



**The 4th  
UC Language Consortium Conference  
on Theoretical & Pedagogical Perspectives**

**University of California, Santa Barbara  
April 25-27, 2008**



**UC CONSORTIUM**  
FOR LANGUAGE  
LEARNING & TEACHING

# The 4th UC Language Consortium Conference on Theoretical & Pedagogical Perspectives

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**Hosted and Sponsored by the  
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**With additional, much appreciated support from the UCSB College of Letters and Science and the Division of Humanities and Fine Arts; the UCSB Departments of East Asian Languages and Cultural Studies; French and Italian; German, Slavic and Semitic Studies; Linguistics, Spanish and Portuguese; the Gevirtz Graduate School of Education; and the Interdisciplinary Humanities Center.; the UC Davis Second Language Acquisition, Director Travis Bradley; the UC Irvine Department of East Asian Languages & Literatures; the UC Los Angeles Center for Southeast Asian Studies.**

*I would like to express my special gratitude to Dean David Marshall, Director Robert Blake, Associate Director Kathleen Dillon, and most notably to Assistant Director Karen Callahan, without whom this conference could not have happened. My colleagues at UCSB have also generously offered their help: J. O. Davis (Instructional Development), Lisa Daniels, Myriam Gonzales-Smith, Grace Lapinid, Margaret MacRae, Laura Marques-Pascual, Viola Miglio, Chikako Shinigawa, Hiroko Sugawara, Hsiao-jung Yu. ~Dorothy Chun, UCSB*



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

The UC Consortium for Language Learning & Teaching is pleased to host the fourth 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. Dorothy Chun and her home campus of Santa Barbara 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 25, 2008**

<b>Place:</b>	<b>Fess Parker's Doubletree Resort, Santa Barbara</b>
5:00 – 6:00	<b>REGISTRATION</b> Outside Foyer, Regan Room
6:00 – 7:00	<b>KEYNOTE ADDRESS – <i>Corrective Feedback in Theory, Research and Practice</i></b> Professor Rod Ellis, University of Auckland Regan Room
7:00 – 9:00	<b>RECEPTION</b> Appetizer buffet; cash bar Regan Room and Patio

**Saturday, April 26, 2008**

*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.*

<b>Place:</b>	<b>University of California, Santa Barbara – Humanities &amp; Social Sciences Building</b>			
8:30 – 10:00	<b>CONFERENCE REGISTRATION (Humanities &amp; Social Sciences Building Courtyard)</b>			
	<b>Literature &amp; Culture in Language Study Room HSSB 1207</b>	<b>Language Learning for Heritage Students Room HSSB 1231</b>	<b>Computer-Assisted Language Learning Room HSSB 1173</b>	<b>Innovative Classroom Applications Room HSSB 1174</b>
9:00 – 9:30	Session 1	Session 11	Session 22	Session 33
9:35 – 10:05	Session 2	Session 12	Session 23	Session 34
10:10 – 10:40	Session 3	Session 13	Session 24	Session 35
10:40 – 10:55	BREAK			
10:55 – 11:25	Session 4	Session 14	Session 25	Session 36
11:30 – 12:00		<b>Linguistic Aspects of SLA Room HSSB 1231</b>	Session 26	Session 37
		Session 15		
12:00 – 1:05	CATERED LUNCH			
1:05 – 1:35	Session 5	Session 16	Session 27	<b>Computer-Assisted Language Learning Room HSSB1174</b>
				Session 38
1:40 – 2:10	Session 6	Session 17	Session 28	Session 39
2:15 – 2:45	Session 7	Session 18	Session 29	Session 40
2:45 – 3:00	BREAK			
3:00 – 3:30	Session 8	Session 19	Session 30	Session 41
3:35 – 4:05	Session 9	Session 20	Session 31	Session 42
4:10 – 4:40	Session 10	Session 21	Session 32	Session 43

**Sunday, April 27, 2008**

<b>Place:</b>	<b>University of California, Santa Barbara McCune Conference Room – 6<sup>th</sup> Floor, Humanities &amp; Social Sciences Building</b>
9:00 – 12:30	<b>POST CONFERENCE WORKSHOP– <i>The Methodology of Task-based Teaching</i></b> Professor Rod Ellis, University of Auckland

## Detailed Schedule of Events

**Saturday, April 26, 2008**

University of California, Santa Barbara

HSSB 1173  
HSSB 1174  
HSSB 1207  
HSSB 1231

All presentations will be held in Humanities & Social Sciences Building 1<sup>st</sup> floor Classrooms

Event	Time	Session Chair	Description
Registration	8:30 – 10:00	HUMANITIES & SOCIAL SCIENCES BUILDING (HSSB) COURTYARD	
<b>Literature &amp; Culture in Language Study (Room HSSB 1207)</b>			
Session 1	9:00 – 9:30	Sam Mchombo	<i>Linguistic Stereotypes and Language Ideology in Italian Language Film and Television</i> Giulia Centineo (UC Santa Cruz)
Session 2	9:35 – 10:05	Sam Mchombo	<i>Teaching Beginning Italian with the help of Literature</i> Rossella Pescatori (El Camino College)
Session 3	10:10 – 10:40	Chikako Shinigawa	<i>Confessions of a Refugee Tibetan Monk: Empowerment Post-imprisonment</i> Sophia Jin (UC Davis)
Session 4	10:55 – 12:00	Chikako Shinigawa	<i>Teaching and Learning Facts, Ideas, and (New) Perspectives: A Curriculum Presentation and "Town Hall" Discussion on Cultural Literacy in University-level Language Instruction</i> Glenn Levine, Eric Blankenship, Natalie Eppelsheimer, Simona Moti, Rebecca Schuman, Jessica Wood (UC Irvine)
Session 5	1:05 – 1:35	Guilia Centineo	<i>Implementation of a Searchable Database of Foreign Language Film Clips</i> Mark Kaiser (UC Berkeley)
Session 6	1:40 – 2:10	Guilia Centineo	<i>From Reduction to Emergence: A (Post) Post-colonial Perspective on Teaching Spanish in California</i> Robert Train (Sonoma State University)
Session 7	2:15 – 2:45	Victoria Gonzalez-Pagani	<i>Innovating Tradition: A New Approach to Culture in the Foreign Language Classroom in Light of the 2007 MLA Foreign Languages and Higher Education Report</i> Jennifer Gipson (UC Berkeley)
Session 8	3:00 – 3:30	Victoria Gonzalez-Pagani	<i>Translingual Competence' and its Implications for Advanced Language Learning</i> Bruce Anderson (UC Davis)
Session 9	3:35 – 4:05	Sharon Yu	<i>Extending Language Learning Beyond the Curriculum</i> William Nickell (UC Santa Cruz)
Session 10	4:10 – 4:40	Sharon Yu	<i>Raising Students' Cultural Awareness using Multicultural Literature in EFL/ESL Classroom Setting</i> Widyasari Listyowulan (University of Kansas), Yuseva Iswandari (Arizona State University)

Event	Time	Session Chair	Description
<b>Language Learning for Heritage Students (Room HSSB 1231)</b>			
Session 11	9:00 – 9:30	Carlee Arnett	<i>Heritage Language Learners: Translating Survey Results into Curricular Guidelines</i> Olga Kagan (UC Los Angeles)
Session 12	9:35 – 10:05	Carlee Arnett	<i>A Mutual Learning Project for Japanese as Heritage Language (JHL) Students and Japanese as Foreign Language (JFL) Students</i> Asako Hayashi Takakura (UC Los Angeles)
Session 13	10:10 – 10:40	Ruohmei Hsieh	<i>Motivation and Language Learning among Heritage Students through Dramatization of the Literature</i> Sunny Jung (UC Santa Barbara)
Session 14	10:55 – 11:25	Ruohmei Hsieh	<i>Heritage Speakers' Use of Spanish Quirky Subject Verbs</i> Viola Miglio, Omar Miranda (UC Santa Barbara)
<b>Linguistic Aspects of SLA (Room HSSB 1231)</b>			
Session 15	11:30 – 12:00	William Nickell	<i>The Impact of Language Exposure on Acquisition of English as a Second Language</i> Becky H. Huang (UC Los Angeles)
Session 16	1:05 – 1:35	William Nickell	<i>Grammatical Complexity in L2 Short Stories. Adapted vs. Original Readings</i> Irene Checa-Garcia (UC Santa Barbara)
Session 17	1:40 – 2:10	Robert Blake	<i>The L2 Acquisition of Spanish Word Order in a Study Abroad Setting</i> Laura Marques-Pascual (UC Santa Barbara)
Session 18	2:15 – 2:45	Glenn Levine	<i>The 'un-use' of English semi-abstract constructions by Chinese college students</i> Yi Zhang (UC Berkeley)
Session 19	3:00 – 3:30	Glenn Levine	<i>A Study of Sequencing Chinese Interrogative Structures for Korean Learners</i> Yongjin Park (UC Santa Barbara)
Session 20	3:35 – 4:05	Viola Miglio	<i>Syntactic Gains in Short-term Study Abroad</i> Carlee Arnett (UC Davis)
Session 21	4:10 – 4:40	Viola Miglio	<i>Acquisition of ESL Structure: Linguistic Theory and Perception</i> Muhammad Shahbaz Arif (Univ of Management & Tech)
<b>Computer-Assisted Language Learning (Room HSSB 1173)</b>			
Session 22	9:00 – 9:30	Chengzhi Chu	<i>Integrating Bimodal Chatting into Online Language Courses: Examples from Spanish and Arabic</i> Robert Blake (UC Davis), Sonia S'hiri (UC Berkeley)
Session 23	9:35 – 10:05	Chengzhi Chu	<i>Virtual Study Abroad: A Multi-media Language Program for 2nd-Year German</i> Lisa Parkes, Brenna Reinhart (UC Los Angeles)
Session 24	10:10 – 10:40	Betty Guthrie	<i>Beyond Audio: How Gestures and Facial Cues Enhance Comprehension</i> Kimberly Jansma (UC Los Angeles)
Session 25	10:55 – 11:25	Betty Guthrie	<i>Combining Flexible Multimedia Technologies to Interactively Teach, Monitor, and Assess Oral/Aural Skills</i> Francoise Sorgen-Goldschmidt, Desiree Pries (UC Berkeley)

<b>Event</b>	<b>Time</b>	<b>Session Chair</b>	<b>Description</b>
Session 26	11:30 – 12:00	Dorothy Chun	<i>Can Online Distance Language Students Actually Speak and Write?: Report on the Launch Semester of Arabic Without Walls</i> Sonia S'hiri (UC Berkeley)
Session 27	1:05 – 1:35	Grant Goodall	<i>"Hello Lyon? This is Berkeley? Can you see us?": A Study of Using Desktop Videoconferencing in Intermediate Level French</i> Rick Kern, Desiree Pries (UC Berkeley)
Session 28	1:40 – 2:10	Grant Goodall	<i>Creating an Online Japanese Community: Use of Blogs as a Tool for Communication</i> Hiroko Sugawara (UC Santa Barbara)
Session 29	2:15 – 2:45	Olga Kagan	<i>The Impact of Text-based CMC on L2 Oral Proficiency</i> Adam Mendelson (UC Berkeley)
Session 30	3:00 – 3:30	Olga Kagan	<i>Exploring Moodle's Potential in the Japanese Language Classroom</i> Chikako Shinigawa (UC Santa Barbara)
Session 31	3:35 – 4:05	Virginia Adan-Lifante	<i>Types of Multimedia Gloss and their Effect on L2 Text Comprehension and Vocabulary Learning</i> Inigo Yanguas (San Diego State University)
Session 32	4:10 – 4:40	Virginia Adan-Lifante	<i>Using Online Program WIMBA in a Russian Language Classroom</i> Victorina Lefebvre (UC Irvine), Anna Kudyma (UC Los Angeles), Judi Franz (UC Irvine)
<b>Innovative Classroom Applications (Room HSSB 1174)</b>			
Session 33	9:00 – 9:30	Rick Kern	<i>From Funny Pics to Second Language Acquisition</i> Georgiana Galateanu (UC Los Angeles)
Session 34	9:35 – 10:05	Rick Kern	<i>Dimensions in Topic-oriented L2 Vocabulary Acquisition</i> Maria Victoria Gonzalez-Pagani (UC Santa Cruz), Jenny Nadaner (UC Davis)
Session 35	10:10 – 10:40	Myriam Gonzales-Smith	<i>How Well do Fast Nonreaders Read Czech?</i> Ellen Langer (UC Berkeley)
Session 36	10:55 – 11:25	Myriam Gonzales-Smith	<i>Infusing International Studies into First-year Language Classes</i> Grant Goodall (UC San Diego)
Session 37	11:30 – 12:00	Luis Martin-Cabrera	<i>Service Learning as a Component in the Advanced Spanish Course</i> Virginia Adan-Lifante, Yolanda Pineda-Vargas (UC Merced)
<b>Computer-Assisted Language Learning – continued (Room HSSB 1174)</b>			
Session 38	1:05 – 1:35	Luis Martin-Cabrera	<i>Item Analysis and Computer Adaptive Test</i> Fuqiang Zhuo (UC Davis)
Session 39	1:40 – 2:10	Eva Diaz	<i>Creating Online Diagnostic Oral Proficiency Tests</i> Minjuan Wang (San Diego State University), Ruohmei Hsieh (UC Irvine)

Event	Time	Session Chair	Description
Session 40	1:40 – 2:10	Eva Diaz	<i>Online Entry/Exit Test: A Discrete Measuring Tool for Language Acquisition</i> Antonio Artese (UC EAP Siena Study Center)
Session 41	3:00 – 3:30	Kathleen Dillon	<i>Building an Online Chinese Teaching Resources Sharing Community--UCChineseNet (UCCN)</i> Chunxia Wang, Fuqiang Zhuo, Chengzhi Chu (UC Davis)
Session 42	3:35 – 4:05	Hiroko Sugawara	<i>Technological Myths: The Idealization of the Use of Technology in the Teaching of Spanish in the Traditional University Classroom and its Actual Implementation</i> Yully Nieves (UC Santa Barbara)
Session 43	4:10 – 4:40	Hiroko Sugawara	<i>Development of CBI materials for Multi-level Japanese Courses</i> Eiko Ushida (UC Diego), Akemi Morioka (UC Irvine), Asako Hayashi Takakura (UC Los Angeles)

### Sunday, April 27, 2008

<b>Location:</b>	University of California, Santa Barbara McCune Conference Room – 6 <sup>th</sup> Floor, Humanities & Social Sciences Building
9:00 – 12:30	<b>POST CONFERENCE WORKSHOP– “The Methodology of Task-based Teaching”</b> Professor Rod Ellis, University of Auckland



## Presentation Abstracts (Alphabetical by first Author)

### A

**Virginia Adan-Lifante, Yolanda Pineda-Vargas, UC Merced**

#### **Service Learning as a Component in the Advanced Spanish Course**

The purpose of this presentation is to explain how Service Learning can be a component in advanced Spanish courses. Our presentation will be based in two Spanish courses we offered during fall 2007: Spanish for Health Professionals and Spanish Composition and Conversation. During our presentation, we will talk about the challenges and benefits of providing students with the opportunity to practice in a professional setting the linguistic skills they have learned in the classroom while serving the community. We also will discuss how to integrate Service Learning with other regular classroom activities, and how to grade the course's Service Learning component. In addition, we will explain the different Service Learning projects our students completed. We also will show some videos, power point presentations and other materials produced by our students as part of their Service Learning projects.

**Bruce Anderson, UC Davis**

#### **'Translingual Competence' and its Implications for Advanced Language Learning**

In light of the 2007 MLA report advocating an undergraduate curriculum that leads students to 'translingual' and 'transcultural' competence, the present paper argues that post-intermediate language courses can do so through treating language structures in a truly advanced - rather than remedial - fashion by focusing primarily on the link between variable word orders or forms (morphosyntax) and the prosodic, pragmatic, discursive, and stylistic conditions under which such variation occurs. An examination of the ways in which pedagogical materials treat such variation reveals a lack of consistency and progression in terms of depth of content when compared to the content of reference grammars, thereby calling into question the advanced versus remedial nature of materials for use in class. General implications for advanced language study are discussed and suggestions for continued pedagogical treatment of variable morphosyntax across the curriculum are offered, based within the framework of data-driven language learning.

**Muhammad Shahbaz Arif, University of Management & Technology**

#### **Acquisition of ESL Structure: Linguistic Theory and Perception**

The study explores the emergence of the verbal morphemes of English such as copula *be*, auxiliaries, past tense inflection *-ed*, 3<sup>rd</sup> person singular *-s*, *do*-support, and infinitival particle *to* by Pakistani L2 learners of English. In Chomsky's Government and Binding theory (1981, 1986) these verbal morphemes are seen belonging to a functional phrase I (Inflection), formerly abbreviated to INFL. The question is whether Pakistani L2 learners develop the verbal morphemes in a similar sequence to native children of English or not. This is one way of testing the issue of whether L2 learners have access to Universal Grammar (UG) in the same way as L1 native speakers of English have. This study also relates L2 grammars to the question of age; it might be that younger learners would still have access to UG but that this would decline with age. The crucial evidence to settle these issues is then the presence or absence of the verbal morphemes in early L2 grammars and the order in which they emerge over time. The interest of this study is then in exploring the much-discussed issue of whether L2 learning is like L1 learning.

**Carlee Arnett, UC Davis**

#### **Syntactic Gains in Short-term Study Abroad**

This paper will give the results of a study of the syntactic acquisition of eight participants in a short-term study abroad program. In spring 2007, eight students from the University of California system studied in Potsdam, Germany through the Education Abroad Program. The spring program is a language program designed to complete the second year of German. The students have had either 4 or 5 quarters of German at university before they go on the program. The students were given a pre-and post-test designed to elicit the following syntactic features: accusative and dative case (prepositions and ditransitives), auxiliary selection in the past tense and dative verbs. The same tests will be given to the sixth quarter German students at UC Davis.

**Antonio Artese, UC EAP Siena Study Center**

#### **Online Entry/Exit Test: A Discrete Measuring Tool for Language Acquisition**

One of the challenges that our Study Center has encountered in its mission of teaching Italian as second language is how to effectively monitor and subsequently measure students' language acquisition in an environment not biased by grades and/or performance. This paper investigates the results of our ongoing research that focuses on the analysis of Entry/Exit test score differentials used as a discrete tool to gauge language acquisition within a set frame of linguistic competences. The project, which refers to the first two year of Italian (ITA 1 - 6), examines the relationship between score differentials, that we acquired during the past three years, and the grades that students obtained in their classes at Siena SC. The research has taken advantage of a newly designed online tool, Online Placement Test, conceived as an exportable platform with a software engine able to manage online testing for several foreign languages.

## B

**Robert Blake, UC Davis; Sonia S'hiri, UC Berkeley**

### **Integrating Bimodal Chatting into Online Language Courses: Examples from Spanish and Arabic**

This presentation will examine the importance of bimodal chatting (i.e. sound and text) as a means of heightening the level of interactivity in online language courses when face-to-face meetings are not possible. Examples from Spanish and Arabic online courses will be presented in order to illustrate how networked exchanges support an interactionist approach to language teaching. In addition, the presenters will discuss the pedagogical underpinnings of successful online language courses as informed by research from Bauer, deBenedette, Furstenberg, Levet, Waryn, (2006); Cummins & Sawyer (1996); Laurillard (2002); Kramsch (2002, 2005); Long & Doughty (2003), and Selber, (2004). The presentation will stress that the educational impact of these CMC tools, while offering specific affordances (Thorne 2003), depend more heavily on how they are used as defined by the teacher. Ironically, technology makes the role of the instructor more crucial for student progress rather than less.

## C

**Giulia Centineo, UC Santa Cruz**

### **Linguistic Stereotypes and Language Ideology in Italian Language Film and Television**

In this essay I examine linguistic variation in Italian language films and television, and ultimately argue that the choice of particular accents and dialects, does not (solely) respond to mimetic needs, but rather teaches the audience, and in particular children, to "discriminate." Drawing my data from several recent films, I will show that the use of particular Italian dialects and accents regularly adds either negative or positive connotations to their speakers. I will argue that far from being just a filmic choice, such linguistic stereotypes are consonant with past and current linguistic prescriptivism and national language ideology. In fact, language ideology, with its myths about "prestige" and "stigmatized" varieties, operates in and through Italian films at a very deep and unconscious level, by transmitting and perpetuating prejudice against entire groups of people and their language, and contributes in both interesting and troubling ways to language change and language loss.

**Irene Checa-Garcia, UC Santa Barbara**

### **Grammatical Complexity in L2 Short Stories. Adapted vs. Original Readings.**

Short stories for the L2 learner are classified into levels using no objective information about grammatical complexity, and at most about vocabulary diversity.

This study seeks to answer whether the increasing level of graduated readings for Spanish as a foreign language is parallel to an increase in their grammatical complexity for a set of readings of different difficulty levels and of two types: original readings and adapted readings. To determine grammatical complexity, the quantitative indexes T-unit length, clause length, ratio of clauses/T-unit and variety of tense/mood are used.

The results reveal that though there is some correlation and significance (for T-unit length and in adapted texts for ratio of clauses/T-unit), the increase in grammatical complexity is not constant and is weaker with the greater the number of levels. Differences between adapted and original texts strongly suggest different strategies in simplifying texts to reader.

## G

**Georgiana Galateanu, UC Los Angeles**

### **From Funny Pics to Second Language Acquisition**

Carefully chosen, internet pictures (IPs) provide fresh, often funny, and always memorable supports for SLA and cultural content in the confines of the classroom. IPs are highly motivating, versatile prompts for oral and written work by individual students, pairs, and groups. Presented separately or sequentially, IPs can be used for the introduction, practice, review, and expansion of SL vocabulary, grammar, and cultural facts at one or several stages of Bloom's taxonomy (adapted for SLA by Rebecca Oxford): 1. Recall (Identify, List, Select). 2. Understanding (Describe, Classify, Define). 3. Application (Relate, Report, Chart). 4. Analysis (Make inferences, Compare and contrast, Discuss cause and effect). 5. Synthesis (Adapt, Reorganize, Reconstruct). 6. Evaluation (Critique, Justify pros and cons, Hypothesize). Sample IPs will be shown to illustrate the variety of uses described above.

**Jennifer Gipson, UC Berkeley**

### **Innovating Tradition: A New Approach to Culture in the Foreign Language Classroom in Light of the 2007 MLA Foreign Languages and Higher Education Report**

In this paper, I ask how theories of the academic discipline of folklore and materials like folk narratives, graffiti, proverbs, or jokes complement literacy-based approaches to language learning. Drawing examples from a Berkeley Language Center curriculum development project for Intermediate French, I explore how an interdisciplinary approach to "unofficial" cultural production encourages a broad analytical framework consistent with the goals of the MLA report. For example, I suggest ways that the internet allows students to collect target-language materials and discover how and why texts like urban legends circulate online. By acquiring an awareness of the dynamics of tradition, students can then examine how literature as "official" cultural production refuses, mobilizes, or negotiates relationships to tradition. Ultimately, through this process, students develop "transcultural and translingual competences" by discovering how this *fonds commun* underlies not only literature but also basic communicative acts, figures of speech, visual arts, and popular culture.

**Maria Victoria Gonzalez-Pagani, UC Santa Cruz; Jenny Nadaner, UC Davis**

### **Dimensions in Topic-oriented L2 Vocabulary Acquisition**

This study centers on incidental vocabulary acquisition in the context of topic-oriented tasks among learner/learner (NNS/NNS) pair exchanges. In our pilot study we further develop the definition of criteria for judging levels of vocabulary acquisition. For our analysis we use data produced from students' performance as gathered by modified versions of well-known instruments of assessment, i.e. vocabulary checklist (Meara, 1989), Vocabulary Knowledge Scale test (Peribakth & Wasche, 1996). We will discuss students' use of target vocabulary with the view of establishing cogent parameters for assessing stages of acquisition. We will illustrate the role of context in vocabulary development with examples of the ways students take into consideration morphology, semantics, and grammatical functions as elicited in their written production.

**Grant Goodall, UC San Diego**

### **Infusing International Studies into First-year Language Classes**

Language teachers face a dilemma: On the one hand, there are excellent reasons to make language classes more interdisciplinary by including topics from economics, political science, etc. (e.g., recent MLA report), but on the other hand, we know from studies of language acquisition that learners need large amounts of input and interaction in the target language. Given 1st-year students' very limited abilities, it would seem difficult to achieve both of these objectives. I show here that it is possible to do both, by creating activities that are structured in accord with recommendations from the research literature (e.g., Ellis 2002, VanPatten 2002), but where the content is from topics in international studies. I give examples from a 1st-year Spanish course involving per capita GDP across countries (focusing on noun-adjective agreement) and countries, their capitals, and other basic facts of geography (focusing on the ser/estar distinction).

**H**

**Asako Hayashi Takakura, UC Los Angeles**

### **A Mutual Learning Project for Japanese as Heritage Language (JHL) Students and Japanese as Foreign Language (JFL) Students**

We have privilege of accommodating substantial number of Japanese heritage (JHL) students in the UC system. JHL students could be excellent resources for JFL learners because they possess extensive knowledge on Japanese culture and native-like oral skills whereas they still need to improve their reading skills. The project introduced in this paper aimed at developing mutual learning process between JHL students and JFL students at a UC campus. The students in the JHL courses conducted research on current social issues in Japan and recorded their oral presentation on WIMBA. The JFL students listened to the presentations to learn about the topics. The JFL students, on the other hand, conducted research and wrote academic paper on the same topics. The JHL students read papers of JFL students to enhance their reading skills. Both JHL students and JFL students could learn effectively from each other through the project.

**Becky Huang, UC Los Angeles**

### **The Impact of Language Exposure on Acquisition of English as a Second Language**

The language environment variable is under-explored in the existing literature on the critical period hypothesis in second language acquisition (SLA). The current study thus attempted to investigate the impact of language environment on SLA by examining U.S. Chinese immigrants' acquisition of English. Participants included two immigrant groups who came to the U.S. before and after the critical period (i.e. puberty). Participants' degree of foreign accent was measured by a read-aloud task, and their grammar knowledge assessed with a grammaticality judgment task. Language environment variables were participants' self-reported amount and nature of English exposure. Preliminary findings (N=50, Mean age = 31.3) suggested that Chinese immigrants' accent was predicted by both their Age of Arrival (AOA) and their English exposure to native speakers. Grammar knowledge was predicted by both AOA and their English exposure to native speakers and highly proficient non-native speakers. Current findings demonstrated the importance of language environment in SLA.

**J**

**Kimberly Jansma, UC Los Angeles**

### **Beyond Audio: How Gestures and Facial Cues Enhance Comprehension**

Spontaneous communication involves head nods, lip movement, facial expressions and gestures that are intimately linked with the auditory dimension. Recent availability of multi-media computers and streaming video means learners can now see as well as hear speech to interpret meaning both in and outside of class. Despite the apparent importance of the non-verbal modality, little research has been conducted to demonstrate its effects on second language listening comprehension or on the learner's perceived ability to comprehend. In this study, French learners were assigned to two spontaneous speech conditions: audio-visual and audio only. Results of an immediate recall task, a delayed recall task, a multiple choice test and questionnaire responses will be discussed.

**Sophia Jin, UC Davis**

### **Confessions of a Refugee Tibetan Monk: Empowerment Post-imprisonment**

Learning English, the irrefutable world language, implies the need to embrace its multifarious ideological baggage. Nations promote learning this "linguistic capital" to further economic development, insofar as some adopt English as a national language. But is economic advancement the sole instigator? Often left unexamined are "remote" regions where underrepresented groups have also felt the pervasiveness of this global capital. This research project is based on a six-week

English course in the “otherworldly” context of refugee Tibetan monks in postcolonial India. Hypocrisy glimmers as they simultaneously abolish desires and pursue this linguistic capital, which factors into their co-constructed selves as displaced monks straddling India’s multilingualism, English as a global language, China’s oppressive language policies, and Tibetan as their weak but unifying mother tongue. Negotiations of the teacher’s Chinese American identity will also be analyzed while exploring the monks’ unconsciously politically charged motivations behind learning English.

**Sunny Jung, UC Santa Barbara**

#### **Motivation and Language Learning among Heritage Students through Dramatization of the Literature**

The purpose of this study aims to find out how dramatization of literature as a motivator helping the advanced level heritage students and a way of enforcer to learning heritage culture in the classroom setting. The course task was involved in reading a raw literary text, making it into scenario, and viewing the actual drama of the same text from Korean Broadcast MBC. The literary text used was a book called “My Name is Samsun Kim” by Suhyun Chi who is highly popular writer in contemporary Korea. The content of this study divided into three sections of curriculum design in teaching advanced level: 1) a few chapters of the literary text itself, 2) teaching in emphasis of writing scenario along with the text, and 3) adding a session of the viewing the actual drama. The cultural issues in “My name is Samsun Kim” are including Western style marriage, traditional arrange.

**K**

**Olga Kagan, UC Los Angeles**

#### **Heritage Language Learners: Translating Survey Results into Curricular Guidelines**

The paper will discuss the results of an online survey conducted by the National Heritage Language Resource Center (NHLRC) in 2007 with the goal of collecting information from learners enrolled in post-secondary heritage language courses across the country. The results from 1,500 respondents in 18 languages illuminate learners’ backgrounds, attitudes, and goals in studying their heritage language. The presentation will provide an overview of the responses and demonstrate some correlations between the students’ age of arrival and use of the heritage language. Students’ self-evaluation of their heritage language competencies vs. competencies in English will be discussed. Data on students’ use of language outside of class and their expressed desires for content of classroom instruction will be presented. The talk will provide suggestions regarding how to translate students’ motivation, use of heritage language outside of class and students’ perceived language needs into an innovative curriculum design.

**Mark Kaiser, UC Berkeley**

#### **Implementation of a Searchable Database of Foreign Language Film Clips**

Language instructors value foreign language film as a means of engaging students with the target culture and demonstrating “natural” language. However, it is often impractical to show and discuss full length films in class.

The BLC has in engaged in the digitizing of foreign language films and streamlining the process of cutting the films into clips of 30 seconds to 4 minutes in length. The clips are tagged for relevant culture, discourse, and linguistic features. UC instructors will be able to access the database, search on clips of interest, and order clips for posting to their course website on the campus LMS.

We outline a methodology for using clips as homework or in-class exercises. We discuss the problems of using scripted, performed language as a model of authentic speech, and the negative consequences of removing clips from the context of the film. We will address the issue of controlling tag vocabulary and copyright. Technical details will be available via email.

**Rick Kern, Desiree Pries, UC Berkeley**

#### **“Hello Lyon? This is Berkeley? Can you see us?": A Study of Using Desktop Videoconferencing in Intermediate Level French**

This talk will present work on a two-year experiment in using desktop videoconferencing as a medium for pedagogical exchanges between intermediate-level French classes at Berkeley and MA students in teaching French as a foreign language in Lyon, France. The desktop videoconferencing platform allows face-to-face audiovisual communication as well as synchronous written chat. Based on observational and interview data, the study explores how participants use speech, writing, and visual contact online, their affective responses to multimodality and synchronicity, and the types of competences they developed during the online exchanges. We will report from two perspectives: 1) analysis of the French and American corpora, showing how students (and tutors) progressively adapted to the particularities of desktop videoconferencing and, in the process, developed specific competencies, and 2) the American instructor’s perspective, which analyzes the classroom dynamics-both positive and negative-of incorporating desktop videoconferencing into the foreign language classroom.

**L**

**Ellen Langer, UC Berkeley**

#### **How Well do Fast Nonreaders Read Czech?**

In the classroom classic Up the Down Staircase, a teacher, confronted with a bureaucratic directive about reading for “slow nonreaders,” ponders “How well do fast nonreaders read?” Second language teachers, particularly in first-year language classes, deal with a version of this problem: we typically encounter fast nonreaders of the target language, students who possess good reading skills in their native language and abruptly find they cannot read because the rules have changed. Our

task is to present students with tools appropriate for reading in the target language, using worthwhile material at a simple enough level both to engage the intellect and to foster language development. Czech, with complex nominal morphology distinguishing seven cases, allows and even demands much freer word order than English. This paper discusses developing reading materials to train students to locate the subject as a key to accelerating the learning process for fast nonreaders.

**Victorina Lefebvre, UC Irvine, Anna Kudyma, UC Los Angeles, Judi Franz, UC Irvine**  
**Using Online Program WIMBA in a Russian Language Classroom**

In the proposed presentation, we will describe a preparation and use of a teaching/learning software WIMBA that allows teachers to create vocal and writing assignments and send them to students, who can perform them by working individually with their computers and send back to the instructor. The assignments that we created can be used both for teaching and testing at novice, intermediate, and advanced levels. They include various topics, such as appearance, clothes, family, school, traveling, weather, and various tasks, such as "listen to questions and record your answers," "listen to the text and record your questions," "listen and fill in the missing words," "record a story based on a given picture," etc. The presentation will be accompanied by a demonstration of WIMBA assignments and explanation. In addition, a list of the assignments that have been created will be given to the participants along with their online addresses.

**Glenn Levine, Eric Blankenship, Natalie Eppelsheimer, Simona Moti, Rebecca Schuman, Jessica Wolf, UC Irvine**  
**Teaching and Learning Facts, Ideas, and (New) Perspectives: A Curriculum Presentation and 'Town Hall' Discussion on Cultural Literacy in University-level Language Instruction**

This session includes a presentation of a curriculum project in development at the UNIVERSITY OF X, followed by a 'town hall' discussion of issues raised by the recent MLA ad hoc committee report, which calls for reform of language curricula, the articulation of language instruction with the entire curriculum offered by departments, and in the largest terms a redefinition of the roles and functions of language education overall. Our curriculum project is comprised of a set of instructional 'modules' for introductory and intermediate German that reject the simple linear acquisition of information and linguistic forms and eschew a 'culture-capsule' approach to cultural learning; the modules are designed to embrace and explore the complexity of language and culture rather than reduce and simplify them. Through the discussion segment, all participants can share insights and concerns toward elucidating a viable framework for curriculum design and classroom practice fostering L2 cultural literacy. This presentation examines motivation for participation in study abroad programs. While researchers acknowledge linguistic and extralinguistic gains from studying abroad, it is imperative to examine the student motivations that cause one to participate (or not) in the first place. This study looks at the responses of twenty-two beginning Spanish students that were asked to fill out a three page questionnaire that elicits their opinions, attitudes, expectations, and underlying motivations in regards to studying abroad. Responses were analyzed according to Gardner's motivation model for instrumental and integrative gains (1985). Although the data was categorized and classifiable, a closer look shows that student motivations are complex, subjective, and in a constant state of flux.

**Widyasari Listyowulan, University of Kansas; Yuseva Iswandari, Arizona State University**  
**Raising Students' Cultural Awareness using Multicultural Literature in EFL/ESL Classroom Setting**

The range of multicultural perspectives in today's literature give beneficial effects to students. Therefore, there is a need to raise students' cultural awareness using multicultural literature in EFL/ESL classroom setting. Bishop (1997) mentions that multicultural literature promotes the appreciation for diversity and the development of critical inquiry. Using literatures, this study aims at obtaining 3 main objectives: (1) Raising students' awareness towards cultural differences, (2) Providing students with the sources of knowledge related to cross-cultural understanding, (3) Encouraging students to think critically towards cross-cultural issues. The presentation would discuss three main points: (1) The way multicultural literature incorporates into the teaching strategy in EFL/ESL classroom setting, (2) The example unit of instructional model using multicultural literature applied in the real EFL classrooms. This descriptive analysis will be drawn upon the real two Indonesian EFL/ESL classrooms, and (3) Suggestions related to assessment issue and teaching.

## **M**

**Laura Marques-Pascual, UC Santa Barbara**  
**The L2 Acquisition of Spanish Word Order in a Study Abroad Setting**

Previous studies on the acquisition of split intransitivity and word order have shown that the subtleties involved in the syntax and semantics of unaccusative verbs are relatively opaque for L2 learners.

This study examines the effect of study-abroad experiences on the second language acquisition of word order with intransitive verbs by English native speakers. An oral corpus was collected designed to elicit the use of unaccusative and unergative verbs in different discourse contexts. Results show a pattern of late acquisition of this structure, since only the advanced learners with a semester of study-abroad experience produced VS orders with unaccusatives at rates similar to those produced by the native speakers. These results are consistent with a usage-based theory of second language learning: L2 development of the use of different word orders is the result of transfer, item learning, and frequency effects in the input to which learners are exposed.

**Adam Mendelson, UC Berkeley**  
**The Impact of Text-based CMC on L2 Oral Proficiency**

A small number of studies have found that text-based, computer-mediated communication (CMC) has a positive impact on oral proficiency in second and foreign languages. Social and situated views of language acquisition cast doubt on these findings by positing that oral proficiency develops from engaging in oral discourse. I reconcile this conflict by proposing that CMC impacts

oral proficiency indirectly by facilitating that engagement. Specifically, I examine the impact of CMC on two factors that mediate engagement in L2 oral discourse: access and willingness to communicate. I hypothesize that language learners can gain access to oral discourse by developing online relationships with potential interlocutors, and by exploiting online resources to become familiar with locally-valued knowledge and customs. Additionally, learners can become more willing to communicate in oral discourse by adopting online identities and being socialized into online communities. I close with preliminary designs for testing these hypotheses.

**Viola Miglio, Omar Miranda, UC Santa Barbara**  
**Heritage Speakers' Use of Spanish Quirky Subject Verbs**

Bilingual speakers may experience incomplete acquisition of their heritage language with continued exposure to the majority language (Silva-Corvaln 1994, 2003, Montrul 2002). Some studies maintain that core syntax is not affected by attrition in such subjects, only the lexical-semantics and discourse-pragmatic interfaces (Sorace 2000, Montrul 2002, 2004). We examined heritage speakers' proficiency in the use of non-nominative subjects in verbs such as 'gustar'/'interesar' compared to that of non-native advanced students by means of 100 anonymous questionnaires that required judging the correctness of 24 different sentences containing such verbs in different constructions (subject position, negation, sg. vs. pl.) and found that both groups have a solid knowledge of the structure, but behave differently on grammaticality judgments. Specifically, heritage speakers are more affected by pragmatic/stylistic factors such as familiarity with the verb and position of the subject, confirming the hypothesis found in previous literature.

**N**

**William Nickell, UC Santa Cruz**  
**Extending Language Learning Beyond the Curriculum**

Strategies for engaging students to work outside the classroom and to provide them with opportunities to continue their language learning once curricular resources have been exhausted. The presentation will include material from the "Cruzmultifilm" project at U.C. Santa Cruz, in which students' work independently subtitling Russian animation and film.

**Yully Nieves, UC Santa Barbara**  
**Technological Myths: The Idealization of the Use of Technology in the Teaching of Spanish in the Traditional University Classroom and its Actual Implementation**

The use of technology for the teaching and learning of elementary Spanish at the University of California Santa Barbara shows discrepancies between the efforts in encouraging the use of technology for teaching a foreign language and the actual use of technology in the teaching of these classes. The use of technology to supplement the learning of Spanish at this university is low; none of the over 15 sections offered during the academic year include the use of technology to teach or practice Spanish. Even though California tries to implement the use of technology in education, the instruction of the Spanish language has not broadly incorporated technology. First, generally traditional classrooms do not allow all students to have access to a computer. Second, to weekly reserve a computer-lab room can be problematic when coordinating schedules and practicality. Considering the fact that the use of technology in teaching other disciplines is on the increase, the actual use of technology to teach Spanish in the traditional university classroom does not reflect the quantity of resources readily available. Observations at this campus demonstrate that the acceptance of the use of technology in other disciplines is not close to the use of technology in the teaching of Spanish. This work highlights some of the social and institutional aspects that influence the use—in this case, the lack of use—of technology and digital materials for the teaching and learning of Spanish, and some possible steps towards wider incorporation of computer mediated pedagogical tools.

**P**

**Yongjin Park, UC Santa Barbara**  
**A Study of Sequencing Chinese Interrogative Structures for Korean Learners**

There are more and more Korean students enrolled in Chinese language classes over these past few years. One of the difficulties Korean students encountered in learning Chinese is the interrogatives. This paper studies Chinese pedagogical grammar through Intra-sequencing (Teng 2001:15), contrastive analysis of L1 and L2, syntactic difficulty (Teng 2003), and usage frequency for Chinese language learners whose mother tongue is Korean. The research contents are as follows: (1) Introduction, (2) Study of Chinese Question-Word Questions Syntactic Structures, (3) Comparing Chinese Question-Word Questions in Korean and Chinese, (4) Analyzing Syntactic Difficulty and frequency for Chinese Question-Word Questions, (5) Sequencing of Chinese Interrogative Structures <References> Teng, Shou-hsin. 2001. Defining and Sequencing Syntactic Structures in L2 Chinese Instructional Materials. *Huawen Jiaoyu Xuebao*, 1:11-23. Guangzhou: Jinan Daxue Chubanshe. Teng, Shou-hsin. 2003. *Duiwai Hanyu Yufadian Nanyidu de Pingding*. *Duiwai Hanyu Jiaoxueyufa Tanta* 102-109. Beijing.

**Lisa Parkes, Brenna Reinhart, UC Los Angeles**  
**Virtual Study Abroad: A Multi-media Language Program for 2nd-Year German**

Imagine if students could travel from their home computer to various German-speaking areas of Europe, explore the cities, and discover regional linguistic and cultural variation while honing their German skills. The 'Virtual Study Abroad' program presented here is a multi-media online textbook in development that combines video, audio, image, and text on a dynamic, geo-referenced platform enabling students to 'virtually' visit a location, watch a video, and perform interactive proficiency-building tasks. Based on videos featuring native speakers in spontaneous situations as well as students on UC study abroad programs, this program

exposes students to authentic German language and, by using UC students as guides through their real-life experiences while abroad, promotes closer cultural understanding in a way that will automatically appeal to students at home. The technology promotes meaningful language acquisition by facilitating instant access to and interaction with authentic language in an integrated program.

**Rossella Pescatori, El Camino College**

**Teaching Beginning Italian with the help of Literature**

In this talk I would like to introduce some strategies that use the very useful immediate integration of Italian Literature in an Italian language (beginning) class. Unfortunately many text books at beginning level do not give space to Italian literary production, and because of this it happens that culture and literature are left behind until intermediate level. Many students although would like to have the opportunity to approach Italian texts, and through them better understand Italian culture. In this talk I would like to show some activities that can be integrated to the text books and that use Italian literature as a special tool to acquire vocabulary and understand grammatical structures.

**S**

**Chikako Shinigawa, UC Santa Barbara**

**Exploring Moodle's Potential in the Japanese Language Classroom**

The course management system (CMS), Moodle, is effective in creating online learning communities. Based on the social constructivism model (Dougiamas2002), Moodle not only provides course syllabi and activities while permitting Internet access, but also offers an excellent collaborative medium for teachers and students to discuss course materials. This discussion and interchange fosters a community among participants, ultimately stimulating learning.

Moodle is hosted by UCSB and is easily managed by educators with little computer knowledge. In our 2nd year Japanese classes, we have used Moodle since fall 2007 in order to support these learning communities. Although Moodle started out as an information board, we have expanded its use for writing, sharing work, conducting peer evaluations, and generating forums for cultural discussions. This presentation will examine useful instructional activities, discuss student feedback, and discuss Moodle's potential future use in language classrooms.

**Sonia S'hiri, UC Berkeley**

**Can Online Distance Language Students Actually Speak and Write?: Report on the Launch Semester of Arabic Without Walls**

Arabic Without Walls, a Berkeley-based introductory online distance Arabic course destined for UC campuses without Arabic programs, was launched in the fall of 2007. Once students actually registered in the class, a number of daunting questions about the reality of the online classroom became imminent. The questions primarily pertained to a re-examination of the notions of student, classroom, and instructor and their relationship to each other within the loose confines of the new environment of the virtual language classroom. How often will the students and the instructor meet and where? Can students be expected to learn to speak and acquire good pronunciation? What about handwriting? How can errors be effectively and unthreateningly addressed in chats without assistance from silent body language? How can you develop a rapport with people that you don't see? Will the students actually learn? A few lessons from this first semester of Arabic.

**Francoise Sorgen-Goldschmidt, Desiree Pries, UC Berkeley**

**Combining Flexible Multimedia Technologies to Interactively Teach, Monitor, and Assess Oral/Aural Skills**

As new technologies develop, we must constantly reassess how we use them, and reflect on how to best combine the old with the new, in order to achieve our pedagogical goals. Contexts, benchmarks, and assessments are also changing, e.g., with National Standards, or ACTFL's IPA (Integrated Performance Assessment), and its three modes of communication. AP Language exams have been or are being rewritten to respond to those changes. We will describe and reflect on how to best use and combine existing technologies, and an over-abundance of multimedia resources, for learning, practicing, and assessing oral/aural skills. We will explore how we can benefit from the synergy of a website, the central source for integrated text, images, audio, video, and the LangLab PASSPORT software, which allows us to create multimedia lessons for interactive, monitored, computer mediated, collaborative practice and assessments. We will also envisage future developments enabling yet greater interactivity.

**Hiroko Sugawara, UC Santa Barbara**

**Creating an Online Japanese Community: Use of Blogs as a Tool for Communication**

In implementing a blog project in my upper division Japanese language course at UCSB, I realized that among recently innovated technologies (such as discussion forums, chat, blogs, and wikis), blogs could serve as a powerful and enjoyable tool for online communication for both language teachers and learners. Showing concrete descriptions observed from blog entries and comments written by twenty-two students enrolled in an upper division Japanese language course at UCSB, this study illustrates 1) potential use of blogs for language teaching and learning, 2) how negotiation of meaning occurred in their interaction, and 3) how students collaborated with each other to create an online Japanese-spoken/written community.

## T

**Robert Train, Sonoma State University**

### **From Reduction to Emergence: A (Post) Post-colonial Perspective on Teaching Spanish in California**

A growing body of transdisciplinary research focusing on language use in bilingual or multilingual contexts rejects the reductive monolingual premises concerning language and identity that have shaped beliefs, policies, and practices related to language learning and teaching. This paper offers a historical perspective on the ideological reduction of language and speaker identity, shown to be fundamental to language education in California from the imperial and colonial conquest and hegemony of Spain and Mexico to contemporary regimes of globalization in which the US and English are central. It is suggested that Spanish language education, especially for heritage speakers, would benefit from a critical post-colonial, even post-postcolonial engagement (Luke, 2005) with the ongoing ideology of reductionism in order to foster the emergence of complex intercultural spaces for bilingual communicative practice (Gumperz & Cook-Gumperz, 2005)—a necessary step in developing and valuing translingual and transcultural competence as an educational goal.

## U

**Eiko Ushida, UC San Diego; Akemi Morioka, UC Irvine; Asako Hayashi Takakura, UC Los Angeles**

### **Development of CBI materials for Multi-level Japanese Courses**

We will present a prototype of Japanese Content-Based Instruction (CBI) materials for three different levels (2nd-Year, 3rd-Year, and heritage Japanese courses). This is a collaborative project undertaken by three lecturers at UCSD, UCI, and UCLA. The goal of this project is to develop CBI materials that can eventually be shared online by any interested UC campus. Proponents (e.g. Brinton, 1997) claim that CBI integrates language and content by teaching subject matter in the target language, therefore making language learning occur in a meaningful context. Our teaching materials aim to facilitate language learning through the acquisition of the culture and the discussion of certain pertinent issues in Japanese society. In addition, the content of our teaching materials deals with themes and topics that are academically stimulating for the UC student and that foster their critical thinking skills. In our presentation, we will outline our goals, show materials, suggest how to actually implement the materials in each level, and discuss potential benefits and challenges with the audience.

## W

**Chunxia Wang, Fuqiang Zhuo, Chengzhi Chu, UC Davis**

### **Building an Online Chinese Teaching Resources Sharing Community--UCChineseNet (UCCN)**

With rapid development of Chinese programs across UC campuses, teachers have been developing large quantity of digitized texts, audio and video files to meet new challenges in course design, teaching materials development, pedagogy, and educational technology on individual campuses. However, these educators expressed the frustration and limitations of the lack of access to communication and sharing with colleagues on other campuses. Our project sponsored by the UC Consortium is constructing and promoting an-online space where uploading and downloading resources and information sharing will become available to UC Chinese educators. This website is designed to facilitate the initiative steps of sharing among teachers with as less complicated technical challenges as possible so that most teachers could be reached and in turn join the sharing process. We will report the progress of our project and also provide a demo of the resource sharing website with samples of teachers' shared work.

**Minjuan Wang, San Diego State University; Ruohmei Hsieh, UC Irvine**

### **Creating Online Diagnostic Oral Proficiency Tests**

This presentation reports on a project funded by the U.S. Department of Education to create on-line diagnostic tools for assessing oral proficiency in three target languages: Chinese, Persian, and Arabic. This project employs the CAST (Computer-Assisted Screening Tools) technology to help test takers assess their oral proficiencies and to provide them with diagnostic feedback on the basic strengths or deficiencies of their performance and direct them to authentic, companion text, video and audio materials in the target languages. Immediate objectives of this assessment are to: 1) elicit a speech sample that establishes a baseline rating, 2) serve as a reliable predictor of performance on an official OPI, and 3) provide positive feedback and multimedia materials for proficiency-based teaching. The long-term goal is to develop databases of speech samples in the aforementioned languages and make them available for research addressing parameters underlying language expertise and fluency.

## Y

**Inigo Yanguas, San Diego State University**

### **Types of Multimedia Gloss and their Effect on L2 Text Comprehension and Vocabulary Learning**

The present study investigates the effects that different types of multimedia glosses have on text comprehension and vocabulary learning when the goal is exclusively comprehension of a computerized text. The study is based on the theoretical framework of attention, which maintains that the role of attention is critical in the acquisition process of an L2. Participants read a text under four gloss conditions while asked to think-aloud. The goal of the study is to assess whether any of the gloss conditions promoted noticing and a better comprehension of the text and vocabulary learning of the target words. Results of qualitative and ANOVA analyses of the data gathered showed first that all multimedia gloss groups noticed and recognized

significantly more of the target words than the control group but no differences were shown for production. Second, regarding comprehension, results showed that the combination gloss group significantly outperformed all other groups.

## Z

**Yi Zhang, UC Berkeley**

### **The Un-use of English Semi-abstract Constructions by Chinese College Students**

This research extends to SLA research the theory of construction-based grammar that views words and rules on a continuum. It raised the hypothesis that Chinese college students do not master the English semi-abstract constructions that exist between the specific words and the abstract rules. The hypothesis was tested with two corpus-based methods to study the resultative construction. First, forty essays were chosen from the corpus and searched manually. Only one instance was found that qualified dubiously as a resultative construction. Second, the researcher borrowed from Boas (2004) a list of the adjectives and prepositions used in resultatives in BNC, and checked them electronically in the entire corpus. Only four were dubiously qualified. Therefore, the hypothesis was confirmed in the case of resultative construction. This un-use situation can be explained from the inherent features of the constructions and the way Chinese students learn English.

**Fuqiang Zhuo, UC Davis**

### **Item Analysis and Computer Adaptive Test**

This presentation will explain to language instructors the basics of test item analysis in Classical Test Theory (CTT), Item Response Theory (IRT), and Computer Adaptive Test (CAT). So far there are many articles and several books on the various approaches and procedures for test design, item analysis and computer adaptive test, but they are either too simplified or too difficult (owing to complex mathematical equations) for readers who do not have a thorough background of statistics and/or psychometrics. The presenter will share what he has learned with the audience to fill the gap so that they will not only have some ideas about the procedures for how to do basic test item analysis for CTT and IRT logistic models applied to CAT, but also be able to recognize other important issues regarding item design, pretest, selection, reliability, and validity.



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