International Society for Language Studies

2014 Conference

Akita International University
Akita, Japan
Welcome to Akita, Akita International University and to the ISLS 2014 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**

Each presentation room will have an LCD projector, a screen, AND A COMPUTER. There is also a document camera, audio, and an Internet connection in each room. Presenters should bring their PowerPoint presentation on a USB drive and only use the computer provided.

**Presentation Guidelines**

1) Each session will have a SINGLE paper or symposium. Single paper sessions are 30 minutes in length, and symposia are 85 minutes in length.
2) Please plan show up to your session 5 minutes before the session starts in order to have enough time to get your technology set up.
3) We recommend that you plan on 20 minutes for presenting and 10 minutes for questions at the end of your presentation, but the format is your choice.
4) There are no session chairs or discussants at ISLS. To that end, it is vital that you monitor time and **end your session at the scheduled time** in order to allow the next presenter to set up. We recommend asking an attendee of your session to keep time for you.

**Additional Information**

1) You will need to stop by to check in and get your name badge and any conference-related materials before attending any sessions. Registration/Check-In will be open from 8:30-5 on June 13**th** and June 14**th**, and from 8:30-12 on June 15**th**.
2) Stop by the registration area to check out the display samples of *Readings in Language Studies*, vols. 1-3. If you pre-ordered any volumes, please stop by the registration desk to pick them up at any time that the registration desk is open. If you did not pre-order, our books are available for purchase through your favorite online bookseller.
3) A call for proposals for *Readings in Language Studies, Vol. 4* is included in your conference packet. We will begin accepting proposals immediately following the conference. Please consider submitting your conference paper for consideration in this volume.
ISLS 2014 Conference in Akita, Japan

Bus Schedule
June 13-14, 2014

NOTE: Please wait for the bus at these times, but note it may be late if there is heavy traffic.

**Friday, June 13**

<table>
<thead>
<tr>
<th>From Richmond Hotel to AIU</th>
<th>Pick-up from AIU campus to Richmond Hotel</th>
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<tbody>
<tr>
<td>8:00 a.m.</td>
<td>3:00 p.m.</td>
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<tr>
<td>9:30 a.m.</td>
<td>5:30 p.m. (to social venue only)</td>
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<td>3:30 p.m.</td>
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**Saturday, June 14**

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<thead>
<tr>
<th>From Richmond Hotel to AIU</th>
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<td>2:30 p.m.</td>
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**Sunday, June 15**

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<tr>
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<tr>
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<td>12:30 p.m.</td>
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<tr>
<td>9:00 a.m.</td>
<td>1:30 p.m.</td>
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ISLS 2014 Conference at a Glance

Friday, June 13

8:30-5:00  Registration
9:30-10:30  Opening Session
10:30-12:00  AIU Student Presentation
12:00-1:00  Lunch
1:00-4:30  Concurrent Session A
4:30-5:30  Kanto Demonstration by AIU Kanto Team
5:30 to ??  Social

Saturday, June 14

8:30-5:00  Registration
9:00-12:00  Concurrent Session B
12:00-1:00  Lunch
1:15-4:45  Concurrent Session C

Sunday, June 15

8:30-12:00  Registration
10:00-12:00  Concurrent Session D
12:00-1:00  Lunch
12:30-1:30  Return to hotel/train station
# SESSION SCHEDULE

## FRIDAY, JUNE 13

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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</table>
| 8:30 a.m. – 5:00 p.m. | Registration Desk Open  
*D Building, Room 102* |  |
| 9:30-10:30 a.m.  
*D Building Lecture Hall* | **Opening Session: Language Education in Japan: Current State, Challenges, and Future Directions** *(Presented in English & Japanese)*  
*Ryuko Kubota, University of British Columbia*  
*Hazuki Segawa, Kwansei Gakuin University*  
*Keiko Mizuguchi, The Japan Forum*  
*Chiharu Shima, Akita International University*  
*Masaki Oda, Tamagawa University*  

This symposium invites specialists in Japan in the teaching of (1) English as a foreign language, (2) foreign languages other than English, (3) Japanese as a second language (JSL) for academic purposes, and (4) JSL for nursing purposes to share and discuss current situations, challenges, and future prospects in relation to policy, pedagogy, and ideology. |  |
| 10:30 a.m. – 12:00 p.m.  
*D Building Lecture Hall* | **AIU Preservice Teachers’ Presentations: Life at AIU, Elementary School Entrance Examination & Teaching Demonstration**  
*Hidehiro Endo, Akita International University*  
*Koka Imanari, Akita International University*  
*Mako Kurabuchi, Akita International University*  
*Kanae Otsuki, Akita International University*  
*Yasuhiro Taga, Akita International University*  
*Ayano Tamura, Akita International University*  

Five Akita International University (AIU) students who are enrolled in the Teacher’s License Program (TLP) will first introduce the students’ life at AIU. Subsequently, they will demonstrate what they have learned thus far at AIU as preservice teachers who wish to become great English teachers in the future. |  |
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<th>Time</th>
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<tr>
<td>12:00 p.m. – 1:00 p.m.</td>
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| 1:00 – 2:25 p.m. D Building Lecture Hall | Symposium: Working Toward Decolonizing Transnational Telecollaboration for Teacher Development  
*Theresa Austin, University of Massachusetts – Amherst  
Fatima Pirhbai Illich, University of Regina*  
We present a critical self-reflective analysis of the successes, tensions and struggles that occur when crossing geographical boundaries in a telecollaborative teacher education project. This step affords us space to assess what knowledge and skills situated in our local context can be augmented through negotiation with broader networks of resources. |
| 1:00-1:30 p.m. | Concurrent Session A1                                                   |
| D Building Room 105 | The Arabic Language and the Fog of War: Veterans perspectives on learning Arabic before and after the Iraq War  
*Jennifer Nichols, Kenyon College*  
This presentation is based on research conducted from 2007-2012 on American veterans' perspectives on their Arabic language learning pre- and post-deployment to Iraq. It will describe in detail the problems and issues with the Arabic language barrier as well as their motivations to learn the language post-deployment. |
| B Building Room 206 | The Language of the Other and the Impossibility of Monolingualism  
*Denise Egea, Louisiana State University*  
Three francophone writers’ testimonies (from Ivory Coast, Martinique and Louisiana) reveal that their linguistic and cultural experiences are varied and complex. They lead to a discussion of the impossibility of absolute monolingualism, the multiplicity inherent in any language, and the violence of a language serving some ideology or power. |
| B Building Room 101 | Normalizing Nuclear: A Critical Discourse Analysis of the Oi Reactors Decision  
*Nicholas Drane, Boston College*  
A critical discourse analysis of online media coverage following the Oi reactors restart decision in June 2012. The persistence of nuclear power is normalized by dehumanizing the agents of the restart and discursively deflecting the voices of those opposed. |
| C Building Room 201 | Critical Constructivism and Developing Social Capital  
*Mary Frances Agnello, Texas Tech University*  
Based on Kincheloe’s 12 suppositions, and implementing discourse analysis and bricolage methodological approaches, this study aims to highlight the possibilities for working with educators to develop cultural capital in the secondary classroom and also expand their own notions of student potential through the teacher recognition and embrace of student knowledge that is not considered with the goal of developing more efficiency and competence in the students’ ESL acquisition. |

Updated on June 7, 2014
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<tr>
<th>1:45 – 2:15 p.m.</th>
<th>Concurrent Session A2</th>
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<tbody>
<tr>
<td><strong>D Building</strong></td>
<td><strong>Young Bilingual Malay Children Learning to Read with Dual Language Books</strong>&lt;br&gt;Mukhlis Abu Bakar, Nanyang Technological University</td>
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<tr>
<td>Room 105</td>
<td>This paper describes a Singapore study that explores the way in which bilingual Malay children of pre-school age who have become dominant in English learn to be literate in their mother tongue using dual language books. It highlights the impact on children’s confidence and their personal identity as bilinguals.</td>
</tr>
<tr>
<td><strong>B Building</strong></td>
<td><strong>Cantonese ESL Learners’ Self-Evaluation of Their Use of English Articles</strong>&lt;br&gt;Alice Yin Wa Chan, City University of Hong Kong</td>
</tr>
<tr>
<td>Room 206</td>
<td>This paper reports on the results of a research study which investigated Hong Kong Cantonese ESL learners’ self-evaluation of their use of English articles. Forty university English majors participated in the survey. The results showed that learners’ knowledge of the English article system was inadequate for their daily learning needs.</td>
</tr>
<tr>
<td><strong>B Building</strong></td>
<td><strong>Researching Critically: Making ‘Work’ Matter in the EFL Classroom</strong>&lt;br&gt;Naoko Araki, Deakin University&lt;br&gt;Kim Senior, Deakin University</td>
</tr>
<tr>
<td>Room 101</td>
<td>When researching learners in EFL classrooms, researchers may need to consider how they could work with participants, instead of conducting research on students as commonly suggested. As co-researchers, students and teachers know and speak of understanding and being not only the end product of such experience.</td>
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<tr>
<td><strong>C Building</strong></td>
<td><strong>Politeness in Food and Beverage Commercials on Philippine TV Channels</strong>&lt;br&gt;Jennifer Edroso, Isabela State University-San Mariano</td>
</tr>
<tr>
<td>Room 201</td>
<td>This study focuses on the discourse of politeness in food and beverage commercials from Philippine TV channels. Basically, frequency counts on the employed politeness markers and politeness strategies were performed. Browused and Lenvinson’s (1989) Politeness Theory and Reza’s (2012) tools in advertisements, categorically, bald-record, positive politeness, negative politeness, off-record and avoidance using the representatives from the lexically transcribed commercials were bases in investigating politeness strategies.</td>
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<td>Time</td>
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| 2:30 – 3:00 p.m. | **A Study of the Phonological Features of Philippine English: The Case of Prehires of John Clements Consultants, Inc.**  
**Vera Tuplano, John Clements Consultants, Inc.**  
This research takes into account the phonological features of thirty (30) prehires or job applicants vying for the position of customer service representative (CSR) at John Clements Consultants, Inc. The phonological features of these prehires were categorized according to the lectal framework of Tayao (2004) in her paper ‘the evolving study of Philippine English phonology. Two sets of instruments utilized in this study were questionnaire designed to elicit the self-assessment of the participants’ skills and the semi-structured interview geared towards the elicitation of specific sounds (vowels & consonants) from the interviewees. Results of the study revealed that applicants with contact center background are still within the mesolect range despite their considerable exposure in English language by way of daily interaction with native speakers of English on the phone. |
| D Building Room 105 |                                                                                       |
| | **‘Policy Borrowing’ and Compatibility: Critical Discourse Analysis on the CEFR, CEFR-J, and JF Standard**  
**Shinji Kawamitsu, University of Massachusetts - Amherst**  
This paper presents an analysis of the Common European Framework of Reference (CEFR) and its impact on the particular language approaches introduced at the university level in Japan. Drawing on Fairclough’s critical discourse analysis including intertextuality, this paper raises issues for educational policy practices and national development of language ideology. |
| B Building Room 206 |                                                                                       |
| | **Increasing Language Skills Through Magic**  
**Melina Alexander, Weber State University  
Kevin Spencer, Hocus Focus**  
Instructional practices for second language learners are multifaceted, addressing everything from communication skills to learner motivation. An innovative practice is the effective use of magic tricks in the classroom. Teaching second language learners simple magic tricks not only increases student communication skills but also produces self-confidence and social skills improvement. |
| B Building Room 101 |                                                                                       |
| | **Socio-Cultural/Linguistic Alienation of Female International Students in a Midwestern University**  
**Reiko Akiyama, Purdue University**  
US university environments are becoming increasingly diversified both in terms of language and culture. Despite the changing demographics, students in less-diverse environments still face challenging experiences as minority students. In this paper we discuss how three female international students in a less-diverse environment experience their school lives. |
| C Building Room 201 |                                                                                       |

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<td>3:15 – 3:45 p.m.</td>
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**B Building Room 301**

**A Study of College Students’ Willingness to Communicate in EFL Context**  
*Huei-Chun Teng, National Taiwan University of Science and Technology*

The study aims to investigate EFL college students’ willingness to communicate by examining how various factors influence their trait WTC. The participants were 140 college students from a university in northern Taiwan. The instruments included an attitude questionnaire, a WTC questionnaire, a communication frequency scale, and an interview guide.

**D Building Room 105**

**The Survivability of Polynesian Languages**  
*Kenneth Cook, Hawaii Pacific University*

A survey taken of scholars who work closely with a number of Polynesian languages shows that, contrary to the impression one gets looking at sources like Ethnologue.com, certain Polynesian languages are in danger of extinction. They are being replaced by the dominant European languages: English, French, and Spanish.

**B Building Room 206**

**Linguistic Landscape in a Cambodia Town, Lowell, Massachusetts**  
*Virak Chan, University of Texas at San Antonio*

This paper examines the language use in the signage of a Cambodia Town in Lowell, Massachusetts after more than 1 year of its official recognition. It also explored the role of Khmer (Cambodian) language and the amount of transliteration between Khmer and English reflected in the signage.

**B Building Room 101**

**Cross-Cultural Differences in Request Refusals among Persian and Chinese (Mandarin) Native Speakers**  
*Hamid Gomari, De La Salle University*

The study investigated the speech act of refusal performed by Persian native speakers and Chinese native speakers as reflected by their responses to a written discourse completion task questionnaire. Some similarities and differences were found in the use of the strategies between the two groups.

**C Building Room 201**

**How to Include Francophone Cultures in Teaching French as a Foreign Language**  
*Clotilde Barbier, University of Sonora*

One way of introducing linguistic and cultural diversity in Teaching French as a Foreign Language (FFL) is using different francophone expressions in literature. The aim of this presentation is to show, with extracts of francophone literature, how cultural and linguistic diversity can enrich both teachers and students and to show how perception and use of French language can change through that experience.

**B Building Room 301**

**Student-Teacher Writing Conference as a Socially Culturally Situated Learning/Teaching Event**  
*[Paper presented in JAPANESE]*  
*Junko Imai, University of Hawaii at Manoa*

This paper explores how a L2 English finance undergraduate student and her L1 English instructor communicated in a discipline-specific writing conference, analyzing video-data through Gumperz (1982)’s interactional sociolinguistics framework. Microanalysis of the talk sheds light on the two speakers’ socially and culturally situated participation and interactional roles in WCs.
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<tr>
<th>4:00 – 4:30 p.m.</th>
<th>Concurrent Session A5</th>
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| D Building Room 105 | Exploring the Strategy Use for Taking the TOEIC Speaking Test  
*Heng-Tsung Danny Huang, National Taiwan University*  
*Shao-Ting Hung, National Taiwan University of Science and Technology*  
This session presents a research project that explored the strategies associated with the taking of the TOEIC Speaking Test and the relationships of these strategies with test performance in an effort to offer validity evidence for the score inferences made for the performance on this test. |
| B Building Room 206 | Polite Attitudes Toward a Future Benefit  
*Katsunobu Izutsu, Hokkaido University of Education*  
*Mitsuko Narita Izutsu, Fuji Women’s University*  
This paper shows that Japanese yorosiku onegai(ita)simasu and its functional counterparts in English, Chinese, and Korean likewise express the speaker’s polite attitude towards a future benefit from the addressee but focus on different facets of essentially the same event conception according to the different politeness basis of each language. |
*Renée Figuera, University of the West Indies*  
This essay assumes an emic orientation to the ethnography of short story during the nineteenth and early twentieth century, in Trinidad. Using a culturally-based interpretation of the context, the conventions, and the language use in this genre, the author illustrates the principles and procedures of Applied Critical Discourse Analysis as useful to theory formation in literary-linguistic studies, in non-metropolitan societies, like the Caribbean. |
| C Building Room 201 | Peircean Semiotics Online: A Semantic and Pragmatic Analysis of Japanese and American Online Discourse  
*Barry Kavanagh, Tohoku University*  
In an analysis of online American and Japanese personal blog discourse extralinguistic signs were examined in an adaptation of the Peirce (1955) semiotic framework of icons, indexes and symbols for their semantic and pragmatic function and how they function cross culturally in a text based online society. |
| B Building Room 301 | Reforming English Language Education in Japan: Rhetoric and its Problem  
*Ken Watanabe, Texas A&M University*  
In the proposal, I will discuss the cultural transformation of English language curriculum in Japanese schools from Kokusaika in the mid-80s to the MEXT’s ‘Action Plan: Cultivating “Japanese with English abilities.”’ My analysis focuses on ideological notion of reform and its cultural impact on students and teachers in ELT practice. |
### 4:30-5:30 p.m.

**KANTO DEMONSTRATION by AIU KANTO TEAM**

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<td>5:30</td>
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### SATURDAY, JUNE 14

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<th>Time</th>
<th>Event</th>
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| 8:30 a.m. – 5:00 p.m. | Registration Desk Open  
**D Building, Room 102** |
| **D Building Room 101** | Symposium: Language and Society: Using Rigorous Education Tools for the Healing of Trauma  
*Sandra Duval, TEZIN, Inc.*  
*Géraldine Duval, TEZIN, Inc.*  
In taking a critical examination of language and society, this presentation posits that healing from trauma can be aligned with effective second language teaching. By presenting literature and teaching practices that support both rigorous education and the healing of trauma, educators can continue to build strategies that promote holistic language teaching. The presenters will share ways to use writing as a therapeutic tool that builds second language as well as the need for social connections. In addition, helping students navigate language acquisition through historical stories that they are familiar with, gives words stronger meaning and helps to build connections. Furthermore, both educators and students build resilience, a powerful tool for dealing with traumatic conditions. |
| **D 202** | Concurrent Session B1  
**Chinese College EFL Teachers' and Students' Requesting Behaviors in the English Classrooms: A Pragmatic Study**  
*Chihung-chiuen Chen, National Changhua University of Education*  
This study aimed to examine teachers’ and students’ request variations and pragmatic functions in requests in the English classrooms and to explain how requesting behaviors are determined by social-contextual and situational variables. Some pedagogical implications have been made for teachers to develop college students’ pragmatic ability of performing English requests. |
| **D 203** | **How Writing Book Reports Influences the Way Japanese Students Feel about Writing**  
*Paper presented in JAPANESE*  
*Sanae Ohno, Juntendo University*  
This research examines book reports, which are used broadly in Japanese elementary and secondary educational institutions as a part of Japanese language education, to clarify their purpose, how they are written, and how they influence Japanese students’ thoughts about the act of writing. |

*Continued on next page ...*
**Dirty Secrets: Embodied Metaphors in Moral Language**  
*Brian Birdsell, Hirosaki University*

This presentation looks at how the abstract conceptualization of morality often involves bodily interactions with the environment. The presenter explores the theoretical foundation of embodiment and how it influences language and then using a corpus-based study investigates metaphors associated with morality in English and makes some comparisons to Japanese.

**Utterance, Gesture and Gaze: When the Students Hesitate**  
*Yuka Kawakami, Kanazawa University [Paper presented in JAPANESE]*

Using conversation analysis, we observed the phenomena at the moment of the verbal problem and its correction focusing on the function of gestures and gaze during an oral examination in Japanese. We try to analyze and to demonstrate the intellectual system at work and how gestures may influence linguistic activity.

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<th>9:45 – 10:15 a.m.</th>
<th>Concurrent Session B2</th>
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| **D 202** | **Race Matters in Japan: Japan's Internationalization, Anti-China, White Supremacy, and Language Learning in Rural Japan**  
*Akira Kondo, University of Wisconsin-Madison* |

Research in language learning in naturalistic contexts to date has not fully explored how such ideological constructs as gender and race interact with SLA theory. This study explores how international graduate students in Japan from China, Poland, and Indonesia respectively experience life and language learning experiences differently in Japan.

| **D 203** | **Discourse and Identity Among Portuguese Speakers in Massachusetts**  
*Patricia Gubitosi, University of Massachusetts - Amherst* |

This paper examines discourse construction, language identity and linguistic attitudes regarding language use among Portuguese speakers living in the Commonwealth of Massachusetts, a multilingual state located on the northeastern corner of the United States. The analysis is based on ten one-hour conversational interviews with bilingual Portuguese-English speakers living in Massachusetts.

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<tr>
<th>Session</th>
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<tr>
<td>D 204</td>
<td>Questioning Strategies in Parliamentary Discourse During Two Ruling Periods in Taiwan: A Politeness-Theoretic Analysis</td>
<td>Bin-Bin Yu, Lunghwa University of Science and Technology</td>
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<td>This study aims to investigate legislators’ use of politeness strategies for questioning government officials during parliamentary question and answer sessions in two different ruling periods in Taiwan and also examine whether legislators’ choice of questioning strategies is affected by their sociopolitical role or associated with the properties of particular parties.</td>
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| D 205  | “Because English is not my Language”: Investigating an Identity Label “ESL” from Students’ Perspectives in “ESL” Writing | Heejung Kwon, Purdue University  
Marshall Klassen, Purdue University |
|         | By using ethnographic approaches, the authors explored how students self-identify their linguistic ability and perceive a linguistic identity label, “ESL” in “ESL” writing classes. The study shows that students tend to self-identify themselves “advanced learners” and perceive “ESL” as “basic and “elementary.” |
| D 206  | Creative Writing and Second Language Vocabulary Acquisition: A Case Study from Bangladesh | Patrick Dougherty, Akita International University |
|         | This case study from Bangladesh explored university student perceptions of the impact of a special intensive Creative Writing in English course on their second language vocabulary acquisition. This study builds on earlier research to formulate a case for the inclusion of creative writing in second language curricula. |

**10:30 – 11:00 a.m.**

**Concurrent Session B3**

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<th>Session</th>
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<th>Speaker(s)</th>
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<tr>
<td>D 202</td>
<td>Stylistic Variation in Spoken Bedouin Dialects of Arabic: Interaction and Changing Identities</td>
<td>Manal Ismail, King Saud University</td>
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<td>The paper explores intra-speaker variability and the indexical function of stylistic variation in relation to Saudi speakers’ realization of indigenous variants that are characteristic of Bedouin dialects of the Arabian Peninsula. That is, specifically [tʃ] and [ts] as reflexes of the Standard second person feminine object/possessive pronoun, -ki.</td>
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<tr>
<td>D 203</td>
<td>War, Peace, and Language</td>
<td>Charles Kowalski, Tokai University</td>
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<td>This presentation will focus on three main aspects of the linguist’s role as peacemaker: (1) The linguist as advocate for the basic human rights, (2) The linguist as watchdog, and (3) The linguist as mediator between opposing sides.</td>
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Identifying and Identified—in Vain: An Autoethnography of a Sociologist Teaching and Researching Language and Gender
Aya Kitamura, Tsuda College

Autoethnography is an approach that subverts the traditional dichotomy between the researcher, the subject, and the researched, the object. Through turning an analytical gaze at the researcher herself—a Japanese woman researching Japanese women—and her subjective experiences including failures and predicaments, this paper aims to raise questions of ethnographic representation, appropriation and exploitation.

Assessing L2 Oral Performance in the Blogosphere
Shao-Ting Hung, National Taiwan University of Science and Technology
Heng-Tsung Danny Huang, National Taiwan University

The present study focused on the assessment of students’ Web 2.0 authoring activities and investigated the capability of blogs in predicting EFL students’ real-time L2 oral performance. Further, it also explored EFL learners’ reactions toward blogs as an assessment tool.

Projecting Oneself into Japanese Young People’s Perspective and Experience Through Examining two Dramas [Paper presented in JAPANESE]
Atsuko Sajiki, Akita International University

This presentation is to introduce the activity to develop students’ cognitive empathy in the Japanese as the second language classroom, employing two different types of drama: “Kirishima, Bukatsu yamerutte yo” and “BECK” and focusing on the sense of self-irreplaceability (Kakegaenonai Jibun: かけがえのない自分) (Ueda, 1995, 1998, 2005).

What Makes Students Lives Challenging? Major Educational Issues Faced by Japanese Sojourner Students in the Midwest, USA
Reiko Akiyama, Purdue University

The number of Asian students is rapidly growing in the US schools. Japanese sojourner students face distinctive challenges/issues in this new environment. I will discuss the major challenges/issues faced by Japanese sojourner students as well as support teachers education programs can provide for them.

Challenging the Standard: Raising the profile of other Englishes in Japan
Iain Lambert, Kyorin University

This paper reports the results of a questionnaire on beliefs and attitudes about English given to 350 Japanese university students. The number of responses that positively evaluated Japanese or other Asian speakers of English show that the perception of non-Inner circle Englishes in Japan could be changing for the better.

Continued on next page ...
| D 204 | **Evaluative Expressions in Persuasive Essays Produced by L2 Learners of Japanese vs. Native Speakers**  
*Paper presented in ENGLISH and JAPANESE*  
*Kazumi Matsumoto, Ball State University*  
The present study investigated how L2 learners use evaluative expressions in their persuasive essays across proficiency levels. The results indicated that language proficiency affected the number of evaluative expressions, variety of the expressions, and the way in which these expressions were employed in the persuasive texts produced by learners of Japanese. |
| D 205 | **Functions of Code-switching in a Multilingual Second Language Classroom:**  
*Language Alternation in a Collaborative Task*  
*Ilyn Faminial, Notre Dame of Dadiangas University*  
The study determined the markedness of code-switching in a second language collaborative learning task. Using Myers-Scotton (1993b) markedness model, the functional roles of alternating languages in a group discussion by multi-lingual students were ascertained. As found out, rules of markedness can become flexible as they are context and participant-dependent. |
| D 206 | **I Want to Raise my Child as a Native Speaker: The Arguments of Strong Ideology of Specific English in Japan**  
*Ayana Katori*  
This paper discusses a structure of the strong ideology of English through language policy in Japan. It provides cases from parents whose children have studied English as foreign language by ethnographic study. The paper concludes with suggestions for social members due to enhance ones’ multicultural awareness through global education’s theory. |

| 12:00 p.m. – 1:00 p.m. | **Lunch** |

| 1:00 – 2:25 p.m. | **Symposium: Publishing in Language Studies: Journal and Book Venues through ISLS**  
*John Watzke, Portland University*  
*Paul Chamness Miller, Akita International University*  
This presentation will provide an overview and insights into the general publication process by authors published in a variety of venues (refereed journals, chapters, and books). Presentation, discussion and questions & answers will be led by editors of the ISLS journal, *Critical Inquiry in Language Studies* (published by Taylor & Francis), and the ISLS book series, *Readings in Language Studies*. |

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<th>1:00 – 1:30 p.m.</th>
<th>Concurrent Session C1</th>
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| **D 202**        | Constructing Identities in a new Linguistic Reality: Spanish Speaking Wives with Japanese Husbands  
*Analia Vitale, Kwansei Gakuin University*  
This study describes the Japanese language acquisition of Spanish speaking wives of Japanese men and their construction of their identity in a new and unknown sociolinguistic environment. It examines intersections of gender, language and culture in their continuous development of their identities as foreign women in Japan. |
| **D 203**        | Student Support Services and Campus Diversity: The 'Underserved' International Student [Paper presented in JAPANESE]  
*Cheiron McMahill, Daito Bunka University*  
I use the story of a first-year college student from Chuuk to frame my critical ethnographic inquiry into how Micronesians came to study at UHH and how UHH has come to support them as Pacific Islanders. I found that despite some setbacks regarding tuition rates and other issues regarding the provision of appropriate English language instruction, Micronesian students have benefitted from being identified as Pacific Islanders who are defined as both an underserved student population and as resources for campus diversity. It is hoped that this example can serve as a catalyst for reflection at Japanese universities on the struggle needed by faculty and staff to establish a meaning of “tabunka kyousei” that will increase the enrollment of not only traditionally defined “ryuugakusei,” but also the increased enrollment, retention and graduation of underrepresented and underserved nationals and ethnicities in Japan. |
| **D 205**        | The Multi/Plural Turn, Postcolonial Theory, and Challenges for Critical Applied Linguistics  
*Ryuko Kubota, University of British Columbia*  
Recent attention to multilingualism, translingualism, and metrolinguism challenges fixed understanding of language, paralleling postcolonial theory. However, postcolonial theory is criticized as Eurocentric, elitist, and disconnected from struggles of the oppressed. Drawing a parallel between the multi/plural turn and criticisms of postcolonial theory, I seek alternative foci in research and pedagogy.  
*Continued on next page ...* |
### Gender, Language and Family Values in Taiwanese Politics  
*Jennifer Wei, Soochow University*

In this presentation, we will examine the political rhetoric on and of female candidates in political races as well as their handling of thorny issues such as those involving national security and the death penalty by probing into gendered metaphor and conventional female traits. Our data show that dichotomized gender roles and expectations such as domesticity are among the most exploited traits used against female candidates and that familial roles such as “mother”, “daughter,” and “wives” previously scrutinized as traditional values are now being questioned as new values/visions have yet to be established. The results can be valuable for testing recent theories on gender studies, which stress agency, subjectivity, and performativity.

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<tr>
<th>1:45 – 2:15 p.m.</th>
<th>Concurrent Session C2</th>
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| D 202 | **A Critical Examination of Corporate Neo-colonizing Discourses: Implications for Literacy Education**  
*Myriam Torres, New Mexico State University*  
The purpose of this presentation is to demonstrate the interconnectedness of corporate interest discourses (neoliberal and neoconservative), power, and the neocolonial ruling of public education, especially literacy education. Using Critical Discourse Analysis of vignettes of corporate discourses ruling most social affairs, the author tracks the taken over of those discourses of literacy education policy and practices. |
| D 203 | **Incoherent Curriculum Reduces English Learner Opportunities in High School Writing Instruction**  
*Betsy Gilliland, University of Hawaii Manoa*  
This paper analyzes writing instruction in a course for English learners (ELs) at an American high school. School district policies required two textbook series, an EL writing program, and district-wide writing assessments. I argue that the curriculum represented conflicting theoretical approaches to writing instruction and created problems for teachers. |
| D 204 | **Gender and Power in Text Messages Between Intimate**  
*Maurie Liza Nivales, Far Eastern University*  
Linguistic behaviors and social orientations are related to gender variations. This study uses conversational analysis of Short Messaging Service (SMS) or Text exchanges to analyze the gender differences and power relations in the interaction between Filipino couples. Findings show that gender differences reveal power relations in this microcosmic unit of the society. |

*Continued on next page ...*
| D 205 | EFL Middle School Students’ Attitudes Towards an Online Vocabulary Practice System  
Pingtang Yen, Tunghai University |
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<td>The present study explores the effects of an online practice system and its print counterpart on young learners’ L2 vocabulary learning attitude.</td>
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| D 206 | Tension as a Catalyst for Intercultural Learning: Critical Analysis of a Telecollaboration Project  
Reiko Kato, Tokyo University of Social Welfare  
Yuri Kumagai, Smith College |
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<td>This paper discusses findings from a 'telecollaboration' project co-implemented between two colleges in the US and Japan. Our data analysis suggests that power struggles hindered the learners from confronting differences; yet a moment of tension triggered by a student’s self-disclosure served as a catalyst for reaching a meaningful intercultural learning.</td>
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<th>2:30 – 3:00 p.m.</th>
<th>Concurrent Session C3</th>
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| D 203 | The Future of Language Laboratory: Opening the Doors to Digital and Virtual Language Laboratory  
Dararat Khampusaen, KKU Thailand |
| This paper discusses key trends in language lab development from approximately the 1950’s to the present day. Besides offering a brief history of language-lab advancement, some implications of behaviourism and constructivism, autonomy as a construct, the digital revolution, and modern language-lab services, the author discusses roles, characteristics, features and functions of modern language laboratories that are needed by teachers and students. |

| D 204 | The Transsexual Paradox: When Language and Body Identities Crash  
James Reid, Akita International University  
Gilardi, Filippo, University of Nottingham Ningbo China |
| This paper examines what transsexuals can tell us about the socially constructed relationship between language, body, and identity. It analyses the paradox of identity – continuity and change – through a textual analysis of transsexuals’ autobiographies. Do we need more than language to change our identity? |

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| 3:15 – 3:45 p.m. | **Multimodal Storytelling as Multiliterate Practice: Critical Analysis of Digital Storytelling in the World Language Classroom**  
*Keiko Konoeda, University of Massachusetts - Amherst*  
This study explores how the critical reading and writing of target language multimodal digital stories would impact language learners’ linguistic repertoire and their senses of selves, from the social semiotic and poststructural feminist approaches that recognize the mediation of the language in our sense making of our selves and experiences. |
| D 202      | **Encountering the Cultural and Linguistic Other: A Japanese Boy’s Experience in the U.S. Deep South in the 1960s**  
*Kaori Shimizu, Louisiana State University*  
This study explores the significance of encountering the cultural and linguistic other. Through the analysis of identity formation of a newcomer in a foreign context based on an autobiographical narrative, the study seeks the possibility for newcomers to solidly orient themselves within the new cultural and linguistic world they encounter. |
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| D 204 | Learning Politeness in an English-Medium University: Explicit Instruction and Socialization into Pragmatics Language use | Naoko Taguchi, Carnegie Mellon University  
Naeko Naganuma, Akita International University  
Carlos Budding, Akita International University |
|     |                                                                        | We present a project on teaching pragmatics to Japanese ESL students in an English-medium university. Based on the analyses of students’ knowledge of speech acts, we conducted explicit instruction on the use of politeness expressions. Positive instructional effects were found, suggesting that sociocultural teaching can be incorporated into the English-medium curriculums. |
| D 205 | Interface of Language and Culture: The Mandaya Phenomenon              | Leorisyl Siarot, Davao Oriental State College of Science and Technology                      |
|     |                                                                        | This research study is an inquiry of the interface of language and culture from the experiences of the Mandaya tribal community. The main purpose of this is to generate theoretical model which could better explain the phenomenon of language and culture in the lives of the Mandaya in the Southeastern part of the Philippines. |
| 4:00 – 4:30 p.m. | Concurrent Session 5C                                                 |                                                                                                                                                       |
| D 202 | Linguistic Implications that Aid or Undermine National Unification: A Comparison of France and the former Yugoslavia | Anton Vegel, Kent State University                                                        |
|     |                                                                        | This study posits that literacy initiatives, linguistic isolationism, and educational autonomy are features that have the potential to both aid and undermine national initiatives. France and the former Yugoslavia show evidence of national unification initiatives that conflicted with marginalized constituent goals and, based on these features, resulted in divergent outcomes. |
| D 203 | Between Handholding and Laissez-Faire: Three Universities’ Approaches to Educating International Students | Genevieve Leung, University of San Francisco  
Ming-Hsuan Wu, University of Pennsylvania                                                   |
|     |                                                                        | This paper explores international student enrollment initiatives of three universities undergoing shifts in discourses and practices of “internationalization” in the EFL context. We show how students adopted a language-as-instrument orientation towards English and how their future-oriented trajectories are both valued and challenged via critical engagement with local and global arenas |
| D 204 | College English Instructors’ and Students’ Preference for Types of Written | Janet Oab, Palawan State University                                                        |
|     |                                                                        | This study investigates the preferred types of written corrective feedback on expository compositions by the participants. Its objectives are to determine the forms of errors in the compositions they think warrant corrective feedback and what types of written corrective feedback (WCF) are most useful. The framework of the study was anchored on the studies of Owens (2009), and Diab (2005). |

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Evaluating the Concept of “Face”  
*Lin Tao, Kanazawa University*

Ting-Toomey (1988) argues that face needs and facework depend on cultural contexts. This study makes an attempt to collect data for evaluating concept of “Face (Mentsu)” in Japanese and Chinese verbal communication. It tries to clarify the features of evaluating concept of “Face” in Japanese and Chinese verbal communication from the standpoint of intercultural communication in modern Japanese and Chinese society because they provide a fascinating look at cultural and linguistic diversity in human relations. This study used an opinion poll on evaluating concept of “Face” of Japanese and Chinese university students in verbal communication. The specific purpose of this study was to answer four research questions. The findings will help us understand cultural and linguistic differences in intercultural communication.

**SUNDAY, JUNE 15**

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<th>Time</th>
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| 8:30 a.m. – 12:00 p.m. | Registration Desk Open  
*D Building, Room 102* |
| 10:00 – 10:30 a.m.   | Concurrent Session D1  
**D 202**  
**Learning Speech Style in Japan: Correspondence and Discrepancy Between Knowledge of Normative use and Actual use**  
*Naoko Taguchi, Carnegie Mellon University*  
The polite and plain forms are two Japanese styles that index social meanings of formality, affect, and attitudes. I investigated 22 Japanese learners’ development in speech style from two perspectives: learners’ production of speech style on a spoken discourse completion test and their real-life experiences with speech style from interviews. |
|                     | **D 203**  
**Language Choice, Language Ideologies, and Identity: A Sociolinguistic Study of Mainland Chinese Students in Hong Kong**  
*Kun Zhang, The University of Hong Kong*  
Using a combination of language survey and interviews, this study examines Mainland students’ language choices when they are pursuing their tertiary studies in Hong Kong, and explores how their language choices are informed by their language ideologies and how their identities are constructed through the mediation of language choices and language ideologies. |
|                     | **D 204**  
**Knitting a Sociocultural Fabric in Classroom Settings to Boost Communication with Individuals of Imagined Communities**  
*Francisco Javier Lopez Armendariz, University of Sonora*  
Based on the premise that learning languages is a social practice, besides teaching learners structure and meaning, it will be pertinent to teach models of cultural and linguistic competence to explore the students´ own and foreign culture. Hence, the learners might communicate more effectively with individuals of their imagined communities.  
*Continued on next page ...* |
|          | **Pedagogical Landmines in Adult Immigrant ESL Classrooms**  
|          | *Monica Waterhouse, Université Laval*  
|          | Viewed through the lens of the Deleuzian-informed Multiple Literacies Theory, mappings of qualitative data from an immigrant English language classroom produce a paradoxical understanding of violence: harm AND pedagogical opening to transformative learning. Practical implications of pedagogical violence are discussed in terms of personal storytelling, affect, and ‘reading your class.’ |

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<th>10:45 – 11:15 a.m.</th>
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| **D 202**           | **Challenges to Teacher Action Research Collaboration by Preservice Elementary Teachers**  
|                     | *Nancy Wasser, New Mexico State University*  
|                     | This paper treats challenges I encountered to Teacher Action Research as a collaborative endeavor between me and preservice elementary teachers as co-constructors of literacy curriculum focusing on personal narrative writing. We used stories as testimonials to promote social justice consciousness while applying these authentic funds of knowledge as classroom texts. |
| **D 203**           | **Digital Dialogue: How Social Media and Technology Have Affected Language & Daily Communication**  
|                     | *Daphne Villarreal, University of Texas at San Antonio*  
|                     | This paper explores how the use of technology has affected language and daily communication between millennials. A new form of slang, spelling and structure has replaced Standard English, and millennials use a variety of ‘text speak’ regardless of context while building an acceptance of digital slang in unexpected settings. |
| **D 204**           | **Effectiveness of Malay as Learners’ First Language in Teaching Japanese Kanji to Malaysian University Students**  
|                     | *Kazuhito Uni, University of Malaya*  
|                     | This study examines the effectiveness of Malay as learners’ L1 in teaching Japanese, by administering a vocabulary test to 107 Malaysians. The experimental group was provided a vocabulary list with written instructions in Malay, while the control group was given no such instructions. At the 5% significance level, a significant difference was found between the scores of the two groups (p = .0005). |
| **D 205**           | **Transformative Multiliteracies Pedagogy: Critically Examining English Linguistic Privilege in a Multilingual Community**  
|                     | *Kimberly Meredith, University of British Columbia*  
|                     | This presentation reports on a classroom-based study examining transformative pedagogy’s potential to critically shift power relations, identity investments, and discursive practices in a multilingual learning community. It focuses on the identities and discourses of linguistically dominant and linguistically marginalized members of the community as they critically examine English linguistic privilege. |

*Continued on next page ...*
### Fluency Development of Novice Learners in Different Learning Contexts: Regular Classroom vs. Immersion Classroom
**[Paper presented in ENGLISH and JAPANESE]**
*Kazumi Matsumoto, Ball State University*

The present study investigated fluency development in second and foreign language in two different learning contexts: typical classroom vs. immersion settings through analyzing nine objective fluency measures. The results indicated that fluency development occurred in both settings, but each learning environment demonstrated distinctive fluency development trends.

### Concurrent Session D3

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| 11:30 – 12:00 a.m. | **Analysis to Emancipation: Critical Discourse in a Composition Classroom**  
*Debasmita Roychowdhury, New Mexico State University*  
This paper, through critical discourse analysis, investigates how ideology, represented in discourse of war and weapon, is influencing American public opinion. Discourse on war and weapon introduced in a composition classroom reveals the embedded hegemonic ideology and this process leads the students towards educational and social emancipation. |
| D 202      | **Language, Migration and Identity: Attitudes of Australian High School Students**  
*Louisa Willoughby, Monash University*  
*Kerry Taylor-Leech, Griffith University*  
*Donna Starks, La Trobe University*  
This paper discusses Australian high school students’ views on whether migrants to Australia should learn English before they arrive and whether they need to learn / use specific Australian vocabulary. While generally condoning English learning, they see little need for slang and show general positive attitudes towards multilingualism and multiculturalism. |
| D 203      | **Idiomaticity and Language Use: A Sociolinguistic Investigation in the Philippines**  
*Yvonne Velasco, Carlos Hilado Memorial State College*  
Using idiomatic expressions rather than English phonology as the basis for comparison, the study inquired into language variation among college students from the private and state-owned universities in the Philippines. The idiomaticity of college students provided insights into how English language instruction delivery is managed in the Philippines. |
| D 204      | **Classroom as Society: Using Peer Review to Teach an Unfamiliar Writing Style in Foreign Language Writing Instruction**  
*Brian G. Rubrecht, Meiji University*  
Research was conducted with Japanese university English majors enrolled in mandatory freshmen English writing classes, the focus of which was academic English writing. Via the peer review method, students improved their writing (confirmed by holistic writing assessment) and found peer review as ultimately beneficial for both writer and reviewer alike. |
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<td>12:00 – 1:00 p.m.</td>
<td>Lunch</td>
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<td>1:00 p.m.</td>
<td>Return to Hotel and Train Station</td>
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**D 206**

Examining the Role of Critical Pedagogy in Japanese University Students’ Desire to Learn English [Paper presented in JAPANESE]

*Takayo Kawabe, Kobe University*

This study investigates the role of pedagogy in Japanese university students’ desire to learn English. Utilizing Positioning (Bamberg, 2003; Davies and Harre, 1990), the participants’ discourse was analyzed. The study confirmed that the students’ identity appears as language socialization, as well as positioning influences the students’ desire to learn English.