2016

Who Has the Final Word in Assessing Language Teacher Readiness?: Corporate Standardization Versus Local Expertise
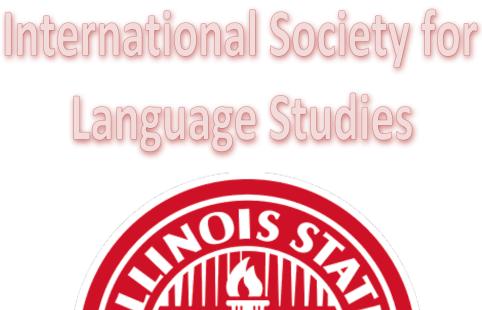
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International Society for Language Studies

2016 Conference

June 23-25, 2016

Illinois State University

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International Society for Language Studies
Official 2016 Conference Program

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Welcome to Illinois State University in Normal, Illinois, USA and to the ISLS 2016 conference! 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**. Presenters should bring their PowerPoint presentation **on a USB drive and only use the computer provided.** 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. Single paper sessions are 30 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 in the Old Main Foyer from 8:00 a.m. to 4:30 p.m. on June 23rd. On June 24th, registration/check-in will be open from 9:00 a.m. until 4:00 p.m., and from 9:00 a.m. until 12:30 p.m. on June 25th.
2) Stop by the registration area to check out the display samples of ISLS publications. If you pre-ordered *Readings in Language Studies* (Vol. 5), 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) We are pleased to offer beverage service throughout the conference **in the registration area**. We will also have a social event immediately following the last session on Thursday, June 23rd and a luncheon on Friday, June 24th. All registered members are welcome to these events. Please join us!
4) The conference will end at 12:30 p.m. on Saturday, June 25th.

ISLS 2016 Conference at a Glance

June 23

8:00-4:30	Registration Desk Open (Old Main Foyer)
	Coffee/Tea Available All Day (in registration area)

9:00-10:00	Opening Session
10:00-10:30	Coffee/Tea Break
10:30-11:45	Concurrent Session 1
11:45-1:00	Lunch Break (on your own) (Registration Desk Closed)
1:00-4:30	Concurrent Session 2
4:45-6:15	Social

June 24

9:00-4:00	Registration Desk Open (Old Main Foyer)
	Coffee/Tea Available All Day (in registration area)

9:45-11:45	Concurrent Session 3
11:45-1:00	Luncheon (Registration Desk Closed)
1:30-3:30	Concurrent Session 4

June 25

9:00-12:30	Registration Desk Open (Old Main Foyer)
	Coffee/Tea Available until the end of conference (in registration area)

9:00-12:30	Concurrent Session 5

A SPECIAL THANKS TO ILLINOIS STATE UNIVERSITY FOR HOSTING THIS CONFERENCE AND THE OFFICE OF INTERNATIONAL STUDIES AND PROGRAMS FOR THEIR SUPPORT!!

SESSION SCHEDULE

THURSDAY, JUNE 23

8:00 a.m. – 4:30 p.m.	**Registration Desk Open** *Old Main Foyer*
9:00-10:00 a.m. Old Main	**Opening Session: Language Education: Developments and New Perspectives from Chicago, Illinois** *Aria Razfar, University of Illinois at Chicago* *Sunny Park-Johnson, DePaul University* *Jason Goulah, DePaul University* The first paper in this panel will describe a research project that has partnered with urban schools to develop teacher researchers and curriculum designers who can integrate STEM education with language learning in culturally responsive ways. The second paper provides a linguistic analysis of the skills and tasks necessary to meet the standards in the English Language Arts section of the CCSS. Finally, the third paper provides a critical analysis of the current state of language education and offers recommendations for transformed perspectives and approaches to meet the needs of teachers and students and strengthen the integrity of the field of language education.
10:00 – 10:30 Old Main Foyer	**Coffee/Tea Break** *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!*
10:30 – 11:00	**Concurrent Session 1A**
West Lounge 1	**Standardization of Semiotics: Maintaining Resilient Identities Through Local, Translocal, and Cultural Space** *Dietger De Maeseneer, University of New Mexico* *Jose Antonio Lecea Yanguas, University of New Mexico* *Svetlana Mylnikova, University of New Mexico* *Yasir Hussain, University of New Mexico* *Iphigenia Kerfoot, University of New Mexico* Navigating various structural spaces equipped with multiple linguistic and cultural identities, the international authors discuss the dialectic relationships between context, advocacy, voice, and transferability of semiotics. They share strategies on how they utilize prior and newly gained cultural competences to challenge language standardization and resulting social division.
Spotlight	**Linguistically Oppressive Structure of Education System in Turkey and Resistance of the Kurds** *Ibrahim Demir, University of New Mexico* The purpose of this presentation will be a critical analysis of the hegemonic education system of Turkey and the resistance of the Kurds who respond back through maintaining their language and cultural identities despite of the linguistically and culturally oppressive educational policies of Turkey.

11:15 – 11:45	Concurrent Session 1B
West Lounge 1	**The Perceptions and Comprehension of High School Students in a Non-Native English Speaking Taught Online Classroom** *Patrick Baldwin, Northeastern Illinois University* This study uses non-native speaking students in two high school online ELL science classrooms to investigate the impact of teacher accent on student comprehension and attitudes. Pre- and post-assessment data and a matched guise technique are used to determine effectiveness of the videos and perceptions of the students.
Spotlight	**Positioning, Linguistic Identity, and Language Socialization on Facebook: A Case of ESL Teachers and Their Students** *Derya Kulavuz-Onal, Salisbury University* Focusing on interactions on a Facebook group created by ESL teachers and their students, I present an in-depth analysis of how the teachers and students position themselves through a variety of discursive practices in order to claim linguistic identities, assign status, and socialize into cross-cultural sociolinguistic practices in multilingual encounters.
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 2A
Old Main	**In-Between Defectors and Flexible Citizen: Media's Portrayal of North Korean Settlers in South Korea [Presented in Korean & English]** *Sue Hyun Mun, University of Wisconsin-Madison* This paper will examine the strategic in-between identity of North Korean settlers appear on a media space. How they demonstrate multilingualism through use of dialect and border-crossing stories to tap on 'otherness' and 'incompetence' (Rampton, 1997)? How does the official vision of monolingualism in South Korea counter their attempts?

West Lounge 1	**Social Inequality in Foreign-Language Teaching: Treating Mexican Non-Native Instructors as Second-Class Teachers** *Gerrard Mugford, Universidad de Guadalajara, Mexico* Native-speakerism, the perpetuating dominance of native speakers in English-language teaching, too often hinders non-native teachers from constructing their identities as full-fledged members of their profession. This presentation examines the perceptions of Mexican teacher trainees as they appropriate language teaching for their own pedagogical purposes.
Spotlight	**Metrolanguaging as Korean: A Hong Kong Case Study** *Jerry Won Lee, University of California, Irvine* This presentation draws on a year-long longitudinal study of an ethnically Chinese Hong Konger's experiences passing, deliberately and inadvertently, as Korean. It considers passing as a semiotic and embodied process that simultaneously enables moments of ?metroethnic? identification but also implicates oneself in fraught spaces of xenophobia, ethnocentrism, and neonationalism.
1:45 – 2:15 p.m.	**Concurrent Session 2B**
Old Main	**Internationalization as a 'Third Space': Examples from 'Our Iraqi Fulbright Adventure'** *Sarah Dietrich, Salem State University* *Amy Jo Minett, Salem State University* *Zachary Newell, Salem State University* Examining the collected stories from a program bringing Iraqi scholars to the US, this paper illuminates the construct of internationalization as a Third Space (Bhabha, 1994), where all participants confront assumptions regarding traditional binaries of unequal power staff/faculty/student; novice/expert; westerner/easterner- using language to examine and create knowledge.
West Lounge 1	**Ways of Saying and Doing Mathematics: Adolescent Latin@ Emergent Bilinguals in Mathematics Classrooms** *Armando Garza, Texas A&M University-Kingsville* This paper presents the linguistic practices of adolescent Latin@ English Learners in their mathematics classroom. Exploring Ofelia García's concept of translanguaging, this presentation describes how such linguistic practice is a powerful tool that mediates mathematical understandings. Some implications for teachers and teacher-educators are discussed.
Spotlight	**Challenges of the Common Core Standards: How Do Teachers Develop English Language Learners' Writing Skills** *Chiu-Yin Cathy Wong, Monmouth University* This qualitative case study examined how ELLs' academic writing skills develop through the three-step-approach. Results reveal that the participants' writing skills progress and show noticeable improvement with direct instruction. However, they cannot distinguish the differences between writing a summary and a description, a phenomenon that does not seem to improve.

2:30-3:00 p.m.	Concurrent Session 2C
Old Main	**Multilingual Education in Taiwan: Are They Learning too Many Languages?** *Chien-Yu Wu, Purdue University* I aim to explore the educational experience of the teachers' teaching immigrant students especially focusing on language teaching with new immigrant elementary school students in Taiwan. I conducted an in-depth case study using phenomenology to know what it is like to be a teacher with new immigrant and Taiwanese students.
West Lounge 1	**Benefit of the Use of Arabic-Origin Malay Loanwords for Persian-speaking Students of Malay [Presented in English and French]** *Kazunito Uni, University of Malaya* Using a vocabulary survey comprising 40 Arabic-origin loanwords, we examined the benefit of explicitly presenting their etymologies in teaching Malay to 20 Persian-speaking students. They averaged 19.9 correct answers and 17.35 newly learned words. A significant difference was found in participants' scores before and after the etymological presentation ($p= 0.000$).
Spotlight	**Creating an LGBT-Affirming Locker Room: A Discourse Analysis** *Cu-Hullan Tsuyoshi McGivern, Akita International University* *Paul Chamness Miller, Akita International University* Our previous research has shown that despite the bravery of these athletes, they are still subject to significant amounts of bullying and other homophobic actions. However, how schools and athletic organizations use language to respond to the homophobic actions of teammates is an unexplored topic that this presentation addresses.
3:15 – 3:45 p.m.	Concurrent Session 2D
Old Main	**Challenging Gendered and Racial Inequality in Engineering: A Voice and Topical Analysis of #ilooklikeanengineer** *Autumn M. Reed, University of Maryland, Baltimore County* This study analyzes the #ilooklikeanengineer Twitter movement to broaden our understanding of resistant and counterhegemonic discourses within marginalized groups. Through a critical discourse analysis of voices and topics, this presentation reveals #ilooklikeanengineer as a counterhegemonic discursive space where women, underrepresented minorities, and allies, reclaim the field of engineering for all.
West Lounge 1	**Discourse Strategies in a Multilingual Context: Should you talk, говорите, or сіз сөйлесесіз бе?** *Timothy Reagan* In this presentation, a phenomenological approach will be offered to help to explore and explain the nature and outcomes of both appropriate and inappropriate language selection decisions, as these are currently taking place in Astana, the multilingual and cosmopolitan political capital of the Republic of Kazakhstan.

4:00 – 4:30 p.m.	Concurrent Session 2E
Old Main	**Olowalu Review: The Development of a Multilingual Literary Magazine for English-Only Contexts** *Alex Kasula, La Universidad de Los Andes* The following presentation discusses the development of a multilingual literary magazine that emerged from the frustration of working in an English-only environment. The presentation examines the magazine's current ties to multilingual and translanguaging theory, as well as the basic steps to developing such a resource for teachers in similar environments.
West Lounge 1	**Tracking Intercultural Sensitivity of Language Instructors: The Case of Non-Native EFL Instructors in Turkey** *Mustafa Ozturk, Columbia University Teachers College* This is a quantitative investigation on EFL instructors' intercultural sensitivity regarding the dimensions of engagement, respect, confidence, enjoyment and attentiveness. It also aims to examine the factors contributing to the participants' intercultural sensitivity level. The data was collected through Intercultural Sensitivity Scale and analyzed through descriptive and inferential statistics.
Spotlight	**Who Has the Final Word in Assessing Language Teacher Readiness?: Corporate Standardization Versus Local Expertise** *Susan Hildebrandt, Illinois State University* edTPA purports to measure new teacher readiness, but this context-specific, standardized portfolio assessment challenges local expertise. This presentation explores one large program's edTPA implementation and outcomes, using quantitative analysis (n = 34), and offers offer suggestions to make edTPA a better reflection of world language teacher readiness.
4:45-6:15 p.m.	**Social Event** ***Founder's Lounge*** *All registered attendees are invited to join us at the social. Refreshments and light hors d'oeuvres will be offered. In addition to making new acquaintances, we recommend taking this opportunity to make dinner plans with others.*

FRIDAY, JUNE 24

9:00 a.m. – 5:00 p.m.	**Registration Desk Open** *Old Main Foyer*

9:45-10:15	**Concurrent Session 3A**
Old Main	**Reinventing Standards: Non-Prestigious Varieties, Social Justice, and Strategic Exclusion** *Nicholas Natchoo, University of Kansas* While it is generally acknowledged that language standardization and social prestige are intertwined in contexts where language ideology reinforces vertical representations of power, the case of Mauritian Kreol helps reevaluate this assumption by illustrating how standardization of non-prestigious oral vernaculars may also articulate minor sociopolitical agencies.
West Lounge 1	**Making a Great Kill: Influencing Public Education and Public Opinion Through Metaphor** *Jill Hallett* As metaphor shapes public understanding of abstract ideas, this research examines the use of metaphor by different stakeholders in the Chicago Teachers' Union strike of 2012, and focuses on the role of the media in framing issues of education in Chicago as divisive and violent.
10:30 – 11:00 a.m.	**Concurrent Session 3B**
Old Main	**Realities of Immigrant and Sojourner Students from Japan: Learning Experiences in U.S. Schools** *Reiko Akiyama, Purdue University* Many students with different cultural and linguistic norms from their own background often face challenges in U.S. classrooms, which causes anxiety, frustration, and isolation. I had interviews with two Japanese immigrant and sojourner students to investigate how they experienced U.S. school lives as cultural and linguistic minority students.
West Lounge 1	**The Dilemma of Discourse About Islam in English: Is Allāh God, and Is God Allāh?** *Timothy Reagan* It has been argued that English, as a consequence of its increasingly hegemonic position in the world, poses a significant epistemological and educational challenge for both individual Muslims and Islamic societies. In this presentation, such claims will be examined.
Spotlight	**Re-envisioning Chinese Heritage Language Maintenance in the U.S.: Youth and Young Adult Perspectives** *Genevieve Leung, University of San Francisco* *Ming-Hsuan Wu, Touro College* This paper addresses Chinese American youth and young adults' perspectives of language maintenance as non-Mandarin heritage speakers in school and community contexts, offering counternarratives and alternatives for Chinese speakers along the periphery. Findings have implications for how to re-envision Chinese language maintenance and teaching in the U.S.

11:15 – 11:45 a.m.	Concurrent Session 3C
Old Main	**Teaching English for Promoting Social Justice: Implications from a Study of Japanese EFL Students' Perceptions** *Mieko Yamada, Indiana University-Purdue University Fort Wayne* This paper explores cultural attitudes toward English language education in a globalizing Japan by examining Japanese university students' experiences and perceptions related to their English language classes. It suggests that teaching diversity issues should be integrated into the EFL curriculum to promote intercultural communication and social justice among English speakers.
West Lounge 1	**Should I Have Chosen an English Speaking Country, Instead? Re-evaluating Japanese Students' Study Abroad Experiences** *Keiko Kitade, Ritsumeikan University* This study investigates L2 learners' identity development during and after study abroad in non-English-speaking destinations. The narrative-interview-based findings call for awareness of critical ideological factors in the post-sojourn period, when learners realize the limited symbolic capital of the language learned and re-evaluate their sojourn vis-à-vis their envisioned global career.
Spotlight	**Critical Discourse Analysis of Linguistics Preparation for Revitalization Work** *Iphigenia Kerfoot, University of New Mexico* *Yasir Hussain, University of New Mexico* A critical discourse analysis of departmental and official linguistics materials concludes that not only the amount of exposure students are given to certain topics, but also the lenses through which that content is approached must be transformed to prepare linguists to collaborate appropriately on language revitalization work.
12:00 p.m. – 1:00 p.m. *Circus Room*	**Luncheon** *Circus Room* *All registered attendees are invited to join us for our luncheon buffet.*
1:30 – 2:00 p.m.	Concurrent Session 4A
Old Main	**'I don't drive a BMW': International Students and Affluent Normativity** *Sei Lee, University of California – Irvine* Through an analysis of interviews of international students from China studying in the US, this presentation demonstrates how the prevalent assumption of affluent normativity deprives them of various resources necessary to succeed in higher education.
West Lounge 1	**English Language Learners, the Classroom and Suicide** *Teresa Rishel, Ball State University* *Paul Chamness Miller, Akita International University* This paper explores the connections between ELLs' affective responses to their struggles and the characteristics of suicidal adolescents and young adults, suggesting implications for recognizing language learners who may be at risk of suicide.

2:15 – 2:45 p.m.	Concurrent Session 4B
Old Main	**U.S. Spanish-Language News Coverage of Violence Against Women: A Critical Discourse Analysis of Passive Voice [Presented in Spanish and English]** *Autumn M. Reed, University of Maryland, Baltimore County* *Megan Strom, Luther College* This presentation examines representations of violence against women in U.S. Spanish-language newspapers through a critical discourse analysis of passive voice. The findings suggest that the Spanish-language news' use of passive voice aligns with usage in majority news' coverage of violence against women within minority groups rather than majority groups.
West Lounge 1	**A Non-native EFL Teacher's Identity Formation in a Multilingual Corner of Southeastern Turkey** *Mustafa Ozturk, Columbia University Teachers College* This is a qualitative exploration of socio-cultural and socio-political factors contributing to the identity development of a non-native novice teacher struggling to teach English to Arabic and Kurdish pupils in a multilingual corner of Southeastern Turkey which is close to Syrian border.
Spotlight	**Teacher Candidates' Evaluation of ESL Writing** *Hyun-Sook Kang, Illinois State University* This study explored the extent to which the ethnolinguistic identity of an ESL writer (Chinese- and Spanish-speaking) and the background (gender and area of teaching) of a rater can influence mainstream teacher candidates' evaluation of ESL writing, using a matched-guise method.
3:00 – 3:30 p.m.	**Concurrent Session 4C**
West Lounge 1	**3 Hats Debate** *Bianca Nightengale-Lee, University of Louisville* Helping students see themselves as conscious global citizens, is a challenge in education today. The narcissistic nature of our world has negatively impacted students' social justice consciousness. The 3 Hats Debate format is a multimedia presentation, developed to heighten student awareness of larger issues through an engaging yet informative.
Spotlight	**College First-Semester English Language Learners: Concerns and Expectations** *Bettina Murray, John Jay College - CUNY* Culturally diversified English language learners (n=68) concerns and expectations were noted and analyzed at beginning and end of the semester during communication courses. Time management emerged as a significant concern. English language concerns and progress were significant for Chinese students. Latina/o students were significantly concerned with college financial demands.

SATURDAY, JUNE 25

9:00 – 9:30 a.m.	**Concurrent Session 5A**
Old Main	**Intensive English Programs & University Internationalization** *Tamara Warhol, University of Mississippi* Given the experience and expertise of Intensive English Programs (IEPs) relative to their university status, this study discusses a representative case to illustrate how institutions of higher education conceptualize the role of IEPs, in general, and as part of internationalization.
Spotlight	**Exploring Foreign Language Learners' Identity Investment and Genre-Based Learning** *Shinji Kawamitsu, University of Massachusetts Amherst* This paper attempts to bring a critical standpoint to Systemic Functional Linguistics-informed educational research. Drawing on the post-structuralist views on learners' identity, particularly the constructs of imagined identities/communities and investment, this study documents foreign language learners' language use and dynamic negotiating acts in their learning of various text types.
9:45 – 10:15 a.m.	**Concurrent Session 5B**
Old Main	**The Role of Textbooks in Instilling Intercultural Citizenship: A Critical Analysis of a Well-Known EFL Textbook** *Mustafa Ozturk, Columbia University Teachers College* This paper inquires how an EFL textbook can (or not) become an agent promoting intercultural citizenship. With this study, I, as a qualitative researcher and a practicing EFL teacher, intend to portray the role of a textbook in creating and developing critical cultural awareness or its eliminating and destructive effect.
Spotlight	**A Humanized Pedagogy to Second Language Literacy Practices** *Min Wang, University of Alabama* This case study explores the second language literacy practices of 4 Chinese international students at an English Language Institute (ELI) at a Southeastern U.S. university, which indicates that a humanized pedagogy is needed to address the different needs of the English learners.
10:30 – 11:00 a.m.	**Concurrent Session 5C**
Old Main	**A Safe Destination for International Visitors Including Women Tourists: A CDA of Indian Tourism** *Richard Hallett, Northeastern Illinois University* This presentation offers a critical discourse analysis (CDA) of the Incredible India tourism campaign to examine the linguistic/social construction of place in India and the campaign's use of erasure to play down India's negative image in the public sphere.

Spotlight	**Overcoming Dominant Language Ideologies and Appropriating English: Implications for Korean English Teachers** *Kathy Lee, Korea University* This paper examines Korea's current language policy, which requires classes be taught by Korean teachers exclusively in English. The findings indicate that teachers challenged but also reproduced dominant language ideologies, closing off any possibility to view themselves as legitimate English teachers. Implications are suggested to interrupt these destructive processes.
11:15-11:45 a.m.	**Concurrent Session 5D**
Old Main	**Utilizing Semantic Similarities in Teaching Japanese at Malaysian Universities [Presented in English and French]** *Kazuhito Uni, University of Malaya* This study examined the usefulness of comparative presentation of Japanese and Malay words sharing semantic similarities, to 102 Malaysian university students. The experimental group received a list presenting 14 pairs of words. A significant difference was found between the scores of the experimental and control groups (p = .000).
Spotlight	**Marxist Exchange Mechanisms in ELT: Perverting Value and Commodifying Race** *Chris Jenks, University of South Dakota* Using Marxist notions of 'value,' this paper uncovers how exchange mechanisms in the ELT market, namely hiring practices, reconfigure what is traditionally understood to be marketable characteristics of an ideal language teacher.
12:00-12:30 p.m.	**Concurrent Session 5E**
Old Main	**A Discursive Positioning of Corruption in Presidential Speeches** *Hakeem Ogunmuyiwa, University of the Western Cape* Positioning corruption as discursively foregrounded in speeches can impact in the way in which corruption is perpetrated and condoned. In Nigeria, especially, corruption has defied all solutions due to certain cognitive processes arising from its construction. Incorporating certain critical frameworks assist to address some of the problems.
Spotlight	**Ideological Construction of Cultural Knowledge in Taiwan High School English Textbooks: A Critical Discourse Analysis** *Tsung-han Weng, University of Kansas* *Frank Hua, University of Kansas* In order to see if multiculturalism and globalization are well-presented in the textbooks, this study is going to evaluate three sets of high-school English textbooks in Taiwan. The aim is to examine whether multicultural values and global perspectives underlying high school English textbooks through a critical discourse analysis (CDA) technique.