p> <p>This panel will explore linguistic identity and engagement of students in French immersion programs in Ontario at three key educational stages. The first paper looks at high school French immersion. The second explores the experiences of university undergraduates and the third focuses on pre-service teacher education students.</p>
Room B	<p><b>PANEL: Race and Gender Matter: Power and Privilege in Critical Language Education</b>  <i>Suhanthie Motha, University of Washington</i>  <i>Stephanie Vandrick, University of San Francisco</i>  <i>Shelley Wong &amp; Rachel Grant, George Mason University</i></p> <p>Presenters examine the multitiered ways womanist and feminist theories can inform critical language education. The three papers explore contributions of current feminist theory to gender issues in language education, utilization of political economy to address contemporary struggles of immigrant girls and women, and problem-solving strategies developed by minority female faculty.</p>
Room C	<p><b>New Words and Old Values: Discourse and Neologism in the Ktunaxa Language</b>  <i>Christopher Horsethief, Gonzaga University DPLS</i></p> <p>This research paper is a discourse analysis of a Ktunaxa translation of a catholic prayer. The analysis identifies instances of neologism and categorizes word creation according to degrees of separation between Catholic concept and Ktunaxa acceptance. The conclusion is that foundational cultural topics required creation of completely new Indigenous word phrases.</p> <p><b>Examining Discourses of Immigrant Identity: Articulating the Discourse-Historical Approach</b>  <i>Jennifer Clary-Lemon, University of Winnipeg</i></p> <p>This presentation discusses structuring a large-scale discourse analysis around the subject of discursive immigrant identity when constrained by history, location, and culture: locating archival material, constructing appropriate focus groups across a large nation, and arguing for inclusions for new genres, like oral histories, for inclusion in a linguistic corpus.</p>

Room D	<p><b>Language, Identity, and National Reconstruction in Multilingual West Africa</b> <i>James Bukari, University of the West Indies</i></p> <p>This paper studies language policy, identity, and national reconstruction within the Economic Community of West African States (ECOWAS). The challenges of multilingualism leading to the choice of colonial languages as national/official languages, as well as the cultural identity implications of that choice are also examined.</p> <p><b>Language Policy in H.R. 2499: The Puerto Rico Democracy Act of 2010</b> <i>Elaine Shenk, Saint Joseph's University</i></p> <p>This paper analyzes language policy provisions included in the U.S. House bill H.R. 2499, Puerto Rico Democracy Act of 2010. The paper analyzes the promotion and erasure of identity as constructed with and through language, during House floor discussions of a proposed island plebiscite on political status.</p> <p><b>English as a <i>lingua franca</i>: A Report on Research in Italy</b> <i>Farahnaz Faez, University of Western Ontario</i></p> <p>This study presents the profile of English in non-English-speaking countries and examines the growing impact of English in Italy and the Italian education system. The analysis focuses on issues of educational policy and practice and addresses discrepancies that exist across these areas with regards to English proficiency and use.</p>
Room E	<p><b>A Case Study of Dialect Contact in a Chicago Classroom</b> <i>Jill Hallett, University of Illinois</i></p> <p>This paper addresses how Indian tourism discourse, specifically the current Incredible India campaign (<a href="http://www.incredibleindia.com">www.incredibleindia.com</a>), contributes to the linguistic/social construction of place. This multimodal discourse analysis reveals how this tourism campaign through its website has expanded its mission of attracting tourists to construction an identity for India.</p>
Room F	<p><b>"I feel good when I practice English!": Japanese EFL Learners' Ideology in Twitter-based English Language Learning</b> <i>Junko Sakoi, The University of Arizona</i> <i>Yoo Kyung Sung, University of New Mexico</i></p> <p>Japanese EFL learners' Twitter messages (tweets) were examined and analyzed to reveal their ideologies about English language and web-based EFL learning. Japanese EFL learners' romanticism toward 'Western' culture and making 'global' friends through Twitter were explored. Twitter message content and social dynamics among Japanese Twitter users were closely studied.</p>

3:15 – 5:00 p.m.	Session 8
Room A	<p><b>Republican System and Civic Identity in Venezuelan Textbooks</b> <i>Carmen Geraldine Arteaga Mora, Universidad Simón Bolívar</i></p> <p>This paper shows preliminary findings of a research about discursive social representations in Venezuelan primary textbooks of fifth and sixth grades. The paper analyzes the representation of the republican political system established in the country since nineteenth century, and the notions of citizenship and national identity promoted by the State.</p> <p><b>Papiamentu: The Language that Identified the People of Aruba and Curaçao</b> <i>Keisha Wiel</i></p> <p>Papiamentu has been an identity marker for all living in Aruba and Curaçao. The communities within these islands have their own accent and dialect which is specifically unique to them. This paper provides insight on Papiamentu's role as a cultural marker and its impact on education through research conducted in 2009.</p>
Room B	<p><b>Identities, Representations, and Teacher Agency in Intercultural Education in Northern Mexico</b> <i>Rebeca Gutierrez Estrada, University of Sonora/York University</i></p> <p>The purpose of this paper is to explore the role of English Language Teaching (ELT) in minority language contexts in Northwest Mexico. Issues of identity, representation, and teacher agency were analyzed within Intercultural Bilingual Education (IBE) in a rural school in the state of Sonora.</p> <p><b>Tamazight in the Moroccan Educational System: Problems and Prospects</b> <i>Rabia Redouane, Montclair State University</i></p> <p>Until a few years ago, about half of the Moroccan population spoke a language that was not recognized at public and official levels. Recently, however, because of the Amazigh people's (the indigenous people) struggle to regain control of their national language and ethnic identity, the government has restored a more pluralistic linguistic and educational policy that recognizes legally Tamazight language and promotes its teaching in schools.</p>

Room C	<p><b>Connections and Comparisons with other Cultures through Games</b> <i>Eduardo Valerio, Lock Haven University of Pennsylvania</i></p> <p>Many cultures have games that are played by children (such as American hop scotch or Double Dutch jump rope). These other cultures also have tongue twisters, rhymes, and other activities that allow students to compare, contrast, and connect with target cultures as they learn about these practices.</p> <p><b>"Student Autobiographies, a Practice for Recovering Heritage Languages and Recognizing Dual Identities"</b> <i>Maria Cristina Montoya, State University of New York College at Oneonta</i></p> <p>This research focused on the pedagogical challenges found in a Spanish class designed for bilingual students. The objective was to bring Spanish heritage speakers to share similar life experiences through the written discourse of an autobiography, which intended to improve their use of Spanish and comply with curriculum requirements.</p> <p><b>American-Educated Taiwanese English Teachers' Identity Formation and the Teaching of English as a Global Language</b> <i>Fang Ping Yeh, Indiana University</i></p> <p>Drawing on one year of fieldwork in a four-year college in Taiwan, this paper focuses on two case studies of the experiences and identity construction of American-educated Taiwanese English teachers. Adopting a critical qualitative research approach, it is intended to understand what is being brought from American educational discourses, and the tacit assumptions underlying the dominant discourse of globalized English in constructing these teachers' identities.</p>
Room D	<p><b>Embracing Language Varieties and Raising Cultural and Linguistic Awareness in the Spanish Language Classroom</b> <i>Muriel Gallego, Ohio University</i></p> <p>This presentation discusses the need to expose students of Spanish as a second or foreign language to different dialectal variations in order to raise linguistic and cultural awareness and understanding and to gain familiarity with the richness of the Spanish language.</p> <p><b>From West Indian Black to Afro-Costa Rican: The Role of Language, Race and Culture in The Transition</b> <i>Lisbeth Philip, Loyola University</i></p> <p>This presentation will describe how the impact of socio-historical and linguistic developments on a large group of English speaking Black West Indian immigrants, mostly Jamaican, led to shifts in their ancestral language, traditions, culture and identity in the dominant Hispanic environment of Costa Rica.</p> <p><i>Continued on next page ...</i></p>

	<p><b>Katie Couric and Construction of Cougarism in a Multimodal Media Text</b>  <i>Allisa Abraham Hall, University of Georgia</i></p> <p>This paper analyzes how the intermodal interaction between visual image and written text informs the representation of aging women in media discourse. Specifically, the paper uses systemic functional linguistics and a visual framework analysis to explore how media discourse constructs the identity of cougarism as it applies to womanhood.</p>
Room E	<p><b>Linguistics for Decolonization: The Teaching of Language and Linguistics in Puerto Rico</b>  <i>Gloria Prosper-Sánchez &amp; Rico Río Piedras, University of Puerto</i></p> <p>What is the role of the academic linguist in a vernacular language department in Puerto Rico? Informed by the works of Walcott, Curzan, Alleyne and Roberts, this paper explores the relevance of dialectal Norm reformulation for the decolonization process and proposes ways to rethink how linguists do linguistics in a dominated country.</p> <p><b>Illustrations as a Parallel Text in John Lloyd Stephens' Incidents of Travel in Central America (1841)</b>  <i>William Lenz, Chatham University</i></p> <p>John Lloyd Stephens' popular travel narrative, Incidents of Travel in Central America, went through 12 printings and sold 20,000 copies in 3 months in 1841. Reading Frederick Catherwood's illustrations as a parallel text allows the reader to see the text with fresh eyes and to share the explorers' excitement and to discover with them the uniqueness of Maya aesthetics in the idols, altars, artifacts, and architecture presented.</p> <p><b>Metaphors of Temperature and Texture in Jazz: Hot, Cool, Hard, and Smooth</b>  <i>Kenneth Cook &amp; Russell Alfonso, Hawai'i Pacific University</i></p> <p>Throughout the history of jazz, musicians have been identified with particular styles. This presentation analyzes the terms that refer to recent styles as metaphors of temperature and texture. The styles are, in historical sequence, [hot] bebop, cool jazz, hardbop, and smooth jazz. Recorded samples of each style will be played.</p>
5:00 – 6:30 p.m.	<p style="text-align: center;"><b>Evening Social  at the Renaissance Festival Plaza</b></p>

## SATURDAY, JUNE 25

8:00 a.m. – 12:00 p.m.	<b>Registration</b>
8:00 – 9:45 a.m.	<b>Session 9</b>
Room A	<p><b>PANEL: Where the Wild Identity Things Are: The Fluidity of Identity in Educational Settings</b>  <i>Bryan Meadows, University of Texas – Pan-American</i>  <i>Helena Guerrero, Universidad Distrital Francisco José de Calda</i>  <i>Kelly Lowther Pereira, University of North Carolina at Greensboro</i>  <i>Linda Waugh, University of Arizona</i>  <i>Yoo Kyung Sung, University of New Mexico</i></p> <p>This panel examines institutionalized identities in four educational milieus and illustrates how macrolevel identity categories manifest in contextually-specific ways, thus problematizing the commonplace perception that institutional labels are stable constructs independent of context. This panel will feature four presentations and commentary from an official discussant.</p>
Room B	<p><b>The Journey of Olga Costa: Mexico Through the Russian Gaze</b>  <i>Yulia Stakhnevich, Bridgewater State University</i></p> <p>This project combines strands of sociolinguistic and biographic research. The focus is Olga Costa, a Mexican painter of Russian descent. Through a critical examination of personal papers, artifacts, and other sources I demonstrate complex nature of sociocultural identity and examine processes of self-discovery that bilingual artists undergo in second culture.</p> <p><b>Discursive Identity and Learning from Peers in Interactions</b>  <i>Tetyana Reichert, University of Waterloo</i></p> <p>Using conversation analysis and the socio-interactionist approach to L2 learning, I examine language use by beginner learners in text-composing activities in non-classroom contexts. I show how participants draw on their local and past experiences to construct discursive identities which may lead to learning L2 from peers.</p> <p><b>“Those that want to be and those that say they are”: Constructing a Jamaican Face in a Canadian Space</b>  <i>Jacqueline Peters, York University</i></p> <p>In spite of the stigma Jamaican Creole bears, there is a growing campaign throughout the Jamaican Diaspora to raise its status. In this paper I look at how first and second generation Jamaican-Canadians in a Toronto University proudly claim their cultural identity through reclamation of what is commonly called patois.</p>

Room C	<p><b>Reconstructing Independence: Images of American History at a National Park</b>  <i>Tamara Warhol, University of Mississippi</i>  <i>Larisa Warhol, Arizona State University</i></p> <p>Drawing upon data collected during a three-year ethnographically informed study, this paper analyzes a representative tour of Independence Hall to examine how prevailing social ideologies are reified and shaped as the park ranger draws upon and recontextualizes texts and discourses of historical figures from American history.</p> <p><b>Speaking in Tongues: De-localized Language and Cultural Identity in Contemporary Latin American Literature</b>  <i>Valerie Keller, Columbia University</i></p> <p>This paper interrogates how the trend toward delocalized language in Latin American literature critiques and re-conceives the relation between language and cultural identity. Through a case study of J.M. Prieto’s <i>Livadia</i>, I contend that this critique is founded upon the strategic manipulation of cultural and market demands placed upon language.</p>
Room D	<p><b>PANEL: “Othering” Teachers for Critical Awareness of Diversity</b>  <i>Mary Benedetti, Rosemary Franklin &amp; Zachary Hausrath, University of Cincinnati</i>  <i>Angel Anorga, Raymond Walters College</i>  <i>Denise Dallmer, Northern Kentucky University</i></p> <p>Many second/foreign language teachers have never experienced the cultural and linguistic dissonance that students in their classrooms face. The presenters in this session will discuss how to arrange short- and long-term practica/teaching/study abroad opportunities for pre- and inservice teachers that will take participants out of their cultural and linguistic comfort zones into a new critical awareness and will present the results of their research regarding these transformative experiences.</p>
Room E	<p><b>PANEL: Constrains and Promising Solution for Second Language Acquisition in Low Achieving Urban Youth</b>  <i>Marina Dewees &amp; Signe Nelson, Noyes Educational Campus, DCPS</i></p> <p>This two paper group proposal presents a descriptive study of a representative group of low achieving tier 6 students (having 6 or more years of ESL), a population of current concern in education because of NCLB mandates, and identifies promising solutions.</p>

10:00 – 11:45 a.m.	Session 10
Room A	<p><b>Heritage Adult Learners' Motivation of Korean Language Learning</b> <i>Hye Young Shin, George Mason University</i></p> <p>The purpose of this research is to explore when and in what circumstances these 1.5 or second -generation adult Korean lose their speaking ability. The other goal of this research is to find the reason why these Korean heritage learners are motivated to re-learn Korean.</p> <p><b>"Hinglish" Films and Identity in Indian Cinema</b> <i>Samir Dayal, Bentley University</i></p> <p>I discuss the burgeoning of the Hinglish films: English films made in India, mixing Hindi and English, or diasporic Indian films which subvert conventional notions of Indian identity. An important cultural response to globalization, Hinglish films deconstruct received categories of gender and sexuality, ethnicity, community, national belonging, age, and class.</p>
Room B	<p><b>PANEL: Taking a Closer Look at Teachers, Students and Parents en Ontario Français: Analysis of Language Practices and Identity</b> <i>Karine Turner, Megan Cotnam &amp; Alexandre Audet, Université d'Ottawa</i></p> <p>This group presentation includes three papers which look to teachers, students and parents in Francophone minority communities in Ontario, Canada. Each paper focuses on a particular group. We will explore the impact of language practices and identity on parent and student school choices as well as teachers' roles.</p>
Room C	<p><b>Language Teacher Identity: Professional Interests, Efficacy, and Coping Skills as They Relate to Teacher Attrition</b> <i>Peter Swanson, Georgia State University</i></p> <p>A critical shortage of language teachers exists in many parts of the world and the congruence of person/workplace environment appears vital to the sustainability of the profession. The researcher presents findings from a 2010 international study investigating language instructors' identity as it relates to teacher attrition.</p> <p><b>Inclusive Excellence in Foreign Language Pedagogy: A Framework for Exploring Language and Identity</b> <i>Marlene Collins-Blair, Houghton College</i></p> <p>Drawing on research data, this paper examines how helping learners of a second language explore issues of their own identity through the high-impact educational practices associated with Inclusive Excellence can facilitate meaningful dialogue about identity in the communities of native speakers of the target language as well.</p>

Room D	<p><b>Combat One Virus At A Time: Collaboration in the First Year English Classroom</b>  <i>Steffen Guenzel, University of Alabama</i></p> <p>Learner-centered initiatives seek to promote knowledge and understanding among students while boosting their self-esteem through collaboration. Success in a First Year English class on research and collaboration in relation to a particular theme will motivate students to take on bigger and more challenging projects in the upper level college courses. The paper explores the advantages of collaborative learning and the effect on learner's identity.</p> <p><b>Considering Emotions in Critical English Language Teaching: Theory and Practice</b>  <i>Sarah Benesch, City University of New York</i></p> <p>This paper theorizes connections between critical ELT and affect, and offers classroom examples. Using a Deleuzian framework I'll discuss how attending to emotions creates possibilities for change, beyond subject positions. In this framework, affect is unencumbered by race, class, gender, etc., and can promote unanticipated lines of flight.</p>
Room E	<p><b>Identity, Voice, and Response to Student Writing</b>  <i>Chris Anson, North Carolina State University</i></p> <p>This presentation will share research on identity construction in teacher response to student writing in the context of screen capture, which uses voice and visuals of paper scrolling and markup. The case studies raise important issues of the relationship between identity and the formation of pedagogical strategies for improved learning.</p>
Room F	<p><b>PANEL: Building a Different Bridge Course: From Departments of Languages and Literatures to Departments of Cultural Identity</b>  <i>Sara Pappas and Lidia Radi, University of Richmond</i></p> <p>This group presentation will address the changing curriculum in language and literature departments after the 2006 MLA report on the status and future of foreign language departments in American colleges and universities. Both presentations will consider the challenges in creating a new curriculum that stresses trans-lingual and trans-cultural competence and the effect of these revisions on what used to be the 'bridge' course from language to literature.</p>

11:45 a.m – 1:00 p.m.	<b>Lunch on your own</b>
1:15 – 3:00 p.m.	<b>Session 11</b>
Room A	<p><b>Language and Identity: Teaching Critical Language awareness in Pre-Service EFL Programs</b> <i>Carmen Chacon and Belkys Moncada, University of Los Andes</i></p> <p>EFL teachers construct ideologies around their profession bound to their identity. The presenter argues that EFL teachers should acquire not only communicative competence in English but also develop critical awareness about language as ideology and the medium through which identity is constructed.</p>
Room B	<p><b>PANEL: Negotiating Discourses and Identities: Latin American Immigrants in New York City</b> <i>Dina Lopez and Carmina Makar, Teachers College, Columbia University</i> <i>Maureen Matarese and Rosario Torres-Guevara, City University of New York</i></p> <p>This panel presents research that examines the intersection between language, immigration, identity, and agency in varying urban sociolinguistic contexts. The papers in this panel illuminate how immigrant adults and children in New York City are positioned and position themselves vis-à-vis social, cultural, and institutional discourses and interactions.</p>
Room C	<p><b>Bilingual Medical Consultations: How Aspects of Identity Affect Treatment Negotiations and Outcomes</b> <i>Caroline Vickers and Ryan Goble, California State University, San Bernadino</i> <i>Sharon Deckert, Indiana University of Pennsylvania</i></p> <p>This paper examines identity constructions in interactions between medical providers and patients as they negotiate in English and Spanish. This work suggests patient’s constructions of their health issues affect the ongoing treatment negotiations and outcomes as providers and patients interpret the interaction within macro-societal power structures.</p> <p><b>"Sorry, I have a question": Positional identities in the ESL classroom</b> <i>Christine Jacknick, City University of New York</i></p> <p>This study focuses on how adult ESL students position themselves in teacher-fronted discussion and identifies how students initiate turns in this setting. While teacher practices may be characterized as discursively un-inviting, this study demonstrates how students create wiggle room within the institutional turn-taking mechanism to secure interactional space.</p>

Room D	<p><b>PANEL: Applied Linguistics Scholarship and Researcher Identities: A Meta-Analysis of Discourse Practices and Social Research</b>  <i>Netta Avineri, Anya Obianuju, Lauren Mason Carris &amp; Valeria Valencia, University of California – Los Angeles</i></p> <p>Four doctoral students who organized a public conference on linguistic diversity in American classrooms use reflexive discourse analysis to examine the event participants' interactions/reflections; better understand their myriad selves and research on language identities; and explore their evolving positions as scholars and practitioners of social justice through applied linguistics.</p>
Room E	<p><b>This is the way we does talk!: Perceptions of Caribbean English in Aruban Education and Society</b>  <i>Gregory Richardson, Instituto Pedagogico Arubano</i></p> <p>On the multilingual Caribbean island of Aruba there has been an intense language debate going on for more than a century now. The vernacular creole language Papiamentu has gained more prominence in Aruban society, taking on a more active role in the educational system. San Nicolas English, another creole language spoken on the island, has gotten significantly less attention despite its enormous historical, economic and aesthetic influence on the development of the island. This paper sheds some light on the perceptions and discussions surrounding this variety of Caribbean English.</p> <p><b>From English Learner to English Speaker: The Path of Identity for Adult Learners of English</b>  <i>Anneli Byrd, Weber State University</i></p> <p>Adult language learners often feel at a disadvantage if they have not had much exposure to the target language as children. Results of this action research study suggest that for many the sense of identity as a real speaker of the L2 did not form until their adult years.</p>
Room F	<p><b>Positive Academic, Racial, and Ethnic Identity through Language and Counter Stories: The Case of Haiti</b>  <i>Sandra Duval &amp; Géraldine Duval, TEZIN Inc. &amp; Maryland Schools</i></p> <p>Language is an inseparable aspect of culturally relevant education. Educators can see how the use of Multilingual and multi-cultural education (Counter Story Telling) can build relationships and create a culturally relevant instructional environment for all students by discussing the historical and contextual experiences of Caribbean students and their families using a new mental model and analyzing the implications for teaching practices.</p>

3:15 – 5:00 p.m.	Session 12
Room A	<p><b>PANEL: Language Policy on the Other Side of the School Yard: Homework Clubs</b> Phyllis Dally, Megan Cotnam, Sylvie Lamoureux, Nathalie Bélanger &amp; Karine Turner, Université d'Ottawa</p> <p>Drawing on data from an ongoing transdisciplinary ethnographic study of the circulation of social capital between minority French schools, homework clubs and communities in Ontario (Canada), this session will compare how francophone identity is defined in a provincial language policy document and how it is played out in community based homework clubs.</p>
Room B	<p><b>Comparing Identities of Immigrant and International Students vs. "Third Culture Kids"</b> <i>Stephanie Vandrick, University of San Francisco</i></p> <p>The presenter examines two categories of students who have lived and studied in more than one country: 1. immigrant and international students; 2. Third Culture Kids. A Western-centric, English-centric perspective prevents them from being much discussed in the same scholarly literature; other reasons include language identity, social class, and education.</p> <p><b>A Survey of Nikkei Returnee Children to South America: The Need for L1 Maintenance in Japanese Public Schools</b> <i>Cheiron McMahill, Daito Bunka University</i></p> <p>Report on a survey of children of economic migrants to Japan whose parents were forced to return to Brazil, Peru and Argentina due to the economic crisis. Focus on the mismatch between Japanese educational and immigration policy, and the need to support the maintenance of Spanish and Portuguese in public schools.</p>
Room C	<p><b>Developing L2 Writing Skills through Student Magazines</b> <i>John Schwieter, Wilfrid Laurier University</i></p> <p>This paper explores L2 writing development through a course project in which students were authors and editors of their own magazines. Students authored four essays, each of which went through four stages of editing and revising. Statistical analyses revealed significant improvement within and across the essays.</p> <p><b>ESL Teacher Identity in Collaborative Contexts: Pushed Around by Push-in</b> <i>Greg McClure, Appalachian State University</i></p> <p>As English Language Learners (ELLs) continue to represent the fastest growing segment of the US student population, schools are turning to inclusive frameworks like coteaching, or push-in, to provide language and content instruction. Consequently, ESL teachers have been forced to renegotiate their professional and pedagogical identities in these new collaborative contexts.</p>

Room D	<p><b>Who is "Jennifer Wong"? (Re-) Constructing Racialized and Global Consumer Identities from an EAP Textbook</b>  <i>Christian Chun, University of Southern California</i></p> <p>Drawing upon a year-long collaborative classroom ethnography, this paper addresses how an EAP textbook's discourses of racialized, cultural, immigrant, national, and global consumerist identities in a chapter on consumer behavior were resemiotized through the classroom-mediated discourses of an EAP instructor and her students.</p> <p><b>Intracultural Learning</b>  <i>María Evangélica Lizárraga, ISFD N-4</i></p> <p>The aim of this presentation is to explain the reason why I have created this category, 'Intracultural Learning', born after so many years of practice, and out of the necessity of finding answers which has constantly led me to analyze and reflect on the different aspects that characterize the FL classroom.</p>
Room E	<p><b>PANEL: Honoring Sociolinguistic and Cultural Identities</b>  <i>Myriam Torres, Nancy Wasser, &amp; Mia Sosa-Provencio, New Mexico State University</i></p> <p>This paper is grounded in the Bakhtin Circle's reconstruction of the study of language as a socio-ideological phenomenon as opposed to its study as a closed system of signs and fossilized meanings. Their legacy is relevant today to enliven the pedagogy of language, currently reduced to sterile language skills training by the latest US educational policies.</p>