17th Annual
Second Language Acquisition &
Teaching Interdisciplinary
Roundtable

Friday-Saturday, February 16-17, 2018

Language Boundaries and
Constraints

Keynote Speaker: Dr. Diane Larsen-Freeman
University of Michigan | University of Pennsylvania

Plenary Address: Dr. Lance Askildson
Kennesaw State University
About SLAT Student Association
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. Mike Hammond, as well as faculty and staff, including program coordinators Robin Staples and Kelly Merriam-Castro.

SLAT Student Association President's Message
On behalf of the Roundtable Committee, I would like to welcome all presenters and attendees to the 17th Annual SLAT Interdisciplinary Roundtable! I hope that our conference can facilitate meaningful engagement and interdisciplinary exchange within the field of second language acquisition. This year the Roundtable will feature a keynote address by Diane Larsen-Freeman and a plenary address by SLAT alumnus Lance Askildson, along with 7 panel presentations, 6 individual presentations, 2 workshops, a poster session, and a projects-in-progress symposium. For those of you visiting from out of town, I hope you will enjoy the warmth of a Tucson winter!

–Rachel LaMance
Second Language Acquisition and Teaching PhD Candidate
SLATSA President, University of Arizona

SLAT Ambassadors
We would like to extend a special welcome to presenters and attendees from outside SLAT and beyond the University of Arizona! Our friendly SLAT Ambassadors are here to answer your questions and help you navigate the UA campus. You can find them easily by the red dot on their name badge.
Roundtable Overview (Day 1/2)
Friday, Feb. 16th
Modern Languages Building

Registration, 1:00-1:30pm
Opening Remarks, 1:40-1:55pm
Panel 1, 2:00-3:15pm
Workshop A, 2:00-3:15pm
Projects-in-Progress Symposium*, 3:20-4:50pm
Presentations 1-3, 3:20-4:50pm
PLENARY SPEAKER, 5:00-6:00pm

Room 406
Room 311
Room 405
Room 403
Room 410
Room 404
Room 311

Dr. Lance Askildson The Foreign Language Major is Dead – Long Live the Foreign Language Major: Foreign Language Study & the Internationalization of Higher Education

Campus Map
The Roundtable will take place in Modern Languages, located to the north of the grassy mall area and near the Student Union. It is between 2nd St. & Highland Ave.
### Roundtable Overview (Day 2/2)

**Saturday, Feb. 17th**  
**Modern Languages Building**

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration &amp; Breakfast</td>
<td>9:00-9:30am</td>
<td>Room 406</td>
</tr>
<tr>
<td>Panel 2</td>
<td>9:30-10:45am</td>
<td>Room 402</td>
</tr>
<tr>
<td>Presentations 4-5</td>
<td>9:40-10:45am</td>
<td>Room 404</td>
</tr>
<tr>
<td>Panel 3</td>
<td>10:50-12:05pm</td>
<td>Room 402</td>
</tr>
<tr>
<td>Panel 4</td>
<td>10:50-12:05pm</td>
<td>Room 404</td>
</tr>
<tr>
<td><strong>KEYNOTE SPEAKER</strong>, 12:10-1:10 pm</td>
<td></td>
<td>Room 311</td>
</tr>
<tr>
<td>Dr. Diane Larsen-Freeman</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Second Languages are Learnable!</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>1:10-2:30pm</td>
<td></td>
</tr>
<tr>
<td>Workshop B</td>
<td>2:30-3:45pm</td>
<td>Room 412</td>
</tr>
<tr>
<td>Panel 5</td>
<td>2:30-3:45pm</td>
<td>Room 404</td>
</tr>
<tr>
<td>Poster Session, 3</td>
<td>3:50-4:20pm</td>
<td>Room 406</td>
</tr>
<tr>
<td>Presentation 6, 3</td>
<td>3:50-4:20pm</td>
<td>Room 404</td>
</tr>
<tr>
<td>Panel 6</td>
<td>4:25-5:40pm</td>
<td>Room 402</td>
</tr>
<tr>
<td>Panel 7</td>
<td>4:25-5:40pm</td>
<td>Room 404</td>
</tr>
<tr>
<td><strong>Closing Remarks</strong>, 5:45-6:00pm</td>
<td></td>
<td>Room 402</td>
</tr>
<tr>
<td><strong>Dinner Reception</strong>, 6:30-9:30pm</td>
<td></td>
<td>Dr. Dupuy’s Residence</td>
</tr>
</tbody>
</table>

**You are invited...**

To a Roundtable reception dinner at the home of Dr. Beatrice Dupuy, SLAT Chair, on Saturday evening after the Roundtable at 6:30 p.m. Spouses, significant others, special friends, children, and other family members are also invited.

Dr. Dupuy’s home is located approximately ten miles northeast of campus. From the university, travel east on Speedway Blvd. Turn north (left) onto Swan Rd. Drive about 5 miles to Sunrise Dr., turn east (right) on Sunrise Dr. In about ¼ mile, turn north (left) onto Camino Arenosa. Turn right onto Camino Bosque. The house is located on the right side of the street at **5132 E. Camino Bosque**.
Opening Remarks by Rachel LaMance 1:40-1:55pm
Modern Languages 311

Panel 1: 2:00-3:15pm
Implications of (in)authenticity in Teacher Education, Foreign Language Pedagogy and Textbooks
Modern Languages 405
Efficacy of Teacher Training Courses in Iranian Language Schools
Negar Siyari
This survey study aims to evaluate the efficacy of teacher training courses in Iran. The responses by Iranian EFL teachers show that several areas in TTCs are overlooked or need further development. The paper concludes with implications and directions for future research.

Acquisition of Politeness Structures in Second Language German Learners
Kristin Predeck
The presentation will go over the individual findings in this paper, the general pragmatics behind politeness structures and why it is important to focus on pragmatic aspects of a language in second language teaching.

How Communicative Practices and Strategies are Presented in EFL Texts
Hyunjung Lee
I will give a presentation on the analysis of a Korean middle school English textbook to share how discourses are written for Korean middle school students because it is an important tool that they mainly use to learn how to interact in English.

Workshop A: 2:00-3:15pm
Got Data! What Now? Workshop on Data Manipulation and Analysis in R
Modern Languages 403
Adriana Picoral
In this workshop, participants will follow Wickham’s (2011) split-apply-combine strategy to clean, visualize and analyze data from a Qualtrics survey. The presenter will provide step-by-step instructions on how to import, clean and analyze data in R. Both qualitative (e.g., textual analysis) and quantitative (e.g., correlation) methods will be covered.

Projects-in-Progress Symposium 3:20-4:50pm
The symposium consists of brief background presentations from each presenter followed by small-group discussion in which presenters solicit feedback from audience members.
Modern Languages 410
Academic Discourse Community and L2 Writers: Reflections on the Transition Process
Amable Daiane Custodio Ribeiro
Considering the concept of discourse community and its relationship to genres, this research aims to investigate how the transition to the academic discourse community occurs in L2 first-year undergraduate students and how the impacts of this process of transition are reflected on their world views and composition practices.
Exploring Learner Identities through an RPG-like L2 Writing Class  
Edilberto Leon  
Using a gamification approach through role-playing games (RPG), and based on social theories of identity (Norton, 1995), the goal of this project is to explore how students construct/negotiate their learner identities based on their levels of investment when exposed to an RPG-like second language writing class.

Korean Students’ Perceptions on English Education in Elementary/Middle Schools  
Fabian Senday-Alfaro  
This presentation will report on findings of a mixed-method study on Korean students’ perceptions on English education in South Korea. The findings will offer insights and implications regarding the factors that seem to affect Korea’s slow improvement in EFL education.

Miskitu, Spanish, and English: A study of Miskitu English speakers and their communities  
Jaime Fabricio Mejia Mayorga  
Research on multilingual contexts is needed to better understand language learning and its relationship with culture (Atkinson & Sohn, 2012; Norton & Toohey, 2011). This research proposal aims at investigating how learning English influences the relationships, sense of community and membership of two English-speaking members of an indigenous/native community of Honduras.

VR and Culture: A Look at Perception, Motivation, and Attitudes  
Margherita Berti, Stefano Maranza, & Jacob Monzingo  
Groundbreaking VR technologies and software are currently in development. It is important to determine what student perceptions, motivations, and attitudes are towards these technologies for language and cultural learning. We will use Google Cardboard with 360 Video and VR video together with participant survey data to explore these ideas.

Presentation 1: 3:20-3:50pm  
Perception of Host and Own Cultures and Intercultural Competence in Eight Generations of Short-term Study Abroad Students  
Dr. Peter Ecke  
This study explores aspects of intercultural competence development in eight generations of US summer study abroad students in Germany. It compares participants’ perceptions of members of their own culture and the host culture, and their predisposition to develop intercultural competence before and after the study abroad program.

Presentation 2: 3:50-4:20pm  
The 2nd Language’s Impact on the First  
Abdallah Alshuli  
This presentation will look at various impacts of the second language on a first, or native, language. The presentation will include both first hand evidence as well as a review of studies in the literature. This will then lead into a discussion on some implications derived from the findings.
Implausible Passives: Processing Costs and Constraints and English & Chinese Speakers

Laurel A. Schenkoske

This pilot compares the processing costs and constraints on native English speakers and Chinese speakers of English. Under the assumption of a faster semantic parser, thematic roles are often assigned to the wrong participants, especially when non-canonical word order combines with conceptual implausibility. This can lead to “good enough” misinterpretations.

Plenary Speaker

5:00-6:00pm

Dr. Lance Askildson

The Foreign Language Major is Dead – Long Live the Foreign Language Major:

Foreign Language Study & the Internationalization of Higher Education

Campus and curricular internationalization is increasingly an institutional imperative across both the U.S. and the global higher education sector (Deardorff et al., 2012). Parallel to this trend, college foreign language enrollments and majors have seen consistent declines just as foreign language programs/department and professorships are increasingly being eliminated or consolidated (Modern Language Association Enrollment Report, 2015). Indeed, contemporary foreign language study and credentialing increasingly suffer from questions of relevancy despite and rising emphasis and importance for global engagement and internationalization broadly writ. This presentation will examine the tenuous position of contemporary foreign language programs and the curricular and pedagogical assumptions that threaten to further erode the traditional role for post-secondary foreign language study. This presentation will also propose a series of paradigm-shifting approaches to ensuring the enduring relevancy of foreign language study while fundamentally transforming existing models for foreign language study and credentialing for the new global century.

Bio: Dr. Lance R. Askildson earned an M.A. in Multilingual/Multicultural Ed. and TESOL at Florida State University and a Ph.D. in Second Language Acquisition and Teaching at the University of Arizona. With more than twelve years of experience as academic leader, administrator and faculty member, he currently serves as Vice-Provost and Chief International Officer at Kennesaw State University. Prior to his appointment at Kennesaw State, Dr. Askildson was Assistant Provost for Internationalization and founding Director of the Center for the Study of Languages & Cultures at the University of Notre Dame. He serves as board member for the Assessment and Evaluation Language Resource Center at Georgetown University; trustee of the Center for the Advanced Study of International Education; and chairman of the Western Hemisphere’s regional training center for the United Nations Institute for Training and Research. He has published in prestigious journals such as The TESOL Journal, The International Journal of CALLT and The Journal of LLT, and was also Managing Editor of the IALLT Journal for Language Learning Technology. He has received distinctive recognitions, such as the Governor’s Award for International Education for the state of Georgia and the Sheppard Prize for Publication and the Association for Administrators of International Education Annual Innovation Award.
Saturday, Feb. 17

Registration & Breakfast

9:00-9:30am
Modern Languages 406

Panel 2: 9:30-10:45am

*Multimodality in Artist research journals, Blog writing, & the (discourse) Community of DoggoLingo*

Modern Languages 406

*A Genre Study of Artist Research Journals*

Francis Larson

This study investigates the artist research journal as it is utilized to engage with texts and to create an identity as both artist and researcher for graduate students in an arts-based research methodology course. What does note-taking look like for students using artistic and visual methods to engage with texts.

*A Model for Analyzing Blog Writing of English Language Learners*

Maria Khorosheva

This study proposes a new analytical framework developed to analyze international ELL blogging episodes. Blogs created by three International College ELL students were analyzed through interview data, think-alouds, and the written posts the bloggers composed. This study allows for further understanding of ELL blogging experiences and writing practices.

*Doing Discourse, DoggoLingo Style*

Lauren Harvey & Emily Palese

DoggoLingo is a language variety that has emerged in the past decade on the Internet. This presentation will look at different aspects of DoggoLingo, from its grammar and structure to its discourse and expansion beyond its social media origins.

Presentation 4:

9:40-10:10am

*L2 Virtual Reality-Based ImmerseMe Software: Speaking, Interactivity, and Time*

Modern Languages 404

Joan Palmiter Bajorek

This study investigates the virtual reality-based (VRb) software ImmerseMe and its affordances for interactivity and time used. Licensed to over 13,000 users, this analysis of company user data indicates that 52% of users spent between 19-35 minutes with the software during one session, suggesting merit in L2 VR software.

Presentation 5:

10:15-10:45am

*The Marxist Roots of Socio-historical Theory in Language And Literacy*

Modern Languages 404

Dr. David Yaden

This presentation will attempt to untangle a Marxist view of language development (cf. Vološinov, 1929/1986) as an intellectual tool in creating higher psychological functions from a hybrid blend of putative biological language affordances and socio-cognitive tendencies that Vygotsky eschewed as having no place in a dialectical materialist point of view.
Panel 3: 10:50-12:05pm

**Enhancing L2 Pedagogy through Technology and Open Educational Resources**

Modern Languages 402

**Promoting Student Autonomy for Distance Learning**

Anna Katikhina & Aleksey Novikov

The presentation involves the demonstration of an online module for teaching Russian. The module serves as an example of activities and technologies and their efficient use for language teaching in online contexts. Featured technologies: Wix, PlayPosit, Padlet, WhiteBoardFox, Flipgrid; Wikipedia, Facebook, Google, online corpora.

**No More Textbook: Meeting Proficiency Goals with All Digital Materials**

Dr. Hope M. Anderson

A lower-level Spanish program’s digital package combines open educational resources with library-purchased access to pages from different textbooks, helping students develop greater control of a suitable range of linguistic features and tasks. Data from four levels over two semesters demonstrates student progress toward proficiency goals, in self-ratings, speaking, and writing.

**Using Open Educational Resources for Content-based Language Instruction**

Julianne Hammink

Open Educational Resources are affordable textbooks, activities, and tools that you can adapt and re-share. You’ll discover how you can use OERs to teach, and have a chance to create some! We will guide you through the process of finding and adapting OERs to meet student language learning outcomes.

Panel 4: 10:50-12:05pm

**Promoting Intercultural Competence and Community Participation**

Modern Languages 404

**Teaching Culture in Community-Based Adult ESL Classrooms**

Amanda Snell

This presentation dialogically explores perceptions of adults in a community-based ESL class towards culture in America. Data include pre- and post-surveys about students’ perceived cultural knowledge, interest learning about culture, and comfort interacting with Americans, as well as dialogue, student-produced texts, and field notes from in-class activities exploring cultural themes.

**Language Tables: Engaging heritage language speaking students on campus**

Dr. Justin Jernigan & Dr. Yingliang Liu

This session details research associated with a “Language Tables” project at a public college campus that has sought, among its goals, to help heritage language speaking students develop linguistically and to value and share their heritage language and culture. Findings suggest positive effects of participation for linguistic and cultural development.

**China’s policy of Chinese as a foreign language (CFL) and a case study of Confucius Institutes in the United States**

Yali Feng

I will briefly introduce the development of Chinese as a foreign language (CFL) in modern China, especially the Chinese government’s policies for globalizing the Chinese language. A case study of one Confucius Institute and interviews with local people help us
understand how the local community thinks of the Confucius Institute and what their language ideologies might be.

**Keynote Address**  
**12:10-1:10pm**  
**Modern Languages 311**

**Dr. Diane Larsen-Freeman**

*Second Languages are Learnable!*

When a system, such as language, is learned inductively, constraints must be postulated, such as the need for the learner to received negative feedback. Such constraints are well-known in second language acquisition (SLA). However, I will take the position in this presentation that 1. language acquisition need not exclusively be an inductive process, 2. it is not likely, whatever the process, that it will remain immutable throughout the duration of the learning process, and 3. there is, in fact, no endpoint to learning.

All this is to support my contention that the SLA process is not purely a linguistic process. There may be domain-general constraints, such as memory limitations, but there need not be linguistic ones in order for a second language to be learnable. Even negative-evidence can be self-generated. At any rate, SLA is a sociocognitive process, undertaken by coordinated, embodied agents who use domain general processes, interacting with each other for the purposes of meaning-making and intentional social-positioning. This follows from a view of language, not as a closed, idealized, computational system, but rather as a complex adaptive one.

Also, for the purpose of providing “a case study” for graduate students, I will speak about how I came to this perspective on language and its acquisition, beginning with my early linguistics training in transformational generative grammar. I will also discuss the implications of adapting a more open systems-view of language and of the challenges this view presents to researchers. I will suggest that we need to resist the temptation to eliminate complexity. Boundaries are indispensable. They can emerge and blur, depending on the focus of inquiry and the timescales adopted to examine the phenomenon. Boundary-drawing can also be a political act for boundaries can exclude, and for this reason, we must take care in how and where they are drawn.

**Bio:**

Diane Larsen-Freeman is Professor Emerita of Education, Professor Emerita of Linguistics, and Research Scientist Emerita at the English Language Institute, University of Michigan, Ann Arbor. She also served as the Director of the English Language Institute from 2002-2008. In addition, she is Professor Emerita at the Graduate SIT Institute in Brattleboro, Vermont and a Visiting Senior Fellow at the University of Pennsylvania. For the past 40 years, she has conducted research in SLA and reviewed and synthesized research literature, leading to the publication of a leading introduction to the field, *An Introduction to Second Language Acquisition Research* (Longman Publishing, 1991, with Michael Long). She has edited a book on discourse analysis and most recently, co-authored (With Marianne Celce-Murcia) the third edition of *The Grammar Book: Form, Meaning, and Use for English Language Teachers* (Heinle/Cengage/National Geographic Publishing, 2015). In 2003, she published *Teaching Language: From Grammar to Grammaring*. Another book, entitled *Complex Systems and Applied Linguistics* (Oxford University Press, 2008), co-authored with Lynne Cameron, won the Kenneth Mildenberger Book Prize, awarded by the Modern Language Association. Dr. Larsen-Freeman edited the journal *Language Learning* for five years, and now serves as Chair of its Board of Directors. In 2009, she received an Honorary Doctoral Degree in Humanities from the Hellenic American University, and in 2011 the American Association for Applied Linguistics bestowed upon her its highest honor: The Distinguished Scholarship and Service Award.
Lunch Hour 1:10-2:30pm

Nearby restaurants can be found in the Student Union and on University Boulevard. Saturday parking should be free in Main Gate, Cherry Avenue, and Tyndall Avenue Garages.

Workshop B: 2:30-3:45pm
Using Learner Corpus Data for Language Teaching: Introduction to Antconc
Modern Languages 412
Nicole Schmidt, Adriana Picoral, Curtis Green, Nik Kirstein, & Dr. Shelley Staples
This workshop introduces a free program (AntConc) to explore learner corpus data in English and other languages. Participants will learn: 1) why to use corpus tools in their classroom teaching; 2) how to use an off-line corpus; and 3) what activities to plan for their specific classroom setting.

Panel 5: 2:30-3:45pm
Defying the Sociopolitical Limits: Miskitu and Lampung Technology Enhanced Language Learning
Modern Languages 404
Kristian Adi Putra, LaToya Hinton, & Dr. Leisy Wyman
Our panel focuses on the socio-political tensions and possibilities youth face finding digital space to express multiliterate voices in school and online contexts. The papers overview research on Indigenous youth multilingualism and multiliteracies, and detail Nicaraguan and Indonesian young people’s perspectives on technology enhanced Miskitu and Lampung language learning efforts.
Poster Session 3:50-4:20pm
Modern Languages 406

The “awkwardness” of being an English Language Development (ELD) Student in a US/Mexican Border School
Isis Caro Coronado
Considering the concept of discourse community and its relationship to genres, this research aims to investigate how the transition to the academic discourse community occurs in L2 first-year undergraduate students and how the impacts of this process of transition are reflected on their world views and composition practices.

Motivaciones de estudiantes de español como lengua de herencia para matricularse en clases de segunda lengua
Mario Del Angel
Using a gamification approach through role-playing games (RPG), and based on social theories of identity (Norton, 1995), the goal of this project is to explore how students construct/negotiate their learner identities based on their levels of investment when exposed to an RPG-like second language writing class.

The Case for Massive Amounts of Incomprehensible Input
Michael Norris
This poster summarizes “comprehensible input” approaches to second language acquisition and certain characteristics of child vs. adult and first vs. second language learning processes. Then, relying partly on a discontinuous language acquisition model that differentiates between statistical and grammatical learning, a paradigm emphasizing early phonotactic development is proposed.

Presentation 6: 3:50-4:20pm
Instructors’ Views towards the L2 Acquisition of the Spanish Subjunctive
Modern Languages 404
John W. Powell
A national survey study of Spanish instructors was conducted to understand their beliefs regarding complex forms, the acquisition of the subjunctive, and causes of its difficulty. Attributing L1 interference the cause of difficulty, they supported form-focused, explicit, and deductive instruction and provided insights on effective pedagogical methods.

Panel 6: 4:25-5:40pm
A Critical Look into L2 Practices: Translingual Pedagogy, ESL Tutoring & “Traditional” EFL Classes
Modern Languages 402

Translingual Teaching Approaches in L2 Writing: A Critical Evaluation
Jeroen Gevers
This presentation evaluates translingual scholarship in the context of L2 writing. Limitations of translingual pedagogies are discussed. Given the different demands of speaking and writing, the presenter argues for the need to consider whether multilingual student writers wish to negotiate translingual identities and how they might benefit from doing so.

L2 Writing Tutoring, the Plagiarism Problem, and Student Self-Efficacy
Justin Paz
This study explores two issues of non-English L2 writing revision in the context of tutoring centers at U.S. universities: the relationship between tutoring and student self-efficacy, and misunderstandings between instructors, students, and tutoring staff regarding optimal and (in)appropriate tutoring practices. Specific guidelines and suggestions are offered for all parties involved.

**Project-based EFL writing for Fukushima Revitalization**

Takako Yasuta

This study introduces an EFL writing project for promoting the revitalization of Fukushima after a nuclear disaster. A group of students created a Japanese-English guide map to advertise businesses in Fukushima to support the local tourism. The author will show how this project-based approach improved the students’ writing skills.

**Panel 7: 4:25-5:40pm**

**Analyzing the identity constructions of EFL/ESL students & teachers**

Modern Languages 404

**Language and Identity at “The Frontiers of Culture”**

Angel Steadman

Using Lotman’s (1990) concept of semiospheres as a theoretical lens, this presentation will discuss how a female Kuwaiti international student navigates the permeable boundaries of multiple semiospheres simultaneously, shaping her sense of identity as a student, wife, mother, and citizen of the world. Implications for language teaching will be addressed.

**Identity Construction and Genre Knowledge in EFL Students’ Thesis Writing**

Dr. Yingliang Liu & Dr. Jun Zhao

Using textual analysis and interview data over multiple drafts, this study investigates linguistic embodiment of identity construction/change, genre knowledge representation in two Chinese EFL graduate students’ MA theses. Advisor input is found to play an important but constraining role here. Pedagogical implications for EAP professionals in EFL contexts are discussed.

**Gender and Teacher Identities of Russian Pre-Service EFL Teachers**

Olga Chumakova

I would offer a brief overview of the relevant literature/research; introduce my research questions and methodology, then discuss the analysis process of the data, and the possible implications of the results for English as foreign language teacher education in Russia.

**Closing Remarks** 5:45-6:00pm

Modern Languages 402

**Dinner Reception** 6:30-8:00pm

Home of Dr. Beatrice Dupuy

5132 E. Camino Bosque

Tucson, AZ 85718
Sponsors

College of Humanities

THE UNIVERSITY OF ARIZONA
College of Humanities

French & Italian

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
English

College of Social & Behavioral Sciences

College of Social & Behavioral Sciences

Russian & Slavic Studies

COLLEGE OF HUMANITIES
German Studies

Graduate Interdisciplinary Programs

College of Education

Notes