

Saturday, April 14, 2018
8:30AM - 3:30PM



The Palouse Language AND Culture Symposium



Promote
cultural diversity



Foster dialogues among
learners, educators, and researchers



Create a bridge between
languages and cultures

Keynote Speaker: Rodney Frey, Professor Emeritus
of Ethnography, University of Idaho



Welcome to the **Palouse Language and Culture Symposium**, hosted by a collaboration of departments at the University of Idaho.

In our fifth year as a symposium, we bring together a varied schedule of topics related to culture and language. We are pleased to have presenters with diverse experiences and backgrounds, who represent a number of regional universities. We are continually impressed by the rich cultures represented on the Palouse, with research from Hong Kong to Mexico, and research on language including Arabic and Basque. The scholarship shared at this symposium represents the heart and desire to foster dialogue between sub-cultures within the U.S., as well as to create bridges between individuals internationally. Our hope is for you to engage with and support each other today, and leave enriched and hopeful for the future.

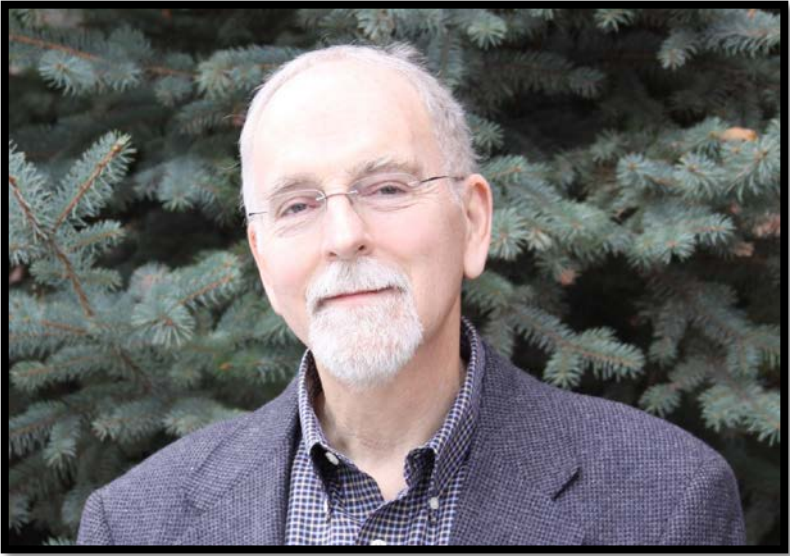
On behalf of the organizing committee, the volunteers, and the sponsors, we wish you a great 2018 **Palouse Language and Culture Symposium**.

Katie Schiffelbein, Committee Chair
Janine Darragh, Committee Co-Chair
Shannon McGowan, Faculty Committee Member
Tom Salsbury, Faculty Committee Member
Bal Krishna Sharma, Faculty Committee Member
Christine Slater, Faculty Committee Member
Sandra Bancroft-Billings, Graduate Student Committee Member
Brittanie Brown, Graduate Student Committee Member
Allison Campbell, Graduate Student Committee Member
Brian Malone, Graduate Student Committee Member
Mikayla Sievers, Graduate Student Committee Member

WiFi: Air Vandal Guest, Password: **GoVandals!**

Rodney Frey, Ph.D.

Keynote Speaker



Carry Forth the Stories

Dr. Frey draws from his most recent book, *Carry Forth the Stories*, an ethnographic memoir of over forty years of research and relationship building with Native elders from throughout the region. This presentation will illustrate the power of the spoken word and storytelling as a method of passing down cultural traditions, knowledge, and language, and in doing so, consider the interplay of diversity and universality in our lives. Highlighted will be the important role empathy plays in our communications and relationships.

See Dr. Frey's bio on the next page...

Bio
Rodney Frey, Ph.D.
Keynote Speaker, 4th Floor Ed Building

Rodney Frey is Professor Emeritus of Ethnography, having been with the University of Idaho since 1998. Under the guidance of Deward Walker, he received a Ph.D. in Anthropology from the University of Colorado in 1979. He is also indebted to such indigenous hosts and mentors as Tom and Susie Yellowtail of the Crow, Lawrence Aripa and Cliff SiJohn of Coeur d'Alene, Rob and Rose Moran of the Chippewa and Warm Springs, and Josiah and D'Lisa Pinkham of the Nez Perce. Through their guidance, the power of story and empathy was revealed, transforming his professional as well as personal life.

Among co-authored publications are: *The World of the Crow Indians: As Driftwood Lodges*, (University of Oklahoma Press 1987); *Stories That Make the World: Oral Literature of the Indian Peoples of the Inland Northwest* (University of Oklahoma Press 1995); *Landscape Traveled by Coyote and Crane: the World of the Schitsu'umsh (Coeur d'Alene) Indians* (University of Washington Press 2001); and *Carry Forth the Stories: An Ethnographer's Journey into Native Oral Tradition* (Washington State University Press 2017).

While successfully publishing much of this research, co-authoring it with the elders of these Tribes, the challenge remains: How to re-tell the stories of the Indigenous, validating the wisdom embedded in their stories, doing so authentically and ethically? May the stories and the wisdom the elders enrich the lives of all of humanity.

Schedule at a Glance

Registration & Morning Refreshments

4th Floor Foyer, Education Building 8:30 – 8:55AM

KEYNOTE: 9:00-9:45, 4th Floor, Room 441, Education Building

Rodney Frey, Ph.D., University of Idaho

Carry Forth the Stories

Concurrent Sessions 1: 10:00-10:30

Incorporating Original Research in the Undergraduate Foreign Language Classroom	Utilizing Games in Grammar Teaching	Using Nearpod in Teaching and Learning	Family Language Policy: Insights into Arab Parents' Experiences	The Value of Small Talk in the L2 Classroom
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POSTER SESSIONS AND REFRESHMENTS: 10:30-10:55, ED 4th Floor

Concurrent Sessions 2: 11:00-11:30

Mimic Presentations: Reexamining Behaviorism for Approaches in Teaching Speaking/Listening	Oh, The Places You'll Go! Making the Most of Conferences	Words with Friends: Using Formulaic Sequences to Build Communicative Competence	Co-Constructing Identity with International Students after the 2016 Election
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Concurrent Sessions 3: 11:40-12:10

Glad to Hear It: Podcasts to Engage Students in Listening	Comparison of Culture and Language: Mexico, Basque Country and Idaho	Arabic and English: Beyond the Alphabet	Parental Engagement in Home Literacy Activities Among Transnational Chinese Families
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LUNCH 12:15-1:00, ED 5th Floor

Concurrent Sessions 4: 1:10-1:40

Integrating Language Play into the L2 Classroom: Teaching Hyperbolic Numerals	Introducing World Englishes to First- Year Students in North Idaho	In the Wake of #MeToo: A Look at the Reaction in France	Reconnoitering in Foreign Territory: Language Lessons Learned in Law School
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Concurrent Sessions 5: 1:50-2:20

Fix Fossilized Pronunciation	Teaching Outside of the Box and into the Circle: Indigenous Pedagogy at Work in Academia	Colloquial Indonesian: Linguistic Attitudes, Legitimacy, Youth, and Teaching Critical Languages	Gonzaga ESL Community Outreach: What's Working and What's the Future
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AWARDS CEREMONY & REFRESHMENTS, 4th Floor Foyer, 2:20-2:35

Concurrent Sessions 6: 2:35-3:05

Our Whole Lives (OWL) Sexual Education Curricula in Higher Education	On Teaching Phrasal Verbs: An Examination of Verb Particle Constructions with Up	Fostering Taiwanese Students' Critical Awareness through Reading Postmodern Picture books	Ethnic Identity Construction And Maintenance Through The Hmong Heritage Language
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Incorporating Original Research in the Undergraduate Foreign Language Classroom

Ashley Kerr, University of Idaho

ED
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Studies have demonstrated that undergraduate research is a high-impact student experience. Nonetheless, it has rarely been incorporated into the foreign language classroom. In this presentation, I use my own experience incorporating original research into a Spanish course to lay out a model for undergraduate research in foreign languages.

Utilizing Games in Grammar Teaching

Huan-mei Hall, Gonzaga University

ED
442

This workshop is to encourage teachers to adapt games to raise students' motivation of grammar learning experience. Three games are provided. Participants will be trained to design an effective lesson with the authentic materials. Although some games might be known, the methodology of games may be applied to other classes.

Using Nearpod in Teaching and Learning

Seyed Abdollah Shahrokni, Washington State University

ED
443

This presentation will elaborate on the educational uses of Nearpod from a literacy engagement framework. The participants will be introduced to a very useful application which can be adopted in various educational settings.

Family Language Policy: Insights into Arab Parents' Experiences

Mohammed Alzahrani, Washington State University

ED
242

This presentation reports the language policies of five Arab families in the United States. Results indicated that the decision to use a specific language within families is multifaceted and dependent upon children's preferences and parents' beliefs. Results with regards to parents' language beliefs, practices, and management are discussed.

The Value Of Small Talk in the L2 Classroom

Andrea Mason & Bal Krishna Sharma, University of Idaho

ED
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Small talk has value in the L2 classroom where it functions as a rapport-building resource. Findings from this classroom-based discourse analysis indicate that small talk has potential in developing learners' interactional competence. These results, as well as strategies for integrating small talk into the L2 classroom, will be discussed

Poster Presentations

Education Building, Classroom 441

10:30-10:55

Refreshments, Coffee, & Tea provided

KSPS Public Broadcasting and
Community Partners Meet

TESOL

Rosemary Colon

Gonzaga University

Euskara Classes at the University
of Idaho: A Proposal

Elizabeth "Liddy" Kang

University of Idaho

Translanguaging: A Brief
Introduction

Michele Pointel

Gonzaga University

Construction and Validation of
MMOG SLS Inventory (MIS)

Seyed Abdollah Shahrokni

Washington State University

The Grammar of Citations: An
Empirical Investigation

Michael Thomas

Washington State University

A City of English, My
Experiences Teaching
in Hong Kong

Kyle Thorson

University of Idaho

Mimic Presentations: Reexamining Behaviorism for Approaches in Teaching Speaking/Listening

Margot Volem, University of Idaho

This presentation will introduce a practice in teaching Listening/Speaking skills to English Language Learners that uses mimicry to focus on rhythm, intonation, pronunciation, and emotion. The "Mimic Presentation" is a student assignment that draws inspiration from Behaviorist ideas within Second Language Acquisition Theory, yet adds relevance by allowing students autonomy over content, and encourages meaningful learning through a fun and unique process.

ED
442

Oh, The Places You'll Go! Making the Most of Conferences

Tenzin Dulal & Lorrae Fox, University of Idaho

New professionals are often unaware of how to find conferences to attend, and more so, how to make the best out of them. In this discussion-based practical presentation, two seasoned conference go-ers share their experiences and top tips on how to make the most out of conferences you go to!

ED
443

Words with Friends: Using Formulaic Sequences to Build Communicative Competence

Mary Goodrich, Gonzaga University

Over half of all language we use is formulaic, that is, it is comprised of groups of words that are remembered and retrieved as wholes. This presentation will demonstrate several activities to help students notice, remember, and expand formulaic sequences that can be incorporated into everyday lessons.

ED
242

Co-Constructing Identity with International Students after the 2016 Election

Sela Ellen Underwood, Washington State University

The way teachers talk with students has real implications in terms of identity and belonging. This discourse analysis study examines how these themes emerge in a conversation following the 2016 US presidential election, and presents a key finding that teachers may position international students as outsiders despite their cosmopolitan identities.

ED
243

Glad to Hear It: Podcasts to Engage Students in Listening

Sara Schroeder, University of Montana

Podcasts are an effective way to engage language students in listening practice and to support listening skills. In addition, the use of podcasts can target various other language skills, including vocabulary, grammar, inference, and even speaking skills. This demonstration will introduce several sources for using and sharing podcasts with students, and will highlight adaptable activities for using podcasts in your own classroom.

ED
442

Comparison of Culture and Language: Mexico, Basque Country and Idaho

Ana Alcocer & Sara Prado, University of Idaho

Culture and language usage varies greatly even between countries where the same language is spoken. This presentation discusses the experiences of Spanish instructors from Mexico and the Basque Country as they incorporate their cultural norms, body language, and vocabulary usage into teaching Spanish courses at the UI.

ED
443

Arabic and English: Beyond the Alphabet

Margaret Diehl, Gonzaga University

I took Arabic 101 to gain a deeper understanding of what my Arabic speaking students experience when learning English. This presentation discusses language transfer between Arabic and English, focusing on morphology and spelling, and provides practical strategies that can be used in the classroom to specifically support Arabic speakers.

ED
242

Parental Engagement in Home Literacy Activities Among Transnational Chinese Families

Yue Huang & Anne Marie Guerrettaz, Washington State University

This study examines the home literacy ecology of transnational Chinese families in the US and develops the notion of "transnational guan," expanding the traditional concept of parental guan (supervision). Findings reveal three unique roles these parents play in children's home literacy activities, including parent as learner, amateur tutor, and bridge.

ED
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LUNCH

12:15-1:00 5th Floor, Education Building

Menu

Marinated Chicken
Sautéed Peppers and Onions
Warm Flour Tortillas
Homemade Tortilla Chips
Assorted Salsa, Pico, Verde Salsa
Shredded Lettuce & Cheese
Rice and Black Beans

Awards Ceremony at 2:20PM

(Participant must be present to receive the award)

Notes

Integrating Language Play into the L2 Classroom: Teaching Hyperbolic Numerals

Nancy Bell, Washington State University

Despite evidence for the teachability of non-literal language and acknowledgement of the potential of language play to facilitate L2 development, language classrooms remain focused on utilitarian forms. This presentation shares tasks designed to fit into existing lessons on quantifiers that introduce L2 users to hyperbolic numerals (e.g. zillion).

ED
442

Introducing World Englishes to First-Year Students in North Idaho

Mikayla Sievers, University of Idaho

British colonization spread English around the world, and World Englishes emerged. I will discuss how I incorporated WEes into my English 102 course. In an era of globalization, it's important that students develop awareness about WEes. Additionally, such pedagogical activities will help them be linguistically and culturally aware of others.

ED
443

In the Wake Of #MeToo: A Look at the Reaction in France

Anne Perriguet & Sarah Nelson, University of Idaho

The purpose of this presentation is to briefly explain how some French feminists reacted to the #MeToo movement and to attempt to give an explanation to their seemingly radical reaction, using a cultural lens.

ED
242

Reconnoitering in Foreign Territory: Language Lessons Learned in Law School

Sandra Bancroft-Billings, Washington State University

This study is an expedition into the world of law school by way of a quintessential course: contracts. It aims to examine the written and spoken language of that course and to identify language features that could be especially challenging to law students for whom English is a second language.

ED
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Concurrent Sessions 5: 1:50-2:20

Fix Fossilized Pronunciation

Sharon Fraser-Allen, Washington State University

Concrete ideas and exercises to use with advanced ESL students to help them improve their pronunciation and be understood. The focus of this session will be on fixing problems of intonation, syllabication, and vowel length.

ED
442

Teaching Outside of the Box and into the Circle: Indigenous Pedagogy at Work in Academia

Roger Vielle, University of Idaho

This interactive presentation will highlight ways that Indigenous ways of knowing can be applied in the classroom. Native pedagogy, or circular learning is not widely recognized or accepted in Western academia, yet can provide engaging and sustainable learning experiences that break down stereotypes and create appreciation for other cultures.

ED
443

Colloquial Indonesian: Linguistic Attitudes, Legitimacy, Youth, and Teaching Critical Languages

Brian Malone, University of Idaho

Bahasa Indonesia, Indonesia's official language and a "Critical Language" for Americans, is a formal, national second language meant to unify a multilingual population. Increasingly, urban youths innovate, creating a controversial colloquial variety that challenges the language's social role. This talk examines the pedagogical implications of this generational shift.

ED
242

Gonzaga ESL Community Outreach: What's Working and What's the Future

Sarah Griffith, Gonzaga University

The presenter will provide research on Gonzaga ESL Community Outreach (GECO), a student-run community-based ESL program established in 2012. The presenter will provide attendees with key findings and tips for launching a similar program at their university or within their community.

ED
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Awards Ceremony & Refreshments: 2:20 – 2:35

Education Building, 4th Floor Foyer

Tea & Coffee & Mexican Wedding Cookies

Best Practice-Oriented Proposal Awards (practitioner & UI grad student)

Best Research-Oriented Proposal Awards (practitioner & UI grad student)

Our Whole Lives (OWL) Sexual Education Curricula in Higher Education

Tom Salsbury, Washington State University &
Lysa Salsbury, University of Idaho

Presenters overview Our Whole Lives (OWL) sexual education curricula and explain how they incorporate core curricular principles in the work they do with student services programming and teacher education. They focus on a campus-based sexual education program and a teacher preparation seminar on responding to children's values-based questions on sexuality.

ED
442

On Teaching Phrasal Verbs: An Examination of Verb Particle Constructions with Up

Kathryn Pawelko, University of Idaho

An examination of pedagogical techniques derived from cognitive linguistics to assist L2 learners in developing awareness of Verb Particle Constructions using corpus data to develop radial networks of meaning. This paper examines constructions containing the particle up, as an example of a common construction encountered by learners in authentic interactions.

ED
443

Fostering Taiwanese Students' Critical Awareness through Reading Postmodern Picturebooks

Ying-Hsuan Lee, Washington State University

As part of a larger qualitative study, this presentation focuses on the possibility of fostering Taiwanese 3rd - and 4th -graders' critical awareness through reading Piggybook (Browne, 1990). Visual discourse analysis is used to analyze students' written and illustrated responses to the story.

ED
242

Ethnic Identity Construction and Maintenance through the Hmong Heritage Language

Nalee Moua, Washington State University

With an increase in CLD communities in the U.S, individuals are faced with multiple challenges revolving around culture and heritage language maintenance. Acculturate or assimilate? This study explores the role of the Hmong heritage language in the construction and maintenance of Hmong ethnic identity among 1.5 and 2nd generation Hmong-Americans.

ED
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Primary Presenter Contact Email

Last Name	First Name	Email
Alcocer	Ana	ana@uidaho.edu
Alzahrani	Mohammed	mohammed.alzahrani2@wsu.edu
Bancroft-Billings	Sandra	s.bancroft-billings@wsu.edu
Bell	Nancy	nbell@wsu.edu
Colon	Rosemary	rcolon@zagmail.gonzaga.edu
Diehl	Margaret	mdiehl@zagmail.gonzaga.edu
Dulal	Tenzin	tenzin.dulal@gmail.com
Fraser-Allen	Sharon	sfraser-allen@wsu.edu
Goodrich	Mary	goodrichm@gonzaga.edu
Griffith	Sarah	sgriffith2@zagmail.gonzaga.edu
Hall	Huan-mei	hhall3@zagmail.gonzaga.edu
Huang	Yue	yue.huang@wsu.edu
Kang	Elizabeth "Liddy"	liddy@uidaho.edu
Kerr	Ashley	akerr@uidaho.edu
Lee	Ying-Hsuan	ying-hsuan.lee@wsu.edu
Malone	Brian	btmalone@uidaho.edu
Mason	Andrea	amason@uidaho.edu
Moua	Nalee	nalee.moua@wsu.edu
Pawelko	Kathryn	kathrynp@uidaho.edu
Perrigues	Anne	perrigues@uidaho.edu
Pointel	Michele	mpointel@zagmail.gonzaga.edu
Salsbury	Tom	tsalsbury@wsu.edu
Schroeder	Sara	sara.schroeder@mso.umt.edu
Shahrokni	Seyed Abdollah	s.shahrokni@wsu.edu
Sievers	Mikayla	siev9817@vandals.uidaho.edu
Thomas	Michael	michael.f.thomas@wsu.edu
Thorson	Kyle	kthorson@uidaho.edu
Underwood	Sela Ellen	sela.underwood@wsu.edu
Vielle	Roger	rvielle@uidaho.edu
Volem	Margot	margot.volem@uidahoglobal.com

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Dr. Rodney Frey
University of Idaho

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Donations

Would you like to help us keep this event affordable and available to regional and local participants? The Palouse Language & Culture Symposium is accepting donations from individuals, departments, and institutions for the 2019 Symposium.

Checks can be made out to:

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Or

Leave a check at the Registration Desk

