



The International Society for Language Studies

2009 Conference Program

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Candidates for Election

Conference Schedule

June 11, 2009

8-9:45 Session 1

10-11:45 Session 2

11:45-1:00 Luncheon and Business Meeting of the Society

1:15-3:00 Session 3

3:15-5:00 Session 4

June 12, 2009

8-9:45 Session 5

10-11:45 Session 6

11:45-1:00 Lunch on your own

1:15-3:00 Session 7

3:15-5:00 Session 8

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8-9:45 Session 9

10-11:45 Session 10

11:45-1:00 Lunch on your own

1:15-3:00 Session 11

3:15-5:00 Session 12

Business Meeting

SESSIONS

Thursday, June 11, 8:00-9:45 Banquet Area

Agent and Subject of Discipline: How the Techniques of Power Inform Teacher Attrition

Lynn Chandler, *Franklin Pierce University*

Using phenomenology and a Foucauldian lens, five novice teachers describe how they experienced institutional and discursive power while acting in the dual roles of agent and subject of discipline. Findings suggest that though many believe they have autonomy in developing classroom management strategies, most decisions are influenced by how they are themselves disciplined.

Thursday, June 11, 8:00-9:45 Banquet Area

After Identity: The path of research and theory in language education

Miguel Mantero,

The central focus of this session is the question: Where may the current emphasis on identity in research in language education lead the field of critical applied linguistics? During this presentation, we discuss the current emphasis on identity in language education and trace it back to a few influential studies and pieces of scholarship. Also, we will explore the concept of identity formation according to various theoretical paradigms and discuss differences as well as similarities. I will present my own viewpoint from my own experience and current research, and will ask the attendees to provide their own insights and thoughts before explaining three areas of inquiry which I believe the current research in identity issues may lead us: epistemology, ecology, and language classrooms as transitional spaces.

Thursday, June 11, 8:00-9:45 Banquet Area

John Watzje,

Thursday, June 11, 8:00-9:45 Mezzanine A

The Power of Pronunciation: Dialect, Foreign Appeal, and Motivation in Language Learning

Brian Rubrecht, *Meiji University*

As Japanese university students may possess preferences for the pronunciation of specific English dialects based on affinities for particular foreign locales, exposure to and practice with such dialects in English courses may lead to increased foreign appeal levels and language learning motivation. This presentation presents background information and research findings.

Thursday, June 11, 8:00-9:45 Mezzanine A

Korean Heritage Learners' maintenance of their identity and language: a case of college level students

Min Jung Jee, *University of Texas at Austin*

Ji-Hyun Byun, *University of Texas at Austin*

This study is about how Korean heritage college students maintain their identity and the language and how Korean teachers and the Korean language program at a US university help them to keep their identity and the language and to overcome challenges.

Thursday, June 11, 8:00-9:45 Mezzanine A

Resisting Globalisation: Empowering Mexican English-Language Teachers

Gerrard Mugford, *Universidad de Guadalajara, Mexico*

This presentation examines how Mexican English-language teacher trainees question and even resist traditional Anglo-American pedagogic beliefs, attitudes and procedures as well as pressure from an increasingly globalised ELT industry in their search to identify meaningful teaching and learning practices that correspond more closely to their students' English-language needs and wants.

Thursday, June 11, 8:00-9:45 Mezzanine B

Indigenous loanwords in three varieties of Pacific English: An analysis of borrowing patterns and attitudes

Jan Tent, *Macquarie University*

This paper reports on a study of the interrelationships between colonial history and attitudes on the one hand, and the patterns and characteristics of borrowing into English lexical items from the indigenous languages of Australia, New Zealand and Fiji on the other.

Thursday, June 11, 8:00-9:45 Mezzanine B

Discursive power and the new labor force: The metamorphosis of a speech community

Christopher Miles, *The University of Southern Mississippi*

This case study ethnography of a French immigrant of Senegalese descent describes the process of accessing discourse power that ultimately fosters greater cross-cultural understanding at a multicultural workplace.

Thursday, June 11, 8:00-9:45 Mezzanine B

Language Practices and Mother Tongue Maintenance in Oaxaca, Mexico: Two Case Studies

Julia Stakhnevich, *Bridgewater State College*

Mario López Gopar, *University of Oaxaca*

This paper presents a qualitative case study of two pre-service Mixtec English language teachers from Oaxaca, Mexico. The study explores how the participants negotiated identities in the languages of their choice. A discussion of how critical English language education impacts mother tongue maintenance in post-colonial settings concludes the presentation.

Thursday, June 11, 8:00-9:45 Salon A

Critical Language Awareness, Power, and Educational Leaders

Rosemary Henze, *San José State University*

Gilberto Arriaza, *CSU Hayward*

Felecia Briscoe, *UT San Antonio*

This session examines the relationship between educational leadership and the use of language to promote equity and social justice. We will present findings of three qualitative studies of leadership discourse and engage the

audience in an interactive discussion through a “critical language awareness” activity, as well as share our just released book which addresses this topic.

Thursday, June 11, 8:00-9:45 Salon B

“The Thai people ... are a fantastic race”: Tourist attitudes towards identity and expectations of English

Cheryl Traiger, *University of Arizona*

Reviews posted on travelers’ advice websites reflect attitudes about the identity of both local residents and other travelers of different nationalities. The presentation will demonstrate that these descriptions of group memberships, and the specific stereotypes they reflect, are important factors to consider when analyzing tourists’ expectations of local English proficiency.

Thursday, June 11, 8:00-9:45 Salon B

Digital genre and multimodal analysis: a study of hotel websites

Amy Suen, *The Hong Kong Polytechnic University*

This paper examines digital genre of hotel websites in Hong Kong, with a focus on hypertextual and multimodal communication. Using Bhatia’s (2004) genre analysis framework and Kress and van Leeuwen’s (1996) model for images analysis, linguistic features and images on the websites of hotels in Hong Kong are investigated.

Thursday, June 11, 8:00-9:45 Salon B

Language Choice, Metalinguistics, and National Identity: An Examination of Official Tourism Websites

Richard Hallett, *Northeastern Illinois University*

Judith Kaplan-Weinger, *Northeastern Illinois University*

This paper examines the role of the English language vis-à-vis the role of Russian and other titular languages in the promotion of tourism in the former Soviet republics. It reveals how official tourism websites concomitantly promote their independent national identities and titular languages.

Thursday, June 11, 8:00-9:45 The Studio

Raising language learners' pragmatic awareness in increasingly multilingual environments

Michal B. Paradowski, *Institute of Applied Linguistics, University of Warsaw*

The Interface Model will be presented, which proceeds from an explication of how relevant principles operate in the learners’ L1 (culture) to an explanation of pertinent L2 norms and subsequent modification of the L1 principle to accommodate L2 data, with practice first expecting the learner to apply the appropriate FL strategies and speech acts on the grounds of the L1. By such a gradual, multi-stage method the learners become ‘pragmatically fluent’ before actually starting to use the operational principles in the TL itself.

Thursday, June 11, 8:00-9:45 The Studio

Diverse children’s construction of learner identities

Jae Major, *University of Canterbury*

This paper explores the learner identities constructed by culturally and linguistically diverse children in two grade 4 and 5 classrooms in New Zealand. Selected incidents from classroom data provide insights into how the focus children positioned themselves as learners, how they were positioned by others, and the affordances and resistances that occurred within the dominant classroom discourses.

Thursday, June 11, 8:00-9:45 The Studio

Educator power in language policy appropriation

David Johnson, *Washington State University*

This paper examines the role of educator power in working implementational and ideological spaces in language policy. Data are presented from an ethnography of language policy which examined the development of a local language policy in the School District of Philadelphia. It is argued that analyses of language policies as mechanisms of power should be coupled with localized understandings of educator agency in interpreting and appropriating policy.

Thursday, June 11, 10:00-11:45 Mezzanine A

Discourse, Power and Identity

Meral Çileli, *Middle East Technical Univ.NCC*

This paper is going to analyze how Jane Austen constructed her female character Emma in her work Emma as a character in the mainstream and how she tried to stand against the dominant ideology by means of a particular use of discourse since as Johnson (1990) asserts “discourse is both a vehicle or instrument of knowledge and a specific object of power, [cr][lf]Both a site and object of struggle (807).[cr][lf][cr][lf]

Thursday, June 11, 10:00-11:45 Mezzanine A

Spaces of the Self in an Additional Language Context

Xuemei Li, *Queen's University*

This research explores the border-crossing experiences of 5 international students in China and how these experiences affect their sense of the self. The results of the study indicate that personal identity spoke louder than national and ethnic identities among these students. A model of “the mediated self” was developed.

Thursday, June 11, 10:00-11:45 Mezzanine A

Empowerment, Multiple Identity Shifts, and the Development of Expertise

Caroline Vickers, *California State University, San Bernardino*

Sharon Deckert, *Indiana University of Pennsylvania*

This paper demonstrates how one Mexican immigrant woman's identity changed as she participated in a community of practice—a sewing cooperative. These changes are evident across a nine-month period in verbal and non-verbal constructions of national, ethnic, cultural, linguistic, and gender identities as well as her identity as a competent sewer.

Thursday, June 11, 10:00-11:45 Mezzanine B

Urban Discourses and the Construction of Identity on Tunisian Street Signs

Selim Ben Said,

The analysis of the visual dimensions of language has far-reaching implications for research examining the link between language, society, and identity in multilingual settings. Research within the linguistic landscape of Tunisia provided evidence that street signs may give characterizations of how identities are constructed within post-colonial contexts.

Thursday, June 11, 10:00-11:45 Mezzanine B

Space and territoriality in Brazilian migrants' narratives

Lucia Freitas, *State University of Goias*

This work focuses on the symbolic appropriation of foreign space by Brazilian migrants in the USA and in Europe. A Critical Discourse approach was employed to ten narratives of personal experience abroad to detect how migrants evaluate the complex scenarios of their arrival and the relevance of their own migration experiences.

Thursday, June 11, 10:00-11:45 Mezzanine B

Spatial literacy in language learning: A Makiguchi-Bakhtinian perspective

Jason Goulah, *DePaul University*

This paper examines planetary and spatial literacies in world language learning by applying the philosophies of Japanese educator Tsunesaburo Makiguchi (1871-1944) and his Russian contemporary Mikhail Bakhtin (1895-1975). Specifically, I examine geography, chronotope, dialogism, and architectonics, then discuss findings of adolescents' development of spatial literacies while participating in a credited abroad Japanese language program.

Thursday, June 11, 10:00-11:45 Salon A

TESOL's Shifting Theoretical Landscape

Stephanie Vandrick, *University of San Francisco*

Suhanthie Motha, *University of Washington*

Rachel Grant, *George Mason University*

Ryuko Kubota, *University of North Carolina at Chapel Hill*

Four TESOL scholars examine the changing ideological significance of several gender-related concepts in TESOL theory and practice, including feminist pedagogy, black womanist theory, intercultural communication, and diaspora and postcolonial studies.

Thursday, June 11, 10:00-11:45 Salon B

(De-)constructing Language Boundaries, Reconstructing Nationality: Immigrant adolescents contesting belonging

Daniel Rellstab, *University of Bern*

Despite the fact that multiculturalism is a defining feature of Switzerland, neo-racist discourses have become commonplace. However, as analyses of interactions in a virtual network show, immigrant adolescents develop powerful communicative strategies to contest these discourses. Thereby they construct transnational identities, and re-draw boundaries on linguistic, political, and geopolitical maps.

Thursday, June 11, 10:00-11:45 Salon B

Creating Wiggle Room: Italian Canadian Youth and Symbolic Investments in French

Julie Byrd Clark, *University of Toronto*

This interdisciplinary work examines what it means to be multilingual through the lived experiences of nine Italian Canadian youth participating in university French language and teacher education programs in Toronto, Canada. Their investments in French create 'wiggle room' which has implications for all those involved in language education.

Thursday, June 11, 10:00-11:45 Salon B

Dialect variation, identity and power: A discourse analysis of bidialectal high school students' small group discussion

James S. Chisholm, *University of Pittsburgh*

Amanda J. Godley, *University of Pittsburgh*

This paper analyzes a discussion in a U.S. classroom in which African American high school students deliberated issues of language and power. A discourse analysis of students' critical reasoning revealed how students used personal experiences to expand their understandings of dialect variation, identity and power and articulated new linguistic identities.

Thursday, June 11, 10:00-11:45 The Studio

Power and Ideology: Chavez's Linguistic Representation of the Left.

Antonio Reyes-Rodriguez, *University of Mississippi*

This paper shows the different voices Chavez evokes during his 2005 speech in the UN. I correlate the voices used by Chavez with discursive goals and (para)linguistic means of realizations. Chavez uses power to display socio-pragmatic features (voices and lexical choices) to display ideological positionings, creating and shaping social meaning.

Thursday, June 11, 10:00-11:45 The Studio

Second Language Practices and Acquisition - Identity Construction in a Global World

Kadidia Doumbia, *RGNS*

Understanding and speaking the official language of the country one lives in is the main road for social acceptance, recognition and opens the doors for better education and the improvement of one's life. Languages learning or acquisition becomes essential in this so-called global world that is as diverse as ever.

Thursday, June 11, 10:00-11:45 The Studio

The Language of Land and Water: Filipinoness Enclosed in Container Schema

Yvonne Esperas, *Philippine Science High School-Eastern Visayas Campus*

This study examines the poems written in English by a postcolonial woman Filipino writer. By analyzing the ontological and orientational metaphors in the recurring land and water images in her poems, results show that they

feature a container schema. This schema embodies the writer's understanding of the socio-cultural phenomena, and affirms her identity as a Filipino. Although the poems are written in a non-Philippine language, they manifest the writer's Philippine world views, which are shared by the rest of the Philippine society.

Thursday, June 11, 1:15-3:00 Mezzanine A

An Animatronic Worldview—It's a Small, Tiki Jamboree

Terry Osborn, *Fordham University*

A discussion of depictions of language diversity in 3 animatronic attractions at the Magic Kingdom in Walt Disney World Resort, Orlando.

Thursday, June 11, 1:15-3:00 Mezzanine A

My own hard work: Agency and evaluation in narratives about language teaching in Armenia

Anne Feryok, *University of Otago*

This paper considers three Armenian English teachers who used narratives to describe Soviet and post-Soviet language learning and teaching experiences. Analysis of expressions of agency and evaluation from an activity theory perspective suggests how the teachers have constructed their identities within the Armenian context.

Thursday, June 11, 1:15-3:00 Mezzanine A

Russian-speaking identities in the modern Europe

Ekaterina Protassova, *University of Helsinki*

The teaching and learning of Russian as mother tongue might be approached as potentially having both a positive and a negative effort: it helps speakers of Russian not to abandon ties to Russia, but this leads to a certain marginalization of the Russian-speaking community. Due to the maintenance of a partly mythological Russian identity of the 19-20th centuries, Russian is still in many aspects an ideological language, and it is perceived so not only by many people abroad, but even in contemporary Russia itself. Russian is not just a language of an ethnic, but a language of certain deeds and ideas. That's why the intergenerational discourse between old and new Russian immigrants abroad has a particular value: different pictures of the world meet here. In a new Europe, so different from the one that Russian-speaking people have experienced before their emigration from Soviet Union and Russia, new conceptions of tolerance, human rights, and negative attitudes towards racism and xenophobia must be acquired. To the permanent residents of Russia who were brought up in the Russian language environment, reflections upon their identity seem strange and not convenient. Russian was the dominant and now is the state language of Russia; everybody wants to speak Russian fluently, because it is important for the career and gives access to most events. If somebody cannot speak her mother tongue, she feels guilty; but not to speak Russian means in many regions of Russia to be social outcast. The previous Soviet unification of culture and language through the tools of Russian language is still working, though numerous attempts are made to elaborate on a nation-building Russian idea. The terms of 'identity' and 'ethnicity' are widely-used, yet foreign-language sounding, and sometimes are seen as a Western-imported challenge. The Russian-speaking Europeans have to adopt their previous views about nationality, citizenship, and personality to their new conditions of life.

Thursday, June 11, 1:15-3:00 Mezzanine B

A Pakistani Family Living in the US: Hierarchy in Everyday Domestic Discourse

Autumn Reed, *University of Maryland Baltimore County*

In the US Pakistanis in domestic spaces are largely neglected by discourse analysts because of the difficulties associated with accessing this group. The researcher demonstrates through an analysis of recorded domestic conversations the manner in which certain discursive practices create, negotiate, and reinforce hierarchical and gendered roles within the family.

Thursday, June 11, 1:15-3:00 Mezzanine B

“It’s not sweet without it?”: Host family dinnertime conversations and the construction of interculturality

Erica Zimmerman, *United States Naval Academy*

This presentation examines host family dinnertime conversations for the construction of interculturality in talk. The focus is on segments where the topic of food is in the forefront of the discussion. The analysis will show whether these types of interactions allow for the construction of intercultural identities.

Thursday, June 11, 1:15-3:00 Salon A

Empowering or de-culturizing the Creole speaker in the tertiary language classroom.

Clover Jones McKenzie, *University of Technology, Jamaica*

Grace Hamilton, *University of technology, Jmaica*

Despite various advancements, there is still much ambivalence in the way Jamaican Creole is viewed in the society. The education system covertly perpetuates the notion that Creole has no place in the education system. While the system openly proclaims that it seeks to widen the Creole speakers' language repertoire, there are signs that indicate that the language and culture of the Creole speaker are being stifled.

Thursday, June 11, 1:15-3:00 Salon B

Media Interventions in Language - The Creation of Generic Identities

Shyamala Nair, *Lady Amritbai College for Women*

The paper aims at a critical discourse analysis of media reporting and its effect on subjectivities. The homogenisation of inputs into received and receivable modes tend to take for granted a collective consciousness. On the other hand the creation of this consciousness is accelerated and mediated through news channels that create their own ideologies.

Thursday, June 11, 1:15-3:00 Salon B

Illegal Immigrants or Indocumentados? Discursive Representations of Hispanics in the United States press

Roxana Delbene, *Alvernia College*

In this paper, I focus on the discursive representation of those immigrants who have entered the country without having legal authorization of the U.S. government. I show how a linguistic microanalysis of the current political debate on immigration illuminates the representation of Hispanics as those labeled as “illegal” or “undocumented.”

Thursday, June 11, 1:15-3:00 Salon B

A dialectical, critical discourse analysis of the construction of female athlete identity in sports press conferences

Karolina Sznycer, *Adam Mickiewicz University, School of English*

The main focus of the study is on the process of a discursive identity construction of top-class, tennis players in post-match press conferences. Drawing upon a dialectical, critical discourse analysis, the paper examines the interrelations between a communicative style, genre and discourses.

Thursday, June 11, 1:15-3:00 The Studio

Cultural Dialectics & Linguistic Heteroglossia :Literature from the Margins in India

Rajul Bhargava, *University of Rajasthan, Jaipur, India*

The opening up of spaces and cultural mobility among the hitherto marginalized 'Dalits' has urged them to find 'other' means of stressing their distinct identity. Language as a tool of protest is being used by them to project their cultural dialectics. The paper analyzes the inherent heteroglossia of this new writing.

Thursday, June 11, 1:15-3:00 The Studio

Death and People: Language Factor in African Movies

Bayo Omolola, *Morgan State University*

The connection between people and the invisibly visible, mysterious snatcher of life can only be understood deeply by studying the verbal and non-verbal expressions that relate to the living, the dying, the dead and death. This paper examines death-related language in Nigerian movies to capture African perception of death.

Thursday, June 11, 1:15-3:00 The Studio

Functions of Indian English in South Asian Fiction Dialogue

Kalaivahni Muthiah, *University of North Texas*

I conduct a quantitative linguistic study of Indian English features in the dialogue of four South Asian novels. By reserving the use of Indian English to accentuate buffoon-like and negative qualities of characters, the authors' promote in the dialogue the very stereotyping fought against in the themes of their fiction.

Thursday, June 11, 3:15-5:00 Mezzanine A

Language Officialization in Puerto Rico: Beyond Discourses of Protectionism and Receptivity

Elaine Shenk, *St. Joseph's University*

This paper examines the discourses of protectionism and receptivity regarding language officialization as used in the persuasive arguments of proponents of 1991 and 1993 laws regarding language officialization in Puerto Rico, as well as discusses the potential of an intermediary third space that integrates some of both discourses.

Thursday, June 11, 3:15-5:00 Mezzanine A

Discourse and Literacy Practices at a Bilingual University in Turkey

alev ozbilgin, *Middle East Technical University*

alev ozbilgin, *Middle East Technical University Northern Cyprus*

This paper presents Turkish and English academic literacy practices at a bilingual university in Turkey. The uses of reading and writing to achieve social purposes in context of use will be analysed to understand: (1) how power is structured at the university context; (2) how this context facilitates or hinders literacy practices.

Thursday, June 11, 3:15-5:00 Mezzanine A

The effects of English language medium universities on the UAE's culture and society

Susan Mikecz Munday, *American University of Sharjah*

This paper explores the issues and considers tensions that result from the spread of English language medium universities and colleges in the UAE. Although a degree in English is an important 'commodity', aspirations to global standards are mitigated by a number of deep-rooted local constraints.

Thursday, June 11, 3:15-5:00 Mezzanine B

To What Extent Does the Iranian ELT Curriculum Include a Communicative Pedagogy?

Mahdi Dahmardeh, *PhD Research Fellow*

This is a discussion on findings from a pioneering research that recently has been done within the Iranian context regarding ELT situation in Iran (Dahmardeh 2008). The project includes many interviews with Iranian language teachers, textbook authors and curriculum designers and a vast majority of literature that were touched upon before.

Thursday, June 11, 3:15-5:00 Mezzanine B

Power Relationships in the L2 Classroom: The Effects of Corrective Feedback

Paul Miller, *Texas Tech University*

The literature has not yet considered how corrective feedback affects the power relationship between L2 learners and their instructor. This study will examine the perceptions that language learners have on feedback, how feedback affects the power relationship between teacher and student, and what other variables affect this relationship.

Thursday, June 11, 3:15-5:00 Mezzanine B

New Portraits of Competence: Uses of L1/L2 Resources and Peer Scaffolding in the Classroom

Paula Mellom, *University of Georgia*

This paper examines how students utilize their knowledge of and competence in their L1 as resources to support cognitive, phonetic and grammatical development in their L2. It also focuses on peer scaffolding and negotiation as key elements in L2 acquisition.

Thursday, June 11, 3:15-5:00 Salon A

Cultural Contradiction about Women's Social Genders in Chinese Expressions

Yalun Zhou, *University of Missouri-Kansas City*

Michael Wei, *University of Missouri-Kansas City*

Thomas Stroik, *University of Missouri-Kansas City*

Although Chinese society and language have been undergoing dramatic changes and the socioeconomic changes in China have lifted women's social status, this presentation demonstrates that the gender and power relations between men and women, reflected in Chinese expressions, are shaped by double standards due to the preoccupied cultural norms.

Thursday, June 11, 3:15-5:00 Salon B

Linguistic identity: Putting the native-nonnative debate under scrutiny

Farahnaz Faez, *University of Western Ontario*

This presentation reports on a qualitative case study that explored the linguistic identities of teacher candidates from a variety of language backgrounds in a Canadian university. Participants' self-reports and interviews and teacher educators' perceptions towards these candidates provide in-depth analysis of perceived linguistic identities and help reconceptualize the native-nonnative construct.

Thursday, June 11, 3:15-5:00 Salon B

Using Address Terms in Identity Construction

Guisen Tian, *School of Foreign Languages & Literatures, Beijing Normal U.*

This article presents a model illustrating how different address terms are selected and employed in interactions to negotiate social identities and relationships, attitudes and emotions. It focuses on the use of address terms to construct identities along three scales: power-solidarity relationship, positive-negative emotionality, and congruent-metaphor realization.

Thursday, June 11, 3:15-5:00 Salon B

Young Saudi Women's Co-Operative Speech

Manal Ismail, *King Saud University*

This study highlights the interrelationship of language and culture in the Kingdom of Saudi Arabia. Undergraduate female and male students at King Saud University were interviewed at university by an interviewer of the same-sex. It will be argued that young Saudi women's linguistic behavior demonstrates their co-operative style of speech.

Thursday, June 11, 3:15-5:00 Salon B

Crossing the border from this side: The linguistic and cultural identities of non-native teachers of Spanish

Jennifer Wooten, *University of Georgia*

This study investigates the cultural and linguistic identities of non-native teachers of Spanish at various academic levels in Georgia public schools and how such identities inform their teaching practices and help them serve as cultural mediators between non-Hispanics and Hispanics in their communities.

Thursday, June 11, 3:15-5:00 The Studio

Advocating Introductory Sociolinguistics Courses as a Response to Declining Interest in Traditional FL Studies

Karen Williams, *Mercyhurst College*

This presentation will outline the author's rationale that introductory sociolinguistics courses be considered as an alternative to foreign language courses at the post-secondary level, especially in institutions where budgetary or curricular restraints reduce or eliminate funding for foreign languages. The presentation will also include personal experiences and observations.

Thursday, June 11, 3:15-5:00 The Studio

L2 Policy & Teacher Education: Bridging the Ideological & Power Conflict Gap

Ali Al Issa, *Sultan Qaboos University - Muscat - Oman*

Teacher trainers are powerful and influential socialization and enculturation agents in relation to second language policy implementation, or otherwise. This can reflect in the way they train their student teachers and influence their beliefs, images, and thinking about teaching and learning a second (English) language.

Thursday, June 11, 3:15-5:00 The Studio

Investigating How Second Language Teachers are Prepared to Teach Culture: An Analysis of Methods Course Syllabi

David Byrd, *Weber State University*

This presentation examines the role that the L2 methods course contributes in preparing L2 teachers to teach culture by highlighting the elements of pedagogy L2 teacher educators use in methods course syllabi to teach culture. Findings illustrate a lack of direct instruction provided for the teaching of target language culture.

Friday, June 12, 8:00-9:45 Mezzanine A

Measuring Interpreters' Use of "Powerless" Linguistic Particles in Immigration Hearings

Marjorie Zambrano-Paff,

This study examines the use of hesitation particles by interpreters in Spanish-English bilingual immigration hearings in the U.S. When confronted with lexico-semantic difficulties in the testimony, interpreters add hesitation markers to their interpreted rendition, thereby lengthening the utterance, reducing its pragmatic force, and, consequently, affecting how witnesses are perceived.

Friday, June 12, 8:00-9:45 Mezzanine A

Alternative models of communication in public service interpreting

kjersti orvig, *University of Stavanger*

By examining pieces of materiel from a sociological observational study of face-to-face interaction taking place in social welfare offices in Norway, questions linked to different contextual aspects within this contexts are targeted. Results are compiled from observations of interpreted dialogues between Norwegian Social workers and their clients from minority groups represented by refugees and immigrants.

Friday, June 12, 8:00-9:45 Mezzanine A

Interactions of Genre-Based Practices in Placements

Ken Lau, *The University of Hong Kong*

This presentation takes a genre-based perspective to investigate the interactions between pedagogical practice and professional practice through the analysis of texts produced by the informants during their social work and physiotherapy placements.

Friday, June 12, 8:00-9:45 Salon A

How Do We Deny the Access of Learning and Success for ELLs?—Collected Evidence in the Field

Yalun Zhou, *University of Missouri-Kansas City*

Michael Wei, *University of Missouri-Kansas City*

The unjust and inequitable treatment to English language learners is a heated topic. With collected evidence from existing literature, this presentation provides a holistic picture of our schools' denial of access to learning for these students. A bias-reduced social justice pedagogy that every teacher could use is proposed.

Friday, June 12, 8:00-9:45 Salon B

The making of rural entrepreneurs in Tanzania

Elizabeth Boner, *UC Berkeley: Department of Education: Language, Literacy, an*

This paper uses discourse analysis to highlight the tensions present in interactions between American development practitioners and two Tanzanian women as they met to discuss possibilities for starting a business. They came with different expectations of each other, the process, and the world of business.

Friday, June 12, 8:00-9:45 Salon B

Cultural aspects of emotion language and their implications for international negotiation

Caroline Lehr, *University of Geneva*

Anna Ogarkova, *Swiss Center for Affective Sciences*

Cristina Soriano, *Swiss Center for Affective Sciences*

This paper will report some results of a larger scale project on emotion language and its impact on international negotiation. The paper will, with a particular emphasis on cultural aspects, provide an insight into the importance of emotion language in conflict scenarios. The conflict-relevant emotion concepts analyzed will be ANGER, GUILT and SHAME in some of the languages of the project (6 official languages of the United Nations, German and Hebrew).

Friday, June 12, 8:00-9:45 The Studio

Disrupting old patterns in new ESL teachers' beliefs about teaching and learning: A report on empirical research

Kristen Wilcox, *University at Albany*

The research reported on in this presentation responds to a call for the formation of a new discipline of ESL teacher-preparation research which includes components of reflective practices on teacher knowledge. Drawing on the analysis of data collected in a U.S. TESOL Certification program, the presenter shares findings and implications.

Friday, June 12, 8:00-9:45 The Studio

NNESTs and professional legitimacy: A sociocultural theoretical perspective on identity development

Davi Reis, *The Pennsylvania State University*

This presentation will focus on how participation in dialogic narrative inquiry supports nonnative English-speaking teachers' (NNESTs) efforts to establish professional legitimacy in the face of the native speaker ideology and the native speaker myth. Implications for teacher education will be provided.

Friday, June 12, 8:00-9:45 The Studio

Provincial Certification and Professional Integration: Whose Agenda? -- The Case of Immigrant Non-Native ESL Teachers

Amir H. Soheili-Mehr, *University of Toronto*

This paper, drawing upon findings from an empirical mixed-method research study of 120 participants, intends to explore the (re-)construction of immigrant non-native English speaking teachers' professional identity in the context of Teaching-English-as-a-Second-Language (TESL) programs in the province of Ontario, Canada.

Friday, June 12, 10:00-11:45 Mezzanine A

Globalization, Heteroglossia and Identity in a Bilingual Costa Rican School

Paula Mellom, *University of Georgia*

The desire to learn English to gain economic and social capital often conflicts with the desire to maintain home language and culture. To better understand this tension and its implications for identity construction, this paper examines L1 and L2 use and heteroglossia in a bilingual classroom in Costa Rica.

Friday, June 12, 10:00-11:45 Mezzanine A

Linguistic Globalization and Liberal Theory

Selma K. Sonntag, *Humboldt State University*

This paper seeks to engage political theorists and sociolinguists on Global English. I explore how liberal theories of state accommodation of linguistic diversity can be extrapolated to the global level and compare this extrapolation to sociolinguists' concerns about Global English. I conclude by arguing for an alternative, Gramscian theoretical approach.

Friday, June 12, 10:00-11:45 Mezzanine A

"Mentor Talk" for Newcomer Immigrant Students: Alignment and Resistance to the American Dream" and Globalization"

Benjamin Kramer, *Texas State University*

A critical discourse analysis of email exchanges between "newcomer" immigrant adolescents and Latino business professionals reveals an update of the "American dream" within a capitalist, globalized order and its limited appeal and relevance for many school-aged youth.

Friday, June 12, 10:00-11:45 Salon A

MLA 2007 and the case of Spanish language education: Addressing needs for a forgotten majority

Adam Schwartz, *University of Arizona*

Anne Pomerantz, *University of Pennsylvania*

Robert Train, *Sonoma State University*

Nicole Houser, *Indiana University of Pennsylvania*

This session responds to the MLA report (2007), “Foreign languages and Higher Education: New Structures for a Changed World,” calling for a Spanish language curriculum that is grounded in a broad understanding of humanistic learning, inclusive of non-language-majors, and sensitive to the presence and status of Spanish in the US.

Friday, June 12, 10:00-11:45 Salon B

Code-switching in Philippine Television-Mediated Political Campaign Advertisements

Paulina Gocheco, *De La Salle University*

The present study examines code-switching as a linguistic feature of the television-mediated political campaign advertisement (TPCA) in the Philippines. [cr][lf]The study aims to elicit the uniqueness of a TPCA as a type of political discourse through an examination of the functions, occurrences, and patterns of code-switching in the discourse.

Friday, June 12, 10:00-11:45 Salon B

Packaging social worlds: Micro- and macro-social replication in mass-mediated discourse

Jill Ward, *University of Illinois at Urbana-Champaign*

This paper provides an eclectic analysis of heteroglossic mass-mediated discourse for a National Public Radio (NPR) segment centered on the death of a child in a Chicago housing project. Conversation analysis of the NPR coverage of this event also incorporates theoretical perspectives from Bakhtin, Goffman, Silverstein and others.

Friday, June 12, 10:00-11:45 Salon B

The metaphorical use of “pressure points strike” in newspaper discourse

Janet, Nga Man Ho, *The Hong Kong Polytechnic University*

The pressure points strike is a combat technique in Chinese martial arts. In what ways is the term, “pressure points strike” exploited as a metaphor in Chinese news discourse? How does the metaphorical use of this term differ between newspapers’ coverage of business and politics?

Friday, June 12, 10:00-11:45 The Studio

Response papers: A means to develop reflective thinking and writing

José Villalobos, *Universidad de Los Andes*

This study analyzes how Venezuelan graduate students deal with the idea of writing 'response papers'. Several ethnographic tools were used to collect and analyze the data. The findings show: (1) the concepts of “response papers” and “reflective writing” were foreign to the students, (2) the reflective purpose of writing these response papers were useful for them.

Friday, June 12, 10:00-11:45 The Studio

Enhancing Learning of EFL Argumentative Writing through Interactions in Classroom and Virtual Learning Contexts

Ming-i Lydia Tseng, *Chung Yuan Christian University*

This paper explores how the learning of EFL writing in higher education can be enhanced through participating in interactions in classroom and virtual contexts. The findings reveal the learning of writing, particularly, argumentation, as a process of recontextualisation, much to do with power, social structure, learning opportunities, and transformative agency.

Friday, June 12, 10:00-11:45 The Studio

Critical Pragmatic Approach: An Eclectic Approach to EFL Writing Instruction

Hui-Tzu Min, *National Cheng Kung University*

For years non-native EFL writing instructors have turned to scholars and researchers in English-speaking countries such as the United States, British, and Australia for appropriate approaches to teaching writing. Yet from language-based, product-based, to process-based, and genre-based approaches, mainstream writing approaches appear to address only part of the issues faced by EFL writers (Silva, 1990). Operating under the three parameters of Kumaravadivelu's macrostrategic framework of post-method pedagogy: Particularity, practicality, and possibility (Kumaravadivelu, 2006, p. 69), the author proposed a principled eclectic approach to teaching EFL writing, adapting mainstream writing pedagogies to satisfy local needs, foregrounding local pedagogies to address student difficulty, and using a critical stance to examine and evaluate extant mainstream writing practices,. Examples are provided to illustrate this principled eclectic approach.

Friday, June 12, 1:15-3:00 Mezzanine A

Myths, memories and 'chasing stories': exploring professional identity in the narratives of university language teachers

Christine Savvidou, *University of Nicosia*

Professional identity is rooted in the stories teachers tell about their everyday practice. Using a narrative theoretical framework, this paper explores three main conceptions of professional identity in stories told by a group of university language teachers: identity as myth; identity as memory; and, identity as story-in-progress.

Friday, June 12, 1:15-3:00 Mezzanine A

NNES Graduate Students in the English-Speaking Academe: Language, Discipline, and Identity

Yu Jung Chang, *University of Washington*

This study critically examines how language competence factors in nonnative-English-speaking (NNES) international graduate students' participation and self-perception in three different disciplines. The findings highlight students' possession, and strategic use, of rich capital and challenge the presumed primacy of English competence to NNES students' academic success in the English-speaking research community.

Friday, June 12, 1:15-3:00 Mezzanine A

"I can not identify myself." Cultural identity in the writing of college-level Generation 1.5 learners of English

Justin Jernigan, *Georgia Gwinnett College*

This study of college-level Generation 1.5 learners of English as a second language focuses on how these learners perceive themselves in terms of cultural identity. The study includes both survey-based research and critical analyses of the participants' writing. The results are discussed within the broad framework of critical language studies.

Friday, June 12, 1:15-3:00 Mezzanine B

Nursing across cultures: the communicative needs of internationally educated nurses working with older adults

Margaret Hearnden, *University of York, UK*

This paper explores the experiences of Internationally Educated Nurses of learning to continue their profession in a new language and culture. Findings indicate that current educational opportunities fall short of providing adequate sociolinguistic and sociocultural preparation for many IENs to be able to function at the required entry level.

Friday, June 12, 1:15-3:00 Mezzanine B

Encouragement in nursing communication

Rieko Matsuoka, *National College of Nursing, Japan*

Mari Uchimura, *Tokyo Medical and Dental University*

Ian Smith,

This paper examines the ways in which nurses use encouragement. The utterances of encouragement from comic books data were categorized into ten types in accordance with their functions, and were analysed contextually from three perspectives, using the frameworks of Politeness Theory and Discourse Politeness Theory.

Friday, June 12, 1:15-3:00 Mezzanine B

Medical literacy: Changing patient power schemas through education and informed consent

Corinne Renguette, *Ball State University*

Mary Theresa Seig, Ph.D., *Ball State University*

Data was collected from patients learning about bariatric surgery through a software application designed to improve informed consent. Presenters will outline discourse analysis techniques used to examine patient's power schemas. Presenters will discuss how improved patient education can shift power from doctors to patients, potentially improving outcomes.

Friday, June 12, 1:15-3:00 Salon A

Gender Representations and Gender Bias in ELT Textbooks Published in Iran

Olga Skliar, *Middle East Technical University*

Betil Eroz, *Middle East Technical University*

This session deals with the results of the study on gender representations and gender discriminatory meanings in the ELT series published by the Iranian Ministry of Education for the public high schools in Iran. Presenters: Olga Skliar (Middle East Technical University), Betil Eroz (Middle East Technical University)

Friday, June 12, 1:15-3:00 Salon B

Role of identity in the attainment of a native-like accent

Nihat Polat, *Duquesne University*

This study examines effects of identity, gender and age on attainment of a native-like Turkish accent by Kurds, who have been suffering years of subtractive linguistic policies. Findings suggest that degrees of positive values attached to self, L1 and L2 identities relate accent native-likeness, suggesting significant gender and age differences.

Friday, June 12, 1:15-3:00 Salon B

Engaging New Narrative Modalities in the ESL Classroom: Digital Stories and Negotiation of ESL Learner Identities

Polina Vinogradova, *University of Maryland, Baltimore County*

This paper discusses how the new narrative genre of digital storytelling offers ESL learners an engaging and creative medium for identity negotiation. It illustrates how three ESL learners negotiate their social identities and express agency via a combination of verbal and visual narrative elements in their digital stories.

Friday, June 12, 1:15-3:00 Salon B

Material effects of a TESOL program on the professional identities of NNES teachers

Roumi Ilieva, *Simon Fraser University*

This paper reports on a study of the material effects of authoritative discourses in a TESOL program on the professional identities and practices NNEST graduates of the program develop and negotiate in their local professional contexts. It offers expanded understandings of the complexities accompanying development and negotiation of professional identities.

Friday, June 12, 1:15-3:00 The Studio

The Development of L2 Inner Voice in Adult Japanese Immigrants

Brandon Shigematsu, *University of Nevada, Las Vegas*

Research points out that: 1) some immigrants evidently consciously develop a second language inner voice not only for effective communication in the target language but for the private rehearsal of transactions in the second language; 2) the development of an inner voice leads to creating a different sense of self.

Friday, June 12, 1:15-3:00 The Studio

The Power of Autobiography in the Language Learning of Adult Immigrant ESL Students

Gloria Park, *Indiana University of Pennsylvania*

Debra Suarez, *College of Notre Dame*

Grounded in critical pedagogy, this paper presents the results of a five-year study that explored adult ESL students' cultural and linguistic autobiographical narratives as a form of empowerment and self-transformation. Thus, their narratives become representative images of their socially and historically constructed identities within English language learning contexts.

Friday, June 12, 1:15-3:00 The Studio

Language and Ethnic Identity: the Case of Korean Immigrant Community in Paraguay

Jinny Choi, *University of Texas at Arlington*

The present study examines linguistic situation and ethnic identity among Korean immigrants and their descendants in Paraguay. The data show that their native/heritage language maintenance is in a highly stable status, and there is a correlation between their linguistic behavior and ethnic identity formation.

Friday, June 12, 3:15-5:00 Mezzanine A

IDENTITY FOR MEZZANINE ATION OF ARAB ADOLESCEN IN ISRAEL; SOCIOLINGUISTIC PERSPECTIVE

Michal Tannenbaum, *Tel Aviv University*

Rania Essa, *Tel Aviv University*

Exploring Israeli-Arab adolescents' perceptions on language and identity issues in mixed-city and Arab-town contexts, reveals stronger sense of Arab-minority identity in the mixed-city context and stronger aversion toward the majority's culture and language than Arab-town participants. Language emerges as reflecting psychological dynamics and intergroup relations and findings are discussed in regard to their implications to the Israeli conflictual context, and to broader perspectives.

Friday, June 12, 3:15-5:00 Mezzanine A

The Quest for Identity: How Egyptian is Egyptian Arabic?

Yasmine Salah El-Din, *American University in Cairo*

This paper examines the influence of Western culture on Egyptian young people's language behavior. It analyses the form and function of coined Arabic words that are based on English. Implications for future language practices are highlighted and a discussion on the identity of Egyptian and Arab culture follows.

Friday, June 12, 3:15-5:00 Mezzanine A

The Social and Psychological Implications of a Classical Arabic-based Identity

John Costello, *University of Arizona*

This paper assesses the psychological consequences and social implications of constructing a national identity based on the Classical Arabic language given its sacredness, its grammatical difficulty, and the fact that it is not the mother tongue of Arabs.

Friday, June 12, 3:15-5:00 Mezzanine B

The great four might: Our musical identity

Alexandra Glynn,

Our identity is a musical identity; sound is defined and placed in patterns; patterns are exploited and the identity is deepened, power is emboldened. We submit and prove in this paper that these four are the habitation of this deepening of might: stress and unstress, verbs, pattern, and repetition.

Friday, June 12, 3:15-5:00 Mezzanine B

INDIVIDUAL AGENCY AND ROLE CONSTRUCTION IN INTERACTION

Paula Mellom, *Georgia Gwinnett College*

This paper delves into how the students at an elite bilingual school in Costa Rica use language choice as a tool of individual agency to construct their own identities: that is to say, how different children use English and Spanish to construct roles in interaction. I have identified three participant roles: mediator, model student and compañero and examine how the students go about “doing being” those roles – co-constructing them in interaction.

Friday, June 12, 3:15-5:00 Mezzanine B

DOING QUESTIONING/CONSTRUCTING IDENTITIES

James A. Kelley, *University of Memphis*

Friday, June 12, 3:15-5:00 Salon A

Power, planning and advocacy in language education: case study analyses at the institutional, state, and national levels

Jennifer Haan, *Purdue University*

Karyn E. Mallett, *Purdue University*

These papers, 'Understanding Institutional Language Planning and Local Advocacy' and 'Advocacy among English Language Professionals: theorizing, conceptualizing, and leveraging power,' come together to push the subject of advocacy to forefront of discussion among language educators while examining underlying ideologies and power relationships. Jennifer Haan and Karyn Mallett, Purdue University

Friday, June 12, 3:15-5:00 Salon B

Empowering Spanish/English speakers in the U.S.: Reclaiming their bilingualism

Ariana Mrak, *University of Houston-Downtown*

A reassessing of the term bilingual to refer to Spanish speakers born in the U.S. is suggested in order to recapture the positive aspects of this ability and return the term to the speakers that are entitled to it and had it stripped away.

Friday, June 12, 3:15-5:00 Salon B

Listening and obedience: A linguistic anthropological research on 2nd generation Iranian Americans in heritage classroom

Saeid Atoofi, *UCLA*

Data of naturally-occurring interaction between heritage teachers and second generation Iranian-Americans in weekend Persian heritage classes are presented. I show that Persian heritage teachers not only direct their students' attention on how to listen to class instruction, but they also socialize them into a culture-specific meaning of listening.

Friday, June 12, 3:15-5:00 The Studio

Critical Inquiry into Chinese Education: A Case Study of Transformative Intellectuals and Pedagogy in a Language School

Xiang Zhang, *The University of Alabama - Tuscaloosa*

This paper brings together Giroux's theory of "transformative intellectuals" (1995) and Cummins' transformative pedagogy (2001) to examine the roles a Chinese school played in helping students become the self-examining beings. The conceptual arguments, supported by a qualitative study in New Jersey, explore the issues of teacher training and identity formation.

Friday, June 12, 3:15-5:00 The Studio

Transmit or Transform? Encouraging Korean EFL Teachers to Develop Critical Literacy for Analyzing Textbooks

Jihyun Nam, *Indiana University*

To identify problematic content in terms of social justice and equity, the study critically analyzes English textbooks used in Korean secondary schools and explores the possibility of introducing Korean teachers of English as a Foreign Language (EFL) to critical literacy so they can apply it in their classrooms.

Friday, June 12, 3:15-5:00 The Studio

Researching Critical Multiliteracies: Engaging possibilities and inevitable struggles

Theresa Austin, *Umass-Amherst*

Fatima, *University of Regina*

This paper reports on findings from a recent ethnography that investigated a critical digital literacies intervention in an alternative school for urban middle school students, primarily First Nations students in Canada.

Saturday, June 13, 8:00-9:45 Mezzanine A

Mandarin Maintenance Among Immigrant Children

Jingning Zhang, *Arizona State University*

This ethnographic research examines the Individual Network of Linguistic Contact (interpersonal contact, education support and contact with media) of 6 immigrant children from the People's Republic of China. The article finds out that overwhelming assimilative pull exists in both interpersonal contact and educational support. Ethnic media has the greatest unexplored potential in Mandarin maintenance.

Saturday, June 13, 8:00-9:45 Mezzanine A

Representations and Negotiations of Gender Identity Through Complimenting-like Behaviour Among the Japanese

Chie Adachi, *The University of Edinburgh*

My research investigates how Japanese adolescents represent and negotiate their gender identities through complimenting-like behaviour. The conventional Western definitions of what constitutes a compliment are inadequate when taken outside that cultural domain. In naturally occurring conversation, there are many compliment-like behaviours, that is, speech acts which are other-directed like compliments but do not have the canonical structure of a compliment formula. I will examine the full range of these and ask how the different variations on compliment-like behaviour (re)produce gender roles/ideologies, and how they do this through

interactions with the better studied variables such as particles and pronouns. Person pronouns and sentence final particles will be examined for the role they play in constructing gendered identities. Also, ethnographic data, including my fieldwork notes and interviews with Japanese informants on their attitudes and ideologies on gender and speech act that more or less correspond to the Western category of compliment, contribute to give much-needed depth to my analysis. The analysis is based on a corpus of more than 18 hours of recorded conversations with more than 50 Japanese participants. The current study concludes that Japanese adolescents intricately exploit linguistic choices to mark their gender identities which can be negotiated throughout complimenting-like behaviour. My ethnographic approach to data collection further adds that the indexing of gender in Japanese goes well beyond some linguistic forms, e.g. pronouns and particles, but that these indexes of gender interact in an informative way with the distribution of stances of other-orientedness such as compliments.

Saturday, June 13, 8:00-9:45 Mezzanine A

The Relationship between Identity and Second Language Acquisition

Yumin Liu,

This qualitative study discusses the relationship between identity and the acquisition of English in international students in the United States, and it indicates that identity influences the interpersonal relationships between international students and native language speakers and their investment in L2, thus affecting their L2 acquisition.

Saturday, June 13, 8:00-9:45 Mezzanine B

War Legitimation Discourse: Constructing Us and Them in Four U.S. Presidential Addresses

John Oddo, *Kent State University*

This presentation investigates war legitimization discourse in which war is construed symbolically as a morally acceptable and necessary action. The presenter examines four “call to arms” speeches by two U.S. presidents and argues that leaders manufacture public consensus for war through rhetorical constructions which implicitly demand a violent course of action.

Saturday, June 13, 8:00-9:45 Mezzanine B

The use of the term

Megan Strom, *University of Minnesota*

This paper investigates the use of the term 'illegal alien' by United States politicians and the attitudes of Latinos residing in Minnesota about its use. The author focuses on the results of the study and their implications for both the Hispanic and non-Hispanic communities of Minnesota.

Saturday, June 13, 8:00-9:45 Mezzanine B

Language, Racism, and Symbolic Power: The Ideological Construction of ‘Eikaiwa’ in Japan

Teruaki Muto, *University of Illinois at Urbana-Champaign*

This paper investigates the ideological construction of ‘eikaiwa’, the Japanese equivalent for ‘English conversation’. Analyzing multimodal texts from English conversation schools’ promotional materials, the paper indicates that racially prejudiced ideas are skillfully amalgamated into the concept of ‘eikaiwa’ and discusses how it is associated with the ‘symbolic power’ of English.

Saturday, June 13, 8:00-9:45 Salon A

Images of Language Learning, Nativeness, and Multilingualism: Critical Media Literacy in TESOL

Carla Chamberlin-Quinlisk, *The Pennsylvania State University, Abington College*

Suhanthie Motha, *University of Washington*

Rachel A. Grant, *George Mason University*

Sherrie Carroll, *University of Maryland, College Park*

Incho Lee, *The Pennsylvania State University, Harrisburg*

This colloquium asks questions about how media impose ideologies on TESOL practice and the sociocultural contexts in which language and culture are learned. The three presentations examine ways in which teacher educators can support their own and students' critical media literacy.

Saturday, June 13, 8:00-9:45 Salon B

Silence from Gender and Culture, Silence for Power: Examining the Japanese Female EFL Learner

Brian Rubrecht, *Meiji University*

On the surface, it would appear that Japanese female EFL learners would be at a disadvantage in language learning endeavors due to reticence stemming from both gender and cultural sources. However, it is argued that their silence may actually be advantageous in helping them attain increased status and power.

Saturday, June 13, 8:00-9:45 Salon B

Venturing into/through Language: Japanese Women and English as Capital

Aya Kitamura, *Center for Liberal Arts, Meiji Gakuin University*

The relationship between the English language and women in Japan is at once pragmatic and romantic. While examining the economic, cultural and social dynamics that surround the issue, this paper also looks into the identity narratives of those women who engage in English learning from different positions and with varying capitals.

Saturday, June 13, 8:00-9:45 Salon B

Steering a Life Course under Globalization: English Education Imaginary among Japanese and Korean Transnational Mothers

Hakyoon Lee, *University of Hawaii at Manoa*

Hiroki Igarashi, *University of Hawaii*

This comparative study investigates Japanese and Korean transnational mothers' conceptualization of English education abroad, which speaks to their desire for cosmopolitan capital. We focus on how they manage children's education, and how they project the future orientations, which are shaped by their socioeconomic background and individual life experiences.

Saturday, June 13, 8:00-9:45 The Studio

Effects of L2 identity construction on L2 learning motivation among high school students in Hong Kong

Man-bo Ho, *Community College of City University, Hong Kong*

The study attempts to show how L2 identity construction impacts on L2 motivation by investigating the narrative accounts of four English students in Hong Kong. It is hoped that their learner stories would help bridging motivational research and sociocultural and activity theory.

Saturday, June 13, 8:00-9:45 The Studio

Linguistic Dominance and Discrimination in Shanghai as a thriving cosmopolitan—Shanghainese, Mandarin or English?

Cao Yongheng, *Shanghai Jiaotong University*

This paper aims to describe and analyze the interplay between the three languages spoken in Shanghai, Mandarin, Shanghainese and English, and discover the pattern and the power that stays behind through an ongoing large scale survey among people of different social groups that live and work in Shanghai.

Saturday, June 13, 8:00-9:45 The Studio

An Endonormative Model of English for China?

Jian Yang,

This paper examines the recent claim that in many parts of China EFL professionals may have adopted an endonormative model. It surveys research on China English, and argues that its vocabulary is currently more nativized than its pronunciation and grammar. The endonormative model therefore applies only to vocabulary.

Saturday, June 13, 10:00-11:45 Mezzanine A

Questions of representation in teaching sexual identity issues

Stephanie Vandrick, *University of San Francisco*

This paper explores the responsibility of educators to address sexual identity issues, and the related questions of representation that arise. The presenter discusses intersections of relevant identities, such as class, gender, and religion; and urges awareness of privilege.

Saturday, June 13, 10:00-11:45 Mezzanine A

Are you superstitious? A survey on Chinese attitudes towards homophonic word taboos

Andrew Tse, *Open University of Hong Kong*

This paper is a combination of socio-psychological and linguistic study since homophonic word taboos is a socio-linguistic phenomenon in Chinese culture. The objective of this piece of research is to investigate Chinese attitudes towards homophonic word taboos in Hong Kong.

Saturday, June 13, 10:00-11:45 Mezzanine A

Competing discourses in English learners' reading practices: a feminist poststructuralist discourse analysis

Hangyan Lu, *the University of Hong Kong*

This study is a feminist poststructuralist discourse analysis (FPDA) of 4 Chinese college English learners' reading practices. By blending narrative inquiry with FPDA, the study aims to identify the interwoven yet competing discourses embedded in their reading practices, with the interplay of power, gender and discourse as the highlight.

Saturday, June 13, 10:00-11:45 Mezzanine B

Genetic Counseling across cultures: Language matters

Claire Penn, *University of the Witwatersrand*

The new field of genetic counseling presents specific challenges for the language practitioner particularly in the cross-cultural context. This paper will present some preliminary data from a study examining interactive processes between genetic counselors and their clients in the context of South Africa, and derive implications for practice.

Saturday, June 13, 10:00-11:45 Mezzanine B

When a Guiding Principle Becomes an Institutionalized Power

Virginia Wake, *U.S. Census Bureau*

This study examines the use of the principle of nondirectiveness in a prenatal genetic counseling case. It analyzes how the counselor's adherence to neutrality results in a failure to provide effective counseling. The finding shows that the principle controls the counseling interaction once it becomes an institutionalized power.

Saturday, June 13, 10:00-11:45 Mezzanine B

Powerful participation: A critical interaction order analysis of caseworker-client interaction in a homeless shelter

Maureen Matarese, *Borough of Manhattan Community College, CUNY*

This paper presents data from an institutional linguistic ethnography of caseworker-client interaction in a New York City men's shelter, exploring how clients may be discursively excluded from participation while engaging in a variety of the categories of talk that constitute cumulative interactions among caseworkers and clients over time.

Saturday, June 13, 10:00-11:45 Salon A

Researchers and the Researched: A Critical Approach to Interview Data

Elizabeth Miller, *University of North Carolina at Charlotte*

Robin Worth, *University of Wisconsin-Madison*

Junko Mori, *University of Wisconsin-Madison*

Isil Erduyan, *University of Wisconsin-Madison*

This symposium takes a critical constructionist approach to interview data with language learners, considering the ways in which identities, meanings, and knowledge are co-constructed by interviewers and interviewees and how power asymmetries are (re)constructed in interview talk. It argues for the need to consider researchers' contributions to interview outcomes as a necessary means for adding accountability to research analyses.

Saturday, June 13, 10:00-11:45 Salon B

Religious Literacy and Discursive Identity in a Slavic Immigrant Congregation

Heather Walker Peterson, *Indiana University of Pennsylvania*

Based on a 12-month ethnographic study of a Slavic immigrant congregation, the researcher describes the discursive individual and collective constructions of members' identity, with analysis utilizing Pavlenko and Blackledge (2004) and Richard Jenkins (2004), intersected with religious literacy as considered social practice by the New Literacy Studies.

Saturday, June 13, 10:00-11:45 Salon B

Evangelism and English Language Teaching: An Ethnographic Study

Christian Chun, *OISE/University of Toronto*

This paper presents an ethnographic study of a U.S. evangelical university that grants advanced degrees in TESOL and teaches English language classes on its campus. It investigates how intersubjectivities of TESOL faculty and students, and ESL teachers and their students are co-constructed in educational settings situated in an evangelical school.

Saturday, June 13, 10:00-11:45 Salon B

Environment, spirituality and war in adolescent language learning

Jason Goulah, *DePaul University*

This paper presents findings from an instrumental case study that examined adolescent Japanese foreign language (JFL) learners' dialogic and experiential engagement with interconnected issues of spirituality, environment, and war during an intensive, credited month-long immersion program in Japan. Such engagement occurred via classroom-based lessons and visits to major temples, shrines, and museums. Grounded in transformative second/foreign language learning, sociocultural theory, value-creation pedagogy, and postmethod, findings reveal that focused, L2-based critical learning about weighty issues of spirituality, environment, and war—individually and interconnectedly—resulted in language and culture learning consonant with national foreign language standards, as well as in students' transformed views about these issues vis-à-vis the target culture, their own culture, and their identities as language learners and emergent global citizens.

Saturday, June 13, 10:00-11:45 The Studio

'Presentation of Self' in Direct Reports of Speech and Mental States

Camilla Vasquez, *University of South Florida*

Alfredo Urzua, *University of Texas-El Paso*

This study addresses the identity work performed by directly reported speech versus directly reported mental states (e.g., thoughts, feelings) in novice teachers' talk during mentoring sessions. Each type of reported discourse relates to distinct modes of self-presentation: either foregrounding teachers' accomplishments, or highlighting areas of uncertainty and gaps in knowledge.

Saturday, June 13, 10:00-11:45 The Studio

Psychopathic Communicative Performance in organizations

Tor Claussen, *University College of Ostfold - Norway*

Two interlinked topics are raised. Informal malfunctioning communication in organisations is exemplified as psychopathic behaviour. This psychopathic behaviour is conceptualised as speech acts (Searle 1969). These speech acts are assumed to be relational/communicative practices (Habermas 1973 and 1981). Secondly a critical review of

system theory (Luhmann 2000 and 1997, Maciejewski eds. 1973 and Habermas & Luhmann 1971) is offered as possible holistic conceptualisations of psychopathic informal communication.

Saturday, June 13, 10:00-11:45 The Studio

Professional Identity, Language Perceptions and Integration: The case of Internationally-Educated Physicians

Parto Pajooresh, *Brock University*

This presentation explores the narratives of a group of internationally-trained physicians in Canada as they reflect on the (re)shaping of their social and professional identities in the new and challenging linguistic spaces.

Saturday, June 13, 1:15-3:00 Mezzanine A

Communities of Practice in On-Line Gossip Websites: The relationship of ideology, power, and identity in discourse

Bryan Meadows, *University of Arizona*

Linda Waugh, *University of Arizona*

A discourse analysis of on-line gossip blogs (postings and comments) using Lave and Wenger's communities of practice model reveals explicit power, ideology, and identity negotiation practices. The competition for social positioning rests on specific rhetorical strategies of group members and contributes to an expansion of the communities of practice model.

Saturday, June 13, 1:15-3:00 Mezzanine A

“Trying not to sound dumb”: Disempowerment and identity construction in online discourse

Janel Pettes-Guikema, *Grand Valley State University*

The purpose of this research is to explore learners' changing identities and perceptions of the author through the processes of reading and online discussion. The findings reveal issues of identity struggle and disempowerment, highlighting the dynamic relationship between the language learner and the native speaker.

Saturday, June 13, 1:15-3:00 Mezzanine A

Who's in control?: A discursive reframing of interaction, activity, and power in a failed" L2 research interview"

Matthew Prior, *University of Hawaii*

This presentation draws on discourse and conversation analysis to examine power, interaction, and misalignment in a “failed” L2 research interview. Findings suggest a view of interview that considers resources, achievement, and negotiation of activity can enhance the quality of our fieldwork and analysis, and our understanding of language in use.

Saturday, June 13, 1:15-3:00 Mezzanine B

Canadian language policy and the limits of language training for newcomers

Eve Haque, *York University*

[cr][lf]Immigrants to Canada are expected to acquire one of the official languages for settlement and integration which most often means taking a federal language training program. However, a close examination of the language training policy documents of these programs show that Canada's national language policy of "multiculturalism within a bilingual framework" ultimately serves to entrench the linguistic and cultural exclusion of these newcomers to Canada.

Saturday, June 13, 1:15-3:00 Mezzanine B

The Role of English Language Teaching in Building Open Societies

Amy Minett, *Indiana University of Pennsylvania/MATC*

This paper uses critical discourse and qualitative content analysis in order to explore the role of English Language Teaching in the building of open societies throughout Central, Eastern and South Eastern Europe and the former Soviet Union.

Saturday, June 13, 1:15-3:00 Mezzanine B

Market as Politics: Construction of Parents' Subjectivities in the Promotion of English in the Age of Globalization

Man-chiu Lin, *University of Hawaii at Manoa*

Many parents in Asia heavily invest in children's early private English education. This study examines how power is exercised and how parents' subjectivities are constructed through the orchestration of corporate advertisements and national development plans while situating the discussion in a wider geo-political context of Taiwan.

Saturday, June 13, 1:15-3:00 Salon A

Developing a rhizomatic language-learning environment: work in progress (a 2-part paper)

Andrew Lian, *Western Illinois University*

José Antonio Gonzalez, *Western Illinois University*

Presenters: José Antonio Gonzalez and Andrew Lian, Dept. of Foreign Languages, Western Illinois University, Macomb, IL, USA. This two-part paper will present research in progress in the development of a technology-based rhizomatic language learning environment, specifically, the development of taxonomies linking linguistic and cultural events in pedagogic contexts and the development of a technological infrastructure as a suitable delivery mechanism for these.

Saturday, June 13, 1:15-3:00 Salon B

Promoting Place: The Discursive Construction of Identity Through Advertisements

Patricia Mayes, *University of Wisconsin - Milwaukee*

Jennifer Kontny, *University of Wisconsin - Milwaukee*

Michael Lewis, *University of Wisconsin - Milwaukee*

Lisa Walker, *University of Wisconsin - Milwaukee*

We present two papers examining how "place" is used to discursively construct identities in two contexts: "The 'Place' of Student-Centeredness in the Institutional Identity of the University," by Michael Lewis and Lisa Walker; "Paying for 'Place': Representations of Global Citizenship in Corporate Advertisements" by Patricia Mayes and Jennifer Kontny. (UWMilwaukee)

Saturday, June 13, 1:15-3:00 The Studio

What is critical English for academic purposes (now)?

Sarah Benesch, *college of staten island, cuny*

Brian Morgan,

This paper examines recent research in critical English for academic purposes. After discussing early critical EAP research/teaching, the presenter demonstrates how more recent studies explore students' and teachers' multiple and overlapping identities in EAP teaching and learning, as well as power relationships in EAP social and institutional contexts.

Saturday, June 13, 1:15-3:00 The Studio

Negotiating the “critical” in a Canadian English for Academic Purposes program

Ena Lee, *Simon Fraser University*

This case study investigated disjunctions that existed between the “critical” dialogic pedagogy of an EAP program emphasizing the connection between language and culture and the practices of the instructors teaching there. Classroom discourses essentialized culture and, in turn, constructed student identities similarly thereby limiting students' access to language-learning opportunities.

Saturday, June 13, 1:15-3:00 The Studio

Perceptions of Power in Critical Language Studies

John O'Regan, *Faculty*

The paper discusses the contribution of Foucault to understandings of power in critical language studies. It distinguishes between negative and positive perceptions of power in Foucault's work and argues that educational approaches calling themselves critical have tended to favour the former over the latter in determining their purpose.

Saturday, June 13, 3:15-5:00 Mezzanine A

'WAR ON TERROR' IS A CURATIVE: Recontextualization and Political Myth-making in Philippine State of the Nation Addresses

Gene Navera, *National University of Singapore*

The paper examines the State of the Nation addresses (SONA) delivered by incumbent Philippine President Gloria Macapagal-Arroyo from 2002 to 2004, during which time she actively invoked the need to engage in the U.S. government-led 'global war on terror.' It specifically investigates how these presidential speeches recontextualize the war on terror discourse and how this recontextualization works to legitimize her perennially challenged presidency.

Saturday, June 13, 3:15-5:00 Mezzanine A

An Investigation into How Power is Distributed Between the Interactants of a Current Affairs Television Interview.

Andrew Atkins, *Kyoto Sangyo University*

This study was an attempt to investigate the distribution of power within the genre of a television interview, using a three stage Hallidayan-derived framework. From the analysis it could be seen that power was distributed unequally between the two interactants, with the interviewer having slightly more power.

Saturday, June 13, 3:15-5:00 Mezzanine A

Power relations in Egyptian and American TV talk shows

Yasmine Salah El-Din, *American University in Cairo*

This paper investigates power relations between hosts and guests on Egyptian and American TV talk shows. It compares verbal and nonverbal features symbolizing the exercise of conversational power in this type of institutional talk in the two societies under investigation. The similarities/differences identified would help understand social interaction more effectively.

Saturday, June 13, 3:15-5:00 Mezzanine B

Preservice Teachers Knowledge Base Related to ESL: A Case Study

Douglas Fleming, *University of Ottawa*

Francis Bangou, *University of Ottawa*

In second language education, there has been considerable debate as to what constitutes the appropriate knowledge base for practitioners. If we believe that teachers' knowledge base is situated, what can we say about the knowledge base of preservice teachers enrolled in an ESL methods course at a large Canadian university?

Saturday, June 13, 3:15-5:00 Mezzanine B

Conflicting discourses about ELLs in a professional development course

Daniella Molle, *University of Wisconsin - Madison*

The paper explores the tensions created by conflicting discourses about English language learners (ELLs) in a professional development course for practicing teachers. Using detailed descriptions of talk, I discuss two types of tensions: between practice and policy, and between accountability and evaluation in practice itself.

Saturday, June 13, 3:15-5:00 Salon A

Cross-Cultural Conflicts in the reception of autonomous language learning concept: The case of the culturally diverse Tu

Elena Osinsky, *University of Iowa*

Hacer Hande Uysal, *Gazi University, Turkey*

It has been suggested that a teaching method is the product of the society in which it was developed; thus, it is culture-specific. Autonomous language learning is reported to be a good example for this, as it represents Western ideology to create libertarian and democratic individualism by emphasizing on the right of individual to make all kinds of learning decisions (Pennycook, 1997). In this case, we face the question of cross-cultural appropriacy and applicability of learner autonomy in intercultural teaching-learning situations.

Saturday, June 13, 3:15-5:00 Salon B

What Counts as Highly Qualified Urban Early Childhood Practitioners?

Jorgelina Abbate-Vaughn, *UMass Boston*

Patricia Paugh, *UMass Boston*

The assumed achievement by NCLB standards versus the actual knowledge and skills of urban early childhood teachers is analyzed. The growing populations of urban early care practitioners pursuing college degrees present significant challenges. This paper explores the literacy demands associated with college recruitment, retention, and completion of such populations.

Saturday, June 13, 3:15-5:00 Salon B

The discursive exercise of school leadership: educational events built by a principal through talk and nonverbal behavior

Viviana Unda, *University of California Los Angeles (UCLA)*

Adopting a micro-ethnographic perspective, this paper examines how, through talk and nonverbal behavior, a principal exercises leadership while disputing with school personnel the meaning of a school incident. P's exercise of leadership depended on interactional factors, her interlocutors, and on issues regarding the school ethos and the community context.

Saturday, June 13, 3:15-5:00 Salon B

The Construction of Families in the Discourse of Educational Leadership

Felecia Briscoe, *University of Texas, San Antonio*

This study critically analyzes the discourse of educational leaders in regards to their construction of family identities. Qualitative methodology is used to examine multiple genres of discourse. A Foucauldian framework of power is used. The study finds that families of high minority, low-income families are commonly depicted as deficient and defective.

Saturday, June 13, 3:15-5:00 The Studio

Crossing the Seas between Japan and Taiwan: The Effect of Cross-Cultural Online Chatting on Motivation

Mark R. Freiermuth, *Gunma Prefectural Women's University*

Hsin-chou Huang, *St. John's University, Taiwan*

In this paper, we discuss the motivating effect of using online chat as a tool for real communication. Specifically, we examine the experiences of 20 EFL university students in Taiwan and 23 EFL university students in Japan who resolved a task together online across the ocean that divided them.

Saturday, June 13, 3:15-5:00 The Studio

Globalization, Language Policy and Planning: The English Language Policies, Identity, and The Social Divide in Taiwan

Yi-Sheng Lin, *Teachers College Columbia University*

This is a paper related to Language Policy and Planning, shedding light on how language and language-in-education policies in local contexts are shaped by the force of globalization in the 21st century. The paper focuses on exploring the discourse and practice of English language policy/planning and the impact on Taiwan.

Saturday, June 13, 3:15-5:00 The Studio

An EFL Teacher's Education on Critical Literacy in the USA and Practice in Taiwan

Yu-chen Lin, *Indiana University-Bloomington*

The study investigated how an EFL assistant professor acquired the knowledge of critical literacy in the USA and practiced in his teaching context which is different from the USA. Social-cultural theory was adopted as the lens to explore possible factors, ways to mediate conflicts, and methods to glocalize Critical Literacy.

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