International Society for Language Studies

2015 Conference
June 18-20, 2015
Albuquerque, New Mexico
Welcome to Albuquerque, New Mexico and to the ISLS 2015 conference! We have a great program this year, including a variety of symposia 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 no audio, but the meeting space will provide free Wi-Fi. **Presenters should bring their PowerPoint presentation on a USB drive and only use the computer provided.** There will be a technology staff person available for any problems. Please come to the registration desk if you need help getting your presentation to operate properly.

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 at least 10 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. Some presenters prefer to keep a more informal atmosphere by welcoming questions throughout the presentation. Make clear to your audience at the start of your session what your preference is.
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 4:00-5:30 p.m. on June 17th for early arrivals who want to come get their materials in advance, from 8:00 a.m. to 5:00 p.m. on June 18th, from 9:00 a.m. to 5:00 p.m. on June 19th, and from 9:00 a.m. to 4:00 p.m. on June 20th.
2) Stop by the registration area to check out the display samples of ISLS publications. If you pre-ordered *Readings in Language Studies* (Vol. 4), please stop by the registration desk to pick up your copy 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. 6* 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.
4) We are pleased to offer beverage service throughout the conference in the East Atrium. We will also have a luncheon, followed by a business meeting on Friday, and a social to wrap up the conference on Saturday afternoon. All registered members are welcome to these events. Please join us!
ISLS 2015 Conference at a Glance

June 17 – Early Check-In/Registration

4:00 – 5:30  Registration Desk open (North Atrium)

June 18

8:00-5:00  Registration Desk Open (North Atrium)
          Coffee/Tea Available All Day (East Atrium)

8:30-9:30  Opening Session (Alvarado D)
9:30-10:15 Coffee/Tea Break (East Atrium)
10:30-11:45 Concurrent Sessions 1
11:45-1:00 Lunch Break (on your own) (Registration Desk Closed)
1:00-5:15  Concurrent Session 2

June 19

9:00-5:00  Registration Desk Open (North Atrium)
          Coffee/Tea Available All Day (East Atrium)

9:00-11:45 Concurrent Session 3
11:45-1:45 Luncheon/Business Meeting (Alvarado E) (Registration Desk Closed)
2:00-5:30  Concurrent Session 4

June 20

9:00-4:00  Registration Desk Open (North Atrium)
          Coffee/Tea Available All Day (East Atrium)

9:00-11:45 Concurrent Session 5
11:45-1:00 Lunch Break (on your own) (Registration Desk Closed)
1:00-4:30  Concurrent Session 6

4:30-6:00  Social (Franciscan)
A SPECIAL THANK YOU TO ILLINOIS STATE UNIVERSITY FOR PROVIDING CONFERENCE MATERIALS!

Illinois State University

Teach. Lead.

Illinois State University (ISU) is among the largest teacher preparation institutions in the U.S.

Our programs enroll over 4,000 students — nearly one-fourth of the student body.

Points of Pride

- The Professional Education Unit includes 41 education programs. (P-12 and higher education)
- Approximately one in four first-year public school teachers hired in Illinois graduated from Illinois State.
- About 800 ISU alumni have achieved National Board certification, the gold standard for accomplished teaching. This ranks ISU in the top 20 institutions that have alumni who are National Board Certified Teachers (NBCT’s).

Quick Facts

- Founded in 1857, Illinois State was the first public university in Illinois.
- Illinois State University’s diverse laboratory schools provide a unique opportunity for clinical experiences in teacher preparation.
- The College of Education has been continuously accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954.

View our education programs

Education.IllinoisState.edu/Academics

Visit campus

IllinoisState.edu/Visit

Apply

Education.IllinoisState.edu/Apply
## WEDNESDAY, JUNE 17

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 p.m. – 5:30 p.m.</td>
<td>Registration Desk Open</td>
</tr>
<tr>
<td></td>
<td><em>North Atrium</em></td>
</tr>
</tbody>
</table>

## THURSDAY, JUNE 18

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m. – 5:00 p.m.</td>
<td>Registration Desk Open</td>
</tr>
<tr>
<td></td>
<td><em>North Atrium</em></td>
</tr>
<tr>
<td>8:30-9:30 a.m.</td>
<td><strong>Alvarado D</strong></td>
</tr>
<tr>
<td>Alvarado A Case for Performance Plays to Stage Critical Multicultural Analysis of Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Paulo Oemig, New Mexico State University</em></td>
</tr>
<tr>
<td></td>
<td><em>Sherrie Aland, Oñate High School</em></td>
</tr>
<tr>
<td>8:30-9:30 a.m.</td>
<td><strong>Alvarado D</strong></td>
</tr>
<tr>
<td>Alvarado A Case for Performance Plays to Stage Critical Multicultural Analysis of Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Christine Sims, University of New Mexico</em></td>
</tr>
<tr>
<td></td>
<td><em>Myriam Torres, New Mexico State University</em></td>
</tr>
<tr>
<td></td>
<td><em>Natalia Mazzaro, University of Texas – El Paso</em></td>
</tr>
<tr>
<td>8:30-9:30 a.m.</td>
<td><strong>Alvarado D</strong></td>
</tr>
<tr>
<td>Alvarado A Case for Performance Plays to Stage Critical Multicultural Analysis of Literature</td>
<td></td>
</tr>
<tr>
<td>9:30 – 10:15</td>
<td><strong>East Atrium</strong></td>
</tr>
<tr>
<td></td>
<td><em>We hope you will use this time after the opening session to grab something to drink and introduce yourself to others you don’t already know or greet a familiar face!</em></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td><strong>Concurrent Session 1A</strong></td>
</tr>
<tr>
<td>Alvarado B Gente Decente: A Community of Practice Constructed through Online Comments on News of Crime and Violence in Puerto Rico</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Elizabeth Dayton, University of Puerto Rico – Mayaguez</em></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td><strong>Alvarado C</strong></td>
</tr>
<tr>
<td>Alvarado B Gente Decente: A Community of Practice Constructed through Online Comments on News of Crime and Violence in Puerto Rico</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>James Bukari, University of West Indies – St. Augustine</em></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td><strong>Alvarado C</strong></td>
</tr>
<tr>
<td>Alvarado B Gente Decente: A Community of Practice Constructed through Online Comments on News of Crime and Violence in Puerto Rico</td>
<td></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td><strong>Alvarado C</strong></td>
</tr>
<tr>
<td>Alvarado C French Language and Culture &amp; Competiveness in Trinidad and Tobago</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>James Bukari, University of West Indies – St. Augustine</em></td>
</tr>
<tr>
<td>10:30 – 11:00</td>
<td><strong>Alvarado C</strong></td>
</tr>
<tr>
<td>Alvarado C French Language and Culture &amp; Competiveness in Trinidad and Tobago</td>
<td></td>
</tr>
</tbody>
</table>

*Updated on June 13, 2015*
<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Session 1B</th>
</tr>
</thead>
</table>
| 11:15 – 11:45 | **Critical Need Language Teachers Emerging as School Leaders in Communities of Practice**  
**Marjorie Hall Haley, George Mason University**  
This paper explores the impact of seven consecutive StarTalk summer institutes for Arabic and Chinese teachers. Ten Arabic and Chinese teachers volunteered to conduct teacher action research (TAR) studies in their respective classrooms as part of a community of practice. Results indicated myriad ways they emerge as school leaders. |
|            | **Coming Out in the Athletic Community: A Discourse Analysis**  
**Paul Chamness Miller, Akita International University**  
**Cu-Hullan Tsuyoshi McGivern, Akita International University**  
Over the past year, there have been an extraordinary number of professional athletes who have come out, some of which have garnered the attention of the media. We present a discourse analysis that examines how LGBT and mainstream sports news websites discuss the coming out of LGBT athletes. |
|            | **Listening In and Across Communities of Practice: A Theoretical Framework & Methods for Understanding the Other Side of Language — Listening**  
**Kersti Tyson, University of New Mexico**  
What can we learn by studying the other side of language, listening? What we hear and how we are heard and responded to informs who we come to be. Here we present a theoretical framework and methods for understanding the role of listening in and across communities of practice. |
|            | **Critically Analyzing the Critical Discourse Analyst**  
**Megan Strom, Luther College**  
This presentation outlines the results of a critical discourse analysis of discourse written by a critical discourse analyst. The data both support and challenge the notion that critical discourse analysts use the discursive forms that they critique, while firmly emphasizing the continued importance of critical discourse analysis. |

**Alvarado F**  
Federal Interventions to Right Civil Rights Wrongs Against Emergent Bilinguals  
*LaNysha Adams, University of New Mexico*

The purpose of this presentation is to present results from a critical historical analysis employing Institutional Ethnography as both a theory and method of inquiry investigating federal interventions in one local school district in New Mexico.

**Alvarado G**  
Sign Language in the Early Childhood Classroom: A Pathway To Learning and Community Building  
*Angela Redondo, New Mexico State University*

Language is an essential pathway to learning and being a part of a community. Early childhood classrooms are an important foundation for this communal learning to take place. This paper highlights the positive effects on young hearing children's language and literacy development as sign language instruction is incorporated.
### ISLS 2015 Conference Schedule

#### Alvarado G

**Utility of Cantonese Pronunciations for Teaching Japanese to Cantonese-Speaking University Students**
*Kazuhito Uni, University of Malaya*

This study examined the utility of explicitly presenting Cantonese pronunciation of 50 characters for teaching Japanese to Cantonese-speaking students. We surveyed 30 students who averaged 35 correct answers and 30 newly learned words. A significant difference was found between participants' scores before and after the presentation (p = .000).

### 11:45 a.m. – 1:00 p.m.

**Lunch Break (On Your Own)**

*Registration Desk is Closed During Lunch.*

### 1:00 – 2:25 p.m.

#### Alvarado A

**Symposium: Korean Identities and Communities in Transnational Contexts**
*Jerry Won Lee, University of California, Irvine*
*Christopher Jenks, University of South Dakota*
*Lisa Rene Jeon, Rice University*

This symposium offers a multiperspectival and multidisciplinary examination of Koreanness, including Korean identity, language, and culture, in a transnational context. Individual presentations focus on topics such as negotiated authenticity in linguistic landscapes, linguistic variation within and across ethnic identities, and neoliberalist racialization in ELT hiring.

### 1:00-1:30 p.m.

#### Alvarado B

**Negotiating Identity in a Dialect Contact Environment**
*Patricia Gubitosi, University of Massachusetts*

This paper examines discourse construction, language identity and linguistic attitudes regarding language use among speakers of minority dialects of Spanish living in the Commonwealth of Massachusetts, a multilingual state located on the northeastern corner of the United States.

### 1:00-1:30 p.m.

#### Concurrent Session 2A

#### Alvarado C

**The Social Worker as Language Worker in a Multilingual World:**
*Jonathan Hall, York College – City University of New York*

Examination of several aspects of the central role of language and language difference for the social work community in today's multilingual world: integration of language difference in social work theory, interactive case studies illuminating multilingual social work practice, and suggestions for curricular changes targeting language issues in social work education.

#### Alvarado F

**Community and Discontinuity: The Politics of Language Maintenance and Change among the Ch'orti' Maya**
*Kerry Hull, Brigham Young University*

The Ch'orti' Mayan language of southern Guatemala is undergoing revitalization and modification. Efforts to revitalize this endangered language have become intertwined with political motives that are altering aspects of the morphology and semantics. These changes are being especially felt in the pedagogical materials used in bilingual education.
### Alvarado G

**Becoming Bilingual/Becoming Other: Family Literacy Interventions as Language Acquisition Opportunities**

*Maria Bastien, University of Ottawa*

This project focuses on home visitors in Home Instruction for the Parents of Preschool Youngsters. Using Multiple Literacies Theory (Masny, 2006, 2009, 2011, 2012) this presentation explores how family literacy intervention programs might also act as language acquisition opportunities for participants, conceptualizing home visiting as a productive space of becoming.

### 1:45 – 2:15 p.m.  
**Concurrent Session 2B**

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvarado B</td>
<td><strong>Honesty, Openness and Pedagogy: English as a Foreign Language in Mexico</strong></td>
<td><em>Gerrard Mugford, Universidad de Guadalajara</em></td>
</tr>
</tbody>
</table>

Commodification of learning English as a foreign language in Mexico has resulted in a money-spinning industry as learners believe they can significantly increase their economic status and earning power through studying English. More realistic goals should aim to empower learners to employ English to achieve more meaningful social/educational goals.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvarado C</td>
<td><strong>Hijab on Twitter: A Cross-Linguistics Analysis</strong></td>
<td><em>Alaa Alasfour, Northeastern Illinois University</em></td>
</tr>
</tbody>
</table>

This study scrutinizes the metaphors mapped onto the concept of hijab in the discourse of Twitter and attempts to analyze the ideologies underlying these metaphors. The findings reveal that the opponents and supporters of hijab use different set of metaphors which are manifestations of their different ideologies.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvarado F</td>
<td><strong>The No Fact Zone: The Construction of Verbal Irony in Political Satire</strong></td>
<td><em>Guadalupe Rincon, California State University – San Bernardino</em></td>
</tr>
</tbody>
</table>

The purpose of this study is to investigate how prosodic patterns function in the construction of verbal irony in political satire. Although low fundamental frequencies and pitch can convey verbal irony, my analysis demonstrated that high fundamental frequencies, prominence and pitch also make sarcasm and irony salient in discourse.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Title</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvarado G</td>
<td><strong>“China Shops” and Grassroots Multilingual Practices in Northern Namibia: A Migrant Trading Community in Globalization</strong></td>
<td><em>Huamei Han, Simon Fraser University</em></td>
</tr>
</tbody>
</table>

Drawing from a larger sociolinguistic ethnography, this paper sketches a migrant trading community in Oshikango, Namibia, and argues that in globalization, nation-state continues to intersect with other social categories to structure individual and group mobility and trajectories, which shape, and are shaped by, individual and societal multilingual practices and ideologies.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Details</th>
</tr>
</thead>
</table>
| 2:30 – 3:55 p.m. | Alvarado A      | Symposium: (Mis)representation of Linguistic Diversity in Common Core State Standards  
Pisarn Chamcharatsri, University of New Mexico  
Mariya Tseptsura, University of New Mexico  
Todd Ruecker, University of New Mexico  
Jet Saengngoen, University of New Mexico  
This symposium will focus on critical analysis of the Common Core State Standards (CCSS) in response to English language learners (ELLs) and the language used in tests. Each presenter will present issues in the CCSS and will conclude with some practical suggestions for teachers and administrators. |
| 2:30-3:00 p.m.  | Concurrent Session 2C | New Language Instructors: Politics of Native Speakerness  
Dale Griffie, Texas Tech University  
Greta Gorsuch, Texas Tech University  
The politics of hiring native and non-native speaker language instructors is an under-discussed topic. As teacher educators we wish the best for our students, to be job-competitive. Seeing a hiring conflict, we answered with data on students' approval of the teaching of new instructors, both native and non-native English speakers. |
|               | Alvarado B       | Play Based Learning in Native American Communities  
Thomas Hill, Dulce Independent School District  
For many linguistically diverse populations, traditional education environments can provide challenges not typical to English speaking students. Through play based learning, students are provided the opportunity to use stories and examples from their home communities in a meaningful context while working toward established learning goals. |
|               | Alvarado C       | Do Teaching Abroad Experiences Impact Identity Transformation and Promote Intercultural Understanding in Second Language  
Keiko Kitade, Ritsumeikan University  
The present study addresses how novice language teachers' experiences teaching abroad impact their identities and their later teaching practices. Narrative inquiry data show that these teachers do not always attain a border-crossing experience but that successful achievement of it impacts their awareness of culturally critical matters later in their careers. |
|               | Alvarado F       | “Pedagogically speaking I'm doing the right things”: ESL Teacher Candidates' Professional Identity Development  
Bedrettin Yazan, University of Alabama  
This study examined the contributions of teacher education courses and teaching practicum to three ESOL teacher candidates' (TCs) teacher identity construction in a thirteen-month intensive MATESOL program. The findings implicates that teacher identity development should be incorporated as an explicit and conscious goal in the practices of teacher education. |
### Concurrent Session 2D

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Speaker(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15 – 3:45 p.m.</td>
<td><strong>Alvarado B</strong> Bringing the Hispanic Community into the Spanish Heritage Language Classroom</td>
<td>Ariana Mrak, University of North Carolina Wilmington</td>
<td>This is a project designed for a university class in which the varieties of Spanish spoken in a Hispanic community in the Southeastern United States are studied in order to provide students opportunities to interact with members of the Hispanic community and to acquire ownership of their own language.</td>
</tr>
<tr>
<td>Alvarado C</td>
<td>Optimizing the Classroom Space to Mirror an Evolutionary Pattern of Linguistic Development</td>
<td>Keiko Miller, Mercyhurst University</td>
<td>Given that human cognitive development begins at perception, this paper offers an optimal use of spatially and temporally constricting classroom by mirroring the evolutionary development of a language at the same time minimizing lexical and syntactic ambiguities and word-for-word translation.</td>
</tr>
<tr>
<td>Alvarado F</td>
<td>Spanish Writing for Spanish Speakers: The Need for Community-Based Literacy</td>
<td>Erin Mackinney, Roosevelt University</td>
<td>Based on a case study in Miami, Florida, this presentation explores the Spanish writing opportunities of middle-school students in “Spanish for Spanish Speakers” class. The research draws from heritage language education, critical applied linguistics, and community-based literacy perspectives. Theoretical implications and pedagogical recommendations are offered.</td>
</tr>
<tr>
<td>4:00 – 5:25 p.m.</td>
<td><strong>Alvarado A</strong> Symposium: Language Planning, Policy and Ideology: The Eternal Conflict between Regional and Standard Arabic</td>
<td>Samira Farwaneh, University of Arizona, Mahmoud Azaz, University of Arizona, Zoe Kosoff, University of Arizona</td>
<td>This symposium which contains three papers addresses different aspects of the language contact between standard (Fusha) and dialectal (‘ammiyya) Arabic from a historical, pedagogical and attitudinal perspectives.</td>
</tr>
<tr>
<td>Time</td>
<td>Concurrent Session 2E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4:00 – 4:30 p.m. | Alvarado B  
Revitalizing Montana's Indigenous Languages: Professional Development for Class 7 Language and Culture Teachers  
*Jioanna Carjuzaa, Montana State University*  
This presentation highlights professional development afforded Class 7 Teachers, instructors endorsed by American Indian nations across Montana based on their knowledge of their tribe's language/culture. Instruction addressing second language acquisition theories, teaching methodologies, curricular materials design, and technology in language learning, support these teachers' Indigenous language revitalization and maintenance efforts. |
| 4:45 – 5:15 p.m. | Alvarado B  
English as a Global Language? The Impacts of Foreign Language Skills of Expatriates on Their Professional Identity  
*Maren de Vincent-Humphreys, University of Cambridge*  
Whereas international firms' official language is typically English, in reality, important workplace communication can often occur in the host country's language. This study, based on interviews of Brazilian expatriates in Germany, shows the challenges expatriates face participating in different communities, and the effects of language knowledge on their professional identity. |
### THURSDAY, JUNE 18

| Alvarado C | Examining Challenges and Dilemmas in a University-School Partnership: Collaboration or Confrontation?  
*Maria Dantas-Whitney, Western Oregon University* |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I present a critical reflection of my work on partnership projects with a school district that serves a large Latino population. Throughout these projects, I have faced difficult dilemmas as I have witnessed policies being enacted that systematically undermine the work of the very teachers I am trying to support.</td>
</tr>
</tbody>
</table>

| Alvarado F | El derecho humano a nuestros lenguajes: Supportive Language Ideologies and Practices  
*Idalia Nunez, University of Texas* |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This is a qualitative case study research on the language ideologies of a cohort of 16 bilingual preservice teachers during their first internship in the teacher preparation program. The findings for this study demonstrate that preservice teachers were recognizing language practices that were both supportive and unsupportive to bilingual students.</td>
</tr>
</tbody>
</table>

| Alvarado G | Language and Acculturation: Role of Linguistic Self-confidence in Acculturation among Chinese Visiting Scholars Abroad  
*Yuanyuan Gao, Qingdao University of Science and Technology* |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Acculturation has attracted interdisciplinary research, while little work explores Chinese visiting scholars' overseas acculturation experiences. The present study investigates paths to acculturating and interrelations between linguistic self-confidence and acculturation among Chinese visiting scholars, so as to help them better adjust to the new cultures.</td>
</tr>
</tbody>
</table>
| 9:00 a.m. – 5:00 p.m. | Registration Desk Open  
North Atrium |
|-----------------|-----------------|
| **9:00 – 10:25 a.m.**  
**Alvarado A** | Symposium: Connecting School and Community – Negotiating Cultural and Linguistic Contexts *[Presentation in Spanish]*  
Xaé Alicia Reyes, University of Connecticut  
Mellie Crespo, Manchester School District |
|  | Presenters in this symposium discuss research on communication conflicts and cultural misunderstandings between school staff and students' families in an urban district in the northeast. Research based strategies for culturally and linguistically relevant outreach and family involvement, coupled with educator professional development, and early outcomes from these efforts are shared. |
| **9:00 – 9:30 a.m.**  
**Concurrent Session 3A** | Infant Learning in Indigenous Communities of Oaxaca, Mexico: Implications for Communal, Bilingual Initial Education *[Presentation in Spanish and English]*  
Lois M. Meyer, University of New Mexico  
Júlian Jiménez Ramírez, Plan Piloto-CMPIPO  
Lilia Martínez Pérez, Plan Piloto-CMPIPO |
| **Alvarado B** | This visual and narrative analysis of teacher-collected, annotated photographs of spontaneous infant activities and teacher planned activities in Indigenous Oaxacan communities indicates that infants learn through participation in all family and community events. A learning trajectory is identified, including Vygotskian dialogues creating communal ‘zones of proximal development’. |
| **Alvarado C** | Research in Minority Communities: The Search for Autonomy  
Denise Égea, Nazarbayev University |
|  | Based on some examples of research in minority communities, I propose to consider a major problem in this specific field of research, and raise the following question: Who is most apt to carry out research among minorities? A researcher from the group, or an 'outsider'? |
| **Alvarado F** | The Black Church Bulletin: Implications for the Language and Literacy Development of African American Learners  
Tryphenia Peele-Eady, University of New Mexico |
|  | This paper explores the role of the church bulletin in a Black church Sunday school community in northern California. Specifically, the author presents an ethnographic analysis of how the church bulletin, as an institutional text, mediated the language and literacy development of participating youth. |
| **Alvarado G** | Welcome to Study but Not to Work: Imagined Communities, Linguicism, and International University Students  
Anna Mendoza, University of British Columbia |
|  | This study examines how international university students' career goals and migration plans impact how severely they feel discriminated against, linguistically and culturally, in Canada. Findings suggest that universities must supplement academic and social support with more opportunities to gain work experience required to enter target language communities following graduation. |
### Concurrent Session 3B

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:45 – 10:15 a.m.</td>
<td><strong>Towards Designing Critical Service Learning in Diverse Communities</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Educators’ Self Study</strong></td>
</tr>
<tr>
<td></td>
<td><em>Theresa Austin, University of Massachusetts</em></td>
</tr>
<tr>
<td></td>
<td><em>Marie Christine Polizzi, University of Massachusetts</em></td>
</tr>
<tr>
<td></td>
<td>Utilizing a critical sociocultural theory and ecological perspective</td>
</tr>
<tr>
<td></td>
<td>(Hutchinson, 2011; Van Rensburg, 2007; Van Lier, 2005), two collaborating</td>
</tr>
<tr>
<td></td>
<td>teacher educators conduct a self-study to analyze the ways in which their</td>
</tr>
<tr>
<td></td>
<td>TESOL Masters program shaped local and international pre-service teachers'</td>
</tr>
<tr>
<td></td>
<td>understanding of 'community' through their participation in service-learning.</td>
</tr>
</tbody>
</table>

| 10:30 – 11:55 a.m. | **Symposium: Teacher Identity Across Time and Space**                  |
|                   | *Hayriye Kayi Aydar, University of Arkansas*                           |
|                   | *Peter De Costa, Michigan State University*                            |
|                   | *Elizabeth Miller, University of North Carolina - Charlotte*           |
|                   | This symposium examines the evolution, development, and transformation in |
|                   | teacher identity over time and in particular discursive contexts. Adopting |
|                   | narrative analysis and focusing on the relational aspect of identity    |
|                   | (re)construction, the papers illustrate the importance of teacher identity for |
|                   | professional development, teacher agency, and classroom practice.      |

**Alvarado B**

**Towards Designing Critical Service Learning in Diverse Communities**

- Theresa Austin, University of Massachusetts
- Marie Christine Polizzi, University of Massachusetts

Utilizing a critical sociocultural theory and ecological perspective (Hutchinson, 2011; Van Rensburg, 2007; Van Lier, 2005), two collaborating teacher educators conduct a self-study to analyze the ways in which their TESOL Masters program shaped local and international pre-service teachers' understanding of 'community' through their participation in service-learning.

**Alvarado C**

**Language Rights for Mexican Americans in the Workplace**

*Eduardo Faingold, University of Tulsa*

This paper is based on an expert witness report produced in a discrimination case brought by Mexican Americans in the US Court of Appeals, 10th Circuit. Using psycholinguistic and sociolinguistic evidence it shows that linguistic science can be used to educate the community about minority rights through litigation in the courts.

**Alvarado F**

**Moving from a Deficit View of Translanguaging to Translanguaging as a Resource**

*Susana Ibarra Johnson, University of New Mexico*

*Adriana Goenaga Ruiz de Zuazu, New Mexico State University*

Integrating the rich ways that bilingual students use translanguaging in reading to scaffold and support student learning is essential in this session. The empirical data suggest that translanguaging can improve language and literacy instruction, relationships with students and students' own comprehension and engagement by taking up translanguaging practices and pedagogy.

**Alvarado G**

**When Catalan Confronts the Laputian Effect**

*Juan José Colomina-Almiñana, University of Texas – Austin*

This paper demonstrates that, against the popular voice, Catalan is the minority language in Catalonia even though is the language of prestige. The main reason is the Laputian Effect, a cognitive prejudice related to the semantic economization of language. Protection against derogation and criminalization is required to avoid discrimination.
<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Session 3C</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 – 11:00 a.m.</td>
<td>What Does the Hawai'i State Motto Really Mean?</td>
</tr>
<tr>
<td></td>
<td><em>Kenneth Cook, Hawaii Pacific University</em></td>
</tr>
<tr>
<td>Alvarado B</td>
<td>The Hawaii state motto has been mistranslated, given the context in which it was</td>
</tr>
<tr>
<td></td>
<td>first asserted by King Kamehameha III in 1843, the year the British took and later</td>
</tr>
<tr>
<td></td>
<td>returned possession of Hawai'i. The native Hawaiian community could use this</td>
</tr>
<tr>
<td></td>
<td>observation today to support their struggle to re-establish Hawaiian sovereignty.</td>
</tr>
<tr>
<td>11:15 – 11:45 a.m.</td>
<td>When Language Socialization Fails: Displacements and Language Learning</td>
</tr>
<tr>
<td></td>
<td>Among Racialized East-Asian Students in the U.S.</td>
</tr>
<tr>
<td>Alvarado C</td>
<td><em>Akira Kondo, University of Wisconsin – Madison</em></td>
</tr>
<tr>
<td></td>
<td>This year-long ethnographic case study reports on the traces of displacements and</td>
</tr>
<tr>
<td></td>
<td>language socialization of two international graduate students in the U.S. I present</td>
</tr>
<tr>
<td></td>
<td>their struggle to mobilize themselves in a racialized society, yet how actively</td>
</tr>
<tr>
<td></td>
<td>sought social and cultural capital as a critical necessity for survival.</td>
</tr>
<tr>
<td>11:45 – 12:15 a.m.</td>
<td>'Police and Tief': Globalisation and Gangspeak in the Caribbean</td>
</tr>
<tr>
<td></td>
<td><em>Renée Figuera, University of the West Indies</em></td>
</tr>
<tr>
<td>Alvarado F</td>
<td>This investigation explores language and gang culture in the Caribbean region</td>
</tr>
<tr>
<td></td>
<td>with emphasis on Trinidad and Tobago, while referencing Jamaica. It examines the</td>
</tr>
<tr>
<td></td>
<td>growth of gang related vocabulary, lexical borrowing, and semantic categories of</td>
</tr>
<tr>
<td></td>
<td>language use, which are subject to a history of criminogenic and social phenomena,</td>
</tr>
<tr>
<td></td>
<td>including globalisation.</td>
</tr>
<tr>
<td>12:15 – 12:45 p.m.</td>
<td>Silent Voices that Make Educational Policies Work: A Bottom-Up</td>
</tr>
<tr>
<td></td>
<td>Perspective about Teachers' Classroom Micro Practices</td>
</tr>
<tr>
<td>Alvarado G</td>
<td><em>Helena Guerrero, Universidad Distrital</em></td>
</tr>
<tr>
<td></td>
<td>This paper aims at showing how bottom-up approach to the study of education policies</td>
</tr>
<tr>
<td></td>
<td>can shed some light on elementary school teachers' micro-practices that make them</td>
</tr>
<tr>
<td></td>
<td>work regardless of their quality or feasibility. We aimed at acknowledging the quiet</td>
</tr>
<tr>
<td></td>
<td>but effective contributions teachers make to the implementation of education</td>
</tr>
<tr>
<td></td>
<td>Japanese Transnational Workers' Language Choice in Non-English-Dominant Countries</td>
</tr>
<tr>
<td>Alvarado B</td>
<td><em>Ryuko Kubota, University of British Columbia</em></td>
</tr>
<tr>
<td></td>
<td>Using qualitative interviews, this study examined Japanese workers' linguistic and</td>
</tr>
<tr>
<td></td>
<td>intercultural experiences during their overseas work assignment in China, South</td>
</tr>
<tr>
<td></td>
<td>Korea, or Thailand. The results demystify the notion of English as a global language</td>
</tr>
<tr>
<td></td>
<td>and suggest complex factors behind language choice, including linguistic distance and</td>
</tr>
<tr>
<td></td>
<td>a legacy of colonialism.</td>
</tr>
</tbody>
</table>
### FRIDAY, JUNE 19

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 12:00 p.m. – 2:00 p.m. | **Luncheon and Business Meeting**  
**Registration Desk is Closed During Lunch.**  
*All registered attendees are invited to join us for our luncheon buffet and the business meeting immediately following. All registered attendees are invited to join us both lunch and the business meeting.* |
| 2:00 – 3:25 p.m. | **Symposium: Influences of Language Ideologies across Bilingual Communities**  
*Carlos LopezLeiva, University of New Mexico*  
*Ibrahim Demir, University of New Mexico*  
*Rijasoa Andriamanana, University of New Mexico*  
*This session will describe and analyze the contexts of three bilingual communities and the struggles that they face in maintaining their primary language (Malagasy, Kurdish, and Spanish) alive due to pervasive and alienating language ideologies. With different language statuses, these communities represent contrasting examples on factors that nurture bilingual education.* |
<table>
<thead>
<tr>
<th>2:00 – 2:30 p.m.</th>
<th>Concurrent Session 4A</th>
</tr>
</thead>
</table>
| **Alvarado B**  | Language Engineering in Totalitarian Régimes: Controlling Belief and Behavior Through Language  
Timothy Reagan, Nazarbayev University |
|                 | Language is profoundly important, both in terms of how we construct our daily activities and in developing and articulating our broader understandings of society, politics, ideology and culture. This presentation will explore the nature of language use in selected totalitarian societies to promote social control and ideological hegemony. |
| **Alvarado C**  | Community/School Relations: Working Teachers' Perceptions of the Relationship Between Public Schools and the Communities  
Angela Moon, University of British Columbia |
|                 | This study focuses on teachers' perceptions, drawn from an online survey, of the home-school community. By examining frontline perceptions of this community, important issues that exist at the intersection of home and school may be brought to the forefront and included in current discussions on public education, curriculum, and policy. |
| **Alvarado F**  | Being Israeli in the U.S.: The Role of Community in Modern Hebrew Language Maintenance  
Kyle Jones, University of Arizona |
|                 | Examining the interaction of family language policy and child agency, I argue that community efforts are more important to heritage language maintenance than positive parental attitudes. I draw on language policy data from three Jewish educational programs and assess the potential for Modern Hebrew language maintenance in Sacramento, CA. |
| **Alvarado G**  | Long-term English Language Learners' Language and Academic Learning Experience  
Won Gyoung Kim, Texas A&M International University |
|                 | Long-term English language learners (ELLs) in secondary schools continue to experience academic failure despite years of schooling receiving language services. To understand these students' academic struggling, we examined 13 long-term ELLs' language and academic learning experiences in the context of their schooling history. Findings and implications are discussed. |

<table>
<thead>
<tr>
<th>2:45 – 3:15 p.m.</th>
<th>Concurrent Session 4B</th>
</tr>
</thead>
</table>
| **Alvarado B**  | Knowledge Construction and Meaning Making in a Hybrid Course on Language Development  
Anni Leming, University of New Mexico |
<p>|                 | Grounded in practitioner inquiry and ethnography of communication, the present study reports on how the practitioner-researcher and her pre-service teachers socially construct knowledge about language development, make meaning of communication and participation in a new hybrid course, and how they transform their learning and identities through reflexive practices (Edge, 2011). |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30 – 4:55 p.m.</td>
<td><strong>Alvarado C</strong>&lt;br&gt;<strong>Linguistic and Cultural Diversity in the Teaching of French as a Foreign Language: Myth or Reality?</strong>&lt;br&gt;<em>Clotilde Barbier, Universidad de Sonora</em>&lt;br&gt;In this presentation, we will show how the discourse about teaching linguistic and cultural diversity inherent to French speaking countries in our practice of TFFL does not exactly correspond to what is is happening in our textbooks.</td>
</tr>
<tr>
<td>3:30 – 4:55 p.m.</td>
<td><strong>Alvarado F</strong>&lt;br&gt;<strong>Critical Discourse Analysis on Gender-Stereotyped Comments on Female Politicians in Chinese Communities</strong>&lt;br&gt;<em>Jennifer M. Wei, Soochow University</em>&lt;br&gt;We apply critical discourse analysis to study gender stereotypical comments on some of the most prominent female politicians in Chinese communities. The findings on sexism in discourse should be of benefit to the study of politics and gender in general and to the critical discourse of sexism in Chinese communities.</td>
</tr>
<tr>
<td>3:30 – 4:55 p.m.</td>
<td><strong>Alvarado G</strong>&lt;br&gt;<strong>Researching College Community Services Engages Isolated Foreign Born English Language Learners (ELLs) in Campus Life</strong>&lt;br&gt;<em>Bettina P. Murray, John Jay College, City University of New York</em>&lt;br&gt;Researchers maintain that foreign students in the United States suffer from feelings of isolation and would benefit from a sense of belonging to their college communities (Mustaffa &amp; Illias 2013). In this study students indicate greater connection with their college community after doing group research on different college community services.</td>
</tr>
<tr>
<td>3:30 – 4:00 p.m.</td>
<td><strong>Alvarado A</strong>&lt;br&gt;<strong>Symposium: Stories Carry Us Forward: Exploring a Critical Multicultural Lens in Bilingual Children's Literature</strong>&lt;br&gt;<em>Anita Hernandez, New Mexico State University</em>&lt;br&gt;<em>Adriana Goenaga, New Mexico State University</em>&lt;br&gt;<em>Jose Montelongo, New Mexico State University</em>&lt;br&gt;<em>Perla de Oliveira Barbosa, New Mexico State University</em>&lt;br&gt;<em>Johanna Esquivel, New Mexico State University</em>&lt;br&gt;This symposium presents a critical multicultural analysis of children’s literature that includes the larger sociopolitical context and the implicit meanings in regards to race, gender, and class. An example of a literature inquiry with a third-grade bilingual class is presented to show critical literacy and bilingualism in action.</td>
</tr>
<tr>
<td>3:30 – 4:00 p.m.</td>
<td><strong>Concurrent Session 4C</strong></td>
</tr>
<tr>
<td>3:30 – 4:00 p.m.</td>
<td><strong>Alvarado B</strong>&lt;br&gt;<strong>Literacy Practices and Identity Construct: A Critical Discourse Analysis with an SFL Perspective</strong>&lt;br&gt;<em>Leonor Juarez Garcia, Benemérita Universidad Autónoma de Puebla</em>&lt;br&gt;This study explores ten-kindergarten educators’ discourse toward literacy. Participants work in rural communities in the south of Puebla, Mexico; where high levels of illiteracy as well as speakers of indigenous languages are still found. Discourse is examined from a critical-social approach and with a Systemic Functional Linguistics (SFL) perspective.</td>
</tr>
<tr>
<td>Time</td>
<td>Concurrent Session 4D</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| 4:15 – 4:45 p.m. | **Linguistic Diversity or Linguistic Rivarly in Morocco: Future Directions**  
Rabia Redouane, Montclair State University  
We will examine all linguistic policies in Morocco with a focus on a recent linguistic policy that recognizes Berber and opens the door for foreign languages. A study conducted last summer in Morocco that examines perception and attitudes of thirty-four university Moroccan students towards learning English will be discussed.  
**ESL 2015: A Look in Texas Classrooms**  
Mary Frances Agnello, Akita International University  
The paper focuses on a broad strokes look at Texas urban and rural ESL classrooms in urban settings including Houston, Austin, and San Antonio, along with small town schools primarily in Fayette County Texas located in Flatonia, LaGrange, and Schulenburg, providing a much needed view of these various communities.  
**The Language of Disruption: What Teachers’ Blogs Reveal About Shifting Classroom Literacy Practices**  
Leigh Hall, University of North Carolina  
This year-long qualitative research study examined elementary and secondary teachers' blogs to see how they applied principles of Disruptive Instruction to their classroom literacy practices. We found that while teachers attempted to use language to create a more inclusive linguistic community, they often ran into barriers that limited their work.  
**English Learning Motivation & Academic Achievement Among Filipino College Students Across Professional Based Disciplines**  
Jonathan Erfe, Pamantasan ng Lungsod ng Maynila (Univ. of the City of Manila)  
This investigates the English learning motivation and academic achievement among Filipino college students of Accountancy, Architecture, and Physical Therapy. It shows the respondents' overall very good rating in their English courses and their high motivational level but reveals a weak negative correlation due to other posited crucial variables in context.  
**Testifyin’ in a Black Woman Book Club: Lessons on Reading, Race and Orality**  
Florence Kabba, LaGuardia Community College – CUNY  
This presentation explores how members of a Black woman book club, drawing from shared cultural resources, utilized a black discourse style, “testifying” while discussing a text. In relating the text to their lives, the participants were able to reimagine their relationships with other African Americans and affirm their race identities. |
### ISLS 2015 Conference Schedule

**FRIDAY, JUNE 19**

<table>
<thead>
<tr>
<th>5:00 – 5:30 p.m.</th>
<th>Concurrent Session 4E</th>
</tr>
</thead>
</table>
| **Alvarado G**   | **Hocus Focus: Performing Magic Tricks to Increase Verbal Communication and Self-Efficacy**  
*Stephanie Balmer, Ogden City School District*  
This presentation will provide results of a study using magic as a supplemental curriculum. Results indicate that students had an increase in their English conversation initiations throughout the treatment and following the final performance of the tricks. In addition students reported improved perceptions of self-efficacy and self-esteem. |
| **Alvarado A**   | **The Ties That Bind: Foreign Language Study, Family Values and Social Class Identity**  
*Alice Astarita, University of Wisconsin-Madison*  
The purpose of this presentation is to explore the relationship between foreign language study and learners' relationship to their family community. I will examine the way family ideology and socialization influences the degree to which learners from particular social class backgrounds invest time and money in learning foreign languages. |
| **Alvarado B**   | **Critical Analysis of Nation-building and Maintenance through Discourse: Transition in Slovenia**  
*Anton Vegel, Kent State University*  
This study critically analyzes how nation-building and maintenance based on romantic nationalism relies on discourse that does not often reflect state-reality while perpetuating exclusionary attitudes. Slovenia, a transitioning nation-state with recent independence, is a rich context for illuminating these trends and deconstructing timeless notions of society, community, nation, and ethnicity. |
| **Alvarado C**   | **Whose Incompetence? Whose Incomprehensibility? Overcoming Monolingual Bias In U.S. College Writing Pedagogy**  
*Mary Jeannot, Gonzaga University  
John Eliason, Gonzaga University*  
Presenters report on sustainable translingual writing pedagogy and research informed by Critical Applied Linguistics. Specifically, the presenters offer highlights from a cross-linguistic research project involving US domestic and international speakers of English. Presenters also discuss selected faculty responses to a survey about ESL students and writing across the curriculum. |
| **Alvarado F**   | **“Girl Talk”: An Examination of Stylized Language Use as Power, Solidarity and Resistance in an Evangelical Bible S**  
*M’Balia Thomas, University of Kansas*  
This paper explores the co-prevalence of power and solidarity in a narrative storytelling event. In examining power and solidarity through narrative talk, the paper uncovers the role shifts in frames and the adoption of stylized gendered talk (“Girl Talk”) play in responding to and resisting power in the interaction. |
| 9:00 a.m. – 4:00 p.m. | Registration Desk Open  
*North Atrium* |
|---|---|
| **9:00-10:25**  
*Alvarado A* | Symposium: USA, Germany and Finland: Collaborating to Develop Culturally and Linguistically Responsive Teachers of Second Language  
*Kara Viesca, University of Colorado – Denver  
Svenja Hammer, Leuphana Universität Lüneburg  
Nancy Commins, University of Colorado – Denver*  
This symposium presents the collaboration occurring across three countries (USA, Germany and Finland) to develop and test a competency-based model of educator development for culturally and linguistically responsive teachers of second language learners. Our session will present the vision guiding our collaborations as well as current outcomes of our work. |

<table>
<thead>
<tr>
<th>9:00 – 9:30 a.m.</th>
<th>Concurrent Session 5A</th>
</tr>
</thead>
</table>
| **Alvarado B** | Discursive Construction of Community Identity in a Global Online Community of Practice of English Language Teachers  
*Derya Kulavuz-Onal, Salisbury University*  
Through a discourse-analytic approach into email communication data taken from a larger online ethnography of Webheads in Action online community of practice, this study explores how members discursively construct “webhead-ness” in this community and how community values and identity are realized at the linguistic level as members interact through emails. |

| **Alvarado C** | “I am Japanese and English and French!”: Mixed-Race Children’s Understandings of Language and Belonging in Montreal  
*Alison Crump, McGill University*  
This presentation draws on data generated with young mixed-race multilingual children in their home in Montreal, Quebec, to explore how they understand and perform their identities in different social settings (e.g., home, preschool, heritage language school, broader community). It makes links between language policy, identity, and belonging. |

| **Alvarado F** | Language Teacher Learning through Action Research During an International Practicum  
*Betsy Gilliland, University of Hawai‘i – Manoa*  
This paper presents analysis of the author’s action research study of her graduate students’ learning to conduct action research while teaching at a university in northeastern Thailand. I argue that novice teachers can take an analytical perspective on their practice, even as they are still building their teaching acumen. |

| **Alvarado G** | The Role of Schneider's Dynamic Model in the Linguistic Development of New Englishes  
*Selwyn Cruz, De La Salle University*  
This paper builds on the hypothesis that placement in Schneider’s (2003,2007) dynamic model affects the linguistic development of new Englishes as evident among Hong Kong, New Zealand, Philippines and Singapore variants of English. |
<table>
<thead>
<tr>
<th>9:45 – 10:15 a.m.</th>
<th>Concurrent Session 5B</th>
</tr>
</thead>
</table>
| **Alvarado B**   | Using Narrative in Service to Poetic Writing, Critical Thinking, Healing, and Community Building  
*Nancy Wasser, New Mexico State University*  

This study employed narrative writing to encourage creative expression and community building by forefronting students' personal and cultural “fund of knowledge” in literacy classrooms. Preservice teachers and their students benefited from writing their own stories, poems, and testimonios as poetic expressions of internalized oppression legitimimized through writing and oral sharing. |
| **Alvarado C**   | What Doors Does English Really Open? A Critical Examination of Early Public English Programs  
*Peter Sayer, University of Texas at San Antonio*  

“English opens doors” is a maxim in many developing countries. This common refrain recognizes the perceived power of global English, and many countries are moving English language education earlier in their public school curricula. The author considers how the program in Mexico addresses issues of access, equity, and social class. |
| **Alvarado F**   | Headlining an “Honor Killing:” Drawing Community Boundaries in U.S. News Coverage of the Murder of Noor Almaleki  
*Autumn Reed, University of Maryland – Baltimore County*  

This paper uses Critical Discourse Analysis to examine how U.S. news headlines about the 2009 “honor killing” of Noor Faleh Almaleki in Phoenix, Arizona discursively draw bright boundaries between the Muslim, Middle Eastern, and South Asian minority community and majority members of the U.S. nation. |
| **Alvarado G**   | Language Policy and Language Planning in Post-Soviet Kazakhstan: Creating Ethnicity and Building Community  
*Timothy Reagan, Nazarbayev University*  

Kazakhstan presents a fascinating case of multilingualism, with wide implications for society and community. In this presentation, the nature, objectives and challenges faced by language policy makers in post-independence Kazakhstan are explored, and the implications of Kazakhstani language policy for the development of national and communal identity are discussed. |
| **10:30-11:55**  | Symposium: Decolonizing Academic Writing: Crossing Genre Borders to Engage Personal Narratives as Scholarship  
*Myriam Torres, New Mexico State University  
Perla de Oliveira Barbosa, New Mexico State University  
Johanna Esquivel, New Mexico State University  
Beyan Negash, New Mexico State University*  

Contributors in this symposium cross writing genre borders with scholarly personal narratives (SPN). Contributions focus on their life experiences narrated and theorized as instances of multiple oppressions, domestic violence, poverty, prejudicial parents and poor schooling. Despite tremendous odds, narrators’ determination and resilience helped them move successfully into a doctoral program. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 10:30 – 11:00 a.m. | **Concurrent Session 5C** | **Alvarado B**  
Controlling our Future  
*Rebecca Blum Martinez, University of New Mexico*  
*Trisha Moquino, Keres Children Learning Center*  
*Matt Pecos, Keres Children Learning Center*  
*Ann Kahee, Keres Children Learning Center*  
*Tracey Cordero, Keres Children Learning Center*  
*Joelle Cordero, Keres Children Learning Center*  
*Mara Matteson, Keres Children Learning Center*  
In an effort to control the education of indigenous children, we describe the development of, and the results from a private Montessori-based preschool where children are immersed in their indigenous language and where their community's culture and beliefs are at the center of their educational experience. |
| 11:15 – 11:45 a.m. | **Concurrent Session 5C** | **Alvarado B**  
Food Representation and Cultural Identity in Hispanic Newspapers  
*Alberto Ameal-Perez, University of Massachusetts*  
This paper analyzes the role of food representation in Hispanic newspapers as a symbolic value and culture transmitter. Food representation brings a symbolic space to recreate home constituting an imagined community. This paper examines the connection between symbolic values of food representation and literary artifacts represented by Hispanic newspapers. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
</tr>
</thead>
</table>
| 11:45 a.m. – 1:00 p.m. | Lunch Break (On Your Own)  
Registration Desk is Closed During Lunch. |
| 1:00 – 1:30 p.m. | Concurrent Session 6A  
Alvarado A  
**Symposium: Semiotic Border Fences and Crossings: Investigating the Impact of Multimodal Discourse on Multilingual Communities**  
Linda Waugh, University of Arizona  
Steven Przymus, University of Arizona  
Alan Kohler, University of Arizona  
Kristin Helland, University of Arizona  
Through critical, semiotic microanalyses, we examine monolingual vs. multilingual ideologies in the multimodal discourses of local, national and global communities as revealed in linguistic landscapes and the language of instruction in schools, Official English websites and national language policy, and the multidirectional global/local flow of film and music video. |
| 1:00 – 2:25 p.m. | Alvarado A  
**Symposium: Semiotic Border Fences and Crossings: Investigating the Impact of Multimodal Discourse on Multilingual Communities**  
Linda Waugh, University of Arizona  
Steven Przymus, University of Arizona  
Alan Kohler, University of Arizona  
Kristin Helland, University of Arizona  
Through critical, semiotic microanalyses, we examine monolingual vs. multilingual ideologies in the multimodal discourses of local, national and global communities as revealed in linguistic landscapes and the language of instruction in schools, Official English websites and national language policy, and the multidirectional global/local flow of film and music video. |
| 1:00 – 1:30 p.m. | Alvarado A  
**Symposium: Semiotic Border Fences and Crossings: Investigating the Impact of Multimodal Discourse on Multilingual Communities**  
Linda Waugh, University of Arizona  
Steven Przymus, University of Arizona  
Alan Kohler, University of Arizona  
Kristin Helland, University of Arizona  
Through critical, semiotic microanalyses, we examine monolingual vs. multilingual ideologies in the multimodal discourses of local, national and global communities as revealed in linguistic landscapes and the language of instruction in schools, Official English websites and national language policy, and the multidirectional global/local flow of film and music video. |
| 11:45 a.m. – 1:00 p.m. | Lunch Break (On Your Own)  
Registration Desk is Closed During Lunch. |
| 1:00 – 2:25 p.m. | Alvarado A  
**Symposium: Semiotic Border Fences and Crossings: Investigating the Impact of Multimodal Discourse on Multilingual Communities**  
Linda Waugh, University of Arizona  
Steven Przymus, University of Arizona  
Alan Kohler, University of Arizona  
Kristin Helland, University of Arizona  
Through critical, semiotic microanalyses, we examine monolingual vs. multilingual ideologies in the multimodal discourses of local, national and global communities as revealed in linguistic landscapes and the language of instruction in schools, Official English websites and national language policy, and the multidirectional global/local flow of film and music video. |
| 1:00 – 1:30 p.m. | Alvarado A  
**Symposium: Semiotic Border Fences and Crossings: Investigating the Impact of Multimodal Discourse on Multilingual Communities**  
Linda Waugh, University of Arizona  
Steven Przymus, University of Arizona  
Alan Kohler, University of Arizona  
Kristin Helland, University of Arizona  
Through critical, semiotic microanalyses, we examine monolingual vs. multilingual ideologies in the multimodal discourses of local, national and global communities as revealed in linguistic landscapes and the language of instruction in schools, Official English websites and national language policy, and the multidirectional global/local flow of film and music video. |
| 1:00 – 1:30 p.m. | Alvarado A  
**Symposium: Semiotic Border Fences and Crossings: Investigating the Impact of Multimodal Discourse on Multilingual Communities**  
Linda Waugh, University of Arizona  
Steven Przymus, University of Arizona  
Alan Kohler, University of Arizona  
Kristin Helland, University of Arizona  
Through critical, semiotic microanalyses, we examine monolingual vs. multilingual ideologies in the multimodal discourses of local, national and global communities as revealed in linguistic landscapes and the language of instruction in schools, Official English websites and national language policy, and the multidirectional global/local flow of film and music video. |

---

**Alvarado C**  
**Chekealo: Language Choice and Language Attitudes in the US Latino Hip Hop Community**  
*Matt Garley, York College – City University of New York*  
In this study, I examine the use of English and Spanish in US Latino hip hop in terms of both original lyrics and community reaction/discussion of artists’ linguistic choices. This analysis illuminates issues of language ideology within (and outside of) the Latino segment of the global hip hop community.

**Alvarado F**  
**How Communities Serve to Empower or Disempower One Another - Through the Eyes of the People in the Parks**  
*Gertrude Tinker Sacs, Georgia State University*  
In this project, five researchers examined the dynamic interplay of literacies, urban communities, and institutional structures. Participants demonstrated agency and awareness of the institutional supports, or lack thereof. Presenters will discuss how micro/macro communities serve to empower or disempower members through the words of the “people in the parks.”

**Alvarado G**  
**The World in His Hands: A Gesture/Critical Discourse Analysis of Obama’s Community-Building in Indonesia**  
*Emily Suh, University of Nebraska – Lincoln*  
Through gestures, speakers convey interpretations of their relationships and identity beyond speech. Gesture Analysis and CDA are combined with positioning theory to analyze “Indonesia's Example to the World,” uncovering how gestures suggest policy change and religious tolerance in off-record ways interpreted differently by communities in which Obama positioned himself.
| Alvarado C | Linguistic Parody of Heteroglossic Community in Chicago  
*Jill Hallett, Northeastern Illinois University*  
This research examines dialect stylization by parodic movie reviewer “The Regular Guy” (TRG) on Chicago’s WXRT-FM. We suggest that TRG's working-class caricature does not undermine the values of any social class, but appeals to an identity of “Chicago-writ-large” that complements other social class identities espoused by listeners. |
|---|---|
| Alvarado F | Discourse of Globalization and its Effects on English Education in Japan and on Individuals  
*Chieko Mimura, Sugino Fashion College*  
This qualitative study describes how the discourse created by globalization affects English education in Japan and how it gives individual people their subject positions, making them confused and resistant. The study also describes the gap between the elitist policy of English education in Japan and the reality about learners. |
| Alvarado G | Seeking Intersubjectivity and Building Community in a Critical Pedagogical Language Classroom  
*Priscila Leal, University of Hawaii – Manoa*  
What do teacher and students do when they sense a misunderstanding? In this presentation I share my experience as a language teacher in a moment of sense-making practices that are seemingly misfiring between a Japanese, university student and me during a “task-in-progress” (Breen, 1989) in a critical pedagogical language classroom. |
| Alvarado H | Reading a Translingual Life: A Case Study of George Grebenstchikoff  
*Julia Stakhnevich, Bridgewater State University*  
This paper analyzes the translingual journey of George Grebenstchikoff, a Russian-American writer, through the Vygotskian sociocultural theory. The study examines the transformation of Grebenstchikoff's sociocultural identity and the writer's application of agency and positioning for second language learning, writing, teaching, and advocacy for linguistic and cultural diversity. |
| **1:45 – 2:15 p.m.** | **Concurrent Session 6B** |
| Alvarado B | Teaching Our Own Children: Linguistic and Educational Autobiographies of Indigenous Teachers in Oaxaca, Mexico  
*Presentation in Spanish & English*  
*Lois M. Meyer, University of New Mexico  
Júlián Jiménez Ramírez, Plan Piloto-CMPIO  
Lilia Martínez Pérez, Plan Piloto-CMPIO*  
While documenting communal life and early childhood socialization in rural communities of Oaxaca, Mexico, 35 Indigenous teachers reveal in their autobiographies their (often uneasy) biculturalism and bilingualism. “Communalizing” early education in Indigenous Oaxaca involves reconstructing and revitalizing the Indigenous identities and language use of infants and teachers alike. |
### Alvarado C
**Expertise, Imagined Communities and Spanish Heritage Language Teaching**  
*Rachel Showstack, Wichita State University*

This study examines the ways in which one Spanish heritage language instructor constructs notions of language expertise associated with different kinds of Spanish-speaking communities, and considers how her students orient toward ideologies of expertise when making sense of their participation in Spanish-speaking communities outside of the classroom.

### Alvarado F
**Utilizing Arabic-origin Loanwords in Teaching Malay as a Foreign Language**  
*Kazuhito Uni, University of Malaya*

Through a survey containing 40 Arabic-origin loanwords, we examined the utility of explicitly presenting their etymologies in teaching Malay to 20 Arabic-speaking students. They averaged 24.4 correct answers and 17.6 newly learned words. A significant difference was found between participants' scores before and after the etymological presentation (p = .000).

### Alvarado G
**ELT Problem Solving Echoes: A Narrative Enquiry Study**  
*Leticia Estudillo Leon, Benemérita Universidad Autónoma de Puebla*  
*Leonor Juarez Garcia, Benemérita Universidad Autónoma de Puebla*  
*Sara Merino Munive, Benemérita Universidad Autónoma de Puebla*

This investigation addresses the implications of emotional moments as ELT practitioners' echoes of transformation. The study follows a narrative enquiry methodology. Four student teachers aged 20-25 years old participate in the study. Findings suggest that facing challenges and fears make participants experience professional growth.

### Alvarado H
**English and the Church: Influences of Language on the Nigerian Community**  
*Esther Anyanwu, Nnamdi Azikiwe University*

The study is a comparative analysis of the English Language used in Orthodox Churches and Pentecostal Churches in the Nigerian community, where the Christian religion plays an integral role, as it helps to inculcate moral values in the community through the use of language.

### Alvarado A
**Symposium: From Grad School to Tenure: Establishing Scholarly Opportunities**  
*Teresa Austin, University of Massachusetts, Amherst*  
*Ryuko Kubota, University of British Columbia*  
*Erin Mikulec, Illinois State University*  
*Paul Chamness Miller, Akita International University*  
*John Watzke, University of Portland*  
*Jennifer Wooten, University of North Carolina*

This symposium is an informal panel discussion geared for the graduate student and tenure-seeking faculty. In this panel, the presenters will discuss concerns in submitting manuscripts for peer review, what to do with reviewers’ comments, and common truths and myths about publishing. They will also discuss ways that graduate students can begin to build connections within the scholarly community in terms of publishing and service, advice for finding the position that’s the right fit, and how to balance each of the 3 areas of scholarship, teaching and service.

---

2:30-3:55 p.m.
<table>
<thead>
<tr>
<th>2:30 – 3:00 p.m.</th>
<th>Concurrent Session 6C</th>
</tr>
</thead>
</table>
| **Alvarado B**  | **Discourse Communities and the Fourth State: Critical Media Literacy for Reading the World**  
*Myriam Torres, New Mexico State University*  
*Debasmita Roychowdhury, New Mexico State University*  

By teaching critical media literacy embedded in our language education courses, we are preparing our students to 'read' critically how concentrated power in corporate media shapes and bound discourses and views of education reform, while using those same media texts to trigger discussions, inquiries and writings in various genres. |
| **Alvarado C**  | **K-8 Teachers’ Beliefs About ESL Listening Instruction**  
*Hayriye Kayi Aydar, University of Arkansas*  

This session reports on a mixed-method study that investigated regular classroom teachers' beliefs and reported practices regarding L2 (English) listening in linguistically and culturally diverse classrooms in a southern state in the U.S. Implications are discussed. Suggestions for effective listening instruction for young ELLs in mainstream classrooms are provided. |
| **Alvarado F**  | **Intergroup Conflict and Identity: English Language Teaching and the Context of Iraq**  
*Amy Jo Minett, Salem State University*  
*Sarah Dietrich, Salem State University*  

This paper investigates intergroup identity conflicts among Iraqi English teachers “Arab, Sunni, Shia, and Kurd” who have participated in English language programs during the violent turmoil of Iraq's recent political crisis. The authors propose guidelines for conflict reduction in English language programs which include participants from conflict countries. |
| **Alvarado G**  | **Collaborative Action Research Examining Critical Language Pedagogy**  
*Kara Viesca, University of Colorado – Denver*  
*Mark Knowles, University of Colorado – Boulder*  
*Arienne Adamcikova, San Mateo High School*  

A group of researchers from various institutions and disciplines are collaborating to examine critical language pedagogy and learn from approaches from various disciplines such as modern world languages, bilingual education, English as a second or foreign language and urban teacher education. This paper will present the results of our collaborations. |

---

<table>
<thead>
<tr>
<th>3:15 – 3:45 p.m.</th>
<th>Concurrent Session 6D</th>
</tr>
</thead>
</table>
| **Alvarado B**  | **Thirdspace, Identity, and Countercultures in the Classroom**  
*Moses Allen, University of New Mexico*  

This paper focuses on the concept of Spatialization used in Thirdspace discourse. Soja's ontological trialectic of thirdspace is used along with Hip-Hop counterculture to explain the existence of simultaneous spatializations of reality in the classroom. An analysis is provided to ground these concepts in application for educational practitioners. |
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvarado C</td>
<td><strong>Students' Attitudes toward Service Learning Activities in Advanced Spanish Courses</strong>&lt;br&gt;&lt;br&gt;*Lisbeth Philip, Loyola University New Orleans&lt;br&gt;*Kelly Brotzman, Washington and Lee University</td>
<td>This presentation comprises four-semesters of data collected by means of a self-reported Service Learning Social Justice questionnaire to determine whether students of Advanced Spanish courses have demonstrated strong indications toward the fostering of an understanding of diversity and awareness of social justice issues as compared to students in other disciplines.</td>
</tr>
<tr>
<td>Alvarado F</td>
<td><strong>Building Community in the ESL/Bilingual Education Classroom: Overcoming Preservice Teachers' Fears of Learning with inse</strong>&lt;br&gt;&lt;br&gt;<em>Joanne Sellen, Western Illinois University</em></td>
<td>In this paper, the researcher discusses the results of action research in response to challenging dynamics in a required methods course in which preservice teachers must study alongside inservice teachers returning to the education classroom for a bilingual/ESL endorsement. Aspects of situated learning, feedback, and curriculum will be discussed.</td>
</tr>
<tr>
<td>Alvarado G</td>
<td><strong>“It takes three villages to raise a bilingual child.”</strong>&lt;br&gt;&lt;br&gt;*Shinji Takahashi, University of Wisconsin – Milwaukee&lt;br&gt;*Mary Beth Gehl, Moraine Park Technical College</td>
<td>A case study conducted on our own three English-Japanese bilingual children for 25 years. This paper specifically focuses on the communal aspects of raising bilingual children, and the factors needed to create communities that supported their development. Concepts and successes of this study may universalized to any second language.</td>
</tr>
<tr>
<td>Alvarado A</td>
<td><strong>The Voice of Jacob and the Hands of Esau: Rethinking Language and Spectacle of 'Otherness' in Cinemas</strong>&lt;br&gt;&lt;br&gt;<em>Daniel Olufemi, University of New Mexico</em></td>
<td>The paper examines cinematic language and the portrayal of 'Otherness' in cinemas â€“ mainstream and non-mainstream. The critique of two films depicts the manipulative potential of film language in maintaining relations of power and domination, as well as a more positive view of the 'other'.</td>
</tr>
<tr>
<td>Alvarado B</td>
<td><strong>Hispanic Settlement: Researching Communities, Construction of Social Networks, and Heritage Language Maintenance</strong>&lt;br&gt;&lt;br&gt;<em>Maria Montoya, State University of New York College at Oneonta</em></td>
<td>This study explores the Hispanic immigrants' experience in one small community of rural upstate New York. These experiences are examined in a holistic theoretical framework that takes the process of immigration from initial settlement, adaptation, to permanent settlement; through this process, heritage language maintenance is observed in rural settings.</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>4:30 p.m. – 6:00 p.m.</strong></td>
<td><strong>Social Event</strong>&lt;br&gt;The Social event is an ISLS tradition to celebrate the end of the conference and to give presenters a final chance to connect with others, and perhaps make dinner plans following the social. Join us for light refreshments. Use the ticket provided to enjoy a drink on us, followed by a cash bar.</td>
<td></td>
</tr>
</tbody>
</table>