14th Annual Second Language Acquisition and Teaching Interdisciplinary Roundtable Conference

University of Arizona
March 6 & 7, 2015
Welcome and thank you for joining us at our 14th Annual Second Language Acquisition and Teaching (SLAT) Roundtable at the University of Arizona.

On behalf of the SLAT Student Association, we hope you enjoy the diverse group of presentation topics and styles. This year we will have second language acquisition and teaching research that addresses multiple languages, cultures, and contexts. The Roundtable will include panel presentations, paper presentations, workshops, and poster presentations.

This year we are pleased to have two prominent SLAT faculty members sharing their current research at the Roundtable. Our colloquium presenter, Dr. Mahmoud Azaz, is a professor in the School of Middle Eastern and North African Studies. Also joining us from the Center for English as a Second Language as our Plenary Speaker is Dr. Suzanne Panferov, the center director as well as a faculty member in U of A’s MA ESL program.

We are also delighted to have renowned researcher and author Dr. Bryan Smith from Arizona State University as our Keynote Speaker. We look forward to his address of methodological rigor in CALL research.

Lastly, we invite you to participate in the multiple network opportunities we offer, including Friday night Hors d'oeuvres, Saturday lunch interest groups, and Saturday night Roundtable Potluck Dinner.

We hope you enjoy our Roundtable and return again next year! Have a great time in Tucson.

Thank you,

Rachel Kraut
Second Language Acquisition and Teaching (SLAT) PhD Candidate
Student Association President
University of Arizona
Colloquium Speaker

Dr. Mahmoud Azaz has just received his Ph.D. with Distinction from the Second Language Acquisition & Teaching (SLAT) Program at the University of Arizona in August 2014. He is an applied linguist and a researcher-practitioner whose research focuses on Arabic second language acquisition and pedagogy, Arabic verb morpho-semantics, Arabic psycholinguistics, Arabic historical sociolinguistics and translation studies. Two publications from his dissertation on the acquisition of Arabic and English noun phrase configurations are going to be under consideration very soon in the journals of Al-Arabiyya and Foreign Language Annals.

He is also a professional bi-directional translator of Arabic and English, and a book translation manuscript (from English into Arabic) by Mahmoud is currently in press. In 2012, he received the Outstanding Teaching Assistant Award at the University of Arizona. In 2013, he received the Second Language Research Forum (SLRF) Top Proposal Award. Before joining the University of Arizona, Mahmoud taught at Cairo and Ain Shams University in Egypt and at California State University in Chico.

Colloquium

Friday, March 6, 2015
Modern Languages 311
1:00-1:50 pm

On mapping nominal compounds to their equivalents:
Evidence from L2 Arabic, Spanish, and English

This study is composed of two independent experiments, which examine the adult L2 acquisition of nominal configurations. The first experiment explores the effect of L1 transfer in acquiring purely syntactic simple definite compounds in Arabic and English. Written translation and forced-choice tasks revealed a clear effect for L1 at the initial state and that recovery from this effect is possible at later stages of acquisition. The second study shifts the focus to Spanish and English bilinguals and adopts a compounding phenomenon that pertains to the syntax-semantics interface. A dehydrated sentence task demonstrated persistent L2 performance difficulties in the direction of English across all conditions despite high levels of proficiency. In line with previous research, overall results are interpreted as
support for cross-linguistic influence effects in the building of nominal configurations in part triggered by head directionality. Despite the general consensus in formal SLA compounding research that L1 effects are overcome at later stages, we argue that recovery is mediated by the complexity of the specific set of configurations, where purely syntactic cases are less difficult than cases that pertain to the syntax-semantics interface. Current SLA theories associated with structural overlap, interfaces, and mapping complexities are scrutinized accordingly.
Writing and Performativity in Language Classrooms  
Alaa Alhamdan

Student-centered pedagogy values and empowers learners’ agency and voice. It gives learners a space to explore inquiries related to their lives and to express their identity. This poster presents speechwriting and performing in language classrooms, an approach that draws from the perspective of student-centeredness and the theory of performativity. The poster presents a suggested course syllabus comprised of lessons, assignments, and evaluation techniques to teach speechwriting and performing to language learners.

Tricky Stops for L1 Mandarin Speakers in Japanese  
Shiho Yamamoto

Learning

This study investigates the perception of bilabial stops (/p/-/b/) for L1 Mandarin speakers varying in Japanese language experience and L1 Japanese speakers. The findings reveal that the phonemic boundary occurs at different places between Mandarin and Japanese speakers, but that two years of Japanese language study does not influence L1 Mandarin perceptions of VOT.

Word Familiarity as a Factor Determining Perceived Rate of English  
Yoshito Hirozane

Why is English fast to Japanese listeners? Experiments were conducted with native speakers, Japanese intermediate learners, and Japanese pre-learners of English to examine the effects of word familiarity on rate perception. The results show that familiar words were perceived as slower and sometimes made listeners insensitive to physical rate differences.

Bringing the Lexical Approach to TAFL: Evaluating the Primary Lexicon in Part One of the Al-Kitaab Fi Ta’allum

Janelle Moser

Al-‘Arabiyya Arabic as a Foreign Language Textbook Series

This study proposes a frequency-based model to explore the lexical contents of Part One of Al-Kitaab fii Ta’allum Al-‘Arabiyya, a popular Arabic as a Foreign Language textbook. This study analyzes the primary and secondary textbook vocabulary in light of the 5,000 most frequent words from A Frequency Dictionary of Arabic: Core Vocabulary for Learners (Buckwalter and Parkinson: 2010).
Youth Language Trajectories, Multilingualism, and Language  
Kristian Adi Putra

Endangerment

In this study, I am investigating how the phenomenon of diglossia among youth occurs and results in the change of language ecology in four different communities and the endangerment of a certain indigenous language, how currently implemented language revitalization program fits into such multilingual and multicultural demography, and how parents, community, and schools have been involved actively in the program.

Modern Languages 410

Music in Second Language Acquisition  
Stefano Maranzana

This presentation explores the similarities between music and language with the purpose of investigating potentials for the use of music in SLA pedagogy. It will discuss the cultural links and the parallels between the processes activated by both music and language to understand the relevance for second language acquisition.

Building Bridges between Administration and Teachers  
Nelli Cirineo

With Flipped Meetings

Many people believe that program or school meetings are boring or a waste of time. In this session the presenter will share how one IEP used the model of a flipped classroom to run productive and engaging administrative meetings. Handouts used in running flipped-style meetings will be provided.

Learning Grammar Made Fun: Some Ideas for Class  
Rahmah Firthriani

Activities

This presentation provides some examples of learner-centered activities that I have applied in grammar instruction for second language learners in EFL context and have showed positive effect on my students’ outcomes. It also contains some practical steps to use/adapt by other second language instructors in their own classes.

‘Just Do It!’: A Longitudinal Study of the Self Positioning of a Foreign Language Learner of Italian  
Borbala Gaspar

This longitudinal study opens up a new dimension by illuminating the empowering aspect of L2 learning. More than 35 hours of video and audio recording of the participant’s narration provides examples of this empowered position regarding language learner development and its learning goals.

The Core of the Matter: A Gesture Metaphor Analysis  
Emily Suh

Combining Critical Discourse Analysis, positioning theory, and gesture analysis, this paper examines Obama’s use of gesture stemming from his core region in his “Indonesia’s Example to the World” speech. Through his gestures, Obama interculturally positioned himself to explore new concepts in an off-record strategy important to presenting his international agenda.
This workshop illustrates how technology enhanced instruction may be used to foster communication modes. The selected activities will rely on pedagogical strategies that enhance communicative proficiency through online mediated learning environments. In these examples, the audience will also become familiar with related web applications: VoiceThread, Go Animate, and Near Pod.

This workshop will engage attendees in using the Color Vowel Chart (CVC) for teaching pronunciation to Spanish speakers. Activities designed for the learning stages of perception, production, and prediction will be offered. The CVC is an effective teaching aid and is easily adaptable for diverse learning contexts.

This workshop details a corpus-informed approach to grammar and language study, shares student corpus projects, and teaches participants through hands-on activities how corpora and corpus tools can be used in classrooms and research. It is presented by the instructor and students of Modern English Grammar at the University of Arizona.
Plenary Address

Suzanne Panferov is the Director of the Center for English as a Second Language (CESL) at the University of Arizona as well as a faculty member in the M.A. ESL Program and Ph.D. program in Second Language Acquisition and Teaching (SLAT). Panferov completed her graduate studies at The Ohio State University, earning both a Ph.D. and M.A. in Foreign and Second Language Education and an M.A. in Russian Literature. Panferov’s research focuses on language program administration, professional development, teacher training, pedagogy, and literacy acquisition. She has published on topics ranging from teachers transitioning into professional leadership roles, ESL program marketing, and parental support for K-12 ELL students. Panferov has presented in numerous countries on issues of professionalizing and empowering teachers, professional development, leadership, and teaching methodologies. In 2009, she participated in a Fulbright Administrator Exchange in Jalisco, Mexico. She currently serves as President (2011-2014) of the TESOL International Association Board of Directors and has served on the TESOL Board of Directors (2008-2011) and recently served in the capacity as the TESOL Convention Program Chair (2007) and Professional Development Chair on the UCIEP Steering Committee (2005-2008).

Plenary Address

Friday, March 6, 2015

4:30-5:30 pm

Modern Languages 311

Reflecting on Teachers as Leaders in the Field of Language Teaching

The field of English language teaching has changed greatly over the past four decades. Where once foreign language education was limited to the elite, now there are more than one billion English language learners in the world. As this number continues to grow, we need to position ourselves as the leaders of the profession of English language teaching. Our students study English for many different reasons. And our students are now exposed to English in many different contexts through technology and travel. Yet with this rapid development of language teaching demand comes a startling threat to our profession. As professionals we need to be engaged in defining the standards for our profession and defending the integrity of what we do. In this talk, Panferov challenges us to explore the qualities of our profession of English language teaching and reviews the standards and advocacy challenges set before us.
Hors d'oeuvres will be served following the Plenary Address: 5:30-6:15pm, Modern Languages, 3rd floor
Presentations

Saturday, March 7

The Impacts of Social Class on Second Language Learning

Chavez 304

Sandra Bruce

This theoretical investigation explores social class identity and SLA. Recent empirical studies conclude that the personal confidence that comes with economic, social, and cultural capital influences not only how but if one will acquire English. I call for language educators to consider social class identities within their classrooms.

Decoding Citizenship in U.S. Naturalization Test Materials: A Critical Discourse

Chavez 301

Analysis

Jenna Altherr Flores

This paper examines medium, grammatical and linguistic structure, interpersonal relationships, content schemata, and the visual composition/grammar of the USCIS Civics Flash Cards for the Naturalization Test. It contemplates dominant ideologies of U.S. citizenship implied in the documents, and considers notions of (dis)citizenship in reference to adult refugee pre-/early-literate English language-learners.

Investigate Cross-linguistic Tip-of-the-tongues by Using Cognitive Diary

Chavez 316

Ka Yu Chong & Joel Chow

Drawing on Levelt’s model (1989), the speaker will explain Tip-of-the-tongue (TOT) phenomenon in relation to meta-linguistic awareness and cross-linguistic influence. By analyzing cross-linguistic TOTs recorded on a cognitive diary, the audience will learn how to record TOTs. The presentation will end with strategies for successful resolving of TOTs.

Trajectories of Mobile Technology Use in Teaching L2 Vocabulary

Chavez 304

Aziz Yuldashev

In this session, presenters describe a sequence of technological tools that links in-class and out-of-class opportunities for learners to develop their knowledge of content vocabulary in advanced ESL listening and speaking courses.
**Place-based Curriculum in a SHL Classroom**  
*Trudie McEvoy*

A textbook-based, Spanish as a Heritage language curriculum is re-created so that students engage, using their home dialects, in the local community in order to re-connect with their own communities of practice and to challenge prescriptive linguistic hierarchies. Pedagogical efficacy is measured via questionnaire data.

**A Comprehensive ESL Curriculum for Visually Impaired Learners**  
*Pepper Moore*

In this presentation, participants will evaluate and discuss an original curriculum and assessment materials for learners who are preparing to enter the workforce. Participants will observe samples of instruction and take away concrete ideas to help students take an active role throughout the development of their English communication skills.

**10:20-10:50 am**

**In Their Own Words: Chinese EFL Teachers’ Attitudes towards CLT**  
*Rachel Kraut & Robert Poole*

CLT enjoys popularity in many Western countries, but implementation hasn’t been widespread in China. This study explores possible contributing factors via corpus analysis of essays by Chinese EFL teachers. They reflect alignment with CLT, but reveal, in their own words, why CLT has not been adopted in Chinese EFL contexts.

**The Validity of Readability Formulae and Construct Validity of Reading**  
*Mohsen Taraghi Gashti*

The present study is aimed at investigating the relationship among the various readability formulae, between readability formulae and experts' ratings, between readability formulae and students' ratings, factors loaded on experts' and students' ratings and then more important the construct validity of reading.

**Worship Music as a Bilingual Linguistic Practice**  
*Brett Larson*

A study of bilingual worship music at a Spanish-English Christian church. Specifically, the presentation will look at how the surrounding community influences language use in a church setting, and how and to what extent members participate in bilingual practices during the worship music event.
Keynote Address

Bryan Smith is Associate Professor of English at Arizona State University. He received his PhD in Second Language Acquisition and Teaching in 2001 from the University of Arizona. He has published widely in the area of computer-assisted language learning, specifically computer-mediated communication as it is related to instructed second language acquisition. Dr. Smith is currently co-editor of the CALICO Journal, the oldest journal devoted to computer assisted language learning. His current interests include employing eye tracking technology in helping determine what learners attend to and notice during computer-mediated communication. His publications appear in journals such as Applied Linguistics, Annual Review of Applied Linguistics, The Modern Language Journal, Studies in Second Language Acquisition, TESOL Quarterly, System, CALL Journal, Computers in Human Behavior, Language Learning & Technology and CALICO Journal. He is on the editorial board of Language Learning & Technology.

Keynote Address

Saturday March 7, 2015  Cesar Chavez 301

11:00 am – 12:30 pm

Methodological rigor in CALL research: Tracking learner behavior

Sound research in Computer-Assisted Language Learning (CALL) necessarily draws upon established SLA constructs and approaches in exploring learner-computer and learner-learner interaction. At the same time, CALL research has the potential to shape (and also complicate) aspects of SLA theory. Indeed, the digital medium affords CALL researchers certain advantages; however, it also presents a host of methodological challenges. Among these challenges sufficiently tracking learner behavior seems to be critical. In this talk I will explore some of the work that shows the necessity in adequately tracking learner behavior. I will then turn to recent CALL work that employs eye-tracking technology to illustrate the value of tracking learner behavior.
Presentations

1:30-2:00 pm

Learner Autonomy: Theory and Practice
Veronika Williams
This presentation focuses on theoretical and practical aspects of learner autonomy. The first part is dedicated to current understanding of learner autonomy and approaches to fostering it. The second part provides an overview of a new program that aims at fostering learner autonomy. Program for Intentional Learning (PIL) is currently being developed at the Center for English as a Second Language (CESL) at University of Arizona.

Digital Games as L2 Learning Ecologies: Analysis of Learning Affordances
Karim Ibrahim
This presentation reports on an empirical investigation of the learning affordances and potentials of simulation games based a qualitative analysis of interviews and gaming logs from 3 foreign language learners.

Engaging Metaphor for Metacognitive Competence in Second Language
Composition Classrooms
Alan Kohler
Some research suggests that metacognition is more important than linguistic competence in L2 writing development. This study marries the conceptual nature of metacognition with cognitive SLA theories to suggest the utility of conceptual metaphor, metaphoric competence, and conceptual fluency as tools to improve metacognitive expertise of post-secondary second language writers.

2:10-2:40 pm

Critical Discourse Analysis of the Hong Kong Race Discrimination Ordinance
Elizabeth Hubbs
This is a critical discourse analysis of the Hong Kong Race Discrimination Ordinance. I examine the effects of this legislation on the multilingual ethnic minority population and its relation to educational language policies.

Roller Coaster Tycoon as a Game-Mediated Environment for Learning
Business English
Sansanee Punyalert
This study presents the affordances of a simulation videogame RollerCoaster Tycoon which provides the learner with in-game linguistic and semiotic resources through business scenarios. During gameplay, the learner can experience the virtual world of business and management and develop their thinking and problem-solving skills in a manner of business professionals.
**Importance and Expectation of Corrective Feedback Across Learning Contexts**

*Eva Kartchava*

This study compared the beliefs college-level learners of English hold about corrective feedback (CF) in Canada (n = 197) and Russia (n = 224). The results point to both commonalities (e.g., the importance and expectation of CF) and differences (e.g., feedback types, timing of CF) in the underlying factors.

**2:50-3:20 pm**

**In Search of Visual Grammar: Metaphor, Metonymy and Instagram**

*Sichon Koowuttayakorn*

This small-scale study takes linguistic concepts of metaphor and metonymy to analyze visual-oriented SSN of Instagram. Informed by multimodal analysis and social semiotics, I attempt to show that through, metaphoric and metonymic meanings embedded in images and texts, Instagram has subtly yet persuasively created its own ‘visual grammar’.

**Russian Flagship Tutoring: Participant Perceptions and Their Organizational Representation**

*Snezhana Zheltoukhova*

The paper presents the results of a qualitative study that aims to investigate the Russian Flagship student and tutor perceptions of each other’s social roles. Conversation Analysis (CA) of the collected tutoring sessions’ video recordings will offer insights into specific issues related to one-on-one Russian Flagship program tutoring.

**Bilingual Decision Making: A Verbal Probability Study**

*Zachary Brooks*

Verbal probability expressions (VPEs) have been studied in medical and management fields. In this study, L1 and L2 speakers assigned probabilities to VPEs. Differences were found between L1 and L2 speakers’ numerical valuations in lower probability VPEs (e.g. “rare”) pointing to decision-making discrepancies between L1 and L2 speakers.

**3:30-4:00 pm**

**Student- vs. Instructor- Designed Gestures to Enhance Vocabulary Learning**

*Lake Mathison*

Previous studies have found that gesture increases L2 vocabulary retention. This study examines whether student- or instructor-generated gestures are more useful. Preliminary data (n=19) show an advantage for gesture over control, as well as favoring student-generated gestures over instructed. Together, results suggest that gesture, especially self-generated, aids vocabulary learning.
**Reading-fluency Intervention for University L2 Students**  
Jesse Sadoff

This paper reports on a classroom intervention conducted to determine how best to develop reading fluency in L2 students. The participants were 1st year ESL learners in a medium sized American university. Subjects would practice a reading fluency activity in class, once a week, for 15 weeks.

**Two Tucsons: The Language of Street Signs and Classroom Instruction**  
Steve Przymus

This semiotic analysis of the linguistic landscape of the American Southwest borderland city of Tucson, Arizona, demonstrates how the language of street signs subconsciously influences language ideologies and daily justifies public education policy regarding when the Spanish language is privileged or prohibited for classroom instruction.

**Pedagogical Role of Digital Games in Game-mediated L2 Learning**  
Kayo Shintaku

This study explores the role of pedagogical mediation of a vernacular game for learners of Japanese as a foreign language. The presenter will discuss how the findings will inform vocabulary learning from gameplays and a way of incorporating digital games in foreign language programs.

**Pedagogical Tools for Self-Assessment Training**  
Nicole Schmidt & Holly Wehmeyer

The current study examines the effectiveness of self-assessment training and factors which influence self-assessment for ESL students in a Tucson, Arizona IEP. A series of in-class training sessions and follow-up questionnaires are used to analyze student behaviors and perceptions across cultures, proficiency levels, and language acquisition skills (reading, writing, speaking).

**The Acquisition of the Subjunctive by Advanced L2 French Learners**  
Dalila Ayoun

This empirical study investigates the acquisition of the subjunctive in L2 French by advanced learners with an English or Spanish L1. We examine its late acquisition through various syntactic contexts and across modalities, as well as the phenomena of modal alternation and L1 transfer.
Closing Ceremony

4:45 pm

Dr. Robert Ariew and Dr. Wenhao Diao, University of Arizona

Presentation of the Claudia R. Kost Award for Service to SLAT

Poster Awards

Closing Remarks

Roundtable Dinner (off-campus)

Begins at 6pm. Directions are included at the end of this printed program.
NOTES:
Acknowledgements

The SLAT Roundtable organizers would like to thank our keynote speaker, plenary speaker, colloquium presenter, presenters, attendees, and volunteers for joining us in sharing and exploring our common interest in second language acquisition. We would like to especially thank Dr. Mahmoud Azaz, Dr. Suzanne Panferov, and Dr. Bryan Smith for voicing the diversity of our Second Language Acquisition & Teaching (SLAT) graduate interdisciplinary program. We are also grateful for our attendees and presenters for taking the time to travel to The University of Arizona from both national and international destinations.

This year we received an unprecedented number of proposal submissions. Thank you to all who submitted. We want to acknowledge our anonymous reviewers, both faculty and students, for taking the time to carefully evaluate each abstract. We appreciate your expertise and are thankful for your support.

We would also like to express our sincere gratitude to the people behind the scenes that shared their time and energy, this includes SLAT Student Association (SLATSA) Faculty Advisor, Dr. Wenhao Diao; current SLAT director, Dr. Robert Ariew; and SLAT administrative staff, Robin Staples, and Kelley Merriam Castro. Special thanks to the many of our own SLAT graduate students who contributed in organizing and planning. Thank you, Sichon Koowuttayakorn for providing the cover photo. Thank you to all SLATSA members who participated in every survey, SLATSA meeting and/or book sale leading up to this event.

We would like to thank our sponsors for the time, support, and funding they provide to make this a successful SLA conference for both faculty and graduate students. Thank you: SLAT Doctoral Program, The Center for Educational Resources in Culture, Language, and Literacy (CERCLL), The Graduate and Professional Student Council (GPSC), and Student Affairs at The University of Arizona.
You are invited...

All participants in the SLAT Roundtable, and all SLAT faculty and students, are invited to a post-Roundtable party at the home of Dr. Ariew, Director of SLAT.

The party will begin at 6:00 p.m.; a light dinner will be served and guests, with the exception of out-of-town visitors, are asked to bring a beverage. Spouses, significant others, special friends, children, and other family members are also invited.

Dr. Robert Ariew's house is at 6726 N. Quartzite Canyon Place, about 7 miles north of campus. From the University, go North on Campbell Ave. and then turn right on Skyline Drive. Go to the left lane to stay on Skyline Drive, crossing over where it is indicated. Turn left on Evans Mountain to get into the Foothills Clusters. Take the fourth left, Ventana Canyon and then the second left, Quartzite Canyon Place. The house is on the corner. You can park by the side of the road.

If you get lost or need other directions, call: 817-675-9707.
The 2015 Second Language Acquisition and Teaching Roundtable is Dedicated to the Memory and Legacy of Dr. Richard Ruiz

Head of the Department of Mexican American Studies
Professor in the Department of Teaching, Learning & Sociocultural Studies
Affiliate faculty member in the Second Language Acquisition and Teaching (SLAT) program and the Program on Comparative Cultural Literary Studies
Faculty Fellow and faculty adviser to the UA's Chicano/Hispanic Student Affairs
We look forward to seeing you next year!

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