



**Preparing Language Teachers for
the 21st Century:
Sixth International Conference on
Language Teacher Education
May 28 – May 30, 2009**

TABLE OF CONTENTS

A MESSAGE FROM THE 2009 LANGUAGE TEACHER EDUCATION CONFERENCE CHAIR.....	2
CONFERENCE ORGANIZERS.....	3
SPONSORS	4
ACKNOWLEDGEMENTS	5
CONFERENCE ROOM MAPS	6
SCHEDULE AT A GLANCE: FRIDAY	7
SCHEDULE AT A GLANCE: SATURDAY	8
CONFERENCE THEMES	9
PROGRAM OVERVIEW.....	10
THURSDAY, MAY 28.....	12
<i>Pre-Conference Workshops.....</i>	<i>12</i>
CONFERENCE WELCOME AND OPENING PLENARY.....	17
OPENING PLENARY	18
FRIDAY, MAY 29	19
<i>Morning Sessions</i>	<i>19</i>
MORNING PLENARY PRESENTATION.....	22
<i>Morning Sessions</i>	<i>23</i>
<i>Afternoon Sessions</i>	<i>31</i>
<i>Friday Afternoon Poster Sessions.....</i>	<i>31</i>
<i>Tech for Teachers Poster Session</i>	<i>31</i>
AFTERNOON PLENARY PRESENTATION.....	34
<i>Afternoon Sessions</i>	<i>35</i>
SATURDAY, MAY 30.....	43
<i>Morning Sessions</i>	<i>43</i>
<i>Saturday Morning Poster Sessions</i>	<i>47</i>
<i>Saturday Afternoon Poster Sessions</i>	<i>57</i>
<i>Tech for Teachers Poster Sessions.....</i>	<i>59</i>
<i>Afternoon Sessions</i>	<i>60</i>
CLOSING PLENARY PRESENTATION	69
INDEX.....	70
CONFERENCE PROCEEDINGS SPECIALS.....	86

A MESSAGE FROM THE 2009 LANGUAGE TEACHER EDUCATION CONFERENCE CHAIR



Welcome to everyone attending and participating in the Sixth International Language Teacher Education Conference at the George Washington University in Washington, D.C. This conference is organized by the National Capital Language Resource Center (NCLRC), a collaboration of The Georgetown University, The George Washington University and the Center for Applied Linguistics; by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota; and by the George Washington University Institute for Education Studies.

This conference is the brainchild of the Center for Advanced Research on Language Acquisition. The first conference was held in 1999. That was the first meeting ever held in the United States where researchers, practitioners, and theorists from across the globe could get together to discuss the issues and information unique to language teacher education. Since then CARLA has hosted four more language teacher education conferences, all dedicated exclusively to issues and practices in language teacher education.

This year, 2009, the conference will be held for the first time in Washington, D.C. CARLA kindly invited the NCLRC to share the organization and hosting of the conference, and we are delighted to do so. This year we will have a wide range of teacher educators, from a variety of different settings and from a number of different countries. We welcome presenters and participants from over twenty different countries, and teacher educators from universities, government agencies and departments, and from school systems. A number of the participating teacher educators prepare second language teachers of English and other languages, while others prepare foreign (world) language teachers, and many prepare both. We have researchers, practitioners and theorists coming together to share ideas and practices. The depth of scholarship and breadth of experience represented by the participants promises an exciting and fruitful conference.

Many elements of the program are similar to those of the previous conferences. We have plenary speakers, discussions, papers, symposia, and poster sessions. In addition, there will be an opportunity to meet with authors on Saturday morning and special, hands-on presentations on technology and teacher education. Dr. Jack Richards, of the Regional Language Centre in Singapore, will open the conference with the first plenary on ***Second Language Teacher Education in Times of Change*** on Thursday, May 28 at 5:00 pm.

I look forward to seeing you all.

Sincerely,

Anna Uhl Chamot

Conference Chair

CONFERENCE ORGANIZERS

Conference Chair

Anna Uhl Chamot, The George Washington University

Conference Organizers

Catherine Keatley, National Capital Language Resource Center

Jill Robbins, National Capital Language Resource Center

LTE 2009 Advisory Committee

Marty Abbot, American Council on the Teaching of Foreign Languages

James Alatis, Georgetown University

Martha Bigelow, University of Minnesota

Jodi Crandall, University of Maryland, Baltimore County

Jennifer Eddy, National Association of District Supervisors of Foreign Languages

Rod Ellis, University of Auckland, New Zealand

Mary Futrell, The George Washington University

Joel Gomez, The George Washington University

Frederick Jackson, National Foreign Language Center

Meg Malone, Center for Applied Linguistics

Rebecca Oxford, University of Maryland, College Park

Marcia Rosenbusch, Iowa State University

Elaine Tarone, University of Minnesota

NCLRC Conference Support Staff

Thomas Braslavsky

Susana Echeverria

Danielle Fearon

Cassandra Filer

Michael Greer

Jared Koch

Anup Mahajan

Leah Mason

Candice Michalowicz

Rebecca C. Ross

Flavia Vehbiu



SPONSORS

Program:

Pearson Longman <http://www.pearsonlongmanusa.com/>

Name Badge Holders:

Pearson Education <http://www.pearsonschool.com/>

Tech for Teachers Room Smart Board provided by:

Smart Technologies <http://smarttech.com/>



Participants can browse the exhibit hall between sessions and learn about the resources provided by these organizations:

American Council on the Teaching of Foreign Languages <http://actfl.org>

Cambridge University Press <http://www.cambridge.org/>

Center for Applied Linguistics <http://www.cal.org/>

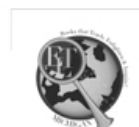
Education Office-Embassy of Spain <http://www.mepsyd.es/exterior/usa/en>

Global Language Education Services, Inc. <http://glesismore.com/>

Pearson Longman <http://www.pearsonlongmanusa.com/>

Transparent Language Inc. <http://www.transparent.com/>

University of Michigan Press <http://www.press.umich.edu/>



ACKNOWLEDGEMENTS

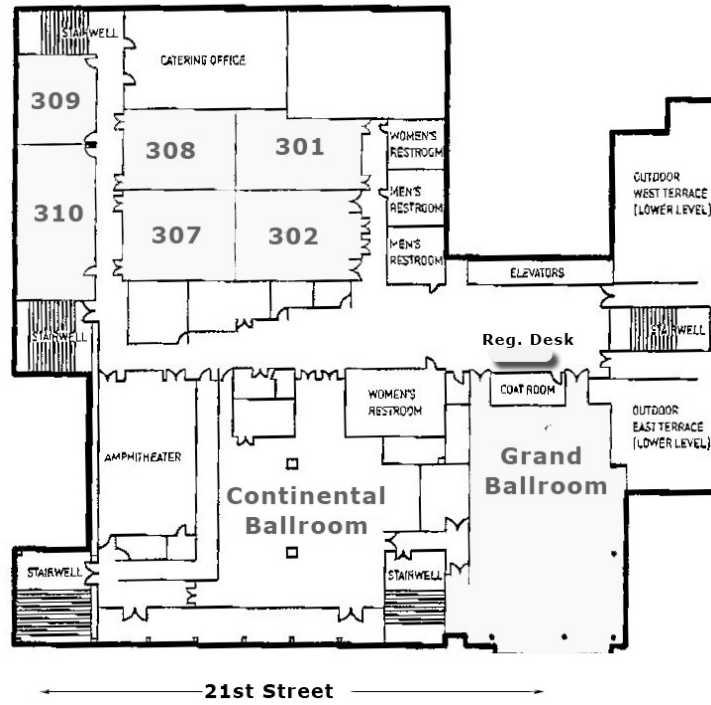
This conference is made possible for the National Capital Language Resource Center through funding from the United States Department of Education Title VI Language Resource Center grant.

In addition to the conference organizers, we thank the following people who generously volunteered their time as readers for the abstract review process:

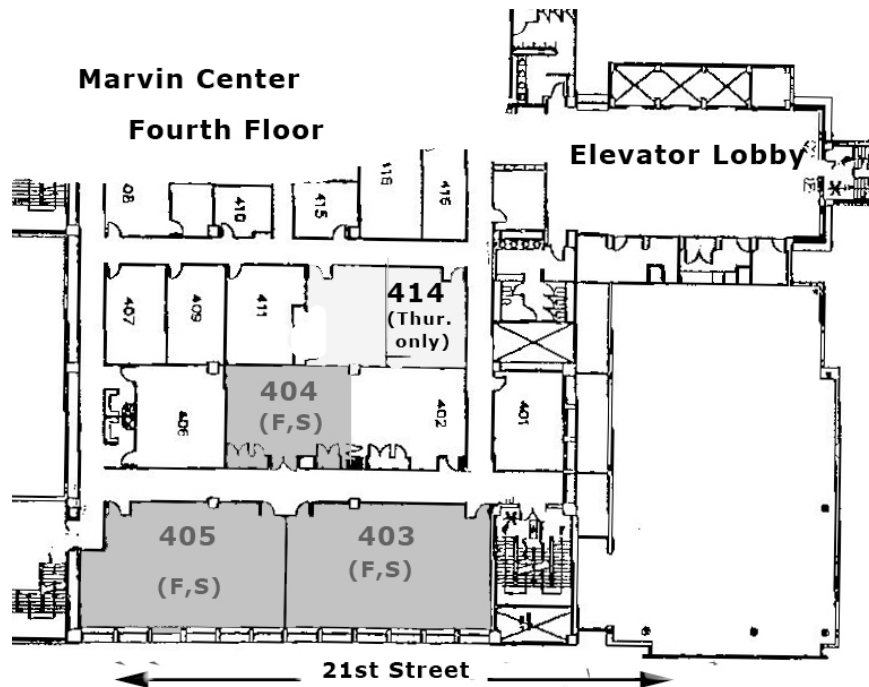
Michael E. Anderson, University of Minnesota
Letitia Basford, Hamline University
Blair Bateman, Brigham Young University
Karen Cardenas, Brookings Institute
Maggie Broner, St. Olaf College
Helena Curtain, University of Wisconsin, Milwaukee
Anne Dahlman, Minnesota State University, Mankato
Anne Ediger, Hunter College
Rod Ellis, Auckland University
Tara Fortune, University of Minnesota
Marjorie Hall Hayley, George Mason University
Sally Hood, University of Portland
Marlene Johnshoy, University of Minnesota
Kimberly Johnson, Hamline University
Karin Larson, University of Minnesota
Peggy Laughlin, University of Wyoming
Anne Lazaraton, University of Minnesota
Ursula Lentz, University of Minnesota
Karen Lybeck, Minnesota State University, Mankato
David McAlpine, University of Arkansas at Little Rock
Ali Moeller, University of Nebraska, Lincoln
Cherice Montgomery, Brigham Young University
Lisa Morgan, Aquinas College
Cynthia Ning, University of Hawaii
Maria T. Ramos, San Diego State University
Marat Sanatullo, Wichita State University
Andreas Schramm, Hamline University
Judy Sharkey, University of New Hampshire
Esther Smidt, Minnesota State University, Mankato
Martin Smith, Edison School, New Jersey
Carolyn Taylor, University of Wyoming
Diane Tedick, University of Minnesota
Connie Walker, University of Minnesota
Sharon Wilkinson, Simpson College

CONFERENCE ROOM MAPS

Marvin Center Third Floor



**Marvin Center
Fourth Floor**



SCHEDULE AT A GLANCE: FRIDAY

Friday Schedule-at-a-Glance
for Breakout Sessions, Discussions, and Symposia
Listed by Primary Presenter

START TIME	END TIME	GB	301	302	307	308	309	310	403	404	405
8:00	8:25		Peercy	Lybeck	Zahler	Hanks	Gordon	DiPillo	Collier	Cavour-Espinoza	Mohanty
8:30	8:55		Peercy	Lybeck	Lawal	Hanks	Gordon	DiPillo	Collier	Cavour-Espinoza	Mohanty
10:35	11:00	Kassen	Ingold	Park	Garcia	Gong	Bearse	Smolcic	Reis	Lou	Brogden
11:05	11:30	Kassen	Ingold	Park	Garcia	Gong	Bearse	Smolcic	Murphy	Wang	Warford
11:35	12:00	Kassen	Van Houten	Singh	Garcia	Colville-Hall	Peercy	Sharkey	Bateman	Vasquez	Carroll
12:05	12:30	Kassen	Van Houten	Singh	Garcia	Berbeco	Peercy	Sharkey	Polyakova	Ahn	Childs
3:20	3:45	Fleurquin	Fenner	Murphy-Judy	Hanauer	Cripps	Krug	McGinnis	Edwards	Mabbott	Nyikos
3:50	4:15	Fleurquin	Fenner	Murphy-Judy	Hanauer	Ashcraft	De Costa	McGinnis	Barletta	de Oliveira	Nauman
4:20	4:45	Fleurquin	Fenner	Murphy-Judy	Hanauer	Perren	Cardenas Beltran	McGinnis	Barajas	de Oliveira	Williams
4:50	5:15	Fleurquin	Fenner	Murphy-Judy	Hanauer	Freeman	Smolcic	McGinnis	González	Hansen-Thomas	Barkhuizen

SCHEDULE AT A GLANCE: SATURDAY

Saturday Schedule-at-a-Glance
for Breakout Sessions, Discussions, and Symposia
Listed by Primary Presenter

START TIME	END TIME	GB	301	302	307	308	309	310	403	404	405
8:00	8:25		Wang	Vinogradov	Walls	Unver	Bezrukova	Matsuzawa	Akcan	Cazorla	Farias
8:30	8:55		Morgan	Vinogradov	Walls	Warford	Bezrukova	Curran	Sanders	Iglesias	Farias
9:35	10:00	Rubin	Lawal	Hopper-Moore	Gallup	Robb	Potowski	Brown	Lundgren	Samimy	Harper
10:05	10:30	Rubin	Lawal	Jourdain	Gallup	Robb	Potowski	Brown	Ushida	Gray	Ma
10:35	11:00	Rubin	Mehlmauer-Larcher	Ashcraft	Gallup	Tuzi	Potowski	Brown	Hildebrandt	Dellicarpini	Rodriguez-Arroyo
11:05	11:30	Rubin	Mehlmauer-Larcher	Pufahl	Gallup	Sider	Potowski	Brown	Murphy	Yin	Allwright
1:05	1:30	Met	Gilzow	Tanaka	Oxford	Tuzi	Schmidt	Shin	Hanks	Warford	Scarino
1:35	2:00	Met	Gilzow	Golombek	Oxford	Eltorie	Schmidt	Shin	Fagan	Maloney-Berman	McCloskey
2:05	2:30	Met	Gilzow	Cournoyer	Oxford	Robb	Schmidt	Shin	Burns	Himmel	DeCapua
2:35	3:00	Met	Gilzow	Hardman	Oxford	Garatti	Schmidt	Shin	Phipps	Dowd	Tschimer
3:05	3:30	Met	Gilzow	Fagan	Oxford	Szabo	Schmidt	Shin	Hopkins	-	Lawrence

CONFERENCE THEMES

Theme I: The Knowledge Base of Language Teacher Education

A central issue in language teacher education is the question of what constitutes the knowledge base of language teaching and how it relates to the processes and content of teacher education. This theme will include research and perspectives on: teachers' knowledge and beliefs; teacher learning informal and informal contexts; teachers' ways of knowing; teacher socialization; professional development; and the nature of disciplinary knowledge.

Theme II: Social, Cultural, and Political Contexts of Language Teacher Education

Language Teacher Education takes place in multiple contexts and with diverse populations, where language, culture and identity are intricately bound together. These contexts are often impacted by actions taken by formal and informal decision-making bodies, which may or may not involve the participation of teacher educators. This theme will include critical and analytical perspectives on: institutions, communities, and discourses within which teacher education practices are situated; language education policy and planning; power, status, and authority in language teacher education; diversity and equity in language teacher education, including issues of race, class, gender, sexual orientation, and language; the socially situated nature of language and learning; and issues related to policy, such as standards, legislative mandates, recruitment and retention, and advocacy by language teacher organizations.

Theme III: Collaborations in Language Teacher Education

A key element in teacher development is effective collaboration between those individuals and institutions preparing teachers and their professional counterparts currently engaged in language teaching and learning. This theme will examine: ways in which teacher education recognizes the shared development of professionals; models or structures of collaboration that stress ongoing teacher development including mentoring and professional development schools; examples of and/or research on collaboration in which teacher development and research inform each other; and research, projects, or practices that recognize teacher expertise and the teacher voice as pivotal in addressing issues of language teaching and learning.

Theme IV: Practices of Language Teacher Education

The practices of language teacher education refer to the ways in which the knowledge base is conceptualized and operationalized in teacher preparation and professional development. This theme will examine: program design; curriculum models; pedagogy; teacher assessment; organization of instruction; field experiences; observation/supervision; self-study of practice; and action research.

PROGRAM OVERVIEW

THURSDAY, MAY 28

- 7:30 am – 8:00 am **Breakfast**
(Continental Ballroom)
- 8:00 am – 4:00 pm **Registration**
(Continental Ballroom)
- 9:00 am – Noon **Pre-conference Workshops**
(Marvin Center; please refer to workshop descriptions)
- 1:00 pm – 4:00 pm **Pre-Conference Workshops**
(Marvin Center; please refer to workshop descriptions)
- 5:00 pm – 6:30 pm **Conference Welcome and Opening Plenary**
(Grand Ballroom)
James E. Alatis, Co-director, National Capital Language Resource Center, Georgetown University
Anna Uhl Chamot, Conference Chair, George Washington University
Daniel Kahikina Akaka, U.S. Senator for Hawaii
Plenary Speaker: Jack Richards, The Regional Language Centre, Singapore. *Second Language Teacher Education in Times of Change*
- 6:30 pm – 8:30 pm **Reception & Cash Bar**
(Grand Ballroom)

Friday, May 29

- 7:30 am – 8:00 am **Breakfast**
(Continental Ballroom)
- 7:30 am – 9:15 am **Registration**
(Continental Ballroom)
- 8:00 am – 9:00 am **Breakout Sessions and Discussions**
(Marvin Center; please refer to session descriptions)
- 9:15 am – 10:15 am **Morning Plenary Address**
(Grand Ballroom)
Bill Johnston, Indiana University
The Moral Lives of Teacher Educators
- 10:15 am – 10:30 am **Coffee Break**
(Continental Ballroom)

- 10:35 am – 12:30 pm **Breakout Sessions and Symposia**
(Marvin Center; please refer to session descriptions)
- 12:30 – 2:00 pm **Exhibits (Lunch on your own; see restaurant guide)**
(Continental Ballroom & Grand Ballroom)
- 1:00 pm – 1:50 pm **Poster Sessions & Tech for Teachers***
(Continental Ballroom; Technology posters in rm 308)
- 2:00 pm – 3:00 pm **Afternoon Plenary Address**
(Grand Ballroom)
- Karen E. Johnson, The Pennsylvania State University
A Sociocultural Perspective on Language Teacher Education
- 3:00 pm – 3:15 pm **Afternoon Refreshments**
(Continental Ballroom)
- 3:20 pm – 5:15 pm **Breakout Sessions and Symposia**
(Marvin Center; please refer to session descriptions)

Saturday, May 30

- 7:30 am – 8:00 am **Breakfast**
(Continental Ballroom)
- 8:00 am – 9:00 am **Breakout Sessions and Discussions**
(Marvin Center; please refer to session descriptions)
- Poster Sessions**
(Continental Ballroom)
- 9:00 am – 9:30 am **Coffee Break**
(Continental Ballroom)
- 9:35 am – 11:30 am **Breakout Sessions and Symposia**
(Marvin Center; please refer to session descriptions)
- 11:30 am – 1:00 pm **Lunch – Boxed lunches provided**
(Continental Ballroom)
- 12:00 pm – 1:00 pm **Poster Sessions & Tech for Teachers***
(Continental Ballroom; Technology posters in rm 308)
- Lunch with Authors**
(Grand Ballroom)
- 1:05 pm – 3:30 pm **Breakout Sessions and Symposia**
(Marvin Center; please refer to session descriptions)

3:30 pm – 3:45 pm **Afternoon Refreshments** (Continental Ballroom)

3:45 pm – 4:45 pm **Closing Plenary Address** (Grand Ballroom)

Simon Borg, University of Leeds

Teacher Cognition and Communicative Language Teaching

5:00 pm **Adjournment**

***Tech for Teachers** is a service for conference attendees to try out new technology and view online presentations and resources. Stop by Room 308 during the breaks to view our web portal and try out some software samples and new equipment. The poster sessions in this area address both resources for language teaching and methods of language teacher preparation that encourage the integration of technology with effective language instruction.

THURSDAY, MAY 28

Pre-Conference Workshops

Thursday 9:00 AM - 12:00 PM Room 302

Understanding Assessment: Resources for Language Educators

Workshop

Meg Malone, Center for Applied Linguistics

Meg Montee, Center for Applied Linguistics

Because of increased focus on assessment, it is critical that language educators understand testing. However, there is often a divide between the field of language testing and teachers' understanding of assessment. This workshop is organized around practical questions teachers have about assessment and how teacher educators can prepare them to understand the different kinds of assessment, choose assessments that fit their purposes, and apply information from tests to teaching.

Thursday 9:00 AM - 12:00 PM Room 307

Building Teacher Skills to Teach Listening

Workshop

Joan Rubin, Joan Rubin Associates

This workshop focuses on how teacher educators can most effectively prepare their teachers to teach what is considered the most difficult language skill: listening. It presents a model for integrating learner skills and knowledge to improve listening, considers teaching implications, and examines the impact of the listening process on teaching techniques. Participants discuss the influence of learner beliefs, consider teacher strategies, and examine the relationship of reading to listening. Workshop materials also provide a list of key resources.

Thursday 9:00 AM - 12:00 PM Room 308

Meeting the ACTFL/NCATE Program Standards

Workshop

Martha Abbott, American Council on the Teaching of Foreign Language
Rebecca Fox, George Mason University

The session provides an overview of the ACTFL/NCATE Program Standards for foreign language teacher education in the U.S. It includes information about developing appropriate assessments to measure the degree to which individual programs meet the standards and ways to analyze program data to inform program improvement. Resources to assist institutions with this process of self-evaluation are included.

Thursday 9:00 AM - 12:00 PM Room 309

Learning Advocacy: Teacher Education Practices and Teacher Knowledge

Workshop

Martha Bigelow, University of Minnesota
Lisa Morgan, Aquinas College

How can teacher education support teachers' development of essential skills, knowledge and dispositions for advocacy for language minority youth and their families? Through professional collaborations and co-teaching, school reform initiatives and everyday teaching for social justice, ESOL teachers can be effective advocates for access to equal educational opportunities for English language learners. Participants explore activities which prepare ESOL teachers for advocacy and school leadership roles, share their own practices, and generate ideas for research on preparing teachers for advocacy using a variety of research methods.

Thursday 9:00 AM - 12:00 PM Room 310

Professional Development for Language Teachers: Strategies and Options

Workshop

Jack Richards, The Regional Language Centre, Singapore

Participants review a number of approaches to professional development for language teachers, including action research, critical incident analysis, case studies, and team teaching. Issues involved in planning and implementing professional development activities will be explored. Participants will identify issues related to their own contexts and develop a professional development program to address the needs they identify.

Thursday 9:00 AM - 12:00 PM Room 414

A Reflective European Portfolio for Student Teachers of Languages

Workshop

Cecilia Nihlén, University of Gothenburg

Anne-Brit Fenner, University of Bergen, Norway

The European Portfolio for Student Teachers of Languages: a reflection tool for student teachers of languages (EPOSTL) was developed for the European Centre for Modern Languages of the Council of Europe. It is a self-assessment portfolio intended for students undergoing teacher education which encourages them to reflect on the didactic knowledge and skills necessary to teach languages and helps them to assess their own didactic competences and monitor their progress. EPOSTL also provides mentors in schools with a mediation tool during the students' school practice and can thus improve collaboration between universities and schools. EPOSTL is compared to similar portfolio assessment practices for teacher candidates in the US and elsewhere. Participants become familiar with EPOSTL and discuss how mentoring and teacher development can be supported through its use.

Thursday 1:00 PM - 4:00 PM Room 301

Collaborative Teacher Development

Workshop

Bill Johnston, Indiana University

Collaborative teacher development can provide deeper understandings of one's own classroom and overcome the isolation of teaching. This workshop offers practical suggestions for collaborative teacher development, including both simpler and more elaborate frameworks. Participants look at action research, cooperative development, exploratory development, team teaching, and several other forms of teacher development.

Thursday 1:00 PM - 4:00 PM Room 302

Models of On-Going Professional Development for Language Teachers

Workshop

Jodi Crandall, University of Maryland, Baltimore County

Sarah Young, Center for Applied Linguistics

Presenters describe experiences with a number of successful models of ongoing professional development for both relatively new and more experienced language teachers. The models include reflective teaching, learning communities, peer mentoring, electronic study circles, data-driven models, product development (curricula, standards, etc.) as professional development, and long-term training through the local development of certificate or certification programs. Participants evaluate how components of the models fit with their teaching environments and discuss the structures and resources needed to begin implementing these elements.

Thursday 1:00 PM - 4:00 PM Room 307

Preparing Teachers to Articulate Content and Language in Language Instruction

Workshop

Heidi Byrnes, Georgetown University

Preparing language teachers to link content and language learning is a central task for language teacher educators. Too often language teachers are told they need to "bridge the gap" between "language courses" and "content courses", when in reality there is no "gap," but rather a need to integrate the teaching and learning of content and language in an extended curricular sequence. In this workshop, participants learn principles for linking content and language and how to enable teachers to understand these principles and apply them.

Thursday 1:00 PM - 4:00 PM Room 308

Developing Teacher Expertise in Backward Design and Performance Assessment

Workshop

Jennifer Eddy, National Association of Foreign Language Supervisors, Queens College

How can I prepare teachers to design a world language curriculum based on the U.S. National Standards for Foreign language Learning with performance as the goal? How can I show the teachers what performance assessment looks like? This institute provides teacher educators with a model protocol they can use with their pre- or in-service teachers to help them learn how to use backward design to align curriculum with standards. Participants learn how to guide teachers in designing articulated, thematic curricula; developing transfer tasks within the communicative modes; and planning instruction with performance in mind.

Thursday 1:00 PM - 4:00 PM Room 309

Opening Up Teacher Educators' Toolbox for L2 Learning Strategy Assessment

Workshop

Rebecca Oxford, University of Maryland

This workshop focuses on how teacher educators can prepare candidate or in-service language teachers to guide students to consciously reflect upon, assess, and effectively manage their language learning strategies. Participants learn how to help their candidate teachers choose the most relevant strategy assessment tools for students of different ages, different proficiency levels (from beginning to distinguished levels), and contrasting needs. The emphasis of the workshop is on practical utility for teacher educators and their students.

Thursday 1:00 PM - 4:00 PM Room 310

Assessing the Impact of Language Teacher Education

Workshop

Simon Borg, University of Leeds

This workshop addresses the issue of impact in language teacher education. Participants explore the different levels at which the impact of teacher education can be assessed and, through the discussion of concrete examples, critically examine different strategies which can be used in assessing such impact in pre-service and in-service contexts.

Thursday 1:00 PM - 4:00 PM Room 414

Preparing Arabic Language Teachers Workshop

Muhammad Eissa, University of Chicago

Wafa Hassan, Michigan State University

This workshop for educators of teachers of Arabic examines Arabic language teacher preparation programs which offer alternative certification, follow best practices, and encourage action research. These programs prepare and encourage pre- and in-service teachers to use learner-centered teaching practices that result in standards-based, proficiency-oriented learning. Details discussed include strategies to prepare Arabic teachers to develop standards-based teaching goals and objectives, thematic units and lessons plans, and use authentic materials. Participants receive materials on standards, curricula, and resources for teacher educators and for teachers of Arabic.

Thursday 1:00 PM - 4:00 PM Room Duquès Hall, Room 350

Technology Integration for Meaningful Classroom Use

Workshop

John Ross, Edvantia, Inc

Teacher candidates who have grown up with technology may have basic technology skills but can benefit from learning appropriate pedagogical applications. This session provides hands-on practice with a range of common technology tools to support language instruction. The new National Educational Technology Standards are explored and methods for modeling activities with teacher candidates are practiced. The presenter is co-author of a new textbook for teacher candidates specifically formatted to address the new standards.

CONFERENCE WELCOME AND OPENING PLENARY

Thursday May 28, 5:00 pm

Grand Ballroom

Introductory Remarks by Conference Organizers

Greeting from Senator Daniel Akaka



U.S. Senator Daniel Kahikina Akaka is America's first Senator of Native Hawaiian ancestry, and the only Chinese American member of the United States Senate.

Aloha! I extend my best wishes to all gathered for the Sixth International Conference on Language Teacher Education.

My schedule requires me to be in my home state today, but I am grateful for the opportunity to share a few thoughts with all of you. Your theme, Preparing Language Teachers for the 21st Century, is also an important mission, one that I wholeheartedly support.

As technology fulfills the promise of a smaller world, we must be better equipped with language skills and cultural knowledge to succeed. Our future depends on it. Yet, according to the

latest Census, less than ten percent of Americans speak a second language fluently, compared with more than half of citizens in the European Union.

This situation puts our national security at risk, our businesses at a competitive disadvantage, and isolates our citizens by exaggerating cultural differences where common interests could be found. Our federal government faces serious shortfalls in language proficiency. My colleagues and I have worked on legislation that would bolster recruitment and training of individuals with language skills. For example, we successfully passed legislation calling for the Department of Defense to develop a foreign language strategy and another bill to provide scholarships for students who agreed to study foreign language. However, as many of you can attest, improving and expanding foreign language education has not been easy. Many of the federal government's efforts to address language needs in the U.S. over the past 40 years have come in reaction to international events. We do not have a proactive policy.

Earlier this month, I reintroduced my National Foreign Language Coordination Act to provide the leadership necessary to advance foreign language and cultural education. The proposal would create a National Foreign Language Coordination Council led by a National Language Advisor to develop and oversee the implementation of a foreign language strategy. Complementing the efforts of organizations like yours, I believe this bill will promote national security, diplomatic stability, and economic prosperity.

Once again, mahalo for your efforts. Keep up the good work and again, thank you for the opportunity to join you this morning. Best wishes on a productive conference and please enjoy your time in our Nation's capital.

OPENING PLENARY

Plenary Speaker: Jack Richards, The Regional Language Centre

Second Language Teacher Education in Times of Change

Second language teacher education (SLTE) is affected by two factors: a rethinking of its knowledge base and instructional practices as a response to changes in our understanding of the nature of teacher learning, as well as external pressures resulting from growing demand for language teachers world wide. These factors are examined and their implications discussed for theory and practice in SLTE.



Born in New Zealand, Dr. Richards obtained a Master of Arts degree with first class honours in English from Victoria University in Wellington, New Zealand, in 1966. He obtained his Ph.D in Applied Linguistics from Laval University (a French-Language University) in Quebec City, Canada in 1972. He has worked in many parts of the world, including New Zealand, Canada, Indonesia, Singapore, Hong Kong, and the United States. In 1999 Dr. Richards retired from full-time university teaching and administration and since then has taught for part of each year at the Regional Language Centre, (RELC), in Singapore, while making his primary residence in Sydney Australia. At RELC, Dr. Richards teaches on the MA in Applied Linguistics, as well as the RELC Post Graduate

Diploma in Applied Linguistics.

Dr. Richards is a frequent speaker at conferences and workshops for language teachers, and visits some 12 countries every year. He has written over 60 articles and 20 books. Many of his books and articles are classics in the field of second language teaching and have been translated into many different languages, including Spanish, Chinese, Korean, Japanese, and Arabic. Among his well known professional books are *Error Analysis*, (1974), *Reflective Teaching in Second Language Classrooms* (1996, with Charles Lockhart), *Beyond Training* (1998), *The Language Teaching Matrix* (1990), *Curriculum Development in Language Teaching* (2001), *Approaches and Methods in Language Teaching* (second edition 2001, with Ted Rodgers), *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd edition 2002, with Richard Schmidt) and *Professional Development for Language Teachers* (with Tom Farrell), Cambridge University Press 2005. His most recent publication is *The Cambridge Guide to Second Language Teacher Education* (2009, edited with Anne Burns)

FRIDAY, MAY 29

MORNING SESSIONS

Friday 8:00 AM - 8:55 AM Room 301

Second Language Teacher Portfolios: What Is Their Purpose and Who Are They For?

Discussion

Megan Madigan Peercy, University of Maryland

In this discussion, I share one program's efforts to create a more meaningful and authentic portfolio experience for second language teacher candidates. I also ask audience members to engage in discussion about their experiences using portfolios, and to consider important future directions for portfolios in second language teacher education.

Friday 8:00 AM - 8:55 AM Room 302

The Pedagogical Grammar Class: We're talking the talk, but are we walking the walk?

Discussion

Karen Lybeck, Minnesota State University, Mankato

What are the pros and cons of teaching pedagogical grammar from a grammatical syllabus? What other models are language teacher educators following to teach their students grammar and methods? Can the pedagogical grammar course be a model for grammar teaching in the content-based language classroom? Come discuss these questions and more!

Friday 8:00 AM - 8:25 AM Room 307

On What Should I Focus First?

Paper

Tara Zahler, Indiana University

In this reflective paper, a returned English Language Fellow describes two training and program development projects she was involved with in Panama. The paper includes challenges faced in EFL settings, solutions pursued, and lessons learned that could apply to other teacher training and program development contexts.

Friday 8:30 AM - 8:55 AM Room 307

Instructional Dynamics in TESL in Nigeria

Discussion

Funke Lawal, University of Lagos

Olasumbo Apanpa, University of Lagos

This is an investigation of the pedagogical procedures and instructional strategies adopted by Faculty of Education in Nigerian Universities. The study assesses whether teacher trainees agree on the instructional strategies that meet their needs and aspirations as English Language teachers.

Friday 8:00 AM - 8:55 AM Room 308

The Beginning Teacher as Learner

Discussion

Judith Hanks, University of Leeds

Dick Allwright, Lancaster University

We will start with a brief presentation of five propositions about learners, in order to stimulate discussion about their implications for initial teacher training. Our propositions represent a challenge to much current teacher education practice, but we also believe that they have great potential in this area.

Friday 8:00 AM – 8:55 AM Room 309

Action Research in Teacher Preparation: Scaffolding Reflective Practitioners

Discussion

Daryl Gordon, Adelphi University

Diana Schwinge, Adelphi University

This session will explore instructional choices involved in designing an action research course for preservice teachers. Presenters will discuss the development of a course which involves developing a research question, reviewing literature, and collecting and analyzing classroom data. Participants will share their experiences and questions about action research courses.

Friday 8:00 AM - 8:55 AM Room 310

Instructional Practices Inventory for Language Teachers

Paper

Pat DiPillo, Eastern Massachusetts Foreign Language Association

The goal of this paper is to discuss the Instructional Practices Inventory (IPI) as an improvement technique, to outline professional development planning that results from its use, and to provide evidence of its effectiveness in the Foreign Language classroom.

Friday 8:00 AM - 8:55 AM Room 403

Family Literacy and Community Building: Developing Teacher Advocates in the Post-Proposition 227 Era

Paper

Shartriya Collier, California State University, Northridge

This presentation analyzes data drawn from the development of a six-week family literacy program. While the program received positive results, two issues are explored in terms of barriers to bilingual teacher education within the post-proposition 227 era, balancing theory and practice and limited access to bilingual programs.

Friday 8:00 AM - 8:55 AM Room 404

Articulation Between Teacher Education Classes and Field Experiences

Discussion

Isabel Cavour-Espinoza, University of Dayton

Susan Colville-Hall, University of Akron

Lynn Smolen, University of Akron

SLA theory and teaching practices learned in university classes do not correspond with what occurs in field experiences. Mentors, pressured by several factors, feel the time needed to teach in a meaningful way is not reasonable. This impacts the outcome of preparing enlightened new teachers. This session examines this phenomenon and discusses ways to better articulate teacher education classes and field experiences.

Friday 8:00 AM - 8:55 AM Room 405

English-Vernacular-Other Language Divide and Classroom Practices in India: Is the Teacher a Cog in the Policy Wheel?

Paper

Ajit Mohanty, Jawaharlal Nehru University, New Delhi, India

Classroom practices in English and Vernacular medium schools for Hindi mother tongue (MT) children in Delhi and Kui MT tribal children in Kandhamal (India) are analyzed in the context of English-Vernacular and Vernacular-Other Language double divide in India. Teacher's role as the real arbiter in language policy implementation is discussed.

MORNING PLENARY PRESENTATION

Friday May 29, 9:15 am

Grand Ballroom

Plenary Speaker: Bill Johnston, Indiana University

The Moral Lives of Teacher Educators

The work of preparing language teachers is not a merely technical matter—it is best conceived as a complex task with profound moral dimensions. Johnston explores the moral landscape of language teacher education and the moral dilemmas that teacher educators face in their day-to-day encounters with students and others.



Dr. Johnston received his Ph.D. in Second Language Acquisition from the University of Hawai'i at Manoa, in 1995. He is presently Associate Professor of Second Language Studies and of Comparative Literature at Indiana University, Bloomington. Dr. Johnston conducts research in two principal areas. The first concerns various aspects of language teacher identity, including professional identity, the relationship between teacher identity and teacher knowledge, and teacher careers and life stories. The second area is that of the moral dimensions of language teaching, the often competing values that together comprise the moral landscape of classrooms and educational institutions. The latter resulted in the publication of his 2003 book "Values in English language Teaching," and more recently has led to an interest in the intersection between religious beliefs and language teaching, particularly among evangelical Christians. He is currently completing a year-long ethnography of an evangelical Christian language school in

Poland, a research project supported by a Fulbright Research Fellowship. Dr. Johnston also has an interest in less commonly taught languages (LCTLs), and for several years has offered workshops on methodology and materials development for LCTL teachers. In addition to his research in Second Language Studies, Dr. Johnston also works as a literary translator, translating numerous works from Polish, and for the last eight years has served as Director of Indiana University's Polish Studies Center.

MORNING SESSIONS

Friday 10:35 AM - 11:00 AM Room 403

Non-native English-Speaking Teachers (NNESTs) and Professional Legitimacy: A Sociocultural Theoretical Perspective on Identity Development

Paper

Davi Reis, Pennsylvania State University

This paper presentation will focus on how participation in narrative inquiry can support non-native English-speaking teachers' (NNESTs) efforts to establish professional legitimacy in the face of the native speaker ideology and the native speaker myth. Implications for teacher education will be provided.

Friday 10:35 AM - 11:00 AM Room 404

Cultivating the Capacity for Reflective Practice: Six Professional Development Cases Study of L2/EFL Teachers in Taiwan

Paper

Wen-Ling Lou, National Taichung Institute of Technology, Taichung Taiwan, ROC

The purpose of the study is to explore a sample of L2/EFL teachers' current understanding of reflective practice in Taiwan, as well as to discover how these L2/EFL teachers grow professionally and personally through participating in this study.

Friday 10:35 AM - 11:00 AM Room 405

Reproducing Linguistic Subjectivities in Immersion and Minority Language

Paper

Lace Marie Brogden, University of Regina

Using interview and practicing case study data, this paper offers narrative vignettes of language(s) and identity in preservice language teaching contexts, specifically French Immersion and French minority language environments in Canada. It also theorizes ways in which linguistic subjectivities come to be enacted in and through language teacher education.

Friday 10:35 AM - 11:30 PM Room 308

Pursuing Professional Development in China: STEPSS

Symposium

(Chinese presenters will appear virtually from China by Skype, Donal Freeman will be present)

Yafu Gong, China National Institute for Educational Research National Association of Foreign Language Education

Xiaotang Cheng, School of Foreign Languages and Literature at Beijing Normal University & National English Curriculum Standards

Shaoqian Luo, School of Foreign Languages and Literature at Beijing Normal University

Donald Freeman, University of Michigan

Teacher education and development has been an important issue since the launch of the CNEC in 2001. The CNEC requires highly qualified teachers to implement curriculum innovations. Thus, in 2005, the Teacher Education Department, Ministry of Education in China oversaw the writing of Standards for Teachers of English in Primary & Secondary Schools (STEPSS). There are nine standards in STEPSS ranging from language knowledge and skills to competence and performance in the classroom, and reflection and enhancement in teacher development.

Friday 10:35 AM - 11:30 PM Room 301

Fostering Development of US LCTL Teachers: A Startalk Perspective

Symposium

Catherine Ingold, National Foreign Language Center

Mike Everson, University of Iowa

Muhammad Eissa, University of Chicago

This symposium will analyze the life cycle of a teacher in the context of the four major themes of the conference. The panelist will draw on the experience of STARTALK, a federal National Security Language Initiative program that provides training opportunities for teachers of designated Less Commonly Taught Languages.

Friday 10:35 AM - 11:30 AM Room 302

Identity Research in Language & Education: Perspectives & Directions

Symposium

Gloria Park, Indiana University of Pennsylvania

Lisya Seloni, Indiana University of Pennsylvania

Discussions of identity have become an underlying theme in current language and education research: This panel will examine identity as a construct situated in various disciplines and make recommendations for those who wish to pursue this field of language-education research, placing emphasis on the language teacher-researcher and addressing considerations for classroom practice.

Friday 10:35 AM - 11:30 AM Room 309

What Do Teachers Need to Know about Literacy, Language, and Culture?

Paper

Carol Bearse, Touro University

Marcella Bullmaster-Day, Touro University

Based on a National Professional Development Proposal, funded by OELA, come see how one college created a professional development program for secondary school teachers in New York City. Included in the presentation are the design of the course work and the additional professional development activities offered.

Friday 10:35 AM - 11:30 AM Room 310

Teachers Crossing Borders: Preparing for Increasing Diversity in the Public Schools

Symposium

Elizabeth Smolcic, Pennsylvania State University

Tammy Hertel, Lynchburg College

Katarina Brito, Washington D.C. Public Schools

Linda Fink, New Teacher Center

Tom Tasker, Pennsylvania State University

Understanding how public school teachers transform their practice to be inclusive of language and cultural diversity is a critical need in teacher education. The symposium explores specific pedagogical practices and the impact on teacher knowledge and development of an international immersion experience to prepare teacher learners for instruction of ELLs.

Friday 10:35 AM - 12:30 PM Room 307

Sharing Responsibilities for Tomorrow's Teachers: Schools and Universities Working Together

Symposium

Paul A. García, University of South Florida, University of Kansas

Jennifer Eddy, National Association of Foreign Language Supervisors, Queens College

Mary Curran, Rutgers University

Marcela van Olphen, University of South Florida

In this session, we formulate the issue of how “Town meets Gown” by offering experiences in shared responsibilities between IHEs and LEAs for pre-service and in-service language teacher education. Representatives of the ACTFL Teacher Development SIG and the National Association of District Supervisors of Foreign Language (NADSFL) will pose a specific answer to “How do we get ‘there.’”

Friday 10:35 AM - 12:30 PM Room GB

Social Networks in Language Teacher Education: Using Wikis, Facebook, and Wimba

Symposium

Margaret Ann Kassen, Catholic University of America

Rebecca Oxford, University of Maryland

Roberta Lavine, University of Maryland

Oscar Santos-Sopena, Catholic University of America

Ali Fuad Selvi, University of Maryland

We discuss social networking in teacher education highlighting two projects: creating a professional community between methods courses at two universities with Facebook and Wimba, and how TESOL MA students developed a learning strategies Wikipedia-like site (Stratepedia). We discuss the implementation of such projects, their advantages and disadvantages, and research findings.

Friday 11:05 AM - 11:30 AM Room 403

Teaching the Less Commonly Taught: Preparing Instructors of Less Commonly Taught Languages Through Online Methods Courses

Paper

Dianna Murphy, University of Wisconsin-Madison

Margaret Merrill, University of Wisconsin-Madison

The national need for better preparation of postsecondary instructors of LCTLs has been recognized as one of the most critical issues facing the profession. This session presents a model for providing better methods preparation for postsecondary LCTL instructors through online courses offered through both a university and national professional organization.

Friday 11:05 AM - 11:30 AM Room 404

Teachers' Belief and Practice of Feedback on Discourse on EFL Writing

Paper

Zhenjing Wang, University of Auckland

The findings in this study may contribute to the improvement of writing instruction in China by illustrating the relationship of teachers' beliefs and practices on feedback. Findings are based on analyses of patterns of discourse features in feedback.

Friday 11:05 AM - 11:30 AM Room 405

Language Teacher Development: What Would Lev Do?

Paper

Mark K. Warford, Buffalo State College (SUNY)

This session presents revisions to a teacher education program that centered on Lev Vygotsky's approach to development. Innovations included: 1) Interweaving historical, professional and personal narratives, 2) integrating spontaneous (field-based) and scientific (academic) concepts within zones of proximal teacher development, and 3) attention to the affective-volitional disposition of teaching candidates.

Friday 11:35 AM - 12:00 PM Room 308

Lessons from an Accelerated Program

Paper

Susan Colville-Hall, University of Akron

Lynn Smolen, University of Akron

This study focuses on the challenges of beginning FL teachers addressing the central tasks of teacher induction and the challenges of meeting them from beginning teachers' own experiences in schools. The findings shed further light on this developmental process and investigate differences between beginning teachers prepared in a traditional program and those prepared in an accelerated program.

Friday 11:35 AM - 12:00 PM Room 403

Spanish for Heritage Speakers in Utah: A Statewide Survey of Spanish Teachers

Paper

Blair Bateman, Brigham Young University

This paper reports on a survey of Spanish teachers in public secondary schools in Utah regarding their knowledge of the needs of heritage speakers of Spanish, their preparation to teach these students, and their efforts to implement courses for native speakers of Spanish. Implications for teacher preparation are discussed.

Friday 11:35 AM - 12:00 PM Room 404

Raising Teachers' Awareness of Corrective Feedback through Research Replication

Paper

Camilla Vasquez, University of South Florida

This study examined the beliefs/attitudes about corrective feedback, held by graduate students in a Second Language Acquisition course. The study's participants (a combination of practicing and prospective language teachers), conducted a partial replication of Lyster and Ranta's (1997) study of corrective feedback in their own ESL classes. The presenters discuss the ways in which participants' beliefs about error correction changed after the replication.

Friday 11:35 AM - 12:00 PM Room 405

Imagery and Imagination in TESOL Teacher Identity Construction

Paper

Sherrie Carroll, University of Maryland College Park

The presenter draws upon life-story research to explore the subjective imagery employed by seven beginning ESL teachers in collages, autobiographies and interviews. She examines how personally meaningful imagery can reveal socioideological discourses that a teacher-learner is appropriating and resisting as s/he constructs a teaching identity and practice.

Friday 11:35 AM - 12:30 AM Room 301

Success and Failure in Alternative Teacher Preparation Programs

Paper

Jacque Bott Van Houten, Kentucky Department of Education & Northern Kentucky University
Gay Washburn, Johns Hopkins

Tom Leech, Northern Kentucky University

Ruth Styles, Northern Kentucky University

Pierre Bourdieu's concept of cultural capital provides a framework for examining the success or failure of teaching candidates in a fast-track alternative teacher preparation program. Structural features intended to leverage candidates' cultural capital will be examined, and implications for future fast-track teacher preparation programs will be drawn.

Friday 11:35 AM – 12:30 PM Room 302

Mentoring the Mentors: Successes and Challenges in Developing Teacher Educators

Symposium

Ravinder Singh, Defense Language Institute

Janette Edwards, Defense Language Institute

Representatives of a major foreign language teaching center share their recent experience co-designing and piloting the faculty development division's training of trainer (TOT)/peer mentoring project. The session describes how the project helped a largely multicultural, novice teacher development staff overcome challenges to their effectiveness as trainers.

Friday 11:35 AM - 12:30 PM Room 309

“Not Everyone Is Going To Be Best Friends”: Challenges and Opportunities for Collaborations that Benefit English Language Learners

Symposium

Megan Madigan Peercy, University of Maryland

Melinda Martin-Beltrán, University of Maryland

Ali Fuad Selvi, University of Maryland

Catherine Novak, Prince George’s County Public Schools

Catherine Kenny, Prince George’s County Public Schools

Collaborators from three arenas (1. Three university-based language teacher educators, 2. A district ESL coordinator, and 3. An ESL-mainstream co-teaching pair) share their experiences collaborating together, promoting collaboration, and studying conditions that support collaboration within their school district and classrooms. They also discuss new collaborations that have emerged from their work together.

Friday 11:35 AM - 12:30 PM Room 310

Going Global: Local Knowledge as a Critical Resource in Language Teacher Education

Symposium

Judy Sharkey, University of New Hampshire

Theresa Austin, University of Massachusetts

What is the role of local knowledge in the professional knowledge base in this time of globalized teacher education reforms and standards? This symposium addresses the questions, tensions, and promises of infusing teacher education practices and programs with community-based pedagogies in an era of increased standardized curriculum and testing.

Friday 12:05 PM - 12:30 PM Room 308

The Marhaba! Curriculum and Strategies That Work

Paper

Steven Berbeco, Charlestown High School

The Marhaba! Curriculum is a student-centered approach to teaching Arabic which uses non-traditional teaching materials and student-generated textbooks. This method gives students ownership over their language study and teachers the flexibility to appeal to students' multiple intelligences. The Marhaba! curriculum is currently being tested for adoption in public and private schools.

Friday 12:05 PM - 12:30 PM Room 403

Teacher Development Course in the ESP context at Perm State University, Russia

Discussion

Svetlana Polyakova, Perm State University

Elena Gritsenko, Perm State University

The paper reports on a teacher development course for teaching English for Specific Purposes (ESP). The course is based on the RESPONSE (Russian Education Support Project on Specialist English) principles and greatly impacts trainees' attitudes to teaching in general and developing their own individual philosophy.

Friday 12:05 PM - 12:30 PM Room 404

The relationship between ESL teacher backgrounds and teacher written feedback practices

Paper

Seongmee Ahn, Michigan State University

Despite the important role of teacher feedback in promoting ESL student writing development, little is known about the relationship between teacher backgrounds and teacher written feedback. This paper investigates how teacher backgrounds affect teacher written feedback practices in student writing. The implications for teachers and teacher educators are discussed.

Friday 12:05 PM - 12:30 PM Room 405

Second Language Teacher Learning: Concept Development and Transformation of Teaching Activity

Paper

Sharon Childs, Pennsylvania State University

This paper reports on an ethnographic case study of three L2 teachers participating in the first semester of an intensive in-service teacher education program. Using a Vygotskian sociocultural theoretical framework, the data analyses provide insights into how L2 teachers wrestle with concept development within the activity of teaching.

AFTERNOON SESSIONS

FRIDAY AFTERNOON POSTER SESSIONS

TECH FOR TEACHERS POSTER SESSION

Tech for Teachers is a service for conference attendees to try out new technology and view online presentations and resources. Stop by Room 308 during the breaks to view our web portal and try out some software samples and new equipment. The poster sessions in this area address both resources for language teaching and methods of language teacher preparation that encourage the integration of technology with effective language instruction.

Friday 1:00 PM – 2:00 PM Room 308

Integrating Byki into the Classroom

Tech Poster

David Carmona, Transparent Language

Byki is a powerful tool to accelerate students' progress. In this presentation we will show you how and why Byki works, different ways of integrating Byki into your teaching, how to create your own materials, and how you can use BykiWeb to connect with an online community of educators in a resource-sharing environment.

Friday 1:00 PM - 2:00 PM Room 308

Language Learning in the Age of Globalization

Tech Poster

Edward Dixon, University of Pennsylvania

This presentation focuses on promoting interactive language learning and improving accuracy through computer-mediated-communication (CMC) and social networking tools. The focus will be on the intersection of pedagogy and technology in teaching and training and helping faculty understand the shifting learning paradigm that is occurring in education through collaborative online environments.

Friday 1:00 PM - 2:00 PM Room CB

Connecting Research to Practice in Language Teacher Education

Poster

Abigail Bartoshesky, Southern Methodist University

Language teacher educators are challenged with the task of creating assignments that integrate a critical examination of research and theory in a meaningful, classroom-oriented context. This session will explore a variety of activities, projects and curriculum development ideas designed to develop critical thinking about current research in a practical context.

Friday 1:00 PM - 2:00 PM Room CB

Learning by Doing: A Hybrid Approach to a Masters Program in World Language Instruction

Poster

Donna Clementi, Concordia Language Villages

Concordia College and Concordia Language Villages combined their strengths to design a Master of Education in World Language Instruction program inaugurated in 2007. The Master of Education program is an innovative mix of online learning during the academic year and on-site coursework and observations at Concordia Language Villages during the summer.

Friday 1:00 PM - 2:00 PM Room CB

“The World Condensed into Four Walls”: Teaching to and about Cross-Cultural Communication in Diverse Language Teacher Education Classrooms

Poster

Rashi Jain, University of Maryland

Teacher education programs in the U.S. are becoming increasingly culturally, ethnically, and linguistically diverse. In this presentation the presenter shares the process of conceptualizing and operationalizing her instruction in a setting where she struggled to balance the parallel processes of teaching about cross-cultural communication to a culturally diverse class.

Friday 1:00 PM - 2:00 PM Room CB

Methodological Tales of ESL Teachers and Teacher Educators in the Post-Method Era

Poster

Kangxian Zhao, Ontario Institute for Studies in Education/University of Toronto, Canada

In this poster presentation, the presenter will present findings from a qualitative study investigating the pedagogical knowledge of seven ESL teachers/teacher educators in the Atlantic Canadian context. In particular, through the narratives of six teachers and teacher educators, she will discuss implications for second language teacher education.

Friday 1:00 PM - 2:00 PM Room CB

Teaching Chinese as a Foreign Language in America: A Discovery and Self-discovery Process of a Teaching Assistant

Poster

Marina (Minhui) Lu, University of Northern Colorado

Focusing on L2 requesting behavior, this ethnographic case study explored how a Taiwanese teaching assistant became socialized into new discourse systems and cultures, developed communicative competence in ESL through interaction with her American students, colleagues, and graduate course instructors, and adapted her classroom management skills.

Friday 1:00 PM - 2:00 PM Room CB

L2 Awareness Training of Mainstream Writing Teachers in College

Poster

Maria Zlateva, Boston University

This poster presents training curriculum for mainstream faculty in a university writing program with many international students. The modules, based on empirical linguistics/ L2 acquisition research, address practical instructional issues to improve teachers' understanding of L2 writing, balance assessment; and facilitate professional mainstream-L2 dialogue.

Friday

1:00 PM - 2:00 PM Room CB

The GLOBE Program: Promoting International Language Collaborations

Poster

Teresa Kennedy, The GLOBE Program

The Global Learning and Observations to Benefit the Environment (GLOBE) Program provides preservice language teachers with authentic field experiences focusing on teaching language through science, mathematics, social studies and many other disciplines. This presentation highlights the GLOBE Program, active in 110 countries, as a model content-based language program. Sample curriculum activities are provided.

AFTERNOON PLENARY PRESENTATION

Friday May 29, 2:00 pm

Grand Ballroom

Plenary Speaker: Karen E. Johnson, Penn State University

A Sociocultural Perspective on Language Teacher Education

Dr. Johnson examines the epistemological underpinnings of a sociocultural perspective on human learning and addresses the enormous potential this perspective has to reorient how the field of Second Language Teacher Education understands and supports the professional development of L2 teachers.



Dr. Johnson obtained her Ph.D. from Syracuse University in 1989. She is presently Liberal Arts Research Professor of Applied Linguistics in the Department of Applied Linguistics at The Pennsylvania State University, and Co-director of the Center for Advanced Language Proficiency Education and Research (CALPER). Her research focuses on teacher learning in second language teacher education, the knowledge-base of second language teacher education, and the dynamics of communication in second language classrooms. She is the author of *Understanding Communication in Second Language Classrooms* (Cambridge, 1995), *Understanding Language Teaching: Reasoning in Action* (Heinle & Heinle, 1999), *Teacher Education* (TESOL, 2000), and co-editor of *Teachers' Narrative Inquiry as Professional Development* (Cambridge 2002). Her most recent book, *Second Language Teacher Education: A Sociocultural Perspective* is forthcoming with Routledge. Dr. Johnson has presented

papers and given workshops for second language teachers and teacher educators in Brazil, Hong Kong, Japan, New Zealand, Taiwan, Turkey, Singapore, South Africa, and throughout the US. She is an active member of TESOL and served on the editorial board of the *TESOL Quarterly* from 1997 to 2001. In the MA TESL and the Ph.D. in Applied Linguistics degree programs, she teaches courses in Applied Linguistics, Teaching English as a Second Language, Communication in Second Language Classrooms, and Theory and Research in Language Teacher Education.

AFTERNOON SESSIONS

Friday 3:20 PM - 3:45 PM Room 308

Written Language Approach: Supporting Deaf Children's Learning of English Through American Sign Language

Paper

Jody H. Cripps, Towson University

Samuel J. A. Supalla, University of Arizona

Laura Blackburn, MacMurray College

A novel approach of teaching signing deaf children written English is introduced. Through the support of ASL as a first language and its literacy tools, deaf children are equipped to learn English. Observation in the classroom has indicated a positive outcome, thus contributing to teacher preparation training for deaf children.

Friday 3:20 PM - 3:45 PM Room 309

Sustaining Language Teacher Collaboration

Paper

Clara Krug, Georgia Southern University

Faculty members in the Department of Foreign Languages at Georgia Southern University and their colleagues in Bulloch County public and independent schools have devised a plan for ongoing language collaboration related to implementation of proficiency-oriented curricula. Their plan does not require a significant financial commitment from any institution.

Friday 3:20 PM – 3:45 PM Room 403

Project LINC: A Collaboration of Language Instructors and Disability Services

Paper

Wade Edwards, Longwood University

Participants in this session will be introduced to Project LINC (Learning in Inclusive Classrooms), established to help instructors teach students with disabilities through the use of inclusive practices. A collaboration of professionals in Disability Services and foreign language faculty development, Project LINC provides resources to manage an increasingly diverse classroom.

Friday 3:20 PM - 3:45 PM Room 404

Collaborative Program Evaluation that Leads to Program Change

Paper

Ann Mabbott, Hamline University

Educators often do not have enough linguistic and cultural awareness to design programs that meet ELL needs. ESL K-12 program evaluators report on findings from evaluations that included school observations, student data analysis and discussions with school personnel who work with ELLs, as well as the professional development that resulted.

Friday 3:20 PM - 3:45 PM Room 405

Myths, Misconceptions, and Rationalizations: Preservice teacher approaches to teaching

Paper

Martha Nyikos, Indiana University

Maria-Thereza Bastos, Indiana University

Through document and discourse analysis of preservice world language teachers' reports on field experiences and microteaching reflections, we note specific junctures of how these early practitioners reconceptualize their misperceptions in ways that demonstrate the early divergence of theory and practice in ways unexplored by research on teacher beliefs.

Friday 3:20 PM - 5:15 PM Room GB

Globalization of Language Teacher Education Programs: Opportunities and Challenges

Symposium

Fernando Fleurquin, University of Maryland Baltimore County

Heather Linville, University of Maryland Baltimore County

Joan K. Shin, University of Maryland Baltimore County

Adriana Val, University of Maryland Baltimore County

This symposium offers perspectives from four teacher education programs at a university language center. From face-to-face pre-service training to online in-service professional development, these programs are diverse in audience, objectives and delivery. However, all programs adhere to certain underlying principles of teacher reflexivity, cross-cultural communication, and new media literacy development.

Friday 3:20 PM - 5:15 PM Room 301

Using the European Portfolio for Student Teachers of Languages to Improve Collaboration

Symposium

Anne-Brit Fenner, University of Bergen, Norway

Cecilia Nihlén, University of Gothenburg, Sweden

Lena Börjesson, University of Gothenburg, Sweden

A presentation will be made of the research carried out in Norway and Sweden on the use of European Portfolio for Student Teachers of Languages (EPOSTL). Investigations have been made about the use of EPOSTL as a tool to improve the collaboration between university and mentors in schools.

Friday 3:20 PM - 5:15 PM Room 302

A Model for Teacher Educator Communities of Practice : A Virginia Consortium

Symposium

Kathryn Murphy-Judy, Virginia Commonwealth University

Rebecca Fox, George Mason University

Laura Franklin, Northern Virginia Community College

Susan Hildebrandt, Longwood University

Judith Shrum, Virginia Polytechnic Institute and State University

Helen Small, Virginia Department of Education

Bill Cunningham, Auralog

As members of a growing consortium of statewide Language Teacher Education programs and institutions, we will present the rationale, history, technological affordances and projects of our cooperative, specifically identifying the major issues facing us and how we collaborate to address them by sharing ideas and resources.

Friday 3:20 PM - 5:15 PM Room 307

Critical Approaches: Countering the Normalizing Gaze in Language Teacher Training

Symposium

David I. Hanauer, Indiana University of Pennsylvania

Gloria Park, Indiana University of Pennsylvania

Lisya Seloni, Indiana University of Pennsylvania

Sharon Deckert, Indiana University of Pennsylvania

The aim of this session is to generate discussion of critical approaches to ESL teacher education. This session will offer philosophical, pedagogical and practical critiques of the powerful effects of the forces of standardization in ESL teacher education and offer alternative ways of conceptualizing and conducting teacher education.

Friday 3:20 PM - 5:15 PM Room 310

What Language School Directors Seek in a New Foreign Language Teacher

Symposium

Scott McGinnis, Defense Language Institute, Washington, DC

Karen Decker, The International Center for Language Studies (ICLS)

Kathleen Diamond, Language Learning Enterprises, Inc.

Deidre Doyle, Inlingua Language Service Centers

Frederick Jackson, National Foreign Language Center

Program directors of three proprietary language schools describe their teaching situations and discuss the professional preparation, experience, and attitudes that they look for in hiring and retaining language teachers. A discussant will respond from the point of view of the needs of government agencies that utilize such schools and needs of the students.

Friday 3:50 PM - 4:15 PM Room 308

Introducing Preservice Teachers to Professional Development

Paper

Nikki Ashcraft, Universidad Catolica del Norte

Novice language teachers may not be aware of professional development activities or know how to engage in them. This paper describes a course on Continuing Professional Development for preservice EFL teachers. The course included a classroom component and a practicum component in which students participated in a professional association.

Friday 3:50 PM - 4:15 PM Room 309

The Professional Development Plan Initiative: Collaborations, Standards, and Curriculum Planning in Language Teacher Education

Paper

Elena M. De Costa, Carroll University

Under the tutelage of a qualified mentor and with the guidance of a Wisconsin Department of Public Instruction trained Professional Development Plan Review Team, language educators in the state must actively engage in sustained, verifiable professional development for state license renewal. The PDP must lead to verifiable professional growth, linked to student language proficiency learning under standards for foreign language education.

Friday 3:50 PM - 4:15 PM Room 403

Theories of Learning: Adhesions and Rejections in a Teacher Education Program

Paper

Norma Barletta, Universidad del Norte - Colombia

This paper critically analyzes the discourses on Behaviorism, Motivation and Multiple Intelligences in the final monographs written by a group of teachers in Colombia after a one-year postgraduate teacher development program. Implications for teacher education programs are discussed.

Friday 3:50 PM - 4:15 PM Room 404

Mainstream Elementary Teachers' Perspectives on the Knowledge Base for Teaching English Language Learners

Paper

Luciana C. de Oliveira, Purdue University

April Burke, Purdue University

Shu-Wen Lan, Purdue University

Nai-Hua Kuo, Purdue University

The presenters report on a qualitative study of the perspectives of four mainstream elementary teachers on a knowledge base for teaching ELLs. Based on interviews, classroom observations, and field notes, they show that mainstream teachers need to develop more than classroom and school-based knowledge to work effectively with ELLs.

Friday 3:50 PM - 4:15 PM Room 405

Developing New Concepts of Language and Teaching in an English Literacy Seminar

Paper

Gretchen Nauman, Pennsylvania State University

This paper will present data from a seminar created for Chinese teachers of English to mediate their reconceptualization of English teaching through internalizing new concepts of English literacy. Teachers' spoken and written discourse and their classroom instruction were analyzed and show differing paths of concept development.

Friday 4:20 PM - 4:45 PM Room 308

Willfully Working on Wait Time: Developing Metapedagogical Awareness with Intercultural Teacher Centered Peer Coaching

Paper

James M. Perren, Eastern Michigan University

The Intercultural Teacher Centered Peer Coaching (ITCPC) mentoring model considers skills and methods that an MA degree TESOL practicum teacher engages with students to accomplish program and personal goals. Results describe developing expertise in teacher “wait time” from pre-service teacher self-reflection journals and supervisor feedback. Implications are discussed.

Friday 4:20 PM - 4:45 PM Room 309

Collaboration in Teacher-Study Groups: Conditions for Sustained Networking

Paper

Melba Libia Cárdenas-Beltrán, Universidad Nacional De Colombia -Bogota

This paper refers to a research project that examined the creation and evolution of study groups of public school teachers of English who engaged in action-research projects during an in-service course carried out in Bogotá-Colombia. Findings show some conditions for teacher collaboration as well as for successful and sustained networking.

Friday 4:20 PM - 4:45 PM Room 403

Experienced University Teachers in Mexico and Knowledge Bases for Teaching: A Case Study

Paper

Elizabeth Ruiz-Esparza Barajas, University of Sonora - Macquarie University, Sydney Australia

The study explores the relationship between knowledge bases for teaching and the assessment practices of teachers from different subject areas in the context of a Mexican B.A. in ELT. Observations, stimulated recall, think-aloud protocols and interviews were used.

Friday 4:20 PM - 4:45 PM Room 404

A Linguistic Knowledge Base for Mainstream Teachers of English Language Learners

Paper

*Luciana C. de Oliveira, Purdue University
Dazhi Cheng, Purdue University
Shu-Wen Lan, Purdue University*

Using a functional linguistic analysis of content area textbooks, the presenters describe some linguistic challenges ELLs may encounter and outline the linguistic knowledge elementary mainstream teachers need to support ELLs' content and language development. They argue that a knowledge base must include attention to the linguistic features of academic language.

Friday 4:20 PM - 4:45 PM Room 405

Learning From the Land: Intergenerational Language Mentorship

Paper

Lorna Williams, University of Victoria
Aliki Marinakis, University of Victoria
Lisa Wilson Wells, Kwakiutl District Council

This presentation will share the learning experience of students in an indigenous language teacher education program who mentor new language learners while having access to fluent language speakers. The course was delivered outside of the classroom, on the traditional lands of the language learners.

Friday 4:50 PM - 5:15 PM Room 308

High-leverage Practices in Second Language Teacher Education

Paper

Donald Freeman, University of Michigan

This session introduces the transversal concept of 'high leverage practices' for organizing teacher preparation and discusses how these practices are being used in program design, delivery, and assessment. It is intended to be of value as a conceptual and practical framework to both pre-service teacher educators and in-service professional development.

Friday 4:50 PM - 5:15 PM Room 309

Moving Beyond the Known: Identity Transformation in a Boundary Crossing Experience for ESL Teachers

Paper

Elizabeth Smolcic, Pennsylvania State University

This paper uncovers tensions that surface surrounding public school and class-based ideologies during an ESL teacher preparation program. An activity theoretical analysis demonstrates how teachers respond to these contradictions, resulting in transformations to personal and professional identities, as well as to their understanding of how best to teach diverse students.

Friday 4:50 PM - 5:15 PM Room 403

On Becoming a Bilingual Country: Views of a Local Teacher Educator

Paper

Adriana González, Universidad de Antioquia

In this paper, I will analyze Columbia's current process of becoming a bilingual country from my role as a teacher educator. The presentation focuses on the epistemological, educational, and political aspects of our national agenda towards bilingualism.

Friday 4:50 PM - 5:15 PM Room 404

First Things First: Insiders' Views on the Role of Culture in a Professional Development Program for Secondary-Level Urban Teachers

Paper

Holly H. Hansen-Thomas, Texas Woman's University

Claudia S. Sanchez, Texas Woman's University

This paper describes how a Texas public university and an urban school district promoted cultural sensitivity to English language learners' (ELLs) issues through a federally-funded professional development program for in-service teachers.

Friday 4:50 PM - 5:15 PM Room 405

Relational Consequences of Knowing What To Do: ESOL Home Tutors and Their Refugee/Migrant Learners

Paper

Gary Barkhuizen, University of Auckland

This presentation reports on a study which investigated the beliefs, knowledge and practices of teachers of refugee and migrant English learners in one-on-one teaching/learning arrangements. Findings draw significant links between these cognitions and the nature of the relationship that develops between the teachers and their learners.

SATURDAY, MAY 30

MORNING SESSIONS

Saturday 8:00 AM - 8:25 AM Room 301

The Knowledge Base of Canadian Tertiary ESL Teachers: What is Missing?

Discussion

Hong Wang, Mount Saint Vincent University

The knowledge base required by tertiary ESL teachers in Canada is specific to that field. This presentation reports a pilot survey study conducted in Ontario which explores these teachers' knowledge base in teaching and learning. Implications for second language teacher education and professional development will be discussed.

Saturday 8:00 AM - 8:25 AM Room 308

Job Satisfaction of EFL Teachers at the University Level

Paper

Meral Melek Ünver, Anadolu University

This study presents the results of a comparative study carried out in two different universities to explore language teachers' perceptions of to what extent their needs are met in their workplace as well as the types of events that evoke satisfaction. The results suggest further research into language teacher satisfaction.

Saturday 8:00 AM - 8:25 AM Room 310

Preparing Teachers to Teach Cultural Perspectives

Discussion

Chie Matsuzawa, US Naval Academy

Gladys Rivera, US Naval Academy

This paper proposes a framework for a foreign language curriculum that joins language and culture into a coherent whole governed by the concept of language as receptacle of culture. It examines the disciplinary knowledge base and the curricular design required to realize this integration in home-study and study- abroad programs.

Saturday 8:00 AM - 8:25 AM Room 403

Watching Teachers Watch Themselves: Non-Native Pre-Service English Teachers

Paper

Sumru Akcan, Boğaziçi University

This study reports pre-service English teachers' reflections on their teaching performance after they watched themselves on video. Their comments regarding their teaching performance were basically on their target language use, classroom and time management, and the appropriateness of the activities to the learners' profile.

Saturday 8:00 AM - 8:25 AM Room 404

Language Teacher Education: A Case Study of the Practices of Teacher Preparation in the Canary Islands, Spain

Discussion

Maria Jesus Vera Cazorla, University of Las Palmas of Gran Canarias
Diane Iglesias, Lebanon Valley College

In Spain, national requirements often determine program design and curriculum without the benefits of recent research. This presentation examines the practices of teacher education in the Spain by using the specific example of how a public university in the Canary Islands prepares students for certification.

Saturday 8:00 AM - 9:00 AM Room 302

Principled Preparation for Teachers of Adult Low-Literate Learners

Discussion

Patsy Vinogradov, Hamline University

Adult ESL instructors who have learners with little or no literacy in their first languages face a double-challenge: teaching a new language and also teaching adults to read for the first time in a language they do not speak. This discussion session explores how we can best prepare such teachers.

Saturday 8:00 AM – 8:55 AM Room 307

Focus on the Periphery: Professional Development for Volunteer Teachers

Discussion

Kristen Walls, Indiana University

Insights from an ethnographic study of a small volunteer-run adult ESL program will spark our discussion of volunteer teacher development. We will consider how volunteer teachers situate themselves in the language teaching profession, and what kind of teacher development best meets their needs.

Saturday 8:00 AM - 8:55 AM Room 405

Change and Resistance in Initial Teacher Curriculum for Chilean Teachers of English

Paper

Miguel Farias, Universidad de Santiago de Chile
Mary Jane Abrahams, Universidad Alberto Hurtado

Introducing change in Chilean teacher education is a challenge to even the most innovative educators. Considering the demands and constraints from different agents, levels and processes involved in language teaching education, we present results from a collaborative project in initial teacher curriculum innovation to be implemented in six Chilean universities.

Saturday 8:30 AM - 8:55 AM Room 301

Preparing Transformative Practitioners for Critical EAP

Paper

Brian Morgan, Glendon College / York University

This paper examines the often difficult transfer of theory to practice in respect to preparing transformative practitioners for English for Academic Purposes through a pre-service “social issues project” in which student-teachers conceptualize and design a blueprint for action (e.g. an advocacy letter, workshop, curricular materials, etc.) for the profession.

Saturday 8:30 AM - 8:55 AM Room 308

Language and Language Teacher Learning and the Integration Model

Paper

Mark K. Warford, Buffalo State College (SUNY)

The integration model offers a socially situated way of framing language learning and language teacher learning. Development progresses from surface to core along two mutually reinforcing trajectories of integration: 1) taking in experiences on the social plane and 2) connecting with an ever-growing array of communities of practice.

Saturday 8:30 AM - 8:55 AM Room 310

The Journey to Becoming a Chinese Language Teacher

Paper

Mary Curran, Rutgers, The State University of New Jersey

This study specifically focuses on Chinese language teacher candidates' beliefs and experiences as students in order to document and understand more about the unique experiences of Chinese language teacher candidates and how their backgrounds influence how they teach.

Saturday 8:30 AM - 8:55 AM Room 403

Community Through Story in the Theory and Methods Class

Paper

Sara Sanders, Coastal Carolina University
Anna Marie Robinson, University of New Brunswick

We facilitate community in our classes as a way of modeling how community enhances and transforms the learning process. Story helps learners connect with each other and the content of the course while providing a way to explore identity, build community, and discover beliefs about teaching and learning.

Saturday 8:30 AM - 8:55 AM Room 404

Language Teacher Education: A Case Study of the Practices of Teacher Preparation in the United States

Paper

Diane Iglesias, Lebanon Valley College
Maria Jesus Vera Cazorla, University of Las Palmas of Gran Canarias

In the United States, state requirements often determine program design and curriculum without the benefits of recent research. This presentation examines the practices of teacher education in the United States by using the specific example of how a private liberal arts college in Pennsylvania prepares students for certification.

SATURDAY MORNING POSTER SESSIONS

Saturday 8:00 AM - 9:00 AM, Room CB

Rethinking the Learner in Teacher Education

Poster

Dick A. Allwright, Lancaster University

Judith Hanks, University of Leeds

This poster relates five propositions about learners to key aspects of initial teacher education such as 'training in method' and 'teaching practice', advocating the treatment of prospective teachers as developing practitioners of learning, not just as future teachers. It offers Exploratory Practice as a framework for addressing the issues involved.

Saturday 8:00 AM - 9:00 AM Room CB

The Rights and Wrongs of Assessing Writing

Poster

Nermin S. Eltorie, American University in Cairo

The presenter discusses the importance of training English instructors on how to design writing rubrics. A project is described that is designed to enhance instructors' knowledge of writing rubrics and designing tasks that fit the needs of their learners. The rubrics and the writing tasks are shared with the audience.

Saturday 8:00 AM - 9:00 AM Room CB

Teacher Burnout and Teachers' Sense of Community within the Workplace: Insights from ESL Instructors

Poster

Derya Kulavuz-Onal, University of South Florida

This paper presents the findings of a study exploring teacher burnout and sense of community among college-level ESL instructors. Participants indicated high levels of sense of community and low levels of burnout. Factors helping to develop sense of community among teachers and implications for teacher learning/development will also be discussed.

Saturday 8:00 AM - 9:00 AM Room CB

Efficacy of One Elementary Preservice Teacher Education Program in Taiwan in Preparing Non-native speakers to Teach English as an International Language

Poster

Susan (Su-Hui) Wu, Tunghai University

Historically, Taiwanese students began learning English in middle school, but now children start in third grade. English Education Departments were established in four teachers' colleges in 2000 to prepare qualified teachers. A single-case study design was employed to investigate how preservice teachers are being prepared to teach English as an international language.

Saturday 8:00 AM - 9:00 AM Room CB

ESL Teachers' Needs for Their Professional Development: The Voice from Ontario

Poster

*Kangxian Zhao, Ontario Institute for Studies in Education/University of Toronto, Canada
Hong Wang, Mount Saint Vincent University*

Professional development is crucial for in-service teachers. In this Poster presentation, we will present research findings from a pilot study of ESL teachers' professional development needs in the Ontario context. Twenty teachers from four language institutes participated in the questionnaire survey study. Implications for ESL teacher education will be discussed.

Saturday 8:00 AM - 9:00 AM Room CB

Language Teachers' ICT-related Knowledge and Their Professional Development in the Context of Chinese National College English Reforms

Poster

Zhiwen Hu, School of Education, the University of Nottingham (Hunan University, P.R. China)

This study investigates EFL teachers' information and communication technology-related knowledge base and relevant policies and practices in context of Chinese College English Reform in which ICT use was highlighted. Methodology covering questionnaire survey, classroom observation, individual interviews and focus groups will be described. Findings will be discussed.

Saturday 8:00 AM - 9:00 AM Room CB

An Evaluation of the EFL Teacher Preparation System in Primary State Schools in Cyprus: Implications For a Pre-service Language Teacher Education Programme

Poster

Kourieos Stella, Frederick University Cyprus

This small-scale qualitative study investigates eighteen EFL primary teachers' perceptions of their initial preparation and in-service training provided by the Ministry of Education. Findings from this study are intended to give rise to further research into the development and integration of a TESOL knowledge base in the Teacher Education programme at University.

Saturday 9:35 AM – 10:30 AM Room 301

ESL Pre-Service Teachers' View of Teaching Practice Supervision and Assessment in Nigeria

Discussion

Funke Lawal, University of Lagos

Nonye Ikonta, University of Lagos

Anthonia Maduekwe, University of Lagos

Oyenike Adeosun, University of Lagos

Teacher trainees have aspirations, expectations, hopes, apprehension and anxiety. This study seeks to analyze the views of ESL teacher trainees and to incorporate their ideas into the structuring and organization of teaching practice in order to help fashion new directions and best practices in Teaching Practice programme design and implementation.

Saturday 9:35 AM - 10:00 AM Room 302

The Value of Sustained Professional Development: A Program Description

Paper

Greg Hopper-Moore, University of Oregon

What impact can action research have in a language teacher's classroom? Is leadership training beneficial to teachers and/or the profession? The Western Initiative for Language Leadership, a two-year program of sustained professional development for language teachers, answers these questions during summer workshops, online collaboration, and mentoring.

Saturday 9:35 AM - 10:00 AM Room 403

Integrating Constructivism into an Online Methods Course

Paper

Cynthia Lundgren, Hamline University

Deirdre Kramer, Hamline University

With the increasing popularity of online courses, creating interactive, constructivist opportunities for student learning is essential. This paper reports on the elements necessary for designing and implementing a constructivist approach to an online ESL Methods course.

Saturday 9:35 AM - 10:00 AM Room 404

What Content Teachers Want: Assessing and Meeting the Professional Development Needs of Secondary Teachers of English Language Learners

Paper

Keiko Samimy, Ohio State University
Karen Newman, Ohio State University
Kathleen Romstedt, Ohio State University

This paper reports on a survey of 144 content teachers to identify gaps in training and determine needs for ESL professional development. It describes how findings were incorporated into an inservice program for content teachers, and then and recommends ways to build communities of practice to address teachers' needs for educating ELLs.

Saturday 9:35 AM - 10:00 AM Room 405

“I Thought My Lesson Was Going Good”: Preparing Secondary English Teacher Candidates for English Language Learners

Paper

Candace Harper, University of Florida
Aliya Mueen, University of Florida
Edwidge Bryant, University of Florida

This paper reports research conducted within a teacher education program engaged in the preparation of all secondary English teacher candidates to work effectively with ELLs. The presenters discuss preservice English teachers' efforts to negotiate disciplinary knowledge and skills specific to teaching ELLs in the context of a practicum.

Saturday 9:35 AM - 10:30 AM Room 308

Approaches to Teacher Education in Technology

Symposium

Thomas N. Robb, Kyoto Sangyo University
Donna Clementi, Concordia University
Frank Tuzi, Tokyo Christian University

Frank Tuzi: An overview of issues in professional development in technology - Because emerging technologies, applications and website development continues at an amazing rate, the need for professional development in language teacher education is critical. The presenter highlights struggles and benefits related to personal and departmental professional development.

Donna Clementi: Learning by Doing – In the online portion of the Master of Education in World Language Instruction program at Concordia College, the effective use of technology is woven into both the delivery of instruction and the performance objectives for the course.

Thomas Robb: Technology implementation at the curriculum level and professional training - The presenter will discuss ways that teaching and learning resources involving technology can

be delivered to the student without relying on all instructors in the curriculum possessing the requisite skills and how this can have a backwash effect on the teachers concerned.

Saturday 9:35 AM - 11:30 AM Room GB

Challenges in Promoting a Learner Centered Perspective in Teacher Education

Symposium

Joan Rubin, Joan Rubin Associates

Martha Nyikos, Indiana University

Virginia Rojas, ASCD

Anna Uhl Chamot, George Washington University

Changing the Teaching-Learning Paradigm has posed major challenges for teacher educators. The panel discusses major issues in this process: *Educational practices/processes promoting learner centered perspective *Constraints in integrating a more learner centered perspective *Solutions for overcoming these constraints *Helping classroom teachers address individual differences *Assessing success in enabling teachers to promote learner control

Saturday 2 AM - 11:30 AM Room 307

Responding to the Needs of Language Teachers: Reconceptualizing Professional Development

Symposium

Amber Gallup, Center for Applied Linguistics

Jennifer Himmel, Center for Applied Linguistics

Ari Sherris, Center for Applied Linguistics

Lisa Tabaku, Center for Applied Linguistics

This symposium outlines how staff at The Center for Applied Linguistics, develop, implement, and reconceptualize professional development for language teacher education based on responding to needs. Presenters represent varied divisions within CAL and bring diverse backgrounds and expertise, including: K-12 mainstream and ESL; foreign language; adult English acquisition; language assessment.

Saturday 9:35 AM - 11:30 AM Room 309

Teacher Development Related to Heritage Speaker Students: Perturbing Assumptions and Possible Solutions

Symposium

Kim Potowski, University of Illinois at Chicago

Maria Carreira, California State University Long Beach

Scott McGinnis, Defense Language Institute, Washington, DC

Joy Peyton, Center for Applied Linguistics

Kathleen Dillon, University of California, Davis

Four presentations will identify the major linguistic and affective differences between heritage speakers and traditional second language learners, and explore options for improved teacher development in working effectively with heritage speaker populations.

Saturday 9:35 AM - 11:30 AM Room 310

Alternative Routes to Language Certification: Threat or Promise?

Symposium

Christine Brown, Glastonbury, CT Public Schools

John Webb, Princeton University

Manuela Wagner, University of Connecticut

This panel will present existing and long-standing models of "alternative routes" to language teacher certification. Models will include programs in liberal arts universities and colleges, schools of education and state departments of education. Panelists include: John Webb, Princeton University; Manuela Wagner, University of Connecticut, and Christine Brown, Glastonbury (CT) Public Schools. Panelists will provide descriptions of their respective programs and discuss the employment prospects for teachers who attend these programs. Active audience participation will be encouraged. Also, workshop participants are encouraged to bring any information about their respective programs to share.

Saturday 10:05 AM - 10:30 AM Room 302

Action Research by Teacher Candidates: Operationalizing the Theories

Paper

Sarah J. Jourdain, Stony Brook University

Saturday. Prosper Sanou, Stony Brook University

We will present 2 studies illustrating our model for integrating action research (AR) into pre-service coursework, compare our model with alternative models, and argue for a greater role for AR in teacher preparation. These studies provide a window into the power of AR to foster critical inquiry among teacher candidates.

Saturday 10:05 AM - 10:30 AM Room 403

Development and Effectiveness of an Online Professional Development Course for Japanese Language Teachers: JOINT (Japanese Online Instruction Network for Teachers)

Paper

Eiko Ushida, University of California, San Diego
Masako Douglas, California State University, Long Beach
Takeshi Sengiku, Gettysburg College

The Alliance of Associations of Teachers of Japanese has launched an online professional development program (JOINT = Japanese Online Instruction Network for Teachers). This presentation will report on the development of the pilot course, learning outcomes, successes, and challenges in developing online professional development courses for Japanese teachers.

Saturday 10:05 AM - 10:30 AM Room 404

We Know What to Do: We Just Can't Do it!: Teacher and Teacher Educator Collaboration

Paper

Susan Gray, University of Auckland

Collegial support and shared theoretical input are required for making changes in teaching practice. This paper discusses the ways in which content teachers overcame difficulties they experienced in bringing a language focus to secondary content teaching. It describes the changes to the TESOL programme that the teacher and teacher educator collaboration inspired.

Saturday 10:05 AM - 10:30 AM Room 405

Preparing Teachers to Teach Academic Vocabulary in ESL Writing Courses

Paper

Rui Ma, University of Maryland

This paper proposes a framework for preparing teachers who will take the initiative to integrate vocabulary instruction into graduate ESL writing courses. The framework prepares teachers to model one's own process of using vocabulary; to scaffold self-regulated learning with the help of vocabulary learning strategies; and to use on-line corpora and concordance tools.

Saturday 10:35 AM – 11:00 AM Room 301

The EPOSTL: a tool for reflection and self-assessment in pre-service teacher education

Paper

Barbara Mehlmauer-Larcher, University of Vienna

The EPOSTL is an innovative instrument for reflection and self-assessment intended primarily for use in pre-service teacher education with the aim of helping student teachers to reflect critically on their didactic knowledge and skills. The department of English at a European

university is amongst the first institutions to integrate the EPOSTL into its pre-service teacher education programme. The paper will explore the potentials and possible limitations of the EPOSTL in terms of promoting and structuring reflection in pre-service teacher education at an early stage.

Saturday 10:35 AM - 11:00 AM Room 302

Issues of Language in Language Teacher Research

Paper

Nikki Ashcraft, Universidad Catolica del Norte

Although the entire action research process is mediated through language, the effect of language on the process is often overlooked. The presenter will highlight some of the language issues faced by EFL teachers in Chile when conducting action research projects. Language choice became particularly salient during the teachers' data collection.

Saturday 10:35 AM - 11:00 AM Room 308

The Impact of Web 2.0 on Language Education

Paper

Frank Tuzi, Tokyo Christian University

How can Web 2.0 impact language education? The presenter will describe Web 2.0, consider why teachers need to acquire an understanding of Web 2.0, suggest ways to leverage Web 2.0 into language education, summarize current trends with Web 2.0 in language teaching, and discuss potential problems and benefits of using Web 2.0.

Saturday 10:35 AM - 11:00 AM Room 403

Teaching Creatively: Alternative Formats for L2 Methodology Courses

Paper

Susan Hildebrandt, Longwood University

Existing technology offers flexibility to language teacher preparation that our predecessors could hardly have imagined. This session offers a framework for an online or online-hybrid L2 methodology course. Practical suggestions, online tools to aid in course development, and feedback from students of the online-hybrid methods course will also be shared.

Saturday 10:35 AM - 11:00 AM Room 404

ESOL and Mainstream Teacher Collaboration

Paper

Margo DelliCarpini, Lehman College, The City University of New York

Amanda Gulla, Lehman College, The City University of New York

Mainstream teachers are often unprepared or under-prepared to address the needs of ESL students, especially those at-risk for academic achievement. Collaboration between mainstream and ESL teachers can be critical for ESL students. This presentation describes a project that builds collaboration skills for teachers enrolled in graduate-level teacher education programs.

Saturday 10:35 AM - 11:00 AM Room 405

Searching for a Rationale for Language Teacher Education Early Field Experiences

Paper

Sandra Rodriguez-Arroyo, Pennsylvania State University

Early field experiences designed for future language teachers are barely discussed in language teacher education research. This talk presents data collected during the implementation of an early field experience for future world language teachers and argues that well-planned teaching experiences could be educative in the development of future language teachers.

Saturday 10:35 AM – 11:00 AM Room 301

Research-Based Professional Development: Using the SIOP Model to Develop Science Literacy in English Language Learners

Paper

Jennifer Himmel, Center for Applied Linguistics

Sandra Gutierrez, Center for Applied Linguistics

As part of a national research project, researchers have created a professional development program designed to help science teachers promote second language development. Presenters will describe SIOP Model workshops that show teachers how to identify and teach language and literacy skills, project-developed science lesson plans, and SIOP coaching.

Saturday 11:05 AM - 11:30 AM Room 302

National K-12 Foreign Language Survey

Paper

Ingrid Pufahl, Center for Applied Linguistics

The Center for Applied Linguistics' National K-12 Foreign Language Survey identifies current patterns and shifts over time in foreign language enrollments, program offerings, teacher qualifications, hiring practices, and the impact of NCLB, among other issues. Results provide a current context for language teacher education and reliable data to inform teacher education.

Saturday 11:05 AM - 11:30 AM Room 308

What the Student Brings

Tech Demonstration & Paper

Duane Sider, Rosetta Stone

Students' lives are influenced powerfully by the Web, mobile phones, MP3 players and other digital devices. These and other aspects of their daily experiences inevitably shape their approaches to learning, communication and success. This session explores how teachers can incorporate these student “gifts” into the 21st century language classroom.

Saturday 11:05 AM - 11:30 AM Room 403

Professor + Video + Facilitator: A Formula for Online Language Teacher Education

Paper

Brenda Murphy, Shenandoah University

Ashley Hastings, Global Language Education Services, Inc.

Rosemary Painter, Eastern Illinois University

John Gilbert, University of Nottingham

Survey data indicate student satisfaction with an online language teacher education model in which faculty teach via video and the Internet, students work at their own pace, and facilitators monitor and grade. The model and supporting data are discussed from the perspectives of two professors, a facilitator, and a student.

Saturday 11:05 AM - 11:30 AM Room 404

Understanding “Understanding by Design”: Insights from the Development of a National K-3 Chinese Curriculum

Paper

Chengbin Yin, Center for Applied Linguistics

Marcia Harmon Rosenbusch, Iowa State University

This paper presents the “understanding by design” practices in the development of a K-3 Chinese curriculum at the Center for Applied Linguistics (CAL) in collaboration with the National K-12 Foreign Language Resource Center (NFLRC). Vignettes of curriculum development activities and sample thematic units are used to showcase the practices.

Saturday 11:05 AM - 11:30 AM Room 405

Burnout and the Beginning Teacher

Paper

Dick A. Allwright, Lancaster University

Inés Miller, Pontifical Catholic University of Rio de Janeiro

Burnout is a problem for experienced teachers, but perhaps the seeds of burnout are sown during initial teacher education? To forearm teachers against burnout, right from the beginning, we need to shift from a technical view of teaching to one that emphasizes the essentially human nature of classroom language teaching.

SATURDAY AFTERNOON POSTER SESSIONS

Saturday 12:00 PM - 1:00 PM, Room CB

A Narrative Inquiry into the Impact of English Curriculum Reforms on Teachers' Professional Identities in Mainland China

Poster

Zhaoyang Liu, The University of Hong Kong

This study investigates three experienced teachers impacted by the English curriculum reforms since the 1980s in mainland China. It explores how the teachers reconstructed their professional identities faced with challenges to fill in research gaps. The findings of complex professional identities indicate the danger of the solely pedagogical reforms.

Saturday 12:00 PM - 1:00 PM, Room CB

Exploratory Practice in Initial Teacher Education: Integration and Work for Understanding

Poster

Ines Miller, Pontifical Catholic University of Rio de Janeiro

Beatriz Barreto, Pontifical Catholic University of Rio de Janeiro

Maria Cristina Goes Monteiro, Pontifical Catholic University of Rio de Janeiro

Fábio Santos, Pontifical Catholic University of Rio de Janeiro

Juliana de Oliveira Sant'Anna dos Santos, Pontifical Catholic University of Rio de Janeiro

Rubiane Guilherme, Pontifical Catholic University of Rio de Janeiro

Michele Valadão Vermelho, Pontifical Catholic University of Rio de Janeiro

This poster, co-authored by four teacher-learners and three teacher educators, combines the group's pre-professional and professional reflection on the process of implementing Exploratory Practice in initial language teacher education. It illustrates how beginning teachers reconceptualize pedagogic practice as 'work for understanding' and integrate an investigative attitude into their pre-professional lives.

Saturday 12:00 PM - 1:00 PM, Room CB

Exploring Change in Preservice Teachers' Beliefs about English Language Learning and Teaching

Poster

Zoreh Eslami, Texas A&M University

The purpose of the present study is to discover preservice Pre-K through 8th grade mainstream teachers' beliefs about language learning in order to better inform future teacher preparation programs.

Saturday 12:00 PM - 1:00 PM, Room CB

HOPE for Integrating Reflective Skills into Language Learning Programs: A Toolbox for Teacher/Coaches

Poster

Elizabeth Barbour Hopkins, SIL International

Programs which empower learners to be successful in their SLA endeavors must include practical tools presented in an integrated approach. Reflection is an essential ingredient throughout. Reflective teacher/coaches are better equipped to train reflective learners. This session illustrates how to groom teacher/coaches and learners in using reflection effectively.

Saturday 12:00 PM - 1:00 PM, Room 308

Teaching Training Development Course in Communicative Competence, EFL Methodology and Optimization of Language Learning Resource Centres

Poster

C. Patricia Alvarez, Universidad de La Sabana Colombia

The focus of this presentation is on the way a Colombian University contributes to the fostering of both bilingualism and the use of Information and Communication Technologies in public educational contexts. Among the outcomes of the course, the presenter will refer to the creation of a Virtual Language Resource Centre which hosts the products created by teachers and will welcome them as members of an academic community of public school teachers.

TECH FOR TEACHERS POSTER SESSIONS

Tech for Teachers is a service for conference attendees to try out new technology and view online presentations and resources. Stop by Room 308 during the breaks to view our web portal and try out some software samples and new equipment. The poster sessions in this area address both resources for language teaching and methods of language teacher preparation that encourage the integration of technology with effective language instruction.

Saturday 12:00 PM - 1:00 PM, Room 308

Internet Technologies and Teaching Techniques

Tech Poster

Zennia Hancock, University of Mary Washington

Erin Korves, University of Mary Washington

Loredana Di Stravolo, University of Mary Washington

This presentation explores how to incorporate varied technologies into the foreign language classroom. Sample technologies include image manipulation software, digital voice recording, MP3 players, the blogosphere, digital stories, Blackboard, and a variety of interactive websites that can be used to complement and/or facilitate class assignments.

Saturday 12:00 PM - 1:00 PM, Room 308

Using Technology To Meet the Needs of Students with Learning Disabilities

Tech Poster

Eve Leons, Landmark College

Computer-based practice is ideally suited to students with learning disabilities in a number of ways. They benefit from rapid feedback, the ability to self-pace, and increased opportunity to practice language in ways that are structured and multimodal.

Saturday 12:00 PM - 1:00 PM, Room 308

Multilingual Family Literacy in ESL

Tech Poster

Talia Kowitt, Howard Community College & University of Maryland

This discussion addresses the use of interactive FL websites with an emphasis on family literacy and maximizing multi-sensory and interactive learning. Participants will be instructed on how to tailor online lessons for their target population. The purpose of this program is to enhance in-class learning of foreign languages using technology.

Afternoon Sessions

Saturday 1:05 PM - 1:30 PM, Room 302

A Model of Mid-Term Conference that promotes pre-service students' overall teaching

Paper

Makiko Tanaka, Kanda University of International Studies, Chiba, Japan

In this talk, the presenter will introduce a model teaching practicum developed for teaching English to young learners in our university. The mid-term conference of the teaching practicum is student-centered and consists of video viewing and peer coaching. The study reports that the mid-term conference contributes substantially to overall teaching.

Saturday 1:05 PM - 1:30 PM, Room 308

Leveraging Web 2.0 Collaboration Sites into Language Teaching and Research

Paper

Frank Tuzi, Tokyo Christian University

Collaborators and developers benefit from the abundance of new web-based tools available. These web applications enable writers and project developers to work together from anywhere on the Internet, thus providing language teachers and researchers emerging opportunities to interact with counterparts from around the globe.

Saturday 1:05 PM - 1:30 PM, Room 403

Inclusivity in Exploratory Practice: A case study of principles in practice

Paper

Judith Hanks, University of Leeds

What is “inclusivity” in Exploratory Practice? What does it mean and what are the implications in practice? This paper will examine these questions and suggest that if inclusivity is indeed a desirable principle for practitioner research in education, then a degree of trust in practitioners will be required.

Saturday 1:05 PM - 1:30 PM, Room 404

Teaching in the Target Language: A Neglected Pedagogical Value?

Paper

Mark K. Warford, Buffalo State College (SUNY)

This session critiques current positions on code-switching, situating them within what is known about students' and teachers' beliefs and practices about teaching in L2. It introduces a workshop designed to respond to the current dissonance between research, standards and practices, and presents impact data gathered from program participants.

Saturday 1:05 PM - 1:30 PM, Room 405

**A National, Collaborative Project in Language Teacher Education in Australia:
Reciprocal Effects of Collaboration Among Communities of Languages Educators**

Paper

Angela Scarino, University of South Australia

Leo Papademetre, University of South Australia

Based on the research, development and implementation of the nationally-coordinated Intercultural Language Teaching and Learning in Practice project in language teacher education, we critically explore some assumptions that need to be negotiated in any professional collaboration. We use data from an extended case study to provide a counterpoint.

Saturday 1:05 PM - 3:00 PM, Room 301

Addressing Teacher Training Challenges in Federal Language Programs

Symposium

Douglas Gilzow, Foreign Service Institute

Lea Christiansen, Intelligence Language Institute

Grazyna Dudney, Defense Language Institute

Barbara DeBoy, National Cryptologic School

A panel of officials with teacher training responsibilities at four of the major federal language training institutions will discuss their challenges and solutions. The panel includes personnel from the Defense Language Institute (DLI), the Foreign Service Institute (FSI), the Intelligence Language Institute (ILI), and the National Cryptologic School (NCS).

Saturday 1:05 PM - 3:00 PM, Room 307

Mentoring Apprentice Language Teacher Educators: Apprenticeships in Action

Symposium

Rebecca Oxford, University of Maryland

Michael Wei, University of Maryland

Donna Bain Butler, University of Maryland

Chien-Yu Lin, University of Maryland

Rui Ma, University of Maryland

The Language Teacher Educator Apprenticeship Model (L-TEAM) mentors doctoral students to become highly productive “apprentice” language teacher educators (LTEs), surpassing ordinary doctoral RA/TA roles. We demonstrate the practical model, built on work by Vygotsky; Alexander; Lave and Wenger; and Brown et al. Audience participants share experiences in language educator professionalization.

Saturday 1:05 PM - 3:00 PM, Room 309

**Preparing Teachers for Linguistically and Culturally Diverse Classrooms:
Perspectives and Possibilities**

Symposium

Clea Schmidt, University of Manitoba

Antoinette Gagne, University of Toronto

Sunny Lau Man Chu, University of Toronto

Yi Li, University of Manitoba

Seonaigh MacPherson, University of British Columbia

This symposium explores the professional learning of teacher educators in the process of teaching ESL pedagogy; the empowerment of teachers through collaborative dialogue about intercultural school-based incidents; and the preparation and integration of immigrant teachers for whom English is an additional language in the K-12 teaching force.

Saturday 1:05 PM - 3:00 PM, Room 310

Teaching Content to ELLs: Collaboration between Universities and Schools

Symposium

Joan Kang Shin, University of Maryland, Baltimore County

JoAnn Crandall, University of Maryland, Baltimore County

John Quinn, University of Maryland, Baltimore County

Lori Edmonds, University of Maryland, Baltimore County

Roberta Girardi, Howard County Public School System

Christopher Browder, Howard County Public School System

Presenters discuss their perspectives on collaboration between a university education department and a public school system to design and implement a new federally funded professional development program to help secondary content teachers improve English language learners' performance in math, science, and social studies. Voices from teachers, administrators, and professors are highlighted.

Saturday 1:05 PM - 3:30 PM, Room GB

Teacher Beliefs, Teacher Practices, and Coaching to Improve Performance

Discussion

Myriam Met, Retired, National Foreign Language Center, University of Maryland

Who is a good teacher? Who wants to be a good teacher? Why aren't all teachers good teachers? How can teacher educators use coaching to empower pre-service and in-service

teachers to self-assess their performance and direct their own progress toward continuous improvement of their instructional practices? In this session you'll have an opportunity to examine recently developed descriptors of highly effective language teachers, learn more about what works (and doesn't work) in changing instructional practices, and become familiar with some of the strategies associated with cognitive coaching.

Saturday 1:35 PM - 2:00 PM, Room 302

Dynamic Assessment in Teacher Education: Using Video Protocols to Intervene in Teacher Thinking and Activity

Paper

Paula Golombek, University of Florida

This paper argues that teacher educator's direct intervention in a video protocol can be viewed as a kind of dynamic assessment. The teacher educator provides an expert's perspective orienting the teachers, reducing their cognitive load, and enabling them to begin appropriating different teacher thinking and activity.

Saturday 1:35 PM - 2:00 PM, Room 308

Teacher Training and Technology of Today

Paper

Nerman S. Eltorie, American University in Cairo

This action research project seeks to answer three major questions. What technological knowledge do future instructors need to perform effectively? How is technology training integrated in teacher training programs? What challenges might trainees encounter? Practical activities on how to integrate technology in teacher training programs are shared with the audience.

Saturday 1:35 PM - 2:00 PM, Room 403

Observation Schemes: Manifesting Current Domains of Teacher Knowledge?

Paper

Drew S. Fagan, Teachers College, Columbia University

This presentation investigates whether the currently studied domains of teacher knowledge are manifested in different observation schemes commonly utilized in second language teacher education. Do the observation schemes appropriately represent these knowledge domains, or do the knowledge domains not completely encapsulate all facets of what teachers are expected to know?

Saturday 1:35 PM - 2:00 PM, Room 404

Implementing Communicative Language Teaching in Togo

Paper

Colleen Maloney-Berman, State University of New York at Buffalo

Janice Nersinger, State University of New York at Buffalo

This paper reports on the background, content and results of a workshop presented in Togo, West Africa, in December 2008. The purpose of the workshop was to help EFL teachers in Togolese secondary schools implement small and effective changes to include communicative language teaching approaches in their classroom teaching.

Saturday 1:35 PM - 2:00 PM, Room 405

Online Professional Development for Second Language Teachers: Considerations for Fostering Intercultural Competencies in Technologically-Mediated Environments

Paper

Erin McCloskey, Harvard Graduate School of Education

A model for online teacher professional development for second language teachers to promote intercultural competencies is proposed. The unique synergies between online learning, adult learning and intercultural inquiry are discussed in support of this theoretical model, as are preliminary findings from a study testing the model.

Saturday 2:05 PM - 2:30 PM, Room 302

The Implications of Case-based Pedagogy Using Practicum-Based Student-Generated Cases for Pre-Service Language Teacher Education: A Pilot Study

Paper

Amy Cournoyer, Boston University

This pilot study investigated the effectiveness of case-based pedagogy using student-generated cases as an instructional tool in the preparation of 12 pre-service ESL, Bilingual, and Modern Foreign Language teachers in a student teaching seminar. The results indicate a strong correlation between case-based pedagogy and positive effects on teacher knowledge, thinking, praxis, and beliefs.

Saturday 2:05 PM - 2:30 PM, Room 308

Teacher Training in Technology: Overcoming Limitations

Tech Paper

Thomas N. Robb, Kyoto Sangyo University

While the need to foster teacher self-autonomy when acquiring new technology is recognized, there is a clear need to go beyond the teacher and to implement resources at the curriculum level

which are then made available to instructors for optional or mandatory instruction. Case studies will be presented.

Saturday 2:05 PM - 2:30 PM, Room 403

Assessing Teachers' Knowledge About Language (KAL)

Paper

Rebecca Burns, University of South Florida, Sarasota-Manatee

Teachers require knowledge about language, but this need is not identified in teacher education. This problem may be partly solved by “beneficial backwash” from effects of professional teacher examinations if such tests reflect KAL content. This paper is a small sample review of KAL face validity in teacher education tests.

Saturday 2:05 PM - 2:30 PM, Room 405

Developing the Intercultural Awareness of Pre-service and In-service Language Teachers

Paper

Andrea DeCapua, The College of New Rochelle

We discuss the development of ESL and foreign language teachers' intercultural awareness in a graduate course designed to examine the relationship between culture and language. After examining how these pre-service and in-service teachers came to new cultural understandings, we share suggestions for incorporating such intercultural awareness in the language classroom.

Saturday 2:35 PM - 3:00 PM, Room 302

Communities of Practice in ESL Reading and Writing Pedagogy

Paper

Joel Hardman, Southern Illinois University, Edwardsville

This presentation describes a journaling activity for graduate students whose goal is to bring students into the “community of practice” of ESL reading/writing pedagogy. Another goal is to allow students to see that developing literacy in a second language also leads to entry into a new community.

Saturday 2:35 PM - 3:00 PM, Room 308

Formative Assessment and the Use of "Clickers" in Pre-Service Teacher Education

Tech Paper

Marinella Garatti, SUNY New Paltz

“Clickers” (electronic voting systems) have become extremely popular in a number of disciplines for assessment purposes, individual and collaborative learning, and enhancement of student motivation, participation, and satisfaction. Literature findings will be compared and contrasted

with the presenter's own experience and results from a student survey in her language-education classes.

Saturday 2:35 PM - 3:00 PM, Room 403

Exploring Tensions Between Teachers' Grammar Teaching Beliefs and Practices

Paper

Simon Phipps, Bilkent University, Turkey

This paper presents findings from longitudinal research which show that tensions between teachers' grammar teaching beliefs and teaching practices can be explained in terms of competition between core and peripheral beliefs. It also demonstrates that collaborative dialogue between teachers and teacher educators can facilitate exploration of such tensions and subsequent teacher development.

Saturday 2:35 PM - 3:00 PM, Room 404

A Collaboration in Less Commonly Taught Languages

Paper

Janice Dowd, Chinese Language Association of Secondary-Elementary Schools

Marty Abbott, American Council on the Teaching of Foreign Languages

Rita Oleksak, Glastonbury Public Schools

In this paper, presenters will discuss the process and results of developing a collaborative teacher training program that has been created for less-commonly taught languages. The purpose is to provide teachers with basic information for teacher certification and continue to support their academic growth throughout the school year.

Saturday 2:35 PM - 3:00 PM, Room 405

Binational Dual Degree Programs in Foreign Language Teacher Education

Paper

Erwin Tschirner, Leipzig University

The reorganization of language and cultural education to provide students with deep transcultural and translingual competence as called for in a recent MLA report (2007) also requires a rethinking of foreign language teacher education. This paper examines binational dual degree M.A. programs as one way to address this issue.

Saturday 3:05 PM - 3:30 PM, Room 302

Exploring 21st Century Dynamics: Changing Roles and Settings for Teacher/Coaches and Learners

Paper

Elizabeth Barbour Hopkins, SIL International

In our increasingly global community, with over 6,000 languages spoken daily, teacher and learner roles are changing as learning settings have vastly increased. We'll explore how teaching and learning in a "world classroom" present unique challenges, celebrating that 21st century dynamics of SLA offer endless adventures for the intrepid!

Saturday 3:05 PM - 3:30 PM, Room 308

Train the Trainers: Introducing Instructors to the Smart Board as a 21st Century Language Teaching Tool

Tech Paper

Eva Szabo, Foreign Service Institute

Dora S. Chanesman, Foreign Service Institute

Staff at the Foreign Service Institute had a creative response when they learned that dozens of Smart Boards would soon be installed in classrooms. Training needs were addressed through two-hour sessions, intensive day-long training, small group hands-on sessions, brown bags, on-line tutorials, open houses, mentoring and more. CDs with resources will be shared.

Saturday 3:05 PM - 3:30 PM, Room 403

Issues in Researching Language Teacher Education

Paper

Drew S. Fagan, Teachers College, Columbia University

This presentation discusses three issues confronting researchers and practitioners in the field of language teacher education: (1) a conflation of terms in the literature, (2) a disparity between language teacher education and general teacher education, and (3) a reduced number of empirical studies utilizing actual classroom interaction.

Saturday 3:05 PM - 3:30 PM, Room 405

Learning about 'Otherness': The Treatment and Impact of Culture Learning in International Language Teacher Preparation Programs

Paper

Geoff Lawrence, OISE / University of Toronto

Culture teaching has a crucial role in 21st century language classrooms. This paper will outline findings from a government-funded Canadian study examining the relationships between teacher education practices and teacher candidate visions of culture teaching and intercultural learning in international language education.



CLOSING PLENARY PRESENTATION

Saturday, May 30, 3:45 pm

Grand Ballroom

Plenary Speaker: Simon Borg, University of Leeds

Teacher Cognition and Communicative Language Teaching

Understanding the relationship between teachers' beliefs and practices is an established theme in language teaching research. Borg examines this theme with specific reference to communicative language teaching (CLT). The findings of research into what teachers say and what they do in relation to CLT will be examined and the implications of this work for language teacher education discussed.



Simon Borg is Reader in TESOL at the School of Education, University of Leeds, where he teaches on the School's MA TESOL programme and supervises PhD students doing research on language teacher education in a number of international contexts. He has been involved in TESOL for 20 years, working as a teacher, teacher educator, lecturer and researcher in a number of different countries. Dr Borg's key interests are teacher cognition - the study of what language teachers know, believe, think and do - grammar teaching, teacher education, teacher research, and research methods. He is the author of *Teacher Cognition and Language Education* (Continuum, 2006) and recent publications also include *Investigating English Language Teaching and Learning in Oman* (2008, Ministry of Education, Oman), *English*

Language Teachers' Conceptions of Research (2009, in *Applied Linguistics*) and a chapter on *Language Teacher Cognition* in *The Cambridge Guide to Second Language Teacher Education* (Cambridge University Press, 2009).

INDEX

- Abbott, Marty, Meeting the ACTFL/NCATE Program Standards, Thursday, 9:00 AM, 308
- Abbott, Marty, A Collaboration in Less Commonly Taught Languages, Saturday, 2:35 PM, 404
- Abrahams, Mary Jane, Change and Resistance in Initial Teacher Curriculum for Chilean Teachers of English, Saturday, 8:30 AM, 405
- Adeosun, Oyenike, ESL Pre- Service Teachers' View of Teaching Practice Supervision and Assessment in Nigeria, Saturday, 9:35 AM, 301
- Ahn, Seongmee, The relationship between ESL teacher backgrounds and teacher written feedback practices, Friday, 12:05 PM, 404
- Akcan, Sumru, Watching Teachers Watch Themselves: Non-Native Pre-Service English Teachers, Saturday, 8:00 AM, 403
- Allwright, Dick A., Rethinking the Learner in Teacher Education, Saturday, 8:00 AM, CB
- Allwright, Dick A., Burnout and the Beginning Teacher, Saturday, 11:05 AM, 405
- Allwright, Dick, The Beginning Teacher as Learner, Friday, 8:00 AM, 308
- Alvarez, C. Patricia, Teaching Training Development Course in Communicative Competence, EFL Methodology and Optimization of Language Learning Resource Centres, Saturday, 12:00 PM, 308
- Apanpa, Olasumbo, Instructional Dynamics in TESL in Nigeria, Friday, 8:30 AM, 307
- Ashcraft, Nikki, Introducing Preservice Teachers to Professional Development, Friday, 3:50 PM, 308
- Ashcraft, Nikki, Issues of Language in Language Teacher Research, Saturday, 10:35 AM, 302
- Austin, Theresa, Going Glocal: Local Knowledge as a Critical Resource in Language Teacher Education, Friday, 11:35 AM, 310
- Barajas, Elizabeth Ruiz-Esparza, Experienced University Teachers in Mexico and Knowledge Bases for Teaching: A Case Study, Friday, 4:20 PM, 403
- Barkhuizen, Gary, Relational Consequences of Knowing What To Do: ESOL Home Tutors and Their Refugee/Migrant Learners, Friday, 4:50 PM, 405
- Barletta, Norma, Theories of Learning: Adhesions and Rejections in a Teacher Education Program, Friday, 3:50 PM, 403
- Barreto, Beatriz, Exploratory Practice in Initial Teacher Education: Integration and Work for Understanding, Saturday, 12:00 PM, CB
- Bartoshesky, Abigail, Connecting Research to Practice in Language Teacher Education, Friday, 1:00 PM, CB
- Bastos, Maria-Thereza, Myths, Misconceptions, and Rationalizations: Preservice teacher approaches to teaching, Friday, 3:20 PM, 405

- Bateman, Blair, Spanish for Heritage Speakers in Utah: A Statewide Survey of Spanish Teachers, Friday, 11:35 AM, 403
- Bearse, Carol, What Do Teachers Need to Know about Literacy, Language, and Culture?, Friday, 10:35 AM, 309
- Berbeco, Steven, The Marhaba! Curriculum and Strategies That Work, Friday, 12:05 PM, 308
- Bigelow, Martha, Learning Advocacy: Teacher Education Practices and Teacher Knowledge, Thursday, 9:00 AM, 309
- Blackburn, Laura, Written Language Approach: Supporting Deaf Children's Learning of English Through American Sign Language, Friday, 3:20 PM, 308
- Borg, Simon, Assessing the Impact of Language Teacher Education, Thursday, 1:00 PM, 310
- Borg, Simon, Teacher Cognition and Communicative Language Teaching, Saturday, 3:45 PM, GB
- Börjesson, Lena, Using the European Portfolio for Student Teachers of Languages to Improve Collaboration, Friday, 3:20 PM, 301
- Brito, Katarina, Teachers Crossing Borders: Preparing for Increasing Diversity in the Public Schools, Friday, 10:35 AM, 310
- Brogden, Lace Marie, Reproducing Linguistic Subjectivities in Immersion and Minority Language, Friday, 10:35 AM, 405
- Browder, Christopher, Teaching Content to ELLs: Collaboration between Universities and Schools, Saturday, 1:05 PM, 310
- Brown, Christine, Alternative Routes to Language Certification: Threat or Promise?, Saturday, 9:35 AM, 310
- Bryant, Edwidge, "I Thought My Lesson Was Going Good": Preparing Secondary English Teacher Candidates for English Language Learners, Saturday, 9:35 AM, 405
- Bullmaster-Day, Marcella, What Do Teachers Need to Know about Literacy, Language, and Culture?, Friday, 10:35 AM, 309
- Burke, April, Mainstream Elementary Teachers' Perspectives on the Knowledge Base for Teaching English Language Learners, Friday, 3:50 PM, 404
- Burns, Rebecca, Assessing Teachers' Knowledge About Language (KAL), Saturday, 2:05 PM, 403
- Butler, Donna Bain, Mentoring Apprentice Language Teacher Educators: Apprenticeships in Action, Saturday, 1:05 PM, 307
- Byrnes, Heidi, Preparing Teachers to Articulate Content and Language in Language Instruction, Thursday, 1:00 PM, 307
- Cardenas Beltran, Melba Libia, Collaboration in Teacher-Study Groups: Conditions for Sustained Networking, Friday, 4:20 PM, 309
- Carmona, David, Integrating Byki into the Classroom, Friday, 1:00 PM, 308

- Carreira, Maria, Teacher Development Related to Heritage Speaker Students: Perturbing Assumptions and Possible Solutions, Saturday, 9:35 AM, 309
- Carroll, Sherrie, Imagery and Imagination in TESOL Teacher Identity Construction, Friday, 11:35 AM, 405
- Cavour-Espinoza, Isabel, Articulation Between Teacher Education Classes and Field Experiences, Friday, 8:00 AM, 404
- Cazorla, Maria Jesus Vera , Language Teacher Education: A Case Study of the Practices of Teacher Preparation in the Canary Islands, Spain, Saturday, 8:00 AM, 404
- Cazorla, Maria Jesus Vera, Language Teacher Education: A Case Study of the Practices of Teacher Preparation in the United States, Saturday, 8:30 AM, 404
- Chanesman, Dora S., Train the Trainers: Introducing Instructors to the Smart Board as a 21st Century Language Teaching Tool, Saturday, 3:05 PM, 308
- Cheng, Dazhi, A Linguistic Knowledge Base for Mainstream Teachers of English Language Learners, Friday, 4:20 PM, 404
- Cheng, Xiaotang, Pursuing Professional Development in China: STEPSS, Friday, 10:35 AM, 302
- Childs, Sharon, Second Language Teacher Learning: Concept Development and Transformation of Teaching Activity, Friday, 12:05 PM, 405
- Christiansen, Lea, Addressing Teacher Training Challenges in Federal Language Programs, Saturday, 1:05 PM, 301
- Clementi, Donna, Learning by Doing: A Hybrid Approach to a Masters Program in World Language Instruction, Friday, 1:00 PM, CB
- Clementi, Donna, Teacher Training in Technology: Overcoming Limitations, Saturday, 2:05 PM, 308
- Collier, Shartriya, Family Literacy and Community Building: Developing Teacher Advocates in the Post-Proposition 227 Era, Friday, 8:00 AM, 403
- Colville-Hall, Susan, Lessons from an Accelerated Program, Friday, 11:35 AM, 308
- Colville-Hall, Susan, Articulation Between Teacher Education Classes and Field Experiences, Friday, 8:00 AM, 404
- Cournoyer, Amy, The Implications of Case-based Pedagogy Using Practicum-Based Student-Generated Cases for Pre-Service Language Teacher Education: A Pilot Study, Saturday, 2:05 PM, 302
- Crandall, JoAnn, Teaching Content to ELLs: Collaboration between Universities and Schools, Saturday, 1:05 PM, 310
- Crandall, Jodi, Models of On-Going Professional Development for Language Teachers, Thursday, 1:00 PM, 302
- Cripps, Jody H., Written Language Approach: Supporting Deaf Children's Learning of English Through American Sign Language, Friday, 3:20 PM, 308

- Cunningham, Bill, A Model for Teacher Educator Communities of Practice : A Virginia Consortium, Friday, 3:20 PM, 302
- Curran, Mary, The Journey to Becoming a Chinese Language Teacher, Saturday, 8:30 AM, 310
- Curran, Mary, Sharing Responsibilities for Tomorrow's Teachers: Schools and Universities Working Together, Friday, 10:35 AM, 307
- De Costa, Elena M., The Professional Development Plan Initiative: Collaborations, Standards, and Curriculum Planning in Language Teacher Education, Friday, 3:50 PM, 309
- de Oliveira Sant'Anna dos Santos, Juliana, Exploratory Practice in Initial Teacher Education: Integration and Work for Understanding, Saturday, 12:00 PM, CB
- de Oliveira, Luciana C. Mainstream Elementary Teachers' Perspectives on the Knowledge Base for Teaching English Language Learners, Friday, 3:50 PM, 404
- de Oliveira, Luciana C., A Linguistic Knowledge Base for Mainstream Teachers of English Language Learners, Friday, 4:20 PM, 404
- DeBoy, Barbara, Addressing Teacher Training Challenges in Federal Language Programs, Saturday, 1:05 PM, 301
- DeCapua, Andrea, Developing the Intercultural Awareness of Pre-service and In-service Language Teachers, Saturday, 2:05 PM, 405
- Decker, Karen, What Language School Directors Seek in a New Foreign Language Teacher, Friday, 3:20 PM, 310
- Deckert, Sharon, Critical Approaches: Countering the Normalizing Gaze in Language Teacher Training, Friday, 3:20 PM, 307
- DelliCarpini, Margo, ESOL and Mainstream Teacher Collaboration, Saturday, 10:35 AM, 404
- Di Stravolo, Loredana, Internet Technologies and Teaching Techniques, Saturday, 12:00 PM, 308
- Diamond, Kathleen, What Language School Directors Seek in a New Foreign Language Teacher, Friday, 3:20 PM, 310
- Dillon, Kathleen, Teacher Development Related to Heritage Speaker Students: Perturbing Assumptions and Possible Solutions, Saturday, 9:35 AM, 309
- DiPillo, Pat, Instructional Practices Inventory for Language Teachers, Friday, 8:00 AM, Room 310
- Dixon, Edward, Language Learning in the Age of Globalization, Friday, 1:00 PM, 308
- Douglas, Masako, Development and Effectiveness of an Online Professional Development Course for Japanese Language Teachers: JOINT (Japanese Online Instruction Network for Teachers), Saturday, 10:05 AM, 403
- Dowd, Janice, A Collaboration in Less Commonly Taught Languages, Saturday, 2:35 PM, 404
- Doyle, Deidre, What Language School Directors Seek in a New Foreign Language Teacher, Friday, 3:20 PM, 310

- Dudney, Grazyna, Addressing Teacher Training Challenges in Federal Language Programs, Saturday, 1:05 PM, 301
- Eddy, Jennifer , Developing Teacher Expertise in Backward Design and Performance Assessment, Thursday, 1:00 PM, 308
- Eddy, Jennifer, Sharing Responsibilities for Tomorrow's Teachers: Schools and Universities Working Together, Friday, 10:35 AM, 307
- Edmonds, Lori, Teaching Content to ELLs: Collaboration between Universities and Schools, Saturday, 1:05 PM, 310
- Edwards, Janette, Mentoring the Mentors: Successes and Challenges in Developing Teacher Educators, Friday, 11:35 AM, 302
- Edwards, Wade, Project LINC: A Collaboration of Language Instructors and Disability Services, Friday, 3:20 PM, 403
- Eissa, Muhammad, Preparing Arabic Language Teachers, Thursday, 1:00 PM, 414
- Eltorie, Nermin S., Teacher Training and Technology of Today, Saturday, 1:35 PM, 308
- Eltorie, Nermin S., The Rights and Wrongs of Assessing Writing, Saturday, 8:00 AM, CB
- Eslami, Zoreh, Exploring Change in Preservice Teachers' Beliefs about English Language Learning and Teaching, Saturday, 12:00 PM, CB
- Everson, Mike, Fostering Development of US LCTL Teachers: A Startalk Perspective, Friday 10:35 AM, Room 301
- Fagan, Drew S., Issues in Researching Language Teacher Education, Saturday, 3:05 PM, 302
- Fagan, Drew S., Observation Schemes: Manifesting Current Domains of Teacher Knowledge?, Saturday, 1:35 PM, 403
- Farias, Miguel, Change and Resistance in Initial Teacher Curriculum for Chilean Teachers of English., Saturday, 8:00 AM, 405
- Fenner, Anne-Brit, A Reflective European Portfolio for Student Teachers of Languages, Thursday, 9:00 AM, 414
- Fenner, Anne-Brit, Using the European Portfolio for Student Teachers of Languages to Improve Collaboration, Friday, 3:20 PM, 301
- Fink, Linda, Teachers Crossing Borders: Preparing for Increasing Diversity
in the Public Schools, Friday, 10:35 AM, 310
- Fleurquin, Fernando , Globalization of Language Teacher Education Programs: Opportunities and Challenges, Friday, 3:20 PM, GB
- Fox, Rebecca, Meeting the ACTFL/NCATE Program Standards, Thursday, 9:00 AM, 308
- Fox, Rebecca, A Model for Teacher Educator Communities of Practice : A Virginia Consortium, Friday, 3:20 PM, 302

- Franklin, Laura, A Model for Teacher Educator Communities of Practice : A Virginia Consortium, Friday, 3:20 PM, 302
- Freeman, Donald, Pursuing Professional Development in China: STEPSS, Friday, 10:35 AM, 302
- Freeman, Donald, High-leverage Practices in Second Language Teacher Education, Friday, 4:50 PM, 308
- Fuad Selvi, Ali, Social Networks in Language Teacher Education: Using Wikis, Facebook, and Wimba, Friday, 10:35 AM, GB
- Fuad Selvi, Ali, "Not Everyone Is Going To Be Best Friends": Challenges and Opportunities for Collaborations that Benefit English Language Learners, Friday, 11:35 AM, 309
- Gagne, Antoinette, Preparing Teachers for Linguistically and Culturally Diverse Classrooms: Perspectives and Possibilities, Saturday, 1:05 PM, 309
- Gallup, Amber, Responding to the Needs of Language Teachers: Reconceptualizing Professional Development, Saturday, 9:35 AM, 307
- Garatti, Marinella, Formative Assessment and the Use of "Clickers" in Pre-Service Teacher Education, Saturday, 2:35 PM, 308
- García, Paul A., Sharing Responsibilities for Tomorrow's Teachers: Schools and Universities Working Together, Friday, 10:35 AM, 307
- Gilbert, John, Professor + Video + Facilitator: A Formula for Online Language Teacher Education, Saturday, 11:05 AM, 403
- Gilzow, Douglas, Addressing Teacher Training Challenges in Federal Language Programs, Saturday, 1:05 PM, 301
- Girardi, Roberta, Teaching Content to ELLs: Collaboration between Universities and Schools, Saturday, 1:05 PM, 310
- Golombek, Paula, Dynamic Assessment in Teacher Education: Using Video Protocols to Intervene in Teacher Thinking and Activity, Saturday, 1:35 PM, 302
- Gong, Yafu, Pursuing Professional Development in China: STEPSS, Friday, 10:35 AM, 302
- González, Adriana, On Becoming a Bilingual Country: Views of a Local Teacher Educator, Friday, 4:50 PM, 403
- Gordon, Daryl, Action Research in Teacher Preparation: Scaffolding Reflective Practitioners, Friday, 8:00 AM, 309
- Gray, Susan, We Know What to Do: We Just Can't Do it!: Teacher and Teacher Educator Collaboration, Saturday, 10:05 AM, 404
- Gritsenko, Elena, Teacher Development Course in the ESP context at Perm State University, Russia, Friday, 12:05 PM, 403
- Guilherme, Rubiane, Exploratory Practice in Initial Teacher Education: Integration and Work for Understanding, Saturday, 12:00 PM, CB

- Gulla, Amanda, ESOL and Mainstream Teacher Collaboration, Saturday, 10:35 AM, 404
- Gutierrez, Sandra, Research-Based Professional Development: Using the SIOP Model to Develop Science Literacy in English Language Learners, Saturday, 2:05 PM, 404
- Hanauer, David I., Critical Approaches: Countering the Normalizing Gaze in Language Teacher Training, Friday, 3:20 PM, 307
- Hancock, Zennia, Internet Technologies and Teaching Techniques, Saturday, 12:00 PM, 308
- Hanks, Judith, Rethinking the Learner in Teacher Education, Saturday, 8:00 AM, CB
- Hanks, Judith, The Beginning Teacher as Learner, Friday, 8:00 AM, 308
- Hanks, Judith, Inclusivity in Exploratory Practice: A case study of principles in practice, Saturday, 1:05 PM, 403
- Hansen-Thomas, Holly H., First Things First: Insiders' Views on the Role of Culture in a Professional Development Program for Secondary-Level Urban Teachers, Friday, 4:50 PM, 404
- Hardman, Joel, Communities of Practice in ESL Reading and Writing pedagogy, Saturday, 2:35 PM, 302
- Harper, Candace, "I Thought My Lesson Was Going Good": Preparing Secondary English Teacher Candidates for English Language Learners, Saturday, 9:35 AM, 405
- Hassan, Wafa, Preparing Arabic Language Teachers, Thursday, 1:00 PM, 414
- Hastings, Ashley, Professor + Video + Facilitator: A Formula for Online Language Teacher Education, Saturday, 11:05 AM, 403
- Hertel, Tammy, Teachers Crossing Borders: Preparing for Increasing Diversity in the Public Schools, Friday, 10:35 AM, 310
- Hildebrandt, Susan, A Model for Teacher Educator Communities of Practice : A Virginia Consortium, Friday, 3:20 PM, 302
- Hildebrandt, Susan, Teaching Creatively: Alternative Formats for L2 Methodology Courses, Saturday, 10:35 AM, 403
- Himmel, Jennifer, Research-Based Professional Development: Using the SIOP Model to Develop Science Literacy in English Language Learners, Saturday, 2:05 PM, 404
- Himmel, Jennifer, Responding to the Needs of Language Teachers: Reconceptualizing Professional Development, Saturday, 9:35 AM, 307
- Hopkins, Elizabeth Barbour, HOPE for Integrating Reflective Skills into Language Learning Programs: A Toolbox for Teacher/Coaches, Saturday, 12:00 PM, CB
- Hopkins, Elizabeth Barbour, Exploring 21st Century Dynamics: Changing Roles and Settings for Teacher/Coaches and Learners, Saturday, 3:05 PM, 403
- Hopper-Moore, Greg, The Value of Sustained Professional Development: A Program Description, Saturday, 9:35 AM, 302

- Hu, Zhiwen, Language Teachers' ICT-related Knowledge and Their Professional Development in the Context of Chinese National College English Reforms, Saturday, 8:00 AM, CB
- Iglesias, Diane, Language Teacher Education: A Case Study of the Practices of Teacher Preparation in the Canary Islands, Spain, Saturday, 8:00 AM, 404
- Iglesias, Diane, Language Teacher Education: A Case Study of the Practices of Teacher Preparation in the United States, Saturday, 8:30 AM, 404
- Ikonta, Nonye, ESL Pre- Service Teachers' View of Teaching Practice Supervision and Assessment in Nigeria, Saturday, 9:35 AM, 301
- Ingold, Catherine, Fostering Development of US LCTL Teachers: A Startalk Perspective, Friday 10:35 AM, Room 301
- Jackson, Frederick, What Language School Directors Seek in a New Foreign Language Teacher, Friday, 3:20 PM, 310
- Jain, Rashi, “The World Condensed into Four Walls”: Teaching to and about Cross-Cultural Communication in Diverse Language Teacher Education Classrooms, Friday, 1:00 PM, CB
- Johnson, Karen, A Sociocultural Perspective on Language Teacher Education, Friday, 2:00 PM, GB
- Johnston, Bill, Collaborative Teacher Development, Thursday, 1:00 PM, 301
- Johnston, Bill, The Moral Lives of Teacher Educators, Friday, 9:15 AM, GB
- Jourdain, Sarah J., Saturday. Prosper Sanou, Action Research by Teacher Candidates: Operationalizing the Theories, Saturday, 10:05 AM, 302
- Kassen, Margaret Ann, Social Networks in Language Teacher Education: Using Wikis, Facebook, and Wimba, Friday, 10:35 AM, GB
- Kennedy, Teresa, The GLOBE Program: Promoting International Language Collaborations, Friday, 1:00 PM, CB
- Kenny, Catherine, “Not Everyone Is Going To Be Best Friends”: Challenges and Opportunities for Collaborations that Benefit English Language Learners, Friday, 11:35 AM, 309
- Korves, Erin, Internet Technologies and Teaching Techniques, Saturday, 12:00 PM, 308
- Kowitt, Talia, Multilingual Family Literacy in ESL, Saturday, 12:00 PM, 308
- Kramer, Deirdre, Integrating Constructivism into an Online Methods Course, Saturday, 9:35 AM, 403
- Krug, Clara, Sustaining Language Teacher Collaboration, Friday, 3:20 PM, 309
- Kulavuz-Onal, Derya, Teacher Burnout and Teachers' Sense of Community within the Workplace: Insights from ESL Instructors, Saturday, 8:00 AM, CB
- Kuo, Nai-Hua, Mainstream Elementary Teachers' Perspectives on the Knowledge Base for Teaching English Language Learners, Friday, 3:50 PM, 404
- Lan, Shu-Wen, A Linguistic Knowledge Base for Mainstream Teachers of English Language Learners, Friday, 4:20 PM, 404

- Lan, Shu-Wen, Mainstream Elementary Teachers' Perspectives on the Knowledge Base for Teaching English Language Learners, Friday, 3:50 PM, 404
- Lavine, Roberta, Social Networks in Language Teacher Education: Using Wikis, Facebook, and Wimba, Friday, 10:35 AM, GB
- Lawal, Funke, Instructional Dynamics in TESL in Nigeria, Friday, 8:30 AM, 307
- Lawal, Funke, ESL Pre- Service Teachers' View of Teaching Practice Supervision and Assessment in Nigeria, Saturday, 9:35 AM, 301
- Lawrence, Geoff, Learning about 'Otherness': The Treatment and Impact of Culture Learning in International Language Teacher Preparation Programs, Saturday, 3:05 PM, 405
- Leech, Tom, Success and Failure in Alternative Teacher Preparation Programs, Friday, 11:05 AM, 308
- Leons, Eve, Using Technology To Meet the Needs of Students with Learning Disabilities, Saturday, 12:00 PM, 308
- Li, Yi, Preparing Teachers for Linguistically and Culturally Diverse Classrooms: Perspectives and Possibilities, Saturday, 1:05 PM, 309
- Lin, Chien-Yu, Mentoring Apprentice Language Teacher Educators: Apprenticeships in Action, Saturday, 1:05 PM, 307
- Linville, Heather, Globalization of Language Teacher Education Programs: Opportunities and Challenges, Friday, 3:20 PM, GB
- Liu, Zhaoyang, A Narrative Inquiry into the Impact of English Curriculum Reforms on Teachers' Professional Identities in Mainland China, Saturday, 12:00 PM, CB
- Lou, Wen-Ling, Cultivating the Capacity for Reflective Practice: Six Professional Development Cases Study of L2/EFL Teachers in Taiwan, Friday, 10:35 AM, 404
- Lu, Marina (Minhui), Teaching Chinese as a Foreign Language in America: A Discovery and Self-discovery Process of a Teaching Assistant, Friday, 1:00 PM, CB
- Lundgren, Cynthia, Integrating Constructivism into an Online Methods Course, Saturday, 9:35 AM, 403
- Luo, Shaoqian, Pursuing Professional Development in China: STEPSS, Friday, 10:35 AM, 302
- Lybeck, Karen, The Pedagogical Grammar Class: We're talking the talk, but are we walking the walk?, Friday, 8:00 AM, 302
- Lynn, Michael The Impact of Web 2.0 on Language Education, Saturday, 10:35 AM, 308
- Ma, Rui, Mentoring Apprentice Language Teacher Educators: Apprenticeships in Action, Saturday, 1:05 PM, 307
- Ma, Rui, Preparing Teachers to Teach Academic Vocabulary in ESL Writing Courses, Saturday, 10:05 AM, 405
- Mabbott, Ann, Collaborative Program Evaluation that Leads to Program Change, Friday, 3:20 PM, 404

- MacPherson, Seonaigh, Preparing Teachers for Linguistically and Culturally Diverse Classrooms: Perspectives and Possibilities, Saturday, 1:05 PM, 309
- Maduekwe, Anthonia, ESL Pre- Service Teachers' View of Teaching Practice Supervision and Assessment in Nigeria Saturday, 9:35 AM, 301
- Malone, Meg, Understanding Assessment: Resources for Language Educators, Thursday, 9:00 AM, 302
- Maloney-Berman, Colleen, Implementing Communicative Language Teaching in Togo, Saturday, 1:35 PM, 404
- Man Chu Lau, Sunny, Preparing Teachers for Linguistically and Culturally Diverse Classrooms: Perspectives and Possibilities, Saturday, 1:05 PM, 309
- Marinakakis, Alikis, Learning From the Land: Intergenerational Language Mentorship, Friday, 4:20 PM, 405
- Martin-Beltrán, Melinda, “Not Everyone Is Going To Be Best Friends”: Challenges and Opportunities for Collaborations that Benefit English Language Learners, Friday, 11:35 AM, 309
- Matsuzawa, Chie, Preparing Teachers to Teach Cultural Perspectives, Saturday, 8:00 AM, 310
- McCafferty, Jacqueline, We're All Teachers of English Language Learners”: Innovative Practices in a Professional Development Model for Teaching ELL Students in Content Area Classrooms, Saturday, 12:00 PM, CB
- McCloskey, Erin, Online Professional Development for Second Language Teachers: Considerations for Fostering Intercultural Competencies in Technologically-Mediated Environments, Saturday, 1:35 PM, 405
- McGinnis, Scott, What Language School Directors Seek in a New Foreign Language Teacher, Friday, 3:20 PM, 310
- McGinnis, Scott, Teacher Development Related to Heritage Speaker Students: Perturbing Assumptions and Possible Solutions, Saturday, 9:35 AM, 309
- Mehlmauer-Larcher, Barbara, The EPOSTL: a tool for reflection and self-assessment in pre-service teacher education, Saturday, 10:35 AM, Room 301
- Merrill, Margaret, Teaching the Less Commonly Taught: Preparing Instructors of Less Commonly Taught Languages Through Online Methods Courses, Friday, 11:05 AM, 403
- Met, Myriam, Teacher Beliefs, Teacher Practices, and Coaching to Improve Performance, Saturday, 1:05 PM, GB
- Miller, Inés, Burnout and the Beginning Teacher, Saturday, 11:05 AM, 405
- Miller, Inés, Exploratory Practice in Initial Teacher Education: Integration and Work for Understanding, Saturday, 12:00 PM, CB
- Mohanty, Ajit, English-Vernacular-Other Language Divide and Classroom Practices in India: Is the Teacher a Cog in the Policy Wheel?, Friday, 8:00 AM, 405
- Montee, Meg, Understanding Assessment: Resources for Language Educators, Thursday, 9:00 AM, 302

- Monteiro, Maria Cristina Goes, Exploratory Practice in Initial Teacher Education: Integration and Work for Understanding, Saturday, 12:00 PM, CB
- Morgan, Brian, Preparing Transformative Practitioners for Critical EAP, Saturday, 8:30 AM, 301
- Morgan, Lisa, Learning Advocacy: Teacher Education Practices and Teacher Knowledge, Thursday, 9:00 AM, 309
- Mueen, Aliya, "I Thought My Lesson Was Going Good": Preparing Secondary English Teacher Candidates for English Language Learners, Saturday, 9:35 AM, 405
- Murphy, Brenda, Professor + Video + Facilitator: A Formula for Online Language Teacher Education, Saturday, 11:05 AM, 403
- Murphy, Dianna, Teaching the Less Commonly Taught: Preparing Instructors of Less Commonly Taught Languages Through Online Methods Courses, Friday, 11:05 AM, 403
- Murphy-Judy, Kathryn, A Model for Teacher Educator Communities of Practice : A Virginia Consortium, Friday, 3:20 PM, 302
- Nauman, Gretchen, Developing New Concepts of Language and Teaching in an English Literacy Seminar, Friday, 3:50 PM, 405
- Nersinger, Janice, Implementing Communicative Language Teaching in Togo, Saturday, 1:35 PM, 404
- Newman, Karen, What Content Teachers Want: Assessing and Meeting the Professional Development Needs of Secondary Teachers of English Language Learners, Saturday, 9:35 AM, 404
- Nihlén, Cecilia, Using the European Portfolio for Student Teachers of Languages to Improve Collaboration, Friday, 3:20 PM, 301
- Nihlen, Cecilia, A Reflective European Portfolio for Student Teachers of Languages, Thursday, 9:00 AM, 414
- Novak, Catherine, "Not Everyone Is Going To Be Best Friends": Challenges and Opportunities for Collaborations that Benefit English Language Learners, Friday, 11:35 AM, 309
- Nyikos, Martha, Myths, Misconceptions, and Rationalizations: Preservice teacher approaches to teaching, Friday, 3:20 PM, 405
- Nyikos, Martha, Challenges in Promoting a Learner Centered Perspective in Teacher Education, Saturday, 9:35 AM, GB
- Oleksak, Rita, A Collaboration in Less Commonly Taught Languages, Saturday, 2:35 PM, 404
- Oxford, Rebecca, Social Networks in Language Teacher Education: Using Wikis, Facebook, and Wimba, Friday, 10:35 AM, GB
- Oxford, Rebecca, Opening Up Teacher Educators' Toolbox for L2 Learning Strategy Assessment, Thursday, 1:00 PM, 309
- Oxford, Rebecca, Mentoring Apprentice Language Teacher Educators: Apprenticeships in Action, Saturday, 1:05 PM, 307

- Painter, Rosemary, Professor + Video + Facilitator: A Formula for Online Language Teacher Education, Saturday, 11:05 AM, 403
- Papademetre, Leo, A National Collaborative Project in Language Teacher Education in Australia: Reciprocal Effects of Collaboration Among Communities of Languages Educators, Saturday, 1:05 PM, 405
- Park, Gloria, Critical Approaches: Countering the Normalizing Gaze in Language Teacher Training, Friday, 3:20 PM, 307
- Park, Gloria, Identity Research in Language & Education: Perspectives & Directions , Friday, 10:35 AM, 302
- Peercy, Megan Madigan, “Not Everyone Is Going To Be Best Friends”: Challenges and Opportunities for Collaborations that Benefit English Language Learners, Friday, 11:35 AM, 309
- Peercy, Megan Madigan, Second Language Teacher Portfolios: What Is Their Purpose and Who Are They For?, Friday, 8:00 AM, 301
- Perren, James M., Willfully Working on Wait Time: Developing Metapedagogical Awareness with Intercultural Teacher Centered Peer Coaching, Friday, 4:20 PM, 308
- Peyton, Joy, Teacher Development Related to Heritage Speaker Students: Perturbing Assumptions and Possible Solutions, Saturday, 9:35 AM, 309
- Phipps, Simon, Exploring Tensions Between Teachers' Grammar Teaching Beliefs and Practices, Saturday, 2:35 PM, 403
- Polyakova, Svetlana, Teacher Development Course in the ESP context at Perm State University, Russia, Friday, 12:05 PM, 403
- Potowski, Kim, Teacher Development Related to Heritage Speaker Students: Perturbing Assumptions and Possible Solutions, Saturday, 9:35 AM, 309
- Pufahl, Ingrid, National K-12 Foreign Language Survey, Saturday 11:05 AM, 302
- Quinn, John, Teaching Content to ELLs: Collaboration between Universities and Schools, Saturday, 1:05 PM, 310
- Reis, Davi, Non-native English-Speaking Teachers (NNESTs) and Professional Legitimacy: A Sociocultural Theoretical Perspective on Identity Development, Friday, 10:35 AM, 403
- Richards, Jack, Professional Development for Language Teachers: Strategies and Options, Thursday, 9:00 AM, 310
- Richards, Jack, Second Language Teacher Education in Times of Change, Thursday, 5:00 PM, GB
- Rivera, Gladys, Preparing Teachers to Teach Cultural Perspectives, Saturday, 8:00 AM, 310
- Robb, Thomas N., Approaches to Teacher Education in Technology, Saturday, 9:35 AM, 308
- Robb, Thomas N., Teacher Training in Technology: Overcoming Limitations, Saturday, 2:05 PM, 308
- Robinson, Anna Marie, Community Through Story in the Theory and Methods Class, Saturday, 8:30 AM, 403

- Rodriguez-Arroyo, Sandra, Searching for a Rationale for Language Teacher Education Early Field Experiences, Saturday, 10:35 AM, 405
- Rojas, Virginia, Challenges in Promoting a Learner Centered Perspective in Teacher Education, Saturday, 9:35 AM, GB
- Romstedt, Kathleen, What Content Teachers Want: Assessing and Meeting the Professional Development Needs of Secondary Teachers of English Language Learners, Saturday, 9:35 AM, 404
- Rosenbusch, Marcia Harmon, Understanding “Understanding by Design”: Insights from the Development of a National K-3 Chinese Curriculum, Saturday, 11:05 AM, 404
- Ross, John, Technology Integration for Meaningful Classroom Use, Thursday, 1:00 PM, Duquès Hall, rm 350
- Rubin, Joan, Building Teacher Skills to Teach Listening, Thursday, 9:00 AM, 307
- Rubin, Joan, Challenges in Promoting a Learner Centered Perspective in Teacher Education, Saturday, 9:35 AM, GB
- Samimy, Keiko, What Content Teachers Want: Assessing and Meeting the Professional Development Needs of Secondary Teachers of English Language Learners, Saturday, 9:35 AM, 404
- Sanchez, Claudia S., First Things First: Insiders' Views on the Role of Culture in a Professional Development Program for Secondary-Level Urban Teachers, Friday, 4:50 PM, 404
- Sanders, Sara, Community Through Story in the Theory and Methods Class, Saturday, 8:30 AM, 403
- Santos, Fábio, Exploratory Practice in Initial Teacher Education: Integration and Work for Understanding, Saturday, 12:00 PM, CB
- Santos-Sopena, Oscar, Social Networks in Language Teacher Education: Using Wikis, Facebook, and Wimba, Friday, 10:35 AM, GB
- Scarino, Angela, A National Collaborative Project in Language Teacher Education in Australia: Reciprocal Effects of Collaboration Among Communities of Languages Educators, Saturday, 1:05 PM, 405
- Schmidt, Clea, Preparing Teachers for Linguistically and Culturally Diverse Classrooms: Perspectives and Possibilities, Saturday, 1:05 PM, 309
- Schwinge, Diana, Action Research in Teacher Preparation: Scaffolding Reflective Practitioners, Friday, 8:00 AM, 309
- Seloni, Lisya, Critical Approaches: Countering the Normalizing Gaze in Language Teacher Training, Friday, 3:20 PM, 307
- Seloni, Lisya, Identity Research in Language & Education: Perspectives & Directions , Friday, 10:35 AM, 302
- Sengiku, Takeshi, Development and Effectiveness of an Online Professional Development Course for Japanese Language Teachers: JOINT (Japanese Online Instruction Network for Teachers), Saturday, 10:05 AM, 403

- Shaoqian, Luo, The Distinctive Characteristics of Chinese ELT Teachers, Saturday, 12:00 PM, CB
- Sharkey, Judy, Going Glocal: Local Knowledge as a Critical Resource in Language Teacher Education, Friday, 11:35 AM, 310
- Sherris, Ari, Responding to the Needs of Language Teachers: Reconceptualizing Professional Development, Saturday, 9:35 AM, 307
- Sherris, Ari, Teaching Mainstream Teachers about Second Language Acquisition, Saturday, 12:00 PM, CB
- Shin, Joan K., Globalization of Language Teacher Education Programs: Opportunities and Challenges, Friday, 3:20 PM, GB
- Shin, Joan Kang, Teaching Content to ELLs: Collaboration between Universities and Schools, Saturday, 1:05 PM, 310
- Shrum, Judith, A Model for Teacher Educator Communities of Practice : A Virginia Consortium, Friday, 3:20 PM, 302
- Sider, Duane, What the Student Brings, Saturday, 11:05 AM, 308
- Singh, Ravinder, Mentoring the Mentors: Successes and Challenges in Developing Teacher Educators, Friday, 11:45 AM, 302
- Small, Helen, A Model for Teacher Educator Communities of Practice : A Virginia Consortium, Friday, 3:20 PM, 302
- Smolcic, Elizabeth, Teachers Crossing Borders: Preparing for Increasing Diversity in the Public Schools, Friday, 10:35 AM, 310
- Smolcic, Elizabeth, Moving Beyond the Known: Identity Transformation in a Boundary Crossing Experience for ESL Teachers, Friday, 4:50 PM, 309
- Smolen, Lynn, Articulation Between Teacher Education Classes and Field Experiences, Friday, 8:00 AM, 404
- Smolen, Lynn, Lessons from an Accelerated Program, Friday, 11:35 AM, 308
- Stella, Kourieos, An Evaluation of the EFL Teacher Preparation System in Primary State Schools in Cyprus: Implications For a Pre-service Language Teacher Education Programme, Saturday, 8:00 AM, CB
- Styles, Ruth, Success and Failure in Alternative Teacher Preparation Programs, Friday, 11:05 AM, 308
- Supalla, Samuel J. A., Written Language Approach: Supporting Deaf Children's Learning of English Through American Sign Language, Friday, 3:20 PM, 308
- Szabo, Eva, Train the Trainers: Introducing Instructors to the Smart Board as a 21st Century Language Teaching Tool, Saturday, 3:05 PM, 308
- Tabaku, Lisa, Responding to the Needs of Language Teachers: Reconceptualizing Professional Development, Saturday, 9:35 AM, 307

- Tanaka, Makiko, A Model of Mid-Term Conference that promotes pre-service students' overall teaching, Saturday, 1:05 PM, 302
- Tarone, Elaine, Preparing Teachers to Explore Learner Language, Thursday, 9:00 AM, 301
- Tasker, Tom, Teachers Crossing Borders: Preparing for Increasing Diversity in the Public Schools, Friday, 10:35 AM, 310
- Tschirner, Erwin, Binational Dual Degree Programs in Foreign Language Teacher Education, Saturday, 2:35 PM, 405
- Tuzi, Frank, Leveraging Web 2.0 Collaboration Sites into Language Teaching and Research, Saturday, 1:05 PM, 308
- Tuzi, Frank, The Impact of Web 2.0 on Language Education, Saturday, 10:35 AM, 308
- Tuzi, Frank, Teacher Training in Technology: Overcoming Limitations, Saturday 9:35 PM, 308
- Uhl Chamot, Anna, Challenges in Promoting a Learner Centered Perspective in Teacher Education, Saturday, 9:35 AM, GB
- Ünver, Meral Melek, Job Satisfaction of EFL Teachers at the University Level, Saturday, 8:00 AM, 308
- Ushida, Eiko, Development and Effectiveness of an Online Professional Development Course for Japanese Language Teachers: JOINT (Japanese Online Instruction Network for Teachers), Saturday, 10:05 AM, 403
- Val, Adriana, Globalization of Language Teacher Education Programs: Opportunities and Challenges, Friday, 3:20 PM, GB
- Van Houten, Jacque Bott, Success and Failure in Alternative Teacher Preparation Programs, Friday, 11:05 AM, 308
- van Olphen, Marcela, Sharing Responsibilities for Tomorrow's Teachers: Schools and Universities Working Together, Friday, 10:35 AM, 307
- Vasquez, Camilla, Raising Teachers' Awareness of Corrective Feedback through Research Replication, Friday, 11:35 AM, 404
- Vermelho, Michele Valadão, Exploratory Practice in Initial Teacher Education: Integration and Work for Understanding, Saturday, 12:00 PM, CB
- Vinogradov, Patsy, Principled Preparation for Teachers of Adult Low-Literate Learners, Saturday, 8:00 AM, 302
- Wagner, Manuela, Alternative Routes to Language Certification: Threat or Promise?, Saturday, 9:35 AM, 310
- Walls, Kristen, Focus on the Periphery: Professional Development for Volunteer Teachers, Saturday, 8:00 AM, 307
- Wang, Hong, The Knowledge Base of Canadian Tertiary ESL Teachers: What is Missing?, Saturday, 8:00 AM, 301

- Wang, Hong, ESL Teachers' Needs for Their Professional Development: The Voice from Ontario, Saturday, 8:00 AM, CB
- Wang, Zhenjing, Teachers' Belief and Practice of Feedback on Discourse on EFL Writing, Friday, 11:05 AM, 404
- Warford, Mark K., Language and Language Teacher Learning and the Integration Model, Saturday, 8:30 AM, 308
- Warford, Mark K., Language Teacher Development: What Would Lev Do?, Friday, 11:05 AM, 405
- Warford, Mark K., Teaching in the Target Language: A Neglected Pedagogical Value?, Saturday, 1:05 PM, 404
- Washburn, Gay, Success and Failure in Alternative Teacher Preparation Programs, Friday, 11:05 AM, 308
- Wassell, Beth, We're All Teachers of English Language Learners": Innovative Practices in a Professional Development Model for Teaching ELL Students in Content Area Classrooms, Saturday, 12:00 PM, CB
- Webb, John, Alternative Routes to Language Certification: Threat or Promise?, Saturday, 9:35 AM, 310
- Wei, Michael, Mentoring Apprentice Language Teacher Educators: Apprenticeships in Action, Saturday, 1:05 PM, 307
- Williams, Lorna, Learning From the Land: Intergenerational Language Mentorship, Friday, 4:20 PM, 405
- Wilson Wells, Lisa, Learning From the Land: Intergenerational Language Mentorship, Friday, 4:20 PM, 405
- Wu, Susan (Su-Hui), Efficacy of One Elementary Preservice Teacher Education Program in Taiwan in Preparing Non-native speakers to Teach English as an International Language, Saturday, 8:00 AM, CB
- Yin, Chengbin, Understanding "Understanding by Design": Insights from the Development of a National K-3 Chinese Curriculum, Saturday, 11:05 PM, 404
- Young, Sarah, Models of On-Going Professional Development for Language Teachers, Thursday, 1:00 PM, 302
- Zahler, Tara, On What Should I Focus First?, Friday, 8:00 AM, 307
- Zhao, Kangxian, Methodological Tales of ESL Teachers and Teacher Educators in the Post-Method Era, Friday, 1:00 PM, CB
- Zhao, Kangxian, ESL Teachers' Needs for Their Professional Development: The Voice from Ontario, Saturday, 8:00 AM, CB
- Zlateva, Maria, L2 Awareness Training of Mainstream Writing Teachers in College, Friday, 1:00 PM, CB

CONFERENCE PROCEEDINGS SPECIALS

Selected Papers from

Past Language Teacher Education Conferences

2007, 2005, 2003 & 1999



Bridging Contexts, Making Connections:

Selected Papers from the Fifth International Conference on Language Teacher Education

Edited by Mike Anderson and Anne Lazaraton

CARLA Working Paper Series • May 2009 • 179 pp. • \$25.00 + shipping
SPECIAL CONFERENCE PRICE \$20

Twelve papers originally presented at the *Fifth International Conference on Language Teacher Education* were selected for inclusion in this volume dedicated to the diversity of voices in the field. While each paper speaks to a different teaching context, they all highlight 'best practices' in language teacher education. Some of the papers address practices in different contexts and others challenge readers to rethink the knowledge base of language teacher education, to think critically about what this knowledge consists of and why, and to describe classroom and professional tools that will best equip language teachers to help their students achieve their language learning goals.



Don't forget these great collections from other past conferences!

Voice and Vision in Language Teacher Education: Selected Papers from the Fourth International Conference on Language Teacher Education

Edited by Bill Johnston and Kristen Walls

CARLA Working Paper Series • May 2007 • 264 pp. • \$25.00 + shipping SPECIAL CONFERENCE PRICE \$20

Creating Teacher Community: Selected Papers from the Third International Conference on Language Teacher Education

Edited by Martha H. Bigelow and Constance L. Walker

CARLA Working Paper Series # 24 • December 2004 • 337 pp • \$15.00 + shipping SPECIAL CONFERENCE PRICE \$10

Research & Practice in Language Teacher Education: Voices from the Field: Selected Papers from the First International Conference on Language Teacher Education

Edited by Bill Johnston and Suzanne Irujo

CARLA Working Paper Series #19 May 2001 • 297 pp. • \$15.00 + shipping SPECIAL CONFERENCE PRICE \$10

Order from the CARLA website:

<http://www.carla.umn.edu/resources/working-papers/index.html>



Proceedings from the **Sixth International Conference on Language Teacher Education** will be collected and published by the National Capital Language Resource Center. Papers should be sent to nclrc@gwu.edu by August 1, 2009. Further details will be sent to presenters.

