



UC CONSORTIUM
FOR LANGUAGE
LEARNING & TEACHING



**The 3rd
UC Language Consortium Conference
on Theoretical & Pedagogical Perspectives**

**University of California, Los Angeles
April 21-23, 2006**



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**Hosted and Sponsored by the
UC Consortium for Language Learning & Teaching**

Special thanks for the additional support of the UCLA International Institute, Dean Ron Rogowski; the South Asia Language Resource Center, Director Stephen M. Poulos; the Berkeley Language Center, Director Claire Kramsch; the Davis Second Language Acquisition, Director Bruce Anderson.

I would like to express my gratitude to the following individuals for their assistance in organizing this conference. Without them we could not have brought it all together! **Olga Kagan, UC Los Angeles**

Susie Bauckus, Robert Blake, Karen Callahan, Kathleen Dillon, Alison Hildebrandt, Kathryn Paul, Cammie Phan, Lyn Repath-Martos, Hai-Meng Yang, and the UCLA Center for World Languages.

A Message From Robert Blake, Director UC Consortium for Language Learning & Teaching

The UC Consortium for Language Learning & Teaching is pleased to host the third SLA conference with its particular emphasis on L2 research and practice being carried out in the UC system. Promoting SLA research is one of the Consortium's four principal charges; curricular articulation, professional development, and outreach are the Consortium's other concerns. We hope that the contacts forged during this conference will both generate and propagate more interest in the SLA field. The Consortium holds this conference biennially at different UC campuses. Olga Kagan and her home campus of Los Angeles wish to welcome you to this event. Please join in and follow the Consortium's future activities through our Web site: <http://uccllt.ucdavis.edu/>.

Overview of Events

Friday April 21, 2006						
Place:	Luxe Hotel Sunset Boulevard, Los Angeles					
5:00 – 6:00	REGISTRATION Outside the Café Bel Air					
6:00 – 7:00	KEYNOTE ADDRESS – <i>Fluency Revisited: Flow and Confluence</i> Michael McCarthy, University of Nottingham, UK/Pennsylvania State University Café Bel Air					
7:00 – 9:00	RECEPTION Appetizer buffet; cash bar Café Bel Air Patio					
Saturday, April 22, 2006						
<i>Sessions are 30 minutes long, 20 minutes for presentations, 5 minutes for questions, and 5 minutes for setting up for the next presentation.</i> <i>Lunch will be provided on campus.</i>						
Place:	University of California, Los Angeles – Royce Hall					
8:30 – 10:30	CONFERENCE REGISTRATION (Outside Royce Hall)					
	Room 314	Room 156	Room 164	Room 306	Room 190	Room 243
8:30 – 9:00	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
9:00 – 9:30	UC Consortium Mini-Grant Papers I	Focus on the Learners: Surveys and Classroom Research I	Language Assessment	Corpus and Discourse Approaches to Curriculum Design I	Computer-Mediated Language Teaching and Learning I	Grammatical Constructs and Classroom Practice I
9:40 – 10:10						
10:20 – 10:50	Session 7	Session 8	Session 9	Session 10	Session 11	Session 12
11:00 – 12:00	Curricular Innovations and Teaching Practice I	Focus on the Learners: Surveys and Classroom Research II	Literature & Culture in Language Study I	Corpus and Discourse Approaches to Curriculum Design II	UC Consortium Mini- Grant Papers II	Grammatical Constructs and Classroom Practice II

Overview of Events

Saturday, April 22, 2006

*Sessions are 30 minutes long, 20 minutes for presentations, 5 minutes for questions, and 5 minutes for setting up for the next presentation.
Lunch will be provided on campus.*

Place:	University of California, Los Angeles – Royce Hall					
12:00 – 1:30	LUNCH					
	Room 314	Room 156	Room 164	Room 306	Room 190	Room 243
1:30 – 2:00	Session 13	Session 14 Focus on the Learners: Surveys and Classroom Research	Session 15 Literature & Culture in Language Study II	Session 16 UC Consortium Mini-Grant Papers III	Session 17 Computer-Mediated Language Teaching and Learning II	Session 18
2:00 – 2:30	Curricular Innovations and Teaching Practice II					Grammatical Constructs and Classroom Practice III
2:40 – 3:10	Session 19	III				
3:10 – 3:30	Curricular Innovations and Teaching Practice III					TIRF Information Session
3:30 – 4:00						

Sunday, April 23, 2006

Place:	University of California, Los Angeles – 306 Royce Hall
9:00 – 12:00	POST CONFERENCE WORKSHOP – <i>The Contribution of Spoken Corpora to Language Pedagogy</i> Michael McCarthy, University of Nottingham, UK/Pennsylvania State University

Detailed Schedule of Events

Friday, April 21, 2006

Luxe Hotel Sunset Boulevard, Los Angeles

5:00 – 6:00 p.m. Conference Registration Outside the Café Bel Air

6:00 – 7:00 p.m. Keynote Address *Fluency Revisited: Flow and Confluence*
Michael McCarthy, University of Nottingham, UK/Pennsylvania State University
Café Bel Air

7:00 – 9:00 p.m. Reception (Appetizer buffet; cash bar)
Café Bel Air Patio

Saturday, April 22, 2006

University of California, Los Angeles – Royce Hall

Event	Time	Room/Chair	Description
Registration	8:30 – 10:00	Outside Royce Hall	
Session 1	8:30 – 9:30	Room 314 Chair Giulia Centineo	UC Consortium Mini-Grant Papers I <ol style="list-style-type: none">1. Akemi Morioka, Kiyomi Chinen (UCI) <i>Shifting Towards CBI (Content-based Instruction) in Second-Year Japanese</i>2. Asako Hayashi, Hiromi Aoki (UCLA) <i>A use of a voice on-line tool (WIMBA) for content based instruction courses for Japanese as heritage language learners</i>3. Eiko Ushida (UCSD) <i>Teaching Strategies in the Japanese Classroom for Returnees from Japan</i>
Session 2	8:30 – 10:10	Room 156 Chair Olga Kagan	Focus on the Learners: Surveys and Classroom Research I <ol style="list-style-type: none">1. Elizabeth Hartung-Cole (LB USD) <i>Adolescent Heritage Language Learners</i>2. Karl Swinehart (UCLA) <i>A Romance (with) Language? - attitudes, motivation and learning Spanish in a bilingual community</i>3. Larry McLellan (UCSB) <i>Heritage and Non-Heritage Students: Perceptions of the Other</i>

Event	Time	Room/Chair	Description
Session 3	8:30 – 10:10	Room 164 Chair Mariam Lam	Language Assessment <ol style="list-style-type: none"> 1. Qin Liu (UCLA) <i>Analysis of Oral English Proficiency of Chinese College Students</i> 2. Robert Blake, Maria Cetto, Cristina Pardo Ballester (UCD) <i>Assessment of L2 Spanish Students in Hybrid and Virtual Courses</i> 3. Seung-Hee Lee, Jae-Eun Park, Sung-Ock Sohn (UCLA) <i>Topic management in oral proficiency interviews</i>
Session 4	8:30 – 10:10	Room 306 Chair Theda Shapiro	Corpus and Discourse Approaches to Curriculum Design I <ol style="list-style-type: none"> 1. Bradley Langer (UCD) <i>Acquisition of Discourse Markers in a Study Abroad Context</i> 2. Kyoto Sato (UCSD) <i>Does instruction help learners become proficient in L2 Writing? The case of the Japanese particles, wa and ga.</i> 3. Scott Phillabaum, (CSU) <i>Discourse Analysis and ITA Training</i>
Session 5	8:30 – 10:50	Room 190 Chair Rodney Sangster	Computer Mediated Language Teaching and Learning I <ol style="list-style-type: none"> 1. Carolyne Crolotte (UCD) <i>Possible positive effects of online chat on SLA</i> 2. M. Victoria Gonzalez Pagani, Alvaro Romero, Olga Martinez Guerrero, Ariel Perez (UCSC); Myriam Smith (UCSB); Rafael Granados (UCCP); Maria Kilpatrick (IU) <i>Corrective Feedback Design for Online AP Spanish</i> 3. Maria Ortenberg, Abdelfattah Boussalhi (DLI) <i>Pedagogical Considerations and Media-Specific Challenges of Teaching Reading and Listening in an Online Environment</i> 4. Sarah Charlotte Roberts (UCB) <i>Flâneur de Paris: A Virtual Learning Environment for French Conversation</i>
Session 6	8:30 – 10:50	Room 243 Chair Virginia Adan-Lifante	Grammatical Constructs and Classroom Practice I <ol style="list-style-type: none"> 1. Carlee Arnett (UCD) <i>Interlanguage Prototypes in the German Case System</i> 2. Diana Filenko, (UCD) <i>Case in Russian</i> 3. Elizabeth Guthrie (UCI) <i>Is All Grammar Equal?</i> 4. Glenn Levine (UCI) <i>Socializing the Cygnet to Reject the Duck: Rethinking the Teaching and Learning of Foreign-Language Grammar in Social and Political Terms</i>

Event	Time	Room/Chair	Description
Session 7	9:40 – 12:00	Room 314 Chair Kathleen Dillon	Curricular Innovations and Teaching Practice I 1. Abhijeet Paul (UCB) <i>Teaching Bangla (Bengali) through Sight and Sound</i> 2. Koorosh Angali (UCB) <i>Written or Spoken: That is the Question</i> 3. Namhee Lee (UCLA) <i>An innovative curriculum for the UCLA Korean Flagship Program</i> 4. Sonia Shiri (UCB) <i>Content-based Distance-learning of a Less Commonly Taught Language and Culture: The case of Arabic Without Walls</i>
Session 8	10:20 –12:00	Room 156 Chair William Nickell	Focus on the Learners: Surveys and Classroom Research II 1. Grant Goodall (UCSD) <i>Acquisition, attrition, and the goals of language study</i> 2. Michelle Fu (UCLA) <i>Understanding Our Students</i> 3. Robert Train (SSU) <i>Learning to be bilingual: The use of student ethnographic journals in the Spanish class</i>
Session 9	10:20 – 12:00	Room 164 Chair Chengzhi Chu	Literature & Culture in Language Study I 1. David Malinowski (UCB) <i>Reading Culture in Place: A report on an online forum for learning Korean and English from signs</i> 2. Jane Choi (UCLA) <i>Teaching Culture is a Must in Korean Heritage Language Instruction</i> 3. Sunny Jung (UCSB) <i>Teaching Korean Language through Korean Soap Drama</i>
Session 10	10:20 – 12:00	Room 306 Chair Ruohmei Hsieh	Corpus and Discourse Approaches to Curriculum Design II 1. Eniko Csomay (SDSU) <i>Lexical variation in university classroom interaction: A corpus-based look at short turns in teacher talk versus student talk</i> 2. Stefan Frazier (SJSU) <i>Using corpora and Google in TESL grammar assessment</i> 3. Sunyoung Shin (UCLA) <i>Do you think or believe Dodgers win?: A corpus analysis of English verbs marking of stance in BBS, Speech, and Writing</i>

Event	Time	Room/Chair	Description
Session 11	11:00 – 12:00	Room 190 Chair Robert Blake	UC Consortium Mini-Grants II 1. Nenita Pambid Domingo (UCLA); Juanito Santos Nacu (UCSD); Sally Idos <i>Filipino Curriculum for Heritage Language Learners</i>
Session 12	11:00 – 12:00	Room 243 Chair Moradewun Adejunmobi	Grammatical Constructs and Classroom Practice II 1. Heidi Waltz (UCR) <i>Teaching German Strong Verbs: An Alternative Approach</i> 2. Kelle Truby (UCR) <i>Advancing the advanced student</i>
Session 13	1:30 – 2:30	Room 314 Chair Grant Goodall	Curricular Innovations and Teaching Practice II 1. Viola Miglio (UCSB, UI) <i>Implication of spelling-related mistakes in the L2: the case of Spanish and Japanese</i> 2. Judith Kimura (UCI) <i>Reconsidering the Order of Teaching of Syllabaries in Japanese</i>
Session 14	1:30 – 3:30	Room 156 Chair Carlee Arnett	Focus on the Learners: Surveys and Classroom Research III 1. Eve Zyzik, Charlene Polio (MSU) <i>Incidental focus on form in Spanish literature classes</i> 2. Tasha Lewis (UCD) <i>Teacher Gestural Patterns in the Second Language Classroom</i> 3. Xiangdong Gu (UCLA) <i>Trends and problems: the use of teaching facilities in college English teaching in China</i> 4. Gyanam Majan (UCLA) <i>LCTL meets Proficiency Scales</i>
Session 15	1:30 – 2:30	Room 164 Chair Glenn Levine	Literature & Culture in Language Study II 1. Amy Tillman (GSU) <i>A Love Affair With Pidgin</i> 2. Virginia Adan-Lifante (UCM) <i>Sor Juana Ines de la Cruz and the Pluperfect Subjunctive</i>

Event	Time	Room/Chair	Description
Session 16	1:30 – 3:10	Room 306 Chair M. Victoria Gonzalez-Pagani	UC Consortium Mini-Grant Papers III 1. Hongyin Tao (UCLA) <i>Developing Teaching Materials with Authentic Data and Corpus Analysis Tools</i> 2. Ruohmei Hsieh (UCI); I-Hao Li (UCB) <i>A Web-based Placement Test for Heritage Learners</i> 3. Sirpa Tuomainen, Karen Moller (UCB) <i>Trials, Tribulations and Triumphs of Distance Language Teaching</i>
Session 17	1:30 – 3:30	Room 190 Chair Elizabeth Guthrie	Computer-Mediated Language Teaching and Learning II 1. Cristina Pardo Ballester (UCD) <i>College students' responses to an Online Survey of a Hybrid Spanish Language Course</i> 2. Olga Gurevich (UCB) <i>An Online Reference for Georgian Verb Conjugations</i> 3. Sylvie Nguyen (UCD) <i>The Future of Language-Learning Software</i> 4. Olga Kagan, Anna Kudyma (UCLA) <i>Communicating in a Foreign Language: Speaking as a Web-based Activity</i>
Session 18	1:30 – 2:30	Room 243 Chair Timothy McGovern	Grammatical Constructs and Classroom Practice III 1. Tina Boyer (UCD) <i>Attributive Adjectives and the German case system: Is there another approach to teaching the endings?</i> 2. Zhijun Wang (UCD) <i>Past Tense and Agreement: Misspelled Inflections</i>
Session 19	2:40 – 4:00	Room 314 Chair Thomas Hinnebusch	Curricular Innovations and Teaching Practice III 1. Julietta Shakhbagova (USC) <i>Pronunciation Revisited: Increasing the Effectiveness of Error Corrections</i> 2. Yenna Wu (UCR) <i>Chinese Character Recognition and Production for True Beginners Versus Mandarin Heritage Speakers</i> 3. Yuichi Todaka (MMU) <i>Shadowing in tandem with phonetic training in improving Japanese EFL learners' English comprehension skill</i>
TIRF Information Session	3:10 – 3:30	Room 243	The International Foundation for English Language Education Kathleen M. Bailey and Michael McCarthy

Sunday, April 23, 2006

University of California, Los Angeles

Event	Time	Place	Description
Workshop	9:00-12:00	306 Royce Hall	Post- Conference Workshop <i>The Contribution of Spoken Corpora to Language Pedagogy</i> Michael McCarthy (University of Nottingham, UK/Pennsylvania State University)

Presentation Abstracts (Alphabetical by first Author)

A

Koorosh Angali, UC Berkeley

Written or Spoken: That is the Question

During the past eight years of teaching elementary Persian to the beginners, and Persian syntax and grammar to students of diverse ethnicities, who have already been exposed to Persian, I have been occasionally asked to transcribe Persian in English script. Last fall, one student, in particular, made a “C-” and a “B-” in his first two quizzes. In several occasions he complained about the difficulty of this new writing system; he also mentioned his interest being more in speaking than writing. I allowed him to take his final exam by writing the answers in English transcription; he made an “A” in his final exam—he knew the words and sentences; he just could not write them in Persian script. Is it, or is it not appropriate to allow the student to use English transcriptions in learning a foreign language? That is the question which is addressed in my paper.

Carlee Arnett, UC Davis

Interlanguage Prototypes in the German Case System

This study examines the use of accusative and dative case by intermediate L2 students of German and to what extent learners have constructed a prototype for those cases. Research on native speaker prototypes subsumes all the functions of the dative case under one prototype. The use of the dative case is prototypically with the experienced participant. The accusative case is used with the most affected participant. L2 German students are more than 80% accurate in their use of the accusative case. However, they rarely use the dative case, even when obligatory, and are inaccurate when they do. This data suggests two possibilities: 1) the students are over-generalizing the functions of the accusative case or 2) they have not constructed a category for dative. Twenty oral narratives from L2 students suggest that the students do not yet have a prototype for the dative case.

B

Cristina Pardo Ballester, UC Davis

College students' responses to an Online Survey of a Hybrid Spanish Language Course

This paper examines the students' opinions of L2 students learning introductory Spanish through a hybrid format: namely, two days a week in class and three days working with online resources. Students used a CD textbook in conjunction with online activities delivered through a MOODLE interface with a Breeze chat program. A survey conducted in first-year Spanish courses examined learners' evaluation of the hybrid courses. The results of this evaluation indicate that the courses facilitated not only the learning of the Spanish language but also the cultural awareness of the Spanish-speaking world. The combination of Internet technologies along with class meetings promoted collaborative learning among students improving their speaking and listening skills.

Robert Blake, Maria Cetto, Cristina Pardo Ballester, UC Davis

Assessment of L2 Spanish Students in Hybrid and Virtual Courses

The power of a language test is in its ability to discriminate among test takers. In previous work, we posed the question of whether or not an automated Spoken Spanish Phone Test (SST) could distinguish among students at different levels and potentially be used for placement in college courses (Balogh, Blake, & Cetto 2005). The SST was administered to 137 students enrolled in beginning, intermediate and advanced courses. The SST instrument appeared to differentiate a marked break between first-year and second-year of University Spanish study. In this study, we compare the SST baseline results with L2 students enrolled in either a hybrid or a totally virtually beginning Spanish course. Students in the technologically assisted format “whether hybrid or totally online” performed at similar levels to those of their counterparts enrolled in traditional language classrooms. The implications of these findings for the L2 curriculum will be discussed.

Tina Boyer, UC Davis

Attributive Adjectives and the German case system: Is there another approach to teaching the endings?

This study examines attributive adjectives in the German case system in regard to theoretical considerations and practical applications in the classroom. A historical overview is given on traditional (Drosdowski 1984; Lederer 1969; Helbig & Buscha 1988) and theoretical groundwork (Mallen 2002; Webelhuth 1992; Fanselow & Felix 1987; Riemsdijk 1983). I will extend these approaches by basing my methodology on Esau's (1972) analysis of German adjectives. I am investigating teaching styles and grammar explanations of adjective endings in order to show a lack of cohesiveness in the practical application. The idea of weak, strong and mixed endings in the German case system is an established teaching method. I want to propose a simplification and distill them into one chart, which will facilitate the teaching of adjectives and can be used with current textbooks or as a basis for new teaching approaches. I expect to find that it will assist the learning process.

C

Jane Choi, UC Los Angeles

Teaching Culture is a Must in Korean Heritage Language Instruction

A needs analysis conducted to 78 high-beginning Korean heritage learners at UCLA reveals that culture must be integrated in Korean heritage language curricula. In many cases, teaching culture equates with a few lessons on holidays, traditional costumes, folk songs, and food. However, teaching culture to Korean heritage learners must go beyond these introductory lessons since the major goal for heritage learners is to better understand and communicate with their parents and relatives. Thus, the cultural elements that must accompany language instruction for Korean heritage learners are teaching what is appropriate to say to whom, and in what situations, and teaching the beliefs and values represented by the various forms and usages of the language. The present paper presents that culture must be incorporated as a vital component in Korean heritage language learning and discusses practical ways to incorporate culture into the heritage classroom (e.g., integrating television segments).

Elizabeth Hartung-Cole, Long Beach Unified School District

Adolescent Heritage Language Learners

The presenters will summarize a study of an urban district's middle and high school heritage language program involving more than 2,000 students who speak Spanish or Khmer. The study includes demographic information about the students' fluency status, length of time in United States schools, grade point averages, enrollment in a-g courses, attendance patterns, and articulation to Advanced Placement courses. The study also describes the theoretical and pedagogical features of the academic curriculum being implemented for each level and the California procedures for adopting and funding materials. Student responses explain why they enrolled in the course, what their goals are, and provide a self-assessment of their linguistic proficiency in the heritage language and in English. Finally, the study presents classroom teachers' statements regarding the unique aspects of teaching heritage language courses to adolescents and recommendations for teacher training programs.

Carolyne Crolotte, UC Davis

Possible positive effects of online chat on SLA

This presentation discusses how on-line synchronous chat can have a positive effect on oral proficiency skills. The study itself was conducted over a period of eight weeks in which three native-Portuguese-speaking Brazilian students participated in regular individual chat sessions 4 times per week for 1.5 hours each session. During the "chats" participants and I shared personal experiences and interests by posing questions to one another about standard discussion topics (i.e., vacations, sports, hobbies, music, movies) in English. The participants also took both a pre- and post-test of spoken proficiency in English to gauge their progress. The presentation will examine the details of the study, talk about specific areas of improvement observed in the chat transcripts, as well as areas which did not show improvement, and conclude with a practical discussion regarding how language teachers can incorporate on-line chatting as part of their curriculum.

Eniko Csomay, San Diego State University

Lexical variation in university classroom interaction: A corpus-based look at short turns in teacher talk versus student talk

The present study explores the most frequent lexical items in short turns and their distribution between teacher and student. Corpus-based techniques are applied to identify a large number of turns and their lexical content in 225 university class sessions from 6 universities across the United States. The findings showed that although students take sixty per cent of the turns in our university classrooms, they use up only twenty per cent of the total amount of words they utter. Additionally, students use a larger variety of words in these short sequences in comparison to teachers. The concordance lines of these short turns reveal varying functions as well. While students mostly indicate involvement with their short turns, teachers use them to elicit further elaboration or to prompt reformulation. This finding indicates that the lexical items in short turns might function differently in classroom talk from face-to-face conversation.

D

Nenita Pambid Domingo, UC Los Angeles; Juanito Santos Nacu, UC San Diego; Sally Idos

Filipino Curriculum for Heritage Language Learners

The dramatic increase of heritage language learners in Filipino language has made it imperative to produce materials for first-level Filipino that are current and relevant to their unique Filipino-American experience. Currently, four U.C. campuses offer Filipino language courses: Berkeley, Los Angeles, San Diego and Riverside. However, materials used in these courses are dated and detached from contemporary realities. There is therefore a need to update the existing curriculum in order to standardize the teaching of Filipino system-wide and address the linguistic needs of heritage language learners. Building on existing materials, current research and varied pedagogical expertise, our panel will present an overview of our collaborative project funded by the UCCLLT for 2005-2006 on a content-based curriculum for heritage Filipino-American learners who comprise close to 100% of our classes.

F

Diana Filenko, UC Davis

Case in Russian

In advanced Russian classes, instructors explain grammatical issues to students with different background knowledge of the language, such as learners of Russian as a foreign language and heritage speakers. One challenging grammar topic is case, which most recent textbooks explain without addressing the actual meanings of cases. As a result, students do not have an overview of the Russian case system and see cases as unconnected with each other. Following Janda (The Case Book for Russian, 2002), I offer an explanation for Russian case, based on Cognitive Grammar, in which the cases follow one another logically, so that the case system appears consistent. This approach helps students cope with all cases successfully and use them correctly. Moreover, as practice has shown (in a 2004-2005 advanced classroom), this system is suitable for any group of students, since such explanation neither fails the needs of heritage speakers nor intimidates foreign learners.

Stefan Frazier, San Jose State University

Using corpora and Google in TESL grammar assessment

Computer assistance has become common in language assessment and in ESL and TESL instruction, for good reason: due to the widespread dissemination of electronic corpora and Internet search engines such as Google, more and more language is available for instructors to present to students for analysis. Computer-based searches greatly simplify the hunt for specific grammar structures. This presenter will demonstrate an innovative method of finding and selecting structures for use in assessment in TESL courses. A short review of literature – on the topic of “What is the role of corpora in assessment?” – will be accompanied by a detailed explanation (step-by-step instructions) of how a particular grammar structure is gleaned from corpora and from the Internet, organized on an assessment tool, and presented and processed in class.

Michelle Fu, UC Los Angeles

Understanding Our Students

This paper analyzes the results from a survey of 257 students enrolled in a beginning level Chinese language course in 2005 at a research university. The survey focuses on three areas: a) students self evaluation of their Chinese skills before entering the course, b) their self reported motivations for learning the language, and c) their expectations from the course. Elucidation of these factors has helped us understand the specific motivational factors that contribute to students' selection of Chinese and has suggested ways of incorporating appropriate curriculum activities to better meet the students' needs.

G

Grant Goodall, UC San Diego

Acquisition, attrition, and the goals of language study

With a standard one-year language requirement, students typically receive 150 hours of classroom exposure. By several measures, this results in relatively low-level proficiency. Moreover, research shows that low-proficiency speakers are particularly susceptible to quick and profound attrition. The result is that after a few years, many students have little to show for their year of language study. Beyond trying to maximize acquisition and minimize attrition, how can we address this problem? I propose that we show students that the acquisition experience is valuable in and of itself by giving them the tools to analyze it. I present activities in which students explore their own acquisition experience and how it relates to the nature of human language and the mind more generally. These enable students to put their own experience in a larger context, improve their strategies for acquisition, and see connections between language study and other disciplines.

Xiangdong Gu, UC Los Angeles

Trends and problems: the use of teaching facilities in college English teaching in China

This paper, primarily through classroom observation in 38 teachers' classes at three universities, explores the trends and problems in the use of teaching facilities in college English teaching in China. The research findings show that there are more and more college English teachers trying to make use of a variety of teaching facilities available in their teaching, particularly the modern teaching instruments: computers and the Internet. They hold the belief that it guarantees the improvement of teaching quality. But classroom observation reveals that the use of modern teaching instruments in college English classrooms poses many unexpected problems both to the teachers and the students. The paper comes to the conclusion that the use of a variety of teaching facilities does not necessarily guarantee the improvement of teaching quality. The key lies in how to make good use of them.

Olga Gurevich, UC Berkeley

An Online Reference for Georgian Verb Conjugations

Georgian is a very unusual language with a complex grammar that presents much difficulty for the learner, and is currently taught at only a handful of American universities. However, Georgian is very interesting from a linguistic point of view, and is also becoming important from a geo-political standpoint. The most complicated part of Georgian grammar is the verbal

conjugation, characterized by a large number of semi-regular and irregular patterns. The structure of available dictionaries, grammars, and textbooks makes finding verb-specific information quite difficult. We present an online reference tool for Georgian verbs, based on a computational model of the Georgian verb. This project adds to the existing resources in the following ways:

- Complete conjugation tables for 200 frequent verbs.
- Database searchable using any Georgian verb form or its English translation.
- Real-life examples of verb usage from print sources, audio and video clips.
- Several types of exercises.

Elizabeth Guthrie, UC Irvine

Is All Grammar Equal?

Textbook presentations of grammar rarely differentiate between various types of grammatical issues. However, the teaching of morphological and syntactical issues can perhaps benefit by more differentiated approaches; and many so-called "grammar" issues can be learned and taught most simply as lexicon. Diane Larsen-Freeman, going a step further, discusses the importance of analyzing grammar problems in terms of form, meaning, and usage when preparing to teach them, and she suggests that one of these areas will present a particular "learning challenge" which should be the primary focus of attention. My paper will present a critique of undifferentiated approaches to the teaching of grammar and will sketch out some implications of a more complicated notion of what "grammar" entails. Examples will be taken primarily from French and English but will be applicable to other languages as well.

H

Asako Hayashi, Hiromi Aoki, UC Los Angeles

A use of a voice on-line tool (WIMBA) for content based instruction courses for Japanese as heritage language learners

The number of Japanese as Heritage Language (JHL) students has increased at the UC system last five years. Under these circumstances, there is an urgent need to develop course materials for JHL students. This project is part of the Content Based Instruction (CBI) material development granted by UC consortium. In particular, our project has developed CBI materials in JHL courses using a voice on-line tool called WIMBA. Hayashi (2003) reports that JHL students need to improve their formal speech even though they possess near native fluency. Carreira (2005) pointed out that oral proficiency of heritage learners has to be enhanced as their strength rather than be ignored. This project aimed at improving JHL students' oral proficiency, particularly their formal speech on the topics covered in the CBI course. In the presentation, we introduce rationales of the use of CALL materials for JHL students and sample project works with WIMBA.

Ruohmei Hsieh, UC Irvine; I-Hao Li, UC Berkeley

A Web-based Placement Test for Heritage Learners

In response to UC Language Consortium's recommendation to develop placement tests for heritage learners (in its Guidelines on Heritage Language Instruction), a group of UC Chinese language instructors, supported by a grant from UC Language Consortium, developed an online Chinese placement test in order to 1) effectively place students, in particular heritage students, into appropriate Chinese language classes, and thus improve the quality of teaching and learning; 2) identify and diagnose linguistic strengths and weaknesses of Chinese heritage students; 3) generate information that could be used for curriculum design and material development for heritage language instruction. This paper reports on the development and design of this web-based placement test - a test designed to be shared across the UC system and can be used as a template for all languages. Initial findings on some of the linguistic characteristics of Chinese heritage learners will also be presented.

J

Sunny Jung, UC Santa Barbara

Teaching Korean Language through Korean Soap Drama

(Proposal for Literature and Culture in Language Study) The purpose of this study is to find out the approach of the Social Interactionism and Humanism of educational psychology for an advanced heritage language learning process. The task was selected by the teacher for two Korean soap dramas in both college aged protagonists. The context was about dating, living arrangements, and liberal and arranged marriages from a liberal and extremely traditional family presenting the contemporary Korean society and culture. The teacher acted as a total facilitator for the classroom activity even though it interfaces with the students. The teacher gave them an assignment before viewing and reading the scenario. After viewing the scenario, the students used their knowledge and information to present their opinions about the drama in formed groups. The students will present their own opinions in skits composed for a final presentation.

K

Olga Kagan, Anna Kudyma, UC Los Angeles

Communicating in a Foreign Language: Speaking as a Web-based Activity

WIMBA (a web-based vocal communication product) is used to facilitate and promote vocal instruction, collaboration, coaching, and assessment beyond the traditional language laboratory environment. This tool appears to help students achieve a confidence level that promotes active learning, helps diction, and motivates further study. It provides more speaking opportunities for all students but especially for those who have difficulty with oral production. The paper will also present a variety of WIMBA-based exercises and will analyze students' performance and feedback. The question we seek to answer: 1) Can use of the web for oral production replicate or replace teacher-mediated classroom instruction? 2) Do students produce more language when speaking on the web or face-to-face? 3) What do students find more satisfactory in the web-mediation: speaking practice or grammar instruction? 4) Do students perceive web-based speaking tools as a legitimate component of language study? We will also discuss whether the classroom time is best dedicated to speaking practice or to grammar instruction.

Judith Kimura, UC Irvine

Reconsidering the Order of Teaching of Syllabaries in Japanese

Since post-World War II, it has been standard procedure, when teaching Japanese orthography, to teach the more cursive and versatile Hiragana Syllabary first, then proceed to, yet not cover as thoroughly, the more geometric Katakana Syllabary. This is despite the fact that Katakana vocabulary streams into the Japanese language daily. This study covers an experiment, utilizing both a control and focus group of UCI students, with reversing the order these two Syllabaries are taught, including an increase in the thoroughness with which Katakana is taught. This paper presents the results of retention of both syllabaries of the two student groups studied and psychological closeness expressed by the students towards either writing system, based upon student test scores, class surveys, and case study student interviews over two Quarters. The results suggest serious consideration of the reversal of the teaching of these two Syllabaries in the Japanese language classroom.

L

Bradley Langer, UC Davis

Acquisition of Discourse Markers in a Study Abroad Context

L2 researchers have assumed that immersion in the context of study abroad aids immensely L2 development of a second language learner although how it helps the acquisition process has been difficult to pinpoint exactly how it helps the acquisition process. The purpose of this study is to compare how language learners of Spanish studying in Mexico were able to use discourse markers to maintain a smoother flow of ideas than their counterparts studying in California. Although Freed 1995 has shown that students that have studied abroad tend to have less unfilled pauses and more filled pauses, this study aims to show how these pauses are filled in Spanish with discourse markers such as *pues*, *este*, *como*, and others. The control of discourse markers gives the impression that students who have studied abroad are more fluent because the discourse markers create more fluid conversation despite similar levels of grammatical proficiency.

Namhee Lee, UC Los Angeles

An innovative curriculum for the UCLA Korean Flagship Program

This presentation introduces an innovative language curriculum - developed for the UCLA Korean Flagship Program and used for the last three years. The program is for advanced learners who wish to raise their proficiency to the superior level. To achieve this goal, the program developed courses applying the principles of content based language instruction. These courses promote highly individualized instruction in which an instructor addresses a learner's specific needs. Additionally, to maximize learners' use of the target language in real-life settings, a mentor system and an internship program were introduced. Each student is paired with a mentor, whose specialty parallels with the learner's interests and career goals. Internship positions are selected to serve as settings where the learners practice and develop their language skills. The creation of a class website with a chat room and a book/movie club has given students opportunities to interact in informal settings.

Seung-Hee Lee, Jae-Eun Park, Sung-Ock Sohn, UC Los Angeles

Topic management in oral proficiency interviews

One way in which ACTFL distinguishes levels of oral proficiency concerns how learners handle, and whether they can handle, a variety of topics. While learners' linguistic and sociolinguistic ability to deal with various topics is evaluated, it is often overlooked that their talk occurs in an interaction with interviewers. In this study, we analyze 120 minutes of Korean oral proficiency interviews. The analysis focuses on two aspects of topic management: interviewers' strategies for topic elicitation and their impact on interviewees' responses. On the one hand, interviewers' use a variety of question types to elicit interviewees talk. Question types employed play a significant role in interviewees' topic expansion. On the other hand, interviewees expand topic to varying degrees depending on the interviewer's question type. In addition, interviewees' responses influence interviewers' selection of question types. Through the analysis, we suggest that learners' topic management is related to interviewers' topic elicitation strategies.

Glenn Levine, UC Irvine

Socializing the Cygnet to Reject the Duck: Rethinking the Teaching and Learning of Foreign-Language Grammar in Social and Political Terms

In recent years language professionals have addressed numerous theory-to-praxis problems based on constructivist models, such as sociocultural theory, intercultural communicative competence (ICC), and legitimate peripheral participation. These include negotiated interaction, language choice, and learner identity. A gap in the scholarship, and the next logical theory-to-praxis problem, is the teaching and learning of grammar. A framework is proposed for grammar teaching and learning based on sociocultural theory, sociolinguistics, and the assumption that the learner is a developing bilingual. The conventional definition of pedagogical grammar is first expanded to make room for multiple linguistic varieties and sociolinguistic situations. Thereafter our understanding of learner 'success' is re-framed in terms of ICC, language socialization, and legitimate peripheral participation. Finally, key implications of this reorientation are discussed and four proposals for classroom implementation are proposed, exemplified by sample activities that can serve as templates for teaching and curriculum development.

Tasha Lewis, UC Davis

Teacher Gestural Patterns in the Second Language Classroom

In recent years, researchers such as Acredolo (1996) and Clark (2003) have been interested in the role that nonverbal communication can play in first language acquisition. These researchers argue that the nonverbal gestures used by adults have a greater positive impact on a child's language development skills than we are currently aware of. If nonverbal communication aids first language acquisition, what is the effect of nonverbal communication in the second language learning environment? The goal of this study is to investigate teachers' use of gestures while teaching a second language. In this particular project, I will focus on the gestures that are associated with the teaching of vocabulary items. My research questions are as follows: a) How frequently are particular types of gestures used in the foreign language classroom when teaching vocabulary? b) In what ways do gestures appear to facilitate acquisition from both the teacher and student perspectives?

Virginia Adan-Lifante, UC Merced

Sor Juana Ines de la Cruz and the Pluperfect Subjunctive

In Remapping the Foreign Language Curriculum: An Approach through Multiple Literacies (The Modern Association of America, 2005), Janet Swaffar and Katherine Arens point out, among other topics, the isolation that exist in many Foreign Language Departments between "language" courses and "content" courses. They argue that foreign language programs should link meaning and language learning from the beginning. The need to incorporate culture and literature in the teaching and learning of a foreign language that Swafar and Arens argue in their book is being put into practice to some extent in several of the most recently published intermediate Spanish language manuals. The purpose of my presentation is to illustrate how some of those manuals integrate culture and literature in the teaching of a foreign language.

Qin Liu, UC Los Angeles

Analysis of Oral English Proficiency of Chinese College Students

This paper displays the result and analysis of an experimental oral English test on 180 candidates from 6 different types of Chinese college students (i.e., English majors from key universities, Science majors from key universities, Arts majors from key universities, English majors from local universities, Arts majors from local universities and Science majors from local universities). Rated according to an analytic rating scale sub-categorized into language skills and strategic skills, which is conducted by the author herself, these candidates show the general proficiency of this language skill. On the whole, they have reached the level required by the teaching syllabuses, but still have some common problems. Moreover, different types of candidates present differentiated merits and demerits. It can be concluded that oral English instruction in Chinese colleges needs great improvement in certain respects.

M

Gyanam Mahajan, UC Los Angeles

LCTL meets Proficiency Scales

Recent language teaching at Universities has shown a growth in emphasis on language development and assessment based on proficiency scales similar to those suggested by agencies such as the ACTFL or the ILR. This paper cautions against such an approach to language teaching, especially for less commonly taught languages. This paper examines the common assumed goals for LCTL at Universities and argues that while the proficiency scales may provide helpful hints at best, they may actually be tangential or irrelevant to the higher goals of a University course. The paper examines three basic components of a language course: grammar, cultural norms and communicative goals and explores the use of the proficiency scales at different levels of language courses by overlaying aspects of the scales on progression in a University language course. Finally, the paper looks at the case of heritage language learners at different levels in University language courses.

David Malinowski, UC Berkeley

Reading Culture in Place: A report on an online forum for learning Korean and English from signs

This presentation will address the design, creation and two semesters' implementation of a bilingual website through which over 100 Korean learners at UC Berkeley and English learners in Korea have explored each other's languages and cultures as they appear in the "linguistic landscape" of shop signs, billboards and street signs. In response to a growing area of concern in

applied linguistics #8212; the symbolic role played by public written language in multilingual societies in mediating relations of knowledge and power between groups #8212; this project has sought to bring the multimodal representations and geo-spatial contextualization characteristic of public signs to bear as resources in the language learning process. The presenter will discuss difficulties in implementing this project at multiple ability levels and in two languages, strategies for integrating online activities such as this with existing curricular goals and activities, and the teacher's role in fostering a successful online community.

Larry McLellan, UC Santa Barbara

Heritage and Non-Heritage Students: Perceptions of the Other

What can instructors learn from students in mixed heritage/non-heritage classrooms that might enhance the learning process? How do these two groups perceive each other? In hopes of better understanding these issues, I conducted a survey of all Russian language students at UCSB in June 2005. The questions included what the students considered to be the hardest and easiest aspects of learning Russian for both themselves and the other group, and how they thought students from the other group might answer this question. I also asked what they thought were the advantages and disadvantages of mixed classrooms, and which particular activities were most and least successful. Initial analysis indicates that each group is aware of the basic strengths and weaknesses of the other. Both groups see positive and negative aspects of being in mixed classrooms, though their comments overwhelmingly reflect the desire for interaction between the two groups.

Viola Miglio, UC Santa Barbara and University of Iceland

Implication of spelling-related mistakes in the L2: the case of Spanish and Japanese

As experienced foreign language teachers, we have noticed how often spelling in the target language triggers non-native pronunciation patterns: Latin American [sapato], spelled <zapato>, is often pronounced [zapato] by L2 learners. We argue that voicing of the first segment is not due to a direct interference from the mother tongue, but that it is rather a complex phenomenon whereby the spelling of the word in Spanish triggers a correspondence between the Spanish symbol <z> and the pronunciation of the same symbol in the native language (in this case English). A comparison with Japanese will be drawn, whose Kana spelling system is syllabic and is also argued to cause interference in L2 learners. This phenomenon is cast in OT by introducing spelling as a specific case of analogy, as a type of Output-Output correspondence. The far-reaching theoretical and pedagogical consequences will be highlighted in the paper's conclusions.

Akemi Morioka, Kiyomi Chinen, UC Irvine

Shifting Towards CBI (Content-based Instruction) in Second-Year Japanese

A majority of students at the University of California must take lower-division foreign language for their breadth requirement. Although these courses are considered crucial for fostering student understanding of cultural diversity, a commonly-shared notion in academia is that they are not core academic courses, but merely preparatory courses for the student's study in the so-called upper-division "content courses." This has led to a distinct gap between these language- and content-courses, necessitating a reconsideration of the curriculum in order to make the transition smoother. Our paper presents a reform project on the Japanese language curriculum, shifting the focus from communicative only to content-oriented. In our presentation, we will demonstrate actual activities that aim to facilitate the students' cultural-literacy and critical-thinking skills, incorporating theoretical framework from Content-based Instruction (CBI). Our presentation focuses on Second-Year level, a project funded by the UCCLLT.

N

Sylvie Nguyen, UC Davis

The Future of Language-Learning Software

In beginning and intermediate German classes, college language students focus primarily on learning the language through grammar, rather than through culture. Students need to have culture incorporated into their language learning experience, instead of being in culture capsules in their textbooks, which must follow strict publishing guidelines. DeutschInterAktiv is a prototype software designed for teachers to instantly create professional-looking, pedagogically-sound web activities that use the latest authentic material from newspapers, journals, magazines, and other sources intended for native speakers of German. The software contains pre-designed activities for immediate use and also allows teachers the flexibility to quickly create new exercises, without having to fuss about graphic design issues. I believe this is the direction computer-based language-learning software should be heading, especially when textbooks do not suffice the needs of teachers.

O

Maria Ortenberg, Abdelfattah Boussalhi, Defense Language Institute

Pedagogical Considerations and Media-Specific Challenges of Teaching Reading and Listening in an Online Environment

This presentation will revisit the fundamentals of teaching reading and listening to L2 learners, and highlight the differences between the two skills. The presenters will discuss reading and listening objectives and approaches used by the Curriculum Development Division of the Defense Language Institute to develop online materials for students working toward advanced and

superior levels. The presenters will also identify the key sub-skills behind reading and listening, and suggest tools to facilitate their acquisition. Examples of reading and listening activities will be shown from Arabic and Russian GLOSS lessons.

P

M. Victoria Gonzalez Pagani, Alvaro Romero, Olga Martinez Guerrero, Ariel Perez, UC Santa Cruz; Myriam Smith, UC Santa Barbara; Rafael Granados, UC Collage Prep; Maria Kilpatrick, Indiana University

Corrective Feedback Design for Online AP Spanish

We will present a two-semester AP Spanish distance-learning course which is the equivalent of a third-year college-level course. A characteristic of this course is the amount and variety of activities: over 250 activities for all language skills, providing immediate corrective feedback in a variety of formats. We will focus on challenges faced in the development of course activities and feedback. The incorporation of corrective feedback makes well-thought-out CALL materials very labor intensive. This course features large amounts of implicit and explicit feedback at different levels of complexity, according to skill, activity type and topic. We will present a taxonomy of activities including type, number, and display of feedback, and discuss choices made such as the inclusion of metalinguistic information. Explicit feedback (grammar explanation or overt error correction) and implicit feedback (repetitions, recasts, clarification, etc.) will be discussed in the context of specific activities.

Abhijeet Paul, UC Berkeley

Teaching Bangla (Bengali) through Sight and Sound

In this paper I discuss my work in progress titled, "Teaching Bangla (Bengali) through Sight and Sound." No literary and/or audio-visual texts have been introduced in Bangla language teaching; hence my work expressly opens up the possibilities of immersion teaching in Bangla, both at the Introductory and Intermediate level. Usually in the classroom, the Bangla text triggers a variety of cultural registers that are introduced, analyzed, interpreted and sometimes adapted—a process analogous to the practice of translation, albeit significantly modified. As in translation, the participant intervenes with literal, metaphorical and a variety of nuanced readings from a mainly Anglophone perspective; but here gaining competence in Bangla too is the primary goal. Hence a great deal of emphasis is laid on the re-enactment and reproduction of the contemporary text—literary, fictional and/or non-fictional—in Bangla even with a limited vocabulary.

Scott Phillabaum, California State University

Discourse Analysis and ITA Training

Often times, the constraints of International Teaching Assistant training programs make it difficult to strike a balance between language, culture, and the university environment. This session presents a discourse-based approach to ITA training that incorporates these areas into one. A discourse-based approach to ITA training that draws upon the analysis of classroom interactions allows students/teachers to focus on both macro and micro-level speaking issues. Stress and intonation are studied through analyzing actual TA discourse, as are cultural issues such as appropriate ways to talk with students. By examining linguistic and cultural issues within their appropriate context, ITA trainees are encouraged to extend their training beyond the classroom to their own experience as graduate students at an American university. Attendees will view videotaped segments of teaching assistants in action and examine transcripts with an eye towards determining how the materials might be used in ITA training classes.

R

Sarah Charlotte Roberts, UC Berkeley

Flâneur de Paris: A Virtual Learning Environment for French Conversation

Flâneur de Paris is a website I am developing for use in intermediate- and advanced-level French Conversation. Constructed around recreations of the city's metro and street maps, it will provide a truly multimodal, virtual learning environment composed of an informative and entertaining amalgam of written, photographic, audio and video realia. It is designed to be a cultural, historical, and geographical resource that will facilitate deep learning through self-directed exploration, equipping students with the kind of shared knowledge and experience that is so essential to, but very often lacking in conversation courses. I will explain pedagogic benefits and design rationale in conjunction with a virtual tour of a sample module. I will conclude with discussion of the site's potential in the context of what I consider to be a much-needed re-evaluation of the role and importance of the college-level "conversation" course.

S

Kyoto Sato, UC San Diego

Does instruction help learners become proficient in L2 Writing? The case of the Japanese particles, wa and ga.

In order to be competent in L2 writing, learners should know discourse rules as well as sentence-level grammar. However, language instruction tends to emphasize sentence-level accuracy and neglect discourse-level instruction. Although some researchers maintained the importance of discourse-level instruction, the effect of different types of discourse-level instruction has not been investigated in SLA studies. Thus, in order to help learners become proficient in L2 writing, it is imperative for researchers and language teachers to know what type of discourse-level grammar instruction is beneficial for learners to be able to use linguistic items appropriately in texts and become proficient writers. This study compared the effects of two types of instruction on the acquisition of the discourse functions of Japanese particles, wa and ga, and found that the effectiveness of the instruction is influenced by the functions of the linguistic items and learners' readiness.

Julietta Shakhbagova, University of Southern California

Pronunciation Revisited: Increasing the Effectiveness of Error Corrections

The presentation will focus on priority pronunciation problems learners of different languages have in the areas of speech sounds, stress, rhythm, and intonation. Typically, corrections of pronunciation errors are neglected in class: ESL/EFL teachers are most often uncertain what exactly is wrong with the student's pronunciation and how they can address the problem. The presentation will help teachers to understand how the pronunciation problems arise, and how they can be addressed effectively in a minimal amount of time. The presenter will demonstrate a variety of techniques targeted at developing specific muscles (at the points of articulation), the range of voice, and the articulatory effect of stress. Most of these activities are short and can be integrated with other work in class. Unfamiliar terms will deliberately be avoided to enable even inexperienced teachers to follow the instructions. Handouts will be provided.

Sunyoung Shin, UC Los Angeles

Do you think or believe Dodgers win?: A corpus analysis of English verbs marking of stance in BBS, Speech, and Writing

This study examines the difference of the four most common English verbs marking stance; think, guess, believe, and feel across three different registers; BBS, spoken, and written registers. It shows that the distribution of each stance verb is different across registers; the four stance verbs occur more frequently in the BBS and spoken registers than in the written register and guess is rarely used in marking stance in the written register. This study also shows that think and guess are rarely followed by a that-complementizer. On the other hand, feel and believe are often accompanied with it, particularly in the written register. In addition, the subjects other than I and you occur more frequently with stance verbs in the written register than in other registers. Based on these findings, I argue that all the stance verbs cannot be simply classified as the one grammatical category expressing stance.

Sonia Shiri, UC Berkeley

Content-based Distance-learning of a Less Commonly Taught Language and Culture: The case of Arabic Without Walls

Arabic Without Walls (AWW) is a distance learning project designed to bring elementary Arabic to UC campuses that do not offer Arabic. One of the three main sections of AWW presents cultural-linguistic materials following a content-based methodology supported by a variety of other strategies. This thematically organized section contextualizes Arabic for the distant learners and raises their awareness of selected cultural aspects of the Arab world past and present. This section acknowledges the college language learner's intellectual needs and addresses them from various perspectives. This paper will present some of the strategies used to address the challenges of designing content-based materials for a non-roman script language that shares few cognates with European languages on the one hand, and a culture that is often subject to media-nurtured misconceptions on the other.

Karl Swinehart, UC Los Angeles

A Romance (with) Language? - attitudes, motivation and learning Spanish in a bilingual community

This study examines Spanish language learning among a group of African American monolingual English secondary students that have grown up in a predominantly Spanish speaking community, south Los Angeles. Students' self-reported language attitudes and motivations, obtained through the administration of Gardner's Language Attitude and Motivation Battery (1985), are analyzed in light of insights on students' language attitudes as enacted in classroom interaction. Data on students' language behavior is gathered through observation, field notes and audio-recordings obtained in Spanish as a Foreign Language classroom, as well as through interviews with students and teachers. The study shows evidence for positive integrative and instrumental orientation on the part of African American students towards the learning of Spanish.

T

Hongyin Tao, UC Los Angeles

Developing Teaching Materials with Authentic Data and Corpus Analysis Tools

One of the most pressing needs in language teaching has been the incorporation of authentic language samples into classroom teaching (Tao 2005). The advantages of using authentic discourse data are numerous, including, for example, enabling the learner to access native speaker communicative strategies and exposing them to patterns of realistic language structure. However, authentic materials also pose many challenges, not the least of which are contextual information and control of presentation. In the past few years I have been working on a project to develop advanced teaching materials on the basis of native speaker conversation. I have attempted using typical multimedia tools (digital audio, hypertext, WWW), as well as corpus analysis tools (tokenizer, word list, concordance). In this talk I present samples of advanced Chinese materials and show some of the ways in which numerous multimedia and corpus analysis tools can be combined in developing materials for classroom use.

Amy Tillman, Georgia State University

A Love Affair With Pidgin

There are about four thousand different languages now in use on the earth. I will be investigating, in my presentation, one language in particular: the pidgin language of my subjects, Mary and Pierre, a married couple from the US and Senegal, respectively, each with their own native language. An investigation of the pidgin they have created is important for several reasons, most especially because it reveals the fossilizing effects a pidgin can have on second language acquisition. Specific conditions involving Mary and Pierre's pidgin have had striking influences on Pierre's acquisition (or non-acquisition) of English. Their pidgin language raises the question, of whether an L2 is indeed, even necessary, in certain situations (i.e. Mary and Pierre's situation). I will address such questions, including the rather important question: If linguistic needs are met, then what else remains to be learned?

Yuichi Todaka, Miyazaki Municipal University

Shadowing in tandem with phonetic training in improving Japanese EFL learners' English comprehension skill

Shadowing has been used extensively as an exercise for interpreters to enhance their timing, listening, and short-term memory. Thus, Todaka (2002) conducted a study of its efficacy using 207 Japanese college freshmen using DVD movies. Todaka (ibid.) also provided his students with pertinent phonetic information prior to each practice. Todaka (ibid.) found the following: (1) develop positive attitudes towards learning English communicative skills; (2) understand ways to better control the articulatory gestures necessary for speaking English; and (4) improve their listening comprehension skills in English. However, not enough time was spent on each phonetic feature nor was there any consideration given to the degree of difficulty of each feature at that time. The present study therefore focuses on those suprasegmentals which were found to be the most problematic features and reports on the efficacy of extensive phonetic training in tandem with shadowing in improving English listening comprehension skill.

Robert Train, Sonoma State University

Learning to be bilingual: The use of student ethnographic journals in the Spanish class

This paper describes an ongoing teacher research project on the use of electronic journals by university students studying Spanish at the lower-division level to explore identities and ideologies surrounding Spanish, its use and learning in California. The data and analysis are framed in terms of several emerging strands of research in second language acquisition and foreign language/heritage language education: 1) interdisciplinary research into identities and ideologies surrounding language; 2) critical language awareness and critically reflective learner/teacher practices; 3) qualitative research methods enabling teachers to undertake action research and fostering a view of "language learners as ethnographers" (Roberts, Byram, Barro, Jordan & Street 2001); and 4) uses of digital technologies. It is suggested that this project offers an avenue toward redefining an 'educated person' as some one who also has expertise in negotiating the multiple global and local identities and ideologies that are part of being bilingual or multilingual.

Kelle Truby, UC Riverside

Advancing the advanced student

I have begun to assign a grammar journal to advanced students in which they must provide an entry for all circled errors in their written assignments. Each entry must include the following information: What is the error? Why is it wrong? What is the correct form? Why was the mistake made? The purpose of this exercise is for both student and teacher to gain a better understanding of the state of their understanding of French grammar. The information gathered from these self assessments is always interesting and often startling. It has clarified my impressions and led to new insights as to how grammar explanation and drill is processed, retained and (mis)translated onto the written page. The insights extracted from this qualitative study will be presented as common themes which point the way to possible changes in teaching and meta-teaching in the third year.

Sirpa Tuomainen, Karen Moller, UC Berkeley

Trials, Tribulations and Triumphs of Distance Language Teaching

In 2002, an experiment of offering Scandinavian languages across UC Campuses via Distance Learning, using a video conferencing system (Polycom), was launched. The Finnish and Danish courses at UC Berkeley now form a hybrid class of live and distant digital students. Teaching a foreign language with the "digital"-students "present" in the classroom requires the

instructor to rethink many of the communicative methods commonly used in the second language classroom. The transition toward distance learning has prompted the exploration of the possibilities the new technology provides in our attempts to alleviate the difficulties of a virtual classroom. Distance teaching has generated questions about issues such as incorporating spontaneity into the DL-class, reliability and validity of testing, pair work and small group work, using contact assignments, developing relevant teaching materials, etc. In our two-part presentation we will discuss the challenges outlined.

U

Eiko Ushida, UC San Diego

Teaching Strategies in the Japanese Classroom for Returnees from Japan

This session presents a pedagogical application of CBI in teaching Japanese at a graduate school of international relations to illustrate how the teacher has implemented the CBI approach to a class specifically designed for returnees from Japan. This course was developed as a part of a Japanese CBI project, funded by the UC Language Consortium, to meet the interests and needs of students who have worked, learned Japanese language and culture in Japan, and wish to continue studying Japanese after they returned to graduate school in the U.S. The presenter will focus on her development of the CBI course on "Internationalization in Japan", utilizing Dörnyei's framework on motivational teaching practice (2001). She will share successful activities, the use of FirstClass®, and observation on conducting classes tailored to a specific group of students' expectations, examining the possible transferability of the methodology for a course for EAP returnees.'

W

Heidi Waltz, UC Riverside

Teaching German Strong Verbs: An Alternative Approach

Teachers of advanced German continuously face the daunting task of clarifying the ablaut patterns of strong (irregular) verbs. Textbooks, regardless of approach, customarily present long lists of approximately sixty strong verbs, which students of advanced German are expected to internalize in order to generate the correct forms of the spoken present perfect or written preterite. Unfortunately, these lists always present the verbs in alphabetical order without providing any hints about how to predict the vowel alternations for the various principal parts of the verb. The present paper suggests an alternative approach which allows students to predict at least the majority of the ablaut patterns in a systematic way by applying a more historically-oriented perspective to the task. As a result, our roughly sixty verbs may be classified into seven groups, a solution which may create a new order in the old chaos.

Zhijun Wang, UC Davis

Past Tense and Agreement: Misspelled Inflections

This study investigated the advanced Chinese and Japanese speaking learners' acquisition of English tense and agreement. The study focused on whether the failure of Chinese speaking learners of English in acquiring tense and agreement is due to inaccessibility to L2 English functional categories or due to morphological realization problems in the surface. A grammaticality judgment test and cloze test were used to elicit the data. The experiment results showed that Chinese learners had access to the English functional categories and could reset their parameter, but they could not realize the morphology on surface because of the unique Chinese L1 prosodic structure, L1 Chinese phonological properties and communication pressures. The Failed Functional Features Hypothesis and the Impaired Representation Hypothesis were disconfirmed and the Missing Surface Inflection Hypothesis was supported in this study.

Yenna Wu, UC Riverside

Chinese Character Recognition and Production for True Beginners Versus Mandarin Heritage Speakers

Character learning has often been the most difficult process for students learning Chinese. Research has also indicated that character production—that is, the ability to write a character from memory—is much more difficult than character recognition. Does character learning pose as much difficulty for Mandarin heritage learners as it does for true beginners? Should instructors adopt different pedagogical strategies in teaching different types of students? I would examine these issues and suggest a few mnemonic strategies for character learning. I also hope to show how instructors can utilize computer technology in teaching Chinese characters.

Eve Zyzik, Charlene Polio, Michigan State University
Incidental focus on form in Spanish literature classes

This paper reports on part of a qualitative study that examines language-focused instruction in three advanced Spanish foreign language classes that have literature as their primary focus. The motivation for the study was work by Pica (2001) and Musumeci (1996), who found minimal language focus in interaction occurring in ESL and Italian content-based classes, respectively. The guiding research question for the study was: Do students in advanced literature classes receive language-focused instruction? To address the question, we observed and videotaped five classes of three different Spanish literature courses. In addition, to get the instructors' perspective on language-focused instruction, we completed two stimulated recalls with each instructor. Here we report on the types and frequency of incidental focus on form, using Ellis's (2001) taxonomy, and the instructors' views and awareness of such types of focus on form.

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