PROGRAM

2018

KEYNOTE SPEAKER
Charlene Polio (Michigan State University)

Second Language Acquisition Graduate Student Symposium

RESEARCH APPROACHES TO SECOND LANGUAGE ACQUISITION

sponsors
The Graduate College
The Division of World Languages, Literatures and Cultures
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APRIL 20 - 21

Iowa Memorial Union
Iowa City, Iowa

Division of World Languages, Literatures, and Cultures
2018 Second Language Acquisition Graduate Student Symposium

Research Approaches to Second Language Acquisition

Friday, April 20, 2018

12:30 p.m. – 1:45 p.m. Registration
IMU, 3rd Floor
ITC Lobby

1:45 p.m. – 2:00 p.m. Welcoming Remarks
Dean John C. Keller
Interim Vice President for Research and Economic Development, Associate Provost for Graduate and Professional Education, Dean of the Graduate College
University of Iowa

2:00 p.m. – 3:00 p.m. Plenary Session
Dr. Charlene Polio
Professor and Associate Chair, Department of Linguistics and Germanic, Slavic, Asian, and African Languages
Michigan State University

What Do We Know about Language Development in Second Language Writing Classes?

2:00 p.m. – 3:00 p.m. Plenary Session
Dr. Charlene Polio
Professor and Associate Chair, Department of Linguistics and Germanic, Slavic, Asian, and African Languages
Michigan State University

What Do We Know about Language Development in Second Language Writing Classes?

3:15 p.m. – 4:45 p.m. Session 1

1A: Pragmatics
Rohmayanti (Ohio University)
Code Switching Model of Indonesian Bilingual Speakers in an English Speaking Country

Alexandra Shaeffer (University of Iowa)
Investigating the Role of Gender on Complaint Perception across Cultures

Yaseen Azi (University of New Mexico)
Investigating Arabic Pragmatic Markers in Teacher Talk

1B: Speaking
Céline Rose (University of Iowa)
Examining the Reality of Weekly Learner–Learner Literary Discussions

IMU, 3rd Floor
Divine Nine Room #335

IMU, 3rd Floor
Divine Nine Room #335

IMU, 3rd Floor
Herky Room #343

IMU, 3rd Floor
Homecoming Room #345
Marie Fellbaum Korpi (University of Sydney, Australia)
Truth Values and Tasks: Understanding Meaning in Interlanguage

Runqing Qi (University of Iowa)
An Exploration of L2 Chinese Learners’ Perceptions of Recap

1C: Writing
Anna Mikhaylova (University of Iowa)
Investigating an L2 French Writer’s Performance on an Integrated Task

Emilia Illana Mahiques (University of Iowa)
Peer Reviewing in L2 Spanish Writing Classrooms: Action Research

Caolimeng Wuxiha (University of Iowa)
Exploring Online Collaborative Writing with Etherpad

5:00 p.m. – 6:00 p.m. Panel Session
Social Justice and Foreign Language Pedagogy
Dr. Pamela Wesely, moderator (University of Iowa)
Brianna Marcelo (University of Iowa)
Karen Barkauskas-Goering (University of Iowa)
Gordon West (University of Wisconsin–Madison)

6:15 p.m. – 7:30 p.m. Reception

IMU, 3rd Floor
Old Capitol Room #347
Divine Nine Room #335
South Room #179
Saturday, April 21, 2018

8:15 a.m. – 9:00 a.m.  Breakfast and Poster Set-Up
  IMU, 3rd Floor
  Divine Nine Room
  #335

9:00 a.m. – 10:00 a.m.  Plenary Session
  Dr. Carol Severino
  Professor of Rhetoric and Director of the Writing Center
  University of Iowa
  The Writing Center as a Site for Second Language Writing Research
  IMU, 3rd Floor
  Divine Nine Room
  #335

10:15 a.m. – 11:45 a.m.  Session 2

2A: Phonetics
  Ari Natarina (University of Iowa)
  The Acquisition of English Stop Contrasts by Marathi Speakers
  IMU, 3rd Floor
  47 Things Room
  #346

  Omar Alkhonini (George Mason University & Majmaah University)
  “The Rain in Spain” Updated? An Elocution Drill for Efficiently Teaching English Clusters

  Samuel Jambrović (University of Iowa)
  Producing Old Sounds in New Contexts: Regressive Voicing Assimilation of /s/ by L2 Spanish Learners

2B: Pedagogy
  Corinne Mathieu (University of Minnesota)
  The Relationship between Secondary Spanish Immersion Materials Design and Mobilization
  IMU, 3rd Floor
  Old Capitol Room
  #347

  Chen Sun (University of Wisconsin–Madison)
  Implicit Associations of Chinese English Teachers for Language Teaching Methods

  Reuben Vyn (University of Iowa)
  Program Evaluation as a Framework for Pedagogical Accountability and Innovation
12:00 p.m. – 1:00 p.m. Lunch  
IMU, 3rd Floor  
Divine Nine Room  
#335

1:00 p.m. – 2:00 p.m. Plenary Session  
Dr. Richard F. Young  
Professor of English Linguistics and Second Language Acquisition  
*University of Wisconsin–Madison*  

Habits of Mind in Second Language Acquisition  
Research: How Do We Know What We Know?  
IMU, 3rd Floor  
Divine Nine Room  
#335

2:15 p.m. – 3:15 p.m. Session 3  

3A: Learner Attitudes  
*Jinsil Jang & Eun Jung Ko* (Ohio State University)  
The Regulatory Fit Effects on L2 Learning Transfer  
Mohammed Almalki & Faisal Alharbi (Texas Tech University, Jazan University & King Saud University)  
Student Attitudes towards Corrective Feedback: A Case Study with Arabic Learners  
IMU, 3rd Floor  
47 Things Room  
#346

3B: Lexicon and Semantics  
*Leah Carey* (University of Minnesota)  
Meaning-Making as Dialogical Process: Elementary Emergent Multilinguals’ Sense-Making during Reading  
*Janet Stewart* (University of Minnesota)  
The Influence of English on a Russian Heritage Speaker’s Vocabulary  
IMU, 3rd Floor  
Old Capitol Room  
#347

3:15 p.m. – 4:00 p.m. Poster Session / Coffee Break  
IMU, 3rd Floor  
ITC Lobby

4:00 p.m. – 5:00 p.m. Panel Session  
Issues in L2 Writing Research  
*Dr. Charlene Polio*, moderator (Michigan State University)  
*Dr. Lia Plakans* (University of Iowa)  
*Lauren Goodspeed* (University of Wisconsin–Madison)  
*Brian Olovson* (University of Iowa)  
*Xiaofei Pan* (University of Iowa)  
IMU, 3rd Floor  
Divine Nine Room  
#335

5:00 p.m. – 5:15 p.m. Closing Remarks  
Divine Nine Room  
#335
Plenary Speakers

Dr. Charlene Polio (Michigan State University)

What Do We Know about Language Development in Second Language Writing Classes?

Despite claims that writing can promote language learning, we do not have an understanding of how or if students’ language develops in writing classes. I begin this talk by summarizing the scope and results of research on written language development. The majority of research focuses how learners’ written language changes over some instructional period using a wide variety of measures to describe linguistic development but do not link that development directly to instruction. The second and smaller set of studies tries to link changes in written language to instruction. Because of the different contexts and foci, however, it is impossible to generalize across studies, but I argue that these studies are essential to understanding written language development.

Mixed methods research has potential to help us understand language development in writing classes. I will describe a recent attempt to conduct such a study in which we looked at students in two writing classes. Previous studies conducted in similar contexts showed limited linguistic development over the course of a university semester. We attempted to understand this lack of development by examining data sources other than the developmental measures. Specifically, we used surveys, classroom observations, teacher interviews, and writing process data. Among the findings were that although students had the goal of improving their language in the writing classes, teachers did not have time to focus on language, and they expected that students already had the explicit knowledge to become independent editors. Furthermore, revision behavior varied greatly among individuals with some students not taking the time to revise for language. I end by proposing a research agenda for further studying second language writing development.

Dr. Carol Severino (University of Iowa)

Writing Centers as Sites for Second Language Writing Research

One-on-one writing center tutorials with second language learners, perhaps as much as or even more than classroom instruction, can promote the process of learning to write rhetorically for different purposes and audiences, and can also accelerate the process of L2 learning. Thus, writing centers are excellent sites not only for developing learners’ L2 writing skills and their overall L2 proficiency, but also for conducting research on L2 writing and language development and the tutorial practices that best promote them. Thus, writing centers, where tutors work with students writing in ESL or in FLs, and where those writing processes and products are studied, can contribute to what we know from SLA and applied linguistics about L2 writing and language development.

This presentation begins with an overview of how writing centers work. I illustrate writing center tutorial practices (e.g. negotiated interaction; scaffolding; feedback; languaging and metadiscourse) that are particularly conducive to learning to write more effectively in the L2, as well as to L2 development generally. I then highlight strands of recent L2 writing research conducted in writing centers, some by SLA graduate students at the University of Iowa. Such L2 writing studies, most using textual analytic, survey, and ethnographic methods, have focused, for example, on longitudinal L2 writing development and learners’
perceptions of its rhetorical and linguistic aspects, as well as on word choice and lexico-grammatical problems and tutors’ feedback on them.

Given that most writing center L2 research has been ESL-based, future research should include foreign language writing centers as research sites. Like English-based writing centers, foreign language writing centers are conducive to collecting naturalistic data as tutors and writers collaborate to critique and revise high-stakes academic and creative writing.

Dr. Richard F. Young (University of Wisconsin–Madison)

Habits of Mind in Second Language Acquisition Research: How Do We Know What We Know?

Learning and using language is a vast and vastly complex undertaking and any method of investigating it inevitably involves researchers attending to some aspects while disattending to others. The ways that different researchers attend to different aspects of language learning and use are habits of mind grounded in the communities to which they belong. One way of understanding these habits is through the sociology of science pioneered by Ludwik Fleck. According to Fleck (1979/1936), researchers are members of thought–collectives with certain habits of mind that direct researchers’ attention to assimilate what they perceive into what Fleck called a thought–style. I use Fleck’s three characteristics of thought–collectives—their rhetoric, their epistemology, and incommensurability among thought–collectives—to consider different methodologies of research into second language acquisition and to describe how different habits of mind constrain how we know what we know. I conclude that, though incommensurability exists between certain thought–collectives in SLA, several researchers have argued strongly for complementarity and I relate experiences of individual researchers whose thought–styles have been changed by attending to new data.

Panelists

Social Justice and Foreign Language Pedagogy

Dr. Pamela Wesely, moderator (Associate Professor of Foreign Language and ESL Education in the Department of Teaching and Learning, University of Iowa)
Brianna Marcelo (Diversity Resources Director, University of Iowa)
Karen Barkauskas-Goering (doctoral student in Foreign Language and ESL Education, University of Iowa)
Gordon West (doctoral student in Second Language Acquisition, University of Wisconsin–Madison)

Issues in L2 Writing Research

Dr. Charlene Polio, moderator (Professor and Associate Chair in the Department of Linguistics and Germanic, Slavic, Asian, and African Languages, Michigan State University)
Dr. Lia Plakans (Associate Professor of Foreign Language and ESL Education in the Department of Teaching and Learning, Head of the Department of Teaching and Learning, University of Iowa)
Lauren Goodspeed (doctoral student in Second Language Acquisition, University of Wisconsin–Madison)
Brian Olovson (doctoral student in Second Language Acquisition, University of Iowa)
Xiaofei Pan (doctoral student in Second Language Acquisition, University of Iowa)
Graduate Student Presentations

1A: Pragmatics

Rohmayanti (Ohio University): Code Switching Model of Indonesian Bilingual Speakers in an English Speaking Country
The study was designed to identify code switching patterns and motivations of Indonesian bilingual speakers in their language choice. It focused exclusively on inter-sentential code switching instances obtained from the naturally occurring conversations between participants. Gumperz’s situational and metaphorical approach were used as the basis to analyze the results.

Alexandra Shaeffer (University of Iowa): Investigating the Role of Gender on Complaint Perception across Cultures
This cross-cultural study explores if, when, and how gender impacts the perception of complaints among individuals viewing native speakers communicate. Participants reacted to video-clips of native-speaker dyads in contextualized situations by identifying the presence and rating the naturalness of complaints. Preliminary results suggest a relationship between gender and complaint perception.

Yaseen Azi (University of New Mexico): Investigating Arabic Pragmatic Markers in Teacher Talk
This study proposes a comprehensive analysis of Arabic pragmatic markers (PMs) in teacher talk of an L2 Arabic classroom context that will be performed in a four-stage multi-layered analytical design. The study will investigate two important perspectives related to the use of PMs in the L2 classroom discourse: teachers’ actual productions and perceived use of PMs in classroom talk.

1B: Speaking

Céline Rose (University of Iowa): Examining the Reality of Weekly Learner–Learner Literary Discussions
The present study investigates the impact of collaborative dialogues on the language development of learners of French enrolled in an upper-division content course. The weekly practice of speaking in a pair outside of class sustained discussion, vocabulary learning, and the development of extensive discourse.

Marie Fellbaum Korpi (University of Sydney, Australia): Truth Values and Tasks: Understanding Meaning in Interlanguage
This paper investigates connections to referents in the oral text of interlanguage by coding non-referring referents using Frege’s method of truth values. Constraining the context in the interlanguage discourse, the tasks, and their associated presuppositions can reveal surprising results to complete the learner’s intended meaning, in otherwise apparent nonsense.

Runqing Qi (University of Iowa): An Exploration of L2 Chinese Learners’ Perceptions of Recap
The study investigated Chinese L2 learners’ perceptions and attitudes towards a web-based video prompt and response platform called Recap in terms of practicing speaking and doing online discussions. The teacher’s personalized feedback and peers’ affective support contributed to the formation of the students’ positive attitudes. Practical pedagogical suggestions are provided.
1C: Writing

Anna Mikhaylova (University of Iowa): Investigating an L2 French Writer’s Performance on an Integrated Task
This study provides an in-depth analysis of an L2 French writer’s performance on an integrated writing assessment task in terms of writing processes and written products. The study is based on the L2 French writer’s think-aloud protocol, integrated essay, background information and retrospective source integration questionnaires, and interview.

Emilia Illana Mahiques (University of Iowa): Peer Reviewing in L2 Spanish Writing Classrooms: Action Research
Based on a three-year action research process that integrated online peer review activities in multiple writing projects, this study acknowledges the challenges of implementing peer review in teaching L2 writing and provides insights about practices that worked best throughout the various projects.

Caolimeng Wuxiha (University of Iowa): Exploring Online Collaborative Writing with Etherpad
This multiple case study explores how three intermediate-level Chinese learners engage in online collaborative writing and how they engage with other students’ writing using Etherpad. Screen recordings, think-aloud protocols, and post-interaction participant interviews were used in data collection.

2A: Phonetics

Ari Natarina (University of Iowa): The Acquisition of English Stop Contrasts by Marathi Speakers
The purpose of this study is to investigate the influence of L1 on L2 pronunciation and the effect of L2 on L1 presentation. The VOT of English and Marathi utterance-initial stops produced by Marathi speakers residing in the U.S. were measured. The results were compared to the predictions of the Speech Learning Model (Flege, 1992).

Omar Alkhonini (George Mason University & Majmaah University): “The Rain in Spain” Updated? An Elocution Drill for Efficiently Teaching English Clusters
The study investigates a technique for assisting English learners to achieve more native-like pronunciation of onset clusters. It is theoretically founded on Skill Acquisition Theory, UG, and the Markedness Hypothesis. The results support these theoretical predictions. Indeed, the results show statistically significant modification toward more native-like pronunciation from the pre-test to the immediate and delayed post-tests.

Samuel Jambrović (University of Iowa): Producing Old Sounds in New Contexts: Regressive Voicing Assimilation of /s/ by L2 Spanish Learners
The results of this study indicate that L2 Spanish learners of varying proficiency levels do not regressively voice /s/ with native-like consistency. The convergence of several factors may explain the data, including L1 interference due to orthography, the limited distribution of the voiced allophone /z/ in Spanish, and the typical direction of voicing assimilation in Spanish versus in English.

2B: Pedagogy

Corinne Mathieu (University of Minnesota): The Relationship between Secondary Spanish Immersion Materials Design and Mobilization
Drawing on sociocultural theory, this study explores the relationship between the design of pedagogical materials and how they were mobilized in a ninth-grade social studies Spanish immersion classroom. Hoping
to inform future immersion materials development, I highlight moments where materials design and mobilization afforded or constrained content and language integration.

Chen Sun (University of Wisconsin–Madison): **Implicit Associations of Chinese English Teachers for Language Teaching Methods**
Different from traditional explicit methods, such as interviews and surveys, the current study used the Implicit Associate Test (IAT), an established method in the field of psychology, as a new way to explore 24 Chinese English language teachers’ implicit attitudes towards two different English language teaching methods.

Reuben Vyn (University of Iowa): **Program Evaluation as a Framework for Pedagogical Accountability and Innovation**
This work-in-progress presentation features the research design and initial findings from a K–12 language program evaluation. The discussion emphasizes how program evaluation can serve as a rigorous approach to research, while also providing necessary feedback to stakeholders for the purposes of accountability and innovation (Norris & Mills, 2016).

3A: Learner Attitudes

Jinsil Jang & Eun Jung Ko (Ohio State University): **The Regulatory Fit Effects on L2 Learning Transfer**
This study aims to identify L2 learners’ motivation types based on regulatory focus theory (Higgins, 1997) and to investigate how the motivation focus and the change(s) in motivation types can impact L2 learning transfer.

Mohammed Almalki & Faisal Alharbi (Texas Tech University, Jazan University & King Saud University): **Student Attitudes towards Corrective Feedback: A Case Study with Arabic Learners**
This study investigates the impact of corrective feedback with Arabic learners studying at a university in the U.S. This corrective feedback mainly concentrates on learners’ attitudes towards three kinds of written corrective feedback: coded, underlined, and direct corrective feedback. This study’s contributions would be used in second language acquisition and pedagogy for Arabic learners.

3B: Lexicon and Semantics

Leah Carey (University of Minnesota): **Meaning-Making as Dialogical Process: Elementary Emergent Multilinguals’ Sense-Making during Reading**
This study explores the meaning-making of three second-grade emergent multilinguals as they engage in literacy learning at school. Arguing that meaning-making is a contextual, multidimensional process, rather than a product that is “right” or “wrong,” the study uses dialogic and descriptive frameworks to illustrate students’ meaning-making with peers, teachers and texts.

Janet Stewart (University of Minnesota): **The Influence of English on a Russian Heritage Speaker’s Vocabulary**
The present study is an interlanguage analysis, which explores the linguistic influence of L2 English on the vocabulary of a L1 Russian heritage speaker. Interlanguage data are analyzed according to Pavlenko’s (2003) framework for L2 to L1 transfer in the lexicon and semantics.
Abdel-Rahman Hani Abu Helal (University of Wisconsin–Milwaukee): On the L2 Acquisition of Logical Form in the Second Language: A Complex Semantics Learning Task
This study is about the L2 acquisition of a special type of syntax–semantics interface in which some universal meaning (e.g., comparatives, past tense) is expressed using some logical form with some truth conditions in the native language and a different logical form with distinct truth conditions in the target language.

Fatemeh Bordbarjavidi (Iowa State University): Investigating the Benefits of Corpus and its Application in Language Classrooms
The purpose of this study is to demonstrate how written and spoken linguistic corpora can be employed in the ESL/ EFL classroom based on relevant literature. The study will use corpus-based analysis to determine how formulaic language should be taught. Also, the study will develop some activities on this grammar feature based on corpus analysis.

Chen Chen (University of Arizona): L2 Acquisition of Relative Clauses and Prepositional Phrases in Mandarin Chinese
This study explores the L2 acquisition of Chinese relative clauses (RCs) and prepositional phrases (PPs), grammatical forms with different complexity and input frequency. The results show learners present more difficulty acquiring RCs than PPs. The finding also indicates structural complexity and input frequency play roles in L2 acquisition.

Genggeng Zhang (Georgia State University): Readability of Aircraft Maintenance Manuals: Training Applications for Aviation Personnel
Linguistic analysis on an aviation maintenance manual corpus shows that Simplified Technical English could not significantly enhance manuals’ readability on all linguistic aspects. Based on the findings, a corpus-driven approach is proposed for designing manual-oriented language activities, materials selection, and language assessment for non-native English speaking aviation personnel.
Call for Proceedings

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota is publishing referred proceedings of selected papers from the 2018 SLA Graduate Student Symposium. We are interested in showcasing some of the excellent work from the conference’s paper and poster sessions. All presenters are invited to contribute their original and unpublished scholarship; submissions will undergo blind review.

Manuscripts can be of several types:
- Research articles that feature an empirical study contributing to the scholarship in the field of SLA (8,000 word limit)
- Review articles that synthesize or theorize about the existing literature on some issue related to SLA research, policy, or practice (5,000 word limit)
- Research-in-progress reports that highlight the rationale, design, and progress of research projects, including reports based on preliminary data (5,000 word limit)

If you wish to have your paper considered for inclusion in the proceedings, please submit an electronic copy of a complete manuscript by **August 15, 2018**. The manuscript should be double-spaced with 1-inch margins and should be presented in standard APA format. Please include a cover page with the title of the manuscript, name of author(s), institutional affiliation, address, telephone number, and e-mail address. Apart from the cover page, please do not include any identifying information in the manuscript.

Please send manuscripts to:
studorg-flares@uiowa.edu

If you have any questions, please contact studorg-flares@uiowa.edu

Sincerely,
Anna Mikhaylova, Raychel Vasseur, Caolimeng Wuxiha
Acknowledgments

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Symposium Organization at the University of Iowa
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