

**25th Annual
Second Language Acquisition and Teaching
Interdisciplinary Roundtable**



Language Education in a Changing World

Friday and Saturday, February 13-14, 2026

At the Manuel Pacheco Integrated Learning Center (ILC),
University of Arizona Main Campus

Opening Panel on Language & Public Policy:

Dr. Sheilah E. Nicholas, Dr. Paul Schuler, Dr. Spencer Lindsay, Kate Mackay

University of Arizona

Friday, February 13th at 1:00 pm

Plenary Panel: Dr. Lillian Gorman, Dr. Jieun Ryu, Dr. Z Nicolazzo

University of Arizona

Friday, February 13th at 4:00 pm

Keynote Speaker: Dr. Asao B. Inoue

Arizona State University

Saturday, February 14th at 11:00 am



SLAT Student Association Co-Chairs' Message

As the boundaries of language research, education, and public engagement continue to evolve, interdisciplinary collaboration remains essential for advancing equitable and socially responsive scholarship and practice. We warmly welcome you to the 25th Interdisciplinary SLAT Roundtable, held February 13-14, 2026, at the University of Arizona. This milestone gathering celebrates 25 years of dialogue, collaboration, and innovation across disciplines.

We are honored to welcome our Keynote Speaker, Dr. Asao B. Inoue, whose work on antiracist writing assessment and equitable pedagogical practices challenges us to rethink how language, assessment, and social justice intersect. We are also grateful to our featured panelists and presenters, whose work represents a wide range of perspectives across language research, education, and community engagement.

We hope this commemorative gathering provides a welcoming space to exchange ideas, build new collaborations, and continue shaping more inclusive and transformative futures for language research and education. Welcome, and thank you for being part of the 25th SLAT Roundtable.

Mukaddes Postaci & Bernard Cassie
SLAT Ph.D. Students & SLATSA Co-Chairs

About the SLAT Student Association (SLATSA)

The Second Language Acquisition and Teaching (SLAT) Interdisciplinary Roundtable is a conference organized and run by members of SLATSA, the SLAT Student Association, and supported by our Faculty Supervisor, Dr. Borbala Gaspar, as well as faculty and staff, including program coordinator Debbie Shon and program director Dr. Ana M. Carvalho.

JSLAT Co-Editors' Message

After giving your presentation and receiving great feedback from the audience at the SLAT Roundtable, would you like to make the necessary revisions to your study and submit it for publication to the Journal of Second Language Acquisition and Teaching? The deadline is February 27, 2026. Please find more information about the submission process [here](#).

Brillana Temaat, Alona Kladieva & Sara Leila
SLAT Ph.D. Students & JSLAT Co-Editors



25th Interdisciplinary SLAT Roundtable



Language Education in a Changing World
February 13-14, 2026

Roundtable Committee's Message

Welcome to the **25th SLAT Roundtable**, a milestone that celebrates a quarter century of student-led collaboration, scholarly exchange, and community building in the field of second language research and teaching. As organizers of this year's event, we are honored to continue a tradition that brings together researchers, educators, and students from across disciplines and regions to share ideas, foster dialogue, and support emerging scholarship.

We extend our sincere appreciation to **Dr. Borbala Gaspar**, our faculty advisor, for her guidance and encouragement throughout the planning process. We are also deeply grateful to **Debbie Shon Buhler**, whose expertise and support were essential to the organization of this event. Our thanks also go to the **2024-2025 Roundtable Committee - Subin Oh, Bernard Cassie, Sara Matsumura, and Lorraine Turpault d'Huvé** - for generously sharing their materials, experience, and advice, which greatly supported this year's planning process.

We are honored to welcome our **Keynote Speaker, Dr. Asao B. Inoue**, and our distinguished panelists - **Dr. Lillian Gorman, Dr. Jieun Ryu, Dr. Z Nicolazzo, Dr. Sheilah E. Nicholas, Dr. Spencer Lindsay, Dr. Paul Schuler, and Kate Mackay** - whose work brings critical interdisciplinary perspectives to this year's discussions. We also thank our presenters, moderators, volunteers, and staff members, whose dedication and collaborative spirit make this gathering possible.

As we celebrate the **25th anniversary**, we invite you to honor not only the longevity of the Roundtable, but also the vibrant community it represents, one committed to critical inquiry, interdisciplinary perspectives, and the ongoing transformation of language research, education, and practice. We hope you find this year's event engaging, inspiring, and welcoming, and we thank you for being part of this continuing tradition.

Caroline Scheuer Neves, Nena Choi, Sylvie Mawuena, and Henry Aberle
SLAT Ph.D. Students & 2025-2026 Roundtable Organizing Committee

Visit Our Conference Website

Are you looking for more information? [Our website](#) is your go-to source for everything conference-related and will enable you to explore the conference schedule, find important information about transportation and discover lodging options around Tucson. You can also scan this QR code:



25 Years of the SLAT Interdisciplinary Roundtable

Celebrating a tradition of interdisciplinary collaboration since 2001

The 25th SLAT Interdisciplinary

Roundtable marks a meaningful milestone in a tradition of student-led scholarship, collaboration, and community building that reflects the interdisciplinary vision at the heart of the Second Language Acquisition and Teaching (SLAT) Ph.D. program at the University of Arizona. Since its founding in 1990, SLAT has brought together faculty and students from multiple colleges, departments, and research traditions, creating a dynamic intellectual community where linguistic, cognitive, sociocultural, instructional, and technological perspectives on language learning converge. This collaborative structure has helped shape SLAT into one of the leading doctoral programs in the field, preparing scholars and educators whose work influences language education and research around the world.

For a quarter century, the SLAT Roundtable has embodied this same spirit of interdisciplinarity. Organized annually by SLAT students, the Roundtable has provided a welcoming space for emerging and established scholars to present research, exchange ideas, and build professional connections across disciplinary and geographic boundaries. Over the years, the conference has hosted participants from across the United States and around the globe, contributing to a vibrant network of researchers, educators, and practitioners committed to advancing knowledge in second language acquisition and applied linguistics.

As we celebrate this 25th anniversary, we honor not only the longevity of the Roundtable but also the generations of students, faculty, alumni, and community partners whose dedication has sustained and strengthened this tradition. Their collective efforts have shaped the Roundtable into more than an academic event - it is a space where mentorship, innovation, and collaboration thrive. We look forward to continuing this legacy of interdisciplinary dialogue and shared discovery for many years to come.



Roundtable Overview (Day 1)

Friday, Feb. 13th

Registration, 12:15-12:45 pm ILC 151

Opening remarks, 12:45-1:00 pm ILC Auditorium 130

Opening Panel on Language & Public Policy, 1:00-2:15 pm ILC Auditorium 130

Individual Presentations Session I, 2:30-3:35 pm ILC 145

Workshop A, 2:30-3:15 pm ILC 151

Project-in-Progress Forum 1, 2:30-3:15 pm ILC 133

Poster Presentation, 2:30-3:30 pm Main Library, Room 112

PLENARY PANEL, 4:00-5:15 pm ILC Auditorium 130

Dinner Reception, 6:00-8:00 pm Cork & Craft

*** If you are using a downloaded PDF file, click on the title to view more details.*

Roundtable Overview (Day 2)

Saturday, Feb. 14th

Registration & Breakfast, 8:30-9:00 am ILC 151

Individual Presentations Session II, 9:00-10:05 am ILC 135

Individual Presentations Session III, 9:00-10:05 am ILC 145

Workshop B, 9:00-9:45 am ILC 141

Panel I, 10:00-10:45 am ILC 151

Project-in-Progress Forum 2, 9:00-9:45 am ILC 133

Project-in-Progress Forum 3, 9:50-10:30 am ILC 133

KEYNOTE SPEAKER, 11:00 am-12:00 pm ILC Auditorium 130

Lunch Hour, 12:00-1:00 pm .

Individual Presentations Session IV, 1:10-2:50 pm ILC 135

Individual Presentations Session V, 1:10-2:15 pm ILC 145

Panel II, 1:10-1:55 pm ILC 151

Project-in-Progress Forum 4, 1:10-1:55 pm ILC 133

Project-in-Progress Forum 5, 2:00-2:20 pm ILC 133

Poster Presentation, 1:00-2:00 pm Main Library, Room 112

Individual Presentations Session VI, 3:00-4:05 pm ILC 135

Individual Presentations Session VII, 2:30-4:10 pm ILC 145

Panel III, 3:05-3:50 pm ILC 151

Project-in-Progress Forum 6, 3:00-4:10 pm ILC 133

Friday, Feb 13th

Registration 12:15-12:45 PM

Manuel Pacheco ILC Rm 151

Opening remarks 12:45-1:00 PM

Manuel Pacheco ILC Auditorium 130

Opening Panel on Language & Public Policy 1:00-2:15 PM

Manuel Pacheco ILC Auditorium 130

Moderator: Henry Aberle (SLAT)



Dr. Sheilah E. Nicholas

Professor, Teaching,
Learning &
Sociocultural Studies

Associate Professor,
American Indian
Studies & SLAT-GIDP

Director, West
Regional NALRC



Dr. Spencer Lindsay

Assistant Professor of
Practice

School of
Government and
Public Policy



Dr. Paul Schuler

Associate Professor

School of
Government and
Public Policy



Kate Mackay

Associate Director

Center for
Educational
Resources in Culture,
Language, and
Literacy

This joint panel between the Second Language Acquisition and Teaching (SLAT) Ph.D. program, the School of Government and Public Policy (SGPP), the Center for Educational Resources in Culture, Language and Literacy (CERCLL), and the College of Education West Regional Native American Language Resource Center (WRNALRC) will discuss the role of public policy in shaping language education. Bringing together scholars of policy, governance, and language justice, the discussion explores how national policy intersects with local and community-based language ecologies, highlighting the complex relationships between sovereignty, representation, and educational equity. Panelists will address topics such as nationalism, language and identity,

and the politics of “world language” education. Questions considered include: How has the government historically supported language and cultural education? What effect are changes to government support for language education having on educators and learners? In the absence of this support, how can language learners and educators advocate for themselves?

Individual Presentations Session I

2:30-3:35 PM

Manuel Pacheco ILC Rm 145

Identity, Ideology, and Power in Contemporary Discourse

Adversarial Passing: Identity as Weapon in Online Polarization

Subin Oh

This paper analyzes a Korean online forum incident in which men covertly performed feminine identities to infiltrate women-only discourse spaces. Termed "adversarial passing", this practice reveals how identity performance, platform affordances, and detection dynamics co-evolve to erode trust and intensify polarization in identity-based online communities.

Transforming on Our Own Terms: Toward Responsive Innovation and Entrepreneurship in LOTE Departments

Lorraine Turpault d'Huvé

This presentation reviews the reactive innovation and entrepreneurship initiatives commonly proposed in the literature or adopted by LOTE departments. It then proposes an alternative framework for planning mission-aligned initiatives that allow departments to pursue transformation on their own terms, supporting sustainability rather than a short-term crisis-driven approach.

Workshop A

2:30-3:15 PM

Manuel Pacheco ILC Rm 151

The Power of the Particular: Engaging in "Unmotivated Looking" for Qualitative Interaction Research in SLA/T

Hunter Langenhorst, Dwight Atkinson

This workshop provides participants who are interested in qualitative interaction research with an opportunity to participate in a collaborative "unmotivated looking" session centered around video data depicting interaction between EFL learners.

Project-in-Progress Forum 1

2:30-3:15 PM

Manuel Pacheco ILC Rm 133

Pathways of Multilingual Development Across Contexts

An Experimental Study on the Mechanisms of Source Selection in Initial L3 Syntactic Transfer under a Fixed L2 Paradigm

Xiyuan Zhang

This paper proposes an experimental design examining initial syntactic transfer in third language acquisition through a fixed L2 paradigm. By holding English constant as L2 and systematically manipulating L1–L3 typological distance, the study aims to disentangle typological effects from L2 status and advance methodological rigor in multilingual transfer research.

Community Networks and Adult Refugee Adaptation: A Qualitative Study of Language, Extramural English, and Social Support

Maryam Jahangiri Babadi, Carol Brochin

This qualitative study examines how informal community networks support adult refugees' English development, well-being, and social integration. Drawing on sociocultural theory and Extramural English, it highlights transferable, community-based strategies that educators and service providers can apply to strengthen adult refugee language education.

Poster Presentation

2:30-3:30 PM

Main Library, Room 112

Language, Power, and Inequality: English-Medium Schooling through Pierre Bourdieu's Lens in Bangladesh

Forhad Kasem

This paper examines the growing popularity of English-medium schools in Bangladesh using Pierre Bourdieu's concepts of legitimate language, linguistic capital, and educational reproduction. Analyzing a Daily Sun newspaper article, it shows how English-medium education reproduces social inequality by privileging English and marginalizing Bangla-medium schooling.

Japanese Token Used by L2 Japanese - How It Differ from L1 Japanese

Rika Nanjo

The research redefines the use of Japanese tokens by investigate into L2 utterance as well as to align the similarity with its L1.

Small Lexical Gaps, Big Consequences: Rethinking Vocabulary Standards in the Korean CSAT English

Nena Choi

This study examines the lexical validity of the Korean CSAT English reading section (2017–2025) using corpus-based analysis. Results show substantial mismatches between test vocabulary and official standards, suggesting that current criteria-referenced scoring may not adequately reduce inequities or reliance on private tutoring.

Manuel Pacheco ILC Auditorium 130

Dr. Lillian Gorman



Associate Professor of U.S. Latina/o/x Cultural Studies and
Spanish Sociolinguistics

Director of the Spanish as a Heritage Language Program

***The Spanish as a Heritage Language Classroom:
Changing Landscapes, Continued Presence,
and Continued Resistance***

This presentation approaches the current political and educational landscapes in this country through the lens of the continued presence of the Spanish as a heritage language classroom. Historically, the Spanish as a heritage language classroom has served as a space of community, place-keeping, and place-making even amidst hostile public policies that affect Latinx students and minority languages. In this presentation, I discuss the historical trajectory of the SHL classroom in this context and emphasize the importance of this pedagogical space in the current political moment. I discuss a framework for critical place-based pedagogies within Spanish as a heritage language curriculum as an important element of both Critical Language Awareness and in contesting erasure. I term my theoretical intervention “a culturally sustaining borderlands pedagogy of place” and assert its utility in designing curriculum for the SHL classroom context that is grounded in culturally sustaining pedagogies, borderlands theories within Chicanx studies, and land-based educational models that emphasize “querencia” or love of place. The framework provides a model for place-keeping and place-making a linguistic and cultural homeplace and positions the SHL classroom as a continued space of sustenance, survival, and resistance.



Dr. Jieun Ryu

Assistant Professor of Practice in the Department of
East Asian Studies

Director of the Korean Language Program

***Valued by Employers, Devalued by Institutions?
Rethinking Language Education in a Changing World***

In employer surveys and workforce rhetoric, U.S. employers are frequently described as valuing multilingual and intercultural competencies; yet educational institutions are increasingly downsizing or restructuring language programs, thereby recasting language learning as a problem of efficiency rather than a social, cultural, and intellectual endeavor. Drawing on my

experience as both a language program administrator and classroom instructor, this talk examines how institutional policies, market logics, and metrics-driven accountability systems shape what counts as “useful” language education. By examining the tension between efficiency and educational care, the presentation calls for the repositioning of language classrooms as sites of socially responsive, ethically grounded, and cultural meaning-making rather than merely skills-based training grounds for the labor market.



Dr. Z Nicolazzo

Interim Associate Dean of Faculty Affairs
Professor, Educational Policy Studies and Practice

Associate Professor, Social / Cultural / Critical Theory - GIDP

***Attending to Grief in Educational Spaces:
Structures, Silence, Sorrow***

Learning is not a neutral activity. What happens in the classroom matters, which includes what doesn't happen, or rather, what isn't said or expressed. The absent presence of structural inequity leaves a trace, a residue that hangs in classrooms and sticks to learners and educators alike after classes end. These absent presences often revolve around grief, the unmetabolizable reality of what Eric Stanley has called the "atmospheres of violence" framing life chances for marginalized peoples. This talk explores how attending to grief opens space for imagining otherwise educational spaces, resisting the growing authoritarianism gripping the project of the University.

Dinner Reception

6:00-8:00 PM

Cork & Craft is located on Level 2 of the Student Union, approximately a 5-minute walk west of the Manuel Pacheco ILC. Food and non-alcoholic beverages will be provided.

Saturday, Feb 14th

Registration & Breakfast 8:30-9:00 AM

Manuel Pacheco ILC Rm 151

Individual Presentations Session II 9:00-10:05 AM

Manuel Pacheco ILC Rm 135

Interactional Organization and the Analysis of Spoken Language

Why did CA cross the road?—

Bridging analytical methodologies to get the joke in a second language

Henry Aberle

Humor is a critical aspect of language, but why? In this talk, I offer a mixed CA-IS analytical model for assessing how humor organizes talk. From a pedagogical standpoint, this approach may inform explicit instruction and critical awareness of pragmatic and cultural phenomena.

Italian Second Language Fluency: Prolongation

Matt Sablone, Abbi Poling

Filled and unfilled pauses are among the most commonly researched features affecting fluency ratings (Préfontaine et al. 2016). This study pursues another marker of utterance fluency, specifically in L2 Italian production: prolongation. Results showed that during and after study abroad, prolongations were used more frequently, with a decrease in pauses.

Individual Presentations Session III 9:00-10:05 AM

Manuel Pacheco ILC Rm 145

Affect, Interaction, and Perception in Second Language Learning

Effects of task variables on L2 anxiety: A systematic review

Shujing Zhao

This systematic review examined task variables' influence on L2 anxiety. Findings from 23 TBLT studies show that technologies generally reduce anxiety, while effects of pre-task conditions, task instructions, task complexity, learner and interlocutor factors, and feedback vary depending on the support or demands they introduce.

Listener Perceptions of the Nursery We in Instructor-Student Interactions

Alexander Holmberg, Francesca Grixoni

In educational settings, English we is often used with hearer reference (the “nursery we”). Building on Hanks’ (2025) survey design, adapted from the corpus T2K-SWAL, the present

study used a between-item manipulation (nursery we vs. singular you) across seven target prompts. Findings from this study support guidance for instructor language.

Workshop B

9:00-9:45 AM

Manuel Pacheco ILC Rm 141

Designing Meaningful Language and Literacy Instruction through Critical Language Awareness

Dilara Avci

Drawing on the principles of critical language awareness pedagogy, this workshop will introduce sample pedagogical activities that are designed for multilingual writing instruction. The attendees are invited to reflect on the activities and CLA principles in small groups and discuss how CLA can be adapted and integrated into the courses they teach.

Panel I

10:00-10:45 AM

Manuel Pacheco ILC Rm 151

Interdisciplinary Perspectives on Learner Corpora

Shelley Staples, Ana Carvalho, Asya Gorlova, Yilei Li, Caroline Scheuer Neves

Interdisciplinarity is at the heart of SLAT and the larger field of applied linguistics. In this panel, we introduce the MACAWS corpus, a collection of learner language from Portuguese, Russian, Chinese and Spanish classrooms, highlighting four cases of how MACAWS has been used: for linguistic/sociolinguistic, sociocultural, and instructional research.

Project-in-Progress Forum 2

9:00-9:45 AM

Manuel Pacheco ILC Rm 133

AI-Mediated Writing: Authority, Choice, and Pedagogy

Written Feedback Through AI: An Action Research on Calibration and Teacher Perceptions

Jennifer Preciado Pérez

This action research study examines how AI-generated feedback and rubrics can be pedagogically calibrated and perceived by instructors. Drawing on surveys, interviews, and prompt iterations, the study reports perceptions of four lower-division Spanish instructors and highlights the role of teacher mediation in the responsible integration of AI-mediated feedback in L2 writing instruction.

Negotiating Lexical Choice with AI: Multilingual Writers' Cultural Mediation in AI-Assisted Writing

Wen Li

This project-in-progress examines how multilingual L2 writers negotiate AI-generated lexical suggestions during revision. Drawing on Sociocultural Theory and Intercultural Rhetoric, it analyzes lexical negotiation episodes to show how writers' rhetorical and culturally informed orientations shape their uptake of AI feedback, with implications for critical AI literacy.

Project-in-Progress Forum 3

9:50-10:30 AM

Manuel Pacheco ILC Rm 133

Assessment as Power: Rubrics, Policy, and (In)Equity

A Bourdieusian Analysis of PTE Academic's Write Essay Rubric

Gaye Cetin

This project rigorously examines the PTE Academic writing rubric as a mechanism for the allocation of linguistic and social authority in high-stakes assessments, employing Bourdieu's theories of field, capital, habitus and symbolic power to investigate the legitimization of the monolithic understanding of the English language, querying whose English is being valued and whose English is being marginalized.

Exploring Passing Rates in Grades 1-6 by Disability Status on the Arizona English Language Learning Assessment (AZELLA)

Melanie Randall

Research is presented comparing percentages of students with and without identified disabilities who passed the AZELLA across the state of AZ. Results reveal students with disabilities pass the AZELLA at significantly lower rates than their typical learner peers. The PI asserts that multilingual students with disabilities are disproportionately affected by Arizona ELD policy.

KEYNOTE SPEAKER: DR. ASAO B. INOUE

11:00 AM - 12:00 PM

Manuel Pacheco ILC Auditorium 130

Teaching, Research, and Service in A Contentious Political Climate

Dr. Asao B. Inoue

In this keynote, Asao B. Inoue examines what it has meant for him to teach, research, and serve as a language scholar in an increasingly politicized and hostile public climate. Drawing on his work in language assessment, language teaching, antiracist pedagogy, as well as personal experiences navigating public backlash, Inoue offers the concept of language orientation as a framework for explaining to others outside of academia what we do. He considers how dominant language standards, grading practices, and institutional expectations intersect with power, equity, and political pressure, offering ethical and practical strategies for sustaining language teaching and research in precarious times.



Dr. Asao B. Inoue is Professor of Rhetoric and Composition in the College of Integrative Sciences and Arts at Arizona State University and former Chair (2019) of the Conference on College Composition and Communication. His scholarship focuses on writing assessment, race, and antiracist pedagogies. He is the author and editor of numerous award-winning books and collections, including *Antiracist Writing Assessment Ecologies* (2015), *Labor-Based Grading Contracts* (2019/2022), *Above the Well* (2021), and *Crippling Labor-Based Grading for More Equity in Literacy Courses* (2023).

Lunch Hour

12:00-1:00 PM

Lunch will not be provided. A variety of nearby dining options are available on University Boulevard, approximately a 10-minute walk west of the Manuel Pacheco ILC. Additional restaurants can also be found along Speedway Boulevard and Campbell Avenue, northeast of the Manuel Pacheco ILC, as well as at the Student Union on campus.

Individual Presentations Session IV

1:10-2:50 PM

Manuel Pacheco ILC Rm 135

AI, Pragmatics, and Language Use

Human Perceptions of Register Alignment and Functional Appropriateness: ChatGPT-generated vs. Human-authored Texts

Yağmur Demir

This study explores how participants perceive the humanlikeness of ChatGPT-generated and human-authored texts across textbook and blog registers. Although readers struggled to identify authorship and register accurately, they successfully recognized communicative purposes, with texts perceived as human-authored rated as more register-aligned and functionally appropriate.

Evaluating Voice-Based Generative AI Chatbots' Ability to Identify Pragmatic Meaning from Prosody

Seiji Takahashi, Naoko Taguchi, Yuna Bae

This study examined whether ChatGPT can interpret pragmatic meaning conveyed through prosody. ChatGPT did not interpret prosody in the same way as human listeners, performing at near-chance levels. The results suggest that current AI chatbots struggle with prosodic cues essential for pragmatic interpretation, warranting caution when used for instructional purposes.

Which is more effective - GenAI chatbot or Conversation Partner?

Lu Wang

Interactions in both modes are effective, although human–human interaction is moderately more effective. While the expert–novice combination in human–human interaction may limit the opportunity for L2 learners to take initiative in turn-taking, the L2 learner–tool combination in human–AI interaction affords greater autonomy and lower anxiety, though it lacks naturalness. Prompts provided to the AI can facilitate individualized learning.

Individual Presentations Session V

1:10-2:15 PM

Manuel Pacheco ILC Rm 145

Critical Pedagogies, Power, and Institutional Responsibility

Community, criticality, commitment: Tradition or transgression?

Claudia Kunschak

In an increasingly polarized world, language education can be a tool for students to create community, develop criticality, and experience commitment. This presentation will illustrate those principles with examples of student engagement, progress and reflection from a first-year academic skills class at an English-medium program based in Japan.

Beyond the Plate: Critical Food Learning for L2 Students

Kenia Okiyama

This project critiques simplified food presentations in L2 classrooms and argues for teaching cuisine as shaped by colonial, gendered, and diasporic histories. Using Pratt, Ahmed, and Appadurai, I show how food reflects power and affect, and propose strategies that build critical cultural competence for engaging global cuisines responsibly.

Panel II

1:10-1:55 PM

Manuel Pacheco ILC Rm 151

Critical Language Awareness Across Language and Writing Instruction: An Interdisciplinary, Collaborative Model for Teacher Development

Christine Tardy, Ana Carvalho, Julieta Fernández, Alona Kladieva, Sara Matsumura, Caroline Scheuer Neves, Shelley Staples

This panel shares an overview of a collaborative and interdisciplinary critical language awareness (CLA) training program for graduate student instructors in a university writing program, Portuguese language program, and Spanish language program. We describe the training, share examples of CLA-informed activities, and discuss future project directions and applications.

Project-in-Progress Forum 4

1:10-1:55 PM

Manuel Pacheco ILC Rm 133

Language, Mobility, and Belonging Across Borders

US- Mexico young returnees' translanguaging spaces and LLAA maintenance

María Auxiliadora Saucedo Samaniego

The aim of this research project is to explore young US-Mexico returnees' maintenance of the language learned or acquired abroad and the translanguaging spaces (Li Wei, 2011) in which they participate, focusing on participants' language practices, language identity, and agency, specifically, in the Sonora-Arizona area.

Bridging the Gap: Online Language Education for Haitian Migrants in Latin America

Anyi Vanessa Ahumada Velasquez

This presentation proposes non-formal, online Spanish language programs for Haitian adult migrants in Latin America. Grounded in prior needs analysis research, it highlights flexible and culturally responsive instruction for everyday communication while acknowledging structural limitations, including limited internet access, inadequate devices, and restricted digital literacy that affect program implementation.

Project-in-Progress Forum 5

2:00-2:20 PM

Manuel Pacheco ILC Rm 133

Heritage Language Education at the Intersection of Modality and Design

Developing Content-Based Instructional Materials for Heritage Japanese Language Education

Hitomi Maruyama McKnight

This presentation introduces an instructional materials development project for heritage Japanese language education grounded in Content and Language Integrated Learning (CLIL) and translanguaging pedagogy. It presents content-based classroom tasks and student responses, illustrating how this approach supports meaningful language use and adaptable teaching across diverse heritage language programs.

 Poster Presentation

1:00-2:00 PM

Main Library, Room 112

Being HEARD: An Approach to Build a Student-Centered Class as a Novice Instructor**Rebecca Sullivan**

Despite being skilled instructors, teaching assistants often lack the time and resources to develop teaching philosophies that reflect their equity-minded ideals. Based on a survey of 10 first-year TAs, this presentation introduces the HEARD method: an approach to build an inclusive classroom through Humility, Encouragement, Attentiveness, Rigor, and Diverse perspectives.

Using Korean Picturebooks to Foster Engagement and Intercultural Learning in Beginning L2 Classrooms**Eunsil Cho**

This poster proposes a small-scale qualitative study exploring the use of the Korean webtoon Your Letter in beginning Korean language education. Through supplementary sessions and translanguaging practices, the project examines how multimodal narratives can support engagement, accessible writing, and socially grounded reflection among novice L2 learners.

 Individual Presentations Session VI

3:00-4:05 PM

Manuel Pacheco ILC Rm 135

Language, Cognition, and Transformation***Successful strategies: an overview of successful language revitalization strategies of minoritized Indigenous languages*****Shay Sullivan**

In this talk, I provide an overview of innovative teaching strategies resulting from inter-community recognition that western styles of language teaching are ineffective for teaching Indigenous languages. As a result, language teachers, practitioners and the like, must make adaptations in their teaching strategies, and how their social world is structured, so as to facilitate language revitalization. This is exemplified in the practices of the Gumbaynggirr Giingana Freedom School, employing ASLA as their main strategy for immersive language teaching, a new innovation introduced to the community in the past two decades.

Rewriting Time: The Influence of the Ottoman Script on Spatiotemporal Cognition in Historical and Modern Contexts**Onur Can Oz**

This study examines how writing systems can transform individuals' spatiotemporal conceptualization. It highlights biscriptualism and the script relativity hypothesis as underexplored dimensions in language and cognition debates, arguing that language education

should be reconsidered by focusing on overlooked factors in a world of migration and an era of script and linguistic mobility.

Individual Presentations Session VII

2:30-4:10 PM

Manuel Pacheco ILC Rm 145

Language Development Across Contexts and Modalities

Analyzing Gisele Bündchen's Communicative Competence: a real-world case that both challenges and complicates the strict boundaries proposed by the Critical Period Hypothesis

Nicolly de Freitas

This presentation provides an overview of an in-progress study examining Gisele Bündchen's communicative competence over time and exploring how this real-world case challenges the boundaries of the Critical Period Hypothesis (CPH). This project offers insights into informal language learning and adult L2 acquisition.

Study Abroad using American Sign Language: A Case Study of "Life as a Signer"

Jody Cripps, Stephen Fitzmaurice, Rachel Soudakoff

The Clemson University's American Sign Language study abroad program was implemented in New Zealand and Australia. Qualitative research had been conducted with students who took this study abroad program in order to better provide study abroad programs that focus on deaf people and signed languages in other countries.

Panel III

3:05-3:50 PM

Manuel Pacheco ILC Rm 151

A Transdisciplinary Approach to Language Problems: The Expanding Scope of Applied Linguistics

Betül Czerkowski, Mahmoud Azaz, Dwight Atkinson

The three panelists in this session will discuss the interdisciplinarity of the Second Language and Acquisition (SLA) field from their respective disciplines: linguistics and learning design. They will specifically focus on translanguaging, technology, and combining various disciplines to answer urgent questions SLA faces.

Project-in-Progress Forum 6

3:00-4:10 PM

Manuel Pacheco ILC Rm 133

Reframing Language Education: Learning Science, Multilingual Transfer, and Agency

Strengthening Learning Science in Language Education

Brandon Gauthier

Learning science identifies several techniques (e.g. interleaving, elaboration) whose uptake in language education remains uneven. This presentation reports an ongoing structured review examining how language-teaching research engages with these principles. Preliminary findings suggest selective adoption, with some principles widespread and others weakly represented, highlighting gaps and dialogue needs.

Stepping Out of the Shadows: Teacher Agency in English Language Teaching at a STEM-Focused Pakistani University

Zunera Malik

This single-case study examines how an English teacher at a STEM-focused university in Islamabad enacts socioculturally mediated agency through classroom practices, professional self-positioning, and AI use. Working within institutional hierarchies that marginalize general English courses, the teacher negotiates constraints through both resistant and complicit strategies to reposition language as central to academic life.

The Culturally Responsive Curriculum on Chinese Teaching

Xia Zhang, Yilei Li

The purpose of this study is to investigate the impact of culturally responsive curriculum on the college level Chinese language teaching, improve teaching through analyzing students' feedback, attempt to find the connection between students' L1 and L2 from a perspective of understanding students' cultural background and allowing students to express their cultural information. The curriculum was redesigned and the students' surveys were collected as data.

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Land Acknowledgement

As members of the University of Arizona, we would like to acknowledge and thank the Tohono O'odham and Pascua Yaqui peoples upon whose land we are guests here in Tucson, as well as the 22 federally recognized Indigenous Tribes in Arizona today.

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

University of Arizona's Land Acknowledgement

We acknowledge our presence on Tohono O'odham ancestral lands. We acknowledge our presence on ancestral lands of the Tohono O'odham. I acknowledge my presences on the ancestral lands of the Tohono O'odham. I am on the ancestral lands of the Tohono O'odham. We are on the ancestral lands of the Tohono O'odham. You are on the ancestral lands of the Tohono O'odham. I am on Tohono O'odham land. You are on Tohono O'odham land. We are on Tohono O'odham land. This is Tohono O'odham land.

Shared by the Tohono O'odham Student Association (TOSA) at the University of Arizona

The Yaqui people have lived in the Gila and Santa Cruz River Valleys for hundreds of years. In the early 1900s, many Yaqui families were either forced to move or relocated to Arizona to escape the violence of the 1910-1920 Mexican Revolution. In 1964, the Pascua Yaquis received 202 acres of desert land, and in 1978, the Pascua Yaqui Tribe of Arizona was federally recognized. According to the Inter-Tribal Council of Arizona, the Pascua Yaqui Tribe has five communities: New Pascua is the Reservation just southwest of Tucson, Old Pascua is in the City of Tucson, Barrio Libre is in the City of South Tucson, Marana is northwest of Tucson, and Guadalupe is a southeast suburb of Phoenix.

Pascua Yaqui Tribe - University of Arizona Huya Miisim | ARIZONA WILDCATS

Today the meeting place of Tucson [O'odham name Cuk son (Chook-son) which translates as 'Black Base' of what is now A Mountain] is still the home to many Indigenous peoples and we are grateful to have the opportunity to work in the community and on this territory.

Arizona Commission of Indian Affairs

ARIZONA TRIBAL LANDS MAP

