**Professor Emerita Elaine Tarone**

**DEMCI talks, seminars and workshops**

**June 2019**

We are very happy to welcome Professor Emerita Elaine Tarone from The University of Minnesota and Center for Advanced Research on Language Acquisition (CARLA). Professor Tarone will hold an open talks on June 20th and workshops on June 24th and June 26th.

Elaine Tarone is Distinguished Teaching Professor Emerita at the University of Minnesota. Until her retirement, she taught graduate courses in Second Language Education, and was Director of [CARLA](http://www.carla.umn.edu/), the Center for Advanced Research on Language Acquisition, a USDE Title VI Language Resource Center housed in the U of MN Global Programs and Strategy Alliance.  She continues to do research on second-language acquisition, conduct workshops for language teachers as requested, and volunteer for nonprofits in St. Paul.

Between 1979-2016, Dr. Tarone taught students in the [M.A. TESOL program](http://www.cehd.umn.edu/ci/Academic-Programs/Research-Degrees/TESOLMA.html)of Education and Human Development at the University of Minnesota. Past editor of the refereed journal Applied Linguistics, past president of the American Association for Applied Linguistics (AAAL) (and chair of its first independent conference in 1991), she has published research on second language acquisition (SLA) since 1972. She published early research on interlanguage phonology (Tarone 1972) and on the strategic competence of second language learners (Tarone 1978), but a major theme of her work has been the empirical documentation of sociolinguistic variation in learner language and the exploration of its theoretical implications (Tarone 1979, 1985, 2000, 2010). Her 2009 book Literacy and Second Language Oracy, with Martha Bigelow and Kit Hansen, documents the impact of alphabetic print literacy on oral second language processing. Both her 2009 book with Bonnie Swierzbin, Exploring Learner Language, and her USDE Title VI IRSP grant-funded project use [video and interactive activities](http://www.carla.umn.edu/learnerlanguage/activities.html) to help teachers of ESL, Chinese, Japanese, Korean and Persian better understand the nature and development of learner language in their own classrooms. With ZhaoHong Han, she co-edited Interlanguage: 40 years later (2014), a collection of contributions by leading researchers exploring the multidimensional impact of this seminal theoretical construct on research in second language acquisition.

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| 20th JuneMorning | **Talk 1: A Framework for Applied Linguistics in a Changing World: The Douglas Fir Group**Professor Tarone describes the history of the development of a new framework for the study of second language acquisition and teaching in a multilingual world, published in the *Modern Language Journal* in 2016 by a group of leading researchers. Tarone shows that the framework grew out of a long history of sometimes very personal and acrimonious debate in the field, dating back to its very beginning in 1972. The issue is whether the acquisition of a second language can be described by a single cognitive and linguistic theory, or whether an adequate theory of SLA should view the developmental processes of SLA as social, dynamic, and embodied. The DFG researchers side strongly with the second camp, proposing a set of 10 themes that should shape future research and practice in the study and teaching of multilingualism |
| 20th JuneAfternoon | **Talk 2: L2 Learners Shift Accuracy and Fluency in Constructed Dialogue****Elaine Tarone and Darren LaScotte, University of Minnesota**This study shows that learners of English L2 can spontaneously change the accuracy and fluency of their learner language when they construct the dialogue of more- and less-proficient English speakers in oral narratives. This reveals hitherto un-researched dimensions of interlanguage competence, and raises questions about the way we assess learners’ proficiency levels. A follow-up study finds that such shifts in learners’ use of English can also occur when learners are at much lower proficiency levels.  The findings are discussed within the framework of the Douglas Fir Group (2016).  |
| 24th June | **Workshop 1: Exploring Learner Language Development**Participants consider what it means to be competent in a second language, and explore different ways to document the development of oral learner language. The constructs reviewed include complexity, accuracy and fluency (CAF); interlanguage; two common views on what is needed for grammatical competence to develop. Some prominent behaviorist, innatist, interactionist and sociocultural theories of second language acquisition are reviewed and evaluated in terms of their pedagogical implications. The workshop ends with a session in which participants analyze segments of two learners’ language in terms of accuracy and complexity when the learners do unrehearsed oral tasks requiring different communicative functions. |
| 26th June | **Workshop 2: Unrehearsed Oral Interaction Tasks for L2 Learners**The workshop begins with a review of guidelines for constructing tasks for L2 learners that elicit unrehearsed oral learner language. Participants try out sample tasks that may follow those guidelines, and discuss the kind of language each task seems to require; they consider how different instructions can change such task requirements. Functions reviewed include description, instructions for assembly, and narration. |