

University of Arizona
 March 7-8, 2008

Invited Speakers:

Dr. Mike Long
 Director, School of
 Languages,
 Literatures, and
 Cultures
 University of
 Maryland, College
 Park

Dr. Ana M. Carvalho
 Department of
 Spanish and
 Portuguese
 University of
 Arizona

Dr. Andrew Carnie
 Department of
 Linguistics
 University of
 Arizona

Dr. Carole Edelsky
 Department of
 Education
 Arizona State
 University

2008 SLAT  Roundtable



QuickTime™ and a
 TIFF (Uncompressed) decompressor
 are needed to see this picture.

*Welcome to the SLAT
Interdisciplinary Roundtable*

Friday, March 7th

4:30 p.m. Registration in ILC Courtyard

5:15 p.m. Keynote Address: Dr. Mike Long, ILC 130

Catered reception will follow in ILC Courtyard

Saturday, March 8th

8:30-8:50 a.m. Registration and Continental Breakfast, ILC Courtyard

8:50-9:00 a.m. Opening Remarks , ILC 151

9:00-9:50 a.m. Invited SLAT Faculty Talk: Dr. Andrew Carnie, ILC 151

9:50-10:00 a.m. *Coffee Break*

10:00 a.m.-12:15 p.m. Morning Session, ILC 117 & 151

12:15-1:30 p.m. *Lunch Break*

1:30-2:20 p.m. Invited SLAT Faculty Talk: Dr. Ana Carvalho, ILC 151

2:20-2:30 p.m. *Coffee Break*

2:30-4:10 p.m. Afternoon Session, ILC 117 & 151

4:15-5:05 p.m. Invited ASU Faculty Talk: Dr. Carole Edelsky, ILC 130

5:05-5:15 p.m. Closing Remarks

7:00pm *Roundtable Party at Linda Waugh's home (see pg 14)*

2008 SLAT Roundtable





Friday

Keynote Address**Dr. Mike Long**, University of Maryland**SLA & task-based language teaching****ILC 130**

An unavoidable conclusion from research in SLA on the teaching and learning of a variety of languages is that *learners, not teachers, have most control over their language development*. Students do not -- in fact, cannot -- learn (as opposed to learn about) target forms and structures on demand, when and how a teacher or a textbook decree that they should, but only when they are developmentally ready to do so. Overall, the results are incompatible with use of a synthetic syllabus and teaching methodology, i.e., *focus on forms*, but also with the idea that a plain diet of exposure to positive evidence alone is either efficient or adequate for adult starters if native-like attainment is the goal, motivating a variety of interventions under the rubric of *focus on form*, one of (currently) ten *methodological principles* of Task-Based Language Teaching (TBLT). A considerable amount of empirical research has been reported on various aspects of TBLT, but several important questions remain unanswered. Too many researchers focus on the same few more easily studied issues, and not always in cumulative fashion.

Saturday

Invited SLAT Faculty Speaker**Dr. Andrew Carnie**, University of Arizona**Phasing in mixed categories:****The evidence from Celtic languages****ILC 151**

Many languages contain categories that do not fit neatly into the traditional categories of "verbs", "nouns" or "adjectives". This is both an impediment to second language learners and a puzzle for linguistic analysts. In this talk I look at the phenomenon of "mixed category" verbal nouns in Irish and Welsh. I argue that the verbal



character of these elements follows primarily from their internal semantics as predicates. Unlike previous accounts I argue that the nominal characteristics of these categories does not follow from any functional categories, but from their status as "phase" heads. Phases are semantically and phonologically complete units of the syntax. I will argue that phase-theory predicts the nominal properties associated with verbal noun categories in the languages.

Morning Session: Individual Presentations**10:00-12:15****ILC 117 & 151****10:00 - 10:30****Virginie Dasse-Askildson**, University of Arizona**ILC 117****What do teachers and students want from a foreign language textbook? A study on reconciling language teaching materials design with SLA research, teachers' beliefs, and students' self-perceived needs.**

The goal of this study is to examine both students' and teachers' views on the roles of authenticity, grammar, and technology in Foreign Language textbooks in light of current Second Language Acquisition theory. Approximately 60 French teachers and 1500 learners from four major American universities were surveyed via online questionnaire containing close-response and open-ended questions. This mixed-design methodology allowed the researcher to draw tentative conclusions on how to reconcile language teaching materials design with SLA research, teachers' beliefs and students' self-perceived needs. Practical implications for language teacher training programs and FL textbook development are offered.

**Robert Cote**, University of Arizona**ILC 151****Choosing one dialect for the Arabic speaking world**

The study explored how Arabic speakers view the language's five most widely-spoken dialects and the prospects for replacing Fus'ha with one of them. Participants, all living in Tucson, were asked to mark a map of the Arabic speaking world with the letters B and W corresponding to where they believe the best and worst Arabic is spoken. Additionally, they were asked to rank the five dialects indicating their choice for a replacement for Fus'ha. Though results revealed strong biases towards the perceived best and worst Arabic dialects, no consensus was reached for choosing one particular dialect to replace Fus'ha.

10:35-11:05**Ben White**, Michigan State University**ILC 117****Diving into phrasal verbs: A cognitive approach**

This paper presents an ongoing qualitative study on phrasal verb instruction, wherein learners in university ESL courses consider the conceptual significance of particles. Students themselves help build the classroom material as they collect phrasal verbs from outside texts. Excerpts of these texts – including identified phrasal verbs – are shared in class. For each phrasal verb, students draw pictures to represent how each particle contributes to the verb's contextualized meaning and then share these images in small groups. Pre/posttests are used to gauge potential influence these activities may hold on the comprehension strategies employed for understanding phrasal verbs.

**Theresa Catalano**, University of Arizona**ILC 151****Language and identity:*****An analysis of America's Next Top Model***

Language varies depending on the speaker's regional background, social class and network, ethnicity, gender, age, and style. Throughout time, it has been common for powerful members of many cultures to discredit the speech of less powerful persons, and Tyra Banks in TV's "America's Next Top Model" is no exception. In this paper, speech from one contestant on "America's Next Top Model" is analyzed in order to understand the origins of the harsh criticism she receives about the way she talks.

11:10 – 11:40**Kyoko Masuda & Carl Spruill**,**ILC 117**

Georgia Institute of Technology

Progress of quality and accuracy of /r/ and /l/ production

This longitudinal study over 3.5 years investigates progress of quality and accuracy of /r/ and /l/ production by two Japanese learners of English. Some of the preliminary findings include: (1) overall improvement in observed quality judged by native English speakers in initial, final, consonant cluster and intervocalic positions; (2) there is a statistically significant higher observed quality of /r/ production over that of /l/. Hence, this study supports the Speech Learning Model by Flege (1987). A simple logistic model based upon formant data for native speakers of English is also applied to measure to production by native speakers of Japanese.



Jeremy Palmer, University of Arizona **ILC 151**
Student perceptual change regarding spoken Arabic after living in country

Recent data show that students learning Arabic in the United States want to learn spoken varieties of Arabic, despite a lack of support from their teachers. Spoken Arabic is often stigmatized as a less prestigious variety of Arabic and is often not included in classroom instruction. The session will present results from a questionnaire investigating student perceptual and attitudinal change toward spoken Arabic after having lived in the Arabic-speaking world for at least one month.

11:45 – 12:15

Cheryl Traiger & Dr. Linda Waugh, **ILC 117**
 University of Arizona
Attitudes about English and local languages expressed on tourist websites

This paper analyzes postings on traveler-advice websites to evaluate the effect of power relationships and the influence of the cultural and symbolic capital of the local language and culture on expectations of English availability, tolerance for restricted proficiency in English, and attitudes about learning some of the local language.

Rachel Donelson, Northern Arizona University **ILC 151**
Effects of deductive & inductive approaches to L2 suffix acquisition

Vocabulary building in an L2 can be difficult because learners don't always know that they don't know a word, or they may misapply the knowledge that they do have. The presenter will share a summary of a pilot study that looked for the effects of



deductive and inductive approaches on vocabulary building through derivational suffix rule-learning. The study considered both the learners' self-perceptions of target word knowledge as well as a native speaker's judgment of their word knowledge based on a sentence-writing exercise.

***** 12:15-1:30 p.m. *Lunch Break* *****

Invited SLAT Faculty Speaker **ILC 151**
Dr. Ana M. Carvalho, University of Arizona
Integrating macro & micro approaches in variationist analysis: The role of quotation marks in reflecting sociolinguistic stratification

This paper focuses on variation and alternation of 2nd person verbal forms in Uruguayan border Spanish. First, I discuss social and linguistic factors that underline current variation and change, based on quantitative data collected from sociolinguistic interviews. Second, I look at quotation marks as a site for frequent alternation of these verbal forms, and illustrate how speakers use this alternation in order to enact certain socio-cultural identities. Thus, in addition to a purely quantitative approach to the study of variation, I show how speakers' use of this variable when representing themselves and others in a single discourse turn mirrors social identities revealed by group linguistic behavior. By capturing this relationship, this study elucidates, at a micro level, the social patterns found in the macro distribution of this variable, pinpointing to the need to conciliate both approaches in order to fully explore the dynamics of linguistic variation and change.

**Afternoon Session: Individual Presentations**

2:30-4:10

ILC 117 & 151

2:30 – 3:00

Xiaomei Qiao, University of Arizona**ILC 117****Representation of newly learned words in the mental lexicon**

One of the fundamental issues in word recognition is the representation and organization of the mental lexicon and lexical processing in either the first or second language. Most research in this area uses words that already exist in readers' lexicon and examines how they are recognized and retrieved. It is of interest to see how newly learned words are represented in the mental lexicon, and the process that is involved in recognition. The current study will look at this issue by analyzing data from masked priming experiments on both L1 and L2 speakers of English. Discussions will be made on how the newly learned words are represented and retrieved in word recognition.

Ashli Lovitt, University of Arizona**ILC 151****L2 acquisition and high school exchange programs**

When is the ideal time for high school students to study abroad? Should they have first studied the language in order to make the most of this opportunity? This presentation will focus on the language acquisition and language use of sixteen American high school exchange students in Germany. To determine the effects of prior instruction on students' acquisition and use of German, students who had high school German classes are compared with those who traveled to Germany with little or no prior knowledge of the language.

**3:05 – 3:35**

Rong Liu, University of Arizona**ILC 117****Selective automaticity in grammatical processing by ESL learners**

A general problem in instructed second language acquisition is that most studies only use offline measures for the assessment of learning, which may just capture conscious knowledge of the grammar that may not be deployed during online processing. Psycholinguistic methods provide good online measures because explicit knowledge is minimized. This study uses self-paced reading tasks to investigate the online processing of anaphora by English learners. Two experiments tested advanced Chinese ESL learners' implicit knowledge about pronouns and reflexives. The study shows that learners' acquisition of automaticity in grammatical processing is selective.

Steven Randall & Janna Orlova Schaeffer,**ILC 151**

University of Arizona

Student expectations and program goals:**Is it time to reconsider our L2/FL curricula?**

The benefit of being able to communicate with individuals from other cultures has become one of the paramount reasons to pursue the study of an FL/L2. Yet, the current articulation of many undergraduate programs does not seem to address adequately the needs of students in FL/L2 programs. This may be attributable to many FL/L2 programs' curricular foci - to individual notions of what is useful in the study of a FL/L2. In this pilot study, we surveyed German and ESL students to establish whether expectations matched curricular foci across language programs.

3:40 – 4:10

Tina Badstuebner, University of Arizona **ILC 117**
L1 attrition? An analysis of the native speech of German teaching assistants in the United States

This study examines the native speech of German TAs in the United States in order to define and describe potential changes in their L1 lexical accuracy which may be seen as signs of incipient L1 attrition. The data revealed that the error rate was significantly higher for TAs who have been living in the US for more than five years. Moreover, significant correlations were found between percentage of errors and length of residence and between percentage of errors and language preference. Additional qualitative analyses showed that the frequency of code-switching, L2 transfer, and lexical retrieval errors was not the same across a variety of conversational topics.

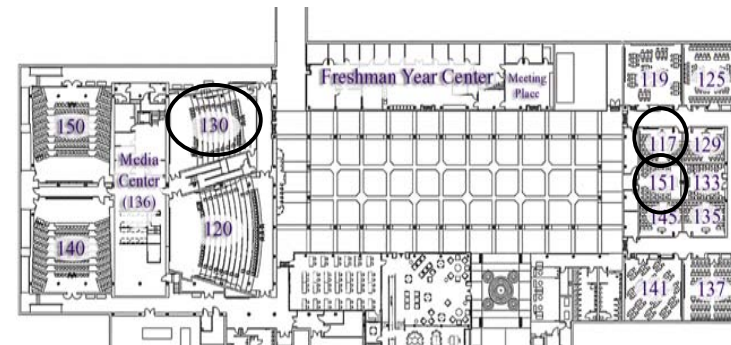
Yi Xu, University of Arizona **ILC 151**
The Syntax and Processing of Chinese Relative Clauses

The concept of “relative clauses” (RCs) in East Asian languages is challenged by Comrie (2002)’s proposal to analyze the structure merely as a type of attributive clause. Previous psycholinguistic studies also yield unsettling results regarding the processing ease of subject (SU) versus direct object (DO) RCs. This paper tests the syntactic status of “relative clauses” in Chinese, and reports initial findings of the production ease of SU versus DO RCs using a sentence completion task with L1 speakers.

Invited ASU Faculty Speaker **ILC 130**
Dr. Carole Edelsky, Arizona State University
Learning to read and write:
A case of second language learning

This talk is a theoretical argument, an exploration of benefits, and an invitation to think about implications. First, I want to provide some new (I think) arguments for seeing reading and writing as written language. As language, reading/writing—literacy—is a second language rather than a first. Second, if literacy is a second/subsequent language, then learning to read and write should be more like learning a second language than learning a first. If we can accept this train of thought—a big ‘if’—then it is important to take advantage of the common sense about learning a second language—the benefits of an immersion experience. Third, at the least, this entails: 1) theorizing immersion experiences for second language learning and for literacy learning; and 2) understanding how ordinary notions about immersion for learning a second language can upset the current common sense about learning to read and write.

MAP of ILC:



Overview of Individual Roundtable Presentations

Saturday Morning Sessions				
Time	Presenter	Category	Title	ILC Room
10-10:30	Virginie Askildson	Pedagogy	What do teachers and students want from a Foreign Language Textbook?	117
10-10:30	Robert Cote	Use	Choosing One Dialect for the Arabic Speaking World	151
10:35-11:05	Ben White	Pedagogy	Diving into phrasal verbs: A cognitive approach	117
10:35-11:05	Theresa Catalano	Use	Language and Identity: An Analysis of America's Next Top Model	151
11:10-11:40	Kyoko Matsuda & Carl Spruill	Processes	Progress of Quality and Accuracy of /r/ and /l/ production	117
11:10-11:40	Jeremy Palmer	Pedagogy /Use	Student Perceptual Change Regarding Spoken Arabic After Living in Country	151
11:45-12:15	Cheryl Traiger & Linda Waugh	Use	Attitudes about English and local languages expressed on tourist websites	117
11:45-12:15	Rachel Donelson	Pedagogy	Effects of Deductive and Inductive Approaches to L2 Suffix Acquisition	151
Saturday Afternoon Sessions				
2:30-3	Xiaomei Qiao	Processes	The representation of newly learned words in the mental lexicon	117
2:30-3	Ashli Lovitt	Pedagogy/Use	L2 Acquisition and High School Exchange Programs	151
3:05-3:35	Rong Liu	Processes	Selective automaticity in grammatical processing by ESL learners	117
3:05-3:35	Steven Randall & Janna Orlova Schaeffer	Pedagogy/Use	Student Expectations and Program Goals: Is it Time to Reconsider Our L2/FL Curricula?	151
3:40-4:10	Tina Badstuebner	Pedagogy	L1 attrition? An analysis of the native speech of German teaching assistants in the United States	117
3:40-4:10	Natalya Samokhina	Analysis	Pronunciation patterns in L2 speech: from phonetics to phonology	151

You're Invited...

All participants in the SLAT Roundtable, and all SLAT faculty and students, are invited to a post-Roundtable party at the home of Linda Waugh, Chair of SLAT. The party will begin after dinner at 7 p.m.; light refreshments will be served. Lin's husband, Ron Breiger, will be there; and there may be a sighting of Lin's son David (not guaranteed!). Spouses, significant others, special friends, children, and other family members are also invited.

Lin's house is at 1620 E. Entrada Quinta; her phone is 615-1161, should you need to call.

Directions to her house:
 Entrada Quinta is .5 mile up (north) on Via Entrada. (Via Entrada begins at River Rd., halfway between the traffic lights at North Campbell and North First.) Going north on Via Entrada, turn right at Entrada Quinta, which is a short loop. The house is at the end of a long driveway that begins at the top of the loop.





2008 SLAT Roundtable

-Acknowledgements-

In addition to the presenters and their audiences, the Roundtable co-organizers would like to thank the many people who gave their time and energy behind the scenes to make this conference run smoothly, including SLATSA Faculty Advisors Linda Waugh and Janet Nicol, along with Roby Ariew, Shaun O'Connor, Beatrice Dupuy, and Betsy Pepping.

Next, we'd like to express our appreciation for our faculty and student abstract readers, whose invaluable judgments and commentaries helped to assure the quality of the program: Cat Botelho Beatrice Dupuy, Peter Ecke, Norma Gonzales, Helena Guerrero, Mike Hammond, Nadia Hamrouni, Heidi Harley, Jeremy Palmer, Suzanne Panferov, Richard Ruiz, Malcah Yaeger-Dror, Yang Yang, and Yi Xu.

Special thanks are also due to the following people, who volunteered as individuals and coordinated organizing subcommittees: Theresa Catalano, Miriam Diaz, Gwynne Gonzales, Kathlyn Spires, and Autumn Witt, who also did the layout for this program. Thanks are equally due to Doug Adamson and his wife for hosting our keynote speaker. Thanks also to Suzanne Jameson for creating signs for our tables and podiums, to the College of Humanities for providing last-minute nametags, and to Rong Liu for maintaining and updating the Roundtable website.

We also greatly appreciate the input of Karen Barto-Sisamout and Elizabeth Specker, who shared their experience and expertise from Roundtables past on a very regular basis throughout the planning of this year's event!

Thanks also to our many other volunteers who handled numerous other essential tasks: Karen Barto-Sisamout, Cat Botelho, Robert Cote, Maite Correa, LeeAnne Godfrey, Brian Hibbs, Kara Johnson, Sasha Kuckuk, Rong Liu, Kelly Lowther, Bryan Meadows, Xiaomei Qiao, Steven Randall, Angelica Sandoval, Helen Shiskin, Cheryl Traiger, Naoko Witzel, and Jeff Witzel.

Finally, our very special thanks go to the Graduate & Professional Student Council as well as the Center for Educational Resources in Culture, Literacy and Language (CERCLL) for their very generous financial support of the Roundtable.



2008 SLAT Roundtable

...NOTES...

We look forward to seeing you next year!
 Watch our website for updates on the 2009
 Roundtable.
<http://w3.coh.arizona.edu/slatroundtable/>

