EAST MEETS WEST

UNIVERSITY OF CALIFORNIA, SAN DIEGO
APRIL 23-25, 2010

THE 5TH UC LANGUAGE CONSORTIUM CONFERENCE
ON THEORETICAL & PEDAGOGICAL PERSPECTIVES

FOR THE FIRST TIME IN PARTNERSHIP
WITH THE EAST COAST LANGUAGE CONSORTIUM

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Contents

As the UC Language Consortium nears the completion of ten years since it founding, we are delighted to host our fifth biennial Second Language Acquisition conference on the UC San Diego campus. We extend hearty thanks to our UC San Diego hosts, in particular Steering Committee member Grant Goodall (Linguistics) who served as director for the event. We also thank Jeff Elman, Dean of Social Sciences, and Seth Lerer, Dean of Arts and Humanities, for their hospitality, warm welcome, and assistance in making the conference possible.

This research conference is special for several reasons. First, in partnership with the Berkeley Language Center, the Consortium has just published the second volume of *L2*, an online journal that focuses on language research (http://l2journal.org). It is an ideal venue for conference presenters—faculty and graduate students—to vet their findings with the greater applied linguistics community.

Second, the East Coast Language Consortium, now located at Brown University under the direction of Merle Krueger, joins us in San Diego for the first-ever joint "East Meets West" language conference. We all hope this will initiate a new era of collaboration between our distinguished institutions of higher learning at a time when increased focus on world language learning is sorely needed.

Third, this conference garnered the largest submission pool to date, which attests to the reputation of this event and its importance for the UC research mission. We extend a warm welcome to those graduate students who will be presenting for the first time in their careers. We know they will find this conference to be a supportive environment.

Welcome to all. We hope you will enjoy the conference.

EAST MEETS WEST
UNIVERSITY OF CALIFORNIA AT SAN DIEGO

OVERVIEW OF EVENTS

Friday, April 23, 2010

LOCATION	Hilton La Jolla Torrey Pines Hotel, La Jolla
5:00 p.m.—6:00 p.m.	REGISTRATION PAVILION FOYER
6:00 p.m. —7:00 p.m.	KEYNOTE ADDRESS—*LEARNING LANGUAG: THE PERSPECTIVE FROM ALL SIDES OF COGNITION* PROFESSOR MARK TURNER, Department of Cognitive Science, Case Western Reserve University PAVILION 1 & 4
7:00 p.m. —9:00 p.m.	RECEPTION—Pavilion Terrace & Gardens APPETIZER BUFFET; CASH BAR PAVILION TERRACE AND GARDEN

Saturday, April 24, 2010

Presentations are 20 minutes long with 5 minutes for questions after each presentation. Lunch will be provided on campus

LOCATION	University of California, San Diego—Humanities and Social Sciences Building	
8:30 a.m.—10:00 a.m.	CONFERENCE REGISTRATION—Humanities and Social Sciences Building Courtyard	

ROOM	HSS 2250 Ledden Auditorium	HSS 1330	HSS 1305	HSS 1315
SESSION 1 9:00 a.m.—10:40 a.m.	SESSION 1A Technology I	SESSION 1B Classroom Practice/ Curriculum Design I	SESSSION 1C SLA I	
SESSION 2 10:45 a.m.—12:25 p.m.	SESSION 2A Technology II	SESSION 2B Classroom Practice/ Curriculum Design II	SESSION 2C SLA II	SESSION 2D Study Abroad
12:25 p.m.—1:15 p.m.	CATERED LUNCH			
SESSION 3 1:15 p.m.—2:30 p.m.	SESSION 3A Technology III		SESSION 3C Literature & Theater I	SESSION 3D Heritage Language I
SESSION 4 2:30 p.m.—4:10 p.m.	SESSION 4A Technology IV	SESSION 4B Film	SESSION 4C Literature & Theater II	SESSION 4D Heritage Language II
4:10 p.m.—4:30 p.m.	BREAK			
SESSION 5 4:30 p.m.—5:30 p.m.	EAST COAST LANGUAGE CONSORTIUM PANEL			

Sunday, April 25, 2010

LOCATION	University of California, San Diego Applied Physics and Mathematics (APM) Room 4301
9:00 a.m.—12:30 p.m.	POST CONFERENCE WORKSHOP—*DEVELOPING LANGUAGE ASSESSMENTS AND JUSTIFYING THEIR USE* LYLE F. BACHMAN, Department of Applied Linguistics & TESL, University of California, Los Angeles

EAST MEETS WEST

DETAILED SCHEDULE OF EVENTS

Saturday, April 24, 2010
University of California, San Diego

HSS 1305
HSS 1315   All presentations will be held in Humanities & Social Sciences Building
HSS 1330
HSS 2250 (Ledden Auditorium)

Presentations are 20 minutes long with 5 minutes for questions after each presentation.
Lunch will be provided on campus.

Event	Time	Room/Chair	Description
Registration	8:30 – 10:00	HUMANITIES & SOCIAL SCIENCES BUILDING (HSS) COURTYARD	

SESSION 1

Event	Time	Room/Chair	Description
Session 1A	9:00 – 10:40	Room 2250 Chair Myriam Gonzales-Smith	**TECHNOLOGY I** 1. *Digital Portfolios 2.0: Assessing 21st Century Language Learning using Web 2.0 Tools* Randa Jad-Moussa (UC San Diego) 2. *From Classroom to Newsroom* Qin-Hong Anderson (UC San Diego) 3. *Developing Intercultural Communicative Competence through Online Exchanges* Dorothy Chun (UC Santa Barbara) 4. *Using Wikis to Teach Spanish Culture* Alicia Muños Sánchez (UC San Diego)
Session 1B	9:00 – 10:40	Room 1330 Chair Glenn Levine	**CLASSROOM PRACTICE/CURRICULUM DESIGN I** 1. *Teaching Vietnamese Spelling and the Romance Languages Factor* Tri Tran (UC Irvine) 2. *Teaching English as a Second Language through Psycho-motor Intervention: Empirical Research into the "PEPA" (Program of English with Psychomotor Activities)* Elaine Hewitt (University of Granada) 3. *Teaching the German Address System* Carlee Arnett (UC Davis) 4. *Spaces of Spanish Language Education in California: Toward a Postcolonial History of the Present and Future.* Robert Train (Sonoma State University)

Event	Time	Room/Chair	Description
Session 1C	9:00 – 10:40	Room 1305	SLA I
		Chair Latifeh Hagigi	1. *Do Better Grammatical Rules Make a Difference? Explicit Instruction and the Acquisition of Semantic and Structural Rules in L2 Spanish* Eve Zyzik & Laura Marques Pascual (UC Santa Cruz) 2. *Explicit Instruction, Metalinguistic Awareness and the Acquisition of Variable Tense/aspect Marking in L2 French* Kristen Kennedy Terry & Bruce Anderson (UC Davis) 3. *The Issue of Native-like Proficiency in Adult SLA* Anja Stender (UC Davis) 4. *Heritage, Shmeritage: It's their Language* Gyanam Mahajan (UC Los Angeles)

SESSION 2

Event	Time	Room/Chair	Description
Session 2A	10:45 – 12:25	Room 2250	TECHNOLOGY II
		Chair Yasu-Hiko Tohsaku	1. *Language, Culture, Literature, Writing, Desktop Video-Conferencing, oh my! Balancing the Curricular Needs of an Intermediate French Classroom* Désirée Pries (UC Berkeley) 2. *Language Education for the Global Citizen: Intermediate Japanese - A Social Issue Blog Project* Shinji Sato (Columbia University) 3. *Using Blogs in Intermediate Japanese Classes to Promote 5Cs of the National Standards* Ayako Nagai (UC Irvine) 4. *The Role of Contexts Real and Envisioned in Online Videoconferencing Interactions* Rick Kern (UC Berkeley)
Session 2B	10:45 – 12:25	Room 1330	CLASSROOM PRACTICE/CURRICULUM DESIGN II
		Chair Virginia Adan-Lifante	1. *The Linguistic Swiss Army Knife: A Parallel Goal for Instruction of Difficult, Less Commonly Taught Languages at American Colleges and Universities* Chris Harwood (Columbia University) 2. *Breaking through the Communicative Cocoon: Improvisation in the FL Classroom* Jürgen Kurtz (Karlsruhe University of Education) 3. *Writing Prompts in Upper-Division German Composition* Harriett Jernigan (UC Davis) 4. *Peer-to-Peer Corrective Feedback in the Foreign Language Classroom* Ashley Micklos (UC Los Angeles)
Session 2C	10:45 – 12:25	Room 1305	SLA II
		Chair Moradewun Adejunmobi	1. *Pragmatic Competence of Turkish Bilinguals Born in the US* Betul Tarhan (Yale University)

Event	Time	Room/Chair	Description

2. *What Sounds Foreign: Grammar or Intonation?*
Aybars Erozden (Yildiz Technical University)
3. *Grammar and Socio-cultural Knowledge*
Giulia Centineo (UC Santa Cruz)

Session 2D · 10:45 – 12:25 · Room 1315 · **STUDY ABROAD**

Chair
Mariam Lam

1. *A Hybrid Approach to the Teaching of Culture in an Immersion Program*
Ame Cividanes & Sebastian Diaz (Yale University)
2. *"I Wanted to Come Here and Do My Thing and Be Selfish": Culture, Identity, and Difference in Undergraduates' Accounts of Study Abroad in France*
Timothy Wolcott (UC Berkeley)
3. *CALL in Intensive Study Abroad: A Novel Application of Arabic Without Walls*
Sonia Shiri (UC Berkeley)
4. *Designing Language Class without Walls through Immersion Program*
Thuy'Anh Nguyen (University of Michigan)

SESSION 3

Session 3A · 1:15 – 2:30 · Room 2250 · **TECHNOLOGY III**

Chair
Shigeko
Okamoto

1. *Chatting as Rehearsal for Speaking: Immediate Transfer between SCMC and Oral Communication*
Adam Mendelson (UC Berkeley)
2. *Using iPods, Television, and Advance Organizers for Increased Listening Performance and Cultural Learning in the Foreign Language Classroom*
Kelly Davidson (Clemson University)
3. *Social Network Analysis on L2 Learners' Interactions in a Discussion Forum*
Fuqiang Zhuo (UC Davis)

Session 3C · 1:15 – 2:30 · Room 1305 · **LITERATURE & THEATER I**

Chair
Sam Mchombo

1. *Content-based Instruction in second year German using Michael Ende's novel* Momo
Verena Hutter (UC Davis)
2. *Interactions between Theater and Second Language Teaching*
Sonia Valle (Yale University)

Session 3D · 1:15 – 2:30 · Room 1315 · **HERITAGE LANGUAGE I**

Chair
Chengzhi Chu

1. *Chinese Heritage Language Writing Anxiety: Research, Application and Impact*
Xiao Yang (UC Davis)

Event	Time	Room/Chair	Description
			2. *Teaching and Documenting an Endangered Language: Meeting the Needs of Scholars and Heritage Learners with a Southern Pomo Dictionary* Neil Alexander Walker (UC Santa Barbara) 3. *A Poetic Proposal--Using Poems to Teach Heritage Language Learners of Chinese* Han-Hua Chao (UC Riverside)

SESSION 4

Event	Time	Room/Chair	Description
Session 4A	2:30 – 4:10	Room 2250 Chair Hiroko Sugawara	**TECHNOLOGY IV** 1. *Who's Learning this Language Anyway?: Dilemmas of "Me", "You" and "Us" in Blogging and Social Media* David Malinowski & Usree Bhattacharya (UC Berkeley) 2. *Cultivating Change: Preparing Teachers and Students for New Learning Spaces* Christina Frei & Ed Dixon (University of Pennsylvania) 3. *Parallel Group Learning via Video Conferencing* Mikhail Gronas (Dartmouth College) 4. *A Window to the World: Getting the Most out of Your Smart Classroom* Myriam Gonzales-Smith (UC Santa Barbara)
Session 4B	2:30 – 4:10	Room 1330 Chair Richard Kern	**FILM** 1. *Comparing a Foreign Film and its American Remake* Sabine Levet (Massachusetts Institute of Technology) 2. *The Ideal Native Speaker Doesn't Live Here Anymore: Studying Linguistic Variation in the L2 Classroom* Giulia Centineo (UC Santa Cruz) 3. *Observations on Implementing a Clip-based Curriculum in Second-year Russian* Mark Kaiser (UC Berkeley) 4. *Teaching German Crime Fiction and Film at the Intermediate Level* Sascha Andreas Gerhards (UC Davis)
Session4 C	2:30 – 4:10	Room 1305 Chair Carlee Arnett	**LITERATURE & THEATER II** 1. *A Complexity-Theory Approach to Teaching Second-Language Literature* Kurt Buhanan, Jonathan Fine , Glenn Levine & Paul Rama (UC Irvine) 2. *Blogging our Way to Spanish Language Learning: Exploring Multimodal Content-Based Foreign Language Literacy Practices* Juan Pablo Jiménez & María Eugenia Lozano (Columbia University)

Event	Time	Room/Chair	Description
			3. *Ekkyo (boarder transgression) Literature in a Japanese Language Class Setting* Akemi Morioka (UC Irvine)
Session 4 D	2:30 – 4:10	Room 1315	**HERITAGE LANGUAGE II**
		Chair Ruohmei Hsieh	1. *"Your Chinese Is Not My Chinese": Considering a "Counter-Hegemonic" Approach to Teaching Chinese as a Heritage Language* Yenna Wu (UC Riverside) 2. *Placements in SSEALC* Gyanam Mahajan, Nenita Domingo, Supa Angkurwaranon, Thu Ba Nguyen, & Chuc Bui (UC Los Angeles) 3. *Teaching Literary Translation for Cultural Competency* Sunny Jung (UC Santa Barbara)

SESSION 5

Event	Time	Room/Chair	Description
Session 5	4:30 – 5:30	Room 2250	**EAST COAST LANGUAGE CONSORTIUM PANEL** Catherine Baumann (University of Chicago) Stéphane Charitos (Columbia University) Merle Krueger (Brown University) Andrew Ross (Brown University) Nelleke Van Deusen-Scholl (Yale University)

Sunday, April 25, 2010

9:00 - 12:30   **POST CONFERENCE WORKSHOP**
University of California, San Diego
Applied Physics and Mathematics (APM) Room 4301

DEVELOPING LANGUAGE ASSESSMENTS AND JUSTIFYING THEIR USE
LYLE F. BACHMAN,
Department of Applied Linguistics & TESL, University of California, Los Angeles

A

Qin-Hong Anderson, UC San Diego
From Classroom to Newsroom

This paper will discuss how to incorporate the recent Web 2.0 phenomena, Twitter and YouTube, into Third Year Chinese Classes for Chinese Heritage Students with Mandarin Background. Traditionally, students at this level are required to give in-class news presentations. However, due to the large number of students enrolled in this class recently, in-class presentations have become a daunting task. In this paper, I will provide details of how Twitter and YouTube may be utilized in completing the task. Then I will share how this project positively affects students' performance and the students' feedback. Requiring only a webcam or a digital camcorder and windows movie maker, these Web 2.0-based learning systems can be great tools for any language teaching at all levels.

Carlee Arnett, UC Davis
Teaching the German Address System

This presentation will demonstrate how to teach the German address system in an interactive way at the third year level. At this level, students can focus on subtler points of usage and changes in the last few decades. The presentation will also address regional variation, educational attainment and age as factors in the choice of address. It will also cover the social ramifications of using a certain address form. Data showing changes from recent years will be discussed and real scenarios will be used to analyze the social dynamics. The data and scenarios will be presented to the audience as if this were a classroom situation thus showing how the German address system can be communicatively taught.

B

Catherine Baumann, University of Chicago; Stéphane Charitos, Columbia University; Merle Krueger, Brown University; Andrew Ross, Brown University; and Nelleke Van Deusen-Scholl, Yale University
East Coast Language Consortium Panel

In April, 2008, the East Coast Consortium for Language Teaching and Learning sponsored a national conference on the MLA report, "Foreign Languages and Higher Education: New Structures for a Changed World." Thereafter, a task force from the Consortium's governing board convened to chart the organization's future initiatives in light of the MLA report's findings. The task force proposed a number of measures to support language and internationalization initiatives at member campuses, to increase foreign language instructional capacity, to improve preparation programs for study abroad, and to create opportunities for non-traditional language study. The panel will summarize the task force's findings with the aim to explore areas of potential collaboration with our sister language consortium on the West Coast.

Kurt Buhanan, Jonathan Fine, Glenn Levine, and Paul Rama, UC Irvine
A Complexity-Theory Approach to Teaching Second-Language Literature

The purpose of this presentation is to examine curriculum design and the teaching of second-language (L2) literature through the lens of complexity theory, adapted in recent years from the natural and physical sciences as a sort of meta-theory for applied linguistics. The model is useful for rethinking aspects of L2 teaching because viewing the language curriculum and classroom as complex systems indeed unifies

constructivist, ecological and social semiotic frameworks of L2 teaching and learning. Importantly, complexity theory helps us deal with many of the "messy" realities that play out in the classroom. In this presentation we focus specifically on the teaching of literature, perhaps the "messiest" of subjects in language teaching. We detail ways that complexity theory provides conceptual tools for curriculum design and instruction, and offer specific proposals for German and Spanish at the introductory, intermediate, and advanced levels.

C

Giulia Centineo, UC Santa Cruz
Grammar and Socio-cultural Knowledge
While the debate on explicit versus implicit grammar instruction is still alive in some camps, here we will present additional evidence in support of L2 explicit grammar instruction as it enables students to participate successfully in a variety of specific social and cultural contexts in which grammatical awareness and metalinguistic knowledge play a central role. We will analyze data drawn from a variety of Italian texts and media which clearly illustrate that formal knowledge of grammar is an essential component in the socialization of the educated native speaker of Italian. Finally, we will propose that study of L2 grammar and of the metalanguage be contextualized, so that 1. L2 learners become aware of the value (prestige/stigma) a particular culture attaches to "educational culture" or lack thereof; and 2. L2 students develop a critical stance with respect to "educational culture"; in L2 and L1.

Giulia Centineo, UC Santa Cruz
The Ideal Native Speaker Doesn't Live Here Anymore: Studying Linguistic Variation in the L2 Classroom
In this presentation I will illustrate how the use of film and video in the L2 language classroom provides a valuable source of data to study linguistic variation and to promote acceptance and appreciation of linguistic differences present in the target language. In the case of L2 Italian, students learn about the differences between regional dialects and become aware that the ideal native speaker of Italian textbooks is just a construct which lacks a referent in the real world. Furthermore, use of language in Italian media provides an excellent point of departure to discuss how representation of linguistic variation contributes in very relevant ways to the dissemination of prejudice against particular accents and dialects and their speakers.

Han-Hua Chao, UC Riverside
A Poetic Proposal--Using Poems to Teach Heritage Language Learners of Chinese
The term "heritage language learners of Chinese" in this presentation refers to students who are good at listening and speaking skills of Mandarin Chinese but need to learn or improve their reading and writing skills. There are two common approaches in current teaching practice. One is to provide heritage language learners readings that skip the very beginning stage or advance rapidly to introduce important topics in the culture. The other is to use the same readings for non-heritage language learners but progress faster to cover more basic literacy skills. The first approach makes the readings more relevant and interesting to heritage language learners, but it fails to provide a systematic and cyclical learning experience. The second approach does provide a steadier learning pace but the content in the readings is platitude to heritage language learners. Therefore, the presenter proposes to use poems with images, parallel structures, rhythm, and rhymes to facilitate deep reflection, cultural discussion, literature appreciation, exposure to formal writing, and learning of formal speech. Meantime, additional dialogues and essays can help refresh, reinforce, improve, and expand heritage language learners' informal speech and literacy ability.

Dorothy Chun, UC Santa Barbara
Developing Intercultural Communicative Competence through Online Exchanges
Based on Byram's (1997) definition of Intercultural Communicative Competence (ICC) and on specific types of discourse analysis proposed by Kramsch and Thorne (2002) and Ware and Kramsch (2005), this presentation explores how online exchanges can play a role in second language learners' development of ICC. With data obtained from an intercultural exchange between students learning German at UCSB and students studying English at a German university, we illustrate how culture is embedded in language as discourse, how "language learners have to negotiate new ways not only of interpreting the content of utterances, but also of navigating interactional pragmatics" (Kramsch & Thorne, p. 201), and how advanced learners of German as a foreign language and English as a foreign language employ different discourse styles in their online chats as they seek to understand the discourse genres of their partners.

Ame Cividanes and Sebastian Diaz, Yale University
A Hybrid Approach to the Teaching of Culture in an Immersion Program
Language acquisition and the internalization of a new culture can be the triumphs of an intensive language study abroad experience, but how L2 students achieve and experience both is a concept that language program directors and professors of a second language have continually wrestled and grappled with. The purpose of this presentation is to describe through a theoretical and practical hands-on methodology how a group of L2 students studying Spanish in an intensive study abroad were able to experience the "C" of culture and the "c" of culture through the guided writing of a culture portfolio.

D

Kelly Davidson, Clemson University
Using iPods, Television, and Advance Organizers for Increased Listening Performance and Cultural Learning in the Foreign Language Classroom
Although the use of authentic materials has been established as an effective practice (Salaberry, 2001), questions remain as to the best way to implement them (Jones, 2009). Advance organizers, or introductory devices that activate a learner's prior knowledge relating to a context, have been established as effective in preparing students to view video in the target language (Hanley et al, 1995; Herron et al, 1998). Videos can aid in developing listening performance and retention of cultural information, providing visual and auditory input to present communication in its sociocultural context (Herron, 1995; Martinez-Gibson, 1998). Furthermore, current events can be effective in building listening performance and providing topics for cultural learning (Herron 1995; Weyers 1999). This presentation focuses on an empirical investigation of the effects of video advance organizers on listening performance and retention of cultural information and explores methods for implementing authentic materials in beginning classes using video iPods.

Ed Dixon and Christina Frei, University of Pennsylvania
Cultivating Change: Preparing Teachers and Students for New Learning Spaces
As part of a Language Center initiative, this presentation demonstrates several projects that incorporate Web. 2 technologies, providing students with online collaborative spaces for extended language practice and preparation for online communication in the target language. Pedagogical decisions inform opportunities to develop students' translingual and transcultural competence through interactional activities aligned with task-based learning and communicative practices of the face-to-face classroom. In particular, the presentation focuses on the pedagogical-sound application of social networking tools such as customized learning platforms, Adobe Connect and 2nd life. The tasks

associated with these new learning spaces are primarily designed to prepare students to interact more effectively and meaningfully with their peers, the target language community and the global community. The language production in these new learning spaces will inform the research efforts of the Language Center. Thus, our preliminary findings will conclude this presentation.

E

Aybars Erozden, Yildiz Technical University
What Sounds Foreign: Grammar or Intonation?

The Threshold Level specifications and communicative approach to language teaching seem to assume that L2-learners' foreigner-sounding speech is tolerable, if the exchange of basic meaning is accomplished. However, there are some cases where the speech that "sounds strange" to a native ear is not desirable as it will result in the view of the speaker as an outsider, not a part of that community. A reason of this "sounding strange" is intonation patterns. In the research done for this paper, sound recordings of some American university students learning Turkish are analyzed via SILSoftware Speech Analyzer and compared with those of the Turkish native speakers. A significant difference is observed in the intonation patterns of questions, developing in opposite directions (fall instead of rise and vice versa), implying the importance of intonation practice in L2 learning for the type of learners with specific learning goals, including heritage learners.

G

Sascha Andreas Gerhards, UC Davis
Teaching German Crime Fiction and Film at the Intermediate Level

This paper will focus on planning and teaching a content-based course at the intermediate level on Crime Fiction, a genre that has emerged in Germany since the 1970's. The wide range of available works of various levels of difficulty provides an excellent source for texts. A classic work, Erich Kästner's *Emil und die Detektive* (1929), which even predates the birth of the *Neuer Deutscher Kriminalroman* after WWII, can be used as both a historical and an easy-to-read introduction to the topic. However, works like the *Tatort* episode *Duisburg Ruhrort* (1981) or Bernhard Schlink's *Selbs Betrug* (1992) can be read as social commentary with a language level that meets the level of proficiency of intermediate language learners. This course presents a coherent approach to the genre of Crime Fiction by including major works from TV and print that represent the genre.

Myriam Gonzales-Smith, UC Santa Barbara
A Window to the World: Getting the Most out of Your Smart Classroom

More and more, classrooms offer the capability of connecting students to the world. Whether students are second language learners or heritage speakers, the world wide web can be used to enhance the teaching of literature and language in-context at different levels and for different purposes. For example, accessing on-line newspapers in the target language can aid students in the areas of reading comprehension, oral and auditory skills, vocabulary building, and cultural knowledge. Heritage speakers can, at the same time, perform research and present different aspects related to their heritage language and culture while practicing their oratorical skills in a formal setting. Having a window to the world helps students relate to the text material in a more active and participatory way during class time. Specific examples for each skill will be given and activity guides will be provided.

Mikhail Gronas, Dartmouth College
Parallel Group Learning via Video Conferencing

The ease and accessibility of on-line video-conferencing (e.g. via Skype) are changing the social nature of language learning. Traditional methodologies assumed as normal a situation when the native speakers are either absent (i.e. studying language outside of the country of its use) or not necessarily motivated to help. The nascent "Skype-palling" movement removes both obstacles: the native speakers are a click away, and may be motivated to share their language competence by a complementary need to practice the language of their partner. Social sites such as interling.ning.com (that we just started at Dartmouth) or more established mixxer.org facilitate such exchanges. We propose to move one step further in this direction: from individual exchanges to parallel group learning in the institutional context. This method involves studying languages in parallel: e.g. a group of Russian university students studying English and a group of their American peers studying Russian at a comparable level of competence, would regularly communicate over Skype, using parallel materials co-developed and coordinated by their respective instructors. In my presentation I will discuss available tools and methods for such "parallel" curriculum and related applications, as well as social and psychological aspects of this methodology.

H

Chris Harwood, Columbia University
The Linguistic Swiss Army Knife: A Parallel Goal for Instruction of Difficult, Less Commonly Taught Languages at American Colleges and Universities

For obvious reasons, university programs in less commonly taught languages (LCTLs) offer fewer total hours of instruction than do programs in major languages. Hence, a LCTL student usually ends up further from the goal of professional proficiency than does a student of a major language. What is more, the LCTL student usually has far fewer options in the target country for quality language instruction at the advanced level than does the student of a major language. It may then be appropriate for a university LCTL program to pursue goals substantially different from those in a more robust language program. Namely, curricula in LCTLs may defensibly be oriented not just toward incremental advancement of communicative proficiency, but also toward equipping students with a set of linguistic tools that will best enable them to negotiate intricacies of the language on their own once they enter the jungle of the target culture.

Elaine Hewitt, University of Granada
Teaching English as a Second Language through Psychomotor Intervention: Empirical research into the "PEPA" (Program of English with Psychomotor Activities)

The main objectives of this study were the research and observation into a new method for teaching English as a second language. This was a systematic program of English, taught via a total of 62 psychomotor activities and therefore called the "PEPA" (Program of English with Psychomotor Activities). Thus, these English language activities were also classified according to their motoric aims. Additionally, ten variables were controlled for in a psychological test of maturity of motor skills (Linares 1993). These variables were: Laterality (L), Respiratory Conduct (R.C.), Segmental Control (S.C.), Corporal Balance (C.B.), General Dynamic Coordination (G.D.C.), Dynamic Coordination of the Hands (D.C.H.), Speed (S.), Spatial Organization (S.O.), Spatial-Temporal Organization (S.T.O.) and the Index of Average Psychomotor Age (IAPA). Of the 35 native Spanish-speaking participants, twenty received the experimental intervention and fifteen the control. Results are reported. only deal with how core topics of learner motivation, task negotiation, and the reading of literature was implemented in the classroom, but will also describe my personal learning process as a Teaching

Verena Hutter, UC Davis
Content-based Instruction in Second Year German using Michael Ende's Novel Momo

My presentation will describe the way the novel was taught at UC Davis in Winter Quarter 2008. It will not only deal with how core topics of learner motivation, task negotiation, and the reading of literature was implemented in the classroom, but will also describe my personal learning process as a Teaching Assistant, from finding criteria to select a suitable text for the level, to setting up a time frame and syllabus for students, to leading discussions, preparing and evaluating exams. Finally, the question of efficiency will be posed: Will a course developed and taught by a Teaching Assistant be as effective for learners and the Teaching assistant as would be a fixed faculty approved syllabus? I believe, it is even more effective as it not only allows the Teaching Assistant to grow and learn, but also reflects back on a strong language department, which is flexible and learner-oriented.

J

Randa Jad-Moussa, UC San Diego
Digital Portfolios 2.0: Assessing 21st Century Language Learning using Web 2.0 Tools

In a project-based learning environment enhanced by computer applications and Web 2.0 tools, comes the need for assessment tools that are capable of reflecting that changing paradigm in language learning. The purpose of this session is to present to language teachers assessment of language learning by developing e-portfolios using Web 2.0 tools. Challenges as well as benefits will be highlighted. Teachers will learn how to leverage the use of technologies that students already use to create life-long learning opportunities through nurturing active learning, reflection and personal responsibility. The presentation is intended to be practical and engaging for all.

Harriett Jernigan, UC Davis
Writing Prompts in Upper-Division German Composition

Upper-division German courses often include a writing component, a three- to five-page essay assigned two or three times throughout the term. German-language instructors employ many of the same techniques English composition instructors use, from pre-writing techniques such as brainstorming and outlining, to assessment of student writing in the form of error correction in the first draft and analytical evaluation in the second.

We decided to include another assessment technique used in English composition courses: grammar prompts. In the experimental group, students were asked to include two extended modifiers in their first essay and three dative verbs in their second, while the control group wrote essays without grammar prompts. Interestingly, a third group emerged. Students who were in both groups included the structures both prompted and unprompted. The results suggest that students can expand their grammatical structures in essay writing, if initially prompted to do.

Juan Pablo Jiménez and María Eugenia Lozano, Columbia University
Blogging our Way to Spanish Language Learning: Exploring Multimodal Content-Based Foreign Language Literacy Practices

Current web 2.0 applications allow practitioners to use vast amounts of audiovisual materials that enable language instructors to design multimodal, content-based thematic units for exposing and using authentic, level-appropriate language via online tools. This presentation illustrates a practical, yet theory-informed, utilization of web logs as a means for developing Spanish literacy. It reports on a one-year on literacy, we first introduce the construct a literacy-based approach to language instruction. Next, we examine the literacy practices enacted by the students, and how these relate to their Spanish language development. Finally, practical implications regarding the utilization of these tools will be discussed.

action research study attempting to provide a contextualized understanding of the literacy practices a group of students engaged in through their interaction and negotiating of meaning with multiple media embedded in course web logs in a beginning language course. Drawing on socio-cultural perspectives on literacy, we first introduce the construct a literacy-based approach to language instruction. Next, we examine the literacy practices enacted by the students, and how these relate to their Spanish language development. Finally, practical implications regarding the utilization of these tools will be discussed.

Sunny Jung, UC Santa Barbara
Teaching Literary Translation for Cultural Competency
The purpose of this study is to determine how the translation of literature motivates advanced level heritage students and enhances cultural competency. The classic and modern literature texts chosen come in a variety of genres including poetry, short stories and personal essays.
The course involves the following activities:
1) Literal translation - the authentic text into English
2) Meaningful translation – involving cultural understanding through their family
3) Reverse translation by other students - English version into the target language
4) Discussion and comparison - the original text and the reverse translation.
I will explore the following outcomes in the students:
1) The ability to develop language proficiency
2) The ability to make efficient word choices
3) Growth in critical thinking
4) The motivation to study the target language by conversing with family and natives
5) The understanding of literature as "high culture."

K

Mark Kaiser, UC Berkeley
Observations on Implementing a Clip-based Curriculum in Second-year Russian
This presentation will report on the application of the BLC's Library of Foreign Language Film Clips in a second year Russian class. Based on various cultural, discourse, and linguistic prompts in the textbook, students were presented with 7-10 film clips weekly, both as classroom exercises and as homework. We describe a variety of exercises designed to engage the students' in an analysis of language usage, cultural norms, and transcultural differences. Goals, execution, and results will be discussed.

Kristen Kennedy Terry and Bruce Anderson, UC Davis
Explicit instruction, Metalinguistic Awareness and the Acquisition of Variable Tense/Aspect Marking in L2 French
This study examines the effects of instruction designed to raise L2 learners' metalinguistic awareness of variable past tense/aspect marking in French. Four groups of learners at three proficiency levels (n = 40) completed a cloze task including 18 verbs, each appearing twice: once requiring prototypical tense/aspect marking (The Aspect Hypothesis, Shirai & Andersen 1995) and once requiring non-prototypical tense/aspect marking. Before completing the task, three groups received a traditional pedagogical presentation of verbal tense/aspect marking in French. A fourth (advanced) experimental group completed a 2 hr. workshop in which they analyzed authentic language data containing non-prototypical tense/aspect marking. Data for all groups demonstrate the central role of lexical aspect in L2 tense/aspect marking; data for the experimental group show evidence of grammatical restructuring in the form of a U-shaped acquisition curve (Gass & Selinker 2001) as new information is incorporated into the developing system.

Rick Kern, UC Berkeley
The Role of Contexts real and Envisioned in Online Videoconferencing Interactions
CMC is often characterized as "decontextualized" because exchanges are mediated by text alone. Recently, however, an ethnographic turn in CMC research has shown that physical setting may play a significant role, especially in videoconferencing, where features of surrounding context are partially visible and audible. This partiality of contextual representation is both problematic and interesting, because it leaves room for inferences by participants—inferences that are sometimes accurate, but sometimes erroneous.

This study explores the extent to which physical settings (real and participant-envisioned) play a role in videoconferences between teacher trainees of French as a foreign language at the University of Lyon and intermediate level French students at Berkeley. The focus is on how the audio-visual interface renders the spatial and temporal dimensions of each participant's local world and what consequences these representations have for participants' communication. Conclusions highlight the importance of interfaces in collaborative multimedia teaching.

Jürgen Kurtz, Karlsruhe University of Education
Breaking through the Communicative Cocoon: Improvisation in the FL Classroom
In many foreign or second language classrooms world-wide, learners are exposed to a surprisingly similar environment of instruction, which is suggestive of a 'communicative cocoon' spun by teachers to foster and scaffold target language learning in systematic ways. The discursive design of the cocoon is relatively simple and inflexible. In the research literature, it is often referred to as IRF (initiation, response, follow-up). Cocooned away from the complexity and limited predictability of language use outside of the classroom, however, large numbers of language learners fail to develop into communicatively competent speakers of the target language. In my talk, I present and discuss examples of improvised learner discourse produced in secondary school EFL classrooms in Germany. The examples were gathered as part of an ongoing research project aiming at illuminating the potential of improvisation to enhance learners' target language oral proficiency.

L

Sabine Levet, Massachusetts Institute of Technology
Comparing a Foreign Film and its American Remake
This presentation will show how students in a third semester French class get a better understanding of the culture through a systematic scene by scene comparison of a French film and its American remake. It will discuss the underlying pedagogy of this comparative approach, and will explain how it can be applied to materials widely available on the web, such as film trailers or film used in advertising.

M

Gyanam Mahajan, UC Los Angeles
Heritage, Shmeritage: It's their Language
This paper will first propose some linguistic features of a heritage Hindi-Urdu speaker and then take a closer look at their language. The first step is to provide linguistic features that define a low heritage speaker (LHS), a high heritage speaker (HHS) and compare them with a Native speaker (NS). For each component, the manifestations of the same feature are provided for each type of speaker - HS, HHS and NS. The next step is to offer a theoretical account for the differences in the language of the HS, the

HHS and the NS. For this, an Optimality theory account of heritage language acquisition is provided, which adjusts the ranking of constraints, or re-ranks CON,to produce the different languages. Finally, similarities and contrasts are provided with Pidgin languages and the notion of Markedness is considered in the generation of LHS and HHS.

Gyanam Mahajan, Nenita Domingo, Supa Angkurwaranon, Thu Ba Nguyen, and Chuc Bui, UC Los Angeles

Placements in SSEALC

In University language classes with limited resources and funding to support less commonly taught languages like Hindi-Urdu, Filipino, Vietnamese and Thai, it is rare to be able to separate a class into heritage and non-heritage sections to cater to the different needs of the students. Our SSEALC classes have a high number of heritage students who have some oral-aural skills though they lack reading and writing skills. While oral proficiency differences are obvious, these students learn to read and write in a different way from non-heritage students. Further, since we have very mixed classes, we need to implement Differentiated teaching so that we can teach better. Therefore, the first step is a meaningful and effective placement test that will provide the framework needed for an appropriate curriculum. We propose a placement template for SSEALC in a panel presentation by Mahajan, Domingo, Angkurawaranon, Nguyen and Bui.

David Malinowski and Usree Bhattacharya, UC Berkeley

Who's Learning this Language Anyway? Dilemmas of "Me", "You" and "Us" in Blogging and Social Media

Social media such as wikis and social networks have found widespread recognition and use in language learning. Yet, the use of such media has also been shown to introduce ambiguities of genre, learner identity, and even different understandings of the communicative tools themselves (Hanna & de Nooy, 2009; Lam, 2004; Thorne, 2003). Our paper takes up the case of blogging in foreign and second language education in order to examine fundamental yet confounding issues of self, audience, and community that, we argue, exert a profound influence on the quality and outcomes of language education. Specifically, we will summarize salient research and facilitate discussion along three axes: 1) What theories of self-presentation are relevant to blogging, and to social media more generally?; 2) What are the notions of "audience" in online writing?; 3) How is "community" (imagined or real) constituted, and how does it both expand and collapse the classroom?

Adam Mendelson, UC Berkeley

Chatting as Rehearsal for Speaking: Immediate Transfer between SCMC and Oral Communication

Multiple studies have reported transfer between synchronous text-based computer-mediated communication (SCMC; i.e., chat) and oral communication in foreign languages. I attempt to complement existing findings by investigating this transfer on a shorter timescale than has typically been considered: class sessions in which university students of Spanish engage in oral communication immediately after chatting. My data include many examples of students orally repeating what they first wrote in chat, indicating that utterances composed in chat become available for reproduction and transformation during subsequent oral communication. I refer to this phenomenon as rehearsal because my students have reported that they feel more prepared to speak right after chatting. My presentation will include detailed examples of rehearsal, initial analysis of its generalization across students, and a discussion of its relevance for understanding transfer between chatting and speaking.

Ashley Micklos, UC Los Angelesa
Peer-to-Peer Corrective Feedback in the Foreign Language Classroom

Many universities have adopted a communicative approach to language teaching, where the classroom is student-centered and much of the interaction among peers; therefore, it is vital that peer corrective feedback be surveyed for its use, frequency, and acceptance among students.

Previous research has shown us the frequency of each correction technique and the most common errors repaired in instructor-to-learner corrective interaction. This study applies Lyster and Ranta's (1997) model for categorizing instructor feedback techniques and corresponding error types to investigate corrective feedback in peer interactions in a beginning Spanish classroom. Qualitative and quantitative results reveal how students use language and perceive peer correction. Additionally, implications for classroom practice, with regard to error correction, can be made to better support language acquisition in the classroom.

Akemi Morioka, UC Irvine
Ekkyo (boarder transgression) Literature in a Japanese Language Class Setting

In the traditional foreign language class, literary pieces have been utilized simply either as authentic texts or as an introduction to literature. However, in the current trend of language instruction in which cultural literacy is valued, how to approach the reading of literary pieces is a new challenge. This presentation is a report of the utilization of ekkyo (boarder transgression) literature in a 3rd-Year Japanese language class. Issues on the Japanese Constitution, Imperial Family, and Colonization of Asian countries, etc. were addressed in class. The students explored their ethnic and national identities, as well as the meaning of "ekkyo (overstep one's bounds)". Pre- and post-surveys were administered to find out what the students thought they had actually learned from the texts and discussion. The survey results suggest the significance of utilizing literary pieces in foreign language classes to foster student cultural literacy.

Alicia Muños Sánchez, UC San Diego
Using Wikis to Teach Spanish Culture

Over the last two years, we have used wiki technology to make the students in our intermediate Spanish classes collaborate on the creation of web sites that explore the culture of countries in the Spanish-speaking world. About one thousand students in all have contributed to these wikis, though they worked in smaller groups that focused on a single cultural aspect of a particular country. Students collaborated over the course of three weeks and were encouraged to continually revise their own contributions as well as those of their peers. This presentation will show samples of the work done by the students and will cover our wiki project from several angles: pedagogical motivations, technical questions, instructional issues, student feedback, as well as a review of the types of editing changes made by the students to their own and others' contributions.

N

Ayako Nagai, UC Irvine
Using Blogs in Intermediate Japanese Classes to Promote 5Cs of the National Standards

This paper demonstrates how blogs can be utilized in intermediate Japanese classes to promote 5Cs of the Standards for Foreign Language Learning in the 21st Century: Communication, Cultures, Connections, Comparisons, and Communities. On the university blog which is being pilot-tested this year,

students post self-introduction, journals, poem, papers, and final project on varieties of topics, such as Japanese celebrities, health, and environmental issues. Blogs give students opportunities for not only presentational and interpretive but also interpersonal communication by exchanging opinions in response to classmates' entries. Students recognize distinctive viewpoints that are unique in Japanese society by researching given topics and thinking critically. They also compare, analyze, reason, and synthesize their research findings, and deepen their understanding of the relationship between the cultural products and perspectives. Lastly, blogs motivate students to use Japanese in communities through computer-mediated interactions. The presenter will discuss the results of students' survey.

Thuy'Anh Nguyen, University of Michigan
Designing Language Class without Walls through Immersion Program
In my presentation, I would like to present about how immersion program has been designed for students of Vietnamese to study language and culture in Vietnam based on the principle of five C's themes in the Standards for Foreign Language Learning in the 21st Century (1999): Communication, Culture, Connections, Comparisons, Communities. I will discuss about how the program improves students language skills and intercultural competence through real language opportunities beyond the textbook and the four-wall classroom, in particular this is the great environment for heritage students to reconnect with their heritage language and culture. I hope to share and discuss with other colleagues at the conference who share interests in teaching language and culture.

P

Désirée Pries, UC Berkeley
Language, Culture, Literature, Writing, Desktop Video-Conferencing, oh my! Balancing the Curricular Needs of an Intermediate French Classroom
In our post 2007-MLA report classroom, instructors of foreign language are continually faced with the exciting challenge of updating our courses in order to promote transcultural, translingual (TL/TC) competence in our students. Furthermore, the current economic crisis calls on academics in the humanities to translate skills developed in their fields in such a way as to make the competencies and literacies developed in our classrooms understandable and marketable to administrators and those with the power to cut language, literature, and culture programs. In my talk, I will provide an operational approach to developing TL/TC competence in a second year French program, providing ideas and examples of how this can be accomplished. Included in these examples will be a discussion of an ongoing project uniting a team of Masters students in Lyon, France with undergraduates studying French in the UC-Berkeley second year program through desktop videoconferencing.

S

Shinji Sato, Columbia University
Language Education for the Global Citizen: Intermediate Japanese - A Social Issue Blog Project
One of the goals for foreign language education is to ensure that all students benefit from foreign language learning in ways that allow them to participate fully in the communities in which they would like to belong (New London Group 2000). This presentation will demonstrate how this goal can be incorporated into the classroom practice by reporting on Social Issue Blog Project. In this project the students selected the issues, stated their opinions on their blogs, exchanged comments through blogging, and took action to solve the problems. The analysis shows that this project provided more positive learning

experience for intermediate-level students. By incorporating the collaborative work processes such as a self and peer evaluation system, students became more responsible for their own learning. The findings from this project suggest that foreign language teachers need a broader view of language teaching or literacy than the traditional language-based approach.

Sonia Shiri, UC Berkeley
CALL in Intensive Study Abroad: A Novel Application of Arabic Without Walls
Arabic Without Walls, the elementary distance learning course designed for the University of California and first launched out of Berkeley in 2007, was used in the summer of 2009 together with other technology based materials to support learning Arabic in the Critical Language Scholarship intensive summer program in Tunis, Tunisia. Various components of the course materials were interwoven into the face-to-face summer program in novel ways yielding unusually high language gains in this eight-week intensive program. This paper reports the innovative application of AWW into this non-distance learning environment and the correlation with the high proficiency outcomes of the program.

Anja Stender, UC Davis
The Issue of Native-like Proficiency in Adult SLA
Since Lenneberg's proposal of the CPH the question of to what extent the possibility of learning a second language is limited by age related factors has been the most focal and prevailing issues in adult SLA research. My presentation will focus on the issue of proficiency and 'native-like' command in adult SLA and explicate why the proficiency of monolingual L2 native speakers cannot be regarded as appropriate gauge for language learners' proficiency. This argumentation leads to the conclusion, that the pursuit of explanations for adult language learners' failure to achieve native-like command is not a constructive aim for adult SLA research. Furthermore, I contend that time and context of exposure as well as motivation to learn an L2 are more influential factors than age of exposure. What needs to be explored further, are therefore the various motivational, psychological, and socio-cultural factors that promote satisfactory adult SLA.

T

Betul Tarhan, Yale University
Pragmatic Competence of Turkish Bilinguals Born in the US
Pragmatics is the study of the ability of natural language speakers to communicate more than what is explicitly stated. The ability to understand another speaker's intended meaning is called pragmatic competence. In the present paper, the pragmatic competence of the Turkish parents' bilingual children born in the US is studied by a research instrument comprising three sections applied over the sampling group of randomly selected 30 people, who are the heritage learners of Turkish. Along with the participants' background information, the data on the pragmatic use of language are collected by 15 contextual questions, and their meta-cognitive skills are assessed by three questions enquiring how much of this knowledge they have learned from the textbooks, teacher-student interactions and/or other learning environments. Further interviews with the participants aim to find out if the errors are due to linguistic or pragmatic competence, leading to topics for further research.

Robert Train, Sonoma State University
Spaces of Spanish Language Education in California: Toward a Postcolonial History of the Present and Future.

This paper critically examines the designing and redesigning of Spanish language education in California in terms of dynamically emergent, historically contingent spaces situated in place and time. An overarching view is presented of language in education as a complex nexus of physically, culturally and materially embodied spaces that are cognitive, pedagogical, political/policy-focused, socio-cultural, technological, discursive, and ethical. This paper illustrates the designing of space through a case study of imperial and postcolonial education in California before 1850, a time, largely over-looked by educational research, when the Spanish language was fundamental. Connections are made to the current space of Spanish language education in California designed for foreign-, native- and heritage-language learners. This paper suggests that future spaces of Spanish language education will require critical interdisciplinary perspectives grounded in diverse fields of research in the humanities and sciences that recognize the translingual and transcultural complexities of language and education.

Tri Tran, UC Irvine
Teaching Vietnamese Spelling and the Romance Languages Factor

Vietnamese spelling is usually considered "phonetic". This observation can be partially true in the sense that there exists a consistency between spelling and pronunciation. Nevertheless, upon observing the language more closely, one will see that there are several illogical spelling structures in the system. To help ease part of this problem, one technique in teaching Vietnamese spelling is to relate a certain illogical spelling to a similar form in one of the Romance languages' spelling systems (French, Spanish, Portuguese, Italian, Rumanian, including Latin), on which Vietnamese spelling was based (the source, however, is not necessarily illogical). It is believed that once the learner understands why and/or how a certain spelling is illogical, s/he will find it easier to remember that spelling. The presentation will be based on the spelling and phonological systems of Vietnamese and the Romance languages to offer a practical method of teaching Vietnamese spelling through linguistic comparison.

V

Sonia Valle, Yale University
Interactions between Theater and Second Language Teaching

I will talk about the exploitation of some theatrical techniques that can be applied to second language pedagogy in high intermediate or advanced Spanish levels. In this presentation, I will underscore the use of the target language in improvisational exercises where students use their creativity and back-ground knowledge to invent fictional lives, simulate real-life situations, as well as research historical and social contexts, presented in a play, to interact with others on stage. Students not only paraphrase, use recursive listening, create collectively and replicate in the target language, but also explore the meaning of words in metaphorical and poetic images. In addition, improvisational exercises address different language functions where students express opinions, persuade, disagree and solve problems both discursively and dialogically in meaningful interactions. Words are put into motion and performed through "action". Questions in acting dealing with identity, conflicts and motives help frame the play's objective and give language its communicative purpose.

Neil Alexander Walker, UC Santa Barbara
Teaching and Documenting an Endangered Language: Meeting the Needs of Scholars and Heritage Learners with a Southern Pomo Dictionary

A dictionary of an endangered language must manage the tension between serving as a comprehensive reference material for an academic audience and being useful for future language revitalization efforts. Southern Pomo, a moribund indigenous language of California, has not previously been recorded in either a descriptive grammar or a dictionary. This presentation describes a Southern Pomo dictionary project that serves as both a repository of data for scholars and a teaching tool for heritage language learners. The project addresses these various needs by adhering to three rules: (1) all explanatory matter, including an introductory grammatical sketch, should be accessible to non-specialists and should include definitions for unfamiliar terminology; (2) there must be multiple paths to data -- entries should be listed both alphabetically and by root; (3) all citations must be based on examples from traditional texts, which are the best surviving examples of natural language.

Timothy Wolcott, UC Berkeley
"I Wanted to Come Here and Do My Thing and Be Selfish": Culture, Identity, and Difference in Undergraduates' Accounts of Study Abroad in France

What are the educational benefits of studying abroad in France *in English*? As English-instruction programs in target language communities become increasing popular for American undergraduates, program designers and advocates often defend their educational value in terms of the cultural rather than the linguistic benefits of a term abroad. In this paper, I examine how four undergraduates conceptualize the cultural benefits of a semester abroad in an American "island program" in Paris. demonstrate that for these students culture is understood somewhat paradoxically in terms related to both agency and constraint, i.e. to their ability to negotiate between their personal capacity for self-determination and the exigencies of their familial/biological inheritance. I conclude with a discussion of the potential pedagogic implications of this conceptualization of culture for the design and implementation of American study abroad programs.

Yenna Wu, UC Riverside
"Your Chinese Is Not My Chinese": Considering a "Counter-Hegemonic" Approach to Teaching Chinese as a Heritage Language

Often considered two separate categories, "foreign-language learners" and "heritage learners" actually share a range of overlapping aspects. While neither category is monolithic, the category "heritage learners" can be especially diverse and ambivalent in the current age of globalization. In some institutions, Chinese heritage language learners have been further channeled into two tracks: "Mandarin heritage learners" and the so-called "Dialect heritage learners." The latter group, better named "Non-Mandarin heritage learners," consists of many students with highly mixed linguistic, ethnic, cultural, and national backgrounds. Despite the wide spectrum of differences, they are frequently subject to the same standardized instruction and evaluation methods employed in the teaching of "Mandarin heritage learners." Drawing upon recent research and theory, I suggest a "counter-hegemonic," "anti-hierarchical" approach that would be more sensitive to Non-Mandarin heritage learners' diverse backgrounds, identities, strengths, and weaknesses. Such an approach would replace rigid instruction and evaluation methods with more flexible pedagogy.

Xiao Yang, UC Davis
Chinese Heritage Language Writing Anxiety: Research, Application and Impact

This study proceeds in two parts. It first examines Chinese heritage language (CHL) anxieties and concerns, particularly writing anxiety. Quantitative data on multiple aspects of foreign language anxiety are gathered from first-year Chinese bilingual learners at UC Davis and MIT. It then evaluates the distribution of CHL writing anxiety along three different dimensions and identifies the most anxiety-provoking factors in CHL writing activities.

The second part investigates the impact of different writing activities on CHL writing anxiety. Writing anxiety for CHL learners in UC Davis following one-year online blogging activity is compared with that for performing traditional writing assignments. The statistics show that the innovative activity lowers learners' writing anxiety in general but affects the three dimensions differently. These findings suggest more efficient pedagogical techniques in CHL classrooms and hold important implications for teacher training and decision-making processes in teaching writing to CHL learners.

Fuqiang Zhuo, UC Davis
Social Network Analysis on L2 Learners' Interactions in a Discussion Forum

The Social network analysis (SNA) approach, which is widely used in market, organizational and environmental research yet rarely reported in FL/L2 studies, is a set of techniques vastly different from normal statistical methods and from the discourse analysis used in L2 studies. It focuses on relations (edges, ties or interactions) and patterns between actors (nodes representing egos/individuals, people or units) in a social network rather than on individuals and attributes, turns, roles, words or categories of themes. This presentation will show the structural analysis on L2 learners exchanging messages in an online collaborative learning environment (forum) in a sociogram (social map) and with the results based on the concepts of density, centrality (degree, betweeness and closeness), cliques (subgroups at a level), clustering, etc. Therefore, we will see who is/are the most central, popular, powerful or active information broker(s) and how information flows in the social network.

Eve Zyzik and Laura Marques Pascual, UC Santa Cruz
Do Better Grammatical Rules Make a Difference? Explicit Instruction and the Acquisition of Semantic and Structural Rules in L2 Spanish

This study investigates the effects of explicit instruction on the acquisition of the copular verbs "ser" and "estar" and the accusative marker "a" by second language learners of Spanish at the intermediate level. The participants (n=42) attended a three-week instructional treatment during which they learned explicit rules and engaged in both meaning-focused input and output activities. Three assessment tasks were used to measure participants' grammatical knowledge prior to and after the treatment: a contextualized preference task, a picture description task, and a written production task. Preliminary results indicate that learners did not make gains in their use of the accusative "a" regardless of task. There were important task effects in their usage of ser/estar. Moreover, a post-study questionnaire suggests that subsequent retention of the rules they were taught was minimal. These results are discussed in light of the role of metalinguistic knowledge in L2 acquisition.

ALPHABETICAL LIST OF PRESENTERS

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Anderson, Bruce	1C	Levet, Sabine	4B
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		Shiri, Sonia	2D
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Jung, Sunny	4D		
		Zhuo, Fuqiang	3A
Kaiser, Mark	4B	Zyzik, Eve	1C
Kennedy Terry, Kristen	1C		
Kern, Rick	2A		
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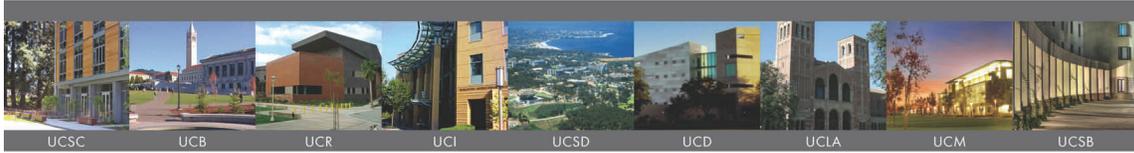
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