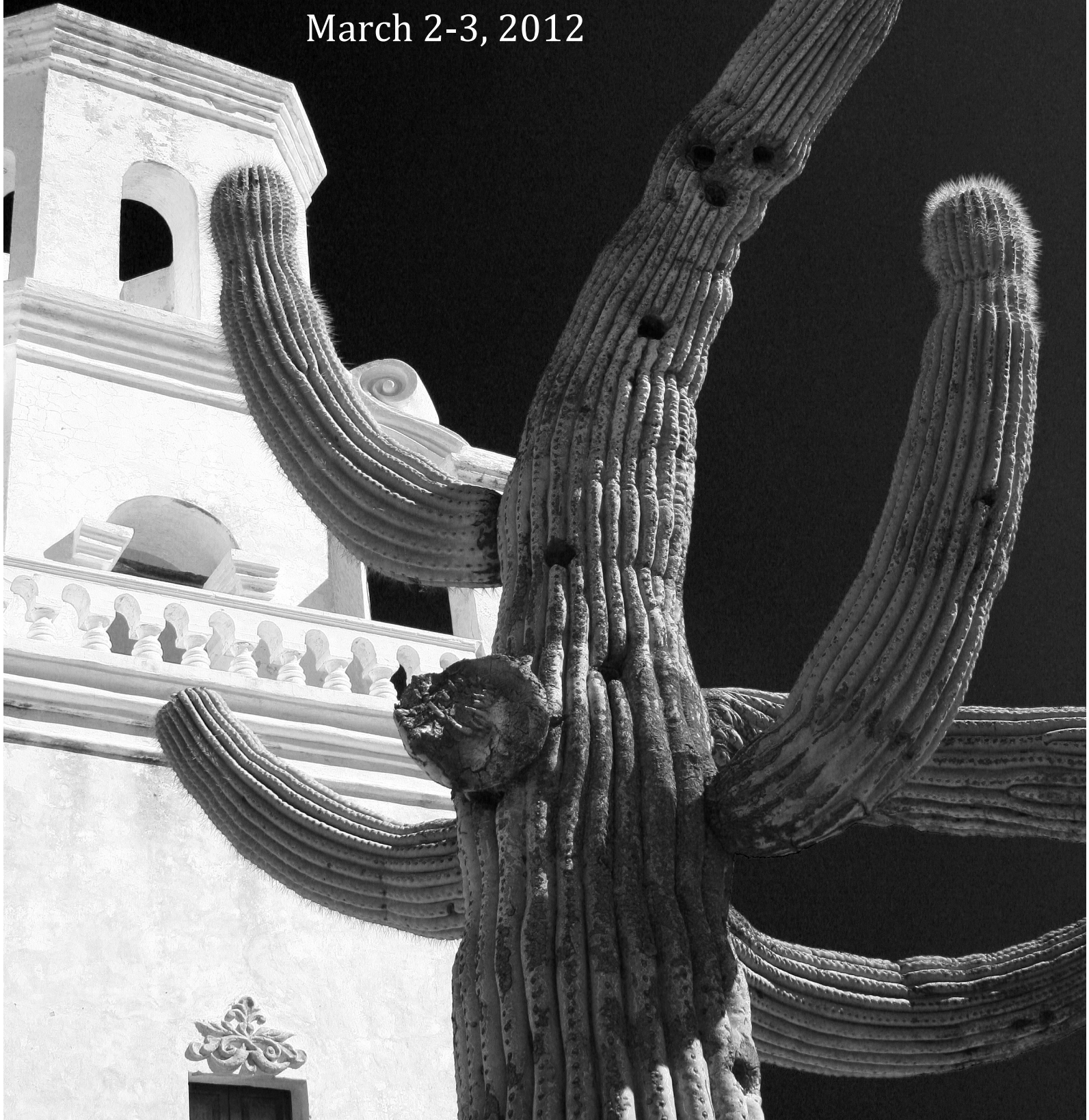


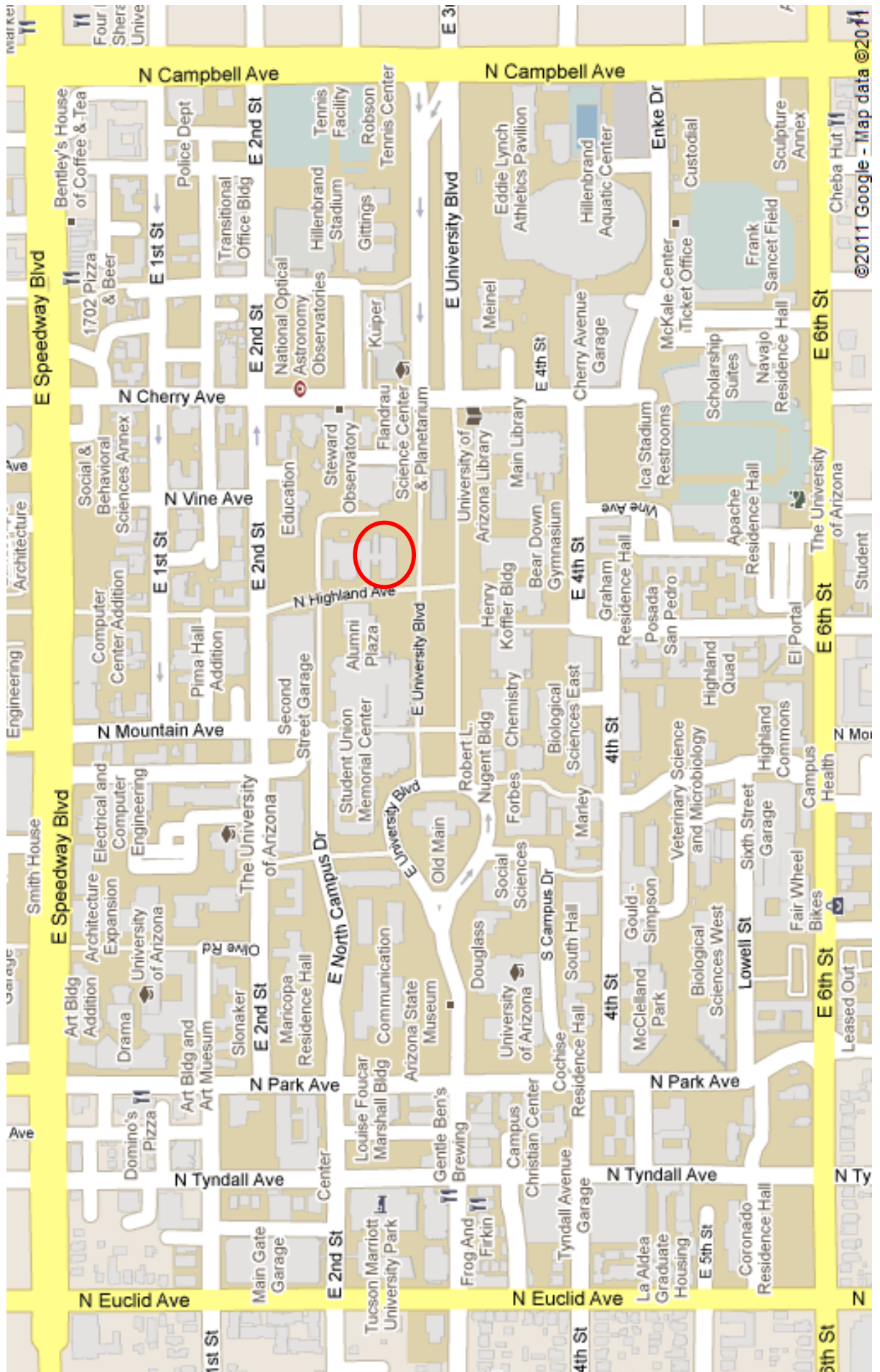
11th Annual SLAT Interdisciplinary Roundtable

University of Arizona

March 2-3, 2012



Campus Map



Friday, March 2 nd			
4:30-5:00pm	Registration *Modern Languages (ML), South Wing (SW)	ML 3 rd Floor, SW	
5:00-6:30pm	Keynote Address: Dr. Steven Thorne Title TBA	ML 311	
6:30-7:15pm	Light Reception Following Keynote Address	ML 3 rd Floor, SW	
Saturday, March 3 rd			
8:00-9:30am	Light breakfast and registration	ML 3 rd Floor, SW	
Sessions			
Time	Location: ML 302	ML 312	ML 314
1 8:30-9:15am		Evaluating evaluation and output in foreign language vocabulary teaching tasks Ayman Mohamed	Perception of English retroflex and glottal fricative by Brazilian Portuguese learners of English Denise Osborne
2 9:20-10:05am	Attendant Game Discourses: Speech Acts in Two Videogame Discussion Forums Jinjing Zhao	Hybrid French 101: Rationale and a preview of electronic materials Merica McNeil	Investigating the Effect of L1 Transfer on L2 Acquisition: New Evidence from English Learners of Elementary Arabic Mahmoud Azaz
3 10:10-10:55am	Ideology and the Presentation of U.S. Spanish in Three Spanish as a Foreign Language Textbooks Katharine Burns Al Masaeed	Course Grades as Research Tool and Programmatic Gatekeeper Alan V. Brown & Luke Plonsky	Using a Psycholinguistic Task for L2 Training: The Story Maze Elizabeth Enkin
4 11:00-11:45am	A Critical Discourse Analysis Study of Slogans of the Egyptian Revolution Khaled Al Masaeed	Perception of Foreign Accented Speech: Role of Familiarity and Training Rachel Sales	Infants learn object names from audio-visual contingencies Zachary Brooks
11:45am-1:00pm	Poster Session		ML 310
1:00-1:50pm	Plenary Address: Dr. Sonia Shiri Subversive Multimodal Discourses in Multilingual Contexts: Slogans, Protest Signs and Facebook Posts from the Tunisian Revolutions		ML 311
Panel Presentations			
Time	Location: ML 312	ML314	
2:00-3:15pm	Filling In Each Other's Gaps: The Native and Nonnative Speaker Teacher in Three Contexts--Foreign Language, Heritage Language, and Native/Second Language Composition Michael Child, Jinjing Zhao, & Bonnie Christina Holmes	Fostering collaboration in an EFL/EIL program in China Kristin Helland, Claudia Kunschak, & Nadia Moraglio	
Workshop *PLEASE NOTE: Bringing a laptop is recommended for this workshop			
3:20-4:20pm	Teaching Culture Using Web 2.0: Hands-on Training Mohammed Tamimi		ML 311
Appreciation Ceremony			
4:30-4:45pm	Closing Remarks, Claudia R. Kost Award, & Poster Award		ML 311



Keynote Speaker:



Dr. Steven Thorne holds faculty appointments in the Department of World Languages & Literatures at Portland State University and in the Department of Applied Linguistics at the University of Groningen, The Netherlands. His interests and research include cultural-historical and usage-based approaches to language development, language use and learning in new media and online gaming environments, and theoretical investigations of language, communication, and development. He is currently working on a variety of projects that examine technology-mediated language learning occurring within and outside of formal educational settings, ancestral language maintenance and revitalization among the Yup'ik in Alaska, computational approaches to the assessment of linguistic complexity, and with colleagues at the University of Groningen, is exploring the conceptual consequences of divergent theories of second language development.

2012 SLAT



ROUNDTABLE

Keynote Address

5:00 – 6:30pm

Dr. Steven Thorne
Portland State University
University of Groningen

Title TBA



Plenary Speaker:

Before taking up her position as Middle East Language Programs Coordinator, at the University of Arizona in Fall 2011, **Dr. Sonia Shiri** coordinated the Arabic Program at the University of California, Berkeley, taught Arabic at Oxford University and held a Research Fellowship at the Center for Women and Gender at Stanford University. Dr. Shiri also served during 2002-2005 as the Academic and Outreach Coordinator for the Berkeley Language Center. Since fall 2009 she has been acting as the Senior Academic Director of the Critical Language Scholarship that operates in six countries in the Arab world in addition to directing the CLS Tunis program. In 2007 Dr. Sonia Shiri received UC Berkeley's Faculty Award for Outstanding Mentorship of Graduate Student Instructors" then CALICO's "Access to Language Education Award" in 2008.





Plenary Speech

1:00 – 1:50pm

Dr. Sonja Shiri, *University of Arizona*

ML311

Subversive Multimodal Discourses in Multilingual Contexts: Slogans, Protest Signs and Facebook Posts from the Tunisian Revolutions

Leaderless and decentralized, the revolution with which Tunisia surprised the world in January of 2011 managed to act harmoniously and express itself with a single voice that toppled its president of 23 years as well as the newly formed interim government dominated by members of his party. As the Tunisian people's goals shifted throughout the different stages of the revolution, the essence of those changing goals was formulated and expressed collaboratively through verbal and non-verbal means. In the absence of an established tradition of dissent, however, what socio-linguistic choices would the freedom-seeking youth movement in this diglossic, bilingual-multilingual society select to express its aspirations? What genres will it adopt/develop in order to counter the long-time government dominated media? This talk will offer a look into the multimodal language of the rallying cries for freedom, solidarity and self-sacrifice that were collaboratively formulated and performed by the Tunisian people. It will particularly focus on two different but interconnected spaces and the discourses that they generated: street protests in the form of slogans, chants and graffiti, and cyber space protests on YouTube and Facebook pages.

**Session 1**

8:30-9:15am

Ayman Mohamed, *Michigan State University*

ML 312

Evaluating evaluation and output in foreign language vocabulary teaching tasks

This study tests the interaction between involvement load and task type in Arabic vocabulary acquisition. Results highlight the superiority of output, and disconfirms the overriding effect of involvement load.

Denise M. Osborne, *University of Arizona*

ML 314

Perception of English retroflex and glottal fricative by Brazilian Portuguese learners of English

This study investigates perceived phonetic distance of English [h] and [ɹ] by monolinguals and L2 Brazilian Portuguese speakers through three experiments.

**Session 2***9:20 – 10:05am*

Jinjing Zhao, University of Arizona

ML 302

Attendant Game Discourses: Speech Acts in Two Videogame Discussion Forums

A pioneering study of attendant game discourses, the presentation compares the types and linguistic realization of speech acts in two videogame discussion forums. Pedagogical suggestions will also be proposed.

Merica McNeil, University of Arizona

ML 312

Hybrid French 101: Rationale and a preview of electronic materials

The presenter will explain the rationale in creating and adapting hybrid foreign language materials and show some electronic examples that are being developed for a hybrid version of French 101.

Mahmoud Azaz, University of Arizona

ML 314

Investigating the Effect of L1 Transfer on L2 Acquisition: New Evidence from English Learners of Elementary Arabic

The acquisition of the construct phrase (IDafa or NP) in Arabic is a challenging task for English learners. Using the error-analysis approach, the study explores the effect of L1 (English) on the acquisition of NP in L2 (Arabic) . Moreover, the study proposes guidelines for a pedagogical intervention that builds on the Processing Instruction (PI) model as outlined by VanPatten (2004) in an attempt to overcome the negative effect of L1.

**Session 3***10:10 – 10:55am*Katharine Burns Al Masaeed, *University of Arizona*

ML 302

Ideology and the Presentation of U.S. Spanish in Three Spanish as a Foreign Language Textbooks

Using the tools of Critical Discourse Analysis, this study aims to uncover some of the language ideology at work in the ways in which three Spanish as a Foreign Language textbooks present language variety in Spanish, with particular focus on U.S. Spanish.

Alan V. Brown, *University of Kentucky*

ML 312

Luke Plonsky, *Northern Arizona University***Course Grades as Research Tool and Programmatic Gatekeeper**

This study analyzes the use of L2 course grades in research articles from five L2 teaching and learning journals and as pre-requisites among 50 Spanish programs at research-intensive universities.

Elizabeth Enkin, *University of Arizona*

ML 314

Using a Psycholinguistic Task for L2 Training: The Story Maze

The psycholinguistic maze task is transformed into the “story maze”. Using L2 Spanish learners, the efficacy of training types, generalizing capability, and task likability are presented. Pedagogical implications are discussed.

**Session 4***11:00-11:45am*Khaled Al Masaeed, *University of Arizona*

ML 302

A Critical Discourse Analysis Study of Slogans of the Egyptian Revolution

This paper shows how Critical Discourse Analysis can help to produce a theoretically sound interpretation of how Egyptians used language to empower themselves, challenge their government, and overthrow their former president.

Rachel Sales, *University of North Texas*

ML 312

Perception of Foreign Accented Speech: Role of Familiarity and Training

This paper examines two factors that potentially affect a listener's perception of foreign accented speech: degree of familiarity and amount of ESL or linguistic training.

Zachary Brooks, *University of Arizona*

ML 314

Infants learn object names from audio-visual contingencies

The study investigated if infants, ages 8-16 months, could infer object names from looking at one-minute videos where objects were described in languages to which infants had not exposed.



Posters

11:45am-1:00pm

ML 310

Yasumasa Shigenaga

University of Arizona

Processing of Japanese scrambled sentences by L2 learners

Kristen Michelson

University of Arizona

Examining Discourses of Study Abroad: the case of promotional websites

Kelvin, Chong Ka Yu

University of Arizona

Tip of the Tongue State: Cross-linguistic influence

Paul Renigar

University of Arizona

Pedagogy's new and familiar horizons: Looking beyond the Communicative dogma

Ksenia Gnevsheva

University of Arizona

Vladimir Putin in the Mirror of Metaphors

**Panels**

2:00 – 3:15pm

Michael Child, *University of Arizona*

ML 312

Jinjing Zhao, *University of Arizona*Bonnie Christina Holmes, *University of Arizona***Filling In Each Other's Gaps: The Native and Non-native Speaker Teacher in Three Contexts-- Foreign Language, Heritage Language, and Native/Second Language Composition**

The panelists will review current scholarship challenging the default superiority so often bestowed upon the native speaker teacher. Each participant will then provide analysis from one of three unique perspectives--the foreign language teacher, the heritage language teacher, and the native/second language composition teacher.

Kristin Helland, *University of Arizona*

ML 314

Claudia Kunschak, *Ritsumeikan University*Nadia Moraglio, *University of Arizona***Fostering collaboration in an EFL/EIL program in China**

This panel will address the challenges and benefits involved in establishing collaborative relationships among administrators, teachers, and students from different linguistic and cultural backgrounds in an EFL/EIL program in China.

**Workshop**

3:20 – 4:20pm

Mohammed Tamimi, *University of Arizona*

ML311

Teaching Culture Using Web 2.0: Hands-on Training

This workshop aims at training K-16 teachers on using Web 2.0 tools to teach culture. Participants will be introduced to techniques, strategies, and examples that use such tools in teaching culture. In addition, participants get to develop their own lessons to teach culture using such technologies.

****Please note: Laptops are required for participation in this workshop.****

Appreciation Ceremony

4:30-4:45pm

SLAT Faculty

ML 311

Presentation of the Claudia R Kost Award

Katharine Burns Al Masaeed, SLAT Student Association President

*Presentation of Poster Session Awards**Closing Remarks*

You are invited...

All participants in the SLAT Roundtable, and all SLAT faculty and students, are invited to a post-Roundtable party at the home of Dr. Ariew, Director of SLAT.

The party will begin at 6:30 p.m.; a potluck dinner will be served. Out of town guests do not need to bring any food. Spouses, significant others, special friends, children, and other family members are also invited.

Dr. Robert Ariew's house is at 6726 N. Quartzite Canyon Place, about 7 miles north of campus. From the University, go North on Campbell Ave. and then turn right on Skyline Drive. Go to the left lane to stay on Skyline Drive, crossing over where it is indicated. Turn left on Evans Mountain to get into the Foothills Clusters. Take the fourth left, Ventana Canyon and then the second left, Quartzite Canyon Place. The house is on the corner. You can park by the side of the road.

If you get lost or need other directions, call: 520-299-7706.

We look forward to seeing you next year!
Watch the SLAT website for future SLATSA events.

<http://slat.arizona.edu>