SLAT Student Association President’s Message

Welcome and thank you for joining us at our 13th 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. Richard Ruiz, is both a professor in the College of Education’s Language Reading and Culture, and Head of the Department of Mexican American Studies. Also joining us from the College of Education is Dr. Leisy T. Wyman, a professor in the Teaching, Learning and Sociocultural Studies Department.

We are also delighted to have renowned researcher and author Dr. James Paul Gee from Arizona State University as our Keynote Speaker. We look forward to his address of a unified approach of discourse analysis.

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.

Muchas gracias,

L R Lemus
Linda Rafaela Lemus
Second Language Acquisition and Teaching (SLAT)
Student Association President
University of Arizona
### 13th Annual SLAT Roundtable Schedule 2014

**Friday, February 28th:**

**Registration Begins 12:30pm, Location ILC 1st floor, Courtyard**

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<td>Dr. Richard Ruiz</td>
<td>ILC 140</td>
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<td>Poster session: 1:55-2:55pm</td>
<td>See below</td>
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<td>Time/Location</td>
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**Session 1 Panel Presentations: 3:00-420pm**

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**Session 2 Presentations: 4:25-4:55pm**

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<td>Plenary Address: 6:00-6:45pm, Location ILC, 1st Floor</td>
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<td>Dr. Leisy T. Wyman</td>
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**Poster Presentations Friday, February 28, 1:55pm-2:55pm**

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<td>“We Became Strangers to Ourselves”: The Destabilization of Identity in Second Language Development</td>
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<td>Decolonization of Hong Kong Language Policies: Historical and Social Change</td>
<td>The uses of GET in Japanese learners and native speaker writing</td>
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<td>Joseph Kern</td>
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### Saturday, March 1st:

**Registration begins at 8:30am, Harvill, 1st Floor, Outdoors**

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<td><strong>Workshops:</strong> 9:00-10:15am</td>
<td>Bringing Drama into your Classroom</td>
<td>Using Content-Based Approaches to Teach Linguistics in L2 Romance Languages</td>
<td>Engaging students with task-based activities</td>
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<td>Denise M. Osborne</td>
<td>Lorraine R. Denma, Marcos Miguel Nausica, &amp; Brett D. Wells</td>
<td>Ka Yu Chong</td>
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<tr>
<td><strong>Session 3 Presentations:</strong> 10:20-10:50am</td>
<td>Research/Development of Inverted-type Pedagogy in American Sign Language Course</td>
<td>“Style-shifting while Honking”: Public Transportation Drivers’ Community of Practice</td>
<td>Is English Morphology Salient to L2 English Readers?</td>
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<td>Jody H. Cripps, Ronald Fenicle, Sheryl B. Cooper, Aimee Sever, &amp; Elayne Fife</td>
<td>Osman Solmaz</td>
<td>Rachel E. Kraut</td>
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**Break 10:50-11:00am, Location Harvill**

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<tr>
<td>Keynote Address: 11:00am-12:30pm</td>
<td>Dr. James P. Gee</td>
<td>Harvill 305</td>
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**Lunch 12:30-130pm (Not provided)**

**Lunch Interest Groups: Pedagogy & Program Development, Language Use, Analysis, Processes**

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<td><strong>Session 4 Presentations:</strong> 1:30-2:00pm</td>
<td>An Ecological Analysis of Digital Game-Mediated Second Language Learning</td>
<td>International students’ agentive TL-mediated socialization in their affinity space</td>
<td>Can We Enhance Word Recognition Fluency?</td>
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<td><strong>Session 5 Presentations:</strong> 2:05pm-3:35pm</td>
<td>Live Más: Intertextuality and multimodal analysis of Taco Bell Ad</td>
<td>Identity on Facebook Group Page, “Saudis in USA”</td>
<td>Grammatical Gender and Agreement in Italian: A Corpus Study</td>
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<td>Stefano Maranzana &amp; Dalila Ayoun</td>
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<td><strong>Session 6 Presentations:</strong> 2:40-3:10pm</td>
<td>Meme’s at home, why not in the classroom?</td>
<td>Intercultural Competence: A Study of Pragmatic Failures</td>
<td>Production of scrambled sentences by L2 learners of Japanese</td>
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<td>Yasumasa Shigenaga</td>
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<tr>
<td><strong>Session 7 Panel Presentation:</strong> 3:15-4:35pm</td>
<td>Distinctive Diglossias and Ideologies in Hong Kong, Taiwan, and China</td>
<td>Children’s and Adolescent Literature in Second Language Acquisition</td>
<td>Brian Hibbs &amp; Elaine Yee</td>
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<tr>
<td><strong>Closing Remarks &amp; Awards:</strong> 4:35pm</td>
<td>Dr. Robert Areew &amp; Dr. Chantelle Warner</td>
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Colloquium Speaker:

Richard Ruiz received degrees in French Literature at Harvard College and in Anthropology and Philosophy of Education at Stanford University. He was an instructor and Assistant Professor of Educational Policy Studies at the University of Wisconsin-Madison for nine years. He was Head of the Department of Language, Reading and Culture (LRC) in the College of Education of the University of Arizona from 1993 to 1999, and currently a professor in LRC. He served as interim Head of the Department of Teaching and Teacher Education from 2003 to 2007. He currently serves as the Head of the Department of Mexican American Studies at the University of Arizona. He is recognized internationally for his research and scholarship in language planning and policy development, having worked in Mexico, Australia, Guatemala, Bolivia, the Federated States of Micronesia, the Netherlands Antilles (Aruba and Curacao), Israel, South Africa, Costa Rica, Morocco, and native communities in the United States and Canada. He was editor of the Bilingual Research Journal for three years, and has served on the editorial boards of Urban Education, Teaching Education, Journal of Teacher Education, and the Review of Educational Research; he is currently Associate Editor of Anthropology and Education Quarterly. In 2000, he was selected as
a Distinguished Visiting Professor by the Mexican Academy of Science. He served as Director of Social Justice of the American Educational Research Association from 2001 to 2004. In 2004, he was selected as the Maria Urquides Laureate in the College of Education for his work benefitting bilingual children. In 2009, he was appointed Director of the Summer Language Planning Institute in Aruba for the purpose of facilitating the study and implementation of models for introducing Papiamento into Aruban schools. In 2011, he was appointed University of Arizona Honors Professor. In 2012, he was appointed Head of the Department of Mexican American Studies at the University of Arizona, while retaining his appointment as Professor in the College of Education.

Colloquium
Friday, February 28
1:00 – 1:50pm
ILC 140

POEM on Words, and Whether They Make a Difference
Dr. Richard Ruiz, University of Arizona
Colloquium Chairs: Steve Przymus & Osman Solmaz

From Wittgenstein to Keillor to Puck to Cheek, professional and amateur linguists have wondered whether what we call something makes any difference in the world—why do we call it the F-word (why not just say what we mean?)? Is there a difference between "frequently" and "often"? Where does "quarantine" come from? Is a burrito a sandwich? Did the "funeral" for the N-word make us stop using it, if not thinking it? Why does Wesley Leonard yell when he hears the E-word? What does it matter that they are now O'odham and not Papago? Does calling her a chairperson makes us give her the same pay as that for a chairman? This presentation will be an exploration of whether the words we use to name things have any real impact on the world we inhabit.
Poster Session (Room 1 of 2)  
1:55-2:55pm ILC 137

**English VOT production by Japanese university students**  
Rika Aoki, *Saitama University*

The aim of this study is to investigate the phonological environment in which Japanese learners of English produce less native-like VOT. The result suggests that English VOT by the Japanese learners was less native-like for coronal stops followed by a certain category of vowel.

**“We Became Strangers to Ourselves”: The Destabilization of Identity in Second Language Development**  
Sandra Bruce, *University of New Mexico*

Student identity is an important contributor to L2 development. I look at some of the implications this research has on L2 educators, and propose some classroom practices whereby identity and power dynamics are taken into consideration in a collaborative rather than a coercive way around lesson planning, student interaction, student empowerment, and community building within the classroom as students grapple with (re)negotiating their identities both inside the classroom and in the social world at large.

**An ESL speaker’s TL-mediated socialization in the Skimboarding affinity space**  
Dr. Yoshifumi Fukada, *Meisei University*

Perceiving himself as an ESL speaker, the presenter conducted a critical autoethnography focusing on his own English-mediated socialization in Hawaii where he stayed during his sabbatical. The close analysis/self-reflection clarified enabling factors of his agentive TL-mediated socialization in one type of social space he engaged with, the Skimboarding affinity space.
Poster Session (Room 1 of 2)  
1:55-2:55pm

The Use of Advertisement in a Foreign Language Classroom
Tara Hashemi, University of Arizona

This presentation will allow informed discussion of the use of advertisement in the foreign language classroom especially with reference to language awareness, language play and culture learning.

Hong Kong Language Policies: A Historical Approach
Elizabeth A. Hubbs, University of Arizona

This presentation provides a historical and political overview of language-in-education policies in Hong Kong pre and post the 1997 handover from Britain to China. In particular, it focuses on how the policies have created issues of social justice and gate-keeping within the public education and assessment system.

In Her Own Voice: Ellen DeGeneres’s Agency for Equality
Joseph Kern, University of Arizona

This study is a multimodal Positive Discourse Analysis (PDA) of The Ellen DeGeneres Show blog. A qualitative blog post analysis between 2008 and 2013 reveals an increase in Ellen DeGeneres’s agency of presenting gay marriage as an issue of social justice.
Poster Session (Room 2 of 2)  
1:55-2:55pm  
ILC 145

Two Writing Classes: Teaching Approaches, Student Collaboration and Writing Development  
Mariia Khorosheva, University of Arizona

Students from various countries come to the University of Arizona and attend CESL writing classes. This qualitative/quantitative study examines the effects that teaching methods and activities have on student development, and compares student and instructor perceptions in 2 CESL writing classes through issues of collaboration, grammar instruction, textbook use.

Perception of English /h/ and /ɾ/ by Brazilian Portuguese speakers  
Denise Osborne, University of Arizona

Three experiments with Brazilian Portuguese (BP) learners of English (AXB Discrimination, Identification, and Assimilation Tests) and 1 experiment with monolingual Brazilian Portuguese (BP) speakers (an Assimilation Test) investigate the difficulty that BP learners of English have with initial English /h/ and /ɾ/ in minimal pairs such as hat-rat, hot-rot, him-rim.
Poster Session (Room 2 of 2)
1:55-2:55pm ILC 145

A Report on a Web-based, Song-based Courseware
Dr. Rumiko Shinzato, Georgia Institute of Technology

The paper reports on my online courseware, which uses songs as an object of serious study (literature, history and culture) for a semester-length course in a systematic, comprehensive manner. This courseware is designed to promote ACTFL’s 5’C: Communication, Culture, Connection, Community, Comparison. Survey results of this courseware are also added.

Collocability Difficulty: A Psycholinguistic Study in Search of a Solution
Dr. Mohammed Shormani, Ibb University, Yemen

This study is set to provide psycholinguistic evidence for collocability difficulties encountered by Yemeni advanced learners of English through deeply probing collocation error sources divided into L1-transfer, L2-influence, mutual and unrecognized. Based on its findings, I proposed an UG-Model based on subcategorization/selectional restrictions for learning collocations in ES/FL contexts.

The uses of GET in Japanese learners and native speaker writing
Yoko Suzuki, University of Tokyo

This paper compares differences in the use of GET in essays written by Japanese university students and by native speakers of English. The data taken from a learner corpus shows that Japanese learners significantly overuse GET+NP constructions, especially certain words such as "money", "friend", and "thing" as direct objects in the constructions.
Session 1 Panel Presentations:
3:00-4:20pm

New Literacies, Old Beliefs: Challenges and Opportunities for FL Education
Kristen Michelson, Elyse Petit, & Malena Samaniego
*University of Arizona* ILC 137
Chair: Mustafa Polat

Literacy-based approaches to FL teaching and learning stand in contrast to the almost three-decade long predominant approach of communicative language teaching (CLT). This three-person panel will discuss emerging paradigms of multiliteracies approaches, addressing their epistemological positions, pedagogical frameworks and examples, and enduring challenges for implementation.

Issues in Teacher and Peer Feedback on L2 Student Writing
Sonja Fordham, Jennifer Slinkard, & Dr. Kara Reed
*University of Arizona* ILC 145
Chair: Hope Anderson

Sonja Fordham reports on teacher and peer stances when giving feedback in an ESL Composition class. Jennifer Slinkard contributes similarities and differences in the types and amount of feedback provided to students in a combination English course. Closing the panel, Kara Reed shares her findings of *What is gained from the peer review process beyond the feedback given or taken?*
Session 2 Presentations:
4:25-4:55pm

Are All Adjectives Equal? Implications for Learners of Business English
Robert Poole & Gustave Hahn-Powell, *University of Arizona*    ILC 119
Chair: Steve Przymus

The presentation discusses adjectives in a corpus of business texts and explains a class of adjectives present in the corpus of business writing not found in previous EAP literature. The rhetorical value of these adjectives and the pedagogical implications of the findings for learners of Business English will be discussed.

Reconceptualizing “Native/Nonnative” as Performative Identities:
Implications for SLA Research Practices
M'Balía Thomas, *University of Arizona*    ILC 137
Chair: Samina Yasmin

This paper posits that native/nonnative are performative (Butler 1990) identities negotiated and emerging in social interaction. It argues the need by scholars to engage with what learners CAN do (Leung et al 1997), rather than with what they are yet able or fail to do, with language in social interactions.

The acquisition of modality by francophone EFL and ESL learners
Dr. Dalila Ayoun & Charlène Gilbert, *University of Arizona*    ILC 145
Chair: Mohammed Tamimi

Francophone learners of English as a foreign language (EFL) and a second language (ESL) performed a sentence completion task targeting modal auxiliaries. Preliminary results of cross-tabulation of chi-square tests and MANOVAs indicate that ESL learners outperformed EFL learners, suggesting the importance of a naturalistic setting to acquire interface properties.
Plenary Speaker:

Leisy Wyman is an Associate Professor in the Teaching, Learning and Sociocultural Studies Department at the University of Arizona whose research centers on young people’s language development in rapidly changing societies. Since 1992, Wyman has conducted community-focused research with youth, adults and teachers in the Yup’ik region of southwestern Alaska. In her early work, Wyman collaborated with youth, teachers, and community members to support young people’s biliteracy development and document Yup’ik elders’ knowledge (Fredson, Mann, Dock & Wyman, 1998, Kipnermiut tiganrita igmiritlirit: Qipnermiut tegganrita egmirtellrit, Alaska Native Language Center). More recently, Wyman conducted a decade-long ethnographic study examining young people’s language development and the changing contours of local youth culture in a village experiencing radical sociolinguistic transformation and increasing language endangerment (Youth Culture, Language Endangerment, and Linguistic Survivance, Multilingual Matters), and helped synthesize a set of new research studies focused on Indigenous youth language in diverse North American contexts (Wyman, McCarty & Nicholas, eds., 2014, Indigenous Youth Multilingualism, Routledge). In another long-running strand of her work, Wyman has also conducted collaborative action research with a team of scholars, veteran Yup’ik
teachers, and the head of academic instruction in a large school district, bringing attention to Indigenous language planning challenges and possibilities in our current era of high stakes testing.

Plenary Address
Friday, February 28
5:00-6:00pm

Indigenous Youth Multilingualism and Linguistic Survivance: Insights from the Yup'ik Region and Elsewhere
Dr. Leisy T. Wyman, University of Arizona
Chair: Rachel Kraut

In my talk, I will discuss recent findings on Indigenous young people's language ideologies, language development, and hybrid forms of discourse, drawing on a longitudinal study of youth culture in a Yup'ik village in southwestern Alaska experiencing sociolinguistic transformation (Wyman, 2004, 2009, 2012, 2013), and a new group of studies on Indigenous youth language in North America (Wyman, McCarty & Nicholas, eds., 2014). Sharing wide-ranging examples of linguistic survivance, (Wyman, 2012, building on Vizenor, 1994, 2008), I will also lay out some of the common and less noted ways that Indigenous youth in the Yup'ik region of Alaska and elsewhere are using innovative language practices to negotiate complex challenges and ongoing struggles for self-determination in a dynamic world. Noting comparisons with recent studies of immigrant language learners, I will discuss implications for researchers and educators.

Hors d'oeuvres will be served following the Plenary Address:
6:00- 6:45pm, ILC, 1st Floor
Workshops:
9:00-10:15am

Bringing Drama into your Classroom
Denise Osborne, University of Arizona
Chair: Michael Sayle

Participants will explore the teaching of a second language through drama techniques, in which creating a sense of community, encouragement to openness and concentration, as well as movement, full contextualization of the language, and collaborative work are emphasized. The drama activities involve creativity, imagination, and personal connections.

Using Content-Based Approaches to Teach Linguistics in L2 Romance Languages
Lorraine Denman, Dr. Nausica Marcos Miguel, & Dr. Brett Wells
University of Pittsburgh
Chair: Elyse Petit

This workshop will be a practical demonstration of content-based instruction (CBI) methodologies as applied to linguistic courses for advanced level English L1 learners of L2 Romance languages. Topics addressed include a brief introduction to CBI, and a pedagogical approach to teaching French liaison and Spanish compounds.

Engaging students with task-based activities
Ka Yu Chong, University of Arizona
Chair: Mustafa Polat

This workshop introduces available tasks that could easily be adapted in classroom. The goals are two-folded. First, it is to inform language teachers what other options they have than traditional grammar-based approaches. Second, it is to build a community of task-based language teaching by connecting teachers on a Facebook forum.
Session 3 Presentations:
10:20-10:50am

Research/Development of Inverted-type Pedagogy in American Sign Language Course
Dr. Jody H. Cripps, Ronald Fenicle, Dr. Sheryl B. Cooper, Aimee Sever, & Elayne Fife
*Towson University*
Chair: Mohammed Tamimi
Harvill 105

An innovative pedagogical design called the inverted or “flipped” classroom was used in an advanced American Sign Language course. The new design was intended to enhance students’ conversational skills in signed language beyond textbook limitations. Research outcomes from controlled and experimental classrooms revealed a variety of impacts from this pedagogy.

“Style-shifting while Honking”: Public Transportation Drivers’ Community of Practice
Osman Solmaz, *University of Arizona*
Chair: Christine Palumbo
Harvill 107

Based on a pilot sociolinguistic fieldwork of the observation of 22 male ‘dolmuş’ drivers of inner-city public transportation in Southeastern Turkey, this study analyzes how sociolinguistic variations and non-verbal cues are used in the construction of stylistic practices and social identities in a community of practice on the move.

Do L2 Speakers Morphologically Decompose Words During Recognition?
Rachel Kraut, *University of Arizona*
Chair: Heather Smyser
Harvill 111

In the SLA field, a heated debate has emerged about L2 speakers’ ability to morphologically decompose words during recognition. Mixed evidence has amounted resulting in an unclear consensus. The current study investigates the effects of one factor possibly contributing to this discrepancy, language proficiency level, among L2 readers of English.

*Break 10:50-11:00am, Harvill*
Keynote Speaker:

James Paul Gee is the Mary Lou Fulton Presidential Professor of Literacy Studies at Arizona State University. He is a member of the National Academy of Education. His books include: Sociolinguistics and Literacies (Fourth Edition 2011); An Introduction to Discourse Analysis (Third Edition 2011; What Video Games Have to Teach Us About Learning and Literacy (Second Edition 2007); How to Do Discourse Analysis (2011); Woman as Gamers: The Sims and 21st Century Learning (2010) and Language and Learning in the Digital World (2011), both written with Elizabeth Hayes. The Anti-Education ERA: Creating Smarter Students through Digital Media appeared in 2013. Professor Gee has published widely in journals in linguistics, psychology, the social sciences, and education.
Keynote Address
Saturday, March 1
11:00am – 12:30pm
Harvill 305

Language, the World, and Games: A New Theory of
Discourse Analysis
Dr. James P. Gee, Arizona State University
Chair: Linda Lemus

I will develop some ideas about a unified approach to
discourse analysis, an approach that applies to verbal
conversations, interactions with the world, science, and
video games. In this approach, language takes on a
somewhat different significance than it has in conventional
approaches to discourse analysis in linguistics. The theory
will have implications for learning as well.

Lunch Hour After Keynote Address
12:30-130pm (Lunch not provided)
Lunch Interest Groups:
Pedagogy & Program Development, Chair: Merica McNeil
Language Use, Chair: Elizabeth Hubbs
Language Analysis, Chair: Denise Osborne
Language Processes, Chair: Janel Murakami
Session 4 Presentations:
1:30-2:00pm

Affordances and Constraints of Digital-Game Mediated L2 Learning
Jinjing Zhao, University of Arizona
Chair: Samina Yasmin

This study investigates how L2 learning via off-the-shelf digital games is afforded and constrained by the design of a game. The presenter will discuss how the findings of this ethnographic study will inform the design of game-like environments for L2 learning purposes.

International students’ agentive TL-mediated socialization in their affinity space
Yoshifumi Fukada, Meisei University
Chair: Osman Solmaz

The presenter investigated international students’ non-virtual person-to-person social networking patterns in the host country. Collecting the related data longitudinally by informal long interviews and participatory observation, he found that international students were securing opportunities for TL-mediated socialization by seeking out their own affinity space.

Can Word Recognition Exercises Improve Reading Comprehension?
Lance Burrows
Kinki University, Osaka, Japan
Chair: Heather Smyser

The present study focused on the effects of word recognition training on reading comprehension for 130 students from a Japanese university reading course. The results of two consecutive treatments revealed that word recognition training positively affected reading comprehension as well as reading speed and word recognition.
Session 5 Presentations:
2:05pm-2:35pm

Live Más: Intertextuality and multimodal analysis of Taco Bell Ad
Kristin Helland, University of Arizona
Chair: Alan Kohler
This study of Taco Bell’s 2013 bilingual Superbowl ad, “Viva Young,” combines multilingual and multimodal critical discourse analysis to examine the role of intertextuality and language choice in creating brand image. Research on social semiotics, film and media studies, language fetishism (Kelly-Holmes, 2012), and mock Spanish (Hill, 1999) inform the analysis.

Study Abroad Saudi Students’ Presentation of the Self: Identity on Facebook Group Page, “Saudis in USA”
Asma Alsahil & Aamani Alageel, University of Arizona
Chair: Katie Christoffersen
This presentation explores how social network mediated identity construction of study abroad Saudi students on a Facebook group page "Saudis in USA". Using discourse analysis and multimedia discourse analysis, we analyze students’ online discourse including written post, image, and their comment.

Grammatical gender and agreement in Italian: a corpus study
Stefano Maranzana & Dr Dalila Ayoun, University of Arizona
Chair: Christine Palumbo
This corpus study analyses gender marking in 5,000 contextualized DPs from current newspapers articles. Preliminary findings indicate that only about 70% of nouns are unambiguously gender-marked. Detailed qualitative and quantitative analyses will provide a descriptive and explanatory account of gender-marked contexts by type and frequency.
Session 6 Presentations:
2:40-3:10pm

Meme's at home, why not in the classroom?
Trudie McEvoy, University of Arizona
Chair: Katie Christoffersen

Heritage Language Learner (HLL) scholars’ suggest teachers should assist in critical awareness and re-creative processes in their students in order to avoid common and problematic essentialism (He, 2007; Potowski, 2013). This curricular plan proposes a space to develop and negotiate identity, bidialectalism, and literacy by engaging HLLs in creative remixing of dominant Latino figures.

Intercultural Competence: A Study of Pragmatic Failures
Adnan Yilmaz, University of Arizona
Chair: Steve Przymus

The present study aimed to investigate to pragmatic failures committed by Turkish graduate students studying at the University of Arizona. Utilizing an oral Discourse Completion Test and semi-structured interviews, the researcher found that despite having high level of English proficiency, the students had serious problems with using English appropriately.

Production of scrambled sentences by L2 learners of Japanese
Yasumasa Shigenaga, University of Arizona
Chair: Kayo Shintaku

This study examined L2 Japanese learners’ production of sentences in scrambled word order (OSV) through two tasks, fill-in-the-blank and picture description. The results indicated that the learners experienced greater difficulties in producing scrambled sentences than canonical ones across different proficiency levels. Pedagogical implications of the study will also be discussed.
Session 7 Panel Presentation:
3:15-4:35pm

Distinctive Diglossic Situations in Hong Kong, Taiwan, and China
Ka Yu Chong, Elizabeth Hubbs, & Xiaowen Nie
University of Arizona
Chair: Katie Christofferson
Harvill 101

Following Fairclough's approach in critical discourse analysis (1989, 2012), this panel session discusses the most up-to-date language ideologies in Hong Kong, Taiwan, and China. Through presenting different genres of texts and videos, the speaker will get an idea of what the language ideologies and struggle are in these three places.

Children’s and Adolescent Literature in Second Language Acquisition
Elaine Yee & Brian Hibbs
University of Arizona
Chair: Christine Palumbo
Harvill 115

This panel examines the contribution of linguistical analyses of children’s and adolescent literature to foreign/second language acquisition. Elaine Yee explores the role of Linguistic Landscapes in Hawaiian Pidgin English in the novel Blu's Hanging. Brian Hibbs explores an inductive approach to teaching the past tense in Spanish using Me llamo María Isabel.

Appreciation Ceremony
4:35-4:45pm
Harvill 101

Dr. Robert Ariew & Dr. Chantelle Warner, University of Arizona
Presentation of the Claudia R Kost Award
Poster Awards
Closing Remarks

Roundtable Dinner (off-campus)
Begin at 6pm. Directions are included at the end of this printed program.
13th ANNUAL SLAT ROUNDTABLE

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