

19th Annual Second Language Acquisition and Teaching Interdisciplinary Roundtable Conference



Crossing Disciplinary Boundaries: From Linguistic Structures to Critically Engaged Practices

Friday-Saturday, February 7 & 8th 2020

Plenary Address: Dr. Kimberly Geeslin
Indiana University Bloomington
Friday, February 7th at 5:30 pm

Keynote Speaker: Dr. Ryuko Kubota
University of British Columbia
Saturday, February 8th at 12:00pm

THE UNIVERSITY OF ARIZONA



**Second Language
Acquisition & Teaching**
Graduate Interdisciplinary Program

About the 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. Mahmoud Azaz, as well as faculty and staff, including program coordinator Debbie Shon and program director Dr. Beatrice Dupuy.

SLAT Student Association President's Message

On behalf of the Roundtable Committee, I would like to welcome all presenters and attendees to the 19th Annual SLAT Interdisciplinary Roundtable! This year's conference theme, *Crossing Disciplinary Boundaries: From Linguistic Structures to Critically Engaged Practices*, seeks to facilitate cross-disciplinary conversations through engaging panels, individual presentations, a workshop, a poster session, and a projects-in-progress symposium. Further, the 2020 Roundtable will host two invited speakers: SLAT alumna Dr. Kimberly Geeslin from the Indiana University Bloomington's Department of Spanish and Portuguese and Dr. Ryuko Kubota, Professor of Language & Literacy Education at the University of British Columbia. We hope you find this conference a welcoming space to gain new perspectives and to exchange ideas amongst colleagues familiar and new.

–Natalie Amgott
Second Language Acquisition and Teaching
PhD Candidate
SLATSA President 2019-2020
University of Arizona

Roundtable Overview (Day 1/2)

Friday, Feb. 7th

Modern Languages Building

Registration & Opening Remarks, 2:00-2:15pm ML 410

Panel 1, 2:20-3:35pm ML 310

Projects in Progress Symposium, 3:45-5:15pm EDU 353

Individual presentation #1, 3:45-4:15pm ML 310

Individual presentation #2, 4:30-5:00pm ML 310

PLENARY SPEAKER, 5:30-6:30pm ML 311

Dr. Kimberly Geeslin

Linguistics Across Disciplines: Sociolinguistics from Second Language Contexts to Informed Faculty Decisions

You are invited to a reception at 1702

Dinner Reception, 6:45-8:4pm

1702 @ 1702 E. Speedway Blvd.
Tucson, AZ 85719

Note: We will only be able to accommodate those that have registered to attend the reception. Thank you!

Campus Map

The Roundtable will take place in the Modern Languages and Education Buildings, located to the north of the grassy mall area and near the Student Union. It is close to 2nd St. & Highland Ave.



Roundtable Overview (Day 2/2)
Saturday, Feb. 8th

Modern Languages Building

| | |
|--|--------|
| Registration & Breakfast, 9:00-9:15am | ML 410 |
| Individual presentation #3, 9:30-10:00am | ML 303 |
| Individual presentation #4, 9:30-10:00am | ML 304 |
| Individual presentation #5, 10:10-10:40am | ML 303 |
| Individual presentation #6, 10:10-10:40am | ML 304 |
| Poster Session, 10:45-11:45am | ML 304 |
| Workshop, 10:25-11:50am | ML 310 |
| KEYNOTE SPEAKER, 12:00-1:00 pm | ML 311 |
| Dr. Ryuko Kubota | |
| <i>Critical Engagement in Epistemological Racism, Southern Theory and Scholarly Ethics</i> | |
| Lunch, 1:00-2:15pm | |
| Panel 3, 2:15-3:45pm | ML 303 |
| Panel 4, 2:15-3:45pm | ML 304 |
| Individual presentation #7, 4:00-4:30pm | ML 310 |
| Panel 5, 4:00-5:15pm | ML 303 |
| Panel 6, 4:30-5:20pm | ML 304 |

Friday, Feb. 7th

Registration & Opening Remarks

2:00-2:15pm

Modern Languages Rm # 410

Panel 1

2:20-3:35pm

Digital Literacies & Multimodality

Modern Languages Rm # 310

The Role of Social Media in Palestinian Society: Everyday Digital Literacy Practices and Language Choice

Renee Spellman

This paper examines the role of social media in Palestinian society in terms of digital literacy and language practices. This study reveals that online communication is a mundane yet complex act that can reveal new dimensions of digital literacy and language choice as they interact to create and maintain social connections and meaning.

Film School for Global Scientists: Connecting Filmmaking and Beginning Spanish Learning across a Multimodal Landscape

Veronica Oguilve

The presentation will examine a yearlong project that integrated filmmaking within a 5th grade beginning Spanish classroom. The presenter will examine student created projects to look at Spanish and digital literacies acquisition as students collaborated to create different kinds of multimodal projects that included found poems and iMovies.

Digital Literacies and Multimodality in the Secondary L2 Classroom

Rachel Floyd

This talk will address instruction and learning outcomes from integrated digital literacies and multimodality instruction within a secondary L2 classroom. Professors and graduate students, in collaboration with a high school foreign language teacher, developed and implemented digital activities that integrated multimodal composing and exploration of L2 literature and sociopolitical themes.

Translanguaging Practices in a Telecollaboration Project between Brazil and the US*Mariana Centanin Bertho*

Students engaging in telecollaboration encounters may have a multilingual repertoire at their disposal. Through the framework of translanguaging, we aim to analyze what kind of translingual practices are happening in that collaborative space between students of English and Portuguese when it comes to their resources in English, Portuguese, and Spanish.

Why Continue after the Language Requirement?: Positive and Negative Motivational Factors in French and Italian*Federico Fabbri*

Given that the data for the study will be collected at a later point, this presentation will involve the contextualization of the project (including its purpose and a brief review of literature), as well as a section to illustrate the study design, including research methodology and participants.

Acquiring Spanish as L3: The Effect of Hindi L3 and English L2*Daniela Torres Cirina*

This study investigates the effects of L1 Hindi and L2 English in L3 Spanish acquisition when speakers want to convey pragmatic meaning. Specifically, this study will analyze the transfer of pragmatic competences in request contexts. Language transfer has been a major area of interest within the field of language acquisition since Selinker (1972) proposed the Transfer Theory. According to Selinker, when individuals are acquiring another language other than their native language, the L1 will influence to some extent the acquisition. The research questions are the following: does pragmatic transfer occur from L1 Hindi when acquiring L3 Spanish? If so, what are its characteristics?. Data will be collected from spoken and written activities that elicit the speaker to produce a request in different given circumstances.

Building and Analyzing a Learner Corpus of Engineering English*David Marsh*

In this presentation, I will explain a research project to build and analyze a corpus of learner English. The corpus was compiled from English language abstracts to technical papers written by graduating students from a Japanese engineering school. How the corpus was built and analyzed will be explained, and preliminary findings will be shared.

Designing Case Study Research to Understand How Multilingual Writers Engage with Directed Self Placement (DSP)

Analeigh E. Horton

This early mixed methods case study seeks to understand Directed Self Placement (DSP) of multilingual students in The University of Arizona's Writing Program and how DSP affects identity, both at the time of placement and following course completion. Desired conclusions include suggestions for bettering DSP practices for multilingual writers.

L2 Academic Discourse Socialization through Citation Practices across Curriculum: A Case Study of an International Undergraduate Student's Learning Trajectory in Study Abroad

Hongni Gou

The research proposal aims to investigate the process of a first-year international student being socialized into academic writing through citation practices from two major sources (i.e. foundations writing and disciplinary courses) in a language socialization approach. It attempts to gain insights into how these courses collaboratively facilitate or hinder the student's development of the focal academic literacy skill.

Enhancing Linguistic Complexity in Arabic Using Interactive Task-based Instruction

Dr. Mahmoud Azaz & Hicham Assaoui

In this talk, the authors discuss the design of the study and the materials they have developed. Also, they offer the results of the pilot study that they have conducted. They will engage the audience in focused discussions on the potential of this study in task-based lesson planning, learner corpora, and how to strategically plan and structure teacher-learner interaction.

Individual Presentation #1

3:45-4:15pm

Investigation of Test Fairness: Case of an English Proficiency Test in Iran

Negar Siyari

Modern Languages Rm # 310

This study presents an overview of validity and fairness argument in a high-stakes English proficiency test (EPT) at the largest private university in Iran. Each year, PhD candidates take the EPT as a prerequisite for the comprehensive exam. This study employed a background and perception questionnaire along with interviews among 20 EPT takers. Results illustrate that university major bias exists in EPT especially in reading comprehension questions.

Individual Presentation #2

4:30-5:00pm

It is your Constitutional Right; Can You Understand it? The Difficulty of Comprehending the Miranda Warnings

Radja Chinoun

Modern Languages Rm # 310

This study investigates the reasons behind the lack of comprehension of the Miranda warnings using linguistic analysis and corpus tools, specifically analyzing phrasal complexity and its associated discourse functions (Biber, Gray & Poonpn, 2011). This study carries implications for legal audiences, for a linguistic interpretation of the US Constitution, and for incorporation of legalese into ESL classrooms.

Plenary Speaker: Dr. Kimberly Geeslin

5:30-6:30pm

Modern Languages Rm # 311

Linguistics across Disciplines: Sociolinguistics from Second Language Contexts to Informed Faculty Decisions



Sociolinguistics encompasses a diverse field of study, including how speaker characteristics influence patterns of language use, how identity is related to language choice, and how one varies speech across settings (Bucholtz & Hall, 2005; Chappell, 2016; Coulmas, 1997, 2013; Díaz-Campos, 2013; Eckert, 2012; Mendoza-Denton, 2014; Tagliamonte, 2006, 2011). From this body of work we know that native speakers of a language interpret utterances according to context and that they vary their own language production based on features of the linguistic, social and interactional setting. The acquisition of these communicative abilities in a second language allows us to make friends, demonstrate expertise, show empathy and establish boundaries. Conversely, the failure to acquire these abilities may limit our opportunities for involvement in target communities and even our access to additional input, which fosters our language development. The study of second language sociolinguistic competence has explored many of these issues and demonstrated that second language learners can acquire these aspects of linguistic knowledge (see Geeslin & Garrett 2018; Geeslin & Long 2014; Gudmestad 2014; Kanwit 2018). Building slowly since the middle of the last century and gaining attention in the late 1980s (e.g., Adamson, 1988; Bayley & Preston, 1996; Eisenstein, 1989; Gass, Madden, Preston, & Selinker, 1989; Preston, 1989; Tarone, 1985; Young, 1988), research at the intersection of sociolinguistics and second language acquisition has continued to expand. This growing body of work seeks to connect the characteristics of a speaker, listener, or a context of interaction to patterns of language use and language learning.

The present talk explores the practical application of recent findings in this field. We begin with an overview of current research and highlight some unfolding developments in second language sociolinguistics. Next, we zoom in on two snapshots of ongoing work, the first of which links development in second language Spanish across multiple proficiency levels to dialect identification and evaluation (Schmidt & Geeslin, 2018). This project has shown that learners do develop the ability to *evaluate*

dialects differentially, even when input and experience is primarily limited to the classroom. Nevertheless, learners experience considerable difficulty in *identifying* dialects, as is the case for native speakers. However, unlike native speakers, whose errors in dialect identification tend to pattern with geographic region, learners show a tendency toward selecting familiar varieties regardless of the phonetic characteristics of a speech sample. The second project explores the subtle differences that exist between highly advanced non-native speakers of Spanish and their native-speaker counterparts (Linford, Solon & Geeslin, 2018). Specifically, we look at the reduction of the phoneme /d/, which often indexes not only regional characteristics but also the formality of the interaction and the relationship between the speakers. We find that while non-native speakers also come to reduce this phone, they do so in slightly different ways, showing differential effects for the degree of reduction as well as the role of individual lexical items. Finally, we discuss what these and similar studies can tell us about second language learning and how recent findings can be meaningfully applied to the academic context. Special focus is given to the roles that sociolinguistic competence, language attitudes, and awareness of related biases can play in faculty hiring and promotion decisions, and rates of retention. Practical interventions that foster equitable and inclusive faculty development practices are proposed and discussed.

Speaker Biography:

Dr. Kimberly Geeslin earned her M.A. in Hispanic Linguistics and a Ph.D. in Second Language Acquisition and Teaching (SLAT) from the University of Arizona and has been on the faculty of Indiana University since 1999. In addition to her work with the department of Spanish & Portuguese, she currently serves as the Associate Vice Provost for Faculty and Academic Affairs. Her research concentrates on the intersection of second language acquisition and sociolinguistics with a particular focus on the second language acquisition of variation in second languages. Her recent book *Sociolinguistics and Second Language Acquisition: Learning to Use Language in Context* (2014, Routledge) explores the assumption that an analysis of language use must take into account both the linguistic structural features of a grammar, and the characteristics of the social context in which communication takes place. Similarly, her earlier book *Crossing Disciplinary Boundaries to Improve the Analysis of Second Language Data: A Study of Copula Choice with Adjectives in Spanish* (2005, LINCOM Europa) addresses the second language acquisition of copula choice in Spanish by English-speaking learners at different levels of proficiency and shows how the tools from sociolinguistic analyses can be applied to second language data. Her other published work advocates a shift from the analysis of errors in obligatory contexts to an analysis of use that does not require a subjective evaluation of accuracy, seeks to incorporate appropriate native-speaker baselines into the research design, and explores the effects of individual characteristics on the second language acquisition of variable structures.

Dinner Reception @ 1702

6:45-8:45pm

1702 E. Speedway Boulevard (0.4 mile walk from Modern Languages)

Saturday, Feb. 8th

Registration & Breakfast

9:00-9:15am

Modern Languages Rm # 410

Individual Presentation #3:

9:30-10:00am

Las referencias culturales en la traducción y el doblaje: el caso de Sabrina, cosas de brujas

Luis Miguel Llorente Salgado

Modern Languages Rm # 303

Hoy en día, vivimos en un mundo caracterizado por un afán infinito de romper barreras entre naciones. Esta presentación indaga en la traducción audiovisual (TAV) desde un enfoque holístico. Primero, se establece un marco teórico para explicar cómo las diferentes culturales determinan los procesos de traducción, dando lugar a la domesticación o la extranjerización de las obras, con especial hincapié en la adaptación del humor en el doblaje. A continuación, se ejemplifica dicho marco mediante un análisis del doblaje al castellano y español latino de la primera temporada de la serie estadounidense Sabrina, the Teenage Witch. Especialmente, se seleccionan las referencias culturales de Estados Unidos mostradas en la versión original y se analizan los desafíos que plantean en el proceso de adaptación y las técnicas llevados a cabo para domesticar la comedia al público hispano.

Individual Presentation #4:

9:30-10:00am

Making Learning Meaningful: Highlights of two Intermediate Italian Learners

Borbala Gaspar and Margherita Berti

Modern Languages Rm # 304

This presentation highlights two research projects carried out by intermediate Italian learners, based on a project-based assessment developed by the presenters using an ecological approach and the multiliteracies framework. The overarching goal of this assessment was to provide opportunities to think critically, meaningfully, and autonomously in basic language courses.

Individual Presentation #5:

10:10-10:40pm

Learning Words in Real-World Contexts

Janet Nicol & Jacob Mozingo

Modern Languages Rm # 303

In their L1, adult speakers know about 60,000 words. In order to function in an L2, it is estimated that learners need to know at least 10,000 words. Vocabulary learning is a huge task and major determinant of language proficiency. Thus, it is important to know which teaching methods are most effective. We present two studies, one which examines word learning in 2 conditions: real objects vs. pictures, each paired with a novel visual label. In the real-object condition, participants handled the objects while remembering the label. The other study uses a gaming context and compares virtual-reality vs. standard gameplay vs. pictures and also considers, for the gaming conditions, how emotional affect may influence word learning. Participants are beginning Italian

learners and are required to learn the Italian names of objects in the game, or screen-shot versions. To date, results suggest these conditions do not produce better learning.

Individual Presentation #6: **10:10-10:40pm**

Mental Contrasting with Implementation Intentions as Applied to Motivation to Acquire Second Language Vocabulary

Lindsay Stephenson and Dan Dewey

Modern Languages Rm # 304

Learner motivation influences second language acquisition. Mental Contrasting with Implementation Intentions (MCII) is a self-regulation method shown to increase goal achievement through positive visualization and planning to overcome anticipated obstacles. This study examines whether applying MCII can help maintain or increase student motivation as they learn second language vocabulary.

Poster Session

9:45-10:45am

Modern Languages Rm # 304

The Effects of Dynamic Written Corrective Feedback in L2 Korean Learners

Dr. Teresa Bell & Subin Oh

The purpose of this study is to assist L2 Korean learners in improving their written proficiency in Korean. The authors employed Dynamic Written Corrective Feedback (Hartshorn, et al, 2010) during one semester of intermediate Korean at the university level. There was one treatment and one control group. Students in the treatment group wrote one paragraph on a topic related to course work three times a week for 12 weeks. The day following each writing assignment, students received written corrective feedback by use of an error correction code as well as holistic feedback, made changes and resubmitted the paragraph. This process continued until an error-free draft of the paragraph was submitted. Linguistic accuracy, fluency, and sentence complexity will be analyzed. Implications for teaching and future research will also be discussed.

An Exploratory Investigation of the Effects of Bilingualism on Academic Resilience and Mindset

Yun-Ruei Ku

This study employed an online survey to examine the effects of bilingualism on bilinguals' attitudes toward academic challenges (e.g., receiving a poor grade). A total of 13 English monolinguals and 34 bilinguals participated in the study. Quantitative findings suggest that the length of stay in the U.S. negatively predicts an individual's academic resilience regardless of their language. This particular finding may explain the process through which a newcomer adjusts to a group.

Workshop**10:25-11:50am****Integration of Instruction and Assessment to Build up Foreign Language Proficiency: A Standards-Based Model***Dr. Mahmoud Azaz & Dr. Ayman Mohamed***Modern Languages Rm # 310**

National conferences, meta-research and recent reflective reports on standards-based foreign language education (Cox, Malone, & Winke, 2018; Cutshall, 2012) have outlined three future directions for innovation: First, how to address the foreign language standards in fully developed pedagogical models; second, how to translate the Standards into clear performance indicators and benchmarks in the language classroom; and third, how to effectively design assessment tools that instructors can use to determine that the Standards are reasonably addressed.

In this workshop, we demonstrate how we have addressed these directions in an on-going project. We engage the audience in the following three components:

- Performance indicators and benchmarks: The workshop leaders will guide the audience on how to develop performance indicators and benchmarks around the ACTFL Standards. Also, they are going to share with the audience sample indicators and benchmarks for discussion and evaluation.
- Content alignment: Using the theme-based approach to textbook development, the workshop leaders will walk the audience through some techniques of how to align the content with the performance indicators and benchmarks. Also, they are going to share with the audience a sample unit for discussion and evaluation.
- Performance assessment tools: Using the Standards-based performance assessment, the workshop leaders will provide the audience with specific tips on how to develop assessment rubrics that help to determine whether performance indicators and benchmarks have been reasonably met.

The workshop is expected to be appealing to instructors, material developers, and test designers of Arabic as well as less commonly taught languages.

Keynote Address: Dr. Ryuko Kubota**12:00-1:00pm****Modern Languages Rm # 311*****Critical engagement in epistemological racism, southern theory, and scholarly ethics***

Recent scholarship in applied linguistics has examined how racism influences linguistic and educational practices. Although racism is often understood as individual and institutional injustices, a critical examination of another form of racism—epistemological racism—problematizes how racial injustices influence our knowledge production, distribution, and consumption in academe. This presentation discusses how epistemological racism marginalizes the knowledge produced by scholars in the global south, women scholars of color, and other minoritized groups, while compelling

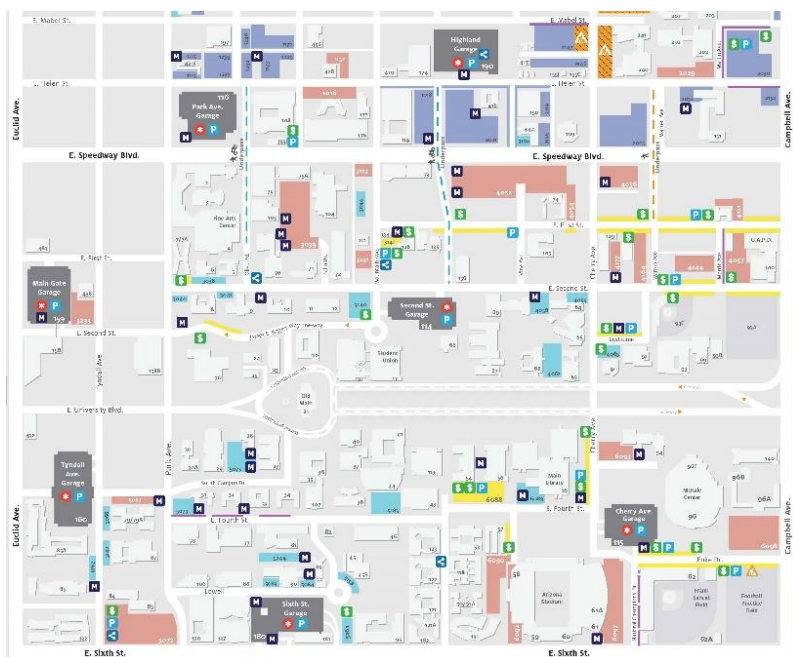
these scholars to become complicit with white male Eurocentric hegemonic knowledge in order to stay competitive. Alternative worldviews for resistance can be provided by southern theory. However, valorizing non-European knowledge still risks essentialism and male hegemony. Conversely, black feminist perspectives emphasize ethical commitment to antiracism. Epistemological antiracism invites scholars to explore alternative theories, change citation practices, and engage in praxis.

Speaker Biography: Ryuko Kubota is a professor in the Department of Language and Literacy Education in the Faculty of Education. Her research focuses on critical approaches to culture, race, and pedagogy in language education. She is a co-editor of *Race, culture, and identities in second language education: Exploring critically engaged practice* (2009) and *Demystifying career paths after graduate school: A guide for second language professionals in higher education* (2012). Her publications have also appeared in *Applied Linguistics*, *Critical Inquiry in Language Studies*, *Journal of Second Language Writing*, *Journal of Multilingual and Multicultural Development*, *Linguistics and Education*, *TESOL Quarterly*, and other journals. She has also published many book chapters and publications in Japanese.

Lunch Hour

1:00-2:15pm

Nearby restaurants can be found in the Student Union and on University Boulevard. Weekend parking should be free in Main Gate, Tyndall Avenue, Highland Avenue, and Park Avenue Garages, but please pay close attention to any posted event signs. Lot 4052 north of Vine Avenue and 1st Street should also be free of charge.



Panel 3:**2:15-3:45pm****Discourse & Representation**

Modern Languages Rm # 303

The Influence of Discourse on Teaching*Colleen Hill*

Drawing from hegemony and critical discourse analysis, this exploratory study examines how syllabi used in teacher preparation programs may impact future teachers' pedagogy. Specifically, it examines the role syllabi play in cultivating culturally responsive teachers through the use of socially just and equitable language.

Discourse of Self-Empowerment in Ariana Grande's "thank u, next" Album Lyrics: A Critical Discourse Analysis*Ekkarat Ruanglertsilp*

This research investigates the discourse of female self-empowerment in the song lyrics of Ariana Grande's fifth album, "thank u, next" by adopting CDA approach. Analysis revealed the lyrics portray an ideology of a "self-empowered woman" through linguistic strategies, which consists of four interrelated concepts: independence, self-love, flaws, and owning sexuality.

Representation of Serbian Heritage Speakers in TV Show "Happy Endings"*Kristina Mihajlovic and Dunja Radojkovic*

This presentation investigates the representation of Serbian heritage speakers in the popular American TV show "Happy Endings." Through linguistic and cultural discourse analysis (Risager, 2007), the researchers show the construction of the Serbian heritage speaker as an unrealistic linguistic "ideal" in a culturally superficial imaginary of Serbian ethnic communities.

Panel 4:**2:15-3:45pm****Theory and Practice of L2 Acquisition and Teaching**

Modern Languages Rm # 304

Where to go from here? Theorizing Challenges of ITAs and Undergraduate Students*Sakshi Jain*

This individual presentation synthesizes the linguistic, pedagogical, and attitudinal challenges of ITAs observed in the literature stretching over the last two decades. The aim is to highlight the most important themes in these studies to present a clear picture of what kinds of research are required in the field of ITAs.

Translation Technologies in SLA: An Overview of the Last Decade's Research 2009 – 2019*Jhonatan Henao-Muñoz*

This study aims to provide critical analysis of the implementation of machine translation in the L2/L3 classroom during the last decade. By employing the Gao et al. (2012) four-phase identification procedure, implemented by Hattem & Lomicka (2016),

twenty published articles were selected to build the data set. The present research seeks to answer the following questions: (1) What has the focus of translation technologies been on L2 / L3 teaching and learning? (2) How have translation technologies been used for L2 / L3 language learning? And (3) Which are the insights and shortcomings that the current study provides for the future implementation of translation technologies in SLA research? This study displays the potentials benefits of the integration of a fifth skill and a digital literacy in L2/L3 learning.

Choosing Initial Language Patterns For SLL Based On Cognitive Load Theory

Michael Norris

Similar cognitive mechanisms are used for learning language and learning music. Based on Cognitive Load Theory, criteria are proposed for choosing initial language patterns with meaningful content that second language learners can learn and practice comparable to how musicians learn and practice musical scales.

Individual Presentation #7

4:00-4:30pm

Knowledge Elicitation in the Foreign Language Classroom: Systemic Functional Linguistics as Analytic Framework for Speech Function

Sandra Digruber

Modern Languages Rm # 310

This presentation combines concepts from systemic functional linguistics and discourse analysis to show how instructors elicit knowledge in a content- and language-integrated German class. The system network of speech functions, originally developed for casual conversation, is applied to teacher–student interactions to reveal effective feedback moves for knowledge elicitation.

Panel 5:

4:00-5:35pm

L2 Writing

Modern Languages Rm # 303

Identifying Key-features of Essays and Explanations in English as a Second Language Writing

Larissa Goulart

This study sought to identify key linguistic features of essays and explanations, written by L2 students. The results show that L2 students use features related to reporting completed events in essays and features associated with situation dependent writing in explanations.

Writing Identity and Disciplinary Border-Crossing in Graduate-Level Writing Tasks: A Case Study

Jeroen Gevers & Nina Conrad

Low-stakes classroom writing tasks remain underexplored as a site for the development of graduate students' disciplinary identity. We present a case study of the negotiation of (inter)disciplinary identity and authorial voice in the writing of one PhD

student, who acted as researcher-participant, in courses offered by three different departments.

Administrators' Views of L2 Writing Teacher Professional Development and Leadership

Stefan Vogel

Instructors are crucial change agents whose ongoing professional development (PD) makes a central contribution to mission and vision. Nonetheless, teaching personnel is often said to be excluded from the administrative, decision-making, and leadership processes in their contexts. Reporting on the results of a qualitative online questionnaire distributed to L2 writing administrators in North America, this presentation presents a fresh view on best practices for teacher leadership.

Multilingual College Email Corpus Project

Hanyu Jia, Mohammed K Alshakhori, & Damian Yukio Romero Diaz

We will justify and introduce the MCEC, the process for email collection, and what departments are represented in the corpus. We will discuss the demographic information available for researchers, instructors, and students as well as some of the possible applications of the MCEC.

Panel 6:

4:30-5:20pm

Interculturality

Modern Languages Rm # 304

Intercultural and cognitive approaches to the teaching of Nasa Yuwe in Study Abroad Colombia

Richard J. File-Muriel, Maria Del Pilar File-Muriel, Abelardo Ramos and William Cayapur

This dialogic paper centers around Study Abroad Colombia, an international language program teaching Nasa Yuwe (the native language of the Nasa people of Cauca, Colombia) to U.S. college students from the University of New Mexico (UNM). This program is being implemented through collaborations between UNM, a Colombian university, an indigenous-led university, and a Nasa community school. We pose the following questions: Can this program expand participants' understanding of 1) language beyond linguistic structure towards an understanding of language as general cognitive processes situated in the sociopolitical and cultural environment in which languages are used? And 2) the practice of academic research beyond extractivism towards scholarly work as the product of socially responsible intercultural practices? This presentation describes the 2018 program's successes and challenges through two theoretical lenses, 1) Interculturality (Rappaport and Ramos 2005), which highlights the importance of horizontal platforms to guide relations in language contact situations among individuals and groups that are situated in unequal power relations and 2) Cognitive embodiment, in which language is viewed as coordinated action within the

social and natural world. We argue that through this methodological and theoretical intervention one is able to adequately understand language as repositories of cultural memory and guides to action, and treat participants as agentive actors of change and knowledge production (Valera 1999, Wollock 2001).

Interculturality in the Middle East: What's in it for Serbian teachers of English?

Dunja Radojkovic

Drawing on conceptual metaphor (Lakoff & Johnson, 1980) and appraisal theory (Martin & White, 2005), I focus on a Serbian teacher of English working in the United Arab Emirates and explore his narrative constructions of culture and evaluations of experiences while living and teaching English in the Middle East.

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Land Acknowledgements

As we convene on the University of Arizona campus for the annual SLAT Roundtable, we would like to acknowledge and thank the Tohono O'odham and Pascua Yaqui peoples upon whose land we are guests here in Tucson.

As a land grant institution, the University of Arizona recognizes tribal sovereignty and honors the indigenous homelands of the Tohono O'odham people in which it resides.

-The University of Arizona, Native American Student Affairs (NASA)

The Tohono O'odham are the Desert People of the North American Southwest. As a federally recognized tribe the Tohono O'odham occupy the second largest reservation in the state of Arizona. Tohono O'odham ancestral lands range from the contemporary City of Phoenix to the Sea of Cortez, Mexico. Many Tohono O'odham today continuously occupy their ancestral range as they did thousands of years ago in what is today the United States and Mexico. This range includes the City of Tucson Basin where the University of Arizona campus is located.

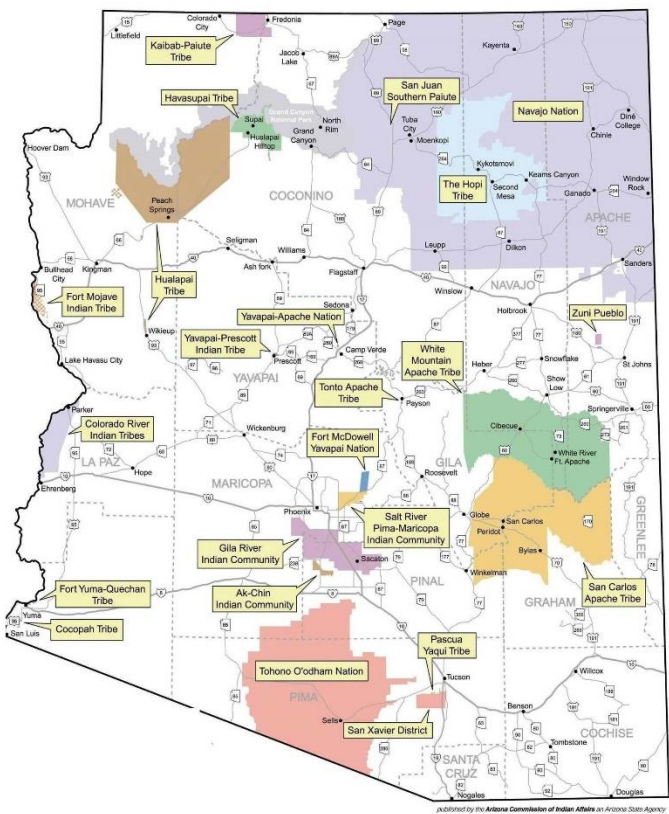
-The Tohono O'odham Student Association (TOSA) at the University of Arizona

The Pascua Yaqui people are descendants of the ancient Toltecs from northern Mexico, and originally lived along the Río Yaqui or Yaqui River (Yoem Vatwe) in Sonora, Mexico. Many reside near what is now southwest Tucson continuing to live in the Gila and Santa Cruz River Valleys as they have for hundreds of years with five communities located in southern Arizona.

(<http://pascuayaqui-nsn.gov/>)

Today the meeting place of Tucson [O'odham name **Cuk son** (Chook-son) which translates as 'Black Base' of what is now A Mountain] is still the home to many Indigenous people and we are grateful to have the opportunity to work in the community, on this territory.

ARIZONA TRIBAL LANDS MAP



(Arizona Commission of Indian Affairs)

