

SLAT Interdisciplinary Roundtable



SLAT Interdisciplinary Roundtable 2003

February 28 - March 1, 2003
University of Arizona

Hosted by the
SLAT Student Association

Friday, February 28 (ILC 150)

Opening Plenary

Presiding
Claudia Kost, SLATSA President

Welcoming Remarks
Charles Tatum, Dean, College of Humanities
and Professor of Spanish and Portuguese

Introductory Remarks
Linda Waugh, Chair, SLAT Interdisciplinary Program

Claire Kramsch
University of California, Berkeley

Language and Culture Revisited

Informal Reception with music by Tucson MasterSingers

Saturday, March 1 Daily Overview

8:30 - 9:00 a.m.	Registration & Continental Breakfast
9:00 - 9:45 a.m.	Invited Speaker: Simin Karimi
9:45 - 10:00 a.m.	Break
10:00 - 12:00 p.m.	Morning Session
12:00 - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	Poster Session
2:00 - 2:45 p.m.	Invited Speaker: Janet Nicol
2:45 - 3:00 p.m.	Break
3:00 - 5:00 p.m.	Afternoon Session

Message from the SLATSA President

Welcome to the 2nd Annual SLAT Interdisciplinary Roundtable!

The SLAT Student Association is proud to host its conference again this year. Last year's Roundtable was very well received by presenters as well as by the audience. This year, we are excited to welcome presenters not only from the SLAT program but also from its collaborating departments at the University of Arizona as well as from universities across the nation.

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 2002-2003

Acknowledgements

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College of Humanities
Graduate College
Department of Linguistics
Department of German Studies
Interdisciplinary Program in Second Language Acquisition and Teaching

The SLAT Student Association would also like to thank the members of the SLAT Interdisciplinary Roundtable Organizing Committee--Claudia Kost, Julian Heather, Sharon Deckert, Caroline Vickers, and Linda Waugh. Additional thanks go to Pat Bolger and Keith Johnson for their participation in the abstract review process and to all the volunteers whose help ensured the success of this roundtable, including Rocio Delgado-Stoltzfus, Cindy Ducar, Brian Hibbs, Neil Johnson, and Hassan Mahamat Souleyman.

Masuda, Kyoko (SLAT Program, University of Arizona; kyoko1230@hotmail.com) and **Rachel Hayes** (Linguistics Department, University of Arizona; rhayes@u.arizona.edu). *Word learning and novel second language sounds: How do native speakers of English encode Japanese consonant quantity in memory?* This study tests the perception and production of new second language (L2) words containing novel L2 sounds? Are novel L2 sounds encoded in memory in terms of their closest native language counterparts or as distinct from the native language sounds, and how does degree of L2 experience affect performance?

Mills, Nicole (French and Educational Studies, Emory University; nmills@learnlink.emory.edu). *Comprehension, self-efficacy, and engagement in teacher-assisted and independent viewing of foreign language video.* As teachers' roles evolve in TELL, issues about the choices of technological devices and instructional delivery and the degree of foreign language (FL) teacher facilitation within TELL activities are prominent. This investigation compared 53 beginning college French students' comprehension of FL video in a teacher-assisted setting (TAV) and an independent computer-based setting (IV) to examine the benefits of teacher mediation on students' comprehension of FL video and the relation to the types of questions asked, self-efficacy, and engagement.

Mittelberg, Irene (Linguistics Department, Cornell University; im33@cornell.edu). *Multimodality in the second language classroom: A look at gestures and their affordances.* This study aims at providing insights into the explanatory and communicative power of manual gestures produced by the instructor of a first-year German course. The focus will be on two distinct functions that gesture may fulfill: a) representing abstract entities such as grammatical concepts and syntactic structures (metaphoric gestures), and b) illustrating instructions (iconic and deictic gestures).

Sykes, Julie (Languages and Literatures/Spanish Applied Linguistics, Arizona State University; Julie.Sykes@asu.edu). *Formulae, function and form; A look at interlanguage pragmatic development as it occurs in learners of Spanish studying abroad.* This work examines requests and apologies and their realization in the Interlanguage Pragmatic systems by learners of Spanish after having spent four months in a Study Abroad program. The data show that even after a semester in an immersion context, noticeable pragmatic gaps still occur suggesting that a semester abroad is not necessarily enough to develop pragmatic abilities in all learners.

Thompson, Greg (SLAT Program, University of Arizona; thompsongt@yahoo.com) and **Alan Brown** (SLAT Program, University of Arizona; brown_alandrea@hotmail.com). *Finding their voice: Bilingual/bicultural Hispanic students? Cultural identity and participation patterns in the university classroom.* This presentation addresses the issue of bilingual and bicultural Hispanic students, their perception of their bicultural identity, and their classroom interaction patterns. Students' responses to a series of questionnaires and surveys reveal their perception of their biculturalism and the need for cultural adaptation in mainstream as well as language-specific classes.

Invited Speaker (ILC 150)		Chair: Claudia Kost
Contrastive focus and its cross-linguistic variations		Simin Karimi
Morning Session (ILC 150)		Chair: Richard Ruiz
The use of communication strategies by classroom and study-abroad learners		Barbara A. Lafford Joseph G. Collentine Barbara Freed Norman Segalowitz
The acquisition of the Chinese ba- construction by adult second language learners		Hang Du
Miscue analysis of native and non-native speakers		Kim Helmer Angie Ferguson
Poster Session (ILC 133)		
Word learning and novel second language sounds: How do native speakers of English encode Japanese consonant quantity in memory?		Kyoko Masuda Rachel Hayes
Finding their voice: Bilingual/bicultural Hispanic students? Cultural identity and participation patterns in the university classroom		Greg Thompson Alan Brown
Metaphors in business French		Sibylle Kahleis
Formulae, function and form; A look at interlanguage pragmatic development as it occurs in learners of Spanish studying abroad		Julie Sykes
Invited Speaker (ILC 150)		Chair: Kyoko Masuda
The competence-performance divide in L2		Janet Nicol
Afternoon Session (ILC 150)		Chair: Kimberly Jones
Co-construction of language in a commercial, English as a second language chat room, and its impact on language development and strategic competence		Senta Goertler Sonja E. Klocke
Comprehension, self-efficacy, and engagement in teacher-assisted and independent viewing of foreign language video		Nicole Mills
Multimodality in the second language classroom: A look at gestures and their affordances		Irene Mittelberg

Plenary Abstract

Dr. Claire Kramersch, (Department of German and Education Language and Literacy, University of California, Berkeley; ckramersch@socrates.berkeley.edu). *Language and culture revisited.*

If culture in applied linguistics can be defined as the synchronic and the diachronic context in which language is used in organized discourse communities, much research has been done in recent years to explore the synchronic aspects of culture in everyday interactional discourse contexts. But less has been done to investigate the diachronic context of language and culture as a contested place in history--subjective memory and embodied imagination, identity politics and market ideology, in the use of language in discourse. I turn in this paper to the sources of culture in the remembering, imagining, speaking subject, in an attempt to recapture the integrity of human freedom beyond the dominance of the markets and the tyranny of the community.

Invited Speaker Abstracts

Nicol, Janet (Psychology Department/ SLAT Program, University of Arizona; nicol@u.arizona.edu)

The competence-performance divide in L2

In this talk, I will review recent empirical work that points to a mismatch between what people know about a second language and how they process the language. Some studies show that even people who are highly proficient in a second language, and who make the correct grammatical distinctions when explicitly asked, appear to understand their L2 in a non-native like fashion. In other words, *they* may know the grammar, but their processing systems may not.

Karimi, Simin (Linguistics Department/ SLAT Program, University of Arizona; karimi@u.arizona.edu)

Contrastive focus and its cross-linguistic variations

Contrastive Focus appears as a phonological property (stress) in some languages (e.g. English, Tamil, Persian), and is morphologically/lexically manifested in others (e.g. Modern Standard Arabic, Turkish, Yaqui, Navajo). Moreover, this phenomenon triggers optional movement in certain languages (e.g. Persian) and obligatory movement in others (e.g. Greek). Focus movement is obligatory in Modern Standard Arabic as well if the focused element is not lexically marked. This paper is an attempt to provide an explanation for various manifestations of Contrastive Focus cross-linguistically, and the implications these variations provide for second language acquisition.

Paper & Poster Abstracts

Du, Hang (SLAT Program, University of Arizona; dhang@email.arizona.edu). *The acquisition of the Chinese ba- construction by adult second language learners.* This study involved a production test and a grammaticality judgment test. The subjects were adult English speakers learning Chinese as an L2. Results show learners did not perform well in the production test, but their judgment was good. Strategies used by learners to go around the *ba-* construction and error patterns are identified. Teaching suggestions are made.

Goertler, Senta (SLAT Program, University of Arizona; SentaClause@hotmail.com) and **Sonja E. Klocke** (German Studies, University of Arizona; klocke@u.arizona.edu). *Co-construction of language in a commercial, English as a second language chat room, and its impact on language development and strategic competence.* The purpose of this multiple case study is to investigate the co-construction of language in a commercial, ESL chat-room and its impact on language development. The researchers will analyze the discourse in regard to the negotiating of meaning and strategies for communication, especially turn-taking.

Helmer, Kim (SLAT Program, University of Arizona; kim_helmer@yahoo.com) and **Angie Ferguson** (SLAT Program, University of Arizona; angiemilo@aol.com). *Miscue analysis of native and non-native speakers.* Our investigation involves an analysis of the miscues, or errors, made by both native speakers (NS) and non-native speakers (NNS) of English while reading aloud in English. The results of our miscue analyses support there being one common underlying reading process in both first and second languages.

Kahleis, Sibylle (French Department, Arizona State University; Sibylle.Kahleis@asu.edu). *Metaphors in business French.* "Our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature" (Lakoff, 1981:3). Lakoff and Johnson's approach to metaphor analysis is widely discussed, not only among linguists but also in other disciplines such as psychology. In this presentation major metaphorical concepts and their effects in French business language shall be demonstrated.

Lafford, Barbara A. (Languages & Literatures, Arizona State University; blafford@asu.edu), **Joseph G. Collentine** (Department of Modern Languages, Northern Arizona University; jcollentine@nau.edu), **Barbara Freed** (Carnegie Mellon University; bf0u@andrew.cmu.edu) & **Norman Segalowitz** (Concordia University; segalow@vax2.concordia.ca). *The use of communication strategies by classroom and study-abroad learners.* This study compares the use of communication strategies (CSs) by learners of Spanish in formal classroom and study-abroad contexts. Although the results show similarities in the type of CSs chosen by the two groups, the relative usage of CSs by the two groups is affected by the context of learning.