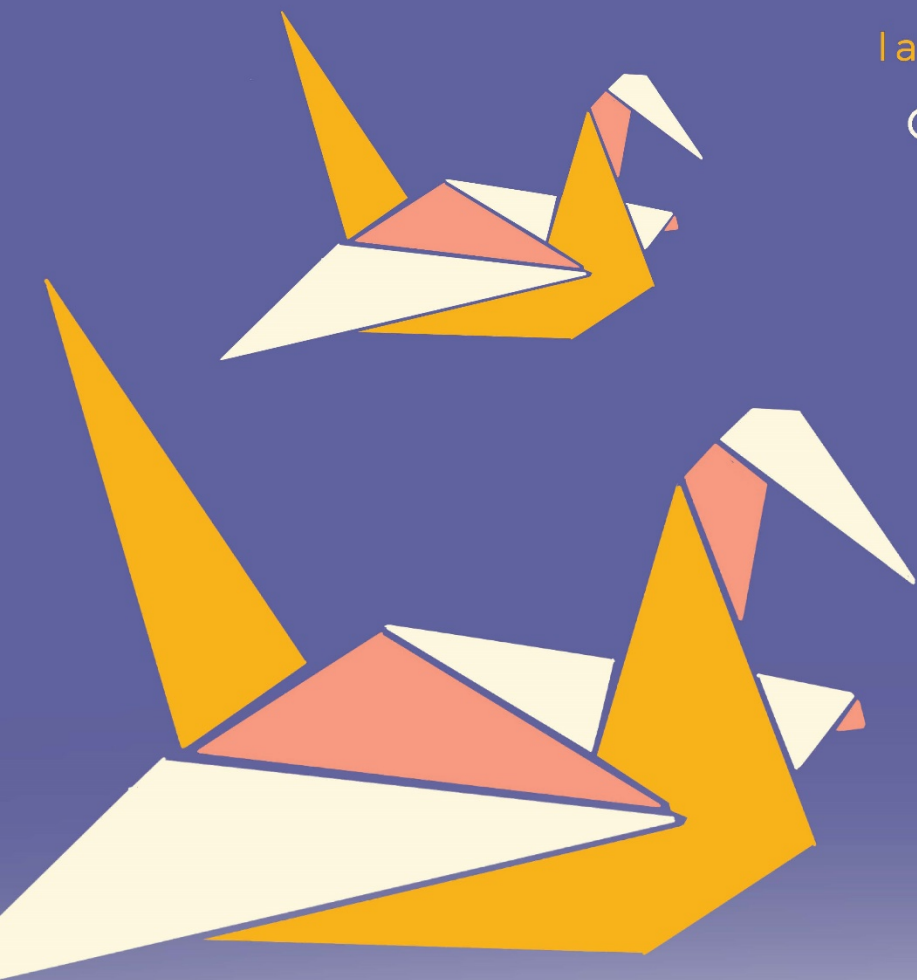2020 CLIC CONFERENCE

DIVERSITY ACROSS SETTINGS OF LANGUAGE USE & LEARNING

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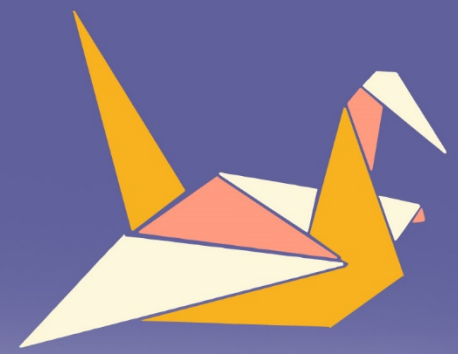
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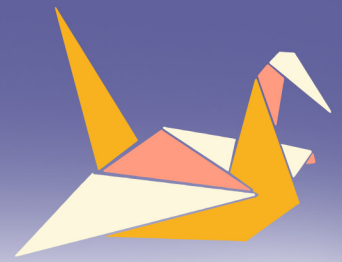Center for Languages & Intercultural Communication

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Family Language Policy in Filipino-American Families in Hawaii

11:00-11:30   Amal El Haimeur & Kalyani Rai
Linguistic and social factors in the acquisition of Arabic and Nepali as a heritage language.

Language Learning/Teaching Strand: Culture and Diversity
(curriculum development)

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When English is in the air: Linguistic implications of restrictive language policies on student language practices in a first-grade dual-language classroom.

12:00-12:30   Emma Britton
Critical and dominant language learner ideologies: A comparative case study of two Chinese writers in a US university developmental writing classroom.
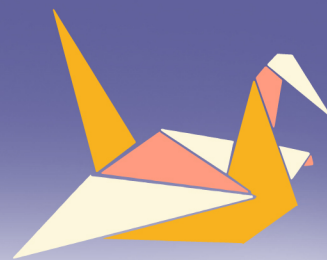
12:30 -1:30 Virtual Lunch Break

Language Learning/Teaching Strand: Culture and Diversity
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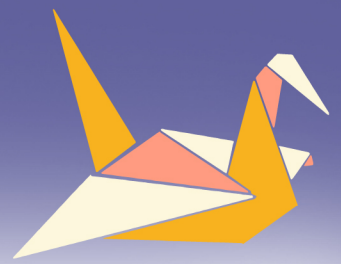
Language Use Strand: Gender and Diversity

3:45 - 4:15   Marianna Gracheva
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Collocation Analysis in American and British Classical
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11:00-11:30 Silvia Kunitz
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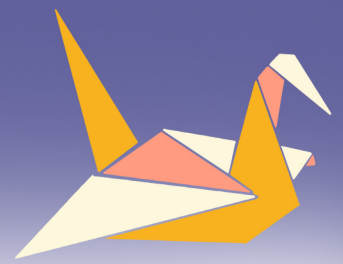
12:00-12:30: Poster Session

12:30 - 1:30: Virtual Lunch Tables

Room A- Language Learning/Teaching Strand: Identity and Diversity
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(Corpora and Medical Language Classes) A Corpus-Based Analysis of Identity Variation: Solo-Solidarity Negotiation of Identities in Research Articles.
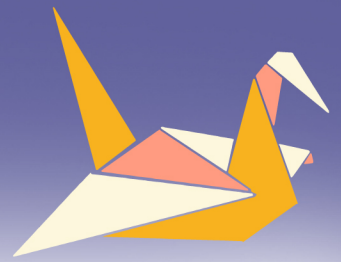
2:00 - 2:30: Soyeon Yoon

Casual Conversations of Same-L1-Group and Foreigner-Including-Group: A Case study of Korean EFL Learner Corpus.

2:30 - 3:00: Paul Buzila

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3:00 - 3:30: Rossy Lima

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Room B- Language Use Strand: Culture and Diversity

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3:00 - 3:30: Naoko Ozaki
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3:30 - 3:45: Virtual Coffee Break

3:45 - 4:45: Plenary Speaker III – Meredith Marra

4:50 - 5:50: Closing
Discussion with Plenary Speakers

Plenary Speaker I – Amelia Tseng
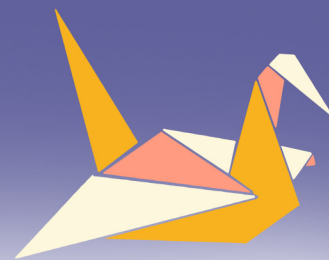
Towards a multidimensional understanding of linguistic identities

Amelia Tseng

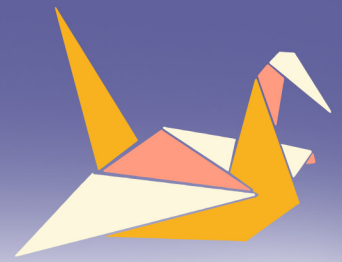American University

Diversity is fundamental to the human condition, yet its complexity remains to be fully integrated into language research and teaching paradigms. This talk will review current developments in linguistics and related disciplines to unpack dimensions of diversity which are often rendered invisible in schools and society, focusing on social categories such as race and ethnicity which are "common sense" considers fixed, natural, and homogenous but which in fact are ideological and socially constructed. I support my argument with examples from my own research with Washington, D.C. Latinxs, an internally-diverse population in a highly diverse global city context. In particular, I draw attention to language's role in signaling social sameness and difference and to tensions between fluid bilingual repertoires and traditional notions of language proficiency and correctness, as speakers of different Latinx backgrounds and immigrant generations use the rich range of language, dialect, and translanguaging resources at their disposal to construct linguistic identities in relationship to the lived and imagined social environment (Tseng 2018 and forthcoming). The talk underscores the fluid, constructed nature of identity and the diversity within minoritized groups which is erased by the imposition of hegemonic and essentialist perspectives (Bucholtz and Hall, 2005; De Fina, 2012; Irvine and Gal, 2009; Rosa and Flores, 2015, 2017). Importantly, it emphasizes the importance of understanding linguistic identities within their complex, multilevel contexts of production and social meaning. Finally, the talk also engages with current debates which similarly problematize named languages and related concepts such as language separation, linguistic purity, bilingualism, and native speakerism as ideological constructs (Erker, 2017; Garcia and Wei, 2014; Heller, 2007; Holliday, 2016). I conclude with a discussion of directions for theory and practice, drawing on current conversations in linguistics, education, and critical studies and considering their implications for research, teaching, and community outreach.
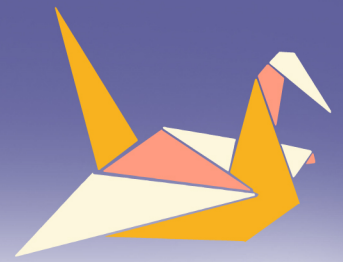
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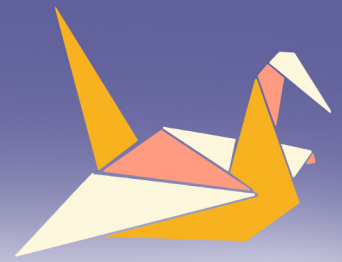
Plenary Speaker II – Jonathan Rosa

**Unsettling Raciolinguistic Barriers:
From Diversity and Inclusion to
Abolition and Decolonization
in Educational Language Learning**
Jonathan Rosa
Stanford University

Legacies of colonialism often lead to the framing of racially marginalized populations' linguistic practices as learning impediments, thereby scapegoating language as a primary cause of educational and broader societal problems. Such thinking relies on the assumption that assessments of linguistic practices and proficiencies are unbiased and objective, and that purported language (dis)abilities are self-evident signs of one's broader life trajectory toward becoming a more or less desirable citizen-subject. Based on this logic, the accumulation of institutionally recognized linguistic skills through educational language learning is presented as a key intervention for communities and populations framed as communicatively deficient. In the US, language classifications such as English learner, Long-term English learner, and proficient English user serve as a population management structure that provides or restricts opportunities based on one's hierarchical position. Violent US histories of linguistic dispossession, domination, elimination, policing, prohibition, stigmatization, and containment are part of broader legacies of indigenous genocide and African enslavement that founded and continue to organize the nation. This presentation draws on critical abolitionist and decolonial perspectives to understand historical and contemporary efforts to consolidate and contest borders delimiting languages, identities, and geographies. Such a reconceptualization points to opportunities for reckoning, redress, and reimagination that emerge when we approach racially marginalized communities not as communicatively deficient, but rather as dynamic linguistic contexts that unsettle conventional assumptions about knowledge, skills, and schooling. By situating linguistic struggles alongside broader political struggles, we can identify new strategies for connecting language learning projects to the imagination and creation of possible worlds.

Plenary Speaker III – Meredith Marra

***His role kind of transcends the day-to-day work stuff*: Navigating culture, gender and professional identity through narrative**

Meredith Marra

Victoria University of Wellington

Storytelling is an under-recognized but ubiquitous feature of professional talk. Exploring narratives as a discourse activity provides access to many important aspects of social interaction. Some narratives indicate how cultural norms influence the way stories are constructed; some provide information about the specific values to which different groups or individuals orient; and most contribute in some way to aspects of identity construction, including gender, ethnic and professional identity. Using illustrative excerpts I will provide evidence of effective communicators making use of the affordances of storytelling to balance potentially competing identities and to negotiate complex cultural contexts.

The data is drawn from material gathered by the long-established Wellington Language in the Workplace project team which aims to investigate the communication patterns of effective communicators in New Zealand workplaces. Analyzing audio and video recordings collected over the past two decades, I explore the insights that can be gained from examining the stories people tell in naturally-occurring workplace interaction as well as those elicited in interviews about workplace practices.

Acknowledging the growing diversity in workplaces requires us to question dominant ideologies that impact upon our interactions. Hegemonies encapsulated in the 'culture order', the 'gender order' and organizational hierarchies are always (covertly) relevant as systemic characteristics of interaction at work, subtly influencing people's interpretations of what is considered appropriate. As the analysis will demonstrate, the challenge of enacting an acceptable identity that is different to "the norm" can be far from straightforward. Exploring successful identity construction in narratives offers the potential to identify strategies to counter negative societal perspectives as well as to challenge unhelpful social categories.
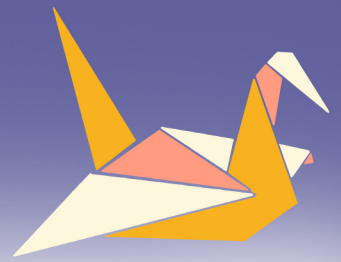
ABSTRACTS

When English is in the air: Linguistic implications of restrictive language policies on student language practices in a first-grade dual-language classroom

Neida Basheer Ahmad
Stanford University

Despite its multilingual linguistic landscape, the predominant ideology in Arizona is anti-bilingual (Cashman, 2006). This anti-bilingual ideology is simultaneously a result of and has contributed to the passage of legislation that restricts the linguistic rights of its residents. Among these legislations are Proposition 203 (2000), which prohibited the use of bilingual education for language-minoritized students, and Proposition 103 (2006), which made English the official language of the state, thereby making "translations or communications in a language other than English" "unofficial" and "not binding" (Industrial Commission of Arizona). Furthermore, Arizona's restrictive language policies have been tied to anti-immigrant and anti-Mexican sentiment (Cashman, 2008), and stigmatizing standard language ideologies (Lippi-Green, 2012).

Although Proposition 203 mandates English-only education, some schools have maintained their bilingual education programs through a waiver process. However, these waivers mandate that all students in these programs already be 'proficient' in English, prohibiting students classified as English Language Learners from enrolling in these programs – further marginalizing the population of language-minoritized and racialized students in the state. Desert Elementary School is a dual-language elementary school in Southern Arizona that has used this waiver process to continue its bilingual education program. Despite the state-wide and nation-wide trends showing the gentrification of dual-language education (Flores & García, 2017), this school caters to a primarily Latinx population with histories of Spanish-language use. The school creates a community of language empowerment and celebrates bilingualism and

Spanish-speaking, but still exists within a greater environment of linguistic hegemony with language ideologies that privilege the use of English, promote monolingualism, and tie English-language use to intelligence (Fitzsimmons-Doolan, 2014; 2018; Cashman 2006; 2008).

Despite the large body of research examining the impacts of restrictive language policies across the country, much of this research focuses on English-only programs. Although this body of research examines the academic implications of these policies and how they influence language practices within English-only classrooms, there is little research on the ways that state-wide policies promoting language restriction influence the language practices of students in bilingual classrooms. Additionally, research examining Arizona's restrictive language policies often focuses on the emergence and implementation of these policies rather than their effect(s) on people's language practices.

This study examines the social and linguistic implications of Arizona's restrictive language policies on the language practices and ideologies of students in a first-grade dual-language classroom in Southern Arizona. The study relies on participant observation, video recording, and semi-structured interviews to examine the following research questions:
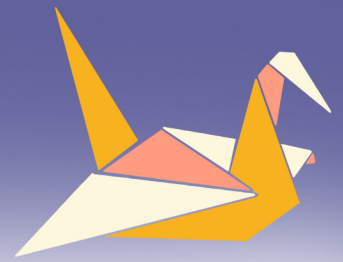How do students, teachers, and parents think about students' everyday language practices?
How do differing political and ideological orientations toward language use influence students' everyday language practices in formal and informal classroom interactions?

Conceptually, this work draws on Shore and Wright's (1997) notion of governance to demonstrate the ways that this policy not only imposes conditions on language users – students – in Arizona by creating a language hierarchy, but influences people's everyday "norms of conduct" – language practices, wherein students, though required to speak primarily Spanish at school, speak English with their peers. Drawing on language ideological inquiry (Kroskrity, 2004), I illustrate that students' and parents' perspectives often echoed ideologies that emphasized the normalization of speaking English in all contexts, while also reflecting counter-hegemonic ideologies that promoted and took pride in bilingualism and Spanish-language use (Martínez, 2013). I argue that despite the pride students have in learning Spanish, the anti-bilingual and anti-Spanish ideologies that have led to and resulted from these restrictive
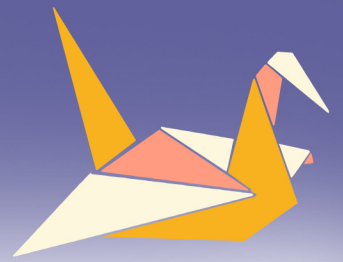
language policies have influenced student language practices. I am finding that although the students take pride in and enjoy speaking in and learning Spanish at school, they are still reluctant to speak it in settings where they are not required to speak it. This study demonstrates that language policy in Arizona has promoted English hegemony even in an ostensibly bilingual school and broader community contexts, which suggests that dual-language education does not necessarily lead to the embrace of multilingualism.

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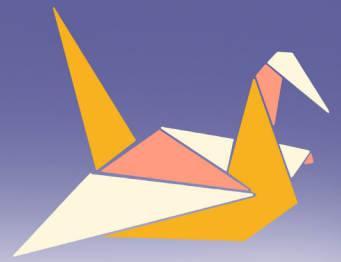
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Critical and dominant language learner ideologies: A comparative case study of two Chinese writers' experiences with a critical language writing pedagogy
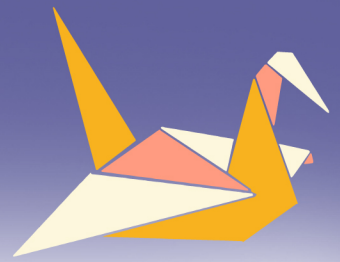
Emma R. Britton
University of Massachusetts Amherst

Anglophone universities have increasingly become contact points for the growing numbers of ethnolinguistically diverse students who use English as a Lingua Franca (Jenkins, 2014). Despite the sociolinguistic reality of English as contact language, monolingual and monoglossic ideologies often prevail not only at the macro institutional scale, but also at the individual learner scale. By idealizing native English speakers, regarding English as uniform, and viewing writing instruction as a means to reduce linguistic difference (Horner, Lu, Royster, & Trimbur, 2011), ESL learners can perpetuate the sort of dominant ideologies that critical language pedagogies seek to disrupt.
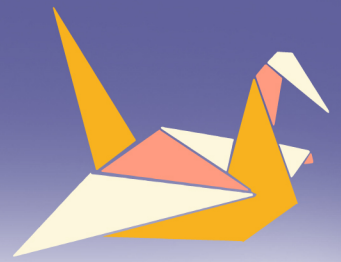
Building upon previous learner belief research that departs from cognitive and mental trait perspectives (De Costa, 2011), this practitioner-led comparative case study explores the language ideologies and language socialization experiences of two first-year Chinese undergraduates who were participants in a developmental writing course in a Northeastern University in the US. Such inquiry into second language learners' ideologies and prior experiences with L1 standardization processes are especially useful for critical language researchers and instructors. For researchers, such inquiry enables an elucidation of the connections between individual learner beliefs and the broader cultural and institutional systems that reify such belief patterns. For instructors, such inquiry allows for deeper understandings of the expectations, strategies, and resources students have in their second language (Doerr, 2009).

As the course instructor, I sought to develop students' critical language awareness (CLA) through a series of classroom activities and writing prompts which asked students to elucidate relationships existing between language varieties, language learning, language statuses, and social inequities (Fairclough, 1992). Both students wrote argumentative essays, taking a stance on whether English language learners should have the opportunity to learn about different varieties of English through schooling experiences. Analyzed

data sources include multiple drafts of this essay (as well as other informal writing samples), the instructor's written and oral feedback on each student's essay, interview transcripts, instructor journals, and instructional materials.

Despite both students' exposure to a CLA pedagogy, findings reveal that they displayed a range of dominant and critical language ideologies, which emerged from their distinctive language socialization experiences. One student, Ai, adopted dominant ideological assumptions rooted in native-speakerism and standard language ideology. Ai grew up in Beijing (the capital of China), and identified herself as a "Standard Mandarin speaker". The second student, Yubi, at times postured toward a more a critical disposition, advocating that English language learners gain exposure to language variation through their educational experiences. During her teenage years, Yubi moved with her family from northern to southern China, where she gained exposure to Chinese language variation. The paper demonstrates that each learner's attitudes were influenced by a multitude of complex factors outside of the course, including their previous experiences with a) language socialization and standardization in their home country, and b) intercultural communication. While offering that CLA pedagogies provide no guaranteed outcomes for critical perspective transformation, the paper concludes with a practitioner discussion of how instructors can invite second language learners to engage in critically reflection surrounding dominant language ideologies.

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Doerr, N. M. (2009). Uncovering another "native speaker myth": Juxtaposing standardization processes in first and second languages of English-as-a-Second-Language learners. In N. M. Doerr (Ed.), The native speaker concept: Ethnographic investigations of native speaker effect (pp. 185–208). Berlin: Mouton de Gruyter.

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Jenkins, J. (2014). English as a Lingua Franca in the international university: The politics of academic English language policy. Milton Park: Routledge. https://doi.org/http://dx.doi.org/10.4324/9780203798157

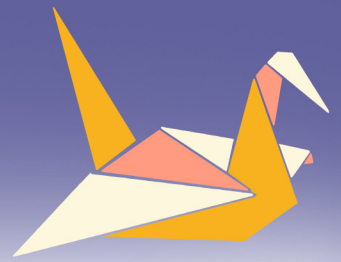# A neurocognitive approach to semantic loans in contact situations
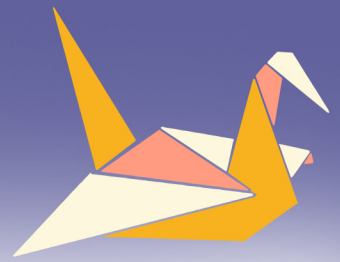
Paul Buzilă
University of Bucharest

Language contact has been a linguistic subfield in itself ever since the classical work of Weinreich (1953) laid the foundations of this line of investigation. Works like those of Mackey (1976), Appel & Muysken (1987), Thomason (2001), Winford (2003), Matras (2009), Hickey (2010), Otheguy & Zentella (2012), Bakker & Matras (2013), Bills & Vigil (2018), Lozano (2018) are just a few examples. On the other hand, the neurocognitive approach to the study of language has been around for more or less the same amount of time, starting with the Stratificational Grammar theory developed in the 60's by the American linguist Sydney M. Lamb, which later evolved into the more complex version, the Relational Network Theory (Lamb 1999, 2016). However the two approaches to the study of language have not been conjoined to this date.
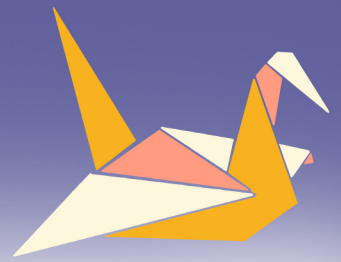
This paper focuses on cases of language transfer taken from a corpus gathered in a Romanian-Spanish contact situation (Buzilă 2016). More precisely, we apply the Relational Network Theory (RNT) model to a series of semantic loans (extending the meaning of a word in L1 to include another meaning its lexical correspondent has in L2) occurring in the oral discourse of Romanian immigrants living in Spain. RNT states that the linguistic system of a person consists of several interrelated relational networks and that any linguistic phenomenon can be explained by the way in which nodes in the networks are interconnected and by the way in which the networks change over time by weakening or losing certain connections and by creating or strengthening others. We use the NeuroLab tool to model the relational networks involved in the production of semantic loans and argue that there are no semantic units being borrowed or transferred but it is rather a matter of establishing new connections within an already existing relational network system. We also argue that this process is not different from what happens in monolingual children when acquiring meanings in L1.

We consider that bringing together contact and neurocognitive linguistics is beneficial for both fields. On one hand, linguistic data coming from contact situation will help the neurocognitive model expand; on the other hand, the neurocognitive approach can shed a new light on contact phenomena and lead to a new and better understanding of the field.

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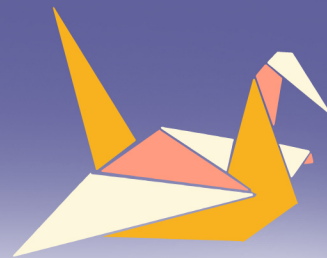Thomason, S. (2001). Language Contact. Edinburgh: Edinburgh University Press.

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Neurocognitive Linguistics Laboratory (NeuroLab), version 1.2.1. Copyright (C) 2010-2011 Gordon Tisher, available at https://bitbucket.org/kulibali/neurocogling/wiki/Home

Is it okay to speak English?
Fostering Diversity in Interaction
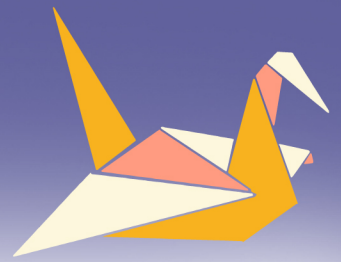# in the Study Abroad Learning Context

**Adèle Douglin**
Georgia Institute of Technology

Who are language learners talking to when they study abroad? Recent studies (Briggs, 2015; Coleman, 2015; Hernández, 2016, Mitchell, 2015) have found that learners are having limited interactions and not forming meaningful relationships with locals when abroad. Douglin (2017) investigated the interactional practices of learners on a short-term sojourn in Spain and found that all but one spent their free time talking in English with students from their home university. Occasionally participants used the target language when talking to service industry personnel. The Interaction Hypothesis (Long, 1981, 1983, 1996) maintains that as learners interact with native speakers, there will be opportunities to negotiate for meaning which leads the native speaker to adjust his or her speech, thus producing comprehensible input for the learner and leading to language acquisition. If learners are traveling abroad and not interacting, in a significant way, with native speakers, one can conclude that their chances to acquire the target language is hindered.

To address this developing problem, the current study examines the program design and learner perceptions of a five-week study abroad program in Ecuador that fostered diverse interactions between learners and locals. The program was designed to ensure that learners were talking to their peers, their host families, medical professionals and strangers: a diverse group of interlocutors. For example, at the beginning of the sojourn learners where paired with language partners and subsequently met twice a week. During their meeting, they spoke for 30 minutes in Spanish and for 30 minutes in English. For the first few interactions students where free to discuss a topic of their choosing, but after the second week, learners were given specific topics of conversation which forced the interactions to move beyond surface conversations. Additionally, when students spoke to strangers, they were required to talk to people of different ages to get the perception and feedback from individuals from different generations with varying life experiences.

At the end of the sojourn, students were interviewed to capture their experiences and their perceived benefits to having a tandem partner. The results show that the onus of having meaningful interactions and facilitating

deep friendships with locals cannot be solely placed on learners. All participants reported that they would not have forged a relationship with a local university student if a tandem partner was not provided to them. They found tandem relationships to be very meaningful and for some pairs the relationship continued outside of the university campus. Furthermore, though daunting at first, learners found value in interacting with people they did not know; as it forced them out of their comfort zone. Study abroad programs must be designed in such a way that learners are supported, helped and championed to form relationships and to have diverse interactions while in the target community. If this support system is not provided to learners, they will resort to spending time with groupmates or tourist from the U.S. while speaking English and stunting their target language growth.
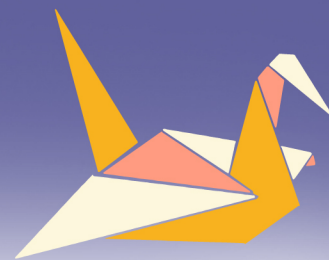
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Mitchell, R. (2015). The development of social relations during residence abroad. Innovation in Language Learning and Teaching, 9(1), 22–33. https://doi.org/10.1080/17501229.2014.995762

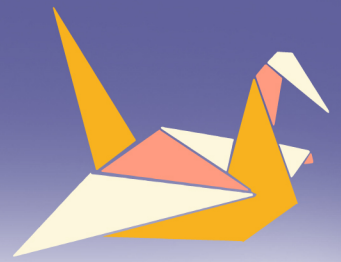# Accent accommodation in American students studying in the UK
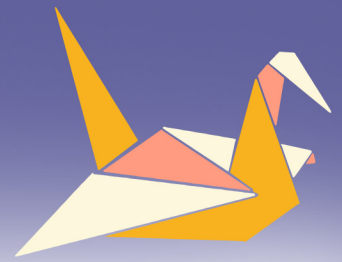
Leah M. Dudley
University of Georgia

Communication between speakers of different dialects of the same language is a nuanced procedure. The difference in lexical items and pronunciations of phonemes can easily have an impact on perception of communication. While living abroad in Oxford, England, I researched how American students communicated with British students while living in this new culture. Communication Accommodation Theory posits that speakers will choose to converge or diverge their pattern of speech based on multiple factors. One factor given is similarity-attraction, which states that "the greater one's need for social approval, the greater will be one's tendency to converge" (Giles 1979). From this theory I hypothesized that American speakers would converge towards British speakers' pronunciations if they had positive or neutral views of Britain and diverge if they had negative views of Britain.
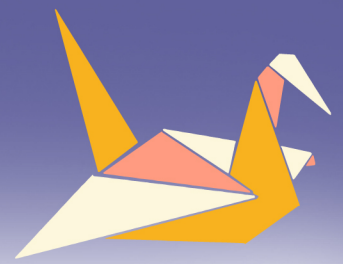
To analyze their speech patterns, I charted the American student's vowel and consonant formants and duration over the course of two interviews, speaking separately with an American English (AmE) and British English (BrE) speaker. All participants were native English speakers ranging from 18 to 22 years old who had lived in America for at least 18 years of their life. I assigned either 'high' 'mid' or 'low' views of British culture to each participant. These views were assigned before interviews began and were based on student's comments towards the UK and how they viewed their American heritage. I then focused on the phonemes æ (ɑː in BrE), ɑ (ɔː in BrE), postvocalic r (not pronounced in BrE), and intervocalic t (ɾ in AmE, t in BrE). I compared the resulting formant values from the AmE and BrE interview to see if my hypothesis was proven. I had the interviewers ask questions about the participant's experiences in the UK and their views on British versus American culture. At the end of the interview participants read a word list so I could extract the targeted phonetic formants.

After collecting the data, I processed it using a stepwise model in R. I then used these stepwise models to create the model of best fit for the AmE and BrE interviews, which showed the participant's formant averages with each interviewer. The data returned understandably nuanced results. Overall, all phonemes except for ɑ to ɔː showed convergence towards the British

pronunciation, regardless of the individual speaker's views of Britain. The lack of convergence in ɔː may be because this is not a common phoneme in American English, and thus harder for American speakers to shift towards. Additionally, some of the models did not pass significance tests (p-value < 0.05), or were overfitted to the data set provided.

In conclusion, the results from this research project, though from a small data set, indicated a possibility of accent accommodation in all American speakers regardless of views of British culture. Further research on similar speakers could yield more definitive results, and would be vital to our understanding of cross-cultural communication for English speakers from different countries.

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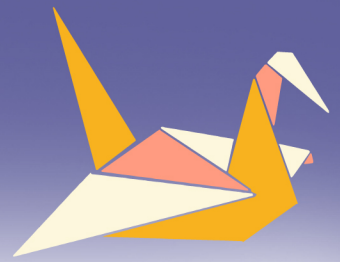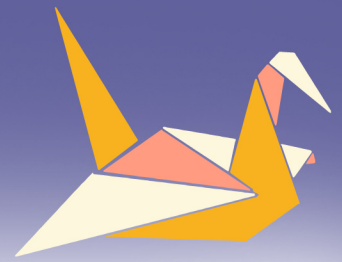
Family Language Policy in Filipino-American Families in Hawaii

Francisco Dumanig
University of Hawaii at Hilo

Hawaii is a multi-ethnic society which consists of Asian and multiracial Americans. Studies show that Filipino-American is one of the largest racial groups in Hawaii, however, the Philippine languages, such as Filipino, Ilokano, and Visayan languages are not widely used at home and in other domains of communication. Moreover, Filipino languages are less or not even visible in the Island's linguistic landscape. To date, there are no studies conducted why the Philippine languages seem slow to flourish in Hawaii. It is therefore the purpose of this study to examine the family language policy and its impact to language choice, language maintenance, and preservation of the heritage language of Filipino-American families in Hawaii. A sequential transformative mixed research method is used to collect and analyze the data. Thirty (30) Filipino-American families are interviewed and two hundred (200) Filipino-Americans are surveyed of their preferred language at home, and in other domains of communication. The findings of the study will determine and explain the explicit and implicit family language policy of Filipino-American families and its impact to their family members' language choice in various domains of communication, language maintenance, and language preservation.

Linguistic and Social Factors in the Acquisition of Arabic and Nepali as a Heritage languages
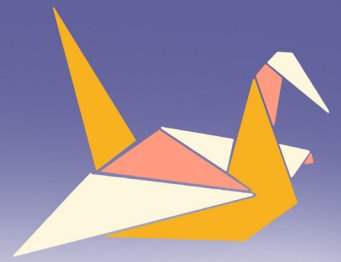
Amal El Haimeur
Kalyani Rai
University of Kansas

The challenges of intergenerational transmission of Heritage Languages (HL) have been documented among immigrant communities in different diasporas (Fishman, 1999). Most of the studies of language development in the past have been limited to the pattern of language use in formal contexts emphasizing one language proficiency level of Heritage Speakers (HSs) for one stage of the speakers' life (Albirini & Benmamoun, 2014; Benmamoun et al., 2011). Furthermore, very few studies have focused on rarely studied Nepali and Arabic heritage language experiences. Using Fishman's socio-linguistic framework on language transmission and Albirini (2014) perspectives on language acquisition process, this study seeks to explore how HL acquisition process during the course of the speakers' life span reflects their changing needs, motivation, community, family networks and attitudes towards the use and acquisition of HL.

This study examines 20 HSs' experiences and perceptions of socio-cultural acquisition contexts amongst two language groups in Milwaukee – Arabic and Nepali. These two HL have different historical backgrounds as the two HL are associated with different roles. Participants' age is between 18-24. They came to the U.S. when they were 6 years of age or younger. Information about the participants' demographics and socio-cultural and linguistic factors were collected through a questionnaire and semi-structured interviews. These factors include current age, age at emigration, length of emigration, frequency of HL use, language input and participants' attitude towards HL acquisition and maintenance.

Analysis of data yielded a number of themes that were salient to the process of HL acquisition and maintenance. The most significant themes were: HL conversational fluency as a bridge for inter-cultural communication with the older generation; practicing cultural knowledge for HL literacy to benefit the community, both at the HL community level and the national level; electronic media, family and community as significant sources for deriving HL as well as maintaining dual identities.

Another key finding is that experiences of HL differ based on their life span starting from elementary school, middle school, and then to high school. It was found that HL acquisition is driven by different needs across their lifespan showing the beginning of steady declining of HL use and input. This shift in the steady use of language has implications in changes that might affect their language environment at home. Another key findings of the study is that different HS groups have different linguistic and socio-cultural needs. The majority of participants in this study across the two ethnic groups experience the need to adapt to their linguistic and socio-cultural needs.

It was also found that the majority of participants hold positive attitudes toward their HL acquisition and maintenance. However, these attitudes may not guarantee HL acquisition and maintenance. This study raises HS' families' and communities' awareness of the role family literacy could play in HL acquisition and maintenance. Taken together, this study draws the attention of researchers, educators, immigrant parents and communities to various types of language use, adaptation process, and social and linguistic aspects of HSs' acquisition and maintenance of HL as they grow up.
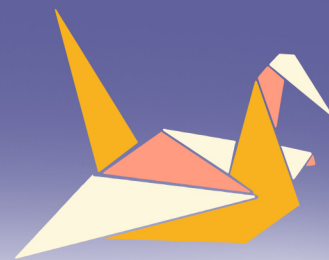
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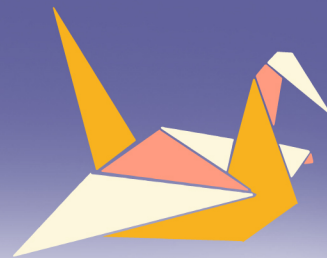
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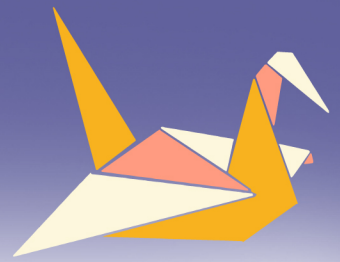Polinsky, M. (2008). Gender under incomplete acquisition: Heritage speakers' knowledge of noun categorization.

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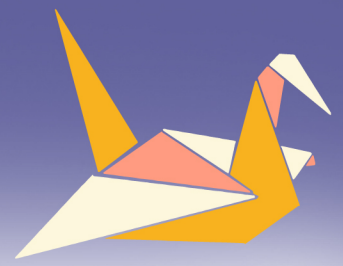
The #MeToo movement across languages: understanding the cultural rhetorical purpose of social justice Tweets from a genre-based perspective

Rachel Floyd
University of Arkansas

Since the advent of the hashtag in 2007, researchers in the fields of communication and sociology have explored the rhetorical functions of the hashtag (Bansal, Bansal, and Varma, 2015; Daer, Hoffman, & Goodman, 2015), especially with respect to their use in racial- or gender-oriented social justice movements (Bernard, A. 2019; Kuo, 2018). The multilingual nature of Twitter has also attracted second language researchers to explore "how multilingual users of Twitter mediate between language groups in their social network (Eleta & Golbeck, 2014)," as well as the affordances of Twitter for L2 learners (Fewell, 2014).

There has been, however, little research at the intersection of these issues, specifically in what ways Twitter users utilize hashtags in different languages for similar rhetorical purposes, or how to address those rhetorical purposes in an L2 classroom. To address this gap, this paper seeks to explore the similar and differing rhetorical functions of English, French, Italian, Spanish, and Arabic hashtags from a genre-based perspective.
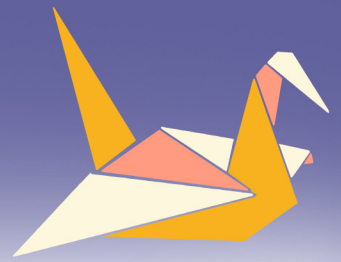The hashtags #MeToo, #BalanceTonPorc (French, #OutYourPig), #QuellaVoltaChe (Italian, #ThatTimeWhen), #YoNoDenuncioPorque (Spanish, #ImNotDenouncingBecause), and #EnaZeda (Arabic, #MeToo) were identified as hashtags used to discuss issues surrounding sexual assault and harassment (SAH). The first twenty public Tweets that discussed SAH using each hashtag were identified. All Tweets were translated into English by native speakers. A sociorhetorical analysis was performed to identify the rhetorical purpose for creating and using the hashtags.

It was found that each hashtag began to be used after different kinds of incidents of SAH were covered in the news specifically ones that were related to famous people in the countries of origin, showing that the rhetorical purpose of these hashtags is to demonstrate a particular community's social justice response to these incidents which were different based on the incident and country in question. It is clear from this analysis that the medium of Twitter has a particular effect on how the language is used because it both allows for the use
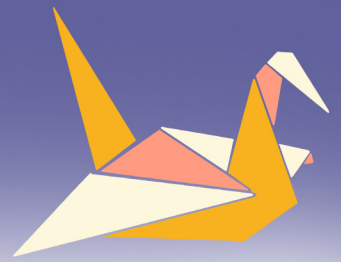
of hashtags to index one Tweet as part of a larger conversation on gendered social justice in real time across borders and languages while also allowing users to limit the conversation to one language or country. This analysis also supports the idea that other researchers have found that Twitter is a multilingual space in which Tweeters can include or exclude users of other languages.

The implications based on this are numerous, especially for L2 instruction. As one example of this, instructors could use Twitter as a medium for aiding students in exploring cultural and linguistic differences and similarities between Tweets in their first language and those in the L2, specifically targeting their rhetorical purposes. Further research could explore other Twitter topics across languages to better understand other possible purposes of Tweeting and using hashtags across languages, cultural similarities and differences, and further develop theories of communication on social media.

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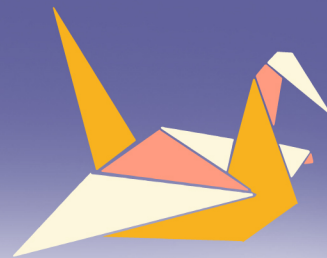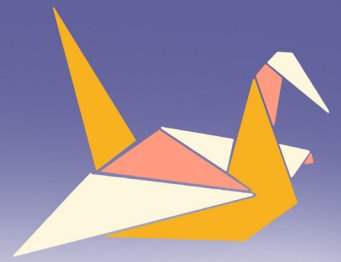
Oral Corrective Feedback and Learner Uptake in L2 Classrooms: Non-formulaic vs. Formulaic Errors

Leila Gholami
Arizona State University

Corrective feedback (CF) has received considerable attention from both second language acquisition (SLA) researchers testing out second language (L2) hypotheses about CF (Ellis, 2017) and language teachers deciding whether to provide CF (Li & Vuono, 2019). Incidental reactive focus on form (FonF) refers to "reactive use of a wide variety of pedagogic procedures to draw learners' attention to linguistic problems in context, as they arise during communication" (Long, 2015, p. 317). Drawing on Schmidt's (2001) noticing hypothesis, L2 learners' noticing of CF has been associated with their subsequent L2 learning. Uptake has been largely used as a yardstick for learners' engagement with CF, noticing of CF, and the efficacy of incidental reactive FonF in fostering L2 development (Nassaji, 2016). Learners' phonological, grammatical, and lexical (non-formulaic) errors have been extensively examined in the research on CF. However, learners' errors with formulaic sequences (FSs) comprising idioms, collocations, lexical bundles, and compounds (formulaic) have not been the object of CF research. Given the holistic nature of FSs as self-contained units of meaning and their pervasiveness in natural discourse, this study examined CF and the efficacy of CF gauged through uptake and successful uptake in learners' formulaic vis-à-vis non-formulaic errors. The data involved the analysis of language-related episodes with formulaic and non-formulaic errors occurring in 36 hours of primarily meaning-oriented activities in three advanced English as a foreign language classes. The findings demonstrated that while learners made slightly more errors with FSs, CF was provided significantly more often for their non-formulaic errors. The occurrence of uptake and successful uptake was significantly higher following learners' formulaic errors compared to non-formulaic errors regardless of CF type. The higher proportion of uptake and successful uptake following formulaic errors compared to non-formulaic errors could be explained by relatively greater saliency, significance, and noticeability of FSs. There is a general consensus that FSs have not been figured prominently in language pedagogy due to the dominance of grammar/vocabulary

dichotomy. This study aims to extend the scope of FonF studies and also calls for further awareness on the part of language teachers to give more attention to formulaicity of language and treat FSs and the erroneous use of FSs as valid and important FonF targets among other linguistic forms.

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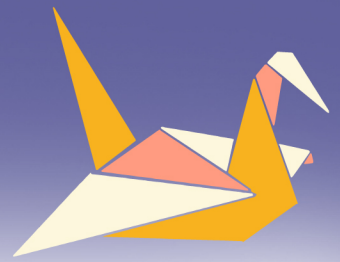
Gender Roles and Societal Labels through Collocation Analysis in American and British Classical and Contemporary Fiction

Marianna Gracheva
Northern Arizona University

The study is meant as a discussion of gender identity in today's society and examines gender discourse in the 20th century and contemporary (21st century) fiction through collocation analysis, identifying differences in male and female representation and patterns of change between the two time periods. The project is intended as a diachronic study, and two time frames have been established for selecting the material for the corpora: the second half of the 20th century and the 21st century (works published at the turn of the century are included into the modern corpus, e.g. the year of 1998). While the subject of analysis is the language used about the male and female characters in the works of fiction (not differences in language used by male or female speakers) the collection of texts within each corpus still represents a balance between male and female authors to ensure both perspectives.

The study employs corpus linguistic methodology and makes use of AntConc collocates tool (Anthony, 2019) for collocate extraction, and identifies meaningful collocates of the nodes 'man', 'men', 'woman', 'women', 'he was', and 'she was'. Frequency was chosen as the criterion for identifying collocates commonly used to describe the nodes, as it is frequency counts of the collocates that offer insights into gender discourse – how men and women are typically portrayed in fiction.

The following linguistic constructs were considered as carriers of gender-significant information:

1. Collocations with adjectives in both attributive and predicative functions were expected to identify the core characteristics associated with males and females. These are adjectives denoting age, general characteristics and qualities (including both traits of appearance and personality), states, and emotions.
2. All subject predicatives following 'he was'/'she was', including adjective phrases and noun phrases (e.g. 'he was an imposing man' or 'she was a novelist')
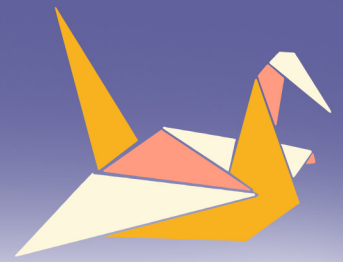
3. Noun phrases (node + post-modification or pre-modification + node) denoting traits of character, social position, or status, e.g. 'woman of impulse', 'man of importance'.

4. Collocations with verbs (rare) if they can reveal if or how gender can be viewed on the active vs. passive continuum, i.e. how much of an active participant in control of the situation the person is (collocations with active verbs of movement, mental activity, etc.) as opposed to being a passive observer (verbs like 'accept', 'admit', 'defer', 'concede', 'wait', etc.)
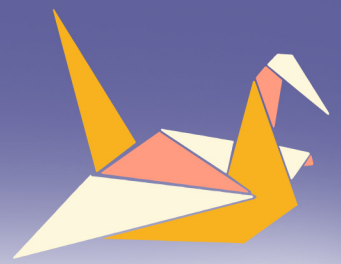
The results were further analyzed qualitatively within the framework of functional categories of age, positive/negative representation, emphasis on appearance, intelligence, family, career and status, strength and weakness, and expression of feeling. The differences found in male and female portrayal reveal a tendency towards idealization with a strong emphasis placed on appearance for women and on strength, power and social position for men. The study observes a shift towards a more realistic representation of both sexes in the contemporary corpus (21st century fiction) and signs of change in gender rhetoric.

Quiet learners and avoidance of errors? Chinese learners' engagement and involvement of English learning and their challenges towards output practices
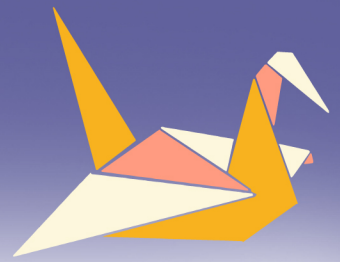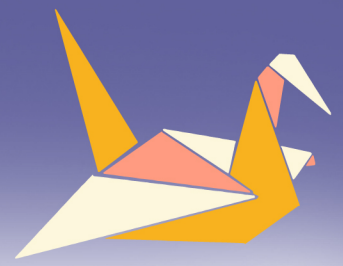
Xuezi (Jacqueline) Han
Queen's University Belfast

The issues of Chinese learners' language difficulties within the process of ELT have been discussed from multiple perspectives, including: learners' fear of mistake-making and exam-oriented stress; lack of confidence and access to language context in academic writing skills; awareness of different learning and teaching methods applied within different learning stages; dependency on writing models for writing tasks. Evolving out of a much larger doctoral thesis, this presentation explores Chinese L2 learners' challenges and attitude towards language difficulties in Chinese and UK universities. This study draws upon large-scale data derived from semi-structured individual and group interviews, surveys and advisory groups collected over a period of 20 months' data fieldwork in China and the UK. Responses were gathered from over 500 surveys completed by secondary school students and semi-structured interviews with 80 Chinese undergraduates, postgraduates and teachers in Chinese and UK universities in order to build the bridge between educational issues in both secondary education and tertiary education in China. In this presentation, 80 individual and group semi-structured interview data is analysed specifically, Chinese undergraduates and postgraduates who are currently studying in UK universities and Chinese teachers in Chinese universities, with particular reference to Chinese students' engagement and involvement of ELT's output practices within their home and visited country education systems. Findings have shown that with the limited access to the use of target language and output practices with native speakers, Chinese students are easier to experience speaking (expressing opinions and presenting) difficulties comparing to other countries' English L2 learners. These difficulties negatively influence Chinese learners especially when they are also experiencing the transitions of cultural backgrounds from EFL (English as Foreign Language) to EMI (English Medium Instruction) within tertiary context. Key words "stressful", "embarrassed", "shy" applied by student participants when discussing their English speaking challenges during the

interviews correspond to the influences of traditional Chinese culture value mianzi (面子, face), which emphasizes individuals' responsiveness to expectations, concerns about others and reputation. Quiet Chinese students in English classroom are partly because of the face-saving methodology to avoid personal exposure to criticism. The findings from this study help to shed light on how Chinese students' English learning difficulties emerge from the interaction between changing learning needs and language contexts.

Assimilation into local British academic communities: analyzing Chinese pre-sessional students' identity negotiation

Nan Huang
University of York

English has traveled, spread or 'flowed' to many parts of the world and has been used to serve various purposes. There have been, and there continue to be, positive interactions, as well as tensions between global and local forces, which have carried with them serious linguistic, ideological, sociocultural, political and pedagogical implications. Not only in the lives of individuals, but also in communities, the English language has played, alternatively, both the role of a hegemonic, marginalizing force and an empowering one, facilitating upward mobility.

Nonnative English speakers migrating temporarily towards British academic communities, may see themselves as powerless outsiders beyond the imagined community of powerful natives. Chinese pre-sessional students, for example, are defined by the requirement to attend a preliminary language-oriented programme as less than competent, non-members of the would-be host community. In overcoming their perceived marginalization and powerlessness, these learners are likely to think they must engage in a shift of identity in order to gain full membership of the imagined community. It is therefore of potential interest to investigate how and to what extent Chinese pre-sessional students attempt to negotiate their identities and assimilate to local academic British communities, and what they might do to be regarded as insiders.
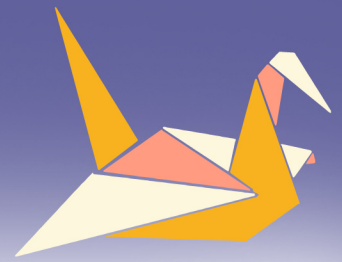
This paper presents 28 semi-structured interviews with 14 Chinese female pre-sessional students, along with 6 classroom observations lasting a total of 9 hours. Reflections on these data are based on a discourse-analysis approach to understanding them, within the theoretical framework of performativity. The paper highlights first how the pre-sessional programme constructs these students as less competent outsiders, and second, the process of students' negotiating their identities with a view to potential assimilation. Interestingly, the data appear to reveal tensions between on the one hand students' denials of identity shifts and on the other clear evidence of their expectations of improving spoken
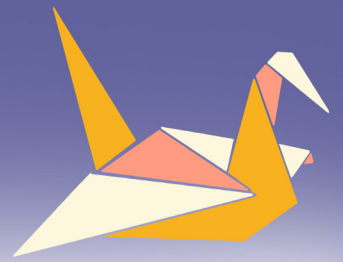
English in order to become insiders, and of their view that, in order to become better speakers, they need to become insiders.

The results presented in this paper address educators' concerns about language learning, identity shifts and issues around assimilation, with particular reference to Chinese pre-sessional students, their ongoing study itineraries and their mental health. Further, the research evidence presented in this paper provides a contribution to performativity-informed work on identity and language learning.

Creating a 'third space': Codeswitching and identity construction in an internet forum
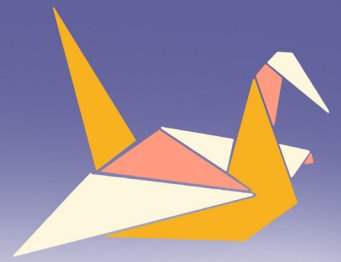
Natasha (Yu-Hsin) Huang
Chinese University of Hong Kong

After 156 years of the colonial rule by the British, Hong Kong became part of China in 1997 under a mini-constitution, the Basic Law, that warranted a number of democratic civic values and pledged ultimate universal suffrage for the executive and the legislature. Since the handover, there have been protest movements demanding fulfilment of these pledges, led primarily by young people. At the same time, the success in reconstructing a post-colonial identity in Macau, another special administrative region of China, in stark contrast to Hong Kong, has fabricated its relatively smooth reintegration with China. While both regions are reconstructing a new post-colonial identity, a distinct civic identity has emerged in Hong Kong, again largely among the younger generation, and some Hong Kong youngsters who see themselves as "Hongkongers" also explicitly add that they are "not Chinese".

Researchers may account for the regional contrast from various perspectives. The current study attempts to approach the issue by investigating local identities of the youth from a linguistic perspective. This study is located in a more recent sociolinguistic frame that identity is not a fixed, unchanged personal possession which exists autonomously outside the realm of language. Instead, identity is negotiated through ongoing production of language and other symbolic systems (De Fina, 2007). Therefore, this study examines literary practices of codeswitching in internet forums used by the young Cantonese-speaking residents in Hong Kong and compare them with those used by their Macau peers. Specifically, we ask two research questions:

(1) Do the youths in Hong Kong and in Macau employ different literary practices of codeswitching in internet forums in association with their identity construction?

(2) Do the Hong Kong youths manipulate literary practices before and after the outbreak of consecutive protests in June 2019 in association with their identity change?
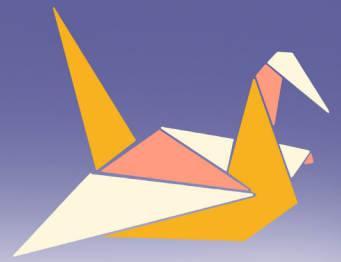
To answer the two research questions, this study looks into and compares language codes used in two internet forums, the "CUHK (The Chinese University of Hong Kong) Secrets" and the "UM (University of Macau) Secrets" Facebook pages, where university students and their peers have been expressing themselves under minimal censorship. For this study, all the messages on the Facebook pages, including posts and replies to the posts in 2019 from January to October, which amount to around 8,000 posts in either forum plus many more replies to the posts, have been collected and annotated.

The first comparison between the Hong Kong youths and the Macau youths from multiple facets of literary practices, including discourse functions, topics, and stylistic choices, has identified one salient difference. That is, the Hong Kong youths, but not their Macau peers, manipulate literary practices to build a third space (Bhabha, 1994), where the Hong Kong youths characterize as "safe" when freely expressing their feelings and viewpoints, including dissatisfaction or even indignation with public policies and with regional or central government. The second comparison of posts and replies before and after the outbreak of the first protest in June 2019 in Hong Kong suggests that the third space change, reflected by the changing literary practices, as the tension between the younger generation and Hong Kong authorities or and the Beijing authorities develops. This will be argued to reflect the nature of a third space as a tool to re-appropriate the inherited Chinese identity and to preserve freedom of expression, a common core value that Hong Kong residents embrace to form their civic identity.
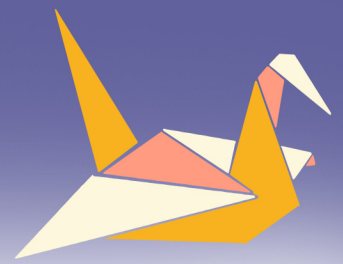
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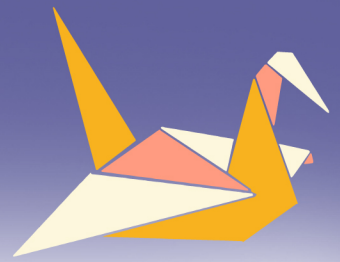
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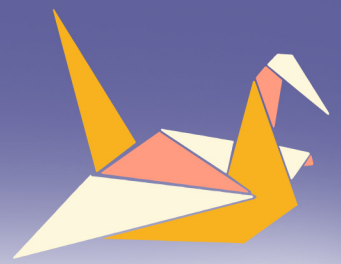
Asymmetric discourse and interactional competence: Why learners producing an asymmetric test interaction can still be interactionally competent language users

Katharina Kley
Rice University

Peer-to-peer speaking tests not only elicit predominantly everyday-like balanced interaction patterns, the language performance elicited from paired tests also gives insights into more complex test constructs than interview-formatted tests would be able to provide (Fulcher, 2003), such as test takers' Interactional Competence (IC). IC implies that the abilities for interaction are not in the possession of an individual, rather discourse is co-constructed between the interlocutors (He & Young, 1998; Kramsch, 1986).

A number of language testers have operationalized IC in peer-to-peer interaction with respect to a collaborative or symmetric interaction pattern, which is characterized by peer interlocutors distributing turns equally and developing their own topics but also supporting and relating to the interlocutor's topics (Ducasse & Brown, 2009; Galaczi, 2008). Despite the fact that paired tests for the most part elicit collaborative interaction patterns, asymmetric discourse, which is defined by an unbalanced quantity of talk and topic development contributions, thus putting one interlocutor in a leading position and the other in a secondary role, can also be found in paired interaction. May (2009) discovered that raters find the IC of the less dominant participant particularly difficult to rate. However, raters' perception that asymmetric discourse coincides with a lower level of IC for participants involved in the interaction may be misleading, as asymmetric talk occurs naturally in a variety of real-life situations (May, 2009), and language users in asymmetric interactions have to be interactionally competent to create meaning with one another.
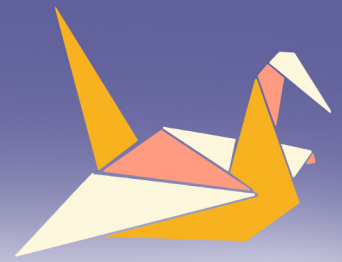
This presentation reports on a small-scale study, in which two asymmetric test interactions with one dominant and one passive participant were analyzed through the lens of Conversation Analysis (CA) (Kasper, 2006). Asymmetry became apparent in the discourse due to one participant prompting the other with lots of questions and/ or producing a lot more turns than the other. Of interest was to what extent both dominant and passive participants are interactionally competent in the present test discourse. The data stem from a second-semester German paired speaking test. For five to ten minutes, the

student pairs engaged in an open topic task, that is, they could talk about whatever they wanted. The students self-selected their interlocutors and audio-recorded their conversation. From the seven test interactions that were obtained, the asymmetric interactions were identified, transcribed, and analyzed using CA conventions.

Even though the local and situated nature of the speaking test as well as factors related to the participants' personality and culture might contribute to an interaction pattern that raters may perceive as asymmetric in nature, both the dominant and the passive candidate in the two asymmetric interactions analyzed are interactionally competent to a major extent. For example, the participants indicate when they encounter trouble, build on their own and to some extent on the partner's contributions, and show understanding by producing adequate second pair parts and response tokens. The findings from this study have implications for the testing of IC, in particular with respect to the development of scoring rubrics and teacher/ rater training.
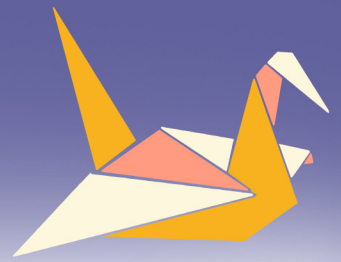
# Reading activities in language cafés for newcomers

Silvia Kunitz
Stockholm University

This ethnomethodological conversation analytic (CA) study explores the endogenous organization of reading activities that are accomplished in two language cafés for newcomers in Sweden. More specifically, the analysis investigates the participation opportunities and learning affordances that these two different settings provide. Prior CA research on reading in L1 educational settings has focused on the role of the written text as a material resource for the organization of social interaction (Tanner, Olin-Scheller & Tengberg, 2017) and on the pedagogical goals that read-aloud activities achieve in the classroom (Tainio & Slotte, 2017). On the other hand, CA studies on L2 educational settings have focused on post-reading activities and on the participants' orientation to learning lexical items in the text (Hellermann, 2018; Ro, 2017). The present study builds on prior research by examining both the role of the textual object in the organization of participation and the participants' orientation to the text as a shared locus of attention where learnables (Eskildsen & Majlesi, 2018) emerge as the participants read together the same text in L2 Swedish. At the same time, the study expands on prior research by exploring reading activities that are accomplished in the hybrid setting of language cafés where participants engage in "conversations-for-learning" (Kasper & Kim, 2015). These cafés are promoted by non-profit organizations to aid the social integration of immigrants and to provide them with an arena for "language training", where the newcomers can interact with Swedish volunteers and other, more advanced, speakers. In this type of setting, reading can be the main activity or a more or less recurrent activity; either way, reading is locally achieved in different ways, with a variety of participation frameworks. Here the focus is on reading activities in which all the participants have access to the same text and read it together in plenum or in small groups. The analysis focuses on video-recorded data coming from two different settings. In one setting, a café conducted in a library, reading is not a frequent activity and is strictly managed by the café coordinator; furthermore, the participants are typically not familiar with each other and have different language backgrounds. In the other setting, a café conducted in a church, reading is the main activity for each café session, the participants know each other very well, they all speak Arabic as a first language and they always interact with the same volunteer. In other words, the two cafés

differ in terms of: the newcomers' degree of familiarity with the task, their degree of familiarity with the co-participants, and the possibility to rely on a shared language. Preliminary findings suggest that these variables might have an impact on the affordances for participation that the two settings provide and that different opportunities for learning might emerge depending on the volunteers' different pedagogic ideologies and interpretations of literacy. Overall, the study contributes to an understanding of literacy events in the semi-institutional setting of language cafés.
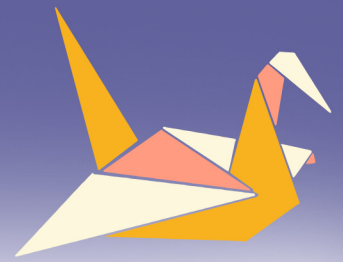
Heritage language speaker's self-efficacy in medical Spanish classes: the role of the language community.
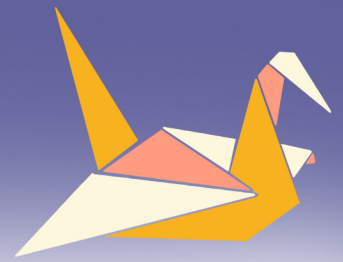
Rossy Lima
Texas A&M University-Corpus Christi

This research presents the results of a three-month longitudinal study on the dynamics of self-efficacy and imagined communities on heritage language speakers doing interpreting volunteering services at a local clinic. The purpose of this research was to further our understanding of language practices outside the classroom and in a professional setting. The participants were 18 undergraduate students enrolled in a medical Spanish class at Texas Tech University. The methodology for this study focused on the analysis of three instruments: assessment of language competence through a placement exam, language perception survey which included information about personal language practices, and self-reports about the in situ interpreting practices. The self-reports were 300-500 word reflections about the experience. These reflections could range from nervousness, problem solving and resources used during the interpreting encounter. The measures of analysis were based on the methodology used by Wisskirch (2012) in his study on language brokering among Mexican American adults in a medical situation. These measures include demographic information, self-report of language brokering experiences and self-efficacy report. Wallace (2001) illustrates the identity of the heritage language speaker as a negotiation based on a view of the self which belongs to the dominant discourse community and the heritage language community. This self-positioning happens at different levels and allows the heritage language speakers to develop their self-concept and express agency (Turner 1999). The recollected data was analyzed using discourse analysis of the self-reports. This analysis was adapted from James Paul Gee discourse analysis parameters to measure self-efficacy expressed in the self-reports. Concluding statements of the collected data suggests membership in the language community has an explicit impact on self-efficacy during interpretation tasks, and an interconnectedness between self-efficacy and the imagined community constructed by the heritage language speakers based on their experience as members of both language communities.
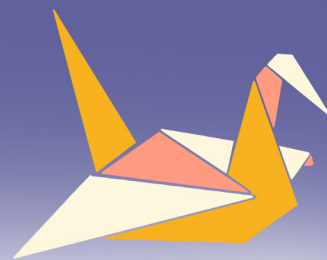
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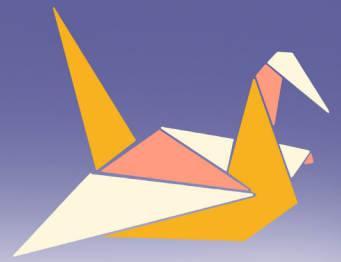
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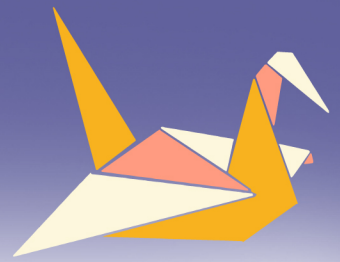
Language Commentary on Quebec French on YouTube: an old tradition in a new space

Elizabeth Mayne

University of Texas at Austin

Quebec French (QF) has a long history of language commentary in the form of newspaper columns and letters to the editor, particularly coming from within its own community, and directed toward its speakers (Bouchard, 2008). This has been fueled by QF speakers' history of linguistic insecurity vis-à-vis the French spoken in France (FF) (Oakes, 2007). YouTube is a new space where folklinguistic commentary comparing QF and FF is taking place. This study presents a qualitative social semiotic analysis of the discourse of YouTubers in 10 videos comparing QF and FF, examining how YouTubers use language to talk about QF vs. FF, what styles and genres they draw on, and how they evaluate QF and FF and represent these speakers. Transitivity analysis (Halliday & Matthiessen, 2004), analyzing choice of verb process types, was conducted to determine how speakers construed their experience with QF and FF, appraisal analysis (Martin & Rose, 2003) to analyze what and who YouTubers evaluate, and social actor analysis (van Leeuwen, 1996) to analyze what social actors were referenced, and how they were represented. Results show that although some of the YouTubers engage in dialect "activism" (Androutsopoulos, 2013) and draw on a reporting style similar to traditional journalistic genres, others focus their talk on actions in and related to the videos themselves, and in engaging with the audience. QF was evaluated more than FF, and QF speakers were referenced more overall, suggesting that YouTubers imagined their audience to be more familiar with FF, and considered QF to be "new information". Therefore, although some YouTubers engage in language commentary that continues in the vein of older media forms, the audience is imagined to be unfamiliar with QF, rather than the QF-speaking community. That some YouTubers focus their talk more on the actions in the video suggests that language commentary serves as a "vehicle" for their channel, to create content, engage with their audience, and collaborate with another YouTuber. Thus, on YouTube, language commentary on QF continues its tradition, but the imagined audience is different, and motivations for creating these videos vary.

Examples:

Transitivity:

Audrey's (QF) most common process types were relational: identifying and verbal:

(1) Quand les Québécois disent barrer la porte? Ça veut dire la verrouiller.
   When the Quebecois say to block the door? That means to lock it.

PL's (QF) most common process type was material:

(2) Il faut qu' ch' fasse mon défi.
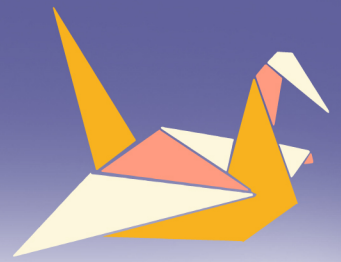   It is necessary that I do my challenge.

Appraisal:

QF (language and speakers) was the target of evaluation in 27.4% instances of evaluation; FF was the target 15.7% of the time.

(3) Suzie (QF): Our French is more in your face.
(4) Marine (FF): You don't speak French.

Social actors:

Solange (QF in France) references Quebeckers more (37.3% of all actors) than French people (11.2%). Her most commonly-used terms are les Français and les Québécois:

(5) Les Québécois recourent davantage et malgré eux à l'anglais, que les Français.
   The Quebecois resort more to English than the French and in spite of themselves.

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Androutsopoulos, J. (2013). Participatory culture and metalinguistic discourse: Performing and negotiating German dialects on 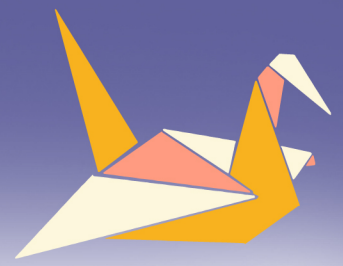YouTube. Discourse, 2, 47-71. Bouchard, C. (2008). Obsessed with language: a sociolinguistic history of Quebec (Vol. 55). Guernica Editions.

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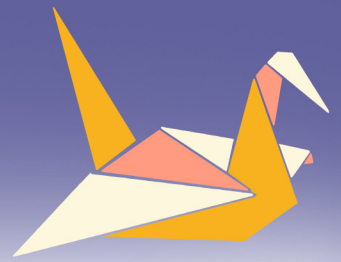
A Corpus-Based Analysis of Identity Variation: Solo-Solidarity Negotiation of Identities in Research Articles

Reda Mohammed & Pouya Vakili
Illinois State University

In the past few years, many scholars in the field of (applied) linguistics and education argue that an individual might have multiple identities that are not given or defined, but rather "contested and negotiated through social interaction." (Shin 2017:98)[1] Moreover, most identity research discusses how identities are fluid in ways that allow language scholars and researchers to negotiate and re-construct them in speech/writing. Speakers and writers use linguistic forms that help them adapt their identities in certain contexts with various purposes. For example, Canagarajah (2016)[2] finds "appropriation" as a means for identity negotiation. However, some composition instructors, following prescriptive approaches to grammar, expect writers to avoid using first person singular pronouns and passive voice in research papers and most academic writings. By considering academic research articles, a genre that entails an indirect social interaction between authors and potential readers, this paper explores how writers use language to demote or promote their scholarly and linguistic identities in their writings. We specifically focus on the use of first person pronouns in the subjective, objective, and possessive cases, identity demoting passive voice, but also other lexical items (such as *the researcher(s), the author(s)*, etc.) and analyze how these, when used, show an identity demotion or promotion strategies.

This paper uses a small corpus consisting of thirty articles collected from four linguistics and education related journals published nationally and internationally during the recent five years with a focus on Abstract, Discussion, Results and Conclusion sections of these papers. Adopting qualitative and descriptive linguistic approaches, this corpus is reviewed for the frequency of the linguistic features (personal pronouns, passive voice and other identity-marking features) to show how authors' identities are being conditioned.

In this analysis, we observe that the use of personal pronouns and identity markers is socially- contextually conditioned and it features genre variation. The results indicate that researchers show a gradual tendency towards using lexical and linguistic forms that promote their scholarly identities and establish solidarity

with their fellow scholars in their academic disciplines. On the other hand, other researchers while demoting their individualized scholarly identities, still minimally use pluralized identity markers in solidarity-building contexts with their potential readers. Therefore, their identities are promoted when their imagined readers are invited to share the authors' claims/thoughts.
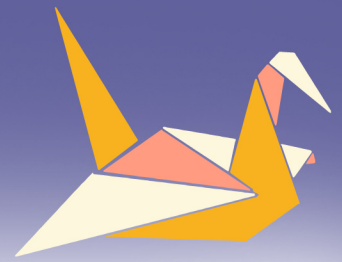
The results of this research will benefit teachers of graduate students of (applied) linguistics in designing teaching materials that highlight how identity markers are used and in developing students' research reading and writing. It will also benefit ESL & EFL learners in providing them with the means necessary for learning the mechanics of academic writing to negotiate their own identities.

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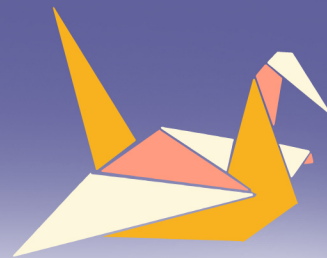# A Sociophonetic Analysis of Albuquerque Drag Queens

Lindsay Morrone

University of New Mexico

Although anyone can be assumed to engage in style-shifting to construct a persona (e.g. Podesva 2007b, Eckert 2008), in the case of drag performers it can be argued that style-shifting results not in an alternate persona but in a performative identity. With this hypothesis in mind, this case study uses a style-shifting paradigm to explore the varying social meanings of phonation type and vowel quality in the construction of a drag queen identity. The speech of two gay male Hispanic drag queens (DQs) from Albuquerque, New Mexico (ABQ) was investigated in various speech situations to identify social meanings indexed by phonetic variants that emerge from style-shifting, and social constraints on their use.

DQs constitute a subset of the LGBT community. A typical component of DQ identity is an oppositional stance toward both heteronormativity and normativity (e.g. Barrett 1998). Long-term ethnographic observations of the ABQ drag community, suggest that a typical, local DQ identity involves both exaggerated female impersonations designed for audience entertainment and challenging social norms, especially heteronormativity. This motivates the choice of variables in the present study. Phonation type (falsetto vs. non-falsetto) has been shown to be implicated in displays of non-heteronormativity (e.g. Podesva 2007a). Vowel quality was chosen in order to see whether the speakers' vowel pronunciations are characteristic of California Vowel Shift (CVS) in either situation. The CVS is of interest because the sociolinguistic findings of previous work suggest that Anglo women are leading this change in the southwestern US (Brumbaugh and Koops, forthcoming), and that the speech style of the CVS is a resource available for the enregisterment of gay identity (Podesva 2011).

The results confirm and extend existing accounts of the range of indexical meanings conveyed by falsetto phonation and support the idea that speakers use phonetic variants to construct personae and identities.

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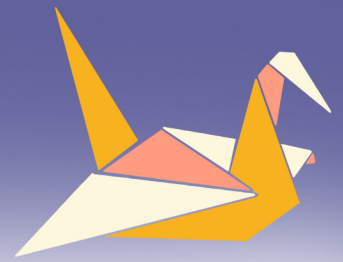
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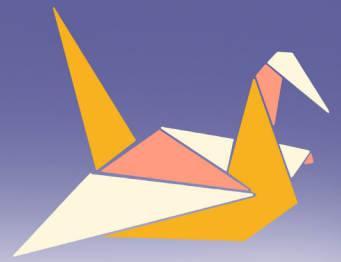Podesva, R. J. (2007b). Three sources of stylistic meaning. Washington, DC.

Whose identity is it anyway? Awareness raising activities in classrooms

Naoko Ozaki
Rice University

As teachers, we can consciously encourage our young students to examine their own identity with the goal of helping them become responsible young leaders of the future. Undergraduate students take classes which challenge them to develop critical thinking skills; however, it is less common to see the exterior influence on their identity formation and their belief system. It is valuable for the young leaders of the future to be not simply aware of who they are but why they view themselves in the world the way they do and how their viewpoints have been shaped.

Perhaps naturally, our identity is shaped by what distinguishes and differentiates us from those around us. When asked, my former undergraduate students described themselves and others in terms of race and languages they spoke. According to the 2013 report of U.S. Census of 2011, approximately 80% of U.S. citizens who responded in the Census only speak English at home, making a language other than English is an identifier for them. When teaching students in an American university where most of the students and teachers were predominantly white, monolingual English-speaking Americans, I heard from minority group students that the majority of students and faculty saw and treated them as others who shared very little commonality with the majority. The sense of inequality the minority group students felt as well as my dissertation research led to my interest in creating a series of activities to reexamine the identify issues.

When teaching humanities courses and writing courses at a university, I incorporated activities to invite freshmen to look into their own identities and their language use. These activities were based on critical discourse analysis, the assigned reading of Daniel Everett's Don't *sleep there are snakes*, and a series of mock language immersion analysis practices. At the beginning of the semester, students made a list to introduce themselves and then analyzed how they described themselves. After repeating the same process in another context, students looked at the language use of the Amazonian nation as described in Everett's book. I also used a small portion of the class as a time for students to

experience a foreign language environment to analyze the unknown language to bring a glimpse into the environment in which they struggled to understand. Students also needed to interview the custodial staff to learn from their life stories. The students then revisited their own identities at the end of the class. Although the overall topic in focus was related to self-identity, students brought up their assumptions about others and we discussed where their assumptions and beliefs came from.

In this presentation, I will share the sequence of activities I created and applied with the aim of helping students to examine their own identity and how I worked to include the same goal in a foreign language classroom.
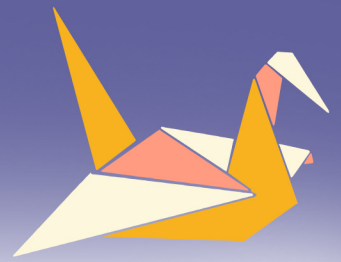
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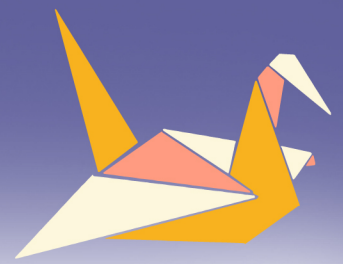U.S. Census Bureau. (2013, August). *Language Use in the United States: 2011.* Retrieved from https://www2.census.gov/library/publications/2013/acs/acs-22/acs-22.pdf

Critical Discourse Analysis of PTI's Political Manifesto
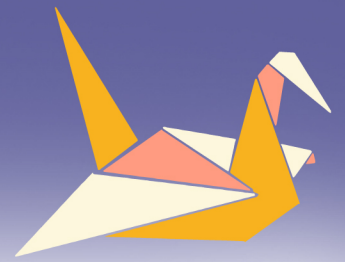
Najma Qayyum

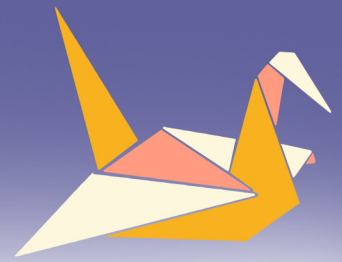National University of Modern Languages
Islamabad, Pakistan

This paper aimed at analyzing political discourse with the help of critical discourse analysis. Its focus was on the use of language used to achieve dominance by the politicians to influence public opinion. Hence it explored the strategies and manipulation exercised through discourse and for this the political manifesto of Pakistan's third largest party known as Tehreek-e-Insaf was analyzed. This study examined the Election Manifesto of PTI preceding 2013 General Elections. The purpose to apply CDA was to uncover hidden socio-political issues and agenda behind the language used in political discourse. The data analysis indicated that the PTI has used the same kind of words as are used by other politicians to make promises before elections. However, some of their ideas are really new and revolutionary like setting up of a 'Modern Islamic State' and unlike research done by other researchers in the past this study shows that language is not always used to manipulate and words are not always used to deceive. The awareness brought through this study would empower the readers and language users to analyze the discourse beyond the surface level to get a deeper understanding of how can be used in a positive way.

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Constructing Teachable Moments: Pragmatic Constraints in ESL Tutors' Error Correction
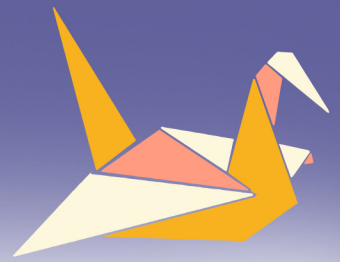
Mi-Suk Seo

California State University, Sacramento

Despite the extensive analytic attention error correction has received in research on L2 teaching, there is still not much information available as to how error correction and its consequences for the evolving interaction may vary depending on particular interactional and sequential contexts. Error correction occurs as a situated practice in response to an L2 learner's linguistic performance, and it is often perceived as a potentially face-threatening activity. As such, language teachers might encounter interactional challenges while they are trying to address their students' linguistic errors and promote language learning in a constructive way. The present study focuses on one particular setting in which these challenges become even more prominent: ESL conversation tutoring. In this setting, tutors are expected to promote both linguistic competence and pragmatic competence by constantly shifting between free-flowing conversation and language instruction.

By using the methodology of Conversation Analysis (CA) and referring to the concept of "repair," this study examines how ESL tutors deal with sequential constraints while trying to construct teachable moments in the midst of free-flowing conversation. In particular, it focuses on what interactional practices ESL tutors use when an ESL learner produces a linguistic error in meaning-oriented interaction, particularly in utterances that expect certain responses from the interlocutor (e.g., compliment, storytelling, etc.). In these contexts, tutors are pragmatically constrained to produce an appropriate response as a supportive conversational partner (i.e., focusing on the meaning), but they are also expected to correct their tutees' errors as a language teacher (i.e., focusing on the form). Even though the term "error correction" and the CA concept of "repair" are not synonymous in all instances (Jefferson, 1987; Schegloff et al, 1977), the instances of error correction in this study can be categorized as repair because tutees' linguistic errors emerge as trouble sources and the participants stop the ongoing sequence to address the contingent trouble.

An in-depth sequential analysis of error correction/repair sequences in ESL conversation tutoring shows that ESL tutors use a variety of interactional practices to promote language learning and minimize negative pragmatic consequences. Some of their common practices include the following: a) move on after establishing mutual understanding and launch instructional sequences later; b) make the error correction look incidental by adding error correction as a secondary action at their turns at talk; c) minimize the severity of the error; and d) provide the student with an opportunity to self-correct by disguising the error correction as a communication problem. The data excerpts analyzed in this study come from a database that consists of 23 hours of video-recorded ESL conversation tutoring between eight L1 English speaker tutors and eight ESL students whose L1 is Korean. Joining the growing body of research on contexts beyond the classrooms (see "References" below), this study illustrates how language learning/teaching occurs as a social activity subject to various interactional/pragmatic constraints. The findings can be used in teacher training materials and programs, helping prospective teachers develop an awareness of real-life situations and become better prepared for their future jobs.
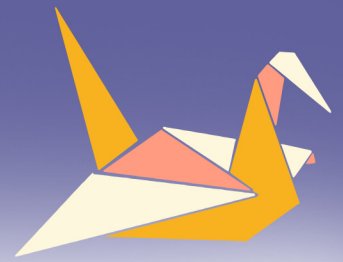
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Theodórsdóttir, G. (2018). L2 Teaching in the Wild: A Closer Look at Correction and Explanation Practices in Everyday L2 Interaction. The Modern Language Journal, 102(S1), 30-45.

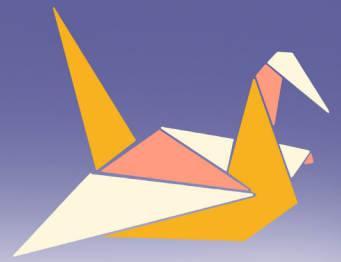# How Study Abroad Impacts Foreign Language Learners' Identity Development
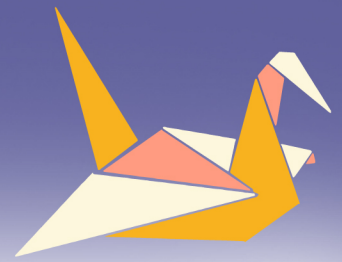
Hiromi Takayama
Rice University

Study abroad (SA) provides significant social and cultural experiences for foreign language learners in the target language and culture (Ren, 2013). Particularly through the activities that language learners can only be exposed during SA, such as living with host families, connecting with local communities, and visiting cultural sites in a target language setting, foreign language learners can improve not only their language proficiency but also their intercultural competence. Although previous SA research has investigated learners' challenges to their language proficiency as well as their identities (Kinginger, 2015), there is a lack of research exploring the effect of SA by comparing with their non-SA counterparts.

Employing sociocultural theory (Vygotsky, 1978) as a theoretical lens, this session presents the identity development of two groups of Japanese language learners who have and have not experienced SA. This comparative case study investigates how the participants SA experiences influence their identity development from the social and cultural viewpoints. On one hand self-reports were collected in the first week, the 6th week, and the post program from three Japanese language learners who participated in a six-week SA program in Japan. On the other hand, three non-SA counterparts also self-reported the same questionnaires as SA participants answered. Discourse analysis method is used for data analysis to explore: (1) how foreign language learning and SA experience influence participants' identity from social and cultural perspectives and (2) what are the significant factors for their identity development in a SA setting compared to a non-SA setting.

The findings illuminate that the participants' development of intercultural competence through SA impacts their identity change to some degree (Gu, Schweisfurth, & Day, 2010). Additionally, SA participants exhibit more critical perspectives of Japanese society and culture reflecting their own SA experiences, which associates that Kubota (2016) insists benefits for SA that enhances language proficiency, cultural understanding, intercultural competence, and personal growth through identity development. Finally, developing intercultural competence enhances the participants' acceptance of new culture, specifically gaining cultural knowledge through their host

families. For educators and SA administrators, it is suggested that supporting and respecting language learners' identity development enriches their learning and helps their academic success (Gu, Schweisfurth, & Day, 2010).
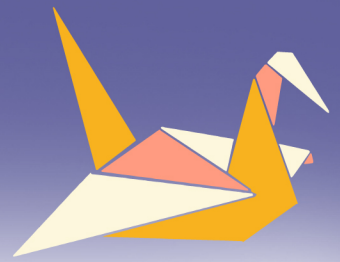
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A turning point in life:
The process of co-constructing identities during study abroad
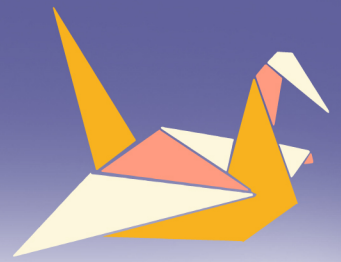
Julia Tanabe
Hiroshima University
Monika Szirmai
Hiroshima International University

Venturing abroad for study purposes may affect one's personality and promote personal growth of a sojourner. Numerous research articles have examined the impact of study abroad programs on individuals' identity, mainly in English speaking countries. Our research is unique in the sense that it focused on four Japanese students' identity development in Hungary. Considering that most participants were not primarily studying language, their choice of Hungary for their study abroad seemed unusual.

The framework for the present research combines a poststructuralist approach and a sociocultural view about the discursive nature of identity construction. The sociocultural theory shares with the identity approach the idea that language learners are socially situated, and language learning engages the learner with active social participation in the L2 (Norton & McKinney, 2011). A person's identity is not steady, but it is formed by social context and language through negotiating meaning. Identities are also co-constructed in a study abroad context, where one meets new people, new identities may be co-constructed with the already existing ones, and new attitudes may be formed.
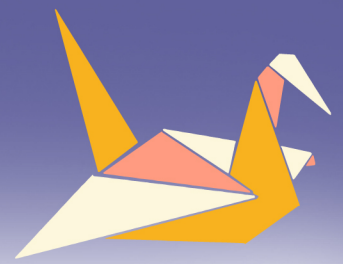
The researchers aimed to explore how four Japanese students' socialization patterns conformed to or deviated from Coleman's (2013) concentric circle theory of social networking. The concentric circles are social groups within which friendships are established. First, students tend to socialize with their co-nationals in the inner circle, and as they move towards outer circles, they open up towards locals in later stages of their study abroad. The multiple case study shed light on how these socialization patterns affected their identity co-construction. Four undergraduate Japanese students' experiences, who stayed in Hungary for one year, were examined, but only two cases were chosen for this presentation.

Data were collected in the forms of in-depth and follow-up interviews about students' identity co-construction and socialization patterns. The interviews (at four time-intervals) focused on the participants' experiences to reveal changes: before, upon arrival, during and after study abroad. In addition, Facebook posts were used as authentic study abroad materials for analysis. Multiple sources of data supported triangulation.

Qualitative content analysis was applied in the study. Data were analyzed with open-coding (Mackey & Gass, 2005) by looking for repeated patterns or themes in the data set. Superordinate headings were given to the main themes and subheadings were assigned to in-group categories (Nunan & Bailey, 2009). Recurring themes and topics were transformed into an organized, conceptual system. Also, the number of each participant's online interaction and the language used were noted.

Research findings revealed that socialization resulted in a change in Arisa's identity and personal development. She shifted from being an introvert into a more extroverted person, which contributed to her successful sojourn. Hinano, the other individual, co-constructed new identities through meeting Erasmus students, thus she started to position herself differently. She also cared less about social perceptions due to her distance from her co-nationals. These cases demonstrate that study abroad experiences need to be perceived critically to be transformative for the individual.
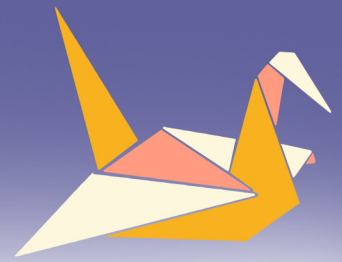
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Stance-taking in interviews: Understanding students' perceptions toward two teaching units in the Medical Chinese course.
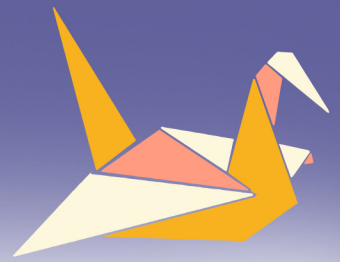
Meng Yeh & Aisulu Raspayeva
Rice University

The study aims to examine students' perceptions of the two units within the course of Medical Chinese taught in a university. Using the framework of stance/stance-taking (e.g., Du Bois 2007, Ochs 1996), we examine two interviews conducted with eleven students who took the course. The first interview conducted after a textbook-based unit, and the second interview was done after a conversation-based unit. The textbook unit contains scripted dialogues focusing on vocabulary and grammar. The conversation unit uses authentic doctor-patient conversations recorded in a clinic and guides students to analyze the interactional patterns in medical settings.

We focus on the question-answer sequences, in which the students are asked to express their opinions regarding each teaching unit, i.e., what do they think about the units' content and what elements of the units they found useful and challenging. We conceptualize the responses that the students provide as stance or stance-taking act, i.e., an act to express attitude, evaluation and judgement from their viewpoint (Englebretson, 2007). Thus, we focus on how students take stance towards the two teaching units to better understand students' perceptions of each teaching unit with an aim to improve the curriculum of Medical Chinese.

We used a mixed method to analyze the data. We singled out each participant's question-answer sequence from two interview sets. Thus, for the qualitative analysis, we analyzed each student's initial evaluative stance and the projection of the stance; i.e., how the initial stance is modified and upgraded (Lampropoulou & Myers, 2013). For the quantitative analysis, we calculated the frequency of affective stance markers such as verbs of attitude (*like*, *enjoy*), adjectives (e.g., *interesting*) and their combination with intensifiers (e.g., *really*, *a lot*). We also calculated the marker of evidentiality (as a form of epistemic stance) via verbs of sensory perception and cognition (e.g., *analyze*, *listen*, etc.) and devices of belief (e.g., *I think*, *I feel*, etc.). Qualitatively, the students construct their stance-taking activities differently toward the two units, i.e., they are more consistent in their stances towards the conversation teaching unit. The quantitative results show that students take stronger affective stances that is shown via more frequent uses of verbs of attitude, verbal combination with intensifiers, and adverbial combination with intensifiers in stances towards the conversation-based units.

The current analysis shows that conversational unit based on authentic doctor-patient conversations results in a stronger and more positive emotional perception among the students. Such stronger and positive emotional engagement with the materials have been linked to more learning gains (Shen et al., 2009).

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Casual Conversations of Same-L1-Group and Foreigner-Including-Group: A Case study of Korean EFL Learner Corpus
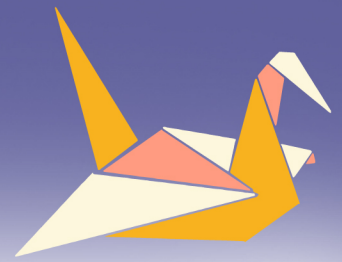
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Conversation among learners of the same L1 has always been one of the ways to practice English as an extra-curricular activity in EFL countries like Korea. The current study examines casual conversation of English learners in different proficiency levels in two contexts, one where the conversation includes learners only (CK) and the other where at least one 'foreigner (including NS of English)' is involved (CF).

I specifically examined discourse marker (DM) *like* which has been known as indicative of casual speech (Ferrara and Bell, 1995) and advanced learner (Hellermann and Vergun, 2007). I selected a part of casual conversation portion of Incheon National University Multi-Language Learner Corpus (CF: 25 conversations, 87,033 words / CK: 39 conversations, 86,322 words). In each conversation, two to five Korean college students from various majors participated in the 20-25 minutes of conversation in English without a specific topic given. I also compared a part of Santa Barbara Corpus of Spoken American English as a reference corpus (NS: 16 conversations, 83,169 words). Each speaker was labelled with 3 groups (CF, CK, NS), and 5 proficiency level (CEFR A1, A2, B1, B2, C1). I manually selected the instances where *like* was used as a DM (Fuller, 2003), and the number of DM spoken by each speaker was normalized per 10,000 words. Then, the outliers of each level was removed.

The result of ANOVA showed that the number of DM *like* used by the speakers was not different across the groups ($F(1,228) = .035$, $p = .853$), implying that the learners are aware of the conversation genre and use DM *like* as frequently as the NSs do. Also, presence of a foreigner in the conversation does not affect the use of DM *like*: both CF and CK comfortably use DM *like*. The result suggests that conversation in learner-only context may serve as a good way to practice English conversation in the EFL context.

However, the proficiency level resulted in a different pattern ($F(4,228) = 6.490$, $p < .001$): Post hoc test revealed that lower level learners (A1, A2, B1) and NS as one group and higher level learners (B2 and C1) as the other group, which means that higher level learners use DM *like* much more frequently even than
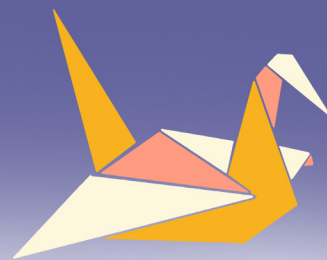
NSs. This implies that learners recognize *like* as a marker of native speakers' conversation, and once they pick up this marker, they apply it extensively in the conversation.

The functional distribution of DM *like* was different between CF and CK for the higher level learners. CF used *like* as an illustration function (or focus, Diskin, 2017), which is similar as NS (about 60% of all DM *like*), whereas CK used it as a filler (about 50%, while illustration was 26%). The result suggests that when a foreigner is present, learners tend to avoid competing with the foreigner to take the floor (and actually, the foreigner spoke the most in the corpus used in this study) whereas they want to hold the floor in the Korean-only context. The study suggests that appropriate use of various DM may be taught to the learners.

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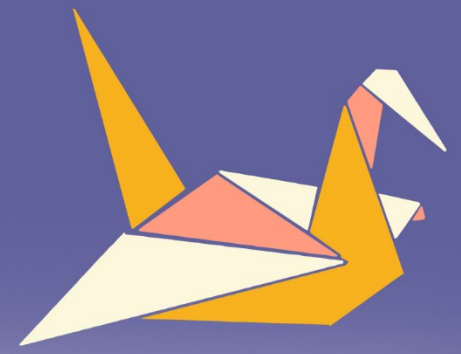
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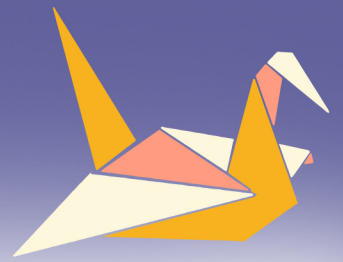Abstract Writings in MS Dissertation**

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**Technology and communication:
In the making of unfixing the textbook
in the Korean-as-a-Foreign-Language (KFL)
classroom context**

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