12th Annual SLAT Interdisciplinary Roundtable
University of Arizona
March 1-2, 2013
President’s Message

Welcome to the 2013 SLAT Interdisciplinary Roundtable

Now in our 12th year, we continue to offer four strands of concurrent presentations, as well as two workshops and one panel to represent multiple perspectives on various themes within second language acquisition and teaching. We are also happy to welcome Dr. Chantelle Warner as new SLATSA advisor who has been a tremendous help to us in putting this Roundtable together. This year we are also thrilled to have two distinguished invited speakers: Dr. Julie A. Belz from The Department of Applied Linguistics and English at Indiana University-Purdue University Indianapolis and Dr. Norma Mendoza-Denton from the Department of Anthropology at the University of Arizona.

As always, we hope that our invited speakers, paper and workshop presenters, and panel members will serve to stimulate discussion as well as to highlight the creativity and diversity of the field of Second Language Acquisition and Teaching. We invite you to take advantage of the various social gatherings that we are hosting this weekend to network and share ideas with other colleagues and visitors.

I regret that I will not personally be able to attend the Roundtable this weekend due to unforeseen circumstances, but I assure you that my thoughts are going to be with you throughout the event.

Many thanks,
Mohammed Tamimi
SLATSA President
Keynote Speaker:

Julie A. Belz (PhD, University of California at Berkeley) joined the faculty of the English Department in the Indiana University School of Liberal Arts in 2007 where she is an Associate Professor of Applied Linguistics, English, and World Language and Cultures and the Director of the Graduate Program in Teaching English to Speakers of Other Languages (TESOL). From 1997-1998, Julie was Language Program Director in the German Studies Department at the University of Arizona; from 1998-2006 she was Assistant Professor of Applied Linguistics and German at Penn State; and from 2006-2007 she was Visiting Professor of Applied Linguistics, TESOL, and Teaching Foreign Languages at the Monterey Institute of International Studies. She has been a Scholar-in-Residence at the Indiana Center for Intercultural Communication at Indiana University, an affiliate of the Center for Language Acquisition at Penn State, and a Project Director at the Center for Advanced Language Proficiency Education and Research (CALPER), a federally-funded National Language Resource Center.

Keynote Address
Friday, March 1
5:00 – 6:30pm
ML 311

Dr. Julie A. Belz, Indiana University-Purdue University Indianapolis

Re-conceptualizing Intercultural Communicative Competence in Foreign Language Education: Issues of Documentation

Although researchers and practitioners in the fields of second/foreign language education (FLE) have maintained for some time that telecollaborative learning partnerships are conducive to the development of intercultural communicative competence (ICC), few studies have focused on the linguistic and discursive documentation of ICC in such learning environments. The issue of documentation guides the researcher to ask “What counts as evidence of the occurrence and/or development of a particular phenomenon?” and thus lays the groundwork for assessment by providing a concrete means of linking curricular objectives with learning outcomes. In the first segment of this address, I present previously published analyses of telecollaborative data in which clear analytical constructs and linguistic features serve to document both the occurrence and development of aspects of ICC for the learners under study. First, I use appraisal theory (Martin, 2000; Martin & White, 2005), a Hallidayan-inspired linguistic approach to the investigation of evaluative language, in order to document whether or not learners begin to lessen the degree to which they view particular beliefs as universal and natural (Belz, 2003). In this way, I locate learners’ (changing) attitudes in the lexico-grammar of their telecollaborative interactions and illustrate in both sequence and aggregation how their linguistic choices operate as a site for the formation and dissemination, but also contestation of their attitudinal positionings. Second, I illustrate how the length and density of learner productions in telecollaboration afford both developmental and microgenetic documentation of learners’ use of attitudinal markers (Belz & Vyatkina, 2005, 2008). Both of these linguistic behaviors – the deployment of attitudinal positionings and markers -- index the attitudes component of Byram’s (1997) model of ICC. In the second segment of this address, I explore telecollaboration as site for the occurrence and development of symbolic competence or “the ability to reflect critically on the symbolic systems we use to make meaning” (Kramsch, 2011, p. 365). Here I examine the individual trajectories of learners’ use of pronouns of address via microgenesis, critical incidents, and language socialization as a means of subject positioning (Belz & Kinginger, 2002, 2003; Kinginger & Belz, 2005). Next, I present episodes of telecollaborative language play as an exemplification of reframing, i.e. the ability to change the social context (Belz & Reinhardt, 2004). Along with historicity and performativity, subject positioning and reframing form the four ways in which symbolic competence operates. Finally, I offer closing commentary on various aspects of the documentation and analysis of ICC and symbolic competence intelecollaboration.
Plenary Speaker:

Norma Mendoza-Denton is currently an associate professor of Anthropology at the University of Arizona. She is also the President (2011-2013) of the Society for Linguistic Anthropology within the American Anthropological Association. She has had faculty/visiting positions teaching at the Ohio State University, Stanford University, the Massachusetts Institute of Technology (MIT), University of Edinburgh in Scotland, University of Colorado – Boulder, and Copenhagen University in Denmark. Dr. Mendoza-Denton is co-editor for a book series – New Directions in Ethnography – with Wiley Blackwell. Her main appointment at the University of Arizona is in Anthropology, where she is co-director of the Joint PhD program in Linguistics and Anthropology, and founder and director of the Multimedia Ethnography Lab. She has interdisciplinary affiliations in Linguistics; Spanish and Portuguese; Second Language Acquisition and Teaching; Women’s Studies; Mexican-American Studies, and Cognitive Science.

Her PhD is in Linguistics from Stanford University and was awarded in 1997. Her broad areas of expertise are linguistic anthropology, sociophonetics, sociolinguistics, multimedia ethnography, political speech, language and ethnicity, media in language studies, youth and language; gender, language and migration, and She is beginning to nurture an interest in medical discourse analysis. She has published nearly thirty book chapters and articles, one book (Homegirls: Language and Cultural Practice among Latina Youth Gangs, 2008) and a few online resources about these various lines of work. She has held grants from The Spencer Foundation, The Rockefeller Foundation, and has assisted her students in getting NSF, Wenner-Gren and HUD support. She has also held contracts from Lucent Technologies to assist in linguistic software development. Recently she was awarded an inaugural grant from the National Institute for Civil Discourse. In her community, this year she became one of the founding members of the Research and Public Policy Planning Council of the Southern Arizona Women’s Foundation.
Plenary Address

Saturday, March 2
1:00 – 1:50pm
ML 304

Dr. Norma Mendoza-Denton (with Dr. Andrew Wedel and Dr. Adam Ussishkin), University of Arizona

Voice Onset Timing, Social Networks and Perceptual Dialectology in Tucson, Arizona

The Arizona Englishes project seeks to bring together some current approaches to dialectology through the use of subjective dialect maps of Tucson, Arizona, combined with insights into social networks and clustering patterns in a community of high school students in Tucson. Here we present the first results, focusing on voice onset time of English monolinguals and English-Spanish bilinguals in interviews with researchers (our most formal context), with in-group member dyads, and with a mixed in-group/out-group tetrad. Results suggest that the variation of VOT takes place not only among familiar parameters such as language background, but that it may also be a function of group membership and surrounding language context.
Session 1  
8:30-9:15am

José Aldemar Álvarez Valencia, *University of Arizona*  
ML 304

**Looking at the multimodal turn in language and communication studies: challenges for educators and researchers**

This presentation discusses how the multimodal turn has challenged traditional monomodal approaches to language and communication studies. It will look at the origins, defining terms and theoretical, educational and epistemological challenges of multimodal studies.

Elizabeth Hubbs, *University of Arizona*  
ML 312

**Cultural and Linguistic Well-Being: Taiwan Local and International Language Policy**

This presentation analyses and problematizes language-in-education policy in Taiwan. Do the in place policies incorporate funds of knowledge of all ethnic and indigenous groups?

Janel Goodman & Tamara Boyens, *University of Arizona*  
ML 314

**The Use of Phonological Information in L2 Kanji Visual Recognition**

An experimental study investigating how instruction methods affect English L1 speaker strategies for learning Japanese kanji showed significantly worse recall when both semantic and phonological information were provided during learning.
Session 2
9:20 – 10:05am

Stefano Maranzana, *University of Arizona*  
ML 304  
**Online TBLT and Peer Feedback in an Italian-American Telecollaboration**  
This paper introduces a telecollaboration project aiming to build an online collaborative learning environment for American University students of Italian and Italian high-school students of English using their L2s.

Asma Alsahil, *University of Arizona*  
ML 312  
**Fostering Intercultural Learning: Arabic and English Learners**  
This study reports on findings of an eight-week online exchange on Facebook between 14 Saudi students learning English and fourteen American students learning Arabic. The students worked on a series of tasks based on Byram’s model of intercultural competence (1997). The paper aims to investigate the potential of Facebook intercultural exchange on development of intercultural competence in Saudi-American students’ exchange.

Kaitlyn Zavaleta, *University of Arizona*  
ML 314  
**Unintentional Language Switches by Bilinguals and Late L2 Learners**  
Participants learned words from a novel language (L3). L2 learners made more language-selection errors in a bilingual naming task, providing support for enhanced cognitive control for bilinguals.
Session 3
10:20 – 11:10am

Mohammed Tamimi, University of Arizona ML 302
Using blended learning environment to teach language as culture
This presentation reports a study of 12 Arabic language learners at the University of Arizona on the effectiveness of a blended learning environment to learn language and culture. Results show positive attitudes with some challenges.

M'Balia Thomas, University of Arizona ML 312
The Problematization of racial/ethnic minority student participation in US Study Abroad
This paper presentation draws upon Foucault’s writings on the analysis of epistemes as a methodological approach to analyzing discourse in order to challenge current “knowledge” about US racial/ethnic minority students' participation in study abroad.

Michael W. Child, University of Arizona ML 314
L3 Portuguese Acquisition: Contexts of L1/L2 Acquisition, Proficiencies, and Language-Learning Perceptions
The present study investigates the Spanish-speaking students enrolled in Portuguese courses at a southwestern university, including the different contexts of their acquisition of Spanish, their proficiency in Spanish and English, and their perceptions of the roles that previously acquired languages have in learning Portuguese. The theoretical framework guiding this study is Rothman’s Typological Primacy Model (or TPM, 2011), which states that in L3 acquisition cases where the target language is perceived to be typologically similar to one of the previously acquired languages, cross-linguistic influence will principally come from the (psycho)-typologically similar language (see also Kellerman, 1983).
Session 4
11:15-12:00pm

Karim Ibrahim, University of Arizona  ML 302
**Game-promoted Interactions: Analysis of Language Play**
This presentation reports on a socio-cognitive analysis of the game-player language interactions of 3 foreign language learners in think-aloud gaming sessions and their potential for language learning.

Catherine Botelho, University of Arizona  ML 312
**Putting the “US” back in the “U.S.”: Tucson’s MAS Debate**
Utilizing Critical Discourse Analysis, this study analyzes news reports concerning TUSD’s Mexican American Studies program. Results are contextualized in relation to education ideology and policy planning in the United States.

Christine Palumbo, University of Arizona  ML 314
**Working Memory and the Bilingual Learner**
This workshop will discuss current research on enhanced working memory and multilingual students. Potential ways to bolster L2 methods with innovative learning techniques and strategies will be introduced.
Panel  
2:00 – 3:15pm

Rachel Sales, University of Arizona  
Zachary Brooks, University of Arizona  
Alan Kohler, University of Arizona  
Mahmoud Azaz, University of Arizona  

Approaches to L2 Acquisition: The Controversy of Nativism vs. Empiricism  
This panel will present a taste of the literature relevant to the controversy of the nativist and empiricist approaches to language acquisition and how this relates to L2.
Workshops
3:20 – 4:20pm

Steve Daniel Przymus, *University of Arizona*  ML304
**Marrying Dual Language with Foreign Language Instruction: The 2-1-L2 Model**
The 2-1-L2 modified dual language instruction model: A practical solution to the urgent need for the re-thinking of secondary level ESL and foreign language instruction.

Paul Renigar, *University of Arizona*  ML312
**Ecological Approaches to Languaging and L2 Semiotics in Social Networking**
This workshop will demonstrate how to integrate Literary Theory and SLA through Facebook activities that promote critical awareness, debate, complex languaging, and a greater enjoyment of the L2 acquisition process.

Appreciation Ceremony
4:30-4:45pm

SLAT Faculty  ML 304
*Presentation of the Claudia R Kost Award*
*Presentation of Certificates of Appreciation*
*Closing Remarks*
### Friday, March 2nd

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<tr>
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<tbody>
<tr>
<td>4:30-5:00pm</td>
<td>Registration</td>
<td>ML 3rd Floor, SW</td>
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<tr>
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<tr>
<td>6:30-7:15pm</td>
<td>Hors d'oeuvres Following Keynote Address</td>
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<tr>
<td>8:00-9:30am</td>
<td>Light breakfast and registration</td>
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### Sessions

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### Lunch Break (on your own)

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Acknowledgements

The Roundtable co-organizers would like to thank Dr. Julie A. Belz, the Keynote Speaker; Dr. Norma Mendoza-Denton, the plenary speaker; the presenters; and the audience. We would also like to thank the many people who gave their time and energy behind the scenes to make this conference run smoothly, including SLATSA Faculty Advisor, Dr. Chantelle Warner; current SLAT director, Dr. Robert Ariew; former SLAT director, Dr. Linda Waugh; SLAT administrative staff, Kelley Merriam Castro, Shaun O’Connor, and Robin Staples; and student workers Megan, Ashli, and Allison.

Next, we would like to express our appreciation for our anonymous faculty and student abstract readers, whose invaluable judgments and comments helped to assure the quality of the program.

Special thanks are also due to the following people, who coordinated organizing subcommittees: Linda Lemus, Kristin Lange, Kristen Michelson, Hope Anderson, Robert Poole, Rachel Sales, Mohammed Tamimi, Osman Solmaz, Fahd Alalwi, Ben Schilaty, Katie Angus, Tamara Boyens. Thanks are equally due to Linda Lemus for creating this wonderful program, Asma Alsahil for maintaining and updating the Roundtable website, Mohammed Fardous for designing the poster and the flyer, as well as Mohammed Tamimi for providing the cover photo.

We also greatly appreciate the input of past SLATSA presidents, Cat Botelho, Autumn Witt, Katie Angus, and Katie Burns Al Masaeed who
shared their expertise from previous Roundtables throughout the planning of this year’s event.

Thanks also to our many volunteers who handled numerous other essential tasks: Linda Lemus, Katie Burns Al Masaeed, Kristen Michelson, Robert Poole, Zachary Brooks, Stefano Maranzana, Mohammed Tamimi, Hope Anderson, Brian Hibbs, Samina Yasmin, Rebecca Chiu, John Viafara, Denise Osburne, Michael Sayle, Christine Palumbo, Zura Dutton, Katie Angus, Midgalia Rodriguez, Sansanee Punyalert, Steve Przymus, Ka Yu Chong (Kelvin), Paolo Renigar, Janel Goodman, and Mahmoud Azaz.

Finally, our very special thanks go to the following for their very generous financial support of the Roundtable:
The SLAT Doctoral Program
The Center for Educational Resources in Culture, Language, and Literacy (CERCLL)
The Graduate and Professional Student Council (GPSC), for the Professional Opportunities Development Grant
IKON and Student Affairs, for the Student Faculty Interaction Grant

We look forward to seeing you next year!
Watch the SLAT website for future SLATSA events.
http://slat.arizona.edu