

Break: 11:15-11:30

11:30-12:00 ILC 125

“Monolingual processing of written vowels in English and Spanish”

Patrick Bolger, SLAT / UofA, pbolger@u.arizona.edu

This study compares orthographic processing among literate, monolingual adults in English and Spanish. In English letter-detection, monolingual readers should react to targets faster (relative to controls) when masked primes presented at 33ms (processed sub-consciously) contain solitary congruent vowels versus when they contain congruent vowels embedded in digraphs. Literate, Spanish readers should show overall congruent-letter priming against controls when this experiment is done in Spanish. But due to one-to-one grapheme-phoneme correspondences for vowels in Spanish, there should be no difference whether congruent letters in the primes are solitary or adjacent to another vowel.

11:30 – 12:00 ILC 137

“Washback Effect of Colombian English State Examination: A Case Study”

Norma Barletta, nbarlett@email.arizona.edu

This study investigated the washback effect of the English Test of the Colombian State Examination on a public high-school classroom. Interviews with students and teacher, class observations, in-class tests and official documents were used for the analysis, which included perception of participants, processes generated and products of the test. Washback is described in terms of specificity, intensity, and value. Recommendations for the context and test designers are discussed.

12:00 – 1:00 Lunch

Friday, February 25, 2005
Integrated Learning Center (ILC), Room 130

Registration
Introductory Remarks
Plenary Address to begin at 5:00 p.m.

Dr. Leo van Lier

Monterey Institute of International Studies lvanlier@miis.edu

**“Perception and Action in a Project-Based Curriculum:
An Ecological Perspective”**

Abstract:

This presentation will provide a rationale for an ecological approach to the study and practice of language education. I will illustrate four central characteristics of an ecological approach: 1) perception and action in context; 2) the emergence of language abilities in meaningful activity; 3) the dynamics of social interaction; and 4) the quality of educational experience.

In an ecological perspective multisensory perception and learning how to perceive are central, and are tied inextricably to action and interaction. Linguistic knowledge and abilities arise from participation in meaningful activities, and teaching draws on sociocultural concepts such as scaffolding and prolepsis, which will be illustrated with examples from classroom practice. The quality of educational experience, seen from an ecological perspective, cannot be equated with or reduced to officially mandated standards as measured by high-stakes tests.

Overall, an ecological outlook on language learning and teaching suggests new project-based approaches to curriculum design, classroom interaction, and SLA research.

An informal reception will follow

Saturday, February 26, 2005

Integrated Learning Center (ILC), Room 130

8:30 - 9:00 a.m.

Registration & continental breakfast

9:00 - 9:45 a.m. - ILC 130

Invited Speaker: Dr. Norma Mendoza-Denton

Assistant professor of linguistic anthropology

SLAT faculty

Morning Session

10:00 - 12:00 p.m.

10:00-10:30 ILC 125

“Acoustic Analysis of Voicing Assimilation in Russian L2 Speech”

Natasha Samokhina, SLAT, natalyas@email.arizona.edu

This study investigates acoustic characteristics of regressive voicing assimilation in obstruent clusters in Russian native and non-native speech. Impressionistically, L2 speakers appear to produce each segment of the cluster with distinctive voicing, thus failing to apply the rule of voicing assimilation. Voicing assimilation correlates, such as segment duration and voicing into closure, produced by non-native speakers, were compared to the measurements of these correlates in native speech. It was found that L2 learners produce voicing assimilation to a lesser degree than native speakers; however, this difference was not found to be statistically significant.

10:00-10:30 ILC 137

“To Be or Not To Be Polite: That's the Question”

Fify Juliana, English/Arizona State University, fifty@asu.edu

This study investigated the strategies employed by non-native Indonesian speakers to express politeness, in particular those relating to how they address others and themselves. Emails written by NNISs in reply to prompt emails that was sent to them were analyzed in terms of their use of pronouns and/or

terms of address. Participants also filled in questionnaires surveying their backgrounds, the answers of which were used to help confirm their levels of proficiency. The results of this study have implications on the teaching of Indonesian as a “lower-enrollment non-Indo-European Less Commonly Taught Language”

Break: 10:30-10:45

10:45-11:15 ILC 125

“CASS Students’ Greeting Perspectives in their First and Second Languages”

Rocio Delgado, rdelgado@email.arizona.edu

This study examines the perspectives on how Cooperative Association of States for Scholarship (CASS) students from several countries in Central America and the Caribbean perceive and use greetings in their speech communities and in the United States (US) based on their experience living in the US. The frame of analysis in this study is based on the following question: What types of verbal and nonverbal behaviors do the CASS participants show in greeting people of diverse degrees of acquaintance and sex?

10:45-11:15 ILC 137

“Translation Priming or Congruence Effect in Semantic Categorization?”

Xin Wang, SLAT, xwang@email.arizona.edu

The newly developed Sense Model is able to explain the symmetry in translation priming in the semantic categorization task by proposing that the category serves as a context to enable L2 primes to activate L1 targets. However, congruence effect in semantic categorization might contribute to priming. The current study intends to investigate whether L2-L1 priming effect is translation priming or congruence effect. It is suggested that future research needs to take the nature of the task into consideration when eliciting across-language priming.

4th Annual SLAT roundtable
POSTER PRESENTATIONS:

“Effects of L1 Spelling Conventions on L2 Vocabulary Acquisition”

Dr. Janet Nicol, Psychology, Linguistics, UA
nicol@u.arizona.edu

Other Presenters:

Dr. Rachel Hayes-Harb, Linguistics, U Utah
hayes-harb@linguistics.utah.edu

Dr. Jason Barker, Psychology, UA
jbarker@u.arizona.edu

Many languages employ the same script but differ in some spelling conventions: for example, the sequence “ll” has a “y” sound in Spanish, but an “l” sound in English. What are the effects of such a mismatch? We hypothesize that such differences make word learning difficult. We tested this in two experiments where we taught participants new labels for familiar objects (using spelling that either matched or mismatched English conventions) and later tested their memory for and pronunciation/perception of the words. Results suggest that such “spelling mismatches” do indeed result in poorer word learning.

“Distinguishing between Pulp Fiction and Literature by Georges Simenon”

Karen Barto, SLAT, karenbarto@cox.net

This presentation studies two texts by Georges Simenon: *Le Bourgmestre de Furnes* (1938), considered more literary, and *Le Chien Jaune* (1976), a part of the Maigret mystery series considered less literary. Through quantitative linguistic and literary analysis, and Jakobsonian analysis of the poetic function, similarity and contiguity relationships (and therefore metaphor and metonymy), I endeavored to present a solid explanation to support the initial intuition that *le Bourgmestre de Furnes* is more ‘literary’ than *le Chien Jaune*.

“Teacher Response to Non-Native Like Selection: ESL Composition”

Jessica Gerson, SLAT, gerardj@email.arizona.edu

1:00 – 2:00 Poster Session ILC 130

**2:00 – 2:45 Invited Speaker: Dr. Sam Supalla
ILC 130**

Associate Professor of Special Education, Rehabilitation and School Psychology
SLAT faculty

3:00 – 5:00 Afternoon Session

3:00 – 3:30 ILC

“Variation in Heritage Language Learner Spanish: *Ser* or *Estar*? That is the Question”

Brittany Lindsey and Kelly Lowther,
blindse2@email.arizona.edu and klowther@u.arizona.edu

Our study investigates the interlanguage of HLLs, specifically usage of *ser* and *estar*, two linking verbs constrained by distinct parameters in standard Spanish. We hypothesized that the HLLs would exhibit the historic trend of extension of *estar* to contexts of *ser* and variation showing interaction of verb tense and subject-verb agreement with choice of copula. Extralinguistic information collected via survey revealed English dominance. Varbrul analysis of coded synchronous chat transcripts established that *estar* is greatly favored in contexts of unexpected usage and revealed verb tense usage to be a highly significant factor in instances of *ser* and *estar*.

Break 3:30 – 3:45

3:45-4:15

ILC 125

“EFL and Spanish Instructors’ Metaphorical Constructions of Teaching and Learning”

Dr. Gabriela C. Zapata, Spanish and Portuguese/Tulane University, gzapata@tulane.edu

This paper examines the metaphorical language used by 69 American and international pre- and in-service EFL and L2 Spanish instructors in their conceptualization of a FL teacher, a FL student, a FL classroom, and FL learning. The study explores the institutional, educational, and pedagogical beliefs embedded in the participants' discourse, and it investigates the existence of differences among conceptualizations based on factors such as age and cultural background.

3:45 – 4:15 ILC 137

“Documenting Complexity: The COHLab Database Initiative Web Site Product/Process”

Kara McBride and Dr. Mary E. Wildner-Bassett,
kmcbride@u.arizona.edu and wildnerb@u.arizona.edu

This presentation will be the inaugural public showing and explanation of the content and construction of a web site that introduces the theory and practice of both the teaching and the research aspects of the COHLab Project and CODI, the COHLab Database Initiative. This project is founded on the beliefs that collaborative learning in a critical social-constructivist form is the best way to learn and that technology should be used to enhance human interaction, as opposed to simulating or replacing it. Complexity theory informs the interpretation of results.

Break 4:15 – 4:30

4:30 – 5:00 ILC 125

“English Native Speakers' Acquisition of Chinese Preposition 'ZAI'”

Shan Lu, East Asian Studies, shanl@email.arizona.edu

This paper aims to explore the English native speakers' acquisition of Chinese preposition 'ZAI'. Do they acquire the

preverbal 'ZAI' prior to the postverbal 'ZAI'? What is the process of the acquisition of 'ZAI'? Is the acquisition process related to the verb types?

4:30 – 5:00 ILC 137

“Forgotten Learners: Creating a Niche for Beginning Heritage Language Students”

Sara Beaudrie and Cynthia Ducar, saramilla@aol.com and cmducar@email.arizona.edu

This presentation addresses Spanish heritage language learners' attitudes towards their language and culture in a university setting. Participants completed a lengthy survey addressing the issues of language attitudes and behaviors. Several students were also interviewed in order to further elaborate their responses. The results observed confirm previous research. The majority of students seldom use Spanish with family (79%); however, their responses indicate they are frequently surrounded by Spanish. Based on the results, the researchers envisioned what such a class would consist of and developed pedagogical guidelines tailored to this population of students.

This study explores a writing instructor's perception of, and responses to, non-native-like (i.e. non conventionalized) language selection in a college level ESL composition class. Three student papers were analyzed to determine the degree to which the instructor addressed non-nativelike selection errors (NNSEs). The instructor was interviewed regarding his perceptions of NNSEs and was also asked to participate in an error correction task. The data indicate that NNSEs were often not addressed, due to a variety of sociopolitical, pedagogical, and linguistic beliefs.

“Personality Types and Student Attitudes Toward Chat”

Hyunok Ahn, SLAT, ahn@u.arizona.edu

The poster presentation describes the results of a pilot study to examine the attitudes of university ESL students toward the use of chat in their English composition class. Students' attitudes/perceptions are investigated with relation to two factors: their participation in chatting and their personality types that are determined by the Myers-Briggs Type Indicator (MBTI). The result indicates that both I (Introvert) and E (Extrovert) personality types generally perceive the use of chat as a beneficial experience

“Technological Literacy Practices and Learning: ESL Students' Perspectives”

Fify Juliana, English, Arizona State University, fify@asu.edu

This pilot study investigated ESL learners' perceptions of their technological practices and how these practices relate to their learning. While many studies have examined learners' perspectives of the different aspects of the use of technologies in the classroom, these have mainly looked at native speakers of English. This study fills this gap by providing non-native English learners' views of technology in relation to their learning. International students enrolled in hybrid First-Year Composition courses were interviewed.

