

SLAT Interdisciplinary Roundtable 2004 Venue

Schedule: *Friday February 27*

5:00 pm Plenary Speaker: Douglas Biber

Saturday February 28

8:30 – 9:00am	Registration & continental Breakfast
9:00 – 9:45am	Invited Speaker: Kenneth Forster
9:45 – 10:00am	Break
10:00 – 12:00	Morning Session
12:00 – 1:00pm	Lunch
1:00 – 2:00pm	Poster Session
2:00 – 2:45pm	Invited Speaker: Glenn Martínez
2:45 – 3:00pm	Break
3:00 – 5:00	Afternoon Session

ABSTRACTS

PLENARY SPEAKER

Friday, February 27 5:00 p.m.

Dr. Douglas Biber

Northern Arizona University

Lexical bundles in university teaching and textbooks

This paper investigates the use of multi-word combinations in two important registers in the academic lives of university students: classroom teaching and textbooks. Following Biber et. Al (1999), the study takes a frequency-driven approach to the identification of multi-word combinations, referred to as 'lexical bundles'. The lexical bundles in classroom teaching and textbooks are compared to those found in previous research on conversation and academic prose.

Structural patterns are described first, and then a functional taxonomy is presented, including stance expressions, discourse organizers, and referential expressions.

INVITED SPEAKER

Saturday, February 28 9:00 – 9:45 a.m.

Dr. Kenneth Forster

Department of Psychology

Storage and Retrieval of Newly-Acquired Words

We are accustomed to thinking that lexical knowledge is located in a specialized part of the brain, even though a newly-acquired word must initially be represented in episodic memory, not semantic memory. It is typically assumed that with practice, lexical information is somehow transferred from one system to the other. This assumption has been challenged by some researchers, who argue that arbitrary associations between words learned in the laboratory (e.g., city-grass) produce similar priming effects to those observed for semantically related pairs (e.g., hot-cold). However, this is not true for priming paradigms in which the subject is unaware of the priming stimulus. This suggests a method for investigating how newly-acquired words are represented. However, when we apply this method to the problem of deciding how L2 words are represented, we reach the conclusion that the L2 lexicon is represented in episodic memory, even for highly proficient bilinguals. Recent work suggests an alternative account that avoids this counter-intuitive conclusion.

MORNING SESSIONS

Dr. Peter Ecke

University of Arizona

Tip-of-the-Tongue-States in a Multilingual Speaker

This paper reports a longitudinal case study into tip-of-the-tongue states experienced by a (non-balanced) multilingual speaker over a period of nine years. It investigates how language environment and proficiency affect word retrieval and its failure in the speaker's five languages and discusses how cross-linguistic influence in word production changes over time.

Time: 10:00 – 10:30 a.m.

Yined Tello

SLAT, University of Arizona

Effects of pedagogical intervention on the development of pragmatic competence in EFL learners.

This study analyzes the effects of explicit instruction in pragmatics addressed to adult learners of EFL at two different proficiency levels. Participants belonged to four intact classes of college students in Colombia. Two groups represented the low proficiency level, and two more groups represented the intermediate proficiency level. The four groups received two forms of pretest: a written discourse completion test and a role-play. Results from the pretest showed no significant differences between the two groups at each level, so the type of treatment (T1: pragmatics-based, and T2: institutionally imparted) was randomly assigned to the groups at each level. After the treatment, all the participants received a post-test, whose results confirmed the efficiency of the pragmatics-based instruction. Results from the delayed post-test did not show a unified behavior.

Time: 10:45 – 11:15 a.m.

Caroline Vickers

SLAT, University of Arizona

Interactional Accommodation among Culturally Diverse Undergraduates

The purpose of this study is to propose and provide evidence in support of a new theoretical construct, Interactional Accommodation. The study contributes to research on Intercultural Communication by locating how interaction types combine to form accommodation sequences that allow culturally diverse interlocutors to come to a consensus.

Time: 11:30 a.m. – 12:00 p.m.

POSTER SESSION

1:00 – 2:00 p.m.

ILC 150

Sara Beaudrie, Alan Brown, Greg Thompson

SLAT, University of Arizona

Perspectives on teacher effectiveness

This presentation attempts to shed light on the perceptual differences of effective teaching by providing a comparison of the evaluations of teaching effectiveness of one

instructor with those of the students from two beginning Spanish classes and three peer evaluators. Furthermore, this study provides insight into the factors that students consider when filling out university Teacher-course evaluation forms (TCE). In the study, the students completed a five-item questionnaire from the TCE forms where they evaluated their instructor's teaching effectiveness and explained what factors they had taken into account in rating the instructor. Next, all the participants completed a 35-item questionnaire evaluating the instructor's effectiveness. The researchers found a significant difference between all of the participants except between the observers and one of the classes.

Time: 1:00 – 2:00 p.m.

Natalya Samokhina

SLAT, University of Arizona

OT account of voicing assimilation in Modern Hebrew and Russian

The topic of this paper is voicing assimilation (VA) in Modern Hebrew and Russian. Regressive VA occurs in a consonant cluster when an obstruent assimilates the voice value of the following obstruent in a cluster. However, in Modern Hebrew and Russian the voiced labio-dental fricative [v] does not cause regressive VA, yet undergoes it itself. To account for the idiosyncratic behavior of [v], I adopt Padgett's (2002) view that [v] has a status intermediate between sonorants and obstruents. This approach allows to group [v] both with obstruents and sonorants and treat it accordingly in the OT analysis.

Estela Ene, Senta Görtler, Kara McBride

SLAT, University of Arizona

Teachers matter: Teacher effects in German as a FL chat

This case study investigates the effect of teachers' presence in a chat room on task completion, interaction, TL use, and learner and instructor perception of these effects.

The data, consisting of surveys and transcripts from 34 learners of German, were collected in two first-year classes that engaged in chatting once a week. Our findings show that learners generally remained on task and in the TL. Error correction was usually performed by the teacher in the teacher-monitored groups and almost never by students. How teachers can effectively participate in a chat will be discussed in the presentation.

Kumiko Nakamura

SLAT, University of Arizona

Cognates in Japanese-English bilingual's mind

This study examines if L2ers of Japanese access English-Japanese cognates faster than non-cognates by the experiments with masked priming. If L2ers successfully use the association of script type with word type (cognates versus non-cognates) as a strategy, cognates presented in katakana script should be accessed somehow differently from non-cognates written in hiragana.

The task of the experiment is the semantic categorization task. Two groups with different proficiency levels are tested. Although the low proficiency group did not show any priming effect, the high proficiency group has shown more priming effect in katakana words or cognates than hiragana words or non-cognates, as predicted.

INVITED SPEAKER

2:00 – 2:45 p.m.

Glenn A. Martinez, Director

Spanish for Heritage Learners Program

Department of Spanish and Portuguese

University of Arizona

Billiteracy Back and Forth:

The interplay of form and situation in heritage language writing

This paper analyzes cohesion strategies in the writing of first year Spanish heritage language students paying particular attention to the variation that occurs between the null pronoun and the overt pronoun in subject position. I argue that the extensive use of overt subject pronouns in heritage language writing is largely constrained by the “context of situation” in which textual processing and production occurs. I generalize this argument by contending that transfer of literacy skills is discursively situated within the multiple literate and biliterate practices in which heritage learners participate.

AFTERNOON SESSION

Sharon Deckert

SLAT, University of Arizona

The role of interpreters in forensic interviews with bilingual children

This study examines the role and impact of interpreters in the forensic interviews that occur when allegations of child sexual abuse have been made. Findings indicate that the power dynamic in the relationship between interviewer and child is fundamentally altered by the addition of any adult, but interpreters also affect power dynamics by making interpretive choices that alter the normal flow of events, affect conversational relationships, and alter the nature of the language being translated.

Time: 3:00- 3:30

Karen Barto

ELL, University of Arizona

Questions in Lao: is there movement? Why the copula?

This paper endeavors to prove that Lao, a Southeast Asian Tai-Kadai SVO language, is wholly wh-in-situ, showing no overt or covert movement in questions, despite some question about 'why' questions. There is also no covert movement in Lao similar to that seen in Japanese (Watanabe, 1993,2001) and in Bangla (Simpson and Bhattacharya, 2003). Copular formations of question words and questions in Lao are also discussed, first regarding the traditional use of certain copulas and how they might apply to their questions, and second regarding reason for the distribution of the copulas.

Time: 3:45 – 4:15

Dr. Randi Reppen

Northern Arizona University

What can you teach with a corpus?

This presentation will provide an introduction to corpus linguistics as a resource for ESL/EFL teachers. After an overview of corpus resources available to teachers, three aspects of corpus based language instruction will be addressed:

- 1) Using corpus linguistics to inform the syllabus;
- 2) Using corpus linguistics to create materials;
- 3) Using corpus linguistics to involve learners.

Many examples of these three aspects of using corpora for language instruction will be provided.

Time:4:30 – 5:00