PROGRAM OF THE

TENTH INTERNATIONAL CONFERENCE ON
LANGUAGE TEACHER EDUCATION

LANGUAGE TEACHER EDUCATION FOR A WORLD ON THE MOVE:
MEETING THE NEEDS OF DIVERSE STUDENT POPULATIONS

FEBRUARY
2-4
2017

COVEL COMMONS
UNIVERSITY OF CALIFORNIA, LOS ANGELES
NHLRC Directors’ Welcome

On behalf of the National Heritage Language Resource Center (NHLRC), we are delighted to welcome you to UCLA and the 10th International Conference on Language Teacher Education (LTE). Three years ago, we were approached by Elaine Tarone of the Center for Advanced Research on Language Acquisition (CARLA) and asked to partner on the LTE conferences. Our centers, and all of the national language resource centers, share a joint mission of teacher education and we welcomed the opportunity to collaborate with CARLA.

CARLA initiated LTE in May 1999 at the University of Minnesota as a biennial conference “to bring together research, theory and best practices from all contexts of language teacher education, and to initiate and sustain meaningful professional dialogue across languages, levels and settings.” We continue this tradition today and have included colleagues in heritage language education. We also want to highlight federal initiatives in language teacher education including the National Language Resource Centers, STARTALK and The Language Flagship.

On Friday, February 3, we are inviting you to attend a special panel in honor of Elaine Tarone’s contributions to the field of language education and to celebrate the 10th Language Teacher Education conference. The panel will discuss the future of teacher education from many perspectives including FL teachers in the collegiate context, in-service FL teacher development/state supervisors; pre-service teacher development; ACTFL; STARTALK; heritage language teaching; and ESL teacher development.

We are grateful to our plenary speakers, Karen Johnson and Paula Golombek, James Lantolf and Olga Esteve. Dr. Esteve hails from Barcelona, Spain, to bring us the international perspective on training language teachers.

We want to express our gratitude to the members of the organizing committee:

- Elaine Tarone, CARLA
- Annela Teemant, Indiana University
- David Ellis, NFLC
- Karen Johnson, Pennsylvania State University
- Jinsook Lee, UC Santa Barbara
- Paul Sandrock, ACTFL

We are also grateful to everyone who has volunteered to moderate sessions, with some moderating more than one. This conference is very much a joint effort by many people. We owe particular gratitude to Kathryn Paul, Executive Director of the UCLA Center for World Languages and NHLRC who was in charge of all of the logistics, Arturo Diaz who did a superb job of corresponding with all the participants and compiling the program, and Claire Chik and Susan Bauckus who helped at every step of conference preparation.

We welcome you to sunny California (that has been drenched by rain in the past few weeks) and we are looking forward to papers, panels and informal exchanges with all of you.

Maria Carreira and Olga Kagan, Co-Chairs
Contents

Conference Floor Plan ................................................................. 2

Pre-Conference Workshops ............................................................ 3

Conference Sessions with Abstracts ............................................... 5

Friday .................................................................................................. 5

  Session 1 ..................................................................................... 5

  Session 2 ..................................................................................... 10

  Session 3 ................................................................................... 14

Saturday ............................................................................................ 20

  Session 1 ..................................................................................... 20

  Session 2 ..................................................................................... 25

  Session 3 ................................................................................... 29

Friday Poster Session ......................................................................... 35

Saturday Poster Session .................................................................... 36

Index ................................................................................................ 38

Sponsors ............................................................................................. 42
Conference Floor Plan

COVEL COMMONS – THIRD FLOOR
2:00 - 3:00 pm  Pre-Conference Check-in

3:00 - 6:00 pm  Pre-Conference Workshops

- **Beyond Theory and the Classroom Through Community Engagement: Perspectives from TESL Trainers and Students**
  Anna Dina L. Joaquin (Associate Professor of the Department of Linguistics/TESL at California State University, Northridge)
  Stephanie Hyeri Kim (Assistant Professor of the Department of Linguistics/TESL at California State University, Northridge)
  In this workshop we will present a preliminary survey reporting on student perceptions and expectations regarding their needs in the new ESL landscape. We will then discuss how service learning or community engagement can help meet those expectations and provide new experiences that are not possible in the classroom. We will offer practical tips of how to incorporate service learning into teacher training courses, as well as discuss the challenges and benefits from both TESL trainers’ and students’ perspectives.

- **Guiding Language Learning – Applying Proficiency**
  Paul Sandrock (Director of Education at the American Council on the Teaching of Foreign Languages [ACTFL])
  Proficiency is at the core of language learning, from measuring progress to identifying effective strategies for learning. What can learners do at each proficiency level (Novice, Intermediate, Advanced) and what does it take to move to the next level? What is the proof that learners are able to use their new language? Experience tasks that serve to develop and assess learners as they demonstrate interacting in conversations; understanding what is heard, read, or viewed; and creating written messages. Assessment strategies are critical to evaluate learners’ language performance daily (formative) and near the program’s end (summative). Learn to set clear targets for each daily learning plan and create demonstrable checks for each learning episode. The overarching question is: “How do you know what learners can do with what they have learned?” Experience how to gather evidence of performance frequently, so both learners and educators can reflect on progress.

- **Exploring Learner Language in Language Teacher Education**
  Elaine Tarone (Director of the Center for Advanced Research on Language Acquisition [CARLA] and Distinguished Teaching Professor at the University of Minnesota)
  Using a framework of Exploratory Practice, this workshop demonstrates for language teacher educators tools and techniques useful for helping language teachers see the relevance of SLA as they learn to elicit and describe the learner language that occurs in their own classrooms, and fine-tune their pedagogy to better address learning needs. Viewing videos of learners using their L2 in a range of tasks along with transcriptions of the learner language they produced, participants will walk through a set of activities showing teachers how to: do an error analysis, see evidence of developmental sequence, see learning in interaction as they scaffold or respond to corrective feedback, identify instances of communicative resilience in the use of communication activity, and see how cognitively demanding problem-solving activities elicit more complex learner language.
Assessment for Language Teacher Educators
Margaret E. Malone (Director of the Center for Assessment, Research and Development at ACTFL, Director of the Assessment and Evaluation Language Resource Center [AELRC], and Professor of the Practice at Georgetown University)

Assessment is one way that language teachers can determine the extent to which students are reaching the intended course goals, as well as to reflect on the effectiveness of their own teaching. However, many teacher education programs do not require a course on language assessment. As a result, future language teachers may arrive in teaching positions ill-equipped for designing and administering as well as analyzing and describing the results of the assessments they use both in their own classrooms and to meet school, district and national requirements. This three-hour workshop identifies the basic principles of language assessment, including reliability, validity, impact and practicality and suggests ways that language teacher educators can include such principles in courses outside of language assessment. The workshop will first review the results of a survey in which participants indicated their own questions about language assessment literacy. The workshop will then review the basic principles of language assessment (reliability, validity, impact and practicality) relative to both the needs identified by participants and current research on language assessment literacy. The workshop will then review the continuum of formative and summative assessment and illustrated these via authentic scenarios. The workshop will then allow participants to reflect on how to incorporate such information and approaches into their courses.

Project-based Learning for Heritage Language Instruction
Maria Carreira (Professor of Spanish of the Romance/German/Russian Languages and Literature Department at the California State University, Long Beach)
Claire Chik (Associate Director of the Center for World Languages and National Heritage Language Resource Center at the University of California, Los Angeles)

Project-based learning (PBL) is a learner-centered teaching approach in which students work over a period of time on a multi-faceted task, which involves engaging with complex issues, solving problems, or meeting particular challenges. To communicate their learning, students develop a product such as timelines, blogs, brochures, reports, public-service announcements, etc. This workshop will present a model of PBL for heritage language (HL) teaching and learning, which is designed to facilitate the development of oral and written skills in the HL, increase linguistic and cultural awareness, and foster involvement with the heritage community. Presenters will discuss the guiding principles and strategies that comprise this model and illustrate them through sample projects from their own teaching. Adaptations of these projects for a range of languages, levels, and teaching contexts will be discussed, along with teaching practices and tools for managing PBL in HL-only and mixed classes. Working in small groups, participants will discuss how to apply the proposed principles and strategies in their own teaching and subsequently share their ideas with the group at large.

6:15 - 6:30 pm  Welcome
Maria Carreira, Professor and Director, NHLRC, California State University, Long Beach
Marcelo Suárez-Orozco, Dean, UCLA Graduate School of Education

6:30 - 7:30 pm  Plenary Speakers
Karen Johnson, Professor, Pennsylvania State University and Paula Golombek, Professor, University of Florida
1 The term *moderator* will be used for sessions that consist of individual papers, whereas the term *chair* will be used for papers that were submitted as a panel and for discussions.
Supporting a Task-based Approach to Meeting Learners’ Language Proficiency Needs
Martin East (University of Auckland)

This paper presents findings from a small-scale study that investigated the impact of a New Zealand initial teacher education initiative at two junctures: in 2012 as participants were completing the program; and in 2015 after they had completed three years as teachers. Implications for on-going teacher education are raised.

Research-based Evaluation of a Restructured Practicum in an MA-TESL Program
Choonkyong Kim (St. Cloud State University)

This presentation reports on the restructuring of a practicum for preservice teachers pursing an MA degree in TESL. A brief description of the structure of the practicum and recent revisions are provided. Next, we report on results from a survey of the practicum participants about the revised practicum.

Online Tutoring: Korean College ESL Learners and Native English Preservice Teachers
Jin-Suk Byun (Alliant International University)

This presentation will discuss the effect of a semester-long online tutoring match between 14 Korean college ESL learners and 9 native English speaking preservice teachers through the analysis of a survey, interviews, and actual online communication. The findings will be discussed with their implications for online foreign language teaching.

<table>
<thead>
<tr>
<th>FRI 1.3</th>
<th>Agency, Beliefs, and Mentor-Mentee Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>Salon C</td>
</tr>
<tr>
<td>Moderator</td>
<td>Larisa Karkafi (University of California, Irvine)</td>
</tr>
</tbody>
</table>

Predictors of Academic Self-Efficacy of Preservice and In-service Language Teachers
Yeliz Yazıcı (University of Sinop)

In this study, problem-solving skills and epistemological beliefs were examined as predictors of academic self-efficacy of preservice and in-service language teachers around Turkey. The study also examined the relationship between the effects of perceived beliefs and acquired skills on self-efficacy in terms of gender, age and related variables.

Acts of Teacher Agency and the Genesis of Teacher Activity in an ESL Class
Naseh Nasrollahi Shahr (Pennsylvania State University)

The presentation discusses a case study of an ESL teacher’s activity at a US intensive English program. The teacher’s activity is analyzed and shown to be mediated by her identity, both at the present and as a function of an orientation to the future, in ways that affect class dynamics.

Teacher Agency: The Impact of Sociocultural Context on Change
Cynthia Lundgren (University of Wisconsin-Madison)
Stephanie D’Costa (University of Wisconsin)

This paper explores the notion of teacher agency and the application of new linguistically responsive approaches to language teaching. Based on a year-long study of secondary ESL teachers, the sociocultural context of teachers work plays an important role in their ability to implement changes in their practice.

A Language Teacher’s Hero Journey with Notes from Her Spirit Guide
Katie Angus (University of Southern Mississippi)
Nicole Fikes (University of Southern Mississippi)

A foreign language teacher’s journey shares many elements with the “Hero Journey” narrative pattern—the trials, the victories, and passing the torch (Campbell, 1949). In this session, a graduate student “Hero” and her mentor “Spirit Guide” will share their journey, focusing on critical incidents where mentorship proved particularly helpful.
**FRI 1.4  Teacher Education in Light of Social Justice**

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td>Magdalena Tarnawska Senel (University of California, Los Angeles)</td>
</tr>
</tbody>
</table>

- **Social Justice Education and the Impact of Training Programs on Teaching Assistants**  
  *Muriel Gallego (Ohio University)*  
  We examine whether teaching assistants in faculty-like positions, appointed to teach a multi-section language course, possesses satisfactory preparation to implement academic adjustments and accommodations for students with disabilities after participating in a specifically designed training workshop facilitated jointly by Student Accessibility Services and the Language Program Director.

- **Understanding Returnees’ Identities: A New Profile of English Teachers on the Move**  
  *Irasema Mora-Pablo (University of Guanajuato)*  
  *Martha Lengeling (University of Guanajuato)*  
  *Troy Crawford (University of Guanajuato)*  
  This paper discusses how fifteen trainee teachers enrolled in a BA in TESOL in Central Mexico reflected on issues such as identity and ethnicity, as they are returnees who have spent part of their lives in Mexico and the U.S. They deal with issues of discrimination, labelling and professional development.

- **The Challenge of Teaching (Language) Teachersto Teach for Social Justice**  
  *Cassandra Glynn (Concordia College)*  
  *Pamela Wesely (University of Iowa)*  
  *Beth Wassell (Rowan University)*  
  Teaching language teachers to teach for social justice is a complex, but important endeavor in the shifting field of language education. The presenters will share both challenges and successes they have had with K-16 teachers. These reflections will be contextualized in literature from teacher education and social justice education.

**FRI 1.5  Bringing the Real World into the Classroom**

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td>Elissa Tognozzi (University of California, Los Angeles)</td>
</tr>
</tbody>
</table>

- **The What and How of Project-based Learning for College-level Chinese Classes**  
  *Michelle Smith (University of California, Los Angeles)*  
  This presentation first discusses advantages of the PBL approach over PPP and TBL approaches. It then provides the anatomy of a Chinese song project to show how it is used in a mixed Chinese class. Finally, it discusses challenges when doing a PBL project and offers recommendations for possible solutions.

- **Using Authentic Audio-Visual Materials in the First and Second-Year Language Classroom**  
  *Mina Soroosh (Pepperdine University)*  
  This paper looks at different types of authentic audiovisual materials that aid students in the first and second-year language classroom to move towards higher levels of comprehension and expression. I discuss how to search for, prepare, and apply these audiovisual materials in the language classroom with by means of relevant handouts.

- **Learners’ Perception of Teachers’ Non-Verbal Behavior in the Iranian Context**  
  *Setareh Safavi (Alliant International University)*  
  What teacher behaviors do students believe contribute to improvement in oral skills? This study provides an understanding of the importance of teacher-student interpersonal behavior, demonstrating how understanding learners’ perceptions can strengthen teacher-training programs. This study highlights the importance of implementing training for teachers to enhance their interpersonal behavior skills.
- Enhancing Language Proficiency and Cultural Awareness through TV Commercials in AFL/ASL
  Laila Al-Sawi (The American University in Cairo)

  This paper deals with student-teacher training that focuses on using commercials in AFL/ASL classrooms to enhance language proficiency and cultural awareness. The benefits of using this language genre are dealt with first, then setting guidelines/criteria for selecting appropriate TV commercials are introduced. The third part deals with guiding student-teachers to developing student-centered engaging activities, while ensuring higher order thinking skills.

<table>
<thead>
<tr>
<th>FRI 1.6</th>
<th>Assessment of Programs and Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Room:</strong></td>
<td>Salon F</td>
</tr>
<tr>
<td><strong>Moderator:</strong></td>
<td>Marta Fairclough (University of Houston)</td>
</tr>
</tbody>
</table>

- What Language Teacher Educators Need to Find out about Students
  Margaret Malone (Georgetown University)

  This paper explores the challenges and opportunities of conducting research with students on their understanding of the principles and practices of language assessment. The paper suggests methodologies, investigates ways to analyze results and examines how language assessment literacy efforts can help students, teachers and administrators understand assessment and its influences.

- Designing and Implementing Effective Evaluation Procedures for Language Teaching Faculty
  Andy Halvorsen (University of Oregon)

  Many language teacher educators are tasked with the design and implementation of faculty evaluation procedures. This session will share a range of data analyzing a system for the evaluation of Intensive English Program faculty and discuss how this data was operationalized into a revised performance review system.

- National Curriculum Classroom Practice and School Assessment for English in Korea
  Hyoshin Lee (Konkuk University)

  This research aims to raise issues regarding the gap between national curriculum, teaching practice, and English tests at the classroom level and suggest implications for English language teacher education in Korea by listening to key stakeholders' voices on the topic.

<table>
<thead>
<tr>
<th>FRI 1.7</th>
<th>A Plurilingual Pedagogical Framework to Expand Language Teaching Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Room:</strong></td>
<td>Salon G</td>
</tr>
<tr>
<td><strong>Chair:</strong></td>
<td>Geoff Lawrence (York University)</td>
</tr>
</tbody>
</table>

  Geoff Lawrence (York University)
  Enrica Piccardo (OISE/University of Toronto)
  Aline Germain-Rutherford (University of Ottawa)
  Barbara Spinelli (Columbia University)
  Sara Potkonjak (York University)

  The active appreciation and preservation of North America’s linguistic and cultural diversity is needed to prevent linguistic loss and cultural homogenization. This international panel discusses a unique model that combines Western plurilingual and Aboriginal pedagogies into an action-oriented task-based e-portfolio environment for educators and language learners.
### FRI 1.8  
**Exploratory Practice: Collaborative Work among Teachers and Teacher Educators**

<table>
<thead>
<tr>
<th>Room:</th>
<th>315A West Coast Room A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td><strong>Ines Miller</strong> <em>(Pontifical Catholic University of Rio de Janeiro, Brazil)</em></td>
</tr>
</tbody>
</table>

Ines Miller *(Pontifical Catholic University of Rio de Janeiro, Brazil)*  
Assia Slimani-Rolls *(Regent’s University London, United Kingdom)*  
Anna Costantino *(University of Greenwich, United Kingdom)*  

In this panel, Brazilian and British practitioners discuss collaborative work developed in their university contexts within the practitioner-research framework of Exploratory Practice. As teachers, learners and teacher educators enhance their understandings of their classroom lives, trust, respect and dialogical engagement emerge as core issues in ethical and inclusive teacher education.

### FRI 1.9  
**Program Coordination: Models for Preparing Future FL Program Directors**

<table>
<thead>
<tr>
<th>Room:</th>
<th>315A West Coast Room B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td><strong>Cori Crane</strong> <em>(University of Texas at Austin)</em></td>
</tr>
</tbody>
</table>

Cori Crane *(University of Texas at Austin)*  
Beatrice Dupuy *(University of Arizona)*  
Glenn Levine *(University of California, Irvine)*  
Gillian Lord *(University of Florida)*  

This session presents innovative mentoring initiatives (graduate seminars, university certificate programs, and AAUSC-sponsored activities) designed to prepare graduate students to become collegiate FL program directors. Panelists consider how these initiatives in turn can inform the knowledge domains and areas of expertise (including language teacher education) involved in successful program administration.

### FRI 1.10  
**Online and On the Move: LTE in the 21st Century**

<table>
<thead>
<tr>
<th>Room:</th>
<th>317 South Bay Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td><strong>LeeAnne Godfrey</strong> <em>(Hamline University)</em></td>
</tr>
</tbody>
</table>

LeeAnne Godfrey *(Hamline University)*  
Kelly Conroy *(Metropolitan State University of Denver)*  
Marlene Johnshoy *(CARLA, University of Minnesota)*  
Beth Dillard *(Western Washington University)*  

Presenters will describe their online language teacher education course or program and present successes, challenges, and questions. Attendees will be invited to share experiences and questions and work collaboratively to create a list of practical tips and useful technologies and identify research avenues aimed at enhancing online language teacher education.

### FRI 1.11  
**Transformative Pedagogy in an Outcomes-Based FL Instructional Environment**

<table>
<thead>
<tr>
<th>Room:</th>
<th>319 North Ridge Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td><strong>Andrew Corin</strong> <em>(Defense Language Institute Foreign Language Center)</em></td>
</tr>
</tbody>
</table>

Andrew Corin *(Defense Language Institute Foreign Language Center)*  
Betty Lou Leaver *(Defense Language Institute Foreign Language Center)*  
Christine Campbell *(Defense Language Institute Foreign Language Center)*  
Hiam Kanbar *(Defense Language Institute Foreign Language Center)*  

The panel explores the challenge faced by the Defense Language Institute Foreign Language Center in meeting recently enhanced minimum Basic-Course proficiency requirements—ILR 2+ (ACTFL Advanced High) in reading and listening—without increasing course length (9-18 months), and describing innovative instructional and instructor training solutions being implemented, and their implications for FL teacher education.
10:00 – 11:45 am  Friday Morning Session 2

**FRI 2.1  Forging New Paradigms and Initiatives in Language Teacher Education**

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td>Karen Johnson (Pennsylvania State University)</td>
</tr>
</tbody>
</table>

- **Rethinking 'Scale' in Language Teacher Professional Development**  
  *Donald Freeman (University of Michigan)*
  
  Studying large-scale efforts at language teacher professional development can be complex to conceptualize and costly to do. This paper draws on the experiences and data from two global projects that examined and supported professional learning of public-sector English language teachers to suggest a different set of constructs for understanding scale.

- **How States and Districts Meet the Needs of Heritage, Dual, and 2nd Language Learners**  
  *Michele Aoki (Seattle Public Schools)*  
  *Bridget Yaden (Pacific Lutheran University)*
  
  Programs for current and prospective teachers in Washington State have resulted from partnerships across K-K-12 and higher education. One program, funded by STARTALK, provides alternative routes to teacher certification and another offers certificated teachers a World Language Endorsement. All have a focus on working with heritage language learners.

**FRI 2.2  Preparing Teachers of Heritage/Immigrant Languages**

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td>Masako Douglas (California State University, Long Beach)</td>
</tr>
</tbody>
</table>

- **Heritage Language Teachers’ Language Ideologies**  
  *Johanna Tigert (University of Maryland)*
  
  This qualitative study at a Finnish heritage language (HL) school examined teachers’ language ideologies and how they were manifested in classroom language mixing practices. With some exceptions, teachers adhered to a strict Finnish-only policy, which stemmed from their beliefs that curbing language mixing served students’ HL acquisition and identity needs.

- **Teacher Beliefs and Their Influence on Instructional Practices of Korean-Language Teachers**  
  *Youngmin Seo (The College of Education, University of Washington)*
  
  Through interviews and classroom observations, this comparative case study examined how heritage-language teachers’ literacy beliefs influenced their instructional practices and what factors determined their actual classroom practices. The results indicated that the teachers’ beliefs about heritage language education influenced how they interacted with their students and organized their classroom activities.

- **Flows of Multilingual Pedagogy in a Bilingual Swedish-Finnish School in Sweden**  
  *Anu Muhonen (University of Toronto)*
  
  I will explore teachers’ practices in a bilingual school in Stockholm, Sweden, and demonstrate how teachers’ professional trajectories change within different educational spaces of the school. I will also show that teachers’ genuine interest in pupils’ heritages and heritage languages has lead to using translanguaging as a practice for multilingual pedagogy.
FRI 2.3  Pathways to Developing Expertise in Literacy Instruction

Room: Salon C
Moderator: Larisa Karkafi (University of California, Irvine)

- Experienced Language Instructors and Literacy-Based Foreign Language Teaching
  Mandy Menke (University of Minnesota)
  This presentation reports on how experienced, university foreign language instructors understand the notion of literacy and its role in beginning and intermediate language courses. Findings will be discussed in relation to other work on literacy-based approaches to language teaching and also professional development for experienced instructors.

- LTE for a World on the Move: Meeting the Needs of Diverse Student Populations
  Ying Zhang (Robert Morris University)
  Teacher educators must strengthen preservice and in-service teachers’ pedagogical language knowledge. Knowledge about the way language functions to convey meanings in disciplinary texts can inform the design of disciplinary literacy instruction. Drawing on genre pedagogy, the presenters will demonstrate one way teacher educators can foster understanding of disciplinary literacy instruction.

- Second Language Teachers’ Identity Development as Writing Teachers
  Choonkyong Kim (St. Cloud State University)
  We present a research-based professional development workshop for preservice ESL teachers. The study investigated preservice teachers’ shifting and possibly emerging identities as writing teachers through “furnished imagination” (Kiely & Askham, 2012). We report how a research-based workshop may help promote emerging teachers’ own sense of expertise as language teaching professionals.

FRI 2.4  Constructing Beliefs and Meaning through Interaction

Room: Salon D
Moderator: Annelie Rugg (University of California, Los Angeles)

- Belief Construction in an Online Language Teacher Education Course
  Amber Warren (University of Nevada, Reno)
  This presentation describes using conversation and discourse analysis to understand how teacher-learners discursively construct and account for beliefs during an online asynchronous class. It focuses on how teachers’ beliefs were characterized interactionally and considers how these negotiations relate to expectations for teachers of English language learners and language teacher education.

- Dialogic Mediation of L2 Teacher Candidates’ Learning of Systemic Functional Linguistics
  Francis John Troyan (The Ohio State University)
  Sabrina Sembiane (Florida Atlantic University)
  Christina Cavallaro (Florida Atlantic University)
  Afida Safiani (The Ohio State University)
  This study explored the dialogic mediation of teacher candidates’ understanding and application of Systemic Functional Linguistics (SFL). Results revealed the critical function of the in-class interactions in promoting the development of SFL as a concept. Findings exemplify the interactive features of the classroom dialogue necessary to support concept development.

- Chinese Language Teachers’ Beliefs and Knowledge about Task-based Language Teaching
  Yue Peng (Queen’s University)
  This paper explores how teachers’ schooling, professional coursework, and the immediate teaching activity in the Chinese context have shaped Chinese-as-a-second-language teachers’ knowledge and beliefs, through the window of a “borrowed” teaching approach — Task-Based Language Teaching. It also sheds light on language teacher education and discusses possible support for teachers.
**FRI 2.5  Impact of Teachers’ Beliefs, Skills, and Knowledge on Instruction**

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td>Mary Ann Triest (University of California, Los Angeles)</td>
</tr>
</tbody>
</table>

- **Implications of Knowledge Base and Beliefs on Teaching Practice**  
  *Sofia Cota (Universidad de Sonora)*
  
  The aim of this research is to increase our understanding of how knowledge bases and hidden beliefs about teaching and learning interconnect to inform teachers’ practices at a university level. Findings indicate that the practices of the professors involved respond to the implementation of different student centered approaches.

- **Factors that Shape Teachers’ Beliefs and Guide their Instructional Practices**  
  *Farid Saydeeh (San Diego State University)*
  
  This presentation focuses on the beliefs teachers of Arabic, Chinese, Dari, Pashto, Filipino, Japanese, Korean, and Persian (n=25) hold about effective teaching and learning strategies, and the factors that shape the teachers’ beliefs and ultimately guide their in-class practices. Knowing the factors that shape teachers’ beliefs significantly contributes to the field of teacher education.

- **A Novice Teacher-Teacher Educator Analysis of a Language Classroom as a Complex and Harmonious System**  
  *Lia Kamhi-Stein (California State University, Los Angeles)*  
  *Nairi Issagholian (California State University Los Angeles)*
  
  Drawing on the notion that classrooms are complex adaptive systems, presenters report on a study showing that a novice teacher’s pedagogical practices were relational: They developed through interaction with language learners, the physical setting, programmatic policies, supervisors’ expectations, etc. Implications for classroom instruction and language teacher preparation are discussed.

**FRI 2.6  Enhancing Intercultural Knowledge in Teacher Preparation**

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td>Veronika Rozhenkova (University of California, Los Angeles)</td>
</tr>
</tbody>
</table>

- **Educating the 21st Century Language Teacher**  
  *Julide Inozu (Cukurova University, Turkey)*  
  *Hasan Caglar Basol (Cukurova University, Turkey)*
  
  Language teacher education programs aim to equip trainee teachers with necessary skills and knowledge to enhance their ability to cope with the demands of 21st century language learning. Informed by this conviction, the study discusses whether and to what extent the learning outcomes of such programs address the issue of intercultural communicative competence.

- **Translating Intercultural Experience into Classroom Practice**  
  *Noriko Ishihara (Hosei University/University of California, Davis)*  
  *Julia Menard-Warwick (University of California Davis)*
  
  Through narrative inquiry of life history interviews, this presentation explores the ways in which teachers’ intercultural experiences and socialization shape their disciplinary knowledge related to intercultural communication and pragmatics. We will also discuss how their experience of inclusion/exclusion translated into their pedagogical content knowledge and consider implications for teacher education.

- **Intercultural Competence Development in Language Teacher Education Programs**  
  *Christine Poteau (Rowan University)*
  
  This presentation focuses on three principal areas with the aim of reforming language teacher education programs: 1) the role of intercultural competence, 2) interdisciplinary approaches to intercultural competence development, 3) innovative local and global service-learning examples for intercultural competence development as a means of extending awareness into action.
Training New Instructors to Teach Current Events and Controversial Issues

Nicole Mills (Harvard University)

This presentation will outline how a Charlie Hebdo archive has been used as a pedagogical resource and database to train new teaching assistants in the development of teaching materials about current events that incorporate culturally authentic materials and encourage critical thinking using the target language.

<table>
<thead>
<tr>
<th>FRI 2.7</th>
<th>Social Justice in World Language Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon G</td>
</tr>
<tr>
<td>Chair:</td>
<td>Pamela Wesely (University of Iowa)</td>
</tr>
</tbody>
</table>

Pamela Wesely (University of Iowa)
Cassandra Glynn (Concordia College)
L. J. Randolph (UNC-Wilmington)
Beth Wassell (Rowan University)
Stacey Johnson (Vanderbilt University)

In this panel, five world language teacher educators address opportunities and tensions in integrating social justice issues into world language curriculum and instruction in the US. Panelists focus on (1) national standards, (2) the use of textbooks, (3) teaching culture, (4) assessment, and (5) critical media literacy.

<table>
<thead>
<tr>
<th>FRI 2.8</th>
<th>Perspectives on High-Leverage Teaching Practices in Foreign Language Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>315 West Coast Room A</td>
</tr>
<tr>
<td>Chair:</td>
<td>Kate Paesani (University of Minnesota)</td>
</tr>
</tbody>
</table>

Kate Paesani (University of Minnesota)
Heather Allen (University of Wisconsin-Madison)
Erin Kearney (State University of New York at Buffalo)

Panelists examine high-leverage teaching practices (HLTP) from four perspectives related to foreign language teacher development: understanding HLTPs; defining appropriate practices for novice teachers; exploring relationships between HLTP and intercultural learning; and mapping HLTP onto specific teaching approaches. To stimulate discussion, we close with remaining questions and directions for future research.

<table>
<thead>
<tr>
<th>FRI 2.9</th>
<th>Immersion Field Experiences as Sites for Teacher Interculturality Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>317 South Bay Room</td>
</tr>
<tr>
<td>Chair:</td>
<td>Netta Avineri (Middlebury Institute of International Studies at Monterey)</td>
</tr>
</tbody>
</table>

Netta Avineri (Middlebury Institute of International Studies at Monterey)
Michelle Paster (The Pennsylvania State University)
Elizabeth Smolcic (The Pennsylvania State University)
Baburhan Uzum (Sam Houston State University)

This language teacher interculturality panel includes four papers highlighting recent research on international and domestic immersion field experiences created to prepare educators and language educators for linguistic and cultural diversity in domestic and international institutions. Program details, research findings, and relevant implications for language teacher education programs will be shared.
FRI 2.10  
Language Teacher Education Models in Chinese Flagship Programs

Room: 319 North Ridge Room
Chair: Zhuo Jing-Schmidt (University of Oregon)

The Chinese Language Flagship is a federal initiative designed to help American undergraduates to develop a superior level of proficiency in Chinese. Teacher education in this proficiency-oriented and results-driven program addresses pedagogical needs specific to such a language education model in order to assist learners in accomplishing their proficiency development goals. This panel brings together teacher education models currently used in four Chinese Flagship programs.

11:45 – 1:00 pm  
Lunch and Poster Sessions

1:00 – 1:30 pm  
Plenary Speaker  
Olga Kagan, Professor and Director, NHLRC UCLA

1:45 – 3:30 pm  
Friday Afternoon Session 3

FRI 3.1  
Teacher Development Through the Lens of Different Theoretical Perspectives

Room: Salon B
Moderator: Ivy Daulo (California State University, Long Beach)

- Beyond ‘the Borders’: ANNEST’s (Re)negotiations of Non-Nativeness  
  Şeyma Toker (The Pennsylvania State University)
  From the lens of social identity theory (Hogg & Abrams, 1998), this case study explores the discursive process of one ANNEST’s (re)negotiations of her non-native teacher self in her discourse across two different communities of practice: Turkey and the USA. Recommendations for L2 teacher education programs are discussed.

- The Historical Development of Teacher Identity and Agency  
  Hee Im (University of Florida)
  This study focuses on the development of teacher identity by investigating the interview data of a Korean teacher of English from an Activity Theory perspective. This study reveals that positive experiences of language learning and self-identity as a learner are critical in understanding teacher roles and exercising agency in contexts of teaching.

- Multicultural Teacher Education Textbooks: Inclusive Discourse and Intercultural Citizenship  
  Baburhan Uzum (Sam Houston State University)  
  Bedrettin Yazar (University of Alabama)
  This study adopted Positioning Theory to explore the discursive construction of inclusivity and exclusivity in three textbooks, widely used in U.S. teacher education programs. The study finds that language teachers and teacher educators should critically approach the discursive construction of “self” and “other” in textbooks and adopt an inclusive discourse.
### FRI 3.2  Diversity in Teacher Training: Different Settings, Similar Needs

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td>Netta Avineri (Middlebury Institute of International Studies at Monterey)</td>
</tr>
</tbody>
</table>

- **Māori Language Instruction in a Tertiary Context: Priorities in Teacher Education Delivery**  
  Elisa Duder (Auckland University of Technology)  
  Jamie Cowell (Auckland University of Technology)  
  Despite the steady growth of Māori language instruction there is little provision for training Māori language teachers. We explore what this means at the ‘chalk face,’ discuss strategies for meeting expectations that learning Māori is cultural and linguistic learning and address demographic factors in Indigenous language teaching.

- **Native Language Teacher Education: Two Models for Online Collaborative Learning**  
  Robert Elliott (University of Oregon)  
  Native American language teachers working on endangered languages in often isolated communities face a plethora of hurdles. The presenter will describe two models of online, in-service teacher development courses that one university has offered over the past three years, looking at successes and challenges they have encountered.

- **The Role of the School System's Language Ideology in Fostering Heritage Language Practice**  
  Julianne Bryant (Biola University)  
  This session will discuss the results of a study that demonstrated the connection between the school system’s language ideology and students’ decisions to continue language practice. The implications of this research suggest the importance of teachers becoming a part of the environment outside of the classroom and agents for positive change.

### FRI 3.3  Trainers and Trainees: Who Are We?

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td>Latifeh Hagigi (University of California, Los Angeles)</td>
</tr>
</tbody>
</table>

- **International TESOL Professionals: Where Are We Headed?**  
  Soo Min Lee (Alliant International University)  
  James Perren (Alliant International University)  
  This session discusses a collective action plan for resolving inequality towards international speakers of English in the field of TESOL. This is accomplished by exploring an international TESOL professional’s journey and how her identity was shaped by experiences and challenges. Also identified are efforts at restructuring existing teacher education programs.

- **Voices on the Move: Discrimination and its Effects upon Non-native Speaker Teachers**  
  M. Martha Lengeling (Universidad de Guanajuato)  
  Irasema Mora Pablo (Universidad de Guanajuato)  
  Troy Crawford (Universidad de Guanajuato)  
  This session explores qualitative data concerning the ways in which non-native speaking teachers in Mexico are often discriminated against due mostly to their non-native speaking status and ethnic identities. These inequalities, conclusions and possible solutions will be discussed. Participants will also be invited to contribute their experiences concerning discrimination within our profession.

- **Who is Teaching? A Critical Analysis of Foreign Language Teacher Educators**  
  Karla O’Donald (Texas Christian University)  
  Foreign language teaching has experienced a paradigm shift since the turn of the century. This investigation aims at assembling the stage to explore, question, evaluate, and reflect on who foreign language teacher trainers are, where they impart their knowledge, what their practices are, and how this impacts this field.
● Developing NNETs’ Confidence to Team-Teach with NESTs through In-Service Training
  Tomohisa Machida (Akita International University)
  This presentation highlights the effect of an in-service training program focusing on reducing NNETs’ anxiety. Japanese elementary teachers avoided communication with NESTs due to their lack of English proficiency and preparation. The presenter explains components of the training and discusses how it alleviates NNETs’ anxiety and improves effectiveness of NNEST/NEST team-teaching.

<table>
<thead>
<tr>
<th>FRI 3.4</th>
<th>Experiential Approaches to Teacher Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon E</td>
</tr>
<tr>
<td>Moderator:</td>
<td>Kate Paesani (CARLA, University of Minnesota)</td>
</tr>
</tbody>
</table>

● Language Teachers Negotiating Intercultural Citizenship in a Community-based Program
  Christelle Palpacuer Lee (Rutgers University, Graduate School of Education)
  This session presents service-learning as a context for developing language teachers’ intercultural citizenship. Drawing on ethnographic methods of investigation, we describe how teachers negotiate issues of equity, social justice and engagement. Recommendations for the inclusion of service-learning programs and pedagogy in language teacher preparation will be shared with the audience.

● Mediating Preservice Development of Intercultural Competence During Study Abroad
  Michelle Pasterick (Pennsylvania State University)
  This presentation discusses factors that impact the extent to which preservice teachers develop intercultural competence during study abroad. It also focuses on ways in which these factors may be understood and employed by teacher educators in order to mediate and foster their own students’ intercultural development.

● English Teachers’ Self-Efficacy Levels and Innovative Ideas in the Turkish National Context
  Pinar Kahveci (Sinop University)
  Is there a relationship between language teachers’ self-efficacy and their use of innovative ideas in language teaching? If there is a relationship between teacher efficacy and use of innovative ideas in language teaching, how are these two concepts related? The presentation will explore answers to these questions.

● Rediscovering Teacher Training with the edTPA
  Patricia Bayona (North Central College)
  This presentation explains how edTPA materials were constructed and both the means and objective of a Language Teaching Methods course in two consecutive four-week cycles. Students were able to mature through their initial encounter with the materials, and thus develop an advantageous metacognitive reflection on best pedagogical practices during the second cycle.

<table>
<thead>
<tr>
<th>FRI 3.5</th>
<th>Initial and Continuing Education for Language Teachers: A View from Four Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon F</td>
</tr>
<tr>
<td>Moderator:</td>
<td>Michele Aoki (Seattle Public Schools)</td>
</tr>
</tbody>
</table>

● When Participants Experience, Understand, and Articulate
  Laxman Gnawali (Kathmandu University School of Education, Nepal)
  This presentation will focus on an EFL teacher training program that requires trainees to deliver a training course for working teachers. Along with training structure and components, how this process allows trainees to articulate their understanding of language teaching principles and deepens their own understanding of pedagogy will be discussed.
• Helping Language Teachers Develop Best Practices in their Language Classrooms
  Rosemary Ermam (University of Auckland)

  This presentation describes a year-long in-service program for teachers of ten languages in New Zealand schools. Data is presented through the case study of one participant to ascertain to what extent their teaching practice changes during the year and to what extent these changes impact student learning.

• Preparing EFL Teachers in Chile: A Responsible Approach
  Michel Riquelme Sanderson (University of Washington)
  Lucia Ramos Leiva (Universidad Católica del Norte)
  Liza Perez Miranda (Universidad Católica del Norte)

  The presentation shows the exploratory work of three EFL teacher educators in Chile who have incorporated critical language pedagogy, reflective teaching, and innovative teaching learning strategies into the preparation of future young language teachers who will work in an unequal and inequitable educational system.

• Promoting ‘Cultural Diversity Knowledge’ for Japanese and International Students in Japan
  Ai Ohmori (Rikkyo University)

  The aim of this presentation is to report on the content and practice of a new and innovative English-medium MA program in Japan with a concentration in TESOL. The program aims to develop “cultural diversity knowledge” (Gay, 2002) in both international and Japanese graduate students in the Japanese context.

<table>
<thead>
<tr>
<th>FRI 3.6</th>
<th>Adapting to a Globalized Educational Landscape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon G</td>
</tr>
<tr>
<td>Chair:</td>
<td>Claire Mitchell (University of Wisconsin-La Crosse)</td>
</tr>
</tbody>
</table>

  Claire Mitchell (University of Wisconsin-La Crosse)
  Sara Finney (University of Alabama)
  Chelsea Tanous (University of California, Santa Barbara)

  Globalization has transformed the educational landscape, creating a need for educators to adapt to today’s 21st-century learner. This panel discusses the development and implementation of curricular models in which learners play a significant role in decisions related to their curriculum, explore diverse cultural perspectives, and engage in authentic language use.

<table>
<thead>
<tr>
<th>FRI 3.7</th>
<th>Language Program Coordination in the 21st Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>315 West Coast Room A</td>
</tr>
<tr>
<td>Chair:</td>
<td>Magdalena Tarnawska Senel (University of California, Los Angeles)</td>
</tr>
</tbody>
</table>

  Magdalena Tarnawska Senel (University of California, Los Angeles)
  Azza Ahmad (University of California, Los Angeles)
  Annelie Rugg (University of California, Los Angeles)
  Kimberly Jansma (University of California, Los Angeles)
  Elissa Tognozzi (University of California, Los Angeles)

  This panel focuses on three areas of TA training: challenging prevalent misconceptions about language teaching and learning, use of instructional technology, and meeting educational goals and needs for both TAs and undergraduate students. While offering many solutions to common challenges, the presentations will also suggest questions for further exploration.
### FRI 3.8  
**Cultural Linguistic/Theory-to-practice Challenges for Foreign-born Teachers**

<table>
<thead>
<tr>
<th>Room:</th>
<th>315 West Coast Room B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td>Christopher Brown (San Diego State University)</td>
</tr>
</tbody>
</table>

Christopher Brown (San Diego State University)  
Shahnaz Ahmadeian (San Diego State University)  
Breshna Aziz (San Diego State University)  

This panel explores challenges and interventions relevant to foreign-born teachers’ integration into the U.S. educational context. We will discuss research on cross-cultural challenges, linguistic and experiential barriers to success, and take a deeper look at one accomplished LCTL teacher’s particular trajectory through STARTALK and other language teacher education experiences.

### FRI 3.9  
**NFLC-STARTALK Teacher Programs: Lessons Learned and How to Grow**

<table>
<thead>
<tr>
<th>Room:</th>
<th>317 South Bay Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td>David Ellis (University of Maryland, National Foreign Language Center)</td>
</tr>
</tbody>
</table>

David Ellis (University of Maryland, National Foreign Language Center)  
Betsy Hart (University of Maryland, National Foreign Language Center)  
Pamela Delfosse (University of Maryland, National Foreign Language Center)  

Join National Foreign Language Center panelists to discuss the topic of capacity building for critical language learning through teacher development and program design. Learn about STARTALK programs, resources and research in support of heritage and second language teaching of Arabic, Chinese, Dari, Hindi, Korean, Persian, Portuguese, Russian, Swahili, Turkish and Urdu.

### FRI 3.10  
**Open Educational Resources, Languages, and Technology**

<table>
<thead>
<tr>
<th>Room:</th>
<th>319 North Ridge Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td>Sarah Sweeney (University of Texas at Austin)</td>
</tr>
</tbody>
</table>

Sarah Sweeney (University of Texas at Austin)  
Patricia Kyle (University of Texas at Austin)  
Karen Kelton (University of Texas at Austin)  
Nancy Guilloteau (University of Texas at Austin)  

Participants will discover innovative ways of using open Internet-based content in their language programs as panelists share fresh insights into the ‘whys’ and ‘hows’ of designing and delivering language instruction in face-to-face, blended (mostly face-to-face, limited online practice), hybrid (a balance of face-to-face and online learning), and fully online environments.
3:45 – 5:15 pm  The Future of Language Teacher Education: A Panel Discussion Celebrating the 20th Anniversary of LTE Conferences and Honoring Elaine Tarone's Contributions

Moderator: Kate Paesani, Director, CARLA, University of Minnesota
- Michele Aoki, (Seattle Public Schools)
- María Carreira, (Director, National Heritage Language Research Center)
- Corinne Crane (University of Texas at Austin)
- David Ellis (University of Maryland, National Foreign Language Center)
- Paul Sandrock (Director of Education, ACTFL)
- Elaine Tarone (Distinguished Teaching Professor Emerita at the University of Minnesota and past Director of the Center for Advanced Research on Language Acquisition)

5:30 – 7:00 pm  Reception
STARTALK/NHLRC Heritage Language Teacher Workshop

A five-day workshop
June 26-30, 2017

Instructors from K-16 programs and community schools are invited to apply.

Additional spaces are available for other less commonly taught languages.

The workshop is sponsored by Startalk and the National Heritage Language Resource Center.

STARTALK-sponsored languages are:
Arabic, Chinese, Hindi, Persian, Portuguese, Russian, Swahili, Turkish and Urdu.

This workshop is designed to help language teachers face the challenge of teaching heritage language students. It will prepare them to understand the differences between teaching L2 and HL learners, the issues involved in heritage language teaching, and how to address them.

There is no charge for this workshop. A limited number of stipends will be available to cover travel and accommodations for participants.

The web page and an online application for the workshop will be posted on the NHLRC website (nhlrc.ucla.edu) in March.
The Heritage Language Journal (HLJ) is an online, blind-refereed journal that provides a forum for scholars to disseminate research and knowledge about heritage and community languages. HLJ is published by the National Heritage Language Resource Center.

HLJ is accessible through a free subscription.

We welcome submissions from researchers and practitioners in fields including, but not limited to, linguistics and applied linguistics, psychology, sociology, language education, and language policy.
7:00 – 8:00 am  Conference Check-in and Coffee

8:00 – 9:45 am  Saturday Morning Session 1

<table>
<thead>
<tr>
<th>SAT 1.1</th>
<th>Preparing Teachers for Diverse Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon A</td>
</tr>
<tr>
<td>Moderator:</td>
<td>Elisa Duder (Auckland University of Technology)</td>
</tr>
</tbody>
</table>

- **How Heritage Language Learners Navigate Knowing and Not Knowing: A case study**
  Laura Walls (University of Nebraska, Omaha)
  This study explores how two heritage language learners of Spanish participate in knowledge sharing, and employ avoidance strategies and circumlocution during collaborative writing activities. It also demonstrates how they employ mediation and other tools to meet the requirements of the task. Pedagogical implications for heritage language pedagogy are discussed.

- **Tools and Objectives for Teaching a Third Language**
  Laura Ambrosio (University of Ottawa)
  The goal of this study is to contribute to and support the development of international languages educators working within classical and international languages program in Canada. These programs are advantageous to society in that they are a determinant factor in maintaining the mother tongues for many immigrant communities.

- **Educating the Educator: Preparing Teachers of Less Commonly Taught Languages**
  Gyanam Mahajan (University of California, Los Angeles)
  This paper discusses three issues with training LCTL instructors: (i) a minimalized, marginalized and militarized view of an LCTL that creates gaps in knowledge (ii) a non-Roman script resulting indvergence between proficiencies in listening and speaking compared to reading and writing; (iii) the diversity of students and their different learning goals creating a challenging mixed class.

- **Translanguaging in the Filipino Language Classroom**
  Jayson Parba (University of Hawai'i)
  This study aims to contribute to the discussion on translanguaging pedagogy by exploring the potentials of using the flexible linguistic repertoire of emergent bilinguals (Garcia, 2009) as teaching and learning resources in a multilingual Filipino heritage language classroom at a university in Hawaii.
### SAT 1.2  Teaching Younger Learners

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td><strong>Masako Douglas (California State University, Long Beach)</strong></td>
</tr>
</tbody>
</table>

- **A Report on a Teacher Training Project for a Japanese Immersion Program**  
  **Asako Hayashi-Takakura (University of California, Los Angeles)**  
  This paper will report on a teacher training project for instructing the Japanese language in a Japanese English two-way immersion (FLAG-Japanese) program, undertaken by public elementary schools in southern California. We will demonstrate the process of developing prototype materials and discuss future directions for the collaborative training project.

- **Becoming Teachers of Mandarin in a New Zealand Primary School**  
  **Christine Biebricher (University of Auckland)**  
  The study is set in New Zealand where primary school teachers are not trained in teaching languages. The four teachers in the study relied on self-study and ongoing professional development. The project reports on the teachers’ journey of constructing identities as language teachers and their struggle to juggle several identities.

- **Preparing Young Language Learners to Relate Effectively to Diversity**  
  **Jocelyn Howard (University of Canterbury, Christchurch, New Zealand)**  
  **Constanza Tolosa (University of Auckland)**  
  **Christine Biebricher (International Languages Exchanges and Pathways)**  
  The development of students’ intercultural capability is an important learning goal in New Zealand. This paper describes a teacher education initiative in which teachers and researchers are working in partnership to enhance students’ intercultural capability within language learning programs, thereby increasing their capacity to understand and relate effectively across cultures.

### SAT 1.3  Preservice and In-service Strategies

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td><strong>Iman Hashem (Occidental College)</strong></td>
</tr>
</tbody>
</table>

- **Collaborating with Novice Student Teachers: Balancing Mentoring and Peer Coaching**  
  **Carlo Cinaglia (University of Pennsylvania)**  
  This session presents challenges faced by mentors in a team-teaching program for novice student teachers in an MATESOL program, recognizing best practices for peer coaching and mentoring support. Attendees will gain insight into effective mentoring practices and ways to prepare mentors to collaborate with novice teachers.

- **Understanding the Work of University Supervisors in Chile**  
  **Malba Barahona (Pontificia Universidad Católica de Valparaíso)**  
  This paper reports on research exploring the contemporary work of Chilean university-based supervisors supporting EFL preservice teachers during their practicum. Participants in the study include practicum supervisors from 30 programs. Specifically, supervisors’ actions, roles, tools and expectations are examined through the drives which inspire/impede collaboration in professional teacher development.

- **The First Field Experience: Perceptions of Two ESOL Preservice Teachers**  
  **Babak Khoshnevisan (University of South Florida)**  
  This session presents on the significance of the inquiry, the gap in the existing literature, as well as the data collection and interpretation process. Findings will be delineated that reveal the development of teaching strategies and perceptions of ESOL preservice teachers. Finally, a model for teacher identity development will be introduced.
● **Case Method in Arabic Teacher Training Programs**  
  *Steven Berbeco (U.S. Department of State Foreign Service Institute)*

Language teacher training programs can benefit from adopting case method to support preservice and in-service professional development. This presentation is a how-to best practices guide to developing teaching cases, including important information on legal issues like HIPAA compliance and IRB approval processes, and how to effectively use teaching cases as part of an existing teacher training program.

<table>
<thead>
<tr>
<th>SAT 1.4</th>
<th>Reflective Practices in Teacher Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon D</td>
</tr>
<tr>
<td>Moderator:</td>
<td><em>Elizabeth Smolcic (The Pennsylvania State University)</em></td>
</tr>
</tbody>
</table>

● **German Graduate Student Instructors’ Experiences with Drama-based Pedagogy**  
  *Devon Donohue-Bergeler (University of Texas at Austin)*

Teaching development is a vital element of doctoral student training. This empirical study explores how nine graduate students teaching German respond to a semester-long training in drama-based pedagogy, a collection of engaging activities and reflective practices that align with goals of the undergraduate foreign language curriculum.

● **A Professional Development Project between Teacher Educators and Japanese EFL Teachers**  
  *Tatsuhiko Yoshida (Hyogo University of Teacher Education, Japan)*  
  *Hiroyuki Imai (Kansai University, Japan)*

Collaborating with EFL teachers, we aimed to develop a professional development workshop for EFL teachers. In this project, the teacher educators and the cooperating teachers analyzed videotaped lessons, using Sociocultural Theory and a Conversation Analytic framework. The project created an excellent opportunity of theoretically informed reflective practice for both participants.

● **Incorporating Reflective Language Teaching into an In-service EFL Teacher Education Program**  
  *Mahmood Reza Atai (Kharazmi University, Tehran, Iran)*

We incorporated reflective language teaching into an in-service EFL teacher education program. Data were collected through an observation checklist, a reflective teaching inventory, and teachers’ reflection papers. Findings revealed that the program enhanced the teachers’ tendency towards reflective language teaching and improved their classroom performance and sense of professional development.

<table>
<thead>
<tr>
<th>SAT 1.5</th>
<th>Secondary School Teaching: Teacher Preparation and Student Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon E</td>
</tr>
<tr>
<td>Moderator:</td>
<td><em>Brandon Zaslow (Occidental College)</em></td>
</tr>
</tbody>
</table>

● **Bridging Research and Practice in Second Language Teacher Education**  
  *M. Rafael Salaberry (Rice University)*  
  *Maryam Emami (Rice University)*  
  *Luziris Turi (Rice University)*

In this presentation, we will showcase the use of a website containing an archive of edited classes showcasing examples of “best practices” along with lesson plans and language data that can be used for the purpose of teacher preparation and professional development.

● **Teaching for All: Preparing Language Teachers to Address Diversity for Inclusive Classrooms**  
  *Apasara Chinwonno (Chulalongkorn University, Thailand)*

This mixed methods study reports on the transformation of foreign language teacher preparation for Thai urban students from diverse socioeconomic, linguistic and cultural contexts. It highlights preservice EFL teachers’ implementation of inclusive classrooms and teaching practices for local and global diversity.
Youth Participatory Action Research in the Heritage Language Classroom
Jenna Cushing-Leubner (University of Minnesota)

This paper draws on ethnographic data of a school-based Spanish heritage language program, suggesting that program designs include pedagogies of youth research. In one youth-led participatory action research project, students became bilingual elementary ethnic studies teachers, then facilitated professional development for teachers/administrators around community expectations for linguistically and culturally sustaining pedagogies.

SAT 1.6  Meeting the Challenge of Assessing Heritage Language Learners
Room:  Salon F
Chair:  David Bong (Avant Assessment)

David Bong (Avant Assessment)
Michele Aoki (Seattle Public Schools)
Kyle Ennis (Avant Assessment)
Marta Fairclough (University of Houston)
Duarte Silva (Stanford University)

Four experts with different roles and perspectives on assessing heritage language learners will address: pressing assessment needs; current options; administrator challenges, and real-world issues for educators and assessment developers to jointly identify pragmatic solutions for critical needs in assessing heritage learners. L2 learner profiles are often more predictable than HL learners’, making the applicability of conventional language assessments to HL students questionable.

SAT 1.7  Teachers’ Identity Negotiation, Construction, and Enactment in Various Contexts
Room:  Salon G
Chair:  Bedrettin Yazan (University of Alabama)

Bedrettin Yazan (University of Alabama)
Hayriye Kayi-Aydar (University of Arizona)
Jason Martel (Middlebury Institute of International Studies)
Fang (Andie) Wang (University of Minnesota)
Peter De Costa (Michigan State University)

The presenters on this panel share their research studies which address how language teachers negotiate, construct, and enact their identities in social, cultural, and political contexts, and how their identities are intertwined with their ongoing professional learning and teaching practice. The conversations will be extended through the discussant’s questions.

SAT 1.8  Mentoring and Mediation: Multiple Perspectives
Room:  315 West Coast Room A
Chair:  Jade Sandbulte (Pennsylvania State University)

Jade Sandbulte (Pennsylvania State University)
Jamie Kim (Pennsylvania State University)
Jungwan Yoon (Pennsylvania State University)
Eleanor Sweeney (Pennsylvania State University)

This panel takes a sociocultural approach to analyze L2 mentor-teacher development. The three presentations use fieldnotes from the mentor-teachers as well as observations and interviews from outside researchers to discuss the quality of the mentoring, the mentor-teachers’ reconceptualization of the mentoring process, and the mediation that mentoring provides the mentor-teachers.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Room Location</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT 1.9</td>
<td>Priming Language Teachers for Success in Digital Learning Environments</td>
<td>315 West Coast Room B</td>
<td>Patricia Kyle (University of Texas at Austin)</td>
</tr>
</tbody>
</table>

Patricia Kyle (University of Texas at Austin)
Mark Knowles (University of Colorado Boulder)
Robert Kleinsasser (Arizona State University)

By exchanging our individual perspectives, we can all work together to establish achievable objectives for online language teacher education. Our panel will speak about instructors’ and students’ beliefs concerning online language learning and discuss needs and effective practices of graduate students, adjunct faculty, and permanent faculty who teach languages online.

| SAT 1.10 | Pedagogical Approaches and Strategies for Spanish Heritage Language          | 317 South Bay Room | Jhonni Carr (University of California, Los Angeles)                  |

Jhonni Carr (University of California, Los Angeles)
Roman Lujan (University of California, Los Angeles)
Gemma Repiso (University of California, Los Angeles)

This panel contains three talks by UCLA Spanish heritage language instructors. Together the presentations shine light on effective projects and pedagogical strategies in the heritage language classroom that are adaptable to fellow language teachers, their differing student bodies, and various types of course content.

| SAT 1.11 | Discussion                                                                      | 319 North Ridge Room A | John Hedgcock (Middlebury Institute of International Studies at Monterey) |

**Exploring the Role of Genre Awareness and Knowledge**
John Hedgcock (Middlebury Institute of International Studies at Monterey)
Heekyeong Lee (Middlebury Institute of International Studies at Monterey)

Framed by the session leaders’ research on the academic development and genre awareness of teacher candidates in a graduate LTE program, this discussion session will engage participants in exploring methods and best practices for socializing pre- and in-service language teachers into the literacies of the profession.

| SAT 1.11 | Discussion                                                                      | 319 North Ridge Room B | Mayeen Farooqui (IncrEDucate Inc.)                                   |

**LangCred.org: A Rich Resource for Language Teacher Certification**
Mayeen Farooqui (IncrEDucate Inc.)
Anthony Ortizo (HADI-CLASSRoad)

LangCred.org is a website displaying state K-12 language teacher certification requirements. In this presentation, Project Director, Mayeen Farooqui, will introduce participants to LangCred.org and demonstrate the search function as would be used by a prospective K-12 language teacher. Following the presentation, Mrs. Farooqui will facilitate a discussion and brief question-answer session.
10:00 – 11:45 am  Saturday Morning Session 2

### SAT 2.1  Innovative Approaches to Integrating Language and Content

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moderator:</strong></td>
<td><em>Laura Walls (University of Nebraska, Omaha)</em></td>
</tr>
</tbody>
</table>

- **Zen and Content-Based Instruction: Balancing Language and Content**
  - Allison Spender (College of Saint Benedict and Saint John’s University)
  - Pamela Wesely (University of Iowa)
  - Cassandra Glynn (Concordia College)

  This presentation shares key findings from a study of the ways in which 43 experienced language teachers new to content-based instruction (CBI) plan instructional units in a variety of classroom contexts. Successes, pitfalls, and recommendations for what effective CBI can and should look like in world language classrooms will be reported.

- **Making Short Films: Project Based Teaching in Persian education**
  - Soheila Kian (University of California, Irvine)
  - Latifeh Hagighi (University of California, Los Angeles)

  In this presentation teachers of elementary and intermediate language classes will learn how to guide their students through writing a script for a short film, which they produce and act in, or preparing for and conducting an interview with a family member, which they film. Films are presented in classroom.

- **L2 Drama-Based Instruction Across Diverse Settings: Issues in Teacher Preparation**
  - Timothy Vetere (Pennsylvania State University)

  Drama-based activities were conceptualized as a method of instruction in an L2 teacher education program. Preservice teachers created opportunities to, as Vygotsky argued, perform in play beyond their current abilities during diverse field experiences across k-12 settings. Analysis focuses on participants’ perceptions of learners, and themselves, as emergent language professionals.

### SAT 2.2  Fostering Meaningful Collaborations in the Classroom and Beyond

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moderator:</strong></td>
<td><em>Netta Avineri (Middlebury Institute of International Studies at Monterey)</em></td>
</tr>
</tbody>
</table>

- **Establishing Meaningful Partnerships with the Local Community**
  - Svetlana Tutyina (California State University, Northridge)

  This presentation discusses the benefits and the strategies language teacher educators can use to encourage future teachers to develop service learning curricula. It looks into the ways of establishing meaningful partnerships with the local community and ways of assessment of such collaborations.

- **Outside the Box Experiences in Language Teacher Education: Service-learning Experiences with Latino Families**
  - Sandra Rodriguez-Arroyo (University of Nebraska Omaha)

  The service-learning experience in this paper is an example of a community-based partnership in language teacher education. Future ESL teachers provided guidance to Latino families on the college preparation process. However, the families taught the future teachers something more important: Building meaningful relationships can overcome any perceived “language barriers.”
**SAT 2.3**  
**Mediation and Reflective Practices**

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td>Gemma Repiso (University of California, Los Angeles)</td>
</tr>
</tbody>
</table>

- **Responsive Mediation in Mentoring Mentors: Towards More Mindful Practice**  
  *Jane K. Harvey, Ph.D.* (University of South Florida)*

  Taking as its starting point Johnson and Colombek's (2016) exposition of responsive mediation, this presentation describes a (novice) mentor teacher educator's process of examining her own interactions with teacher mentors with a view to developing her ability to enact responsive mediation in a more mindful way.

- **Tracing a Preservice Teacher's Development of Lesson Cohesion through Mediational Activity**  
  *Michael Amory* (Pennsylvania State University)*

  Informed by Sociocultural Theory, this presentation traces the unfolding development of one preservice teacher's conceptualizations of the pedagogical tool, "making connections and forming a coherent whole" as she moves through the Extended Team Teaching Project and her learning-to-teach experience in a TESOL methodology course.

- **EFL Teachers' Reflection on Critical Incidents: Promoting Reflectivity in the Blog Environment**  
  *Mahmood Reza Atai* (Kharazmi University, Tehran, Iran)*

  We investigated EFL teachers’ retrospective reflection on their critical incidents in an interactive blog environment. Instrumentation included a reflective language teaching inventory, teachers’ journals, interviews, and critical incidents and comments. The results confirmed the effectiveness of teachers’ reflection and blogs as a safe environment for sharing their critical incidents.

---

**SAT 2.4**  
**Sociolinguistic and Sociocultural Approaches to Teacher Development**

<table>
<thead>
<tr>
<th>Room:</th>
<th>Salon E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator:</td>
<td>Jhonni Carr (University of California, Los Angeles)</td>
</tr>
</tbody>
</table>

- **Transforming Understanding of Students and Teaching through 'Tiny Talks'**  
  *Patrick Klager* (University of Florida)*  
  *Paula Colombek* (University of Florida)*

  This presentation, grounded in Vygotskian sociocultural theory, demonstrates how an experienced teacher used "tiny talks" (Zoshak, 2016) as a mediational space to transform his understanding and use of dialogue journals in the reading/writing classroom. The teacher’s new teaching activity resulted in richer understandings of students and his enhanced emotional well-being.

- **Construction of Context in Interpretation of Adequate Language Content: A Semiotic Analysis**  
  *Saied Atoofi* (Universidad de Chile, Chile)*  
  *Roberto Pichihueche* (Universidad Metropolitana de Ciencias de la Educació, Chile)*

  Using discourse analytical methods, classroom interactions were analyzed for the discursive features that facilitated the construction of adequate context. The results showed that language teachers must be trained to understand the ways language learners cue into extralinguistic features and share semiotic resources to adequately interpret language content.

- **L2/FL Teacher Preparation and the Imperative of a Sociocognitive Perspective**  
  *Kristin Davin* (Loyola University Chicago)*

  Highly effective pedagogy requires viewing language and language learning as both cognitive and social phenomena. Teachers do not have the luxury of choosing one perspective over the other. Presenters discuss four current proposals that exemplify sociocognitive pedagogy and examine how they can be incorporated into L2/FL methodology courses.
Online Courses in Teacher Education

<table>
<thead>
<tr>
<th>SAT 2.5</th>
<th></th>
<th>Online Courses in Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon F</td>
<td></td>
</tr>
<tr>
<td>Moderator:</td>
<td>Marta Fairclough (University of Houston)</td>
<td></td>
</tr>
</tbody>
</table>

- **Online Language Teacher Education: Examining an ESL and Bilingual Licensure Program**  
  Sora Suh (Rowan University)  
  Beth Wassell (Rowan University)  
  This paper explores opportunities and challenges of preparing K-12 ESL and bilingual teachers in an online context. Our findings articulate key opportunities and challenges, including access to coursework and flexibility, potential for critical discussion, challenges of fieldwork, and considerations for providing spaces for teachers to demonstrate impact on K-12 learning.

- **Creating Bonds of Community and Cooperation in Online Courses**  
  Joanne Burnett (University of Southern Mississippi)  
  This presentation will describe how one professor creates bonds of community and cooperation among graduate students in online courses through a variety of tools and responsive feedback. Questionnaire data and students’ ratings of their experiences in an online MA program will also be presented to support the overall themes.

- **A Group Project in Online Language Teacher Education: Benefits, Challenges, and Suggestions**  
  Merica McNeil (University of Arizona)  
  As more language teacher education courses are offered online, it is important to consider their design in terms of providing engaging educational activities. A group project offers opportunities for meaningful interaction by collaborating on authentic tasks. This presentation examines the benefits and challenges of a group project and provides suggestions for good practice.

- **Developing a Cycle of Tasks for a Distance Teacher Education Course**  
  Priscila Fabiane Farias (Universidade Federal de Santa Catarina, Brazil and Fulbright Visiting Scholar at University of Hawaii)  
  In this presentation, we intend to discuss tutors’ and a coordinator’s perceptions after proposing a cycle of tasks. (Ellis, 2009; Skehan 2009) for 178 public school teachers enrolled in an online continuing teacher education course in Brazil. Moreover, we aim to present participants’ outcome(s), taking into account their performance and improvements.

Best Practices in Language Teacher Education in Content-Based Instruction

<table>
<thead>
<tr>
<th>SAT 2.6</th>
<th></th>
<th>Best Practices in Language Teacher Education in Content-Based Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon G</td>
<td></td>
</tr>
<tr>
<td>Chair:</td>
<td>Ann Snow (California State University, Los Angeles)</td>
<td></td>
</tr>
</tbody>
</table>

Ann Snow (California State University, Los Angeles)  
Donna Brinton (University of California, Los Angeles)  
Fredricka Stoller (Northern Arizona University)  
Jan Frodesen (University of California, Santa Barbara)  
Christopher Stillwell (University of California, Irvine)  

Content-based instruction (CBI) is an approach to teaching second/foreign languages. In this panel, experienced teacher trainers discuss: the rationale and classification of CBI models; training language teachers in curriculum development and language awareness; training content teachers in English as medium of instruction; and a research agenda for CBI teacher education.
### SAT 2.7  
**Cultivating Independent Writers in the Language Classroom**

<table>
<thead>
<tr>
<th>Room:</th>
<th>315 West Coast Room A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td>Larisa Karkafi (University of California, Irvine)</td>
</tr>
</tbody>
</table>

Larisa Karkafi (University of California, Irvine)  
Gabseeon Sunny Lee (University of California Irvine)  
Christie Sosa (University of California Irvine)

This panel discusses how to train faculty in the concept of Autonomous Language Learning and best practices for integrating this approach into language writing programs to impact student success. The presenters will demonstrate a number of techniques, including flipped classroom and writing models that can be integrated to help develop and support independent writing skills.

### SAT 2.8  
**Using Students’ Home Languages to Build and Bridge to Academic Success**

<table>
<thead>
<tr>
<th>Room:</th>
<th>315 West Coast Room B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td>Concepción Valadez (UCLA Graduate School of Education and Information Studies)</td>
</tr>
</tbody>
</table>

Concepción Valadez (UCLA Graduate School of Education and Information Studies)  
Annamarie François (UCLA Graduate School of Education and Information Studies)  
Kandice McLurkin (Los Angeles Unified School District)  
Jamila Gillenwaters (Los Angeles Unified School District)  
Diana Porras (UCLA Graduate School of Education and Information Studies)  
Toni Kaae Orange (UCLA Graduate School of Education and Information Studies)  
Angela Hewlett Bloch (Los Angeles Unified School District)

LAUSD’s Academic English Mastery Program, partnering with UCLA Center X, is addressing the acquisition of the school register of English. This panel shares AEMP’s culturally and linguistically responsive (CLR) instructional strategies for standard English learners. The session includes a video of students’ perspective on CLR’s impact on self-identity and school success.

### SAT 2.9  
**Preparation of Graduate Teaching Assistants in Foreign Language Departments**

<table>
<thead>
<tr>
<th>Room:</th>
<th>317 South Bay Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td>Nelleke Van Deusen-Scholl (Yale University)</td>
</tr>
</tbody>
</table>

Nelleke Van Deusen-Scholl (Yale University)  
James Rankin (Princeton University)  
Suzanne Young (Yale University)  
Christopher Kaiser (Columbia University)

This panel addresses the current challenges in the professional preparation of teaching assistants and features four perspectives that highlight best practices and new directions for graduate student training in foreign language education. The presentations focus on methods course design, the use of teaching ePortfolios, peer collaboration, and technology training.

### SAT 2.10  
**Planning for Growth Using TELL (Teacher Effectiveness for Language Learning)**

<table>
<thead>
<tr>
<th>Room:</th>
<th>319 North Ridge Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td>Mohammed Aleem (Human Assistance &amp; Development International [HADI])</td>
</tr>
</tbody>
</table>

Mohammed Aleem (Human Assistance & Development International [HADI])  
Barbara Lindsey (University of Maryland)  
Bobby Hobgood (University of North Carolina at Charlotte, Director Language Resource Center)

CLASSRoad instructors, Barbara Lindsey and Bobby Hobgood, will share lessons learned providing online STARTalk teacher courses, focusing on TELL criteria, for critical-need language educators. Attendees will gain insight into practices and resources that support educators as they build their practice as online world language teachers.
11:45 am – 1:00 pm  
Lunch and Poster Sessions

1:00 – 2:45 pm  
Saturday Afternoon Session 3

<table>
<thead>
<tr>
<th>SAT 3.1</th>
<th>Sociolinguistic and Sociocultural Perspectives on Teacher Preparation: ESL and EFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon A</td>
</tr>
<tr>
<td>Moderator:</td>
<td>Gyanam Mahajan (University of California, Los Angeles)</td>
</tr>
</tbody>
</table>

- **Microteaching Classes in an EFL Teaching Program in Brazil**  
  *Andrêa Dalla Costa (Universidade Federal de Santa Catarina, Brazil)*  
  Informed by a sociocultural perspective on teacher learning (Johnson, 2009), this study investigated three EFL teachers while they attempted to understand and use concepts of CLT in a teaching program in Brazil. Results suggest a winding development on the part of participants and a significant role played by strategic mediation in scaffolding their progress.

- **Myth 4: The Use of Translations to Learn New Vocabulary Should Be Discouraged**  
  *Mais Al-Jabbawi (University of Central Florida)*  
  The research shows that using translation when teaching English can be of great help in developing the learning skills of students, especially in acquiring vocabulary. Nation (1982) concluded that learning vocabulary is faster for many learners if the meaning of the word is given through an L1 translation first.

<table>
<thead>
<tr>
<th>SAT 3.2</th>
<th>A Look at Country-wide Professional Education and Reform: Korea, Australia, Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon B</td>
</tr>
<tr>
<td>Moderator:</td>
<td>Concepción Valadez (UCLA Graduate School of Education and Information Studies)</td>
</tr>
</tbody>
</table>

- **Teacher Agency and Collaboration in Education Reform: Lessons from South Korea**  
  *Hyesun Cho (University of Kansas)*  
  This study explores ways in which national groups of EFL teachers in South Korea exert their agency in the processes of professional development and language policy implementation. Using surveys and in-depth interviews with teachers, it offers a model for teacher agency, advocacy, and collaboration in an era of high-stakes, accountability-driven education reforms.

- **Professional Association Collaboration for LTE: An Australian Perspective**  
  *Anne-Marie Morgan (University of New England)*  
  *Andrew Scrimgeour (University of South Australia)*  
  In this presentation two leading tertiary languages teacher educators present Australian perspectives on their work with the national professional association and its extensive government and education sector representation and advocacy activities, collaborative research in national projects, and development and implementation of professional learning for languages educators.

- **Teacher Education and Training within Curricular Reform in Mexico**  
  *Ruth Ban (Barry University)*  
  *Martha Lengeling (Universidad de Guanajuato)*  
  This presentation reports on a study that examines the challenges of learning to become a teacher within a newly initiated English in public primary schools program in Mexico. Specifically it seeks to examine how teachers understand curricular reforms as training and education mediates their teacher identity development within this program.
Reforming Teacher Education: Need to Prepare and Certify Teachers

Room: Salon C
Moderator: Angela Hewlett-Block

• Preparing Preservice Teachers to Teach English Language Learners in the U.S.
  Guofang Li (University of British Columbia)
  Drawing on a mixed-methods study of preservice teachers’ preparation in ELL, this study examines how one American teacher preparation program adequately integrated ELL-related content and strategies. The findings suggest significant gaps and vast variability in integration and hence an urgent need for program reform in teacher education.

• A New STARTALK Online Model for Certifying Chinese Language Teachers
  Stella Kwoh (University of California, Berkeley)
  This presentation focuses on a STARTALK infrastructure project that develops a series of online courses for Chinese language teachers. Once fully developed, any program certifying Chinese language teachers can incorporate the courses into their own program. The courses will enhance the Chinese teacher candidates’ classroom performance and can be a model for certifying teachers of other languages.

• Challenges Second Language Teacher Educators (SLTE) Encounter Teaching SLTE Courses
  Yuliya Summers (University of Houston)
  Knowing the challenges and needs of faculty preparing teachers to work with English language learners is an essential component of effective teacher preparation. ESL candidate preparation for bilingual learners is understudied and under theorized. This study examines the challenges and needs of second language teacher educators preparing preservice generalist teachers for ESL certification.

• Resources, Challenges, and Directions in Mentoring Arabic Teachers for State Certification
  Kelly Doffing (Qatar Foundation International)
  Mouna Mana (Qatar Foundation International)
  Mayeen Farooqui (IncrEDucate Inc.)
  This session will focus on aspects of a mentorship program for teachers acquiring state certification to teach Arabic as a world language in public schools. Three areas will be discussed based on data on certification trajectories, mentor-mentee experiences, and reflections on effective teacher mentoring practices and mentorship needs.

Expanding Teachers’ Linguistic Repertoires and Language Awareness

Room: Salon D
Moderator: Jhonni Carr (University of California, Los Angeles)

• Addressing Native and Non-native Teacher Trainees’ Needs in a MA Program
  Patricia Pashby (University of Oregon)
  Keli Yerian (University of Oregon)
  Scholars have recommended English support for nonnative speaker teacher candidates (NNSTs), yet a NNS focus can promote a dualistic view of NS-NNS speakers. Our survey of 100+ NNS and NS students in a US MA program identifies ways to provide English professional language development that addresses all students’ needs.

• CLT in four language teaching textbooks and implications for language pedagogy courses
  Yoo Young Ahn (Indiana University Bloomington)
  This study selects four language teaching textbooks that are considered as requirements for Korean secondary preservice English teachers and investigates how the textbook authors construct discourses around communicative language teaching and nonnative teachers. Potential influences of the textbook discourses on preservice teachers’ perceptions and their instructional behaviors will be discussed.
- **Bilingual Teacher Candidates’ Development of the Functions of Critical Academic Reflection**
  *Sabrina Sembiant (Florida Atlantic University)*
  *Francis John Troyan (The Ohio State University)*

  This multiple case study investigated bilingual teacher candidates’ development of a high-stakes reflective genre for professional settings. Functional linguistic and supporting analysis revealed individual developmental paths based on the linguistic repertoire brought to reflective tasks and demonstrated the importance of increasing candidates’ awareness of explicit features of reflective genres.

  **SAT 3.5**  Preparation of Teachers for Community Schools and K-12
  **Room:** Salon E
  **Moderator:** Saeid Atoofi (Universidad de Chile, Chile)

- **Development of a Project Based Curriculum at Japanese Heritage Language Schools**
  *Masako Douglas (California State University, Long Beach)*

  This paper presents an application of the principles of project based language learning (PBLL) to teaching Japanese as a heritage language at community schools. The paper showcases a process of implementation of PBLL, explaining key concepts and strategies to design a lesson with a focus on teaching interculturality.

- **Project Based Learning in Primary ELT in Mexico and Professional Development Needs**
  *Elva Nora Pamplon Irigoien (Universidad de Sonora, México)*

  This paper presents findings from a qualitative study into the implementation of a project based national ELT curriculum in public primary schools in Sonora, México. The achievements and challenges of this program will be discussed along with some implications for English teacher’s professional development in our context.

- **Primary School Teachers: Intercultural Mediators in French Multilingual Educational System**
  *Stella Cambrone-Lasnes (University of Franche-Comté)*

  This session reports on an innovative research project entitled “Awakening of languages through sport and physical activities” (2014-2016) financed by the ministry of education. It raises the issue of “multilingual competences” with regard to “ plurilingual repertoires” within and beyond linguistic competence in a language.

  **SAT 3.6**  Reflection and Journaling in Teacher Development
  **Room:** Salon F
  **Moderator:** Jamila Gillenwaters (Los Angeles Unified School District)

- **Using Teacher Journals to Study Shifts in Teachers Pedagogical Content Knowledge about ESOL**
  *Gwendolyn Williams (Auburn University)*
  *Rod Case (University of Nevada Reno)*
  *Peter Cobin (Washoe County School District)*

  This study presents findings from program entrance and exit essays of 46 preservice teachers. A cognitive linguistic analysis of modal use provided an alternative to current practices which rely on rubrics. Findings demonstrate significant changes in decision making which have implications for alternative means of ESOL teacher assessment.

- **Rethinking Reflection Journals in Teacher Education**
  *Divya Chaudhry (Rice University)*

  Given the recent questioning of the value and meaningfulness of reflective practice in the field of language teacher education, the study investigates the role of the teacher educator in shaping teacher-learners’ engagement with reflection journals during a university teaching practicum in a preservice teacher education program in New Delhi, India.
● Who Teaches Whom? A Narrative Enquiry of Teacher Learning in an EFL Context
  Junju Wang (Shandong University, China)
  This study investigates the types, effects, and features of teacher learning in teacher-student communication. The analysis of reflective teaching journals indicated that teacher learning of this kind falls into three types and is beneficial for teachers’ knowledge structure, personal wisdom, identity construction, whole-person growth, and the restructuring of contextual culture.

● Enhancing the Preparation of Language Teachers through Guided Metacognition
  Muriel Gallego (Ohio University)
  The development of a teaching persona through reflection is particularly relevant in the case of language teaching assistants (TAs) who are appointed to teach lower-division L2 courses but receive scarce pedagogical and theoretical training. This study explores the outcomes of reflective journaling among novice TAs by analyzing journal entries from three cohorts to determine both recurrent themes and levels of reflectivity achieved.

<table>
<thead>
<tr>
<th>SAT 3.7</th>
<th>Virtual Learning Environments and Language Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>Salon G</td>
</tr>
<tr>
<td>Moderator:</td>
<td>Nelleke Van Deusen-Scholl (Yale University)</td>
</tr>
</tbody>
</table>

● Teaching, Learning, and Mentoring Online: A Model for International Tele-collaboration
  Federica Franze (Columbia University)
  Giovanna Carloni (University of Urbino, Italy)
  This presentation showcases a joint international project between undergraduate students studying Italian at Columbia University and preservice teachers enrolled in the “Teaching Italian to Foreigners” MA program at Urbino University, Italy. This technology-mediated exchange offered American students the chance to practice Italian and preservice teachers the opportunity to improve their teaching skills.

● Optimizing Virtual Learning Environments in the EFL Context: Challenges and Implications
  George Mathew Naliveettill (Al Juf University)
  The virtual learning environments introduced to enhance the teaching-learning process at the undergraduate level in the EFL context is often accompanied by unforeseen challenges. This paper highlights the obstacles that EFL teachers have to overcome while using Blackboard Learn, thus drawing the attention of language teacher educators to many important issues.

● Using Professional Learning Conversations to Interrogate Digital Pedagogies
  Constanza Tolosa (University of Auckland)
  This presentation reports on a two-year project where a teacher educator worked in a reciprocal research partnership with two teachers to interrogate pedagogical changes motivated by digital technologies. Professional learning conversations allowed the development of a shared set of commitments, sound theoretical knowledge base and resources that supported improved teaching.
**SAT 3.8**  
**Developing a Pedagogy of Language Teacher Education for Changing Times**  
**Room:** 315 West Coast Room A  
**Chair:** Megan Peercy (University of Maryland)

Megan Peercy (University of Maryland)  
Judy Sharkey (University of New Hampshire)  
Graham Crookes (University of Hawaii)  
Magdalena Kubanyiova (University of Birmingham)  
Anne Burns (University of New South Wales)  
Donald Freeman (University of Michigan)  
Francis John Troyan (Ohio State University)

Inspired by the upcoming twentieth anniversary of Freeman and Johnson’s watershed call for reconceptualizing the knowledge base of language teacher education and the current challenges posed by a more diverse, mobile language learning population, this session explores implications for teacher educators dedicated to developing more responsive LTE pedagogies.

**SAT 3.9**  
**Fostering Autonomous Language Learning**  
**Room:** 315 West Coast Room B  
**Chair:** Gina Ruggiero (University of California, Irvine)

Gina Ruggiero (University of California, Irvine)  
Robin Scarcella (University of California, Irvine)  
Victoria Nam (University of California, Irvine)  
Sei Young Lee (University of California, Irvine)

This topic will discuss ways in which students can take control of learning through processes and tasks in order to identify their own learning. One approach is through the use of corrective feedback by means of symbols. The goal is to prompt students to focus on their writing effectiveness and use of grammar in a more independent manner while still having instructor guidance.

**SAT 3.10**  
**STARTALK Online Infrastructure Modules for Teacher Development**  
**Room:** 317 South Bay Room  
**Chair:** Brandon Zaslow (Occidental College)

Brandon Zaslow (Occidental College)  
Iman Hashem (Occidental College)

Participants will explore our interactive, online STARTALK professional development program that makes standards-based practice comprehensible to teachers. Materials include exemplary Arabic units for use in micro-teaching, and Arabic content modules to prepare for state licensing examinations.

**SAT 3.11**  
**Discussion**  
**Room:** 319 North Ridge Room A  
**Chair:** Sharon Childs (Pennsylvania State University)

- **Meeting the Needs of Diverse MA TESL Practicum Students: A Collaborative Approach**  
  Sharon Childs (Pennsylvania State University)  
  Stacy Suhadolc (Pennsylvania State University)  
  Megan Lynch (Pennsylvania State University)

This discussion session explores how the changing demographics of our MA TESL program has encouraged a collaborative approach for re-examining the teaching practicum. By considering mentor and supervisor autobiographical histories, cultural assumptions, and educational expectations, we have re-envisioned the practicum to meet the needs of our diverse novice teachers.
Rogelia Lily Ibarra (Dominican University)

**Fortifying a Heritage Language Learners Track at a Hispanic Serving Institution**

Rogelia Lily Ibarra (Dominican University)

Lisa Amor Petrov (Dominican University)

This discussion session will touch on all the four topics of the conference, with a special focus on social, cultural, and political contexts of language teacher education related to heritage learners of Spanish. The discussion will center upon Dominican University’s development, as a Hispanic-Serving institution, of a heritage learner track in the Spanish program and the recent reformatting of its language placement exam.

3:00 – 4:00 pm  **Plenary Speakers**

James Lantolf, Professor, Pennsylvania State University and Olga Esteve, Professor, Universitat Pompeu Fabra, Barcelona

4:00 – 4:15 PM  **Closing Remarks and plans for 2019**

María Carreira, Professor and Director, NHLRC, California State University, Long Beach

Olga Kagan, Professor and Director, NHLRC, UCLA

Kate Paesani, Director, CARLA, University of Minnesota
**Poster Sessions**

**FRIDAY, February 3, 2017**

- **Meeting the Needs of Students with Learning Differences**  
  *Eve Leons (Landmark College)*

  Are you interested in how to best meet the needs of students with learning differences in your language classroom? Come and learn more about how to support your students with language-based learning differences, ADHD, and Autism Spectrum Disorder. Examples will be given in English and Spanish.

- **Popular Issues & Topics in Traditional Arabic and American Cultures and Education**  
  *Mais Al-Jabbawi (University of Central Florida)*

  As immigration and refugees increase around the world, particularly from Arab and Islamic areas, the student population in public schools will see an increase in its diversity, both linguistically and culturally. The purpose of this project is to focus on cultural sensitivity training and strategies to teach and better communicate with students and families.

- **A Multilingual Class: Social and Cultural Diversity in Vietnamese Grammar Lessons**  
  *Tammie Tran (University of California, Irvine)*

  Language teachers integrate social/cultural matters in multilingual classes to deepen knowledge/input and increase interest in practical issues. Blending communicative approaches makes classes fun for students while multifunctional activities and grammar are covered. The presentation introduces the multifunctional activities that are utilized for different languages, levels, skills, learner types, and mixed ability classes.

- **Effects of the Globalized Media on Japanese Heritage Language Education in the U.S.**  
  *Akane Shirata (George Mason University)*

  This paper aims to help heritage language educators in the U.S. understand the importance and influences of “Japanese” on today’s younger generation. This approach moves beyond traditional language and cultural education by analyzing socio-cultural factors and challenges in cross-cultural identities in current global and international societies.

- **New Interactive Online Materials for Graduates Seeking Teaching Positions**  
  *Keli Yerian (University of Oregon)*

  A key MA program mission is to prepare graduates for the job market. This session demonstrates one MA program’s free, interactive, online materials for language teacher candidates. Users can evaluate and practice multimedia examples of jobapplication and interview examples in the field of language teaching.

- **Integrating Virtual Reality into the Classroom: Russian Prefixed Verbs of Motion**  
  *Kristin Bidoshi (Union College)*  
  *Natalya Brill (Union College)*

  This poster presentation provides an innovative method for integrating technology to contextualized learning. Specifically, we discuss creating a development plan, understanding hardware/software needs, storyboard mapping, and program implementation. Our virtual reality game “A Stroll through Brighton Beach” focuses on Russian prefixed verbs of motion, and serves as our case study.

- **Honouring Indigenous Languages and Ways of Learning in Preservice Teacher Training**  
  *Felipe Mendez Alvarado (McGill University)*

  This poster argues for strategies to honour indigenous languages before and after the pedagogical encounter in teacher training programs. The presentation focuses on creation of pathways that encourage and promote critical engagements with linguistic diversity in the teaching of world languages, addressing the ecologies of indigenous languages wherein teaching/learning happens.
● Foreign Language Academic Writing Anxiety and How to Cope with It
   Natalya Kuznetsova (West Virginia University)
   Writing in a foreign language (FL) can be challenging and can cause frustration. Using Lang’s (1971) tripartite anxiety model, this study examined international graduate students’ writing anxiety. Recommendations are provided for FL educators and international graduate students.

● Current Research in the Training of Online Language Teachers
   Elizabeth Plummer (The University of Iowa)
   This poster will provide an overview of current research on the training of online language teachers. Implications for how teacher trainers can use the knowledge from this knowledge base to improve instructional programs for online language teachers will be presented.

**Poster Sessions** SATURDAY, FEBRUARY 4, 2017

● ‘The Fish Ate Me’ and Ways to Increase Proficiency through Grammar and Usage
   Nenita Domingo (University of California, Los Angeles)
   Filipino language learners have difficulty using markers and pronouns with the appropriate verb focus. Ignorance of case and verb focus lead to construction of sentences that mean “The fish ate me” instead of “I ate the fish.” Through grammar and repetition, students become cognizant of ways to overcome this problem.

● Teacher Educator/Researchers’ Practices on Preservice Teachers’ Identity Formation
   Vesna Dimitrieska (Indiana University Bloomington)
   The session aims to share the findings of a research study on the effect of teacher educators’ practices on preservice teachers’ identity formation, during and after an intensive teacher training course. Insights related to teacher educators’/researchers’ reflexivity will be shared as well.

● An Elementary School Teacher’s Practice in a Self-Directed Learning Environment
   Janet Cerda (University of California, Los Angeles)
   This qualitative case study sought to understand a teacher’s thoughts about Spanish teaching and learning in a dual immersion classroom. This study also described language-teaching practices utilized by the teacher. Findings showed that specific teacher characteristics and classroom practices provided students with opportunities to autonomously develop Spanish.

● Facilitating Reflection in Preservice English Teachers in Indonesia
   Usep Syaripudin (Pennsylvania State University)
   This presentation reports on a pilot study intended to identify the potential of Pinar’s Currere method as used to facilitate preservice English teachers’ reflections on their learning experiences and develop a sense of teacher identity, especially in a teachers’ college where the majority of students have no intention of becoming teachers.

● Turning the Tables: Assessing AZELLA through CDA
   Casey Richardson (University of Arizona)
   This poster session will critically analyze the way in which the AZDE superficially attends to the needs of its EL demographic. Given the hostile sociopolitical climate, how does the discourse surrounding AZELLA reveal Arizona’s xenophobic anxieties and nativist agendas, and what sociocultural implications does this have for its EL population?
• **Cross-Campus Professional Learning Communities: A Framework for Mutual Support**  
  *Percival Guevarra (University of California, Irvine)*  
  Professional learning communities are a model that language teachers can use to improve their practices with increasingly diverse student populations. Their collaborative nature, focused on assessable reflective practices, can be adapted to various contexts. This poster will describe guiding principles as well as two examples of professional learning communities.

• **Teaching Italian Culture: The importance of Social Media in Language Education**  
  *Rossella Pescatori (El Camino College)*  
  This presentation points to ways students and teachers can be part of a new practice. The focuses of my talk are a) teachers’ lessons plans; How can you prepare an ‘open ended’ lesson? b) textbooks and material; Is a textbook necessary or not? c) use of technology and social media as challenging learning environments.
Index

A
Ahmad, Azza: FRI 3.7
Ahmadeian, Shahnaz: FRI 3.8
Ahn, Yoo Young: SAT 3.4
Aleem, Mohammed: SAT 2.10
Al-Jabbawi, Mais: Friday Poster, SAT 3.1
Allen, Heather: FRI 2.8
Al-Sawi, Laila: FRI 1.5
Ambrosio, Laura: SAT 1.1
Amor Petrov, Lisa: SAT 3.11
Amory, Michael: SAT 2.3
Angus, Katie: FRI 1.3
Aoki, Michele: FRI 2.1, FRI 3.5, Special Panel Friday-pm, SAT 1.6
Atai, Mahmood Reza: SAT 1.4, SAT 2.3
Atoofi, Saeid: SAT 2.4, SAT 3.5
Avineri, Netta: FRI 2.10, FRI 3.2, SAT 2.2
Azziz, Breshna: FRI 3.8

B
Ban, Ruth: SAT 3.2
Barahona, Malba: SAT 1.3
Basol, Hasan Caglar: FRI 2.6
Bayona, Patricia: FRI 3.4
Berbeco, Steven: SAT 1.3
Bidowski, Kristin: Friday Poster
Biebricher, Christine: SAT 1.2
Bong, David: SAT 1.6
Brill, Natalya: Friday Poster
Brinton, Donna: SAT 2.6
Brown, Christopher: FRI 3.8
Bryant, Julianne: FRI 3.2
Burnett, Joanne: SAT 2.5
Burns, Anne: SAT 3.8
Byun, Jin-Suk: FRI 1.2

C
Cambronne-Lasnes, Stella: SAT 3.5
Campbell, Christine: FRI 1.11
Carloni, Giovanna: SAT 3.7
Carreira, Maria: Thursday Workshop, Welcome
Thursday-pm, Special Panel Friday-pm,
Closing Remarks Saturday-pm
Carr, Jhonni: SAT 1.10, SAT 2.4, SAT 3.4
Case, Rod: SAT 3.6
Cavallaro, Christina: FRI 2.4
Cerda, Janet: Saturday Poster
Chaudhry, Divya: SAT 3.6
Chik, Claire: Thursday Workshop
Childs, Sharon: SAT 3.11
Chinwonno, Apasara: SAT 1.5
Cho, Hyesun: SAT 3.2
Cinaglia, Carlo: SAT 1.3
Cobin, Peter: SAT 3.6
Conroy, Kelly: FRI 1.10
Corin, Andrew: FRI 1.11
Costantino, Anna: FRI 1.8
Cota, Sofia: FRI 2.5
Cowell, Jamie: FRI 3.2
Crane, Cori: FRI 1.9, Special Panel Friday-pm
Crawford, Troy: FRI 1.4, FRI 3.3
Crookes, Graham: FRI 1.1, SAT 3.8
Cushing-Leubner, Jenna: SAT 1.5

D
Dalla Costa, Andreia: SAT 3.1
Darwin, Stephen: FRI 1.2
Daulo, Ivy: FRI 1.1, FRI 3.1
Davin, Kristin: SAT 2.4
D’Costa, Stephanie: FRI 1.3
De Costa, Peter: SAT 1.7
Delfosse, Pamela: FRI 3.9
Dillard, Beth: FRI 1.10
 Dimitrijeska, Vesna: Saturday Poster
Doffing, Kelly: SAT 3.3
Domingo, Nenita: Saturday Poster
Donohue-Bergeler, Devon: SAT 1.4
Douglas, Masako: FRI 2.2, SAT 1.2, SAT 3.5
Duder, Elisa: FRI 1.2, FRI 3.2, SAT 1.1
Dupuy, Beatrice: FRI 1.9
East, Martin: FRI 1.2
Elliott, Robert: FRI 3.2
Ellis, David: FRI 3.9
Emami, Maryam: SAT 1.5
Ennis, Kyle: SAT 1.6
Erlam, Rosemary: FRI 3.5
Esteve, Olga: Plenary Saturday-pm

Fairclough, Marta: FRI 1.6, SAT 2.5
Farias, Priscila Fabiane: SAT 2.5
Farooqui, Mayeen: SAT 1.11, SAT 3.3
Fikes, Nicole: FRI 1.3
Finney, Sara: FRI 3.6
Francois, Annamarie: SAT 2.8
Franze, Federica: SAT 3.7
Freeman, Donald: FRI 2.1, SAT 3.8
Frodesen, Jan: SAT 2.6

Gallego, Muriel: FRI 1.4, SAT 3.6
Germain-Rutherford, Aline: FRI 1.7
Gillenwaters, Jamila: SAT 2.8, SAT 3.6
Glynn, Cassandra: FRI 1.4, FRI 2.7, SAT 2.1
Gnawali, Laxman: FRI 3.5
Godfrey, LeeAnne: FRI 1.10
Golombek, Paula: Plenary Thursday-pm, SAT 2.4
Guevarra, Percival: Saturday Poster

Hagigi, Latifeh: FRI 3.3, SAT 2.1
Halvorsen, Andy: FRI 1.6
Hart, Betsy: FRI 3.9
Harvey, Jane K.: SAT 2.3
Hashem, Iman: SAT 1.3, SAT 3.10
Hayashi-Takakura, Asako: SAT 1.2
Hedgcock, John: SAT 1.11
Hewlett-Bloch, Angala: SAT 2.8, SAT 3.3
Hobgood, Bobby: SAT 2.10
Howard, Jocelyn: SAT 1.2

Ibarra, Rogelia Lily: SAT 3.11
Im, Hee: FRI 3.1
Imai, Hiroyuki: SAT 1.4
Inoue, Julide: FRI 2.6
Ishihara, Noriko: FRI 2.6
Issagholian, Nairi: FRI 2.5

Jing-Schmidt, Zhuo: FRI 2.11
Joaquin, Anna Dina L.: Thursday Workshop
Johnshoy, Marlene: FRI 1.10
Johnson, Karen: Plenary Thursday-pm, FRI 2.1
Johnson, Stacey: FRI 2.7

Kagan, Olga: Plenary Friday-pm, Closing
Remarks Saturday-pm
Kahveci, Pinar: FRI 3.4
Kaiser, Christopher: SAT 2.9
Kamhi-Stein, Lia: FRI 2.5
Kanbar, Hiam: FRI 1.11
Karkafi, Larisa: FRI 1.3, FRI 2.3, SAT 2.7
Kayi-Aydar, Hayriye: SAT 1.7
Kelton, Karen: FRI 3.10
Khoshnevisan, Babak: SAT 1.3
Kian, Soheila: SAT 2.1
Kim, Choonkyong: FRI 1.2, FRI 2.3
Kim, Jamie: SAT 1.8
Kim, Stephanie Hyei: Thursday Workshop
Klager, Patrick: SAT 2.4
Kleinsasser, Robert: SAT 1.9
Knowles, Mark: SAT 1.9
Kuznetsova, Natalya: Friday Poster
Kwoh, Stella: SAT 3.3
Kyle, Patricia: FRI 3.10, SAT 1.9
Lantolf, James: Plenary Saturday-pm
Lawrence, Geoff: FRI 1.7
Leal, Priscila: FRI 1.1
Leaver, Betty Lou: FRI 1.11
Lee, Gabseon Sunny: SAT 2.7
Lee, Heekyeong: SAT 1.11
Lee, Hyoshin: FRI 1.6
Lee, Soo Min: FRI 3.3
Lengeling, Martha: FRI 1.4, FRI 3.3, SAT 3.2
Leons, Eve: Friday Poster
Levine, Glenn: FRI 1.9
Li, Guofang: SAT 3.3
Liao, Jianling: FRI 2.11
Lindsey, Barbara: SAT 2.10
Lord, Gillian: FRI 1.9
Lujan, Roman: SAT 1.10
Lundgren, Cynthia: FRI 1.3
Lynch, Megan: SAT 3.11

Machida, Tomohisa: FRI 3.3
Mahajan, Gyanam: SAT 1.1, SAT 3.1
Malone, Margaret: Thursday Workshop, FRI 1.6
Mano, Mouna: SAT 3.3
Martel, Jason: SAT 1.7
McLurkin, Kandice: SAT 2.8
McNeil, Merica: SAT 2.5
Menard-Warwick, Julia: FRI 2.6
Mendez Alvarado, Felipe: Friday Poster
Menke, Mandy: FRI 2.3
Miller, Ines: FRI 1.8
Mills, Nicole: FRI 2.6
Mitchell, Claire: FRI 3.6
Mora-Pablo, Irasema: FRI 1.4
Morgan, Anne-Marie: SAT 3.2
Muhonen, Anu: FRI 2.2

Nalliveettil, George Mathew: SAT 3.7
Nam, Victorya: SAT 3.9
Nasrollahi Shahri, Naseh: FRI 1.3

O’Donald, Karla: FRI 3.3
Ohmori, Ai: FRI 3.5
Orange, Tonikia: SAT 2.8
Ortizo, Anthony: SAT 1.11

Paesani, Kate: FRI 2.8, FRI 3.4, Special Panel
Friday-pm, Closing Remarks Saturday-pm
Palpacuer Lee, Christelle: FRI 3.4
Pampillon Irrigoyen, Elva Nora: SAT 3.5
Parba, Jayson: SAT 1.1
Pashby, Patricia: SAT 3.4
Pasterick, Michelle: FRI 2.10, FRI 3.4
Peery, Megan: SAT 3.8
Peng, Yue: FRI 2.4
Perez Miranda, Liza: FRI 3.5
Perren, James: FRI 3.3
Pescatori, Rossella: Saturday Poster
Piccardo, Enrica: FRI 1.7
Pichihueche, Roberto: SAT 2.4
Plummer, Elizabeth: Friday Poster
Poteau, Christine: FRI 2.6
Potkonjak, Sara: FRI 1.7
Porras, Diana: SAT 2.8

Ramos Leiva, Lucia: FRI 3.5
Randolph, L. J.: FRI 2.7
Rankin, James: SAT 2.9
Repiso, Gemma: SAT 1.10, SAT 2.3
Richardson, Casey: Saturday Poster
Riquelme Sanderson, Michel: FRI 3.5
Rodríguez-Arroyo, Sandra: SAT 2.2
Rozhenkova, Veronika: FRI 2.6
Rugg, Annelie: FRI 2.4, FRI 3.7
Ruggiero, Gina: SAT 3.9
Safavi, Setareh: FRI 1.5
Safriani, Afida: FRI 2.4
Salaberry, M. Rafael: SAT 1.5
Sandbulte, Jade: SAT 1.8
Sandrock, Paul: Thursday Workshop, Special Panel Friday-pm
Saydeef, Farid: FRI 2.5
Scarcella, Robin: SAT 3.9
Scrimgeour, Andrew: SAT 3.2
Sembiante, Sabrina: FRI 2.4, SAT 3.4
Seo, Youngmin: FRI 2.2
Sharkey, Judy: SAT 3.8
Shirata, Akane: Friday Poster
Silva, Duarte: SAT 1.6
Slimani-Rolls, Assia: FRI 1.8
Smith, Michelle: FRI 1.5
Smolcic, Elizabeth: FRI 2.10, SAT 1.4
Snow, Ann: SAT 2.6
Soroosh, Mina: FRI 1.5
Sosa, Christie: SAT 2.7
Spenader, Allison: SAT 2.1
Spinelli, Barbara: FRI 1.7
Stillwell, Christopher: SAT 2.6
Stoller, Fredricka: SAT 2.6
Suárez-Orozco, Marcelo: Welcome Thursday-pm
Suh, Sora: SAT 2.5
Suhadolc, Stacy: SAT 3.11
Summers, Yuliya: SAT 3.3
Sweeney, Sarah: FRI 3.10
Syaripudin, Usep: Saturday Poster

Uzum, Baburhan: FRI 2.10, FRI 3.1

Valadez, Concepcion: SAT 2.8, SAT 3.2
Van Deusen-Scholl, Nelleke: SAT 2.9, SAT 3.7
Vetere, Timothy: SAT 2.1

Walls, Laura: FRI 1, SAT 1.1, SAT 2.1
Wang, Junju: SAT 3.6
Warren, Amber: FRI 2.4
Wassell, Beth: FRI 1.4, FRI 2.7, SAT 2.5
Wesely, Pamela: FRI 1.4, FRI 2.7, SAT 2.1
Whiting, James: FRI 1.1
Williams, Gwendolyn: SAT 3.6

Yaden, Bridget: FRI 2.1
Yazan, Bedrettin: FRI 3.1, SAT 1.7
Yazici, Yeliz: FRI 1.3
Yerian, Keli: Friday Poster, SAT 3.4
Yoon, Jungwan: SAT 1.8
Yoshida, Tatsuhiro: SAT 1.4

Zaslow, Brandon: SAT 1.5, SAT 3.10
Zhang, Ying: FRI 2.3
Sponsors

NHLRC is grateful to our conference sponsors for their generous support:

- Assessment and Evaluation Language Resource Center (AELRC), Georgetown University
- Center for Advanced Language Proficiency Education and Research (CALPER), Pennsylvania State University
- Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota
- UCLA Asia Pacific Center
- UCLA Center for World Languages
- UCLA College Humanities
- UCLA International Institute