

SLAT Interdisciplinary Roundtable 2002

"Bringing It All Together"

Hosted by the SLAT Student Association
University of Arizona April 29-20



From the SLATSA President

Welcome to the 1st Annual SLAT Interdisciplinary Roundtable!

The SLAT Student Association is proud to host this conference and hopes to establish a long-lasting tradition that will allow us to showcase our program as well as the achievements of our faculty and students. This year's theme "Bringing It All Together" underscores the importance of keeping the four areas of SLAT (analysis, pedagogy, processes, and use) connected with one another and with the greater SLA research community.

We hope that the keynote address, as well as the featured paper presentations and poster session, will raise interesting questions and spark lively discussion among conference attendees. We encourage everyone to take advantage of this exciting opportunity to engage in an academic dialogue and to make connections.

Claudia Kost
SLAT Student Association President 2001-2002

Friday, April 19

Integrated Learning Center (ILC) 130

Opening Plenary

Presiding: Claudia Kost, SLATSA President

Welcoming Remarks: Dr. Gary Pivo, Dean of Graduate College &
Director of Graduate Interdisciplinary Programs

Introductory Remarks: Dr. Linda Waugh, Chair of SLAT
Interdisciplinary Program

Dr. Lily Wong Fillmore, University of California, Berkeley
Learning English as a D2 Versus Learning It as an L2:
What's The Difference?

Dinner for pre-registered participants at Kachina Room, 2F, Student Union

Saturday, April 20

Daily Overview

8:30 - 9:00 am	Registration & Continental Breakfast
9:00 - 10:30 am	Morning Session I
10:30 - 10:45 am	Break
10:45 am - 12:15 pm	Morning Session II
12:15 - 1:00 pm	Lunch (for pre-registered participants) Modern Languages Breezeway Music by Tucson MasterSingers
1:00 - 2:30 pm	Poster Session
2:30 - 4:00 pm	Afternoon Session I
4:00 - 4:15 pm	Break
4:15 - 5:45 pm	Afternoon Session II
5:45 pm	Closing Remarks
8:00 pm	Party at the home of Dr. Linda Waugh

Morning Session I (ILC 119)		Chair: Dr. Renate Schulz
The Social Organization of Bilingualism in The Tongan Courts		Dr. Susan Philips
How Authentic are Authentic Materials?		Dr. Linda Waugh Dr. Bonnie Fonseca-Greber Senta Görtler Kyoko Masuda
Morning Session II (ILC 119)		Chair: Dr. Merrill Garrett
Form-Meaning Connections for L2 Lexical Entries		Matthew Finkbeiner Kumiko Nakamura
What Eye Movements Reveal About Necessary Text Modifications for Second Language Learners		Kathleen O'Brien de Ramirez Yoshitomo Yamashita
Poster Session (ILC 119)		
Historical Present and Past Tense in Academic Expository Discourse by Native and Non-native English Speaking Students		Estela Ene
Creating A Database for Researchers of Computer-Mediated Collaborative Language Learning		Julian Heather Lisa Jurkowitz Dr. Mary Wildner-Bassett
Effects of Synchronous Computer-Mediated Communication on the Development of Oral and Written Proficiency of Beginning Learners of German		Claudia Kost
Problematizing Practice Across Adult ESL and University EFL		Stephanie Lehrer Char Ullman
Context Effects in the Perception and Production of English Liquids by Japanese Adults		Kyoko Masuda Dr. Linda Norrix
Framing Arguments in ESL Writing: A Multiple Case Study		Caroline Vickers
Afternoon Session I (ILC 119)		Chair: Dr. Stephanie Duisberg
The Pedagogy of Cultural Change and Non-foundational Paradigms in Real-life Classrooms		Dr. Mary Wildner-Bassett
Grammar Feedback to ESL Writers: Is it Effective?		Nizar Ibrahim
Afternoon Session II (ILC 119)		Chair: Dr. Bonnie Fonseca-Greber
Japanese 'Conditionals': Rules and 'Competing' Forms		Dr. Kimberly Jones Dr. Tsuyoshi Ono
Remembering in Conversational Storytelling		Dr. Neal Norrick

Plenary Abstract

Dr. Lily Wong Fillmore (School of Education, University of California, Berkeley; wongfill@uclink4.berkeley.edu). *Learning English as a D2 Versus Learning It as an L2: What's The Difference?* In this presentation I will comment on ways that learning standard English as a second dialect is different than learning it as a second language. Students who enter school speaking languages other than English generally acquire English after a few years of exposure to it. They may or may not become fully proficient in that language, but they nevertheless learn it. Speakers of dialects (e.g., AAVE, Village English, East L. A. English, Indian English, and Hawaiian Pidgin) however, do not readily acquire standard English, although that is the language promoted in school. Why not? I will argue that the difference lies as much in the communicative circumstances of the would-be learners as in their social relations with standard English speakers. I will argue that the way around the problem is to promote the learning of "academic English" in school rather than standard English. The distinction between the two may not be obvious, but it can make all the difference in how receptive dialect speakers would be to the learning of a second dialect.

Paper & Poster Abstracts

Ene, Estela (SLAT Program, University of Arizona; enes@email.arizona.edu). *Historical Present and Past Tense in Academic Expository Discourse by Native and Non-native English Speaking Students*. This poster examines the use of the past (P) and the historical present (HP) tenses in written academic expository discourse by native and non-native-English-speaking freshman composition students. Academic expository discourse differs from oral narrative on several dimensions (Biber, 1988). This study examines the functions that P and HP fulfill in the academic genre of literary analysis. Two research questions are addressed: 1) How do professional writers (authors of textbook models) use P and HP in the literary analysis genre? 2) How do NS and NNS novice writers use the P and HP in the literary analysis genre? Data included 3 literary analyses produced by professional writers, 5 literary analyses produced by NS first-year composition students, and 5 literary analyses produced by NNS first-year composition students. The data were coded and analyzed using the VARBRUL multivariate analysis. The use of the P and the HP was analyzed in relation to reference (time frame, topic, character, self,), clause type, and function of the respective part of discourse (orientation, summary, persuasion, evaluation). The study reveals that professional writers use the HP almost exclusively in the literary analysis genre, while both NS and NNS novice writers tend to use the P more frequently. NNS novice writers differ from NS novice writers in the functions that both P and HP fulfill. The process of data analysis is in progress, but the study shows that NS novice writers transfer rules of tense use norms from oral narrative to written literary analyses, while NNS novice writers tend to mimic closely the tense usage in the text to analyze. Instructional intervention may be necessary to help novice writers, whether NSs or NNSs, understand tense functions within the genres of academic expository discourse.

Finkbeiner, Matthew (SLAT Program, University of Arizona; msf@u.arizona.edu),

Kumiko Nakamura (SLAT Program, University of Arizona; kunakamu@email.arizona.edu). *Form-Meaning Connections for L2 Lexical Entries*. We will present two studies designed to investigate an important issue in bilingual lexical processing: how the L2 lexicon accesses meaning. An influential model in the field, the Revised Hierarchical Model (RHM) (Kroll & Stewart, 1994), proposes that the L2 lexicon access meaning via the L1 lexicon. That is, there are no direct form-meaning connections for L2 lexical entries. We will present two studies that challenge this tenet of the RHM. In the first study, participants learned 32 new L2 lexical items for familiar objects. Once participants had learned the new words (two training sessions within 7 days), they were tested using a translation task. We found that participants translated L2 items grouped in semantic sets slower than they did the same items when grouped in no special order. We take this semantic interference effect to mean that the semantic properties of the newly learned L2 items were involved during translation. In the second study, we used the masked priming paradigm to investigate L2 form-meaning connections. Using lexical decision with

masked primes, researchers have found that L1 words prime L2 targets, but L2 words do not prime L1 targets. In the present study, we used a semantic categorization task instead of lexical decision. We found that Japanese-English bilinguals responded faster to Japanese (L1) targets when preceded by masked English translation equivalents than they did when preceded by control primes. We found a significant L2-L1 priming effect. We argue that the reason we observed L2-L1 priming, where others have not, is because of the task that we used. The semantic categorization task requires participants to focus on the semantic properties of the targets, which the L2 primes had already activated. We interpret the findings from these two studies to suggest that L2 lexical entries do have direct form-meaning connections, and we provide an alternative to the Revised Hierarchical Model.

Heather, Julian (SLAT Program, University of Arizona; jheather@u.arizona.edu), **Lisa Jurkowitz** (SLAT Program, University of Arizona; lisa@u.arizona.edu), **Mary Wildner-Bassett** (Dept. of German Studies, University of Arizona; wildnerb@u.arizona.edu). *Creating a Database for Researchers of Computer-Mediated Collaborative Language Learning*. Although collaborative computer-mediated communication (CMC) in language and culture classrooms produces a wealth of data, this data is generally not publicly available. This poster introduces CODI, the COHLab Database Initiative, to the research community. We present a project which addresses research needs by archiving data (chat transcripts, interviews, surveys, and classroom observations) collected from computer-mediated collaborative classes and establishing a searchable database accessible to teachers and researchers from these archives. This research endeavor is conducted in the COHLab, both a facility and a project that supports computer-mediated collaborative learning and teaching in courses offered by the College of Humanities at The U of A. A wealth of language use data is currently being generated in COHLab classes, but these data have been largely untapped because researchers cannot easily access them. CODI is designed to remedy this situation by archiving data in an accessible form and cross-referencing that data with ethnographic and observational data collected by members of the COHLab project. The archives will become a searchable database, accessible to individuals such as (1) teachers interested in integrating computer-mediated collaborative learning into their classes who are seeking examples of successful (and less successful) practice, and (2) researchers who are interested in studying students' communication patterns in CMC, changes in students' attitudes, or the linguistic characteristics of texts produced in CMC discussions and on-line collaborative writing. This session outlines the history of the CODI project, its current status, and its future direction. It will also include information about data collection methods and instruments, present sample data, identify potential uses of the database, and give details about future procedures for accessing the database.

Ibrahim, Nizar (SLAT Program, University of Arizona; nibrahim@u.arizona.edu). *Grammar Feedback to ESL Writers: Is It Effective?* Whether or not a combination of grammar and rhetorical feedback versus only rhetorical feedback helps ESL writers is still debatable among researchers. While researchers like Truscott (1996) argue that it does not help, others like Ferris (2001) argue that it does. Research has been conducted on the effectiveness of these two types of feedback, but it is inconclusive and decontextualized. The present study addresses the effectiveness of grammatical and rhetorical feedback combined versus only rhetorical feedback in the ESL writing classroom. 13 ESL students at a Southwestern University participated, and were divided into two groups. Group 1 received rhetorical and grammatical feedback combined on the first draft of each of the three papers they wrote, while Group 2 received only rhetorical feedback on these drafts. Both groups revised their papers and submitted a final draft. The students also wrote journals and in-class assignments. A mixed approach, quantitative and qualitative, was used in collecting data. The grammatical errors and the corrections that the students made on each paper were counted. The students wrote journals and were interviewed three times regarding their reaction to the different types and modes of feedback. The study revealed rather a complex picture of how and why students use different types of feedback. The students' backgrounds, their perception of writing, their writing and revision processes and their motivation affected their use of grammar feedback. Although the students did not make a lot of changes, error feedback played an important role in that it drew the students' attention to their errors and it made them

more aware of these errors. The study suggests that training students on self-editing might help them in detecting and correcting their errors. It might help them integrate a linguistic component in their revision processes.

Jones, Kimberly (Dept. of East Asian Studies, University of Arizona; kjones@u.arizona.edu), **Tsuyoshi Ono** (Dept. of East Asian Studies, University of Arizona; ono@u.arizona.edu). *Japanese 'Conditionals': Rules and 'Competing' Forms*. Linguists often assume that 1) talk can be reduced to a set of productive rules and 2) speakers choose between competing forms with similar meanings. Recent studies (Langacker 1987; Chafe 1994; Ochs et al. 1996; Bybee and Hopper 2001) question these assumptions, showing that talk depends more on semi-grammaticized expressions than on rules, and also that the use of 'competing' forms is constrained--only certain of the forms may be appropriate in a particular context. These findings force us to rethink the nature of language. We extend this approach to Japanese by examining a set of competing forms par excellence, Japanese forms often glossed as 'conditionals': *tara*, *nara*, *ba*, and *to*. Our database is approximately 300 tokens of these forms taken from 30 taped conversations. Our findings have important implications for both linguists and language teachers: 1) The use of these forms is highly skewed. In teaching spoken language, we could delay introducing rare forms. 2) An overwhelming majority of 'conditional' forms exhibit grammaticization. Examples are their use as conjunctions and topic markers. Such uses should be studied by linguists and taught to students. 3) The 'conditional clause + main clause' sentences considered typical are extremely rare. Instead, 'conditional' forms are often found in a long string of clauses and may be better characterized and taught as clause-chaining devices used to maintain talk (Iwasaki and Ono 1998). Our investigation thus questions the view that grammar consists of productive rules by showing that 'conditionals' in spoken Japanese are highly skewed, fixed, and much less rule-oriented and 'sentence'-oriented than previously assumed.

Kost, Claudia (SLAT Program, University of Arizona; ckost@u.arizona.edu). *Effects of Synchronous Computer-Mediated Communication (CMC) on the Development of Oral and Written Proficiency of Beginning Learners of German*. Several studies in synchronous CMC have supported the notion that online discussions change the dynamics of the classroom. Increased language production, more equal participation by all students, and an improved attitude towards the target language have been reported (Beauvois, 1992, 1995; Kelm, 1992; Kern, 1995; Warschauer 1995/96). More recently, studies investigated negotiation of meaning (Blake, 2000; Pellettieri, 2000) or discourse functions and syntactic complexity (Sotillo, 2000) in written online discussions. However, few studies to date have investigated the interconnectedness between oral communication and written online discussions (Beauvois, 1998; Chun, 1994; Payne & Whitney, in press). Beauvois' and Payne and Whitney's studies both reported higher scores on oral proficiency or prochievement examinations for the CMC groups, thus suggesting that oral proficiency can be enhanced by synchronous online discussions. The present study will investigate the effects of synchronous CMC on the development of oral and written proficiency of beginning learners of German over the course of one semester. Employing a pretest-posttest quasi-experimental design, two sections of GER 102 will participate in oral role plays; two will engage in synchronous online discussion (after a web-based information gathering activity); one section will act as no-treatment group. Measures of proficiency before and after treatment include: oral interview, in-class writing sample, standardized computer-adaptive placement test. Using a multiple case-study approach, additional data will be analyzed for use of communication strategies, accurate use of grammatical features, and syntactic complexity. Finally, students' perceptions of the different modes of discussion (oral role play, CMC) will be analyzed based on their responses to a post-questionnaire.

Lehrer, Stephanie (Language Reading & Culture, University of Arizona; smlehrer@u.arizona.edu), **Char Ullman** (Language Reading & Culture, University of Arizona; ullman@u.arizona.edu). *Problematizing Practice Across Adult ESL and University EFL*. Critical pedagogy lies at the crossroads of social theory and classroom practice. Recent ESL/EFL literature (Wallace, 2001) encourages critical reading and engaged thinking. Accomplishing this involves locating language teaching in its particular sociopolitical context. However, questions of

appropriateness for students, administrators and teachers are always a concern, and they vary significantly across EFL and ESL contexts. The goal of this visual presentation is to define critical pedagogy through the presenters' situated practice in university EFL and adult education ESL and to raise issues that can arise when critical pedagogical approaches are employed. One presenter has been informed by critical pedagogy in teaching adult education ESL in Tucson and university EFL in Ecuador. Currently, she develops codes that fit within a grammar and competency-based curriculum. She has investigated problem-posing as a process of being (Freire, 1970), emphasizing classroom negotiation, and arguing along with Kalmar (2001) that learners can and do develop their own codes. The second presenter draws on experiences teaching EFL to culturally/linguistically diverse university students in Israel. She has investigated the political ramifications of English instruction abroad (Pennycook, 1994) and critiques the social transformation aspects of critical pedagogy for EFL practice, while at the same time exploring potentially appropriate applications. The poster will incorporate and integrate these and other ideas related to critical pedagogy in second language instruction.

Masuda, Kyoko (SLAT Program, University of Arizona; kyokom@u.arizona.edu), **Linda Norrix** (Psychology Dept., University of Arizona; norrix@u.arizona.edu). *Context Effects in the Perception and Production of English Liquids by Japanese Adults*. Discrimination and production of English liquids are difficult for Japanese adult speakers. This study reports Japanese learners' development of perception and production skills with an emphasis on acoustic analysis of production data. Five Japanese adult speakers participated in this study at two different times (Session 1, 4-6 months after arrival in the US, and Session 2, about 6 months after Session 1). Participants produced English words containing /r/ or /l/ in four word positions: initial, final, consonant cluster, and intervocalic. F1, F2, and F3 onset frequencies were determined. The /r/ and /l/ production data were acoustically analyzed. Furthermore, they were presented to English native speakers for identification and goodness ratings. Japanese participants also determined if they perceived /r/ & /l/ in a minimal pair identification task (e.g. right-light). Findings were the following; (1) the position of /r/ and /l/ in a word had a large effect on successful production and perception; (2) word final position was the easiest to perceive; (3) regardless of Session, word final /l/ is hard to produce, while word final /r/ is not; (4) there are association between formant values and the quality of /r/ and /l/ as judged by native speakers of English (especially word final /r/ and /l/), (5) acoustic patterns of qualitative judgments are not always associated (e.g. consonant cluster /l/ from session 1). This suggests that temporal acoustic information should also be taken into account to get a better understanding of L2 speech.

Norrick, Neal (English Linguistics Dept., Saarland University; n.norrick@mx.uni-saarland.de). *Remembering in Conversational Storytelling*. In natural conversational settings, storytellers comment explicitly on searching for, suddenly recalling, having forgotten names, dates, details. Storytelling goes beyond the recapitulation of past experience, allowing tellers to revisit and re-evaluate past experience. Narration may even put the teller back in touch with specific names or details assumed forgotten. Difficulties in remembering during the storytelling process provide a rich data source for research on memory, name-finding difficulty, tip-of-the-tongue phenomena, the Feeling of Knowing and related matters, inasmuch as inspection of natural discourse shows tellers retrieving names and re-discovering details, commenting on the lucidity of the images recalled. Taken together, these various behaviors provide a richer, fuller picture of remembering that we could ever elicit through experiment. I hope to show that the natural behaviors surrounding tip of the tongue phenomena, word finding difficulties and Feeling of Knowing are different in kind from those induced with subjects in a laboratory setting. We are now in a position to collect a large sample of appropriate discourse phenomena from generally available corpora of natural speech. Natural data presents a fundamental site for the investigation of memory in speech production, since tellers comment not only on difficulties in recalling but also on remembering people and scenes "as if it were yesterday." In Tip-of-the-Tongue experiments, subjects usually associate a name with a description or picture, but in real storytelling contexts, tellers reconstruct an event from their past, apparently retrieving names and details from a gestalt as they proceed. In this

talk, I will present a range of examples from my own investigations to illustrate the kinds of data available and the sorts of insights we can generate.

O'Brien de Ramirez, Kathleen (SLAT Program, University of Arizona; kdo@u.arizona.edu), **Yoshitomo Yamashita** (Language Reading & Culture, University of Arizona; yoshitom@u.arizona.edu). *What Eye Movements Reveal About Necessary Text Modifications for Second Language Learners*. Nothing we'll say today is new or paradigm shattering, but an interdisciplinary perspective mandated within the study of second language acquisition unveils deeper insights into how emerging second language readers make sense of complex texts. Since 1879 when Emile Javal discovered that a reader's eyes do not sweep smoothly across the print, but rather make a series of short pauses or saccades, ingenious methods have been developed to capture these movements. Landolt was the first to bring eye-tracking to second language research when he remarked in 1891 that 'Reading of a foreign language required more pauses as did also the reading of detached words, numbers, and lists of proper names' (reported by Huey, 1908:19). Most modern eye-tracking research requires subjects to read individually presented single lines of text silently with a bite-bar in their mouths. Inferences are made regarding syntactic or semantic ambiguity based on dependent measures such as fixation times, regressions, and saccade length. At the Goodmans' EMMA (eye movement and miscue analysis) laboratory at the U of A however, we are collecting data from monolingual and multilingual adults and children reading full, authentic texts out loud. EMMA synchronizes two methodologies, doubling the explanatory power of both; coupling eye movements during reading with the windows of understanding (Goodman, 1996) provided by miscues. A miscue occurs when an observed response produced by a reader differs from the expected response, of the printed text. Findings from three recent EMMA dissertations will be discussed, as well as new Japanese research (Yamashita, 2002) which demonstrates that emerging second language readers self-adjust difficult text; an observation which strengthens the growing argument against sheltering readers from challenging texts (Flurkey & Goodman; in press).

Philips, Susan (Dept. of Anthropology, University of Arizona; sphilips@u.arizona.edu). *The Social Organization of Bilingualism in The Tongan Courts*. In this presentation I will describe some aspects of the social organization of bilingualism in the Tongan Court system. In this system, Magistrate's Courts speakers use Tongan, while the higher level trial court, the Supreme Court, is bilingual in Tongan and English. The general idea in the Supreme Court is that everything initially spoken in Tongan is translated into English and everything spoken in English is translated into Tongan. In fact, however, this is not the case. I will focus on the different levels of the organization of bilingualism and the range of social factors shaping these levels of organization. The discussion has practical implications for SLAT conceptualization of domain-specific occupational uses of second languages. There are also implications of this work for the relation between issues in second language acquisition and teaching and issues of language maintenance and revitalization.

Vickers, Caroline (SLAT Program, University of Arizona; vickers@u.arizona.edu). *Framing Arguments in ESL Writing: A Multiple Case Study*. This study examines how framing, a face-to-face construct, can contribute to an understanding of argumentation in ESL writing. As described by Bateson (1972) and Goffman (1974), the frame allows the speaker and the addressee to know what kind of interaction they are involved in. Framing in oral communication has been the subject of much investigation (Tannen, 1993). For instance, Watanabe (1993) discusses the different ways that Japanese and Americans involved in discussion groups frame their arguments and how the differences lead to miscommunication. Potential differences in framing arguments might have relevance to written argumentation as well as to spoken argumentation. After all, writing requires a dialogue with an audience and carries the potential for miscommunication with that audience. Thus, the question arises whether students from different cultural backgrounds frame their written arguments differently. The data for this study includes two sample arguments written in English from two Chinese and two Korean participants. Interviews with each of the participants are also included to gain the participants' perspective. Findings show that the Chinese and Korean participants frame their written arguments differently.

Specifically, the Korean participants choose a narrative strategy to frame their arguments, while the Chinese participants choose a "multiple reasons" (Watanabe, 1993) strategy to frame their arguments. Neither set of participants make clear assertions in the form of a thesis statement. Rather, the Korean students frame their arguments through experience, and the Chinese students frame their arguments through information. The reliance on experience and information rather than argumentative assertion possibly shows a tendency toward a Confucian way of making arguments rather than an Aristotelian way of making arguments as described by Tannen (1998). As such, the framing strategies employed in the Chinese and Korean participants' written arguments may cause miscommunication in a western academic context.

Waugh, Linda (SLAT Program, University of Arizona; lwaugh@u.arizona.edu), **Bonnie Fonseca-Greber** (Dept. of French and Italian, University of Arizona; fongreb@u.arizona.edu), **Senta Görtler** (SLAT Program, University of Arizona; sentaclause@hotmail.com), **Kyoko Masuda** (SLAT Program, University of Arizona; kyokom@u.arizona.edu). *How Authentic are Authentic Materials?* Effective language pedagogy is more than just a toolkit of teaching techniques. It must also be informed by research from language analysis and use, especially if we are to successfully develop culturally authentic materials. This paper discusses three recent features of conversational German, Japanese, and French, based on corpora of actual spoken language, which are not treated in present-day textbooks. In German, the choice of connector determines word order. Pedagogical grammars explain that the causal conjunctions *weil* and *da* trigger verb-final word order, whereas *denn* triggers V-2 order. A recent corpus-based study of German conversation reveals that *weil* no longer triggers only verb final order but now also allows V-2. Certain Japanese postpositions which occur in more formal usage are not used in informal conversation. Discourse studies show that such non-occurrence is related to discourse factors (e.g., the goal-marker *ni* is only used 36% of the time after interrogatives or indefinites). In French, the pronominal system has changed. For example, the written language uses *nous* as the 1pl. pronoun ('we') and *on* as the indefinite (non-specific) 'one', but our corpus of everyday spoken French reveals that *nous* accounts for only 1% of native speaker usage for 'we' and *on* accounts for 99%, while non-specific meaning is usually conveyed with either *tu* 'you' or *ils* 'they' rather than *on*. All of these changes in German, Japanese, and French are standard features of conversational language and must be taught to our students. Given the fact that textbooks do not represent actual language, it is imperative that researchers in language use and language analysis and teachers and material developers communicate with each other in order to provide our students with authentic input in our language classrooms. Our interdisciplinary paper attempts to start this dialogue.

Wildner-Bassett, Mary (Dept. of German Studies, University of Arizona; wildnerb@u.arizona.edu). *The Pedagogy of Cultural Change and Non-foundational Paradigms in Real-life Classrooms*. This contribution will begin by establishing a theoretical view of knowledge as an inherently interdependent sociolinguistic process, accomplished by negotiation among subjects of new meanings and new ways of knowing. This knowledge is intersubjective in nature, and it is based in large part on embodied narratives co-constructed by the participants as they create an architecture of self and identity in the classroom context. These embodied narratives are expressed in collaboratively created written conversations, using computer-mediated communication (CMC) in various forms for the teaching and learning of language, culture, and language/culture pedagogy. The remainder of the paper will consist of a partial chronicle of a graduate seminar whose participants are pursuing degrees in second language acquisition and teaching. The group set out to determine, by experience and exploration, whether and to what extent this model of teaching and learning could be realized in higher education within the constraints of a typical institutional setting. I will also add corroborating evidence and examples of interactions from undergraduate language and culture courses based on this same paradigm. The written conversations which result from classroom assignments on all levels show how the learners see and construct themselves as learning and knowing subjects in the non-foundational paradigm of a pedagogy of cultural change.

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