



# 7<sup>th</sup> TALGS Conference

February 20, 2010

hosted by East Carolina University

**TALGS (TESOL/Applied Linguistics Graduate Students) conference** aims to provide a serious yet relaxed forum for professionals and graduate students interested in any area of applied language study and TESL/TEFL to showcase their research and teaching practices, receive feedback, and network. **TALGS** is committed to bettering the educational experience of language learners by providing a comfortable environment where an interaction between theory/research and practice/teaching is possible.

**Continuing education units for NC teachers are available! While at TALGS, enjoy an opportunity to network with teachers from Carolina TESOL's Greenville Metro Area!**

### Call for Proposals:

We welcome proposals with relevance to language use, language learning, and/or language teaching from a variety of fields, including, for example, English studies, education, foreign languages, sociolinguistics, discourse studies, sociology, psychology, anthropology, and communications. Presentations reporting on action research (inside and outside the classroom), works in progress, and pilot research, as well as proposals for discussion sessions and workshops will be considered. For more information, please visit the TALGS website.

**Submission deadline: November 30, 2009.**

### Keynote Speaker: Elaine E. Tarone

Director of CARLA & Distinguished University Teaching Professor  
The University of Minnesota

### Plenary session: Alphabetic Literacy Level and Oral L2 Processing

Research on second language (L2) acquisition has focused on oral skills, but neglected a variable that characterizes large numbers of second language learners: alphabetic print literacy. This omission greatly limits our understanding of the human capacity for language learning. The presenter reports on a collaborative research project that documents a significant impact of low alphabetic literacy level on the processing of oral L2 input. She relates those findings to prior research in cognitive psychology showing significant differences in the native language phonological awareness of literate and illiterate adults. This line of research needs to be pursued further, and pedagogical approaches for ESL instruction of adults and adolescents developed.

### Invited Discussion: Exploring Learner Language for Teachers

We will discuss a new approach to second language acquisition for language teachers that provides teachers with opportunities for hands-on experience to develop skills in analyzing learner language in their own classrooms. The approach is used in *Exploring Learner Language* (2009), with videos of language learners involved in task-based communication. Using exercises set in a framework of Exploratory Practice, teachers develop their own perspectives on learner language and relate these to pedagogical decision-making.



## Conference

### Where:

East Carolina University  
Bate Building  
Greenville, NC

### When:

February 20, 2010  
9:00 am – 5:00 pm

### Pre-Registration:

ECU students..... \$5.00  
ECU faculty and staff.....\$15.00  
All other attendees.....\$20.00



### Conference website:

<http://www.ecu.edu/cs->

[cas/enql/talgs/](http://www.ecu.edu/cs-cas/enql/talgs/) ♦

### Contact us:

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(Greenville Metro Area Rep.)

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